



Mount Royal 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

Learning Excellence

Perception data gathered from the CBE Student Survey in the Spring 2024 highlight several key indicators that task design and assessment, specifically formative assessment practices, will continue to guide our focus this year. Within the Learning Environment section of the survey, 28.75% of students strongly agree that the feedback they receive from teachers is helpful in improving their understanding and work. In addition, 23.8% of students strongly agree that they have opportunities to get feedback on their work as part of the learning process. When examining data connected to the Literacy Framework, 21.92% of students indicate that they receive feedback from others to improve their writing, and 20.72% of students indicate that in their classes that they have the opportunity to learn with different people in different spaces to improve their reading and writing.

Report Card data for the ELA stem: Reads to explore, construct, and extend understanding showed a slight increase in the number of students achieving a 2 from June 2023 to June 2024, and an increase of 4.43% in the number of students achieving a 3 on this report card stem during this same period. The number of students achieving a 4 on this stem decreased 4.52% from June 2023 to June 2024. On the ELA 9 PAT, 91.3% of Mount Royal students achieved the Acceptable Standard on the exam, with 17.4% of these students achieving the Standard of Excellence. These results outperformed the province by 7.9% and 3.6% respectively.

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



In Mathematics, we utilized report card, final exams and PAT results to measure impact. Within the report card stem: Develops number sense and applies strategies for computation and estimation, the number of students achieving a 4 increased 5.21% from June 2023 to June 2024. On the Math 9 PAT, Mount Royal students outperformed the province, as 84% of students achieved the Acceptable Standard, 22.9% higher than the province, and 26.6% of students at Mount Royal achieved the Standard of Excellence, which was 10.7% higher than the province. When examining specific questions on both the Part A and B of exam connected to Number, Mount Royal students outperformed the province on every question.

Continued growth in report card and PAT results and student perceptions around the assessments and feedback they receive in school relies upon teachers having a clear understanding of:

- the learning outcomes in the curriculum
- how to scaffold specific learning intentions to support all students in meeting those outcomes, and
- high quality formative and summative assessment practices.

Students, by extension, need to have:

- a clear understanding of what success criteria look like, and
- opportunities to be part of the assessment process through self and peer-assessment to support their ability to apply feedback and monitor their progress toward mastery of the learning outcomes.

Well-Being

Perception data gathered from the CBE Student Survey in the Spring 2024 highlighted that while students believe that teachers want them to be successful (96.15%), and that they care about them (89.19%), students have reported lower levels of self-confidence (69.51%) and feeling connected to at least one adult in the school (58.82%).

Well-being perception data connected to feelings of anxiety in the context of learning has shown that students always (15.38%) or often (26.92%) felt nervous or anxious about their learning over the last 6 months.

Academic clarity in learning has a direct impact on emotional well-being. Therefore, improving this clarity through designing appropriately differentiated learning intentions for students and providing opportunities for students' voice in their own learning will:

- support their ability to be successful,
- increase confidence, and
- lower levels of anxiety connected to their learning.





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

Truth & Reconciliation, Diversity, and Inclusion

Perception data gathered from the CBE Student Survey in the Spring 2024 highlighted specific areas of improvement in relation to Truth & Reconciliation, Diversity, and Inclusion. Within the questions connected to the Indigenous Education Holistic Life-Long Learning Framework, students report that they have opportunities to learn about Indigenous ways of being, belonging, doing, and knowing (87.18%), however low levels of agreement connected to seeing their culture reflected at school (63.64%). For example, 70.13% of students feel a connection to the texts (books, land, pictures, video) that they read and hear in class.

Research shows that “Students who feel connected to their schools are also more apt to have better academic achievement, to maintain better school attendance, and to stay in school longer” (Joint Consortium for School Health-Positive Mental Health Toolkit, 2016, p.4, as cited in the Student Well-Being Framework, 2024). When students can see their experience and the experiences of others represented in their school and classroom activities this contributes to an overall sense of belonging. The CBE Literacy Framework, highlights the work of Ghody Muhammad from her book *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*, stating “Students, and arguably adults, are always looking for themselves in spaces and places. Before getting to literacy skill development such as decoding, fluency, comprehension, writing, or any other [curriculum], students must authentically see themselves in the learning” (Muhammad, 2020, p. 69).





School Development Plan – Year 1 of 3

School 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.

Outcome Measures

- *OurSCHOOL Survey – optional multiple choice and open-ended response questions*
- *A&R Teacher Self-Assessment Tool, specifically the Guiding Principles: Assessment makes explicit connections to the intended learning goals, and Students are actively involved in the assessment process. Teacher pre- and post-assessments*

Data for Monitoring Progress

- *Classroom observations*
- *Conversations with students*
- *Teacher examples of self and peer assessment routines and reflections on their effectiveness shared in school-based Professional Learning and discipline-specific PLC meetings throughout the year.*

Learning Excellence Actions

- *Clearly articulate and differentiate student next steps in learning.*
- *Teachers implement Four-Quarters approach (self-assessment, peer-assessment, skimmed teacher feedback and detailed teacher feedback) for formative assessment.*
- *Teachers will engage students in self- and peer-assessment routines in all classes*

Well-Being Actions

- *Activate students as owners of their own learning.*
- *Provide feedback that moves learners forward.*
- *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 (e.g. adapt vocabulary, use dual language)*
- *Authentically embedding diverse voices and experiences into task design*

Professional Learning

- *Middle Years' System Professional Learning Series (24-25 & 23-24)*
- *School-based professional learning specific to differentiating learning intentions as well as self- and peer-assessment*

Structures and Processes

- *PLC Meetings*
- *Collaborative Response Meetings*
- *'The Den' for personalized learning support*
- *EAL Strategist Support*
- *EA in-class support*
- *'Statistics Friday' in Grade 9 Math classes*

Resources

- *Rebooting Assessment: A Practical Guide for Balancing Conversations, Performances, and Products, by Damien Cooper and Jeff Catania*
- *Embedding Formative Assessment, by Dlyan William and Siobhan Leahy*
- *Ladder of Feedback (Project Zero, Harvard University)*





- [Teacher Self- Assessment Tool](#)
- [Assessment and Reporting in CBE](#)
- [Assessment and Reporting in the CBE: Practices & Procedures](#)

School Development Plan – Year 1 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”

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.
- Relationship mapping survey
- Attendance analytics data

Learning Excellence Actions

- Design assessments that are 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, Notorious Cree performance, Mount Royal University Cougars)





- Student well-being actions team develop school-wide initiatives based on Middle School Well-being Symposium learning

- Basketball Event, National Indigenous Peoples' Day 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
- Middle School Student Well-Being Symposium

Structures and Processes

- Collaborative Response Meetings
- SLT
- Grade 9 Indigenous Student Holistic Transition planning
- Shannon Teasdale, Guidance Support
- Bridge Foundation, settlement worker & after-school program
- Student Well-being Action Team

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

