West Dover School

3113 30 Ave SE, Calgary, AB T2B 0BG9 t | 403-777-8260 f | 587-933-9922 e | westdover@cbe.ab.ca

School Improvement Results Reporting | For the 2024-25 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 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 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: *Student achievement in literacy and mathematics will improve through the implementation of fair, transparent, and equitable assessment practices.*

Outcome 1: *Students' decoding will improve through phonological awareness and phonics knowledge.*

Outcome 2: *Students will improve in place value and procedural fluency in operations.*

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 mathematic 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 paring 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.

Our Data Story

West Dover School has committed to strengthening the ways we assess student learning so that every child's achievement in literacy and mathematics can be understood accurately, consistently, and equitably. Report card data and diagnostic assessments indicated students required explicit instruction to develop foundation skills in decoding in reading and building procedural fluency in operations along with deeper understanding in place value in mathematics.

To support this work, teachers used a range of fair and transparent assessment tools—including the Phonological Awareness Screening Test (PAST), the Decodable Reader Screener, report card indicators in number and reading, and a teacher-designed rubric for place value and procedural fluency. Together, these measures provided a balanced picture of each learner and allowed us to examine both growth and areas of continued need. Collective expertise came together through Professional Learning Communities to analyse screener and diagnostic assessments to determine next steps for each student. Collaborative Team Planning was used to design tasks and assessments.

Our literacy data tells a clear and encouraging story. Consistent with research highlighted in *Harnessing the Science of Learning*, students make the most progress when schools implement strong, systematic literacy programs grounded in phonological awareness, decoding, and structured practice. At West Dover, this approach resulted in meaningful improvement in decoding skills across all grade levels. Grade 5 and 6 students demonstrated a distribution of achievement that more closely resembled a typical curve, suggesting growing alignment between instruction, assessment, and proficiency. We also observed a significant decrease in the number of students identified as "at risk" within literacy. The percentage of students at risk decreased by 27.7 percentage points on the Lens (fall score 45.35%- spring score 17.65 %). While a 13.36 percentage point increase was observed on the CC3 (fall score 41.46% - spring score 28.1%), demonstrating the positive impact of coordinated assessment practices, responsive instruction, and targeted support. Together, these patterns indicate that our school-wide efforts in literacy are helping more students experience meaningful growth while ensuring that those who need additional support are identified with clarity and purpose.

Percent Of Students At Risk: January Vs June 2025
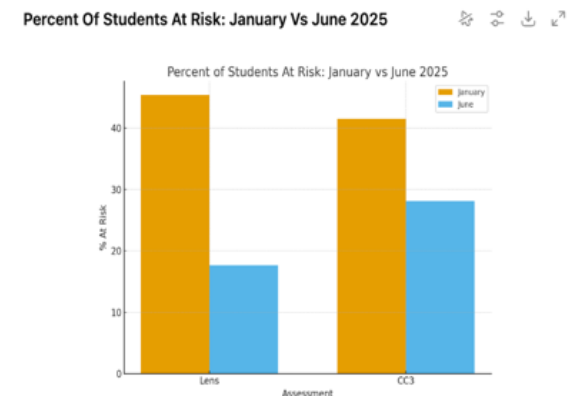
Eighty percent of students at West Dover are reading at grade level. Report Card data in the reading stem indicated a significant improvement in students achieving grade level expectations in all grades from January 2025 to June 2025. Although growth is noted, division II (grade 4, 5, 6) data revealed that 45.45% of students are reading at a basic level of understanding (report card indicator 2) highlighting the continued need for targeted intervention and the importance of strengthening assessment practices so teachers can accurately identify where each learner is on their reading journey.
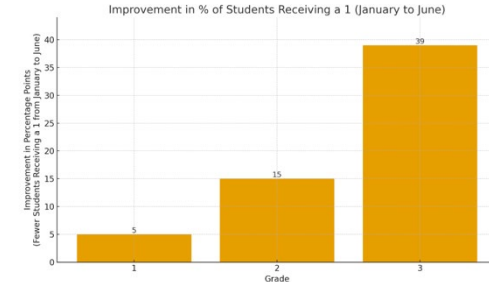
Our internal numeracy assessments revealed strong evidence of growth across grade levels.
In Round 1 pre- to post-assessments, the majority of grades demonstrated gains in the 40–55% range. By Round 2, this growth remained consistent, ranging from 27% to 57%, signalling that students continued to respond positively to targeted instruction and aligned assessment practices. A particularly notable shift occurred in Grade 5, where student growth increased dramatically—from 17% in Round 1 to 57% in Round 2—highlighting the effectiveness of instructional adjustments and intervention supports implemented mid-year. Many grades also demonstrated strong achievement on the post-assessments, with 80–91% of students in Grades 1, 2, and 5 meeting grade-level expectations by the end of Round 2, showing that students were not only improving but also reaching proficiency. Between January and June, (22.7%-11.4%) 11 percentage points increase was noted with the number of students who have moved from a "1" to a "2" on the Number and Patterns report card stem, reinforcing the impact of consistent, classroom-embedded assessment tools. Teacher-created rubrics for place value and procedural fluency supported students in demonstrating their knowledge in reliable and transparent ways, allowing teachers to calibrate scoring, interpret results accurately, and identify targeted next steps. These practices collectively contributed to a more equitable assessment environment and strengthened numeracy achievement across the school.
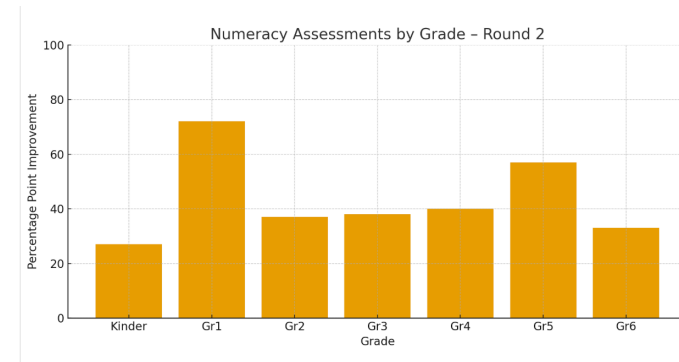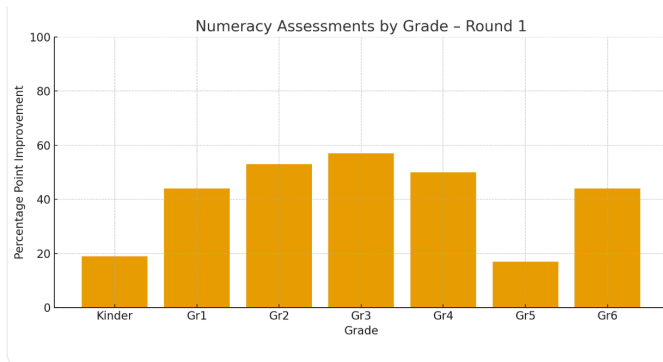
Insights and Next Steps:

Despite notable gains in literacy and numeracy, sustained improvement remains necessary, particularly in the area of transferring literacy skills into writing. Report card data indicates that 74.3% of students are writing at grade level with 31.2% at a basic understanding level (indicator 2 on the report card). The data highlighted areas where our assessment practices must continue to grow. Continuing to strengthen literacy assessment, including calibration sessions, examining student work together, and using common tools—is essential to ensuring fairness and transparency for all students.

Looking ahead, our next steps focus on deepening the connection between instruction, assessment, and student need. Teachers will continue to strengthen math instruction using the *Taking Action* resource, which emphasizes responsive teaching and meaningful student tasks. We will expand targeted intervention in reading and mathematics for students who remain at risk, and we will continue building teacher capacity to design, implement, and calibrate assessments that accurately reflect student learning. Strengthening family engagement through PowerSchool Gradebook updates and parent-teacher conferences will ensure that parents have transparent, ongoing insight and voice into their child's progress.

Overall, this year's story shows both celebration and purpose. Students made measurable gains in literacy and numeracy, and the implementation of more equitable, transparent assessment practices contributed to this growth. As we continue refining these practices grounded in research, aligned across classrooms, and focused on student needs, we move closer to our goal: ensuring that every learner at West Dover experiences success in literacy and mathematics through the implementation of fair, transparent and equitable assessment practices.

Required Alberta Education Assurance Measures (AEAM) Overall Summary
Fall 2025

The Alberta Education 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 (grade 6)

-Alberta Education Assurance Survey measures:

- Citizenship
- Student Learning Engagement
- Education Quality
- Welcoming, Caring, Respectful and Safe Learning Environment
- Access to supports and supports and services
- Parent involvement

Required Alberta Education and Childcare Assurance Measures - Overall Summary
Fall 2025

School: 9357 West Dover School

Assurance Domain	Measure	West Dover 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	81.6	89.5	82.2	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	75.3	86.0	76.4	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.4	94.1	87.4	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.4	90.6	78.4	84.4	84.0	84.9	Low	Maintained	Issue
	Access to Supports and Services	77.7	89.0	79.4	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	86.3	89.4	83.8	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes: