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McKenzie Towne School
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McKenzie Towne 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
Students who self-identify as Indigenous experience improved well-being and achievement

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 2026-27 School Year p. 212-213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2025-26 School Development Plan for Year Two and the school's Alberta Education and Childcare 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 2025-26 School year, please refer to the 2025-26 School Improvement Results Report on our school website.

SIRR 2025-26






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McKenzie Towne School Development Plan – Year 3 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*

Well-being:
- *Student voice club*
- *Alberta Education Assurance Survey*

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*
- *Acadience Reading Assessment (for some students)*
- *Report card data*
- *Staff perception data*

Math:
- *regular commonly planned assessments to track basic fact progress*
- *school generated assessment results*
- *Numeracy readiness screener (Math Up)*
- *Report card data*
- *Staff perception data*

Learning Excellence Actions
Literacy:
- *Using sound walls to reinforce the mapping of phonemes to graphemes*
- *Daily explicit whole-group phonics instruction (UFLI, Word Connections)*

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*

Truth & Reconciliation Actions

Commitment to Truth and Reconcilation 2026 27
- *Indigenous small group support opportunities to get to know each other and learn together and*






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- *Using decodable books with students to address specific decoding skills*
- *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 need*

Math

- *specific routines*
- *manipulatives*
- *real world applications*
- *use of tiers of supports will be used to target student needs*
- *complexity teacher intervention*
- *Decision tree*

residences (ie. Yoga, Wheelchair basketball, hoop dancing, swimming)

- *weekly talking circles with focus on well-being*
- *Be Good People SEL daily and embedded throughout curricular areas*
- *SEL project*
- *Well-being assemblies*

opportunities to spend additional time in the outdoor learning space.

- *Regular talking circles focusing on well-being and 4 quadrants of medicine wheel*
- *Regularly embedding this work in many subject areas and beyond specific relevant dates*
- *Work with Hal Eagletail*

Professional Learning

All areas:

- *Review and use of school-based continuum of tiered support for literacy, well-being and numeracy*
- *Engage staff with all of the Frameworks*
- *System Professional development sessions*
- *calibration protocol*
- *literacy intervention training provided by learning leader*
- *Sessions delivered by Inclusive learning team*
- *sessions delivered by strategist (inclusive practices, differentiation, IPPs, etc.)*

Literacy:

- *EAL sessions*

Math:

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*
- *Flexible groupings to provide targeted support*
- *Reading intervention support groups provided by the complexity teacher*
- *EAL support from EAs*
- *Ability groupings for targeted instruction in all grades*
- *Calibration protocol calibration protocol for assessment and reporting through PLC process*

Resources

Literacy:

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

Math:

Frameworks
Scope & Sequence,
Math-Up
System rubrics
10 Fluency Foundations

Truth and Reconciliation Committment:






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▪ *effective and efficient use of manipulatives* ▪ *numeracy readiness resource* ▪ *Math UP*	▪ *School Learning Team meetings*	Indigenous Education Holistic Lifelong Learning Framework. Hal Eagletail – 2 visits throughout the year outdoor learning space planting traditional plants in outdoor space






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School Development Plan – Data Story

2025-26 SDP 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 LeNS assessment, 49.3% of students were no longer in need of support in June 2026.
- According to the results on the CC3 assessment, 50% of students were no longer in need of support in June 2026.
- Students' sense of belonging has improved from 89.3% to 91.4% and reflects a high level of connectedness.
- According to the results on the Numeracy assessment, 25.5% of students were no longer in need of support in June 2026.

Areas for Growth

- Students who are EAL, have learning needs were not as successful on the reading section of the report card.
- Students who are EAL and have learning needs were not as successful on the number portion of the report card.
- Many students need improvement in the number sense section of the report card

Next Steps

- Consistent analysis of assessments and targeted instruction for improvement
- Small group interventions with complexity teacher.
- Work with system rubrics to ensure assessment is well-aligned between all teachers
- Work on calibration within teams and within the school.

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