



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

Ted Harrison School

215 Taravista Way NE, Calgary, AB T3J 4L1 t | 403-817-3330 f | 587-933-9905 e | tedharrison@cbe.ab.ca

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 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

Learning Excellence

At Ted Harrison, we will focus on improving literacy achievement for the 2024-25 school year.

Report card data from 2023-24 told us 40% of students achieved 1s or 2s on reading and writing report card stems. Provincial Achievement Test data for Grade 9 showed 62% of Ted Harrison students achieved the acceptable standard compared to 75% for the CBE. 7% achieved the standard of excellence compared to the CBE's 20%.

We aim to improve achievement through high impact teaching strategies (including intentional word walls, sentence frames, explicit vocabulary instruction) and targeted small group instruction in our literacy block called "Power Hour".

Throughout 2023-24, our school focus was on communication of learning and understanding. We looked for improvement in the areas of literacy and numeracy achievement and well-being. Specifically, we looked at Tier 2 and Tier 3 vocabulary. We collected data using participation in small group and whole class discussion using "Talk Moves" strategies. We assessed students using a schoolwide rubric focused on listening, use of talk moves and answering questions using academic and subject-specific vocabulary.



CBE 2024-27 Education Plan

**Learning Excellence**

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

Teachers assessed students twice in the year, once in March and again in May, in both math and humanities. Across all 30 homerooms, we saw a significant decrease in 1s achieved on the rubric from March to May and a marked increase in 4s achieved over the same time period.

Finally, students are telling us through the Alberta Education Assurance Measure and CBE Student survey students are looking for increased connection to the community and engagement in their learning. 65% of students stated "language arts learning at school is interesting to me" and only 45% of students recognize they have "the opportunity to learn with different people in different spaces to improve my reading and writing skills".

Through increased focus in our professional learning, we will look for more high-impact teaching strategies to embed in language arts and literacy.

Well-Being

At Ted Harrison school we are striving to create a culture of safety and belonging alongside our focus on literacy achievement. By building our timetable to focus on structure, routine, meaningful relationships and community building, we will provide students opportunities to flourish and find a sense of belonging at our school.

Some key statistics that stood out to us from the Alberta Education Assurance Measure, Our School and CBE Student surveys are as follows.

Alberta Education Assurance Measure 2024 & OurSCHOOL Survey 2024

"I feel like I belong" – 69% (AEA), 59% (OS)

"I feel safe" – 76% (AEA), 68% (OS)

"Other students treat me well" – 72%

"Feels accepted by peers" – 64%

CBE Student Survey 2024

"There is at least one adult at school who I really connect with" – 62%

"I am proud to be a part of my school" – 67.56%

Truth & Reconciliation, Diversity, and Inclusion

Our school's diverse population is evident in the 80% of students with English as an Additional Language coding and 2.77% of students who self-identify as Indigenous. Ted Harrison is home to two specialized programs:

Communication, Sensory, Social Skills and Integration (CSSI) for students with multiple and complex learning, behavior, and communication needs; and Paced Learning Program (PLP) for students with mild intellectual disabilities

90% of students at our school reported they "learn about Indigenous ways of being, belonging, doing and knowing" at school according to the CBE Student Survey 2024. As well, 72% of students reported being able to "see their culture reflected in the school". Only 62% of students "feel included at school" and have "at least one adult who they really connect with". This shows us there is much room to grow in our school regarding students feeling valued and connected to others.





School Development Plan – Year 1 of 3

School Goal

Student achievement in reading and writing will improve.

Outcome:

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

Outcome:

Students' sense of belonging and connection will improve.

Outcome Measures

- *ELA Report Card Indicator Achievement in Reading stems*
- *Comparison of EAL Benchmarks in October 2024 and June 2025*
- *Provincial Achievement Test Results (Grade 6 and 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 development and reading skills across all disciplines*
- *Collaboration within grade teams and across the school to program for the Power Hour literacy block*
- *Incorporating PE and CTF teachers to actively support core subject teachers in literacy development and Power Hour instruction to reduce teacher to student ratio.*

Well-Being Actions

- *Prioritizing community building structures and opportunities within our building. Examples include mixing grade groups in all wings of the building, the addition of Power Hour for student-teacher connection, homeroom pairings with PE teachers and expansion of our CTF program.*
- *Increased structure, routine and predictability to support students to successfully meet expectations and make responsible decisions.*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Continued focus within our school professional learning on Indigenous pedagogy and Anti-Racism.*
- *Create differentiated tasks to support diverse learners in our classrooms, in consultation with student services and administration.*
- *Provide opportunities to connect and interact with many adults in the school.*

Professional Learning

- *Middle years system professional learning*

Structures and Processes

- *Power Hour*
- *Long range plans*

Resources

- *Reading Assessment Decision Tree (RAD) Gr 4-12*





Calgary Board of Education

- *Improving reading for older students (IROS) modules*
- *Indigenous Pedagogy book study "Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education" (Chrona, 2022)*
- *English as an Additional Language Insite page*

- *Professional Learning Communities*
- *Collaborative Response*
- *School Learning Team*
- *Grade team shared preps for collaboration*
- *EAL Strategist support*
- *Anti-Racism and Indigenous Education Professional Learning*

- *English Language Arts & English Language Arts and Literature Insite pages*
- *English as an Additional Language Brightspace*

