

**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 Springs School**

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**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 One: Students' achievement in Literacy will improve.

Outcome One: Students' reading will improve through targeted, direct instruction from teachers.

#### Celebrations

- Kindergarten: students demonstrated foundational growth in phonemic awareness, achieving an average of 20% growth throughout the year.
- Grade 1: students showed steady progress in spelling development, gaining an average of 22% growth.
- Grade 2: students exhibited significant growth, with an average gain of 19%.
- Grade 3: students demonstrated consistent advancement in spelling proficiency including a 20% growth in their spelling pattern recognition and a 10% growth in their total correct spelling.
- Grade 4: students continued to build on their spelling knowledge, showing an average growth of 7% in spelling patterns and a 10% growth in overall spelling during the year.

#### Areas for Growth

- Across grades, continued focus on applying phonetic and spelling knowledge consistently in both structured and independent writing will strengthen overall literacy accuracy and fluency.
- Further development of morphological awareness, multisyllabic word patterns, and strategic spelling strategies will support students' progression toward advanced spelling and vocabulary mastery.

#### Next Steps

- Building skills and assessment protocols to measure outcomes like fluency and comprehension in relation to reading success.
- Continuing to work in small-group instruction to ensure explicit teaching of reading fluency and decoding skill
- Continue to build student capacity for self-assessment and goal-setting in the context of reading and writing

#### Our Data Story:

West Springs School's 2024-25 School Development Plan was focused on building teacher competency around explicit literacy instruction and assessment. Through Professional Development as a whole staff as well as grade team focused work on a semi-weekly basis, our data shows growth on an individual and grade-level scope.

- **Alberta Education Literacy and Numeracy Screeners:**

Phonological Awareness Screening Test (PAST) - Sept 2024

- 35.8% of our Grade 1 students were identified as requiring additional support and intervention in recognizing letter names and sounds

Letter Name Sound Assessment (LeNS) - Sept 2024

- Of our Grade 1 students, 25.7% were identified as requiring additional support in understanding the relationship between written letters and the sounds those letters represent
- 19% of our Grade 2 students were identified in the same category for requiring additional support

Castles and Coltheart 3 (CC3) - Sept 2024

- Of our Grade 2 students, 10.7% were identified as requiring additional support in understanding the relationship between written letters and the sounds those letters represent
- 6.4% of our Grade 3 students were identified in the same category for requiring additional support

This data showed a significant amount of students required additional support in reading. Thus, teachers focused their professional learning around targeted small-group instruction to personalize reading instruction for all students.

- **Report Card Data :**

- This data reflect a 3% decrease in students achieving a 1 or 2 (not meeting or basic) indicator in June compared to January, meaning more students achieved a 3 or 4 (good or excellent) in June than in January. This increase represents the growth in literacy at West Springs School last year.

**29.18 %**

ELA Indicator 1&2 Percentage (Jan2025)

RC-ELA Reading: Reads to explore

**26.34 %**

ELA Indicator 1&2 Percentage (June2025)

RC-ELA Reading: Reads to explore

- **The Words Their Way (WTW) Assessment Data:**

- Between January and June 2025 Kindergarten students increased their phonemic awareness (letter sound recognition of beginning middle and end sounds) by an average of 20%.
- Grade 1 students demonstrated an average growth in their letter-sound awareness of 22%, and their totally correct spelling of challenging words had a 24% improvement.
- Grade 2 students grew 19% in their spelling pattern recognition and performed 18% more correctly in their spelling than at the start of the year.
- Grade 3 students had a growth in their spelling pattern recognition by 20%, and their total correct spelling by 10%.
- Grade 4 students had an opportunity to master the final spelling patterns that are grade-appropriate, bringing their overall success up 7% in spelling patterns and 10% in overall spelling.

During whole-group professional learning time, teachers were introduced to *The Reading Strategies Book 2.0*, with a focus on reading fluency lessons. During grade-team meetings, teachers worked to create fluency rubrics based on new Alberta Education outcomes. These rubrics were designed to calibrate expectations among teachers and have students be able to better understand what a fluent reader sounds like.

**Next Steps:** According to a teacher survey data and data from teacher-created fluency rubrics, we saw overall growth of students' ability to read fluently at each grade level. Moving forward, the next stage of Scarborough's Reading Rope is comprehension. We will work to create some comprehension rubrics in each grade group to formalize standard expectations and provide baseline data.

# 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 (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education 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 Springs 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	<a href="#">Student Learning Engagement</a>	88.9	86.3	83.1	83.9	83.7	84.4	Very High	Improved	Excellent
	<a href="#">Citizenship</a>	84.5	88.1	83.5	79.8	79.4	80.4	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	93.5	91.1	91.5	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	90.8	92.3	88.3	84.4	84.0	84.9	Very High	Maintained	Excellent
	<a href="#">Access to Supports and Services</a>	77.5	78.1	72.0	80.1	79.9	80.7	Low	Improved	Acceptable
Governance	<a href="#">Parental Involvement</a>	81.7	79.6	76.9	80.0	79.5	79.1	High	Maintained	Good