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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.

School Improvement 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






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School Development Plan – Year 3 of 3

School Goal
Student achievement in reading will improve.

Outcome:
Student achievement in reading will improve through both universal and targeted instruction.

Outcome (Optional)
Students' sense of belonging and connection will improve.

Outcome Measures
- *ELA and ELAL Report Card indicator of achievement in the Reading stems*
- *Comparison of EAL Benchmarks in October 2026 and June 2027*
- *CBE Student Survey, Alberta Education and Childcare Assurance Measure, CBE Well-Being Survey results*
- *Provincial Achievement Test Results (Grade 6 and Grade 9)*

Data for Monitoring Progress
- *Reading Assessment Decision Tree Data*
- *Teacher data including reading and writing tasks, student work samples, teacher anecdotal observations*
- *Teacher knowledge and confidence of high impact strategies*

Learning Excellence Actions
- *Utilize high impact strategies to engage students with vocabulary and reading skills across all disciplines (focused vocabulary instruction in context, read alouds, summarizing strategies, word banks, visuals, and activating background knowledge)*
- *Whole grade regrouping to provide targeted support in Power Hour to meet student needs in reading*
- *EAL Intervention Groups to support oral language development for beginning English language learners*

Well-Being Actions
- *Maintaining existing structure, routine and predictability to support students to successfully meet high expectations and make responsible decisions for self and community*
- *Small group, targeted weekly "Connect" groups to support sense of belonging and connection.*
- *Purposeful planning of whole school events and activities to build community connection and school spirit*
- *Consistent inclusion of anti-racist pedagogies in daily teaching practices*

Truth & Reconciliation Actions

TRC Commitment to Action
Ted Harrison Commitment to Truth and Reconcilation
- *Intentional integration of land-based learning connected to curriculum*
- *Connecting with an Elder or Knowledge Keeper to support land-based learning in the new forest gifted to Ted Harrison School*

Professional Learning
- *Staff PL based on CBE IROS modules.*

Structures and Processes
- *Power Hour (daily literacy block)*

Resources
- *CBE Reading Assessment Decision Tree Data*






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▪ *Staff PL to support differentiation and task design* ▪ *Staff PL on well-being* ▪ *Staff "book clubs" as next step in developing Anti-Racist pedagogy and practice* ▪ *Ongoing system PL as it becomes available*	▪ *EAL targeted groups* ▪ *Connect groups* ▪ *PLC, CRM and team meetings through the lens of differentiation and task design*	▪ *CBE English Language Arts Teaching Practices for Reading* ▪ *EAL Strategist and Support Model* ▪ *Anti-Racist Book Club Books:* *-Caste: The Origins of our Discontents by Isabel Wilkerson* *-How to Be a (Young) Anti-Racist by Ibram X. Kendi & Nic Stone* *-Stop the Hate For Goodness Sake by Andrew B. Campbell & Larry Swartz* *-Street Data by Shane Safir & Jamila Dugan* *-Pedagogy of the Oppressed by Paulo Freire* *-Stamped by Jason Reynolds & Ibram X. Kendi* *-Start Here, Start Now by Liz Kleinrock* *-Culturally Responsive Teaching & the Brain by Zaretta Hammond* *-The Skin We're In by Desmond Cole* *-So, You Want to Talk About Race by Ijeoma Oluo* ▪ *Decodable texts for older students* ▪ *Elder/Knowledge Keeper teachings*






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School Development Plan – Data Story

2025-26 SDP GOAL ONE: Student achievement in reading will improve.

Outcome one: Student achievement in reading will improve through both universal and targeted instruction.

Outcome two: Students' sense of belonging and connection will improve.

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CBE 2024-27 Education Plan



Celebrations

- Vocabulary development has shown growth, particularly in Grades 5-8, this suggests Power Hour and literacy interventions are successfully building foundational language knowledge
- Whole school EAL reading proficiency improved substantially. For example, achievement of LP5s increased by 8.6%. Further, writing proficiency showed even stronger growth (LP4 increased by 13.3% and LP 5 by 5%)
- Student self-reporting of feeling safe at school increased from 57% to 67%
  Student self reporting of feeling welcome increased 7% (from 66% to 73%)
- Across most grades, a reduction in the number of Report Card indicators of 1 in reading. For example, Grade 5 decreased 4%, Grade 7 decreased 2.1% and Grade 9 decreased by 3.3 %
- Across most grades, an increase in the number of report card indicators of 4 in reading. For example, Grade 5 increased 4.3%, Grade 6 increased 2% and Grade 8 increased 3.4%

Areas for Growth

- Comprehension growth is inconsistent; stronger word knowledge is not translating to deeper understanding of text
- School belonging needs further attention. While adult relationships are strong, peer-connectedness requires more support
- Deepen staff understanding and consistent application of differentiation in task design to increase student engagement, access to support in learning and quality of education (AECAM).

Next Steps

- Power Hour and classroom practice focused on implementing reading accelerators meaningfully to support reading comprehension
- Focus on cooperative learning, structured collaborative tasks, circle protocol and community building events
- Provide professional learning and opportunities to collaborate with colleagues to design tasks that include meaningful differentiation




