



Battalion Park 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 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.

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 Plan – Year 2 of 3

School Goal

Students' achievement in Literacy will improve.

Outcome:

Students will engage in the writing process in order to communicate ideas and information accurately, with clarity, and imaginatively.

Outcome Measures

- English Language Arts Part A (Writing) – Grade 6 Provincial Achievement Test Results
- Report Card Data – ELAL (Writing Stem)
- CBE Student Survey (Writing, Regulation)
- OurSCHOOL Well-Being Survey (Regulation)
- Kindergarten to Grade 3 Alberta Education Literacy and Assessments

Data for Monitoring Progress

- Student writing samples analyzed for evidence of accurate, clear and imaginative writing (pre and post)
- "Okkakiosatoo – Look Carefully" School Leadership Reflection Rubric
- Data from Collaborative Response Meetings
- Data from Professional Learning Sprints

Learning Excellence Actions

- Utilize high-impact strategies to explicitly teach and support planning, idea development, organization and revision
- Engage students in authentic writing activities to deepen an understanding and application of intentional vocabulary and language
- Utilize high impact strategies to support morphology and word learning

Well-Being Actions

- Teachers will explicitly teach Social Emotional Learning to model and increase growth mindsets and self-management skills
- Teachers will explicitly model self-regulation (goal setting, self-talk, monitoring) as part of the writing process
- Provide actionable feedback that moves learners forward

Truth & Reconciliation, Diversity and Inclusion Actions

- Provide students opportunities to interactively and collaboratively construct text(s)
- Okkakiosatoo –Look Carefully: teachers will develop strength-based instructional and assessment approaches that examine and celebrate incremental growth and progress
- Intentionally weave Indigenous ways of being, belonging, doing and knowing into the design of learning tasks which promotes engagement

Professional Learning

- System Professional Learning
- [Think SRSD](#) (training)
- [ELA/ELAL Insite | Professional Learning](#)
- Use of [SEL for Well-Being Brightspace by D2L](#)
- SEL Elementary Designate
- Early Learning Designate

Structures and Processes

- Monthly PLC Sprints with focus on writing instruction (vocabulary)
- Regular Grade Team Meetings
- Collaborative Response focused on SEL competencies

Resources

- [Think SRSD ELA/ELAL Insite | Interventions](#)
- [SEL for Well-Being Brightspace by D2L](#)
- [D2L English as an Additional Language shell/course](#)





School Development Plan – Data Story

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2024-25 SDP GOAL ONE: *Students' achievement in Literacy will improve.*

Outcome one: *Students will engage in the writing process in order to communicate ideas and information accurately, with clarity, and imaginatively.*

Celebrations

- Writing achievement remained consistently high with a slight 0.3 percentage point decrease in students achieving below grade level (3.7%), and a 1 percentage point increase in those achieving excellence (25.2%) (Report card data June 2024 and 2025)
- More students viewed themselves as competent writers (76.19% → 81.16%) and a strong majority of students (92.03%) felt they knew what to do next to improve their writing skills (CBE Student Survey Spring 2024 and 2025)
- 82% of Grade 4 and 5 students and 73% of Grade 6 students indicated they set relevant, attainable goals and exert deliberate and persistent effort to achieve them, which is on par with the Canadian norm (OurSchool Survey)
- Growth in foundational reading skills based on pre and post Alberta Early Learning Assessment (CC3) results showed a 10.7 percentage-point decrease in Grade 1–3 students requiring additional support (19.15% → 8.47%), reflecting stronger decoding and word recognition that support greater writing fluency and confidence
- A greater percentage of students (21.9%) achieved the Standard of Excellence on the Grade 6 ELAL Part A PAT compared to the provincial result (8.9%)

Areas for Growth

- 59% of students indicated having positive self-regulation (i.e., the ability to consciously control their emotions and behaviours and maintain focus on a task), which is lower than the Canadian norm for these grades (67%) based on the OurSchool Wellbeing Survey
- Only 45.89% of students indicated that they have the opportunity to receive feedback from others to improve their writing (CBE Student Survey and Alberta Education Assurance Survey)
- Strengthen students' social-emotional learning competencies, particularly self-awareness and self-management
- 37.7% of students achieved satisfactory or below in vocabulary and style on the ELAL Part A (Writing) – Grade 6 PAT
- Students identifying as engaged in their learning declined by 7.4 percentage points (AEAM Survey 2024 and 2025)





Next Steps

- Strengthen explicit instruction in the writing process and build teacher capacity through professional learning on strategies that promote purposeful vocabulary development and application
- Build writing stamina by explicitly teaching self-regulation strategies such as planning, self-monitoring, and positive self-talk and using high-yield routines to help students persist through complex writing tasks and reduce demand on cognitive load
- Increase opportunities for self-regulation and reflection (i.e., daily mindfulness, goal setting, self-monitoring, positive self-talk) in writing tasks to enhance students' confidence, focus, and persistence, aligned with the *CASEL SEL Framework*
- Increase students' opportunities to receive and apply feedback from peers and teachers to refine their writing and support continuous improvement

