

## Battalion Park School

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Calgary Board  
of Education

## School Improvement Results Reporting | For the 2024-25 School Year

### 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.

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

See the CBE Board of Trustees' Results Policies for the full and detailed Results statements

## 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 exerted 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

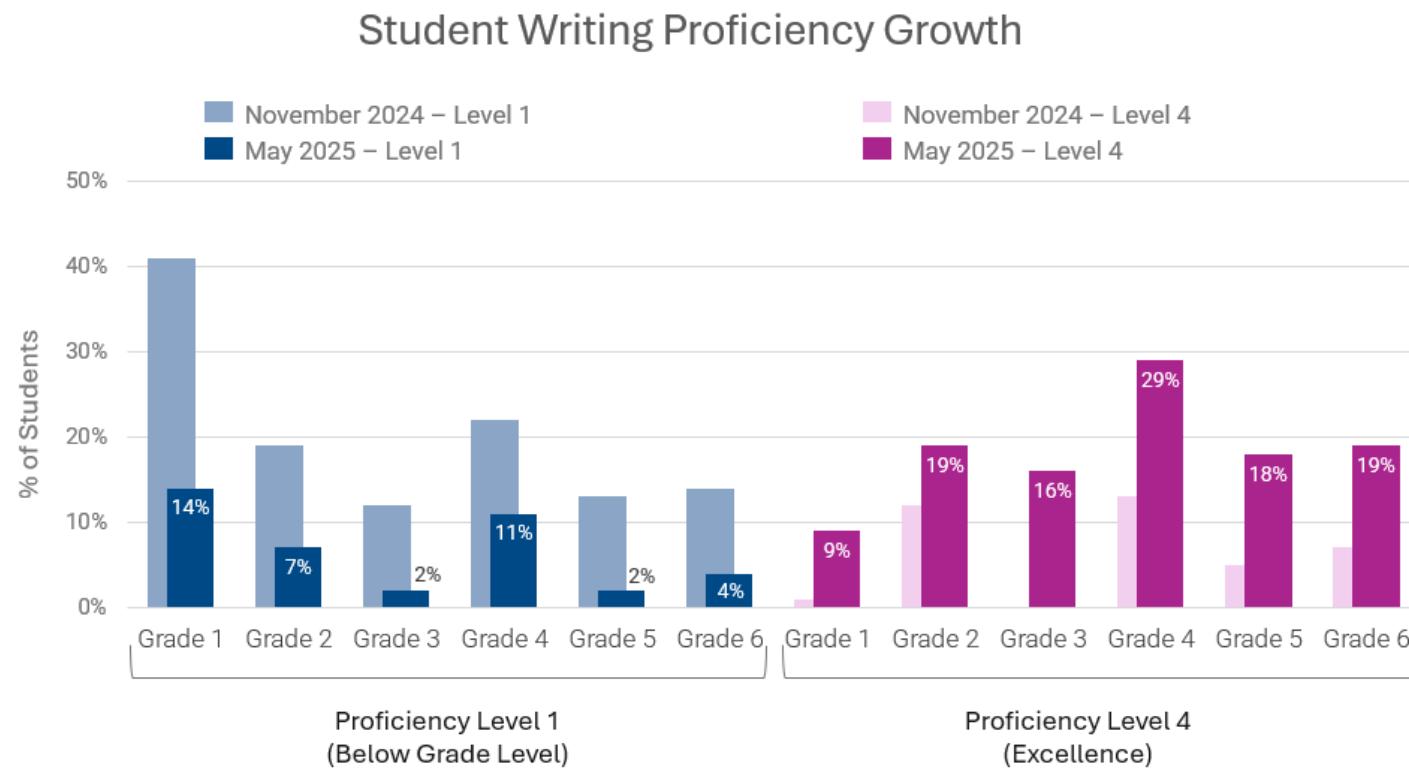
## Our Data Story:

Battalion Park School's 2024-2025 School Development Plan centered on writing. Effective writing instruction requires students to engage in deliberate practice, attend closely to feedback, and apply strategies independently. Through professional conversations and analysis of report card data, teachers noted that significantly fewer students were achieving at the level of excellence in writing compared to reading. While students generally demonstrated an understanding of learning outcomes and success criteria, they often struggled to use actionable feedback to strengthen their writing. Teachers also observed that many students lacked self-regulation skills and confidence needed to engage with and persist through writing tasks.

Drawing on Dr. Joan Sedita's *Writing Rope*, the team recognized that proficient writing requires the integration of multiple strands of knowledge and skills, including executive functioning, critical thinking, and self-regulation, all of which place high cognitive demands on learners. In response, teachers participated in professional learning sessions to deepen their understanding of writing outcomes in the new Alberta English Language Arts and Literature curriculum. Grade teams engaged in calibration conversations to clarify expectations, co-create writing rubrics, and align success criteria. Whole-school writing samples were gathered and analyzed to identify trends and areas for targeted instruction. Through ongoing professional learning community sessions, teachers collaboratively refined strategies to support students in developing clarity, accuracy, and imagination in their writing.

By the end of the year, measurable growth was evident in the overall quality of student writing as reflected in the report card and teacher analyzed student writing samples. Students in Division I demonstrated increased use of descriptive language, while those in Division II incorporated more figurative language to enhance expression. Across grades, students showed a stronger understanding of writing purpose, improved accuracy in spelling, flow, logical sequencing, and organization of ideas.

- Based on report card data (June 2024 and 2025), fewer students achieved below grade level (0.3 percentage-point decrease) and more students achieved excellence (1 percentage-point increase) in writing
- School wide student writing samples scored against teacher co-created rubrics gathered in November 2024 and May 2025 reflected significant student improvement (see graph titled: *Student Writing Proficiency Growth*)



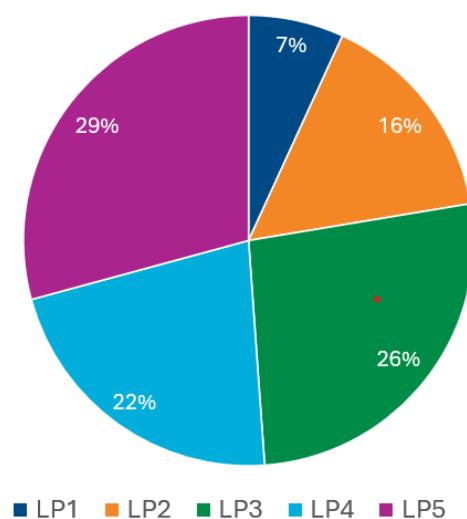
## Insights and Next Steps:

CBE Student Survey results indicated that most students (81.16%) view themselves as competent writers, and a strong majority (92.03%) reported knowing what to do next to improve their writing skills, demonstrating increased confidence and ownership in their learning. However, only 45.89% of students indicated that they regularly receive feedback from others to improve their writing. While students are developing greater self-awareness and clarity about their next steps, they would benefit from more frequent opportunities to engage in feedback cycles, both peer and teacher, to further refine their writing and strengthen self-regulation skills.

Teachers also identified vocabulary development as a key area for continued growth. Explicit instruction in vocabulary, morphology, and academic language will reduce cognitive load, improve idea precision, and support students in writing with greater confidence, coherence, and sophistication. When students gain words to express their ideas more precisely, they not only become stronger writers but also more confident thinkers and communicators.

Language Proficiency (LP) Level for ELAL Students

June 2025



This focus also supports the growing number of students learning English as an Additional Language (EAL) at Battalion Park School, who make up 41% of the student population. Nearly half of these learners are at a beginner to intermediate language proficiency level, as shown in the pie chart titled: *Language Proficiency (LP) Level for ELAL Students*.

Explicit vocabulary instruction and regular feedback opportunities help these learners build the language and confidence needed to express their ideas clearly and participate more fully in writing tasks.

By intentionally pairing explicit, systematic instruction in the writing process with ongoing feedback and targeted vocabulary development, students will build the confidence to persist through challenges, self-regulate their learning, and communicate their ideas accurately, with clarity and imaginatively.

# 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	Battalion Park 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>	79.0	86.4	86.0	83.9	83.7	84.4	Very Low	Declined	Concern
	<a href="#">Citizenship</a>	75.0	83.8	84.4	79.8	79.4	80.4	Intermediate	Declined	Issue
	<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	70.0	74.5	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	14.4	19.0	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>	84.2	91.3	91.3	87.7	87.6	88.2	Low	Declined	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	80.2	88.7	89.3	84.4	84.0	84.9	Low	Declined	Issue
	<a href="#">Access to Supports and Services</a>	73.5	81.9	78.5	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	<a href="#">Parental Involvement</a>	60.0	73.0	77.7	80.0	79.5	79.1	Very Low	Declined	Concern