



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

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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.

Data Story

Learning Excellence

We have used Report Card and Early Learning data from June 2024 for Literacy to inform our next steps in the upcoming year.

Report Card Data

Literacy:

Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Average	2.4%	16.8%	33.2%	34.8%

Stem: Writes to express information and ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Average	4%	21.8%	35.4%	24.2%



Alberta Education Literacy and Numeracy Assessments

June 2024 Students At Risk	Letter Name-Sound (LeNS)	Castles and Coltheart 3 (CC3) Words	Castles and Coltheart 3 (CC3) Irregular Words	Castles and Coltheart 3 (CC3) Non-Words
Grade 1	30.16%	N/A	N/A	N/A
Grade 2	19.28%	19.05%	25%	25%
Grade 3	Includes Grade 3 and above	17.11%	11.84%	23.68%
Average	23.97%	20.9%		

Kindergarten Assessment of Foundational Reading Skills (AFRS):

Students At Risk

Letter Identification	16%
Sound Identification	28%

After analyzing our English Language Arts and Literature report card and Early Learning Data at a deeper level along with classroom assessments we found that there are more students who are not meeting the grade level writing as compared to reading. Also, significantly less students scoring at the excellent level in writing as compared to reading.

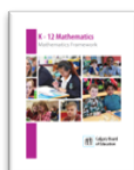
Well-Being

We have used the Alberta Education Assurance Survey, the CBE Student Survey and the OurSCHOOL Survey to inform our understanding of student well-being related to writing.

Alberta Education Assurance Survey

ELAL - The language arts I am learning at school is interesting to me	73%
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CBE Student Survey



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

ELAL – I am a good writer	76.19%
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OurSCHOOL Survey

Tracks progress towards goals	59.74%
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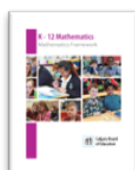
The summary of Well-Being data shows that engagement and self-confidence are areas identified that directly impact student success in writing.

Truth & Reconciliation, Diversity, and Inclusion

Our school has diverse demographics. This diversity includes a small population of students who identify as Indigenous and students who represent 29 different countries. 24.37% of students are learning at the Beginner of High Beginner level of English.

Anecdotal data from our Commitment to Action to Truth and Reconciliation shows growth in student understanding of self. Staff noted that students developed a stronger sense of self across curricular areas through reflecting on the domains within the Holistic Framework.

The summary of Truth & Reconciliation, Diversity and Inclusion data shows that intentional focus on students' sense of self directly impacts student success in writing.





School Development Plan – Year 1 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 – Literacy
- OurSCHOOL – Well-Being
- Kindergarten to Grade 3 Alberta Education Literacy and Numeracy Assessments

Data for Monitoring Progress

- Student writing samples annotated for evidence of accurate, clear and imaginative writing (Nov, Jan, Mar, May)
- “Okkakisatoo – Look Carefully” School Leadership Reflection Rubric
- Data from Collaborative Response Meetings
- Data from Professional Learning Sprints

Learning Excellence Actions

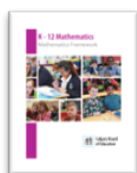
- Students will receive feedback that aligns with the learning intentions and success criteria based on the Alberta Learning English Language Arts and Literature curriculum in writing for next steps for improvement.
- Students will receive intentional instruction of writing skills and processes that contribute to accurate, clear, and imaginative communication.

Well-Being Actions

- Teachers will engage with the Collaborative for Social and Emotional Learning (CASEL) to help students identify their learning strengths and areas for growth to increase writing competence and confidence
- Teachers will explicitly teach Social Emotional Learning to model and increase growth-mindsets in relation to writing

Truth & Reconciliation, Diversity and Inclusion Actions

- Okkakisatoo –Look Carefully: teachers will develop strength-based instructional and assessment approaches that examine and celebrate incremental growth and progress
- Teachers will use interactive writing tasks for English as an Additional Language learners who are identified at a LP1 and LP2 overall benchmark level
- Identify the writing curricular outcomes where Indigenous ways of being, belonging,





doing and knowing can be intentionally weaved into the design of learning tasks which promotes student engagement.

Professional Learning

- Article: A Path to Better Writing: Evidence-based practices in the classroom: Graham S & Harris K.R.
- Collaborate with other educators to ensure a clear and shared understanding of the new curriculum's goals and outcomes for ELAL writing when designing tasks focused on accurate, clear and imaginative writing.
- To work together to establish specific, measurable success criteria for assessing whether students have achieved the outcomes from the new curriculum.
- Book Study – TBD

Structures and Processes

- Monthly Sprints with focus on writing instruction
- Collaborative Response focused through the lens of 2 SEL competencies (self-awareness and self-management) as they pertain to writing

Resources

- The Writing Rope: The strands that are woven into skilled writing: Sedita, J
- Book study on SEL TBD
- CBE K-9 Universal Calibration Protocol
- D2L Social Emotional Learning shell/course
- D2L English as an Additional Language shell/course

