

**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

## Ted Harrison School

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# School Development Planning

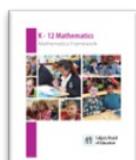
## Introduction

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.



**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 achievement in the Reading stems*
- *Comparison of EAL Benchmarks in October 2025 and June 2026*
- *Provincial Achievement Test results (Grade 6 and Grade 9)*
- *CBE Student Survey, Alberta Education Assurance Measure, OurSCHOOL survey results*

**Data for Monitoring Progress**

- *Reading Assessment Decision Tree data*
- *Teacher data including reading and writing tasks, student work samples, teacher anecdotal observations*

**Learning Excellence Actions**

- *Utilize high impact strategies to engage students with vocabulary, fluency and reading skills across all disciplines*
- *Regrouping to provide targeted support to meet student needs*
- *Collaboration within grade teams and supporting complementary teachers to implement the Power Hour Literacy block*
- *EAL Intervention Groups to support oral language development for beginning English language learners*

**Well-Being Actions**

- *Purposeful planning of whole school events and activities to promote feelings of connection and school spirit*
- *Maintaining existing structure, routine and predictability to support students to successfully meet expectations and make responsible decisions for self and community*
- *Rigorous learning activities that promote a sense of self-efficacy and build self-confidence*

**Truth & Reconciliation, Diversity and Inclusion Actions**

- *Continued focus within our school professional learning about Indigenous pedagogies*
- *Professional learning about Anti-Racist pedagogy as the intersection between culturally responsive practice and brain science*

**Professional Learning**

- *Staff PL: Anti-Racist Pedagogy using Culturally*

**Structures and Processes**

- *Power Hour (daily literacy block)*
- *EAL small groups*

**Resources**

- *Reading Assessment Decision Tree*
- *ELA and ELAL Insite pages*





*Responsive Teaching & The Brain* by Zaretta Hammond

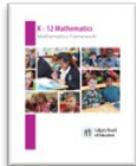
- Staff PL based on CBE IROS modules
- Ongoing system professional learning as it becomes available

*PLC, CTM and team meetings*

- *Regular and purposeful reading in all subject areas*
- *Text sets*

*EAL D2L Shell*

- *CBE Diversity and Inclusion D2L Shell*
- *The Mega Book of Fluency*
- *Text Dependent Questions Pathways to Close and Critical Reading (Gr K-5) and (Gr 6-12)*
- *Read Alouds for All Learners: A Comprehensive Plan for Every Subject, Every Day, Grades PreK-8*
- *The ABC's and All Their Tricks*
- *Uncovering the Logic of English*
- *Morpheme Madness*
- *Decodable readers for older students*





2024-25 SDP GOAL ONE: Student achievement in reading and writing will improve.

Outcome one: Student achievement in reading and writing will improve through both universal and targeted instruction in our daily literacy block known as Power Hour.

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

### Celebrations

- In the 2024-25 school year, Ted Harrison saw significant improvement in student understanding of spelling conventions as shown in diagnostic data. We saw an increase of 12.5% in students demonstrating grade level expectations. This was especially significant in Grades 5 and 7 where we saw an increase of 15.6% and 18.4%, respectively.
- Staff have shown a collaborative commitment to language and literacy improvement through an open and honest willingness to learn more about literacy instruction, language acquisition and targeted interventions.
- Ted Harrison saw improvement in students' sense of belonging and overall well-being with 78% of students positively reporting on resilience and mental health (an increase of 8%).
- Grade 5 reading comprehension data showed a reduction of 34% of students requiring intensive support (from 73% to 39%).

### Areas for Growth

- Implement strategies to build reading skills in support of reading comprehension
- Increase the number of students feeling a sense of connection and belonging in the school
- Deeper staff engagement with data to understand and plan for interventions in more intentional learning cycles

### Next Steps

- Power Hour will focus on the skills needed to boost reading comprehension including automaticity when reading, building background knowledge and vocabulary development.
- Regular and intentional reading across subjects to develop and practice habits of strong readers across subject areas (rereading, making connections, inferencing).
- Working in discipline and grade teams to find ways to implement reading comprehension focused skills into each of our core areas.
- Improving feelings of connectedness by having more school events to build community and school spirit.

