

Balmoral School

220 16th Avenue NW, Calgary, AB T2M 0H4 t | 403-777-7330 f | 587-933-9744 e | balmoral@cbe.ab.ca

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 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.





School Development Plan – Year 2 of 3

School Goal

Student achievement in literacy and mathematics will improve.

Outcome:

Students will improve their reading comprehension across all subject areas.

Outcome (Optional)

Outcome Measures

- ELA(L) report card reading stem data for Grades 5-9
- Math report card data for all stems for Grades 5-9
- Grades 6 and 9 ELA(L) PAT Reading Comprehension Questions
- Math 6 and 9 PAT data
- Student perception data from OurSchool and CBE Student Survey on school-customized questions related to literacy activities

Data for Monitoring Progress

- Reading Assessment Decision Tree
- Ongoing classroom assessment data collected through PLCs
- Staff feedback on professional learning
- Observations of students during new literacy interventions and small group reading

Learning Excellence Actions

- Implement intentional literacy interventions in a designated time block
- Implement morphology and vocabulary building activities in math and science classes

Well-Being Actions

- Collect student voice on literacy activities and feedback on new literacy interventions
- Integrate SEL competencies into core curriculum instruction

Truth & Reconciliation, Diversity and Inclusion Actions

- Provide access to inclusive and culturally diverse texts
- Connect learning to culture (community, teams, meaningful events)
- Foster student identity as a reader across all subjects

Professional Learning

- Social Emotional Learning (SEL) Middle Years resources
- Professional learning about the RAD tree and resources for new literacy interventions

Structures and Processes

- Bi-weekly PLCs in Literacy and Mathematics
- Intentional literacy block activities implemented during designated class time
- Small group reading interventions on Fridays
- Collaborative data analysis

Resources

- Reading Assessment Decision Tree
- Understanding Reading Grades 4-9
- CBE Literacy and Math frameworks
- NEW Literacy intervention resources (Read Live, etc.)



School Development Plan – Year 2 of 3

School Development Plan – Data Story

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

2024-25 SDP GOAL: Student achievement in literacy and mathematics will improve.

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

Celebrations:

- Strong and steady student performance in Indicators 3 (Good) and 4 (Excellent) in both literacy and mathematics.
- Increased student confidence and engagement in mathematical problem-solving and productive struggle.
- Notable gains in reading comprehension, fluency, summarizing, inferencing, and critical thinking skills in Grades 5–9.
- Successful implementation of structured assessments, PLC collaboration, and targeted interventions supporting student growth.
- Students report feeling confident using a variety of reading strategies as indicated by the May OurSCHOOL Survey results.





Areas for Growth:

- Continue supporting students performing in Indicators 1 and 2, particularly in literacy, to ensure no learner is left behind.
- Strengthen students' critical thinking and inference skills across all grade levels.
- Provide more dedicated, structured literacy block time to ensure direct instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Further develop consistency in mathematical assessment and feedback to reinforce problem-solving strategies.

Next Steps:

- Continue supporting students performing in Indicators 1 and 2, particularly in literacy, to ensure no learner is left behind.
- Strengthen students' critical thinking and inference skills across all grade levels.
- Provide more dedicated, structured literacy block time to ensure direct instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Further develop consistency in mathematical assessment and feedback to reinforce problem-solving strategies.

