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Calgary Board of Education

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

West Dalhousie School

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School Improvement Results Reporting | For the 2025-26 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 2026-27 School Year p. 209).

This report includes results relative to the goals and outcomes set in the 2025-26 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 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

- CBE Student Survey Grade 5 and 6 students indicated that my teachers have high expectations for me to be successful in my learning
- Provincial Achievement Test (PAT) English Language Arts & Literacy Results:
  - Acceptable Standard: 74.1% of Grade 6 students achieved an acceptable standard, which is 3% higher than the provincial average.
  - Standard of Excellence: 5.6% of Grade 6 students achieved a standard of excellence, which is 3% below the provincial average but consistent results with schools in Area 1.
- Provincial Achievement Test (PAT) Math Results:
  - Acceptable Standard: 64.8% of Grade 6 students achieved an acceptable standard, which is 12% higher than the provincial average.
  - Standard of Excellence: 25.9% of Grade 6 students achieved an acceptable standard, which is 7% higher than the provincial average.
- Mathematics Confidence
  - (Grade 4): 76% of Grade 4 students expressed confidence in learning in mathematics, according to the Alberta Education Assurance Survey.
  - (Grades 5 & 6): 85% of Grade 5 and 6 students reported they believe they can learn mathematics, according to the CBE Student Survey.
- Literacy Confidence
  - (Kindergarten to Grade 3): 73.5% of students expressed confidence in themselves as a writer, according to the internal West Dalhousie School (WDS) student perception data.
  - (Grade 5 & 6): 76% of Grade 5 and 6 students expressed confidence in themselves as a writer, according to the CBE Student Survey.
- Literacy Writing Skills
  - (Kindergarten to Grade 3): 83% of students know what to do to improve their writing skills according to the internal West Dalhousie School (WDS) student perception data.
  - (Grade 5 & 6): 81% of students know what to do to improve their writing skills according to the CBE Student Survey.
- Mathematics Confidence

    - (Kindergarten to Grade 3): 77.5% of students expressed confidence in learning in mathematics, according to the internal West Dalhousie School (WDS) student perception data.
    - (Grade 5 & 6): 86% of Grade 5 and 6 students expressed confidence in learning in mathematics, according to the CBE Student Survey.
- Mathematical Skills
    - Kindergarten to Grade 3: 78% of students have developed fact fluency strategies that they are able to use consistently each day.
    - Grade 5 & 6: 82% of students indicated that they think deeply and slowly when solving mathematical problems according to the CBE Student Survey.

Areas for Growth

- English Language Arts & Literacy
  Increasing the number of Grade 6 students who achieve the Standard of Excellence on the Provincial Achievement Test (PAT) in English Language Arts & Literacy. To support this goal, teachers will provide explicit instruction and regular opportunities for students to strengthen their writing skills. Students will engage in planning, drafting, revising, summarizing, and self-assessing their written work to build confidence and competence as writers. Through consistent practice and feedback, students will improve their ability to communicate their ideas effectively and meet or exceed provincial achievement standards.

- Mathematics
  Improving mathematical fact fluency among students in Grades 4-6. Currently, 47% of students consistently use a variety of fact fluency strategies to solve mathematical problems. Teachers will implement daily math routines and provide targeted instruction in efficient strategies such as Make 10/20, Doubles and Near Doubles, Compensation, Inverse Relationships, Skip Counting and Multiplicative Patterns, Friendly Numbers, and Decomposing Numbers. As students develop a deeper understanding of these strategies and learn to apply them flexibly, they will become more accurate, efficient, and confident problem-solvers who can successfully tackle increasingly complex mathematical tasks.

Next Steps

- To improve mathematical fact fluency in Grades K-6, all teachers will participate in **6-week professional learning cycles** using *Figuring Out Fluency in Mathematics Teaching and Learning, Grades K-8: Moving Beyond Basic Facts and Memorization*. Teachers will engage in collaborative Math PLCs every six weeks to monitor student progress, analyze evidence of learning, and adjust instructional practices. Classroom instruction will emphasize the use of manipulatives, visual

models, number talks, games, and open-ended MathUP tasks to help students develop flexible and efficient fact fluency strategies. Additional small-group interventions and progress monitoring will be provided for students requiring targeted mathematical support.

- To strengthen student achievement in English Language Arts & Literacy, all teachers will participate in 6-week professional learning cycles using The Writing Revolution and The Writing Rope to deepen instructional practices related to writing development. Teachers will engage in Literacy PLCs every six weeks to review student writing samples, identify trends, and plan responsive instruction. Writing instruction will be enhanced through explicit writing workshops and mini-lessons focused on planning, drafting, revising, summarizing, and self-assessment. Students requiring additional support will receive targeted literacy interventions through small-group instruction, ongoing feedback, and regular progress monitoring to ensure continued growth in writing proficiency.

Our Data Story:

West Dalhousie's 2025-2026 School Development Plan focused on developing strong writers and fostering flexible mathematical thinkers who can confidently apply their learning to increasingly complex tasks. centered on the explicit teaching of writing skills and fact fluency strategies. Throughout the year, staff engaged in collaborative professional learning focused on writing instruction and mathematical fact fluency.

Literacy Data Story (2025-2026)

During the 2025-2026 school year, West Dalhousie School focused on developing strong writers through explicit writing instruction. Analysis of student achievement data, classroom observations, and teacher perception data revealed that many students experienced difficulty generating and organizing ideas, writing complete and varied sentences, and transferring their thinking from graphic organizers into cohesive paragraphs. In response, teachers engaged in collaborative professional learning and Professional Learning Communities (PLCs) focused on the writing process, including generating ideas, gathering information, organizing, drafting, revising, and editing. Professional learning emphasized the use of mentor texts, kernel sentences, sentence expansion, varied sentence structures, topic and concluding sentences, conjunctions, and paragraph development. Through consistent implementation of these evidence-based instructional practices, students demonstrated significant growth in their writing skills.

Writing Skill	Division 1	Division 2
Write an Effective/Interesting Topic Sentence	57.4%	61.5%
Revise and Improve Writing	83.0%	93.6%*

In Division 1 (Kindergarten to Grade 3), student confidence in writing showed positive growth over the school year. In October, 42.5% of students reported that they could write an interesting topic sentence. By the end of the year, this increased to 57.4%, representing a gain of 14.9 percentage points. This growth suggests that students developed greater confidence and skill in organizing their ideas and creating engaging introductions to their writing. Even more significant growth was seen in students' ability to revise their writing. In October, 53% of students reported that they could revise and improve their sentences. By the end of the school year, this increased to 83%, representing a gain of 30 percentage points. This substantial improvement indicates that students are becoming more reflective writers, demonstrating a stronger understanding of how to review, refine, and strengthen their written work. Overall, the data suggests that Division 1 students made meaningful progress in key writing competencies throughout the year.

In Division 2 (Grades 4-6), students reported strong confidence in their ability to write effective topic sentences. A total of 61.5% of students indicated that they can write an effective topic sentence all of the time, while an additional 37% reported that they can do so some of the time. These results suggest that most students have developed a solid understanding of how to introduce and focus their writing with clear and purposeful opening sentences.Students also reported confidence in their ability to revise and improve their writing. 30.8% of students indicated that they can revise their writing and make it better all of the time, while 62.8% reported that they can do so some of the time. This data demonstrates that the majority of Division 2 students recognize the importance of the revision process and are developing the skills needed to reflect on, refine, and strengthen their written work. Overall, the results indicate that students are building strong writing habits and are increasingly able to apply key writing strategies independently.

Teachers observed increased confidence, improved organization of ideas, stronger sentence construction, and greater independence in the writing process. Student achievement data reflected improved writing outcomes across grade levels, demonstrating the positive impact of explicit and consistent writing instruction.

Mathematics Data Story (2025-2026)

In mathematics, data analysis, classroom observations, and professional conversations revealed that many students relied heavily on memorization and procedural approaches rather than conceptual understanding and reasoning. Students often struggled to explain their thinking, select efficient strategies, and apply their learning flexibly to increasingly complex tasks. To address these needs, staff engaged in collaborative professional learning and PLCs focused on developing mathematical reasoning and fact fluency through explicit strategy instruction. Professional learning emphasized procedural fluency through efficiency, flexibility, and accuracy, while exploring strategies such as Counting On and Back, Making Tens, Using Partials, Breaking Apart Numbers to Multiply, Halving and Doubling, Compensation, Inverse Relationships, Pattern Recognition, Decomposing Numbers, and Using Known Facts. Teachers embedded these strategies within MathUP lessons, number talks, Universal Design for Learning practices, games, visual models, open-ended problem-solving tasks, and the use of manipulatives. Through ongoing collaborative planning and analysis of student work, teachers observed increased confidence and flexibility in students' mathematical thinking. Students became more proficient at explaining their reasoning, selecting efficient strategies, and applying their understanding to solve increasingly complex problems. As a result, students demonstrated increased fact fluency and applied strategies with greater confidence.

Division	October	End of Year
Division 1 (K-3)	26.0%	47.0%
Division 2 (4-6)	N/A	47.2%

In Division 1 (Kindergarten to Grade 3), students demonstrated growth in their confidence and ability to apply mathematical problem-solving strategies. In October, 26% of students indicated that they could use a strategy to solve mathematical problems, such as making doubles, making 10, skip counting, using fact families, counting on fingers or using manipulatives. By the end of the school year, this increased to 47%, representing an improvement of 21 percentage points. This growth suggests that students are becoming more confident and proficient in selecting and applying appropriate strategies to support their mathematical thinking and problem-solving.

In Division 2 (Grades 4-6), students also reported confidence in their mathematical problem-solving abilities. 47.2% of students indicated that they could use a mathematical strategy to solve problems. Additionally, 43.6% of students reported that they could accurately solve mathematical problems all of the time, while 55.1% stated that they could do so some of the time. These results suggest that the vast majority of Division 2 students have developed confidence in their ability to solve mathematical problems accurately and are able to apply appropriate strategies to support their learning. Overall, the data indicates that students across Division 2 are strengthening both their problem-solving skills and their mathematical accuracy.

Insights and Next Steps: 2026-2027 Literacy

During the 2026-2027 school year, professional learning and PLC work in literacy will continue to strengthen students' writing skills and strategies through explicit instruction and evidence-based practices, with a focus on increasing engagement by building confidence, competence, and independence in the writing process. *The Writing Revolution* by Judith C. Hochman and Natalie Wexler will remain our primary resource, supporting the continued implementation of structured writing instruction and ongoing growth in student writing outcomes.

As an additional resource, *Executive Skills and Writing Instruction* by Leslie E. Laud will guide our work in strengthening the executive functioning skills that support writing development. Staff will deepen their understanding of how skills such as attention, goal setting, planning, organization, self-monitoring, revisiting and revising work, and self-regulation contribute to successful writing outcomes.

Teachers will implement instructional practices that explicitly teach students how to manage the writing process, sustain focus, monitor progress toward goals, and apply revision strategies with increasing independence. This work will support students in becoming more independent, reflective, and effective writers while continuing to build upon the gains achieved through explicit writing instruction and structured writing approaches.

Insights and Next Steps: 2026-2027 Mathematics

During the 2026-2027 school year, professional learning in mathematics will focus on deepening students' conceptual understanding through mathematical reasoning, problem solving, productive struggle, and the development of fact fluency. Staff will strengthen

instructional practices that promote strategy use, flexible thinking, meaningful mathematical discourse, strategic decision-making, and strategy selection while helping students make connections across mathematical concepts.

A key area of focus will be the explicit teaching of fact fluency strategies that support students in developing efficient, accurate, and flexible approaches to solving mathematical problems. Rather than relying solely on memorization, students will learn and apply research-based strategies such as counting on and counting back, making tens, doubles and near doubles, fact families, skip counting, decomposing and composing numbers, compensation, and using known facts to solve unknown facts. Staff learning will be supported through *Figuring Out Fluency in Mathematics Teaching and Learning, Grades K–8: Moving Beyond Basic Facts and Memorization*, which emphasizes conceptual understanding and strategic reasoning as the foundation for fluency.

Through collaborative inquiry, analysis of student work, PLC discussions, and the use of assessment data, staff will deepen their capacity to design rich learning experiences and strengthen effective assessment, intervention, and enrichment practices in mathematics. As a result, students will become increasingly confident, resilient, and strategic mathematical thinkers who can explain, justify, and apply their mathematical understanding and fact fluency strategies effectively in a variety of contexts.

Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary - Fall 2026

The Alberta Education and Childcare 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 and Childcare 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	West Dalhousie 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	**80.2**	84.8	82.5	**84.2**	83.9	84.0	Very Low	Maintained	Concern
	Citizenship	**84.0**	78.9	79.0	**81.2**	79.8	79.8	Very High	Maintained	Excellent
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**n/a**	n/a	n/a	**60.8**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**15.5**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**22.9**	23.0	22.3	n/a	n/a	n/a

Teaching & Leading	Education Quality	**93.5**	86.8	87.4	**87.8**	87.7	87.8	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**88.8**	88.5	86.4	**85.8**	84.4	84.4	High	Maintained	Good
	Access to Supports and Services	**82.7**	75.3	73.4	**79.5**	80.1	80.2	Intermediate	Improved	Good
Governance	Parental Involvement	**74.4**	84.7	80.9	**79.9**	80.0	79.5	Low	Maintained	Issue