cbe.ab.ca

Calgary Board of Education

McKenzie Highlands School
25 McKenzie Towne Dr., Calgary, AB T2Z 4B7 t | 403-817-3544 e | mckenziehighlands@cbe.ab.ca

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 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.

School Information Results Report 2025-2026

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






cbe.ab.ca

Calgary Board of Education

School Development Plan – Year 3 of 3

School Goal
Students will demonstrate increased achievement in literacy

Outcome:
Student achievement in reading and writing will improve.

Outcome (Optional)
School culture of belonging, increased student confidence, and value placed on learning will improve.

Outcome Measures

REPORT card and PAT Data
- *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)*
- *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)*
- *PAT data grade 6 & 9 Part A & B*

CBE STUDENT SURVEY PERCEPTION DATA
- *Student Perception Data – CBE Student Survey Results (K-12): Correlating questions include:*
- *"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"*

Data for Monitoring Progress
- *Reading Assessment Decision Tree (Maze, DIBELS, Orff)*
- *Gr. 4/5 Alberta Education Literacy Screenings*
- *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*
- *Student Perception Data*
- *PowerSchool Analytics*

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.*
- *Use formative assessment to monitor progress toward learning goal*
- *Consistently use and reference exemplars and*

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 Actions

TRC Commitment to Action
MHS TRC Commitment to Action

- *Design learning tasks through the lens of the Indigenous Education Holistic Lifelong Learning Framework connecting*






cbe.ab.ca

Calgary Board of Education

success criteria, including rubrics, to support students with assessments ▪ *Collaboratively design tasks that address student literacy and numeracy through fostering critical thinking*		*literacy to Heart, Mind, Body and Spirit.* ▪ *Provide relevant, linguistically diverse, multimodal texts that connect learners' interests and experiences to increase engagement while advancing comprehension and disciplinary learning.* ▪ *Create inter-disciplinary learning opportunities* ▪ *Use scaffolded learning strategies to support a variety of learners.* ▪ *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 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 (RADT) 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* ▪ *New Learn Alberta | Literacy Screenings & Intervention Resource* ▪ *Indigenous Education Holistic Lifelong Learning Framework* ▪ *CBE Student Well-Being Framework*






cbe.ab.ca

Calgary Board of Education

School Development Plan – Data Story

2025-26 SDP GOAL ONE: 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.

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



Celebrations

- Grade 6 PAT reading surged: acceptable up 16.9 points (63.8% to 80.7%) and excellence nearly doubled (18.8% to 36.3%).
- ELA PAT writing at the acceptable standard improved in Grade 6 (+6.8 points to 77.8%) and Grade 9 (+2.4 points to 85.3%).
- More students feel included (+10.1 points to 74.2%) and welcome (+9.6 points to 77.1%) on the CBE Student Survey.
- 82% of students say their reading and writing skills help them achieve their future goals (+9.0), and 74.3% find their learning meaningful (+6.7).
- The largest survey gain was in students reporting that teachers show interest in their passions (+11.0 points to 68.8%).

Areas for Growth

- Grade 9 reading comprehension: PAT reading acceptable dipped to 66.9% (one in three students below acceptable), and only 54% of Grade 9 students were at indicator 3–4 in reading.
- Writing at excellence fell in Grade 6 (6.5% to 2.2%) and Grade 9 (12.3% to 7.4%), pointing to a need for greater writing precision, voice and depth.
- Writing through the Grade 6–7 transition, where only about a third of students (34% and 38%) were at indicator 3–4.
- Students seeing their culture reflected in the school (60.2%, our lowest survey results in this set).

Next Steps

- Co-construct level 4 writing exemplars and success criteria with students and hold cross-grade calibration (Grades 5–8) to build a shared picture of excellence.
- Use common reading intervention strategies in Grades 7–9, focused on comprehension of varied texts, to guide small-group instruction for students at indicator 1–2.
- Build a Grade 6–7 writing transition plan with consistent routines, common rubrics, and expectations.






cbe.ab.ca

Calgary Board of Education

- Use a variety of texts and tasks so students see their cultures, identities and interests reflected.







