



William Reid School

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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

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

School Development Planning

Introduction

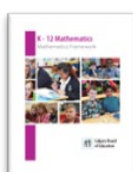
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

<https://williamreid.cbe.ab.ca/school>





School Development Plan – Year 2 of 3

School Goal

To adopt a holistic approach to assessment that fosters strong student achievement and promotes lifelong learning, and success.

Outcome:

Student learning improves through fair and equitable assessment practices.

Outcome (Optional)

Teachers align practices with the K – 12 five guiding principles of assessment and reporting in the CBE.

Outcome Measures

Informing our Understanding of Student Achievement related to Equitable Assessment Practice

- Local literacy and numeracy assessments
- Report Card data (S1/Y1)
- Alberta Education Provincial Literacy and Numeracy assessments (Rapid Automatized Naming (RAN), Test Dénomination rapide sérielle (DRS), Phonological Awareness Screening Test (PAST), Test de dépistage de la conscience phonologique (TDCP), LeNS, Test Nom et son des lettres (NSLe), CC3 (Castles & Coltheart 3 Test Castle et Coltheart 3), Numeracy assessment) Pre and Post assessments

Informing our Understanding of Student's Sense of Belonging and Well Being

- Alberta Education Assurance Measures Grade 4
- Grade 4 OurSchool Well-Being Survey
- K-3 Academic & K-3 Well-Being Surveys
- Attendance data
- Demographic data

Data for Monitoring Progress

- Local literacy and numeracy formative assessments in November 2025, February and May 2026 tracked in PowerSchool
- January and June Report Card data for literacy and numeracy
- Local well-being tracker
- Classroom data including student work considered in Professional Learning Communities(PLC)
- Short teacher surveys or check ins administered in December, March and June
- SLT and CR anecdotal data
- PLC – track assessment
- Student Voice – track voice
- School Council – engage parents
- Instructional Rounds anecdotal observations

Learning Excellence Actions

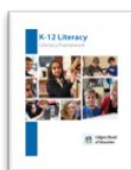
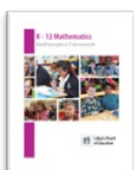
- Timely and regular task design and assessment to determine next steps in learning in literacy, numeracy and well-being
- Provide targeted and equitable interventions to

Well-Being Actions

- Mixed grade communities 7 Sacred Teachings to promote connectedness and belonging and cultural awareness
- Partner classes to support younger students with relationships,

Truth & Reconciliation, Diversity and Inclusion Actions

- Encourage all staff, both teaching and support, to embody the spirit of "learning who we are" by fostering a unified approach to supporting both the





support students at all grade levels in literacy, numeracy and well-being

- Leverage professional learning through our Intervention Lead Teacher, incorporating learning through PLC work.
- Staff to enact learning from Intervention Team Lead to support learners who are identified as at risk
- Teachers to incorporate neurolinguistic approaches when teaching math to build math skills, vocabulary and flexible thinking

connectedness and belonging

- Forming a student voice action committee with grade level representation to engage and connect promoting a sense of belonging meeting regularly
- Student and staff well-being check-ins
- Circle Talks to promote engagement, connectedness and belonging
- Learning on the land
- Encourage greater parental involvement in the quality of education and support their children in acquiring essential skills and knowledge – invite to coffee with admin, assemblies and classrooms

academic success and well-being of students.

- Increase student's capacity in cultural awareness by being more intentional about celebrating cultures (ie: November Hindu month)
- Foster greater appreciation amongst students in connecting with peers from diverse cultures
- Circle talks
- Learning on the Land
- Smudging to promote inclusion

Professional Learning

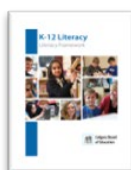
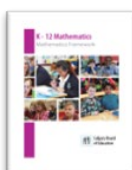
- Professional Learning on designing quality tasks and assessments in Academics, Well-being, Truth & Reconciliation, Diversity and Inclusion
- PL in creating differentiated and inclusive low floor, high ceiling tasks with multiple entry points, scaffolded to accommodate all learners
- Literacy support: sound accuracy and irregular words, decodable books
- Math support: connecting conceptual understanding to procedural fluency in mathematics by participating in a group Official Languages in Education Programs (OLEP) project with 5 other schools to create structured math lessons that incorporate the neurolinguistic approach
- Well-being supports:

Structures and Processes

- Regular literacy, numeracy and well-being PLCs - students achieving excellence in literacy and math and improve students' sense of belonging and well-being
- Collaborative response focused on using common language and offering evidence-informed and culturally responsive supports for students at-risk
- Well-being survey / check in for staff and students in Nov / Feb and May
- Monthly assemblies and a focus on a value ie: November Respect to promote sense of belonging and connectedness
- Promote equity using Continuum of supports Literacy, Numeracy and Well-being) and Progressive Discipline Policy

Resources

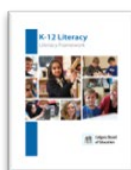
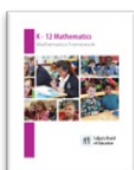
- The CBE Frameworks: Literacy, Numeracy, Well-Being, Indigenous Holistic Lifelong Learning framework
- The CBE Assessment and reporting Guide
- The Education Plan 2024-2027
- NLA (Neurolinguistic Approach)
- Social Emotional Learning SEL competencies
- Math Up
- Lalilo
- Science of Reading
- Decodable Books
- Continuum of Supports (Jigsaw Learning)
- Teaching Effectiveness Framework
- Disciplinary Literacy





- *5 SEL social-emotional learning competencies (learn / use /teach)*

- *Trickster Theatre Residency – Whole school endeavor to collaborate and participate in a theatrical production (create, write and perform) about Connectedness and Belonging in French*



School Development Plan – Year 2 of 3

School Development Plan – Data Story

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2024-25 SDP GOAL ONE: To adopt a holistic approach to assessment that fosters strong student achievement and promotes lifelong learning, and success.

Outcome one: Student learning improves through fair and equitable assessment practices.

Outcome two: Teachers align practices with the K – 12 five guiding principles of assessment and reporting in the CBE

Celebrations

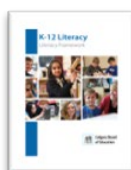
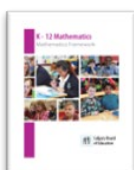
- Grade 2 literacy success: 32% reduction in at-risk students for letter-sound recognition.
- Strong decoding gains in both French and English CC3 assessments, especially for non-word reading. Significant gains in grade 2 French - reduction of at-risk students: Regular (–21%), Irregular (–32%), Non-words (–24%)
- Grade 2 numeracy growth: 14% reduction in at-risk learners through targeted instruction.
- Well-being improvements: 93% of students have a trusted adult at school; 98% report trying their best.
- Attendance gains: 3.2% decrease in students with weak attendance (>20% absenteeism).
- Parent engagement rebounded, with satisfaction up nearly 18%.

Areas for Growth

- Support Grade 3 students with irregular word reading and sound-to-symbol accuracy in French.
- Continue to strengthen conceptual understanding in number to reinforce procedural fluency.
- Enhance student sense of belonging and connectedness, particularly in upper elementary.
- Reinvigorate student engagement in learning, ensuring assessment and feedback practices promote agency and self-reflection.

Next Steps

- Implement 6-week assessment cycles in literacy and numeracy to track incremental progress.





- Use decodable French texts and explicit phonics instruction to target irregular word reading.
- Deepen teacher collaboration through calibration and analysis of student work in PLCs.
- Integrate open-ended math tasks and manipulatives to connect conceptual and procedural understanding.
- Continue land-based learning and cultural storytelling to strengthen belonging and inclusion.
- Support student voice and self-assessment through “Je peux...” reflection tools.

