



## McKenzie Lake School

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# School Development Planning

### 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

## Introduction

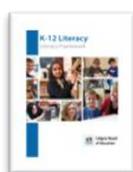
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

[School Improvement Results Report | 2024-2025](#)





# School Development Plan – Year 2 of 3

## School Goal

*Fair and equitable instruction and assessment practices will improve achievement.*

## Outcome:

*Common instruction and assessment practices in writing will determine next steps in learning.*

## Outcome (Optional)

N/A

## Outcome Measures

- Report Card data –EALA (Writing Stem)
- Teacher Perception Data – Teacher confidence in implementing writing instruction (Nov., Feb., May)

## Data for Monitoring Progress

- Common grade team writing assessments
- Diagnostic and Formative assessments

## Learning Excellence Actions

- Build, share, and use writing exemplars to enrich student understanding of success criteria for writing
- Implementing differentiated writing groups informed by pre/post assessment
- Utilize consistent, specific and timely formative assessment practices to inform adjustments to student groupings

## Well-Being Actions

- Create learning spaces that provide learners with a safe and respectful environment promoting regulation and inviting opportunities for growth
- Provide actionable feedback that moves learners forward
- Provide repeated opportunities for learner to practice and consolidate literacy skills and knowledge

## Truth & Reconciliation, Diversity and Inclusion Actions

- Use of EAL benchmarking and assessment for LP1 and LP2 to inform task design
- Utilize and provide access to inclusive, linguistically diverse, culturally diverse and inviting texts
- Design student and staff learning tasks that intentionally activate the spirit, heart, body and mind

## Professional Learning

- System Professional Learning
- PL related to developing common understanding of new curriculum and grade level achievement
- Calibration of student writing

## Structures and Processes

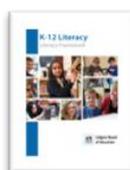
### Classroom:

- Document and support instruction and learning in intentional ways
- Clarify and unpack learning intentions and expectations, instructions and purposes for all students

### School:

## Resources

- Assistive technology
- CBE Guiding Documents, including ELAL CBE scope and sequence
- Words Their Way





- *Continued implementation of school wide self-regulation initiatives and attendance processes (Connection Club)*



## School Development Plan – Data Story

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**2024-25 SDP GOAL: Fair and equitable instruction and assessment practices will improve achievement.**

**Outcome: 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 supports
- 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 KUSPS 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

