



Royal Oak 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 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.

<https://royaloak.cbe.ab.ca/school>

Alberta Education Outcomes

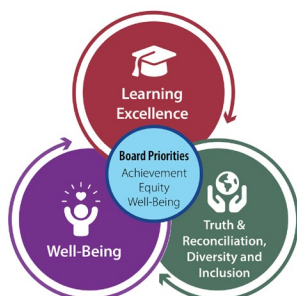
- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

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

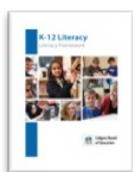
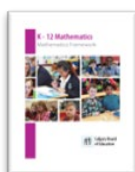
Strong student achievement for lifelong learning and success

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 Plan – Year 2 of 3

School Goal:

Students' foundational skills in literacy will improve.

Outcome:

Students' reading comprehension will improve through a focus on oral language skills, which include vocabulary, language structures, and verbal reasoning.

Outcome Measures

- Provincial Early Years Assessments: LeNs & CC3
- CBE ELAL Report Card Stem data:
 - Makes meaning and connection through oral language
 - Reads to explore and understand
- OurSchool Survey
- CBE Student Survey
- Perception data (teachers and students)
- Alberta Education Assurance Measure Results (AEAM)

Data for Monitoring Progress

- Students in grades 1-3 identified as requiring support (at-risk) on the LeNs and CC3 assessments
- Students in Kindergarten identified as requiring support (at-risk) on the LeNs assessment
- EAL students with overall LP level of 1 or 2
- Teacher perception data regarding literacy instruction
- Decision Tree assessments in grade 4 (Dibels/Maze)

Learning Excellence Actions

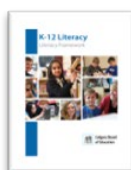
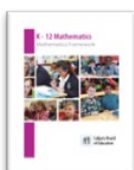
- Review the new curriculum in science and social studies to identify key vocabulary relevant to disciplinary knowledge and understanding
- Provide various targeted approaches to teaching vocabulary development for elementary aged learners, i.e. Frayer model
- Review Tier 1 to Tier 3 vocabulary with students
- Utilize loose parts, oral storytelling and other

Well-Being Actions

- Honor student voice and choice in reading material and writing tasks
- Use student assessment results to design targeted tasks and flexible instructional groupings to address the various student needs in reading
- Activate students as owners of their own learning by engaging in goal setting, self-assessment and peer feedback
- Celebrate and use mistakes as

Truth & Reconciliation, Diversity and Inclusion Actions

- Adapting and modifying learning tasks with multiple entry points, using a wide variety of scaffolds to support student learning needs
- Intentional use of culturally diverse texts to build an understanding of diversity and belonging
- Provide students with opportunities to develop a greater understanding of their own identity and other cultures through the sharing of stories (both oral and written)
- Provide purposeful access to technology to help





re-telling or pre-writing strategies to support oral language skills and comprehension of text

- Use of high-quality literature/ mentor texts to support oral language skills, comprehension, and models for writing
- Utilize guiding questions to encourage conversations with students that model and support oral language (vocabulary, language structure and verbal reasoning) development

opportunities for learning

- Model and encourage a growth mindset in learning
- Model and encourage the approach of 'Not Yet' in supporting students to develop greater resilience when learning is hard

support individual student needs in reading and writing

- Engage weekly in talking circles/ class meetings within every classroom community
- Spending intentional time on the land to develop a better understanding and appreciation of who and what came before us

Professional Learning

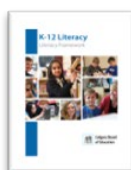
- Revisit the CBE Literacy Framework
- Explore and utilize CBE created curriculum Scope and Sequence documents
- Review the CBE Student Well-being Framework and Companion Guide
- Review the CBE Indigenous Education Holistic Lifelong Learning Framework and Companion Guide
- CBE System Professional Learning opportunities focused on assessment and new curriculum implementation
- Revisiting and exploring the CBE EAL Brightspace D2L resources

Structures and Processes

- Collaborative grade team planning time for task design, assessment calibration and creation of flexible instructional groupings
- Grade team with Admin Collaborative Response meetings & School Learning Team (SLT) meetings to identify and support students who are requiring further intervention and supports
- Professional Learning Community (PLC) meetings to support teacher pedagogy and calibration of assessment
- School-wide Theme to intentionally connect student learning across

Resources

- CBE D2L Brightspace SEL for Well-Being
- CBE EAL D2L Brightspace
- CBE Assessment and Reporting documents
- UFLI Foundations Resources
- Words Their Way Resources
- Morpheme Magic Resources
- The Land - the rich and varied natural spaces in our community to be used as a third teacher to support curriculum, connections and well-being
- Possible Book Studies:
 - The Boy Who Would Be a Helicopter: The Uses of Storytelling in the Classroom (Vivian Paley)
 - Strive for Five (Tricia Zucker & Sonia Cabell)
- Possible Articles:



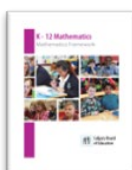


- Adrienne Gear's book:
- Creating text-sets (a collection of various resources, such as books, articles, videos, and images, that are connected by a common theme, topic, or question) to support the instruction and comprehension of the new science and social studies curriculums

the grades: **How do we learn and live well together?**

- School-wide residency with Nature Play
- Truth and Reconciliation Commitment (TRC) focused on land-based learning

- The Essential 25 –Teaching the Vocabulary that makes or breaks student understanding (Sprenger)
- Bringing Words to Life (Beck, McKeown & Kucan)
- ASCD Everyday Vocabulary Strategies
- Implementing Story – Acting your Young Learners (Mertens)



School Development Plan – Data Story

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CBE 2024-27 Education Plan



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Truth & Reconciliation, Diversity and Inclusion

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2024-25 SDP GOAL ONE: Student foundational skills in math and literacy will improve.

Outcome one: Students will improve their comprehension through a focus on vocabulary instruction.

Outcome two: Students' procedural fluency will improve in math through a focus on number sense.

Celebrations

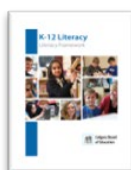
- Overall, Alberta Education Early Years Literacy Assessment data shows, across grades 1-3, growth in students' phonological awareness, specifically related to reading regular words, irregular words, as well as non-words
- CC3 assessment data shows a significant decrease in grade 2 and 3 students identified as "requiring additional support" in word reading
- LeNs assessment data shows 0% of grade 2 students identified as "requiring additional support" in both November 2024 and June 2025
- Consistently positive growth in Mathematics, particularly number sense. On report card stems, there was overall growth in student moving from 1's to 2's and 2's to 3's. Especially of note was the percentage points of grade 4's gaining mastery (an increase of 2%age points)

Areas for Growth

- Building students' oral language skills (vocabulary, language structures, and verbal reasoning) throughout the grade levels
- Support continued growth in reading comprehension through the development of oral language skills
- Student learning engagement, as shown in the Spring 2025 Alberta Education Assurance Measures, still notes this an area of concern, even with an increase from 77.8% to 79.9%. This may indicate that there is a need for more meaningful and motivating literacy experiences for students

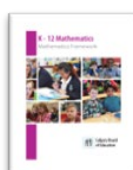
Next Steps

- Ensure scaffolding, both down and up, of learning tasks to support our students identified as 'requiring additional support' as well as those students who have the potential to improve from 'good' understanding to mastery level in both oral language and reading skills
- Provide various targeted approaches to teaching vocabulary development for elementary aged learners





- Utilize loose parts, oral storytelling and other re-telling or pre-writing strategies to support oral language skills and comprehension of text
- Use of high-quality literature/ mentor texts to support oral language skills, comprehension, and models for writing
- Increase use of project-based /inquiry-based learning to improve student engagement
- Honor student voice and choice in reading material and writing tasks



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

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

Celebrations

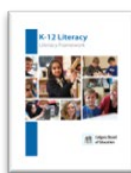
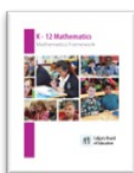
- Students indicated an improvement in 'positive relationships' by 3 percentage points, based on the OurSchool Survey data
- Students indicated an improvement in 'feeling safe at school' by 4 percentage points, based on the OurSchool Survey data
- 87.23% of our students feel that "I have a least one grown up that I can talk to at school", based on the K-3 CBE Student Survey
- 88.13% of our students "Feel safe at school", based on the K-3 CBE Student Survey
- 83.76% of our students indicated that "I feel included at school", based on the K-3 CBE Student Survey

Areas for Growth

- Continue to support students' connections and sense of belonging at school
- Supporting students to self-regulate when learning gets challenging at school
- Helping to decrease students' feelings of fear, anxiety or worry about particular events or social situations
- Helping students to feel stronger approval when looking forward to coming to school
- Supporting students to ask questions in class when they have them

Next Steps

- Continue to prioritize opportunities to develop student connections and sense of belonging at Royal Oak School, including grade team-led assemblies, Wonder Hours, assigned Buddy classes, grade team community walks and learning on the land, school-side residency with Nature Play and Elev8 Lacrosse, school-wide read alouds with administration, and a school-wide theme of "How do we learn and live well together?"
- Incorporate growth mindset and social emotional learning opportunities through various subject areas to support the development of resilience and self-regulation in learning
- Focusing on the development of oral language skills to support students in feeling more confident in asking questions they have in class





- Focus on inquiry-based task-design to improve student engagement and excitement for learning and coming to school

