

Annual School Development Report (2025-2026)

Woodland Primary School



**“Woodland Primary is committed to children
and life-long learning by creating effective
educational experiences and partnerships
that reflects the needs of the
LEARNER!”**

Strategic Issue: Addressing the challenge of differentiating instruction and using data to improve literacy and numeracy outcomes for K-3 students

How did you know this was a Strategic Issue? What evidence did you have?

The school identified this issue through several data sources during the 2025-2026 school year:

- **Teaching and Learning Team (TLT) Meetings:** During regularly scheduled TLT meetings, team members reflect and analyze student progress at universal and individual levels, providing opportunities to reflect on student data and plan instructional enhancements. Minutes from these meetings are stored in the Woodland Google Drive.
- **Responsive Teaching & Learning (RTL) Records in Literacy / Record of Interventions (ROIs):** Comparisons between the 2024-2025 and 2025-2026 school years showed a significant number of students requiring universal, targeted, and intensive support in Literacy.
- **Responsive Teaching & Learning (RTL) Records in Numeracy:** Numeracy RTL data showed fewer interventions compared to literacy, with Kindergarten having 0 (Universal & Targeted) and 1 (Universal & Intensive); Grade 1 with 1 (Universal & Targeted) and 2 (Universal & Intensive); Grade 2 with 2 (Universal & Targeted) and 0 (Universal & Intensive); and Grade 3 with 2 (Universal & Targeted) and 1 (Universal & Intensive).
- **RTL Database:** This database provides administrators with effective reporting tools to view and analyze student interventions and identified goals regularly. It offers greater opportunities to understand students and the support they receive.
- **Core Reading Tracking Info:** Scheduled Literacy Collaborative meetings offer teachers opportunities to reflect on student literacy data and plan instruction. Grade-level tracking documents were developed by the Literacy Committee to reflect student reading development progress. While data entry is ongoing, it is anticipated to be an "excellent data source" upon completion to guide instructional practices.

- ***Anecdotal/Teacher Feedback:*** Ongoing consultation and collaboration with staff during weekly grade level meetings, monthly TLT meetings, and Literacy Collaborative meetings revealed positive differences since using the UFLI resource for literacy skills. Teachers noted that conversations and collaboration with colleagues positively impact their instructional practices.
- ***School Development Student Surveys:*** While 89.3% of students indicated rigorous expectations, 8.9% responded neutrally and 1.8% negatively. Although teachers strive to meet student needs, there are always opportunities for reflection on universal instruction. Additionally, 64.3% of students reported positive responses regarding school engagement.
- ***School Development Staff Surveys (Professional Learning):*** Survey results indicated that teachers desire greater, in-person professional learning opportunities to enhance instructional practices. They also expressed a need for dedicated time to develop effective lessons, consult with peers during working hours, or observe in other classrooms. Student Assistants also expressed a need for valuable professional learning related to behavior and student engagement.

Actions: The following actions were undertaken during the 2025-2026 school year to address this strategic issue, with implied timeframes from September to June. Many of these actions continued from 2024-2025 as they were not achieved successfully and required further attention:

- ***Ensure that structured learning blocks are being utilized across all grade levels:***
 - Admin and Classroom Teachers were responsible.
 - This included providing teachers time to visit other classrooms, offering support to set up effective learning block structures, planning for cross-curricular activities, and reviewing the purpose of learning blocks.
- ***Ensure that staff are having regular TLT meetings:***
 - Admin, Classroom teachers, IRT, Reading Specialist, Teacher Librarian, Guidance, etc. were responsible.
 - These meetings focused on students requiring interventions, especially those supported by specialists.

- ***To continue using the UFLI resource across all grade levels:***
 - Classroom teachers, the Reading Specialist, and Admin were responsible.
 - Teachers were required to enter data in a timely manner into the Core Class Reading Tracking Sheet.
- ***To continue and strengthen Literacy Collaborative meetings:***
 - The Reading Specialist, Classroom Teachers, Admin, and Teacher Librarian were responsible.
 - These meetings were led by the Reading Specialist on Day 2 and 4 based on a rotational, grade-level schedule, with students supervised by the Teacher Librarian.
- ***To ensure that a Numeracy Committee is in place:***
 - Admin, all teachers, and Program Specialists were responsible.
 - The committee's actions included forming the committee, developing a tracking document for numeracy, and planning a Numeracy Day/week for the school year. This planning involved classroom center rotations, focusing on various math curriculum strands, and encouraging student participation (e.g., numeracy shirts).
 - Explore the use of the Acadience screener

Year-end Summary of Progress. What evidence do you have to support this progress?

(What progress has been made on addressing the identified strategic issue? Have the actions taken moved the school forward in addressing the issue? What evidence have you used to determine this?)

Woodland Primary has made significant progress in addressing the strategic issue of differentiating instruction and effectively utilizing data to enhance literacy and numeracy outcomes for K-3 students.

- ***Progress in Differentiating Instruction:***
 - The implementation of structured learning blocks has advanced, with mini-lessons and reteaching conducted to help establish these blocks, which are now utilized daily across all grade levels.
 - This has led to improved student engagement and more effective meeting of student needs through small group

learning opportunities.

- However, some teachers have indicated a need for additional support to further enhance their instructional practices in this area.

- ***Progress in Using Data to Improve Literacy Outcomes:***

- Considerable strides have been made in leveraging data for literacy outcomes.
- The UFLI resource continues to be used across all grade levels, with teachers completing student progress assessments and entering data into Core Class Reading Tracking Sheets.
- Teachers reported positive differences from UFLI implementation, and ongoing collaboration positively impacts instructional practices.
- Literacy Collaborative meetings, led by the Reading Specialist, have been consistently implemented and deemed "very positive." These meetings offer valuable opportunities for teacher collaboration, reflection on assessment pieces, and increased comfort with UFLI implementation.
- While some Core Reading Tracking data is still being entered, it is anticipated to become an "excellent data source". We realize this may change with the introduction of the literacy screeners in Kindergarten and Grade 1.
- Regular Teaching and Learning Team (TLT) meetings are consistently held, with minutes stored in the Woodland Google Drive, enabling team members to reflect on student data, analyze progress, and plan instruction.
- The Responsive Teaching and Learning (RTL) database also provides effective reporting tools for administrators to view and analyze student data and interventions.

- ***Progress in Using Data to Improve Numeracy Outcomes:***

- Progress in numeracy includes the formation of a Numeracy Committee.
- The committee's ongoing efforts include the development of a specific numeracy tracking document to address the previously noted lower number of ROIs for numeracy compared to literacy.

- ***Evidence of Impact:***

- The actions undertaken have demonstrably moved the school forward by enhancing instructional practices and fostering a more data-informed approach to teaching.

- Evidence includes consistent scheduling and utilization of daily structured learning blocks, observed improvements in student engagement, and effectiveness in meeting student needs.
- The successful and consistently implemented Literacy Collaborative meetings and their positive impact on teacher collaboration and comfort with UFLI.
- The ongoing entry and anticipated comprehensive utility of Core Class Reading Tracking Sheets.
- The regular occurrence of TLT meetings where student data is analyzed and instructional plans are developed.
- Anecdotal feedback from teachers confirming positive differences from UFLI resource use and the benefits of professional collaboration.
- Documented meeting minutes for TLT meetings stored in the Woodland Google Drive.
- The RTL database, which offers administrators tools for viewing and analyzing student data and intervention types.
- The school actively utilizes a variety of data sources, including Responsive Teaching & Learning Records in both literacy and numeracy, the RTL Database, Core Reading Tracking Info, anecdotal/teacher feedback, and TLT meeting minutes, to continuously inform and assess progress on this strategic issue.

Next Steps...

Heading into the 2026-2027 school year we anticipate having the opportunity to continue making progress on "Addressing the challenge of differentiating instruction and using data to improve literacy and numeracy outcomes for K-3 students.

1. Enhance Differentiated Instruction through Ongoing Support:

- Continue the daily utilization of structured learning blocks across all grade levels, reinforcing the practice of mini-lessons and reteaching to establish expectations. We still have a ways to go with this. Not all teachers have bought into the importance of a learning block structure.
- Actively provide the additional support that some teachers have indicated they need to further enhance their instructional practices related to effective learning block structures. This could involve facilitating opportunities for teachers to observe their peers in other classrooms or seeking more in-person professional learning opportunities as desired by staff to develop effective lessons and collaborate during working hours.

2. Optimize Literacy Data Utilization:

- Ensure the timely and complete entry of all student progress assessments into the Core Class Reading Tracking Sheets, aiming to fully realize its potential as an "excellent data source" for guiding teachers' instructional practices.
- Continue to consistently implement the Literacy Collaborative meetings led by the Reading Specialist. These meetings have been "very positive" and proven effective in providing teachers with opportunities to collaborate, reflect on student assessment pieces and progress, and feel more comfortable with the UFLI resource.
- Maintain regular Teaching and Learning Team (TLT) meetings, ensuring minutes are consistently stored, and team members continue to reflect on student data to analyze universal and individual progress, planning accordingly to enhance instructional practices.
- Sustain the use of the UFLI resource across all grade levels, continuing to leverage the positive differences noted by teachers and the benefits of ongoing collaboration with colleagues.
- Support K and 1 teachers when implementing literacy screeners in the fall

3. Prioritize Numeracy Data Tracking Development:

- Critical Focus: Successfully develop the tracking document for numeracy as planned by the Numeracy Committee. This is a key next step to address the previously noted lower number of Responsive Teaching & Learning Records for numeracy compared to literacy.
- Continue the work of the Numeracy Committee to support numeracy initiatives and plan for the successful annual Numeracy Day, given its positive reception by students and staff.
- Support teachers when implementing numeracy screeners in Grade 1 and 2 in the fall

Strategic Issue: The need to integrate and strengthen Social and Emotional Learning (SEL) for students and create a school climate where all students and staff feel safe, supported, valued and happy.

How did you know this was a Strategic Issue? What evidence did you have?

The identification of this strategic issue for the 2024-2025 school year is supported by the following evidence:

- ***Review 360 Reports:***

- Staff discussions highlighted the impact of student behavior on the classroom learning environment, noting common disruptive behaviors such as hitting, kicking, running, biting, screaming, and talking back. Most reported behavior occurred in Grade 1 again this year. We suspect this is due to class sizes coming out of Kindergarten and limited human resources to support the increasing student need in our classes.
- Reported incidents by type included: Teacher managed incidents (~1,016), Office referrals (~69), and Discipline incidents (~39).

- ***Responsive Teaching and Learning (RTL) Records in Social Emotional Learning (SEL):***

- Data indicated interventions needed across K-3 for SEL. For Kindergarten, there were 2 (Universal & Targeted) and 5 (Universal & Intensive), Grade 1 - 2 (Universal & Targeted) and 8 (Universal & Intensive), Grade 2 - 5 (Universal & Targeted) and 13 (Universal & Intensive), Grade 3 - 1 (Universal & Targeted) and 3 (Universal & Intensive)

- ***RTL Database:***

- This database provides administrators with tools to view and analyze student data and interventions related to attentional issues, behavior (e.g., self-regulation), safety, and establishing school routines. Students receiving intensive interventions often present with severe behavior concerns and have a Response Protocol in place.

- ***School Development Student Surveys:***

- 89.1% of students indicated that they generally feel safe at school, a percentage higher than similar schools and the province.

- **Staff Survey:**

- 90.9% of instructional and non-instructional staff felt very positive regarding the overall social and learning climate of the school, with percentages higher than similar schools and the province.

The following actions were undertaken during the 2025-2026 school year to address this strategic issue, with implied timeframes from September to June:

- **Continue with and strengthen our Woodland ROCKstars PBS Program:**

- Assistant Principal, all staff, and Admin were responsible.
- Actions included weekly draw prizes, encouraging staff to give tickets for ROCKstar behavior, and reaching out to businesses for larger monthly prizes.
- Included 1 student from every class as opposed to 2 per grade level, increasing the number of students being positively rewarded.

- **Revisit Wellness Wednesday:**

- All staff and the Phys. Ed. teacher were responsible.
- This involved planning for monthly school-wide events and weekly classroom/grade level events.

- **Grade 3 Leadership:**

- Teacher Librarian, Grade 3 teachers, and Admin were responsible.
- Provided opportunities for students to become leaders in various roles like making announcements, delivering lunches, helping supervise younger grades, and acting as mentors or reading buddies.

- **Continued to the Implement Zones of Regulation:**

- The Guidance Counsellor and all staff were responsible.
- Ms. Jarvis (Guidance Counsellor) helped teachers implement Zones of Regulation in their classrooms, with relevant activities and information uploaded to the Woodland Google Drive.

- ***Revisit and improve the House System:***

- All the staff were responsible.
- A committee was encouraged to meet in the fall to plan fun events and reintroduce teams (e.g., Arctic Hare, Red Fox, Wolf, Lynx), potentially with a whole-group gathering.

- ***To increase student safety and to promote positive behaviour:***

- Admin, Teachers, and Guidance were responsible.
- Actions included placing more human resources in our higher behavior areas

- ***To provide opportunities to enhance staff wellness:***

- All staff, Admin, and the School Development Committee were responsible.
- This involved surveying staff for wellness improvements, considering monthly treat days, seeking guest speakers, creating quiet staff spaces, planning more school socials, implementing staff shout-outs (PA and wall), and facilitating Friday get-togethers.

Year-end Summary of Progress. What evidence do you have to support this progress? (What progress has been made on addressing the identified strategic issue? Have the actions taken moved the school forward in addressing the issue? What evidence have you used to determine this?)

Significant progress has been made in integrating and strengthening Social and Emotional Learning (SEL) for students and fostering a positive school climate where both students and staff feel safe, supported, valued, and happy.

- ***Progress in Promoting Positive Student Behavior and School Climate:***

- The school actively continued its Woodland ROCKstars PBS Program, which has proven successful. Weekly draw prizes are highly anticipated, motivating students to earn tickets for positive behavior.
- Staff have observed a clear increase in positive student behaviors, including kindness, cooperativeness, respectfulness towards others, and improved listening skills. This positive shift is also reflected in an overall decline in negative behaviors as shown in Review 360 reports.

- ***Enhancements in Student Safety and Classroom Environment:***

- Revisiting our supervision scheduled improved behavior during recess and lunch

- ***Leadership Development and Student Engagement:***

- The Grade 3 Leadership initiatives have been successfully implemented and are proving highly effective.
- Grade 3 students feel a strong sense of responsibility, and younger students actively look forward to interacting with them.
- Many students who initially did not sign up for leadership roles have since expressed interest, inspired by their peers, indicating increased student engagement and positive role modeling. The school plans to continue providing these valuable leadership opportunities.

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- ***Social and Emotional Learning Instruction:***

- The implementation of Zones of Regulation has seen progress, with the Guidance Counsellor successfully introducing the framework in various K-2 classes.
- Most K-2 classrooms have received instruction, and relevant activities and information for teachers have been uploaded to the Woodland Google Drive.
- While initial instruction has been provided, the consistent use of Zones of Regulation in classrooms requires further reflection and attention moving forward.

- ***Staff Wellness Initiatives:***

- Efforts to enhance staff wellness have also progressed.
- A Mental Wellness Professional Learning (PL) day was successfully held on February 13, 2026, on-site, offering staff a relaxation session, shared meals, opportunities for conversation, games, and social interaction.
- Staff regularly gather after work on Fridays, and frequently share meals on PL days.
- While a staff shout-out wall was created, its consistent use needs to be revisited. An attempt has also been made to create a warmer and cozier staffroom environment.

Areas for Continued Focus:

While efforts to revisit Wellness Wednesday are ongoing, staff have indicated a need for continued focus and a different implementation approach moving into the next school year, despite students enjoying the whole group activities. Similarly, the House System was not incorporated this school year, but the school plans to reintroduce it, recognizing its past benefits in increasing student participation, engagement, and a sense of belonging.

● ***Evidence Used to Determine Progress:***

- Positive feedback and observations from staff regarding increased positive student behaviors and feelings of safety.
- Decline in Review 360 reports and accident/injury reports, particularly related to lunchtime behaviors.
- Student feedback indicating enjoyment of programs like Woodland ROCKstars and Wellness Wednesday, and aspiration for Grade 3 leadership roles.
- Completion rates of Google forms (e.g., unanimous agreement on discontinuing outside lunch play).
- Documentation of professional learning days and staff social gatherings.
- Guidance Counsellor's successful implementation of Zones of Regulation instruction.
- Meeting minutes and action plans from committees.
- Data from the RTL Database provides administrators with tools to view and analyze interventions for students, including those related to attentional issues and behavior

Next Steps...

Moving into the 2026-2027 school year, as we attempt to further integrate and strengthen SEL and foster a positive school climate, the following next steps are indicated:

1. Re-evaluate and Re-implement Wellness Wednesday:

- The Wellness Wednesday committee should meet to plan a different approach for implementation moving into the next school year. This is in response to staff feedback that continued efforts are needed in this area, despite students enjoying the whole-group activities.

2. Reintroduce and Improve the House System:

- The House System, which was not incorporated this school year, should be reintroduced, recognizing its past benefits in increasing student participation, engagement, and a sense of belonging.
- The committee responsible for the House System should be encouraged to meet in the fall to plan fun events and reintroduce the teams, potentially with a whole-group gathering or kick-off event.

3. *Sustain and Enhance Positive Behavior Programs:*

- Continue the successful Woodland ROCKstars PBS Program, ensuring weekly draw prizes are anticipated by students to maintain motivation for positive behavior.
- Continue to encourage staff members to distribute tickets to students in recognition of ROCKstar behavior.
- Seek out businesses to try and secure larger, monthly prizes for the Woodland ROCKstars program.
- Continue to provide Grade 3 students with leadership opportunities, as these initiatives have proven effective in fostering a sense of responsibility and positive role modeling.

4. *Refine Staff Wellness Initiatives:*

- Revisit the staff shout-out wall, as it was created but has not been used regularly by staff. Efforts should be made to encourage its consistent use to promote staff recognition and morale.

5. *Ongoing Data Reporting Improvements:*

- Continue efforts to improve data entry of Review 360 reports, focusing on consistent reporting and promptness.
- Implement tracking forms for behaviors of high-needs students to increase the validity of information for processes like the Violence Risk Assessment.

6. *Enhance School Spirit*

- Encourage teachers to become leaders and draw on their strengths to enhance school spirit on our school
- Plan for spirit days
- Survey students and provide choice and feedback

7. *Attempt to be more creative with scheduling*

- Make every effort to include adaptive music and Phys. Ed. classes
- Schedule choir periods

8. Form an Outside Classroom Committee

- Place a greater emphasis on rebuilding our outdoor classroom space
- Draw on volunteers
- Create trails and sitting areas
- Clean up existing equipment