

Mount Royal School

2234 14th St. SW, Calgary, AB T2T T3T | 403-777-7980 f | 587-933-9856 e | mountroyal@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.

[Mount Royal School Improvement Results Report](#)



**School Goal:**

Through engaging in high quality tasks and assessments, students will move their learning forward.

Outcome:

Students increase their engagement in learning through experiencing differentiated instruction that meets their current learning needs.

Outcome Measures

- Report Card Indicators, decrease in the number of students achieving a 1 (Not Meeting)
- Diagnostic whole-class assessments (commercially produced and/or teacher created) collected 3 times per year in core subject areas
- Alberta Assurance Survey Measure – The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Data for Monitoring Progress

- Students utilizing the Den for small group and one-on-one support
- Conversations with students and student evidence of learning
- Teacher examples of differentiated task design shared in school-based Professional Learning and discipline-specific PLC meetings throughout the year.

Learning Excellence Actions

- Collaboratively design whole-class diagnostic assessments at the beginning of learning cycles
- Clearly articulate and differentiate next steps in learning through task design and assessment throughout a learning cycle

Well-Being Actions

- Provide formative feedback that moves learners forward.
- Activate students as owners of their own learning.
- Provide students opportunities to demonstrate knowledge in a variety of modes.

Truth & Reconciliation, Diversity and Inclusion Actions

- Consider language learning needs when writing learning intentions and task instructions (e.g. adapt vocabulary, use dual language)
- Authentically embedding diverse voices and experiences into task design and assessment

Professional Learning

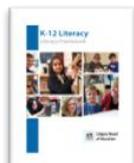
- Middle Years' System Professional Learning Series
- School-based professional learning specific to differentiating instruction (ATA Provincial Staff Officer in Feb 27)

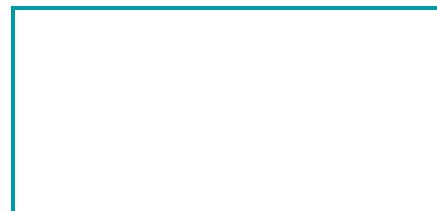
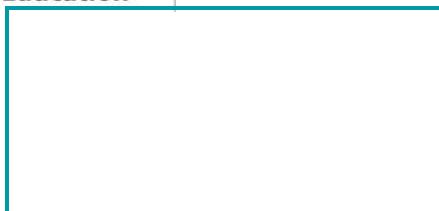
Structures and Processes

- PLC Meetings
- Collaborative Response Meetings
- 'The Den' for personalized learning support
- EAL Strategist Support
- EA in-class support

Resources

- MRS Continuum of Supports
 - Rebooting Assessment: A Practical Guide for Balancing Conversations, Performances, and Products, by Damien Cooper and Jeff Catania





- Embedding Formative Assessment, by Dylan Wiliam and Siobhan Leahy
- Assessment and Reporting in the CBE: Practices & Procedures

School Development Plan – Year 2 of 3

School Goal:

Students' sense of belonging and connection at school will increase.

Outcome:

Students' sense of belonging will increase through their engagement with inclusive and diverse resources, tasks, and assessments throughout the school day.

Outcome Measures

- OurSCHOOL survey – questions connected to belonging and cultural representation in school
- CBE Student Survey – enduring questions connected to the Wellness Framework and Indigenous Education Holistic Lifelong Learning Framework
- Alberta Education Assurance Survey – “At school I feel like I belong” and “I feel welcome at my school”
- Attendance analytics data from PowerSchool

Data for Monitoring Progress

- Resource Allocation Audit: Regular tracking of resources (e.g., books, media, teaching aids) reflect and support diversity and inclusion and are accessible, culturally responsive, and promote multiple backgrounds, identities, and experiences of students.
- PE Health and Wellbeing Surveys Fall and Spring
- Student attendance records

Learning Excellence Actions

- Design assessments that are differentiated, transparent, fair, and equitable for all students.
- Utilize classroom resources that reflect the depth and breadth of human experience.
- Work with students to develop structures to support connectedness between classes and grade groupings.

Well-Being Actions

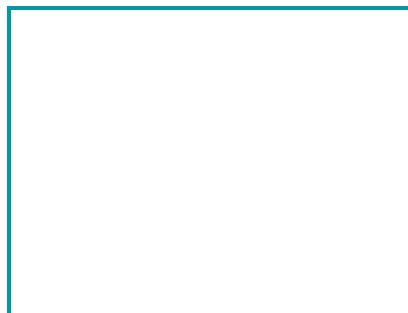
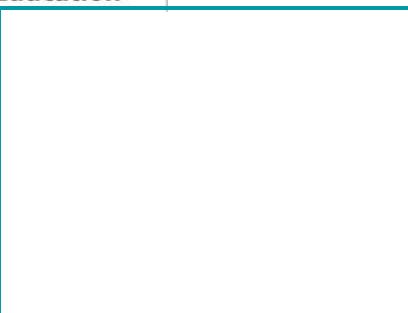
- Advertise encourage and support students to engage in and/or access available clubs, teams, and safe spaces
- Review existing school-based policies that encourage connection and those that might limit the ability for students to interact with each other (e.g. zones of the school grounds, timetable, etc.)

Truth & Reconciliation, Diversity and Inclusion Actions

Intentional task design and selecting supporting resources for staff and students, that is culturally responsive and deeply embedded in building inclusive learning environments

- Whole-school events recognizing Truth & Reconciliation, Diversity and Inclusion (e.g. Orange-shirt Day, Mount Royal University Cougars Basketball Event, National Indigenous Peoples'





Day, Culture Day and other school events)
Visible representations and school-wide celebrations to recognize the diverse cultures, backgrounds, and languages of students in the school.

Professional Learning

- Middle Years' System Professional Learning Series
- Social Emotional Learning (SEL) Middle Years working group
- Staff engagement in TQS #5 Applying Foundational Knowledge about First Nations, Métis and Inuit through learning about personalized Land Acknowledgements and offering land acknowledgements as part of regular staff meeting processes

Structures and Processes

- Collaborative Response Meetings
- SLT
- Grade 9 Indigenous Student Holistic Transition planning
- Guidance Support
- Bridge Foundation, settlement worker & Next Gen after-school program

Resources

- Student Well-Being Framework & Companion Guide
- Social Emotional Learning Brightspace by D2L
- Indigenous Education Holistic Life-Long Learning Framework & Companion Guide
- Dates of Significance found on the Inclusion and Diversity Insite Page

School Development Plan – Data Story

2024-25 Learning Excellence Goal: Through engaging in high quality assessments, students will move their learning forward.

Outcome: Students will increase their sense of agency in the assessment process.

Celebrations

- Increase of 4% in students reporting opportunities to use self-assessment strategies in their classes between Fall 2024 and Spring 2025 (OurSCHOOL Survey)
- Increase of 4% in students reporting opportunities to use peer-assessment strategies in their classes between Fall 2024 and Spring 2025 (OurSCHOOL Survey)





- Students identified strong teaching practices that supported their engagement in classes – including the use of interactive and varied activities (e.g. Kahoot, puzzles, challenges, hands-on activities, group work, videos and visuals), a supportive relationships with staff and the development of safe and welcoming classroom environments, and student-centred approaches to learning. (OurSCHOOL Survey)
- Teacher's use of peer and self-assessment through task re-design, and creation, increased across curricular areas.
- Using the Assessment and Reporting Teacher Assessment Self-Assessment tool, 83% of teachers characterized their self-assessment practices as proficient, and 75% reported themselves as proficient in elevating student agency within the assessment process.

Areas for Growth

- Increasing opportunities to provide multiple entry-points into tasks and assessments to increase student engagement in learning within task design.
- Continuing to leverage formative assessment practices in task design and assessment
- Continuing to leverage opportunities for students to engage in peer-assessment during learning cycles

Next Steps

- Identify and engage in professional learning around differentiation in task design and assessment
- Leverage ongoing task design and assessment work to build capacity around differentiation
- Development of a common resource bank of grade-level differentiated tasks for teachers to utilize in their lesson plans
- Provide dedicated time for grade team meetings

2024-25 Well-Being Goal: Students' sense of belonging and connection at school will increase.

Outcome: Students' sense of belonging will increase through their engagement with inclusive and diverse resources, tasks, and assessments throughout the school day.

Celebrations

- Students' sense of belonging at school, between Fall and Spring of 2024-25, increased from 74% to 77%. (OurSCHOOL Survey).





- 3.69% increase in agreement with the statement “I feel welcome at school” from 2023-2024 to 2024-2025 survey (CBE Student Survey).
- Students report high levels of well-being, self-esteem, and positive relationships in their lives that are at or well-above those of Canadian Norms for this age group (OurSCHOOL Survey).
- 100% of students reported agreement with “There is at least one adult at school who I really connect with” (CBE Student Survey).

Areas for Growth

- Disaggregated data on sense of belonging showed a decrease of 3% in grade 9 between Fall 2024 and Spring 2025 (OurSCHOOL Survey).
- 59% of students felt that their culture was represented in school (CBE Student Survey). There was also a slight decrease in students’ awareness of their own culture 72% to 70%, and awareness of other cultures 84% to 83% (OurSCHOOL Survey).
- 95.19% of students reported that they agree that teachers want them to be successful, and 94.26% reported that teachers care about them, however only 49.75% of students agreed that teachers checked in with them often about their well-being (CBE Student Survey).
- Student Learning Engagement on the Alberta Education Assurance Measures Survey showed an overall 6.3% decline from our previous years’ result. While teacher and parent-reported engagement is lower than the provincial average, student-reported engagement at Mount Royal, 78.1%, is 8.8% above the provincial average.
- An overall decline in reported agreement within the Citizenship and the Welcome Caring and Safe School measures, by 5.5% and 5.3% respectfully, however, the student and teacher reported percentage agreement in these measures are well above the provincial average last year (Alberta Education Assurance Measures Survey).

Next Steps

- Increase the visibility of Mount Royal’s cultural diversity. Identify structures and processes that currently exist within the school that highlight Mount Royal’s diverse culture. Based on these findings, identify new structures and processes that would support making Mount Royal’s diverse culture more visible.
- Reflecting upon and then adjusting the routines and structures we have as a school to check-in on student well-being.

