



West Dover School

3113 30 Ave SE, Calgary, AB T2B 0G9 t | 403-777-8260 f | 587-933-9922 e | westdover@cbe.ab.ca

School Development Planning

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

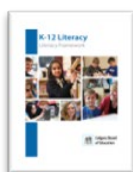
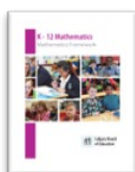
Introduction

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.





School Development Plan – Year 2 of 3

School Goal

Student achievement in literacy and mathematics will improve through the implementation of fair, transparent, and equitable assessment practices.

Outcome:

Students' decoding will improve through phonological awareness and phonics knowledge.

Outcome (Optional)

Students will improve in place value and procedural fluency in operations.

Outcome Measures

Reading

- Phonological Awareness Screening Test
- Decodable Reader Screener
- Report Card Data – Reads to Explore and Understand

Math

- Report Card Data – Understands and applies concepts related to number and patterns

Data for Monitoring Progress

Reading

- Internal data tracking in October, February, and May

Math

- Internal data tracking in pre and post unit assessments designed by grade teams in November, March, and May

Learning Excellence Actions

- Clearly articulated learning intentions and success criteria
- Consistent, timely, specific formative assessment practices
- Calibrating assessment information to inform targeted instruction and assessment

Well-Being Actions

- Explicitly teaching entry routines
- Utilizing tiers of intervention to assist with student regulation
- Building strong relationships with families

Truth & Reconciliation, Diversity and Inclusion Actions

- Culturally responsive curriculum
- Continued implementation of the Indigenous Education Holistic Lifelong Learning Framework
- Connecting with families to access their voice regarding their child's learning

Professional Learning

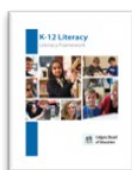
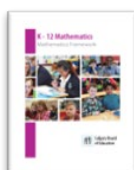
- System Professional learning – Indigenous Education, new curriculum

Structures and Processes

- Collaborative Response team meetings
- Use of Timperley's Knowledge Building Inquiry Cycle as part of

Resources

- Harnessing the Science of Reading – Swain
- Visible Learning - Hattie
- Taking Action – Huinker and Bill
- Heggerty, UFLI





- Assessment and reporting, formative assessment strategies

- Collaborative Team Meetings
- Collaborative Response Meetings to calibrate assessment practices aligned with CBE Assessment and Reporting Guidelines

- Math Up
- Embedded Formative Assessment

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.

School Development Plan – Data Story

2024-25 SDP GOAL ONE: Student achievement in literacy and mathematics will improve through the implementation of fair, transparent, and equitable assessment practices.

Outcome one: Students' decoding will improve through phonological awareness and phonics knowledge.

Outcome two: Students will improve in place value and procedural fluency in operations.

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

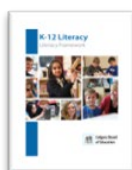
Students and employees experience a sense of belonging and connection

Celebrations

- Significant decrease in students identified at risk in reading in June of 2025. Lens Screener results from Fall 2024 to Spring 2025 demonstrated 45.35 percentage points improvement and CC3 at a 17.65 percentage points improvement
- Teachers designed, calibrated, proficiency-based assessment tools resulted in increased achievement for students in all grade levels in place value and procedural fluency
- A notable number of students moved from achieving a 1 indicator on January report cards (2025) to a 2 indicator in June (2025) in mathematics under the number and pattern stem (11 percentage points increase from Jan to June [22.7%-11.4%])

Areas for Growth

- Although growth in decoding skills is evident across all grades, students in division II (Grade 4, 5, 6) indicate a greater number of students not achieving





grade level outcomes in reading in comparison to our division I students (Grade 1, 2, 3)

- Continue to improve assessment practices in mathematics through team calibration

Next Steps

- Strengthen math instruction and assessment by engaging in ongoing professional learning focused on task design and assessment using **Taking Action**, Huinker and Bill
- Provide further targeted intervention in pairing phonological awareness with phonics instruction in developing reading skills and continue to provide targeted instruction for students who remain at risk math
- Continue strengthening assessment practices so teachers can accurately determine what students know and can show and determine tailored next steps.

