


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

McKenzie Lake School

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School Improvement Results Reporting | For the 2024-25 School Year

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 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- 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.

Goal One: Fair and equitable instruction and assessment practices will improve achievement.

Outcome One: Common instruction and assessment practices in reading will determine next steps in learning.

Celebrations

- More students received a 4 indicator in the *Reads to explore and understand* stem of the report card for Y1 term
- Teacher perception data identified continuous growth in comfort level leading reading lessons, designing differentiated reading lessons and implementing differentiated reading lessons
- Teachers identified a very small percentage of students requiring further regulation support
- Provincial Universal Screener results indicated fewer students requiring additional support in June 2025

Areas for Growth

- Fewer students received a 4 indicator on the *Writes to express information and ideas* than for *Reads to explore and understand indicator*
- 48.65% of grade 5 students felt they did not receive feedback from others to improve their writing and 31.43% of students identified they were not a good (competent) writer according to the CBE Student Survey
- Teacher perception data identified lower comfort level in teaching writing than reading

Next Steps

- Using common writing prompts to calibrate student achievement and determine individual next learning steps, to be targeted through writing sprints
- Aligning KUSP's to the system writing rubrics to develop understanding of common instruction and assessment practices in writing
- Continue to develop our Continuum of Supports in relation to Literacy

Our Data Story:

Learning Excellence

We used report card data from the 2024/25 school year for the English Language Arts and Literature stem *Reads to explore and understand* stem to reflect, evaluate, summarize and inform our next steps in the upcoming school year. It shows that more students received a level 4 indicator and the number of students achieving below grade level in term 2 decreased.

		Term	S1							Y1							Totals
		Indicator	1	2	3	4	ADP	ELL	IPP	1	2	3	4	ADP	ELL	IPP	
Course	Stem																
English Language Arts and Literature 1	Reads to explore and understand		4.3%	8.7%	23.6%	9.3%		3.7%		4.3%	9.9%	21.7%	11.2%		3.1%		100.0%
English Language Arts and Literature 2	Reads to explore and understand		5.0%	10.8%	15.4%	15.4%		0.8%	0.4%	5.8%	10.0%	15.4%	18.8%		2.1%		100.0%
English Language Arts and Literature 3	Reads to explore and understand		5.5%	7.7%	25.0%	10.0%	1.4%	0.9%		4.1%	10.5%	22.3%	10.5%	0.9%	0.9%	0.5%	100.0%
English Language Arts and Literature 4	Reads to explore and understand		2.3%	13.3%	18.4%	9.4%	0.8%	2.7%	1.6%	1.2%	14.1%	21.5%	9.0%	0.8%	3.1%	2.0%	100.0%
English Language Arts and Literature 5	Reads to explore and understand			11.8%	13.0%	16.8%		4.3%	1.9%	1.2%	14.9%	11.2%	19.3%	0.6%	4.3%	0.6%	100.0%
Totals			3.6%	10.6%	19.1%	12.0%	0.5%	2.3%	0.8%	3.4%	11.8%	18.7%	13.5%	0.5%	2.6%	0.7%	100.0%

Upon analysis of our Provincial Universal Screener results, we noticed the number of students identified as requiring additional support (RAS) from September to January increased. After delving into the data further we believe that this was due to a significant number of new student enrollments between October and January. By June, the number of students identified as still requiring additional support demonstrated a significant decline, in comparison to the September data.

Provincial Universal Screener Results	September 2024 % of students RAS	January 2025 Changes to % of students RAS	June 2025 Changes to % of students RAS	Overall improvement for students not RAS between Sept-June
Castles and Coltheart 3 (CC3) Regular Words	Grade 1: N/A Grade 2: 19.47% Grade 3: 21.70%	Grade 1: 12.66% Grade 2: 22.76% Grade 3: 24.31%	Grade 1: 6.33% Grade 2: 17.89% Grade 3: 17.54%	Grade 1: -6.33% Grade 2: -1.58% Grade 3: -4.16%
Castles and Coltheart 3 (CC3) Irregular Words	Grade 1 – N/A Grade 2 – 25.66% Grade 3 – 20.75%	Grade 1 – 13.92% Grade 2 – 26.83% Grade 3- 29.82%	Grade 1 – 7.59% Grade 2 – 17.89% Grade 3- 16.67%	Grade 1: -6.33% Grade 2: -7.77% Grade 3: -4.08%
Castles and Coltheart 3 (CC3) Non-<u>Words</u>	Grade 1 – N/A Grade 2 – 14.16% Grade 3 – 19.81%	Grade 1 – 11.39% Grade 2 – 17.07% Grade 3 – 30.70%	Grade 1 – 0.89% Grade 2 – 16.26% Grade 3 – 10.53%	Grade 1: -10.5% Grade 2: +2.1% Grade 3: -9.28%
Letter Name-Sound Test (LeNS)	Grade K – N/A Grade 1 – 25.97% Grade 2 – 23.89%	Grade K – 29.57% Grade 1 – 17.72% Grade 2 – 16.39%	Grade K – N/A Grade 1 – 8.87% Grade 2 – 14.75%	Grade K: N/A Grade 1: -17.1% Grade 2: -9.14%

*RAS – Requiring Additional Support

Our Teacher Perception data, from September 2024, February 2025 and June 2025 also identified improvements in teachers comfort level related to delivering and differentiating reading lessons.

	 Planting Seeds Seed	 Grounding Roots Sprout	 Nurturing Growth Sapling	 Branching Out Tree
Teachers comfort level leading reading lessons	Sept.12% Feb. 10% June 0.4%	Sept.28% Feb. 15% June 13%	Sept.52% Feb. 55% June 50%	Sept.8% Feb. 20% June 26%
Teachers comfort level designing differentiated reading lessons	Sept.4% Feb. 5% June 0%	Sept.28% Feb. 25% June 13%	Sept.52% Feb. 45% June 70%	Sept.16% Feb. 20% June 17%
Teachers comfort level in implementing differentiated reading lessons	Sept.16% Feb. 0% June 0%	Sept.40% Feb. 30% June 13%	Sept.44% Feb. 50% June 74%	Sept.0% Feb. 10% June 13%

Further conversations with teachers, CBE Student Survey analysis and report card data from the *Writes to express information and ideas* stem supported shifting our focus to develop fair and equitable instruction and assessment practices to improve achievement in reading, to writing.

We noticed, in June 2025, fewer students received a 4 indicator on the *Writes to express information and ideas* than *Reads to explore and understand*, in addition to more students receiving a 1 within the same report card stems.

		Term	S1						Y1						Totals		
		Indicator	1	2	3	4	ADP	ELL	IPP	1	2	3	4	ADP	ELL	IPP	
Course	Stem																
English Language Arts and Literature 1	Writes to express information and ideas		3.1%	18.6%	12.4%	11.8%		3.7%		8.1%	12.4%	17.4%	9.3%		3.1%		100.0%
English Language Arts and Literature 2	Writes to express information and ideas		4.2%	19.2%	16.7%	7.1%		0.4%	0.4%	6.3%	15.4%	20.4%	9.2%		0.8%		100.0%
English Language Arts and Literature 3	Writes to express information and ideas		5.0%	16.8%	21.8%	4.1%	1.8%	0.9%		3.2%	14.5%	24.1%	5.5%	1.4%	0.9%		100.0%
English Language Arts and Literature 4	Writes to express information and ideas		2.3%	14.1%	21.5%	5.1%	0.8%	2.7%	2.0%	2.3%	14.5%	21.1%	7.4%	0.8%	3.1%	2.3%	100.0%
English Language Arts and Literature 5	Writes to express information and ideas		1.9%	17.5%	13.1%	8.1%		4.4%	3.1%	3.8%	15.6%	18.1%	8.8%	0.6%	3.1%	1.9%	100.0%
Totals			3.4%	17.1%	17.7%	6.8%	0.6%	2.2%	1.1%	4.5%	14.6%	20.5%	7.9%	0.6%	2.1%	0.9%	100.0%

Analysis of our CBE Student Survey data, completed by Grade 5 students, identified only 68.57% agreed that they were a good (competent) writer.

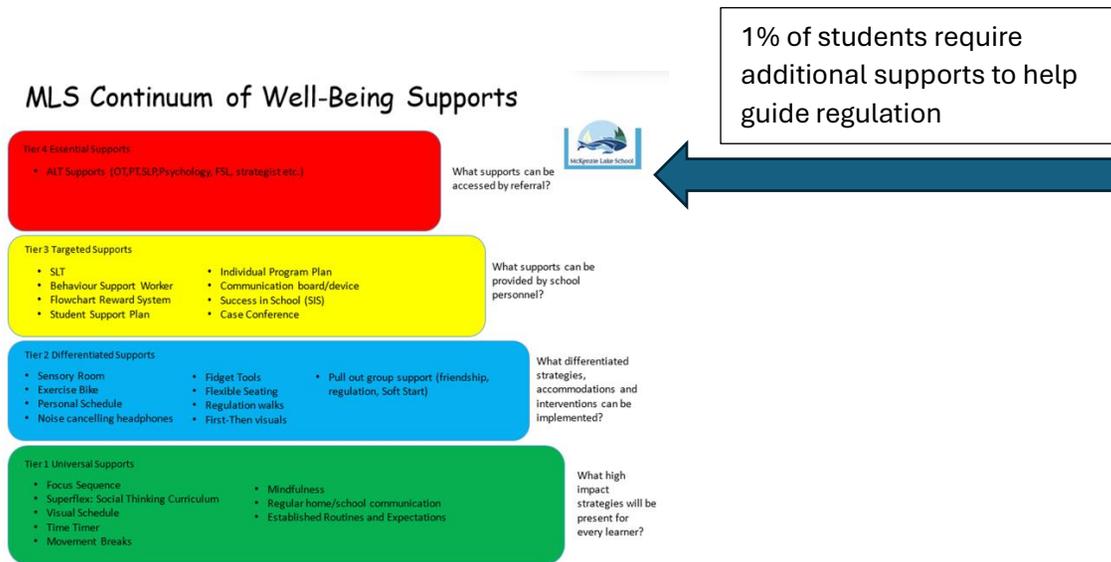
I am a good (competent) writer.	12	11	10	9	8	7	6	5
Overall Agreement %	NRP	68.57%						

Teacher perception data was collected, November 2025, to determine teachers comfort levels in teaching, planning and implementing writing lessons. Their comfort levels related to designing and implementing writing lessons identified lower confidence than reported in reading. Providing actionable feedback within the writing process, a high impact strategy to support student achievement, was also noted as an area for growth, which also aligns with student perception in the previously mentioned CBE Student Survey results.

Teacher Writing Perception Data November 2025				
	 Planting Seeds Seed	 Grounding Roots Sprout	 Nurturing Growth Sapling	 Branching Out Tree
Teachers comfort level leading writing lessons	0%	28%	52%	20%
Teachers comfort level designing differentiated writing lessons	4%	40%	48%	8%
Teachers comfort level in implementing actionable feedback	4%	48%	44%	4%

Well-Being

Collectively, staff at McKenzie Lake previously established a Continuum of Supports for Well-Being, to clearly outline the supports available and implemented related to regulation at school. A May 2025 teacher survey celebrated the increased success of these supports, as teachers shared only 1% of students require additional supports to regulate.



Continuing to revisit and revise our Well-Being Continuum of supports, will be beneficial for all staff as we continue to develop a common understanding of self-regulation within learning.

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents a diverse student population, 16.8% of our student population are English as an Additional Language Learners, 4.36% of our students self-identify as Indigenous and 16.8% of our students as having identified Special Education requirements. We respect and celebrate diversity by being intentional in our approach in creating a safe, caring and welcoming learning environment where all students can thrive in their learning. To support

Truth & ReconciliACTION, McKenzie Lake commits to designing and offering learning opportunities that intentionally activate the spirit, heart, body and mind.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 2025



The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

Assurance Domain	Measure	McKenzie Lake School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.0	83.0	85.0	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	84.5	82.5	84.3	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	*	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	*	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.7	89.0	91.5	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.9	87.1	89.7	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	72.4	73.5	73.1	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	74.7	79.3	73.0	80.0	79.5	79.1	Intermediate	Maintained	Acceptable