



Highwood School

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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 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.

[HIGHWOOD SCHOOL SIRR REPORT](#)





School Development Plan – Year 2 of 3

School Goal

Highwood School will implement various strategies to improve English and Chinese language acquisition with all students.

Outcome:

YEAR 2: Students will be able to read and understand key vocabulary, grammar, and sentences in Chinese and English, related to strategies to solve daily problems.

Outcome Measures

- *Number of students who are able to read key vocabulary, grammar, and sentences before NLA strategies are implemented vs. after (in English and Chinese)*
- *Number of students who are able to demonstrate understanding using oral NLA strategies after a story has been read to them, using key vocabulary, grammar, and sentences before NLA strategies are implemented vs. after (in English and Chinese)*
- *Number of students who demonstrate comprehension of 2 Zen Zodiac strategies including competently using vocabulary from the “I Feel” wheel, before engaging in specific tasks and real life application vs. after*

Data for Monitoring Progress

- *Teacher survey (2 times a year) to monitor teacher growth related to NLA knowledge and strategies*
- *Teacher and school assistant surveys about their observations of how students are handling conflict (i.e. during recess) and how many/ often conflicts required adult support vs. independent resolution*
- *Teacher observation of student ability to read key vocabulary, grammar, and sentence frames that were also practiced orally. Have students connected the oral with the reading?*

Learning Excellence Actions

- *Professional learning and implementation of the Neurolinguistic Approach (NLA) by teachers*
- *Targeted NLA Professional Learning*
- *Task design that incorporates the strategies associated with NLA*

Well-Being Actions

- *Teachers will design tasks for each of the two Zen Zodiac strategies to be measured with students, including tasks that specifically focus on the vocabulary on the “I feel” wheel*
- *Teachers will determine authentic scenarios where Zen Zodiac strategies could be used and engage in active role play with students*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Teachers will determine authentic scenarios that focus on diversity and inclusion, when Zen Zodiac strategies could be used and engage in active role play in real life situations with students*
- *Teachers will incorporate read alouds and guiding texts to support diversity, inclusion and application of Zen Zodiac strategies*

Professional Learning

- *Neurolinguistic workshops offered by the CBE*

Structures and Processes

- *School: staff and students use of the Zen Zodiac strategies and related*

Resources

- *Targeted NLA Professional Learning*



- *Collaboration with colleagues in the languages department that have experience with NLA*

- *language such as the vocabulary on the “I feel” wheel*
- *Classroom: “I do, we do, you do” role playing: modeling, repeating, correcting of oral communication; visuals of key vocabulary, grammar, and sentence frames; Once oral skills are established, learners read texts that use the same vocabulary, grammar, and sentence structures they have already learned verbally.*
- *PLC: teacher sharing of strategies and activities to practice NLA strategies- oral and reading*
- *CBE: Collaboration with other CBE schools who are implementing NLA strategies for the SDP*

- *Article: A new paradigm for the learning of a second or foreign language: the neurolinguistics approach” by Joan Netten and Claude Germain (2012)*

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School Development Plan – Data Story

2024-25 SDP GOAL ONE: Highwood School will implement various strategies so that students will improve their English and Chinese language acquisition achievement.

Outcome one: Students will be able to express themselves orally in Chinese and English, using logical and complete sentences that reflect taught strategies to solve daily problems.

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Celebrations

- Students in all grade levels and in both languages made improvement in the use of the target language, use of NLA strategies, and comprehension of Zen Zodiac strategies; greater gains from the pre-test to post-test were made in Mandarin vs English
- Teachers’ knowledge and use of NLA strategies and use of the target language for instruction increased as the school year progressed
- Maintained very high overall scores on the Alberta Education Assurance Measures

CBE 2024-27 Education Plan





Areas for Growth

- Improving the number of students who demonstrated solid use of the target language, use of NLA strategies, and use of Zen Zodiac strategies after specific instruction and tasks were implemented (on the post-test)
- Improving the percentage of time that Mandarin teachers use the targeted language of instruction
- Continue to advocate for students so that they are able to access more system supports and services

Next Steps

- Continue targeted professional learning for teachers about the NLA approach; build on the strategies and concepts learned about the NLA oral approach and transferring it to reading
- Intentional design of authentic tasks that use the NLA approach for reading
- Develop pre- and post- assessments that measure student growth in NLA reading and knowledge of Zen Zodiac strategies
- Continue with the teacher survey that tracks their level of NLA knowledge, use of NLA strategies, and use of the target language

