



West Dover School

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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 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

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

Data Story

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

We used June 2024 report card data and internal data to inform our next steps in the 2024-2025 school year.

Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	37.5%	20.8%	33.3%	8.3%
Grade 2	22.2%	44.4%	22.2%	11.1%
Grade 3	16.7%	46.7%	33.3%	3.3%
Grade 4	10%	23.3%	60%	6.7%



Grade 5	0%	42.9%	57.1%	0%
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Phonological Awareness Screening Test (PAST) May 2024

	Percentage of Students who have acquired all of the phonological awareness skills as measured in the PAST
Grade 2	0%
Grade 3	56.6%
Grade 4	66.6%
Grade 5	100.0%

Decodable Reader Screener May 2024

	Percentage of Students who have acquired all of the phonic decoding skills
Grade 2	10.0%
Grade 3	43.3%
Grade 4	61.1%
Grade 5	100.0%

After analyzing our report card data and the internal data tracking assessment data we discovered that there were differences between the two sets of data. Phonological awareness and phonics are two foundational skills in reading. This discrepancy leads us to identify assessment and calibration as two key areas of growth for teacher practice that will lead to increased achievement in our students. When teachers have assessment practices that are fair, transparent, and equitable, that inform the next step in instruction, then student achievement will improve.

Well-Being

The summary of Well-being data that directly impacts student success suggests that areas such as readiness to learn, emotional regulation, and resiliency are all factors that require greater focus.

OurSCHOOL Survey – Problem solving and self-regulation





CBE 2024-27 Education Plan

**Learning Excellence**

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

Category	Grades	Overall agreement percentage Oct 2022	Overall agreement percentage Oct 2023
Problem Solving	4-5	63.2%	69.0%
Self regulation	4-5	65.0%	66.0%

CBE Student Survey – I know what to do if I have a problem with friends

Annual Results	Overall percentage for agreement
Sept 2023	68.4%
May 2024	64.9%

The data from these sources point out that emotional regulation and problem solving are areas of ongoing challenge for many students. We know that when students arrive at school with a baseline of emotional regulation that is quite high, that they have increased difficulty in maintaining an optimal state of regulations suitable for learning. It is for this reason that we work on entry routines and task design that allows for successful entry into learning.

Truth & Reconciliation, Diversity, and Inclusion

We have a diverse learning community. Sixteen percent of our students self-identify as Indigenous learners. Thirty six percentage of our students identify as English as an Additional Language learners. We have two Enhanced Education Supports classes in our school. Sixty six percent of students have a special education code.

Focusing on improving our implementation of the Indigenous Education Holistic Lifelong Learning Framework, particularly in designing culturally responsive instruction and assessment practices will lead to greater academic success. Understanding trauma factors related to residential school will help us to improve our success of our diverse learning community.





School Development Plan – Year 1 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

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

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Data for Monitoring Progress

Reading

- Internal data tracking in October, February and May

Math

- Internal data tracking of improvement in pre and post unit assessments designed by grade teams

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Learning Excellence Actions

- Clearly articulate 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

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Professional Learning

- System professional learning –Indigenous Education, new

Structures and Processes

- Collaborative response team meetings

Resources

- Embedded Formative Assessment – Willam and Leahy





curriculum
implementation

- Assessment and reporting, formative assessment strategies
- Trauma informed practice – CBE inclusive learning

- Use of Timperley's Knowledge Building Inquiry Cycle as part of Collaborative Team Meetings
- PLCs to calibrate: Assessment practices aligned with CBE Assessment and Reporting Guidelines

- Visible Learning – Hattie
- CBE Assessment and Reporting Guide
- Taking Action – Huinker and Bill
- CBE Mathematics and Literacy Frameworks
- Heggerty, UFLI
- Math Up

Quick Reference Guide

Glossary

Goal: The goal outlines the area for improvement for the school. It is based on the data in the data story and describes both the direction and the outcome of the plan. A goal is intended to last over the entirety of the three-year plan.

Outcome: Outcomes are the priority areas of focus in relation to each goal. The outcomes reflect the desired state that the school wants to achieve through its actions and may be something that could be accomplished in one to three years.

Outcome Measure: This is a data set that would directly measure progress related to the outcome. Think of it as the Summative Assessment at particular points for your SDP. You do not need to specify a degree of improvement specifically, but consideration should be given to how you will know the extent to which you are achieving the outcome. The outcome measures will be reported the following year School Improvement Results Report. **Rule of Thumb |** you must have at least one measure for each outcome and best practice would suggest that you have sufficient measure to provide confirmation and triangulation of your data. **ProTip |** whatever data set in your data story highlighted an area for improvement is a good place to **start** in terms of an Outcome Measure.

Data for Monitoring Progress: These are data sets that do not directly measure progress towards the outcome but might provide ongoing, Formative Assessments along the way that give you a sense of progress towards the outcome and/or the effectiveness of your actions. These data sets are not intended to be part of the School Improvement Results Report but may be leading indicators of success like attendance, SLT or ALT referrals, or staff feedback on professional learning. They are intended to provide you with data in order to make adjustments to actions, professional learning, structures, processes, and resources in-year and may inform the data story in the following year.

Actions: Actions are articulated for each Outcome and are meant to develop and be refined over the three years of the plan. These are reflective of evolving school context, available resources, and priorities. While actions may continue from one year to the next as they are





connect to outcomes which may continue to be accomplished over one to three years. As this is year one of three, there would be an expectation that actions are continually refined and adjustments made over the course of the three year plan.

Monitoring Progress: The School Development Plan is intended to be a fluid working document, formative in nature and responsive to evolving contexts, data for monitoring progress and periodic assessment of outcome measures. While provincial deadlines determine when to share this plan with the public, the plan is intended to be revisited and adjusted regularly in response to data collected.

Monitoring Progress (continued): The School Development Plan works in concert with your Data Plan and Professional Learning plan to highlight points where incremental and outcome measure data becomes available, and in conjunction with Education Director School Visits, provides the opportunity for reflection, discussion and SDP adjustments over the course of the plan.

Professional Learning: These are the topics that staff will be learning about or in which they will be continuing to develop professional expertise in order to achieve to progress towards the outcomes. **Pro Tip |** Ensure that if you are engaging in professional learning, that it is supported by the system. The links can direct you to system offerings for teachers, leaders, and support staff. When in doubt connect with your Area Director.

Structures and Processes: These are conditions for success leveraged to improve within the area identified for improvement. Structures and processes may be school-wide or classroom specific and are unique given the degree of control we have over specific structures and processes in a school setting. **Examples of school structures and processes include:** whole school attendance processes, school timetables, course offerings, designated spaces for regulation or support, breakfast programs, brown bag lunch program, School Council, Student Council, clubs, complimentary (CTF/CTS) course offerings, ongoing communication plans, supervision/welcome schedules. **Examples of classroom structures and processes:** Think/Pair/Share, popsicle sticks for sharing, circle sharing, sit spots, making exemplars of student work visible, making learning intentions visible, specific daily or weekly routines, make visible co-created classroom norms, Word Walls, flexible grouping.

Resources: A list of human, physical and technological supports that will be needed in order to build student and teacher capacity. They can include, for example: a book to study; a CBE strategist to work alongside; a document to reference; or a video recording to engage with. **Pro Tip |** Do not include time or money and do not include the Framework documents as they are considered foundational to all of the work that we are doing.

Links to Insightful Resources on Insite

- [CBE Education Plan | 2024-2027](#)
- [School Development Planning](#)
- [School Improvement Results Report](#)





- Data Process within School Development Planning
- Assessment and Reporting (*including the Reporting and Expectations*

Timeline)

- CBE Literacy Framework
- CBE Mathematics Framework
- CBE Indigenous Education Holistic Lifelong Learning Framework
- CBE Student Well-Being Framework

