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Calgary Board of Education

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 2025-26 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 2026-27 School Year p. 209).

This report includes results relative to the goals and outcomes set in the 2025-26 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.

Outcome Two: Students will be able articulate their current writing target

Celebrations

- Continuing to be a high percentage (51%) of students' achievement excellent (4) or good (3) in 2026 according to report card indicators on writing.
- Increased percentage of students that understand how the Language Arts they learn is useful to them: Alberta Assurance survey results from 74% to 78%.
- Increased percentage of students indicate they create plans to reach goals: Our School Survey results from 67.8% to 70.4%
- 87% of teachers indicated that their student's ability to identify area of growth improved with 33% indicating that it significantly improved on Teacher survey.
- 93% of students, parents, and teachers believe that Kenneth D. Taylor provides a high-quality education according to the Alberta Assurance survey.

Areas for Growth

- There continues to be a large difference between students that are achieving excellent (4) or good (3) in Reading than Writing. Reading 61% compared to 51% of students achieving excellence or good standard in Writing.
- The report marks in writing were lower during the 2025-2026 school year than the previous year with only 17% of students reaching the excellent standard in writing compared the 23% in 2024-2025 school year.
- The Alberta Assurance survey results showed a decrease in the Access to Supports and Services.

Next Steps

- Continue to intentionally design authentic writing opportunities that connect to students' lives and interests, enabling them to write with purpose for an intended audience.
- Continue to develop students' oral language skills through meaningful opportunities to explain their thinking, discuss their learning, play with loose parts and reflect on their experiences
- Continue to collaborate and calibrate as grade teams to design meaningful writing tasks that increase student engagement in writing and achievement.
- Increase awareness and understanding of universal, targeted, and individualized student supports through clear, consistent communication, during our weekly classroom updates and monthly administrative messages to families.

Our Data Story:

At Kenneth D. Taylor School, our School Development Plan focuses on ensuring that every student grows as a literate learner. This year, our work centered on helping students become more purposeful and reflective writers by actively engaging them in setting, monitoring, and achieving personal writing goals. We believe that writing is a powerful tool for thinking, learning, and communicating ideas across all subject areas.

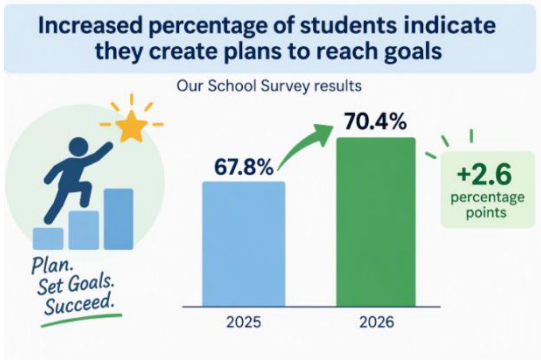
This work took place during a year of significant change for our school community. Kenneth D. Taylor was no longer a lottery school and was able to pull back significant numbers of students from Cambrian Heights, our overflow school. Kenneth D. Taylor experienced an increase in students as well as a rise in the proportion of students receiving special education support from 33.0% to 40.6%. These shifts reinforced the importance of providing intentional, responsive instruction that meets students where they are and supports their individual learning needs. We also experienced a Labour disruption with students missing 19 instructional days in October. Despite these challenges and shifts in our school context, staff remained committed to improving student achievement in writing through intentional, evidence-based instructional practices.

To support this work, teachers collaborated to create purposeful learning experiences that helped students understand the components of effective writing and identify specific areas for growth. Using Joan Sedita's *The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects*, teachers developed clear, structured rubrics that broke writing into key strands such as text structure, syntax, word choice, and idea development. While these intentional instructional practices strengthened students' understanding of the writing process and provided greater clarity around expectations, student achievement results indicate that continued focus and refinement are needed to further improve writing outcomes.

On the June 2026 report card, we saw a small decrease in our students achieving the excellent (4) and good (3).

Grade	Achievement of Excellence (4) or Good (3) in Writing June 2025	Achievement of Excellence (4) or Good (3) in Writing June 2026
Grade 1	50.8%	44.9%
Grade 2	50%	44.2%
Grade 3	63.8%	57.3%
Grade 4	58.1%	61.1%
Overall	55.7%	51.6%

Our School Survey results showed a positive increase in the percentage of students who reported creating plans to reach their goals, rising from 67.8% in 2025 to 70.4% in 2026. This growth suggests that more students are developing the skills needed to set goals, monitor their progress, and take ownership of their learning. Throughout the year, students engaged in regular reflection on their writing, using feedback from teachers and peers to refine their work, identifying next steps, and track progress toward their individual goals. This focus on goal setting and reflection was also reflected in teacher perceptions, with 87% of teachers indicating that students' ability to identify areas for growth improved, including 33% who reported significant improvement. Together, these results demonstrate increased student agency and a stronger capacity for self-assessment and continuous improvement.



Insights and Next Steps

As Kenneth D. Taylor transitions to a K–3 school, our focus is evolving to better reflect the developmental needs of our youngest learners. Early years students benefit from rich opportunities to develop oral language, communication, and social interaction skills that form the foundation for future literacy and academic success. While our work in writing has strengthened students' understanding of the writing process, we recognize the need to intentionally build oral language development through discussion, loose parts play, storytelling, collaborative learning, and opportunities for students to

share their thinking. Creating more authentic and meaningful learning experiences will help students make stronger connections between their learning, their school community, and the world around them.

We will prioritize writing communication by creating regular opportunities for students to engage in structured conversations, loose parts play, oral storytelling, collaborative discussions, and the sharing of their thinking as a foundation for effective communication. Students will be supported in transferring their ideas from oral communication into writing through meaningful and purposeful literacy experiences. We will also provide authentic learning opportunities connected to students' interests, experiences, and real-world contexts, encouraging them to write, speak, and create for meaningful purposes.



Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary - Fall 2026

The Alberta Education and Childcare 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 and Childcare Assurance Survey measures:
  - Citizenship
  - Student Learning Engagement
  - Education Quality
  - Welcoming, Caring, Respectful and Safe Learning Environment
  - Access to Supports and Services
  - Parent Involvement

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	**87.4**	87.7	83.2	**84.2**	83.9	84.0	Very High	Improved	Excellent
	Citizenship	**86.9**	88.0	85.6	**81.2**	79.8	79.8	Very High	Maintained	Excellent
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	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**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**n/a**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**n/a**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**93.0**	92.6	90.1	**87.8**	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**90.8**	92.1	89.5	**85.8**	84.4	84.4	Very High	Maintained	Excellent
	Access to Supports and Services	**70.5**	80.8	75.3	**79.5**	80.1	80.2	Very Low	Maintained	Concern
Governance	Parental Involvement	**77.4**	84.8	81.0	**79.9**	80.0	79.5	Intermediate	Maintained	Acceptable