



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

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

At Royal Oak School, we strive to create an environment that is in keeping with the CBE's welcoming, accepting and inclusive environment where all students are welcomed and encouraged to take risks in their learning. Through our continued work with programs such as UFLI and Heggerty, we have seen steady growth in student understanding of phonics and how this relates to reading and writing.

We have used literacy data from the June 2024 Report Card and provincial Screeners and Assessment to inform our next steps in the upcoming year.

Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	7.7%	18.3%	39.4%	34.6%
Grade 2	7.8%	19.0%	29.3%	44.0%



Grade 3	0.9%	18.3%	35.6%	44.3%
Grade 4	4.9%	17.6%	44.1%	33.3%
Average	5.3%	18.3%	37.1%	39.1%

Writes to express information and ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	5.1%	22.2%	49.5%	23.2%
Grade 2	9.2%	26.6%	46.8%	17.4%
Grade 3	4.4%	23.7%	39.5%	32.5%
Grade 4	5.0%	37.0%	41.0%	17.0%
Average	5.9%	27.4%	44.2%	22.5%

LeNS – “not at risk” population

Grade 1	95.04%
Grade 2	94.17%

CC3 – “not at risk” population

	Regular Words	Irregular Words	Non-Words
Grade 1	95.83%	91.80%	96.72%
Grade 2	92.56%	93.39%	91.74%
Grade 3	96.55%	95.68%	100%

After analyzing our English Language Arts data at a deeper level, along with classroom work and provincial assessments, we found that more students achieve success with writing as compared to reading. Over 90% are achieving the “not at risk” category on the provincial assessment.

Well-Being

As part of the CBE’s Welcoming, Caring, Respectful and Safe Learning Environments, Royal Oak School has been focused on helping students to understand how to foster positive friendships and to build skills that will help them to navigate friendship issues. This past year, we used the URStrong friendship program to help students recognize positive friendships and equip them with skills to deal with “Friendship Fires” when they occur. We will continue to use this program to further build language and skills that students can use with their peers. Staff have reported that students feel better equipped to make positive decisions around who they choose as friends and that they have more strategies to help deal with friendship problems when they arise.



**CBE Student Survey K-3****I make friends at school**

Annual Results Overall percentage for Agreement	Annual Results Overall percentage for Agreement
June 2023	93.60%
June 2024	93.97%

I know what to do if I'm having a problem with friends

Annual Results Overall percentage for Agreement	Annual Results Overall percentage for Agreement
June 2023	85.77%
June 2024	84.33%

OurSCHOOL Survey Results Grade 4

Category	Overall Agreement Percentage June 2023	Overall Agreement Percentage June 2024
Positive relationships	79%	84%
Positive sense of belonging	83%	81%

Alberta Education Assurance Measure Results (AEAM): Percentage of students who are satisfied that students model the characteristics of active citizenship (Top 2 Boxes).

Questions	2023 Results	2024 Results
At school, do most students help each other?	70% Yes	71% Yes

Our Alberta Education Assurance Measures results indicate that 84.9% of parents, students and teachers feel that their learning environments are welcoming, caring, respectful and safe. Report card data indicates that 83.7% of students demonstrate skills to support the well-being of self and others (combined 3 & 4 report card indicator). OurSchool Survey indicates that 81% of students have a positive sense of belonging and 84% report that they have positive relationships.

In order to address these data points in the past, we have focused discussions and lessons to address student issues and problems using explicit teaching through the URStrong program. This year, in looking at





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

creating more positive social and emotional connections across our school, we will utilize buddy classes to ensure every student is connected to at least one other staff/adult and peer.

This year, based on our Well-Being perception data, we will deepen this work by delving into our work within the four domains of the Indigenous Education Holistic Lifelong Learning Framework (Spirit To Be, Heart To Belong, Body To Do and Mind To Know).

Truth & Reconciliation, Diversity, and Inclusion

At Royal Oak School, we pride ourselves of being a welcoming, caring and respectful community for all students to learn in. Whenever we meet as a whole school, we ensured we Acknowledge the Land and thank those who lived on this land before us and have contributed to a better understanding of our impacts on Mother Earth. Many classrooms started the day by Acknowledging the Land and ensuring that whenever possible, connections to our curriculums are made to Indigenous Ways of Knowing and Being. We are fortunate to have a wetland right across the street and classes often make trips here to observe Na'a (Mother Earth) and all that she teaches us. We have had Indigenous Elders tell us stories in the wetland and this place holds a special place in our curriculum at Royal Oak.





School Development Plan – Year 1 of 3

School Goal

Student foundational skills in math and literacy will improve.

Outcome:

Students will improve their comprehension through a focus on vocabulary instruction

Outcome

Students procedural fluency will improve in math through a focus on number sense

Outcome Measures

- Provincial Numeracy Assessment: Gr. 1-3
- CC3, LeNS, AFRS and CORE phonics
- Report Card Data:
 - Literacy - makes meaning and connection through oral language
 - reads to explore and understand
 - Mathematics - Understand and applies concepts related to number, pattern and algebra.

Data for Monitoring Progress

- Biweekly University of Florida Literacy Institute (UFLI) student check-ins.
- Intervention Flexible groupings
- EAL Benchmarks Analytics
- Teacher perception data – Teacher confidence in implementing UFLI and MathUP programs.
- Teacher anecdotal evidence from class.

Learning Excellence Actions

- Provide explicit instruction in word learning, and multisyllabic word learning
- Building vocabulary by providing rich and varied language experiences
- Use the reading assessment decision tree to guide next steps to support students
- Model and scaffold how to record knowledge and vocabulary from content matter in an authentic and recursive way
- Implementing Number Talks

Well-Being Actions

- Use the student assessment results to design tasks for microteaching and small group targeting instruction to address the needs of students at risk in reading and number sense
- Provide easy access to a variety of organized learning materials and responsive spaces
- Use technologies intentionally that support literacy practices and represent learning
- Provide repeated opportunities to practice

Truth & Reconciliation, Diversity and Inclusion Actions

- Use of EAL benchmarking and assessment for LP1 and LP2 to inform task design
- Intentional use of culturally diverse texts to build understanding, awareness and student belonging
- Consider relevancy and representation in selecting texts
- Design student and staff learning tasks that intentionally activate the spirit, heart, body and mind





- Implement Minds-On Activities and Performance Tasks from MathUP program to enhance students mental math skills
- Using visual models like number lines, base-ten blocks to support students' understanding
- Explicit teaching of fluency strategies
- Connect conceptual understanding to procedural fluency

- and consolidate literacy skills and knowledge
- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment
- Provide choice based reading activities with multileveled texts to improve connection to texts
- Celebrate and use mistakes as opportunities for learning
- Create a culture that values thinking process and strategies over speed and algorithms
- Model a growth mindset in relation to literacy and mathematics

- Acknowledge different ways of knowing and doing mathematics
- Decolonize curriculum resources by replacing stories that favour Western world views with Indigenous world views

Professional Learning

- Modelled use of decodable texts at grade and age appropriate levels
- Word study and use of disciplinary vocabulary
- Tier 2/3 vocabulary, concept sorts
- CBE System professional learning
- Reading Rope professional learning
- MathUP PL by Mariam Small focus on Number sense performance tasks
- Build collective understanding of mathematical fluency (efficiency, flexibility and accuracy)

Structures and Processes

- Collaborative grade team planning time for flexible groupings
- Collaborative Response meetings
- Use classroom routines to create a vocabulary-rich learning environment
- Document and support instruction and learning in intentional ways
- Grade team meetings to calibrate assessments and analyze student learning evidence
- Implementation of New Curriculum participating in CBE K -6 system wide PL to support literacy and mathematics instruction

Resources

- ELAL K-3 scope & sequence
- MathUP
- Reading Assessment Decision Tree (RA) Gr 4-12
- ELA/ELAL Insite Teaching Practices (scroll to Comprehension for resources and professional readings)
- ELA/ELAL Insite Equity & Interventions
- Heggerty Phonological Awareness Resource
- UFLI Foundations Resource
- Number Talks - Helping Children Build Mental Math and Computation Strategies, Grades K – 4





- Watch and discuss Figuring out Fluency Webinar
- Watch and discuss Graham Fletcher's Numeracy Progressions

- Rubrics will include vocabulary statements in all disciplines
- Provide access to tools and manipulatives for students to use

- Mathematics Equity & Identity Guide
- Building Procedural Fluency from Conceptual Understanding Document

School Goal

Students' perception of Royal Oak School as a welcoming, safe, caring and inclusive learning community will improve.

Outcome:

Students' sense of belonging at school will increase as a result of feeling connected to the school.

Outcome Measures

- CBE Student Survey
- OurSCHOOL Survey – Well-Being
- Alberta Education Assurance Measures Results Report

Data for Monitoring Progress

- OurSCHOOL Fall and Spring data
- PowerSchool - Incident Report and Log Entry Data





- Attendance Data Analytics - Students who Self-Identify as Indigenous
- URStrong pre and post assessments (January and June)

Learning Excellence

Plan for explicit instruction of Social Emotional Competencies to support students individually and in social circumstances using U R Strong resource

- Work with students to develop structures to support connectedness between classes, grades, etc.
- Utilize texts that highlight the concept of 'belonging'
- Work with students to develop structures to support connectedness between classes, grades, etc.

Well-Being Actions

- Teachers will explicitly teach the lessons using the URStrong Program
- Use of buddy class activities to build relationships
- Whole school assemblies
- Other school events such as Wonder Hour, Terry Fox Run, Jump Rope for Heart, family movie nights, fun lunch, family dances and other community building events.

Truth & Reconciliation, Diversity and Inclusion Actions

- Implement the Indigenous Education Holistic Lifelong Learning Framework to help build a sense of well-being and a sense of community
- Assign an area of significance in the school where students can share artifacts, photos, or stories from their backgrounds throughout the year with staff support and guidance.

Professional Learning

- Professional learning and discussions in the Spirit and Heart Domains
- Develop an understanding of school interconnectedness

Structures and Processes

- Monthly PLC meetings
- Regular Grade Team Meetings
- Collaborative Response
- Utilize a Comprehensive School Health approach
- CBE Well-Being Team
- Team Meetings
- Social skills groups

Resources

- Okkakiosatoo - Look Carefully from the Indigenous Education Holistic Lifelong Learning Framework
- U R Strong program
- CBE Student Well-Being Framework

