



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

Balmoral 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 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

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

June 2024 report card data for reading stems

Grades 5/6: Reads to explore and understand

Grades 7/8/9: Reads to explore, construct, and extend understanding

Course	Indicator 1 (not meeting)	Indicator 2 (basic)	Indicator 3 (good)	Indicator 4 (excellent)
ELAL 5	1.74%	13.04%	51.3%	30.43%
ELAL 6	3.7%	18.52%	61.11%	16.67%
ELA 7	1.69%	19.49%	53.39%	20.34%
ELA 8	2.7%	24.13%	46.85%	19.82%
ELA 9	0%	22.02%	42.2%	35.78%

Through bi-weekly professional learning communities, teachers collected common classroom reading comprehension assessment data four times during the school year. These assessments showed high student



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

achievement on questions where students were asked direct, straightforward questions about the text. Students did not perform as well when asked to think critically about an issue, or understand abstract concepts that require high visualization skills, such as metaphors or similes. Teacher perception included observations about students needing to work on using their time efficiently and wisely when reading, and not giving up when a text seems too complex at first.

Through the CBE student survey questions about literacy, we learned more about our students' perceptions related to reading. Only 52% stated that they have the opportunity to read interesting books, and 54% stated that they have the opportunity to learn with different people in different spaces to improve reading and writing skills.

Well-Being

Compared to other areas, student perception data in the area of regulation stood out as the most needed area for growth. In the OurSchool survey, only 57% of students stated that they are able to stay focused even when less engaged, and 56% of students are able to remain calm even when things don't go their way.

In the CBE student survey, a high area of need is the monitoring of screen time. Only 46% of students take care of themselves by making sure they don't have too much screen time. Teachers also voiced concerns about students not sleeping enough because of social media and video game use late at night, which they learned through conversations with students in classes.

Truth & Reconciliation, Diversity, and Inclusion

The CBE Student survey showed notable student perceptions about school connectedness and belonging. Over 90% of students stated that they have positive relationships with friends and family, and that there are high expectations for them to be successful in their learning. However, only 58% talk to caregivers, friends, classmates or teachers about how they feel, and only 61% stated that their teachers check with them often about their well-being.

Attendance data shows that many students miss about 10% of classes throughout the year. Teachers noticed that students missed more Fridays than other days of the week, and that more families were taking time off to go on overseas trips. This impacted continuity of learning and student self-confidence when faced with learning challenges after being absent from school.







School Development Plan – Year 1 of 3

School Goal

Student achievement in literacy and mathematics will improve.

Outcome:

Students will improve their reading comprehension using the following strategies:

- *Activating Prior Knowledge / Previewing and Predicting*
- *Summarizing and Retelling*
- *Monitoring, Clarifying, and Fixing*
- *Drawing Inferences*
- *Visualizing and Creating Visual Representation*

Outcome

Students will increase their engagement in challenging math tasks through productive struggle and developing positive mathematics identities.

Outcome Measures

- *ELA(L) report card reading stem data for Grades 5-9*
- *Math report card data for all stems for Grades 5-9*
- *High complexity questions on Math 6 and 9 PATs*
- *Grade 6 and 9 ELA PAT Reading Comprehension questions*
- *Student perception data from CBE Student Survey on school-customized questions relating to reading comprehension strategies and productive struggle in math*

Data for Monitoring Progress

- *Ongoing common classroom assessment data collected through PLCs*
- *Observations of students during small group reading interventions*
- *Staff feedback on professional learning*
- *Reading Assessment Decision Tree*
- *Teacher observations and student self-assessments of productive struggle through Math PLC*

Learning Excellence Actions

- *Use gradual release of responsibility to build confidence in reading and mathematics*
- *Create a discourse rich learning environment in literacy and mathematics*
- *Provide ample time for learners to explore, reason, conjecture, and revise as students wrestle with challenging ideas*

Well-Being Actions

- *Honour student voice and choice*
- *Activate students as owners of their own learning by engaging learners in goal setting and reflection*
- *Create a learning culture that values the thinking process and strategies over speed*
- *Integrate SEL competencies into core curriculum instruction*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Provide access to inclusive and culturally diverse texts*
- *Provide students with opportunities to interactively and collaboratively construct text(s)*
- *Connect learning to culture (community, teams, meaningful events)*
- *Foster student identity as a reader and mathematician*





Professional Learning

- *CBE Middle Years System Professional Learning sessions*
- *Social Emotional Learning (SEL) Middle Years resources*
- *Professional learning about the Reading Assessment Decision Tree and supporting readers at all levels*
- *Professional learning through books identified in Resources section*

Structures and Processes

- *Bi-weekly professional learning communities in Literacy and Mathematics*
- *Small group reading intervention*
- *Collaborative Response*
- *Weekly grade team meetings*
- *Collaborative data analysis*
- *Creating literacy-rich learning environments*
- *Vertical non-permanent surfaces and collaborative problem solving culture*
- *Positive classroom norms and expectations*

Resources

- *Book: The Reading Comprehension Blueprint, Hennessey*
- *Reading Assessment Decision Tree*
- *Understanding Reading Grades 4-9*
- *Criteria for text set development and curation*
- *CBE Math and Literacy Frameworks*
- *Book: Taking Action: Implementing Effective Mathematics Teaching Practices (Smith, M., Raith, M., Steele, M., 2017)*

