

**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

Guy Weadick School

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School Improvement Results Reporting | For the 2024-25 School Year

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 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
 - Strong student achievement for lifelong learning and success
- Well-Being
 - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
 - Students and employees experience a sense of belonging and connection.

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

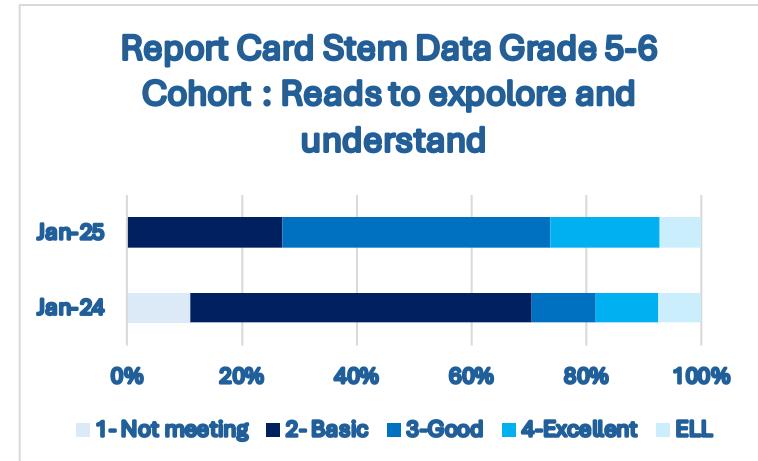
- *Utilize strategic, flexible groupings based on the Grades 4-12 Reading Assessment Decision Tree to track incremental student progress*
- *Designing instructional tasks that allow for gradual release of responsibility to further develop student literacy skills*
- *Strengthen the connection between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

Our Data Story:

The 2024–25 School Development Plan at Guy Weadick School was guided by data showing that students continued to need support in developing foundational literacy skills. The initial focus was on helping teachers develop literacy teaching practices to increase students phonological awareness and decoding skills while identifying student strengths and areas for growth throughout the learning process.

Teachers collaborated in professional learning communities and team collaborative planning sessions to design and refine reading tasks that explicitly embedded strategies to improve students' phonological awareness and decoding skills. During this time teachers in all grades noted that there were gaps in students' phonological awareness and teachers were seeing impacts on student decoding skills. Through this collaborative work teachers in our Grade 3-6 classrooms were able to implement flexible groupings targeted to meet the specific learning needs of students. Teachers utilized the *Grades 4-12 Reading Assessment Decision Tree* and ongoing observations and conversations with students to guide next steps in instruction and possible interventions and accommodations.

CBE Student Survey Results	
<i>I understand what I read</i>	
2023-2024	2024-2025
85.96%	
<i>I know what to do next to improve my reading skills</i>	
2023-2024	2024-2025
68.18%	80.77%



Grade 1 teachers also noticed that their students were presenting with varying abilities of literacy. Teachers reorganize their literacy block using data gathered from Castles & Coltheart (CC3) and Letter-Name-Sound (LeNS) assessments to create flexible groupings across their classrooms. Teachers used lessons from the University of Florida Literacy Institute (UFLI) to develop students' phonological and decoding skills. Monthly UFLI check-ins were used to determine student growth and inform next steps in teaching. Professional learning throughout the year focused on using intentional instructional materials to support phonics instruction including using a variety of decodable texts, word/sound walls, Elkonin boxes, letter tiles, student whiteboards and anchor charts.

By the end of the year, the school noted measurable growth in student achievement through the analysis of report card stems. For example, the percentage of students receiving an indicator of "1" in the literacy stem "Reads to explore, construct and

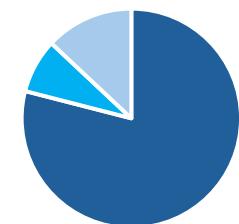
extend understanding" decreased from 14.9% in grades 5 and 6 to 0% the following year. The bar chart demonstrates the overall shift in student achievement for students in Grade 5 (2023-24) against the same cohort's achievement in the following year.

Growth in students' perception and confidence in their literacy skills was evident this year. Results from the CBE Student Survey showed that overall, 90% of students agreed with the statement "*I understand what I read*"; this was an increase of 4.04%. It is important to note that the cohort of students in grade six showed an increase of 17.03% in the perception that they understand what they read. Also reflected in student perception data was students' confidence in knowing what steps to take to improve their reading skills, as reflected in the CBE Student Survey, which rose from 77.78% to 85.71%. Examining data points from the Alberta Education Assurance Measure Results (AEAMR) showed that 79% of students answered yes to the question "*Do you like learning language arts?*"; this is a decrease of one percentage point over the previous year. In addition, 95% of teachers responded that they agree or strongly agree that "*the literacy skills students are learning at your school are useful.*" We were unable to correlate this to parent perception data due to the small number of responses submitted.

Insights and Next Steps

Together, these results suggest that while explicit instruction is supporting skill growth and student confidence, students also need continued opportunities to further develop and refine their foundational literacy skills. As we move forward, Guy Weadick will work to continue to strengthen the connection between explicit reading skills and language comprehension, a key component of the Active View of Reading. As students encounter increasingly complex texts, explicit instruction will focus on helping them make meaning through vocabulary, background knowledge, and purposeful discussion. Guy Weadick will intentionally design instruction to include the gradual release of responsibility to further develop students literacy skills. Teachers will continue to utilize strategic, flexible groupings that create equitable opportunities for connection and target students' specific learning needs. By intentionally pairing explicit skill instruction with flexible grouping teachers will support students to become accurate and fluent readers who are confident in comprehending a variety of texts.

Alberta Education Assurance Measure: Do you like learning language arts



■ Yes ■ No ■ Don't know

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025



The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

Assurance Domain	Measure	Guy Weadick School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	89.3	89.7	86.0	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	72.0	85.1	79.9	79.8	79.4	80.4	Intermediate	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
	Education Quality	91.6	92.7	91.4	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.5	89.0	86.3	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	71.9	82.1	80.7	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	Parental Involvement	72.8	83.1	75.2	80.0	79.5	79.1	Low	Maintained	Issue