



McKenzie Towne School

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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 Planning

Introduction

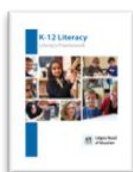
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

School Improvement Results 2024 25





School Development Plan – Year 2 of 3

School Goal

Student achievement and well-being will improve.

Outcome:

Reading achievement will improve.

Outcome (Optional)

Mathematics achievement will improve.

Outcome Measures

Literacy:

- RAN
- PAST
- LeNS
- CC3
- Reading Report Card Indicators

Mathematics:

- Numeracy Assessment
- Number Report Card Indicators

Data for Monitoring Progress

Literacy:

- Words Their Way Primary and Elementary Assessment
- Flexible ability groupings to address their decoding needs.
- Analysis of EAL Benchmarks
- Reading decision making tree – consistent use of specific tools
- Acadience Reading Assessment
- mid and end year re-assessments

Math:

- regular commonly planned assessments to track basic fact progress
- school generated assessment results

All areas (literacy, math and well-being):

- Teachers will complete short teacher surveys (based on our tiers of support) administered throughout the year (middle and end). This will help track teacher progress.

Learning Excellence Actions

Literacy

- Using decodable books with students to address specific decoding skills
- Using sound walls to reinforce the mapping of phonemes to graphemes
- Daily explicit whole-group phonics instruction (UFLI)
- Using micro-teaching to address specific learning gaps with small groups of students

Well-Being Actions

General well-being actions:

- Community building activities such as buddies/ cross-graded activities, grade team assemblies (Orange Shirt Day, Remembrance Day, etc.), artistic and physical education residences (ie. 3 Left Feet/Alien Inline skating)
- weekly talking circles

Truth & Reconciliation, Diversity and Inclusion Actions

General actions:

- using inclusive texts and personalized learning experiences that accurately reflect and demonstrate the strength and diversity of all of our communities
- providing intentional opportunities for students to connect their learning with their personal stories and histories





-Reinforce decoding skills through literacy games and activities
 -Use of the reading decision making tree in order to help teachers to make informed and research-based decisions
 -Flexible ability groupings targeting specific student needs.
 -tiers of supports will be used to target student needs
 -learning leader intervention

Math

-specific routines
 -manipulatives
 -real world applications
 -use of tiers of supports will be used to target student needs
 -daily practice of number facts

Literacy:

-clear and consistent learning expectations which are communicated with students
 -flexible groupings
 -multiple opportunities for practice in order to consolidate concepts

Math

-use of games
 -establish culture of accepting mistakes and how they help everyone learn (encouraging growth mindset)
 -celebrate and honour mathematics in various cultures
 -continue valuing and encouraging growth mindset when related to mathematics

-honouring seasonal changes and significant dates
 -opportunities for EAL students to apply learning to their home language
 -talking circles

Literacy:

-use of EAL Benchmarks to ensure activities will meet their needs
 -inclusion of spirit, heart, mind, body in tasks and discussions

Math:

-exploration of culture in mathematics and how it can be celebrated
 -emphasis on tasks that cross multiple disciplines
 -acknowledge the different ways of understanding, representing and solving number problems

Professional Learning
All areas:

-Establish school-based continuum of tiered support for literacy, well-being and numeracy
 -Engage staff with all of the Frameworks
 -System Professional development sessions
 -Insite resources
 -calibration protocol for assessment and reporting through PLC process
 -system rubrics
 -reading decision tree
 -literacy intervention training provided by learning leader

Well-being:

-Work with Dr. Jean Clinton's work on relationships extending to well-being
 -Ongoing work on Growth Mindsets/ Carol Dweck

Literacy:
Structures and Processes

-PLC Meeting in Literacy (1 x/ month) to create an assessment task for reading
 -Collaborative Response (1x/month)
 -Ongoing coaching/mentorship for teachers around the Science of Reading
 -Flexible groupings to provide targeted support
 -Reading intervention support groups provided by the resource teacher
 -Ability groupings for targeted instruction in all grades
 -Calibration protocol calibration protocol for assessment and reporting through PLC process
 -School Learning Team meetings

Resources
Literacy:

-Insite resources (Frameworks, Scope & Sequence, EAL, Decision tree, rubrics)
 -EAL Toolbox (D2L)
 -UFLI
 -Heggerty
 -Sound Walls
 -Decodables

Math:

-Insite resources (Frameworks, Scope & Sequence, Equity Guide, moving from fluency to conceptual document)
 -Math-Up
 -Figuring out fluency in Mathematics Bay-Williams and San Giovanni)
 -System rubrics
 -Alberta Education Numeracy Resources





-UFLI (in addition to above)

Math:

In addition to above:

- come to a clear understanding of fluency, accuracy, etc.)
- effective and efficient use of manipulatives
- Insite resources (progressions, webinars etc.)

Well-Being and Truth & Reconciliation, Diversity and Inclusion:

- Dr. Jean Clinton
- Growth Mindset (Dweck)
- Insite resources (Frameworks, Medicine Wheel, Wellness, Student Supports, Indigenous Education, EAL, Diversity and Inclusion)
- Hal Eagletail – 3 visits throughout the year

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School Development Plan – Year 2 of 3

School Development Plan – Data Story

Goal One: Student achievement and well-being will improve.

Outcome One: Reading achievement will improve.

Outcome Two: Mathematics achievement will improve.

Celebrations

-According to the results on the Numeracy assessment, 1.2% of students were no longer in need of support in June 2025.

-According to the results on the LeNS assessment, 8.1% of students were no longer in need of support in June 2025.

-Report card data has shown a 2.3 decrease in the number of students who had a 1 or a 2 on their report card for reading

-Students' sense of belonging has essentially remained the same and reflects a high level of connectedness (84.13%)

Areas for Growth

-Students who are EAL, have learning needs and were new to our school were not as successful on their numeracy and literacy assessments.

-All students need improvement in the number sense section of the report card

Next Steps

-Consistent use of Reading Decision Tree for assessment purposes.

-Daily math practice in every classroom

-Work with new system rubrics to ensure assessment is well-aligned between all teachers

-Work on calibration within teams and within the school

