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Calgary Board of Education

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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 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.

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
Students who self-identify as Indigenous experience improved well-being and achievement






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School Development Plan – Year 3 of 3

School Goal
Student achievement in literacy will improve.

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

Outcome Measures
- Report Card Data – Writing
  - Writes to develop, organize and express information and ideas
- School Wide Writing – Class Data sheet
- CBE Student Survey (Gr. 1, 2 and 3)
  - I can share my ideas in writing

Data for Monitoring Progress
- Grade Team Literacy Classroom Data Sheet
- Staff perception data – Teacher Survey
- Collaborative Response Meeting notes
- February Report Card indicators
- PLC student evidence – recorded on PLC Grade Team Meeting notes
- EAL Speaking LP Levels

Learning Excellence Actions
- Engage students in purposeful loose parts play and oral language to develop their stories.
- Design authentic writing tasks with real audiences and purposes for students.
- Provide timely, descriptive feedback that helps students improve their ability to communicate ideas.
- Develop and use writing exemplars with students to build a shared understanding of quality writing and the criteria for success.

Well-Being Actions
- Foster a safe and inclusive learning environment where students see their identities, cultures, and experiences reflected and valued, strengthening their well-being.
- Strengthening student voice by creating opportunities for choice and self-expression, thus encouraging students to take ownership of their learning.
- Develop a growth mindset by helping students recognize effort, perseverance, and improvement as key contributors to success in learning and well-being.

Truth & Reconciliation Actions
TRC Commitment to Action
- Provide opportunities for students to explore Indigenous perspectives, voices, and ways of knowing through authentic writing and oral language experiences.
- Strengthen literacy learning by incorporating oral storytelling and rich classroom conversations.
- Create authentic literacy experiences that weave Indigenous ways of knowing throughout speaking and listening activities, fostering a sense of understanding.






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Professional Learning

- Calibration of Writing across Grade Teams
- Focus on the process of the Writing Rope.
- Focus on designing place-based learning opportunities that connect students' learning to their community, lived experiences, and local environment.
- Engage staff in professional learning focused on the importance of loose parts play and oral storytelling to activate writing.

Structures and Processes

Classroom:

- Provide accessible writing support and resources including loose parts in every classroom.
- Grade level rubric posted in rooms
- Develop and use student-friendly success criteria
- Provide structured and supported writing times

School:

- Structured PLC time on Friday to analyze student writing tasks.
- Grade team meetings to calibrate assessments and analyze student writing and design authentic & engaging writing tasks.
- Collaborative Response Meetings to share strategies on struggling writers.

Resources

- *The Writing Rope: A Framework for Explicit Writing Instruction in All Subject* by Joan Sedita.
- *CBE Student Well-Being Framework*
- *ELAL K-3 scope & sequence*
- CBE Insite - Teaching practices on writing
- Working with our Place-based residency - Yellow Steps.
- *Story Workshop: New Possibilities for Young Writers by Susan Harris MacKay*
- CBE Professional Learning on Literacy Intervention and System Rubrics.









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School Development Plan – Data Story

2025-26 SDP 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

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CBE 2024-27 Education Plan



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.






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- Continue to develop students' oral language skills through meaningful opportunities to explain their thinking, discuss their learning, and reflect on their experiences.
- Continue to collaborate and calibrate as grade teams to design meaningful writing tasks that increase student writing and achievement.




