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Calgary Board of Education

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 2026-27 School Year p. 212-213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2025-26 School Development Plan for Year Two and the school's Alberta Education and Childcare 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 2025-26 School year, please refer to the 2025-26 School Improvement Results Report on our school website.

School Improvement Results Report | 2025-2026






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School Development Plan – Year 3 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

- *Report Card Data:*
  - *ELAL: Stem: Writes to develop, organize and express information and ideas*
  - *Math: Stem: Understands and applies concepts related to number, patterns and algebra*
- *WDS Internal Fact Fluency Rubric will be used to measure students' growth in fact fluency strategy use, flexibility, accuracy, efficiency, and automaticity*
- *Grade 6 PATs Math Part A*
- *Grade 6 PATS English Language Arts Part A*
- *Student writing will be assessed using the WDS Internal Writing Rubric.*
- *K-1 Rapid Automatized Naming Test (RAN), Phonological Awareness Screening Test (PAST), and Letter Name and Sound Test (LeNS)*
- *Grades 1-3 Castles and Coltheart Reading Test (CC3)*
- *Grades 4-5 Maze Screener*
- *English as Additional Language (EAL) Benchmarking and working files*
- *Alberta Education and Childcare Assurance Survey*
- *Internal School Teacher and Student Perception Surveys*
- *CBE Student Survey*
- *CBE Well-Being Student Survey*

Data for Monitoring Progress

- Analyzing School Wide Writing Samples
- *The WDS Internal Writing Rubric will be used to assess and monitor student growth in writing over time*
- Professional Learning Community (PLC) monitoring fact fluency and student writing samples
- School Wide Math Routines
- Teacher Calibration during Professional Learning
- Intervention Groups and Tracking Sheets
- Internal Perception Surveys -Teacher and Student
- Data Dashboard
- PowerSchool Analytics
- EAL Working Files

Learning Excellence Actions

- *Strengthen mathematics fact fluency through explicit teaching of fluency strategies. Implement engaging math routines*

Well-Being Actions

- *Create a culture that values the thinking process and strategies over*

Truth & Reconciliation, Diversity and Inclusion Actions

- *WDS Commitment to Action WDSTRC 26-27*






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- *focused on developing flexible thinking, efficient computation, and automated recall of math facts.*
- *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*
- *Referencing mentor texts, writing exemplars and success criteria*
- *Creating task rich environments*

- *speed and algorithms*
- *Celebrate and use mistakes as opportunities for learning*
- *Honor student choice and voice in writing*
- *Provide repeated opportunities for 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*

- *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*
- *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 understating 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*
- *Structured Friday PLC time dedicated to numeracy and literacy professional learning to analyze student work*
- *Calibration with colleagues during PLCs*

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*
- *K-6 Mathematics System Rubrics*






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- *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*

- *Use of English as an Additional Language*
- *(ELA) benchmarking and assessments for LP1 and LP 2 students to inform task design*
- *Executive Sills and Writing Instruction*
- *The Writing Revolution*
- *CBE K-12 Literacy Framework*
- *CBE Assessment and Reporting: 5 Guiding Principles Look Fors, Listen Fors, and Questions*
- *K-6 ELAL System Rubrics*
- *CBE Calibration Protocol K-9*
- *CBE Student Well-Being Framework and companion guide*
- *Culturally Responsive Teaching and the Brain*
- *CBE Indigenous Lifelong Learning Framework and companion guide*

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evelopment Plan – Data Story

CBE 2024-27 Education Plan



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2025-26 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) 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.
- 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
  - (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 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.
- Math Skills
  - Kindergarten to Grade 3: 78% of students have developed fact fluency strategies that they are able to use consistently each day according to the internal West Dalhousie School (WDS) student perception data.
  - Grade 5 & 6: 82% of students indicated that they think deeply and slowly when solving mathematical problems according to the CBE Student Survey.
- School Culture
  - CBE Student Survey reports that 90% of Grade 5 and 6 students indicated that their teachers have high expectations for them to be successful in their learning

Areas for Growth

- Grade 4 to 6 Mathematical Skills: 47% of students can use a variety of fact fluency strategies to solve math problems consistently each day according to the internal West Dalhousie School (WDS) student perception data.
- PAT English Language Arts and Literacy: Increase the percentage of students achieving the Standard of Excellence.
- 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 Grades 4 to 6 students' understanding of the following fact fluency strategies: Doubles and Near Doubles, Compensation, Use Inverse Relationships, and Decompose Numbers.

Literacy Next Steps

During the 2026-2027 school year, professional learning and PLC in literacy will continue to strengthen students' writing skills and strategies through explicit instruction and evidence-based strategies, with a focus on increasing engagement by building confidence and competence 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 continuing 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.

Mathematics Next Steps

During the 2026-2027 school year, professional learning in mathematics will continue to focus on strengthening students' understanding of fact fluency through engaging math routines that promote strategy use, flexible thinking, meaningful mathematical discourse, and strategic decision-making. A key area of focus will be the explicit teaching of fact fluency strategies that help students develop efficient, accurate, and flexible approaches to solving mathematical problems. Rather than relying on memorization alone, students will learn and apply research-based strategies including 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 the professional resource *Figuring Out Fluency in Mathematics Teaching and Learning, Grades K–8: Moving Beyond Basic Facts and Memorization*, which emphasizes the






development of conceptual understanding and strategic reasoning as the foundation for fluency.

Through collaborative inquiry, analysis of student work, ongoing PLC conversations, and the use of assessment data, staff will deepen their understanding of effective assessment, intervention, and enrichment practices in mathematics. As a result, students will become increasingly confident and have the ability to explain, justify, and apply their mathematical thinking and fact fluency strategies effectively.







