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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.

<https://kennethdtaylor.cbe.ab.ca/documents/396a59c9-d13f-4815-9bfd-2799533bb073/School-Improvement-Results-Report.pdf>

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 Plan – Year 2 of 3

School Goal

Student achievement in literacy will improve.

Outcome:

Students will improve their ability to communicate their ideas through writing.

Outcome

Students will be able articulate their current writing target.

Outcome Measures

- School Wide Writing
- Report Card Data – Writing
 - Writes to develop, organize and express information and ideas
- Student Survey - OurSchool
 - Sets Learning Goals

Data for Monitoring Progress

- Grade Team Literacy Classroom Data Sheet
- Student Goal Setting Tracking Sheet
- Teacher perception data – Teacher Survey
 - Teacher confidence assessing writing.
 - Teachers helping students in setting goals.
- PLC student evidence – recorded on PLC Grade Team Meeting notes

Learning Excellence Actions

- Provide students with specific and timely formative assessment to move student learning.
- Provide individual feedback for students to help set writing goals.
- Build, share and use writing exemplars with students to increase understanding of success criteria.
- Consistently use and reference mentor texts, writing exemplars, and success criteria resources to support students.

Well-Being Actions

- Help students create and reach their individual writing goals.
- Using Peer Editing to develop relationships
- Provide repeated and routine based writing experiences so students have predictability in their writing.
- Using the Gradual Release of Responsibility Model during writing
- Clear learning intentions and success criteria with posted rubrics for writing.

Truth & Reconciliation, Diversity and Inclusion Actions

- Focus on the importance of telling their own story both orally and through written text.
- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts.



**Professional Learning**

- Calibration of Writing across Grade Teams
- Focus on the process of the Writing Rope.
- System Professional Learning

Structures and Processes**Classroom:**

- Grade level rubric posted in rooms
- Development of Student Language Rubrics
- Provide structured and supported writing times

School:

- PLCs
- Grade team meetings to calibrate assessments and analyze student writing
- Collaborative Response to share strategies on struggling writers

Resources

- ELAL K-3 scope & sequence
- [CBE Insite - Teaching practices on writing](#)
- *The Writing Rope: A Framework for Explicit Writing Instruction in All Subject* by Joan Sedita.

School Development Plan – Data Story

2024-25 SDP 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.



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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.

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