

McKenzie Highlands School

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Alberta Education Outcomes

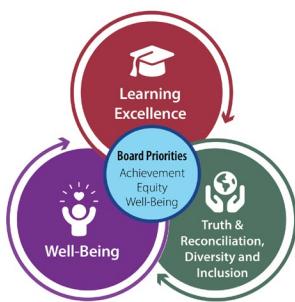
- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

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 Report | 2024-2025](#)



**School Goal***Fair and Equitable Task Design and Assessment Practices will improve achievement and well-being.***Outcome:***Student achievement in reading and writing will improve.***Outcome (Optional)***School culture of inclusion, increased student confidence, and value placed on learning will improve.***Outcome Measures**

- *ELA/ELAL report card indicator achievement; “reads to explore and understand” (grade 4-6) and “reads to explore, construct and extend understanding” (grade 7-9) PAT data grade 9 Part A & B*
- *ELA/ELAL report card indicator achievement; “writes to express information and ideas” (gr. 4-6) “writes to develop, organize and express information and ideas (gr. 7-9)*
- *Student Perception Data – CBE Student Survey Results (K-12): Correlating questions include:*
 - *“I understand what I read”*
 - *“My reading and writing skills help me achieve my future goals”*
 - *“I have confidence in myself as a learner”*
 - *“I feel included in my school”*
 - *“I feel welcome at school”*
 - *“My teacher cares about me”*
 - *“I can see my culture reflected in my school”*
- *Student Perception Data – Our School Survey Results (K-12): Correlating questions include:*
 - *“I feel accepted and valued at school”*

Data for Monitoring Progress

- *Reading Assessment Decision Tree (Maze, Dibels, Orff)*
- *Teacher perception data on use of diagnostic reading assessments and teaching identified reading strategies.*
- *Teacher perception data on use of writing strategies*
- *Teacher perception data on fair and equitable assessment practice*

Learning Excellence Actions

- *Include structured and authentic writing opportunities within all disciplines*
- *Utilize high-impact strategies for reading, vocabulary, and word learning across all disciplines.*

Well-Being Actions

- *Provide actionable feedback that moves learners forward and holds students accountable.*
- *Provide repeated opportunities for learners to practice and consolidate their skills and knowledge.*
- *Honour student voice and choice.*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts.*
- *Create interdisciplinary learning opportunities*
- *Use scaffolded learning strategies to support*





- Use formative assessment to monitor progress toward learning goal
- Consistently use and reference exemplars and success criteria, including rubrics, to support students with assessments.



- the diversity of learners in the classroom.
- Empower students to have voice in the learning and assessment process.

Professional Learning

- System Professional Learning
- Professional Learning focused on assessment; actionable feedback, and common design of rubrics.
- Professional Learning focused on Differentiation and High Impact Strategies across disciplines.

Structures and Processes

- Regularly scheduled whole school meetings to engage in professional learning.
- Establish a diversity and student voice forum to help gather perspectives and strategies to further the work of implementing best practices
- PLCs and Collaborative Response meetings are student evidence based with established norms and protocols.

Resources

- Reading Assessment Decision Tree (RAD) Gr. 4-12
- ELA/ELAL Insite | Teaching Practices
- CBE Guiding Principles of Assessment Documents
- Writing Revolution 2.0
- UFLI Intervention program for specialized Learning & Literacy Program



School Development Plan – Data Story

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2024-25 SDP GOAL:

Fair and Equitable Task Design and Assessment Practices will improve achievement and well-being.

Outcome one: Student achievement in reading and writing will improve.

Outcome two: School culture of inclusion, increased student confidence and value placed on learning will improve.

Celebrations

- Writing achievement increased significantly, especially in Grades 4–6 (+11.4%) and supported by PAT Part A Writing +3%.
- Reading achievement improved across divisions (+3.1% Gr. 4–6; +4.1% Gr. 7–9), reflecting effective literacy instruction.
- Students feel more connected and supported — survey results show higher inclusion (+2.39%), feeling cared for (+3.08%), and confidence as learners (+3.87%).
- Elementary belonging increased to 82% (+11%), showing strong community and relationships.
- Fair and equitable assessment practices are leading to both higher achievement and improved well-being.

Areas for Growth

- Reading comprehension on PAT Part B declined (−5.4%), signaling a need to strengthen analysis of complex texts.
- Connection between literacy and future readiness decreased (−2.66%), suggesting students need clearer relevance in learning.
- Secondary belonging (64%) remains 1% below national level, showing ongoing need to enhance inclusion for older students.
- Consistency in equitable task design across all grades will further support balanced growth in reading and writing.

Next Steps

- Deepen reading instruction through explicit comprehension strategies and cross-curricular task designs.
- Connect literacy to purpose — help students link reading and writing to personal goals, real-world applications, and career pathways.
- Expand equitable assessment design to ensure all students can demonstrate their learning in meaningful ways.
- Strengthen belonging and confidence in Grades 7–9 through mentorship, student voice initiatives, and culturally responsive approaches.

