


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

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School Improvement Results Reporting | For the 2024-25 School Year

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 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- 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.

Goal One: Student achievement in literacy will improve.

Outcome One: Students will improve their ability to communicate their ideas through writing.

Celebrations

- Increased percentage of students that are achieving excellence in Writing: 18.1% in 2024 to 23.4% in 2025 according to Report card Indicators on Writing.
- Increased percentage of students that understand how the Language Arts they learning is useful to them: Our School Survey results from 61% to 74%
- Increase percentage of parents that see the High Quality of Education at Kenneth D. Taylor. 88% to 92% according to Alberta Assurance Survey results.

Areas for Growth

- Difference between students that are achieving excellence in Reading than Writing. Reading 32.9% compared to 23.4% of students achieving the excellence standard.
- Lower percentage of students that feel they can set learning goals. Only 65% indicate that they are setting learning goals.

Next Steps

- Continue to develop student's ability to communicate their understanding through writing.
- Work closely with each individual student to set writing targets by using student language rubrics.
- Continue to use School Wide Writing task across grades for teacher collaboration and calibration.

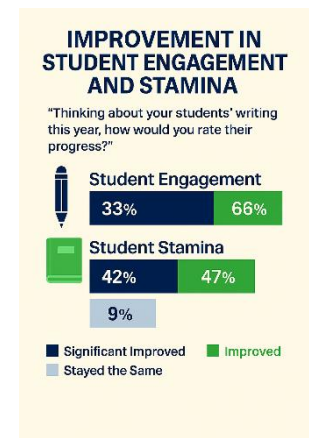
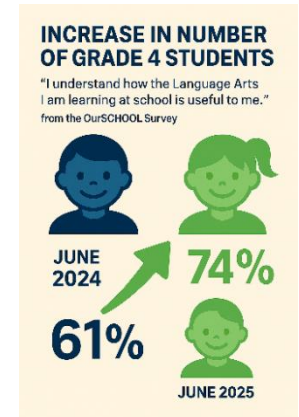
Our Data Story:

At Kenneth D. Taylor School, our goal in our School Development Plan is to ensure that every student improves in their literacy. We focused on improving students' ability to express ideas clearly and effectively through writing. Writing is a powerful tool for thinking, learning, and connecting ideas across subjects. Our teachers have worked collaboratively to design purposeful learning experiences that help students plan, organize, and refine their written work. Teachers used the resource Joan Sedita's *The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects* framework to design clear, structured rubrics that break down writing into its essential strands—such as syntax, text structure, and word choice—helping students understand expectations and improve their writing skills. After writing tasks, teachers would calibrate writing and come together to discuss next steps for students. As teachers we determine that success in writing is evident when students can confidently express their ideas with clarity, organization, and voice which was measured with our June report card marks in Writing.

This year we saw an increase in the % of students achieving excellent in writing during the June report card.

Grade	Achievement of Excellence (4) in Writing June 2024	Achievement of Excellence (4) in Writing June 2025
Grade 1	16.2%	23.4%
Grade 2	23.6%	23.4%
Grade 3	12.7%	21.3%
Grade 4	19.8%	25.8%
Overall	18.1%	23.4%

Success was also measured through students' understanding of the purpose of their writing and their recognition of the importance of Language Arts in their learning. This was assessed using data from the *Our School Survey* completed by Grade 4 students, which provided insight into how effectively students are making connections between classroom learning and real-world application. In addition, teachers reported observable increases in student engagement and writing stamina over the course of the year. These findings were gathered through teacher surveys administered at multiple points throughout the school year, indicating sustained growth in students' ability to remain focused, motivated, and resilient during extended writing tasks.



Insights and Next Steps

As we analyze the data more closely, several important trends emerge. While the gap between students achieving excellence in Reading and Writing continues to narrow compared to 2024, a higher percentage of students still achieve excellence in Reading. This remains an ongoing area for growth. Here is a table highlighting the difference between students achieving excellence in Reading and Writing.

Grade	Achievement of Excellence (4) in Reading June 2025	Achievement of Excellence (4) in Writing June 2025
Grade 1	31.5%	23.4%
Grade 2	30.6%	23.4%
Grade 3	37.8%	21.3%
Grade 4	31.5%	25.8%
Overall	32.9%	23.4%

Additionally, survey data indicates that students continue to face challenges in setting and following through with personal learning goals. Only 65% of students reported that they set learning goals, and 67% indicated that they have plans to reach those goals

In the upcoming school year, we will continue to develop student's ability to communicate their ideas through writing. A key focus will be supporting students in developing greater ownership of their learning by creating student language rubrics. Teachers will provide explicit instruction and regular opportunities for students to self-assess their writing, identify areas for growth, set meaningful goals, and create actionable learning plans. Embedding goal-setting practices into daily classroom routines will help students build confidence, agency, and a stronger sense of purpose in their learning.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025



The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

School: 2088 Kenneth D. Taylor School

Assurance Domain	Measure	Kenneth D. Taylor School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.7	78.2	82.4	83.9	83.7	84.4	Very High	Improved	Excellent
	Citizenship	88.0	83.9	83.2	79.8	79.4	80.4	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	*	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	*	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.6	88.5	89.9	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.1	89.7	88.2	84.4	84.0	84.9	Very High	Improved	Excellent
	Access to Supports and Services	80.8	72.1	72.9	80.1	79.9	80.7	Intermediate	Improved	Good
Governance	Parental Involvement	84.8	77.7	81.1	80.0	79.5	79.1	Very High	Maintained	Excellent