



West Dalhousie 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.

[SIRR 2024-25 Link](#)





School Development Plan – Year 2 of 3

School Goal:

Student achievement in literacy and numeracy will improve.

Outcome:

Students' mathematical procedural fluency will improve through a focus on fact fluency.

Outcome (Optional)

Students' writing skills will improve through a focus on the writing process.

Outcome Measures

- K-3 Provincial Numeracy Assessments
- Grade 6 Provincial Achievement Tests (PATs) Math Part A
- Grade 6 PATS English Language Arts Part A
- K-3 Rapid Automatized Naming Test (RAN), Phonological Awareness Screening Test (PAST), Castles and Coltheart Reading Test (CC3), and Letter Name and Sound Test (LeNS)
- Report Card Data: English Language Arts and Literacy (Writing) and Mathematics (Number Sense)
- English as Additional Language (EAL) Benchmarking
- Alberta Assurance Survey
- Internal School Perception Surveys
- CBE Student Survey
- OurSCHOOL Survey
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Data for Monitoring Progress

- School Wide Writing Samples
- School Wide Fact Fluency Assessment
- Teacher Calibration during Professional
- Learning Community Meetings
- Intervention Groups and Tracking Sheets
- Internal Perception Surveys -Teacher and Student
- Perception Data
- EAL Working Files

Learning Excellence Actions

- *Explicit teaching of math fluency strategies*
Implement daily fluency routines focusing on building students' efficiency, flexibility and accuracy
- *Explicit teaching of the Writing Process:*
Generating Ideas, organizing ideas, drafting, writing, and revising
- *Explicit teaching students' skills and strategies to become a proficient writer focused on building students writing skills*

Well-Being Actions

- *Create a culture that values the thinking process and strategies over speed and algorithms*
- *Celebrate and use mistakes as opportunities for learning*
- *Honor student choice and voice in writing*
- *Provide repeated opportunities for*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Acknowledge different ways of knowing and doing mathematics*
- *Nurture students' cultural identity by integrating diverse text, creating inclusive classrooms, encouraging student to share their cultural backgrounds and adapting teaching methods in mathematics and writing*





- Referencing mentor texts, writing exemplars and success criteria
- Creating task rich environments

- students to practice their writing skills
- Activate students as owners of their own learning in goal, setting, self-assessments and self-reflection
- Micro teaching and small group writing and math instruction to address needs of students who need additional supports in writing and math

- Empower students to have voice in learning, assessment and decisions
- Design tasks that engage the spirit, heart, body and mind
- Land-based learning, sit spots, and sharing circle
- Working with Elders and/or Knowledge Keepers

Professional Learning

- Community (PLC) meetings –focused on calibration, assessment and task design
- Engage in professional learning to build a collective understanding of mathematics fluency strategies (efficiency, flexibility, and accuracy)
- System Professional Learning:
- CBE Assessment and Reporting
- Engage in professional learning on the Writing Rope and Writing Revolution
- Engage in professional learning on Figuring Out Fact Fluency, Math Up and the
- CBE Mathematics and Literacy Frameworks

Structures and Processes

- Weekly grade team meetings focused on task design, assessment and collaborative team planning
- Collaborative Response and SLT meetings identify student who need support, and action supports for writing and math tasks
- Calibration with colleagues during PLCs
- Students actively involved in the assessment process
- Literacy and Math intervention when needed
- Participate in CBE K-6 system-wide professional learning to support literacy and math instruction

Resources

- CBE K-12 Mathematics Framework
- Figuring out Fluency in Mathematics Teaching and Learning, Grades K-8
- Moving Beyond Basic Facts and Memorization
- Math Up (K-6)
- Fluency targeted games, activities, puzzles, and manipulatives for students
- Build Procedural Fluency from Conceptual Understanding CBE Document
- Taking Action: implementing Effective Mathematics Teaching Practice in K-Grade 6
- Use of English as an Additional Language (ELA) benchmarking and assessments for LP1 and LP 2 students to inform task design
- Writing Rope: A Framework for explicit writing instruction for all subjects
- The Writing Revolution
- CBE K-12 Literacy Framework





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- *Writing Power: Teaching writing strategies that engage thinkers*
- *CBE Assessment and Reporting: 5 Guiding Principles Look Fors, Listen Fors, and Questions*
- *CBE Calibration Protocol K-9*
- *CBE Student Well-Being Framework and companion guide*
- *CBE Indigenous Lifelong Learning Framework and companion guide*

School Development Plan – Data Story

2024-25 SDP GOAL ONE: Student achievement in literacy and numeracy will improve

Outcome one: Students' mathematical procedural fluency will improve through a focus on fact fluency

Outcome two: Students' writing skills will improve through a focus on the writing process

Celebrations

- Provincial Achievement Test (PAT) Math Results:
 - Acceptable Standard: 57.4% of Grade 6 students achieved an acceptable standard, which is 5% higher than the provincial average.
 - Standard of Excellence: Our results for the standard of excellence were consistent with the provincial average.
- Mathematics Confidence (Grades 5 & 6): 85% of Grade 5 and 6 students reported they believe they can learn mathematics, according to the CBE Student Survey.
- Mathematics Confidence (Grade 4): 85% of Grade 4 students expressed confidence in learning in mathematics, according to the Alberta Education Assurance Survey.
- Grade 5 & 6 Writing Confidence: More Grade 5 and 6 students indicated they are competent writers according to the CBE Student Survey.
- Grade 4 Writing Skills: Grade 4 students showed a 7% increase in their ability to plan, write, revise, and edit, based on the WDS internal perception survey.





- Teacher Understanding of Writing Achievement: There was a 17% increase in teachers who indicated their understanding of grade-level writing achievement improved, based on the WDS internal perception survey.
- Teacher Comfort with Fact Fluency: A 36% increase was noted in teachers who reported being very comfortable with their understanding of teaching fact fluency, according to the WDS internal perception survey.

Areas for Growth

- Strengthen students' writing fluency by increasing their overall writing competency. This includes explicit instruction and practice in planning, revising, summarizing, and self-assessing written work. These strategies will help ensure that more students meet or exceed provincial achievement benchmarks in Grade 6 English Language Arts & Literacy.
- Increasing students' understanding of fact fluency strategies including Make 10 (or 20), Doubles and Near Doubles, Compensation, Use Inverse Relationships, Skip Counting & Multiplicative Patterns, Friendly Numbers, and Decompose Numbers.

Next Steps

- 6-week, professional development cycles in mathematics for all teachers using the book "Figuring Out Fluency in Mathematics Teaching and Learning, Grades K-8: Moving Beyond Basic Facts and Memorization".
- 6-week Math PLC cycles to track student progress in fact fluency.
- Using manipulatives, visual models, games, math talks and open-ended "Math UP" tasks to build fact fluency.
- 5-week, professional development cycles in literacy for all teachers using the books "The Writing Revolution and The Writing Rope" to build students' writing skills.
- 6-week Literacy PLC cycles to track student progress in their writing skills.
- Provide targeted Math and Literacy interventions for students requiring additional support through small-group instruction and progress monitoring.

