



McKenzie Lake School

16210 McKenzie Lake Way, Calgary, AB T2Z 1L7 t | 403-777-6500 f | 587-933-9851 e |
mckenzielake@cbe.ab.ca

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

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

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

We used report card data from the 2022/23 school year for the Reads to explore and understand stem to inform our next steps in the upcoming year.



Course	Stem	Term Indicator	S1							Y1						
			1	2	3	4	ADP	ELL	IPP	1	2	3	4	ADP	ELL	IPP
English Language Arts and Literature 1	Reads to explore and understand		6.6%	13.7%	15.1%	10.4%		2.8%	0.9%	6.1%	11.8%	17.9%	11.8%		1.9%	0.9%
English Language Arts and Literature 2	Reads to explore and understand		4.0%	10.4%	14.9%	18.8%		0.5%	0.5%	3.5%	8.4%	16.3%	22.3%		0.5%	
English Language Arts and Literature 3	Reads to explore and understand		4.6%	9.7%	21.2%	8.8%	1.8%	1.8%	0.5%	3.2%	12.0%	17.1%	13.4%	1.8%	3.2%	0.9%
English Language Arts and Literature 4	Reads to explore and understand		1.5%	13.5%	16.5%	14.3%		3.0%	0.8%	1.5%	9.0%	16.5%	18.8%		2.3%	2.3%
Totals			4.5%	11.6%	17.0%	12.8%	0.5%	2.0%	0.7%	3.8%	10.5%	17.0%	16.2%	0.5%	2.0%	0.9%

Upon analysis of our English Language Arts and Literature report card data we noticed incremental improvements from term 1 to term 2, while still demonstrating room for further improvement, as this was year one for a reading focus within our School Development Plan.

We have also used data from Provincial screeners and assessments to guide our planning for the upcoming academic year. This data-driven approach helps us identify trends, address learning gaps, target instruction and better meet the needs of our students.

Provincial Universal Screener Results	Number of students at risk in Fall 2023	Number of students remaining at risk in June 2024	Number of students at risk in September 2024
Castles and Coltheart 3 (CC3) Regular Words	Grade 1 – 17 of 109 Grade 2 – 37 of 107 Grade 3 – 36 of 99	Grade 1 – 8 Grade 2 – 15 Grade 3 – 22	TBD
Castles and Coltheart 3 (CC3) Irregular Words	Grade 1 – 17 of 109 Grade 2 – 37 of 107 Grade 3 – 36 of 99	Grade 1 - 15 Grade 2 - 21 Grade 3 - 24	TBD
Castles and Coltheart 3 (CC3) Non-Words	Grade 1 – 17 of 109 Grade 2 – 37 of 107 Grade 3 – 36 of 99	Grade 1 - 9 Grade 2 - 10 Grade 3 - 17	TBD
Letter Name-Sound Test (LeNS)	Grade K – 76 of Grade 1 – 25 of 109 Grade 2 - 28 of 107	Grade K – 48 Grade 1 – 13 Grade 2 - 12	TBD
RAN	N/A	N/A	TBD
PAST	N/A	N/A	TBD

October 2024 teacher perception data identifies providing reading instruction and differentiated literacy task design as an area for growth.





	Seed	Sprout	Sapling	Tree
Teachers comfort level in leading guided reading lessons.	12%	28%	52%	8%
Teachers comfort level in designing differentiated reading lessons.	4%	28%	52%	16%
Teachers currently implementing differentiated literacy stations, during guided reading.	16%	40%	44%	0%

Well-Being

The summary of Well-Being data that directly impacts student success suggests that areas such connections with peers and adults as well as self-regulation require greater focus especially our present grade 5's.

CBE Student Survey Grade 5 (Perception Data)- 2023/24 Spring Administration

I have at least one adult staff at school who I really connect with.	47.62% Strongly Agree 29.76% Agree
I have friends at school.	70.24% Always 19.05% Often

OurSCHOOL Survey Results:

Category	Grades	Overall Agreement Percentage June 2024	Overall Agreement Percentage October 2024
Self-Regulation	4	80%	90%
	5	80%	76%

In order to address these data points in the past, we previously implemented a whole school approach to addressing self-regulation which included using a Focus Sequence as a self-regulation routine and the Superflex curriculum. This year, based on our Well-Being perception data, we will deepen this work by revisiting the Focus sequence and Superflex curriculum as we have several new staff members.

Months	Above 20% Absenteeism
August-September 2024	7.87%

We have also implemented a Connection Club to help target students identified as having low school attendance, above 20% absenteeism, which will further emphasize a whole school approach to supporting student well-being

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents a diverse student population with 25% of our English as an Additional Language learners being LP1 and LP2, 3% of our students self-identify as Indigenous and 33.16% 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





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

welcoming learning environment where all students can thrive in their learning. To support Truth & Reconciliation, McKenzie Lake commits to engaging the school community in building capacity for intercultural understanding, empathy and mutual respect by, identifying places across the curriculum where Indigenous ways of being, belonging, doing and knowing can be woven throughout learning tasks. We are also utilizing the text *Be a Good Ancestor* by Leona Prince and Gabrielle Prince, and identifying themes that align with the curriculum in each grade throughout the year.





School Development Plan – Year 1 of 3

School 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.

Outcome (Optional)

N/A

Outcome Measures

- Report Card data – ELAL (Reading Stem)
- LeNS, CC3, RAN and PAST assessment data
- Teacher Perception Data – Teacher confidence in implementing reading instruction (Oct., Jan., May)

Data for Monitoring Progress

- Common grade team reading rubrics for Nov, Jan, March and June
- Diagnostic and Formative assessments

Learning Excellence Actions

- Explicit instruction using UFLI, Morpheme Magic and Words Their Way to improve phonemic awareness
- Implementing Guided Reading group instruction K-5, to improve reading achievement
- Implementing differentiated Literacy Station tasks, informed by assessment
- Formative assessment informs adjustments to student groupings

Well-Being Actions

- Use of student assessment results to design tasks for small group targeted instruction to address the needs of students in literacy
- Use of student assessment results to differentiate literacy instruction to improve the number of students that enjoy literacy
- Teachers will explicitly teach Social Emotional Learning to model and increase growth-mindsets in relation to reading.

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
- Access to and use of dual language texts, translation devices, and assistive technology

Professional Learning

- Modelled guided reading instruction
- Developing differentiated literacy station/centre tasks
- PL related to developing common understanding of new curriculum and grade level achievement

Structures and Processes

- Implementation of Guided Reading in K-5
- PLCs to develop and calibrate common assessment practices
- Implementing of New Curriculum – participating in CBE K-6 system wide PL to support literacy

Resources

- UFLI Foundations Resource
- Morpheme Magic Resource
- Words Their Way
- ELAL CBE scope and sequence
- Assistive technology
- CBE Guiding Documents





- PL related to calibrating assessment across grades K-5

