



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 an annual report that demonstrates improvement results and next steps. These results 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

Learning Excellence

We have used Report Card data from June 2024 to inform our next steps for the upcoming year.

Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator ELL
Grade 1	3.53%	23.53%	23.53%	24.71%	18.82%
Grade 2	7.69%	20.00%	26.15%	6.15%	29.23%
Grade 3	9.12%	22.22%	27.78%	22.22%	6.94%
Grade 4	3.90%	38.96%	35.06%	6.49%	9.09%
Grade 5	9.38%	50.00%	9.38%	9.38%	6.25%
Grade 6	3.57%	30.36%	26.79%	21.43%	10.71%
Average	6.30%	30.85%	27.78%	15.06%	13.51%

In addition, we have used data from Provincial screeners and assessments to guide our planning. Specifically, we have looked at data from Castles & Coltheart (CC3) and Letter-Name-Sound (LeNS). This data-driven approach helps us to identify trends, address learning gaps and better meet the needs of our students. After analyzing our English Language Arts and Literature report card data in reading, combined with classroom assessments we found that reading was an area that continued to require focus.

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements



CBE 2024-27 Education Plan

**Learning Excellence**

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

Well-Being

The summary of Well-Being data that directly impacts student success suggests that students feel their teachers care about them and want them to be successful at school. The data has also indicated there is room for improvement in building student confidence of themselves as learners. This data was collected through CBE Student survey.

CBE Student Survey

Heart-To Belong

My teacher(s) want me to be successful	94.23%
My teacher(s) care about me	90.38%

Mind- To Know

I have confidence in myself as a learner	70.69%
There are high expectations for me to be successful in my learning	88.68%

Examining data from the OurSCHOOL Survey we noted that 84% of our grade 4 and 5 students feel that they are able to set relevant, attainable goals and exert deliberate and persistent effort to achieve them. At the grade 6 level 74% of students feel they are able to do this.

This aligns with the data that 78% of students report that they know what to do next to improve their reading skills in the Spring 2024 Alberta Education Assurance survey.

Our focus for this year is on implementing a school-wide approach of teaching through social-emotional lens, building confidence and a sense of identity. We will have specific attention on building strategies that allow students to demonstrate confidence and improve learning experiences.

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents a highly diverse student population coming from multiple communities. There are 34 different languages spoken at our school with 62% of our students identified as English as an Additional Language learners. In addition, 3% of our students self-identify as Indigenous and 14% as having identified Special Education requirements. We respect and celebrate diversity by being intentional in our approach in creating safe, caring and welcoming learning environment where all students can thrive and succeed in their learning.





School Development Plan – Year 1 of 3

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 Automated 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

- CBE K-6 Professional Learning Series

Structures and Processes

- Use manipulatives like whiteboards, Elkonin boxes, mirrors, letter

Resources

- ELAL K-3 Scope & Sequence





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

- tiles, magnets, sand, playdough
- Utilize routines and games: word ladders, matrices, puzzles, word sorts
- Consolidate with literacy centres
- School Based: Collaborative Response, PLCs, Intervention

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

