Guy Weadick School

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School Development Planning

Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in a school annual results report. This report demonstrates improvement results and next steps and support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2024-25 School Development Plan for Year One and the school's Alberta Education Assurance Survey results. A summary of the results can be found in the Data Story section of this report. It includes:

- Celebrations
- Areas for Growth
- Identified Next Steps

For detailed results from the 2024-25 School year, please refer to the 2024-25 School Improvement Results Report on our school website.

 SIRR 2024-25
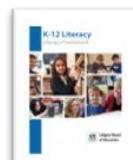
School Goal
Student foundational skills in literacy will improve

Outcome:
Students will improve phonological awareness and decoding skills.

Outcome Measures
- Castles & Coltheart (CC3)
- Letter-Name-Sound (LeNS)
- Rapid Automized Naming (RAN)
- Report Card Data ELAL (Reading stem)
- CBE Student Survey (Literacy)

Data for Monitoring Progress
- English as an Additional Language (EAL) Benchmarks Analytics
- Teacher perception data survey-confidence in implementing phonics instruction and using various reading assessment tools
- University of Florida Literacy Institute (UFLI) student check-ins
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) MAZE (gr. 5-6)
- Comprehensive Decoding Assessment (gr. 1-4
- Words Their Way Assessments (gr. 3-6)
- Diagnosis Deciding Survey (DDS) (gr. 5-6)
- Flexible intervention tracking sheets

Learning Excellence Actions

- Use the Reading Assessment Decision Tree to guide next steps
- Follow clear scope and sequence
- Provide daily structured and explicit instruction connected to Grapheme Phoneme Corresponds (GPCs)
- Connect decodable text to GPCs/concepts that are taught

Well-Being Actions

- Utilize flexible groupings for specific learning needs
- Provide multiple opportunities to practice and consolidate skills
- Use goal setting & self-assessment

Truth & Reconciliation, Diversity and Inclusion Actions
- Provide access to inclusive, diverse, and inviting texts
- Use strength-based instructional and assessment approaches that examine and celebrate incremental growth
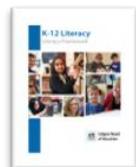- Provide multiple entry points for tasks to encourage risk taking

Professional Learning

Structures and Processes

Resources

- CBE K-6 Professional Learning Series
- Improving Reading for Older Students (IROS) modules
- ELA/ELAL Insite | Professional Learning
- Utilizing University of Florida (UFLI)

- Use manipulatives like whiteboards, Elkonin boxes, mirrors, letter tiles, magnets, sand, playdough
- Utilize routines and games: word ladders, matrices, puzzles, word sorts
- Consolidate with literacy centres
  School Based: Collaborative Response, PLCs, Intervention

- ELAL K-3 Scope & Sequence
- CBE Digital Decodable Library
- Reading Assessment Decision Tree (RAD) Gr 4-12
- ELA/ELAL Insite | Teaching Practices document

School Development Plan – Data Story

2024-25 SDP GOAL ONE: *Student foundational skills in literacy will improve.*

Outcome one: *Students will improve phonological awareness and decoding skills.*

Celebrations

- *Improved self-perception and metacognitive awareness: students increasingly reported knowing what to do next to improve their reading skills (CBE Survey: 77.78% → 85.71%).*
- *Year to year data showing students reaching higher levels of achievement on report card stem: Reads to understand*
- *Teacher professional learning communities focused on data driven instructional practices to improve student achievement in literacy*

Areas for Growth

- *Implement year over year tracking for reading skills to ensure that students are demonstrating growth across grades*
- *Utilize opportunities to increase parental engagement in completion of Alberta Education Assurance Measure Results in order to gather more data points*

Next Steps

- Utilize strategic, flexible groupings based on *the Grades 4-12 Reading Assessment Decision Tree to track incremental student progress*
- *Designing instructional tasks that allow for gradual release of responsibility to further develop student literacy skills*
- *Strengthen the connection between explicit reading skills and language comprehension from the Active View of Reading through vocabulary, background knowledge, and oral communication*