

**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

Highwood 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 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

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

The following Chinese speaking data collected from the 2023-2024 school year (school-based assessment) shows the percentage points of improvement on the number of students who were able to speak in full detailed Chinese sentences before the neurolinguistic approach (NLA) was intentionally used with students versus after. This reflects the improvement of students' Chinese oral ability when specific NLA tasks and intentional NLA teaching was used by Chinese teachers.

Given the success of the NLA approach last school year, in the 2024-2025 school year Chinese and English teachers will create school-based assessments that will measure students' oral ability before and after the use of the NLA approach.

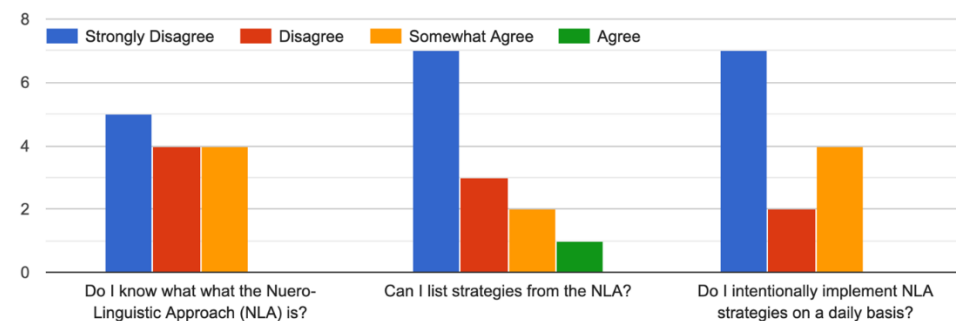


Grade	Average on the pre-test	Average on the post-test	Difference based on percentage points
Kindergarten	0%	43%	+43
Grade 1	3%	55%	+52
Grade 2	7%	55%	+48
Grade 3	1%	39%	+38
Grade 4	4%	37%	+33

The following data was collected in the 2023-2024 school year of teachers' self-reflection of the growth in knowledge and experience of NLA before and after targeted Professional Learning sessions. Since the data reflects teacher growth after targeted Professional Learning sessions, we will be continuing our work with her through teacher professional learning paired with lesson observations and feedback in the 2024-2025 school year.

November 2023 NLA-Prior to targeted Professional learning sessions

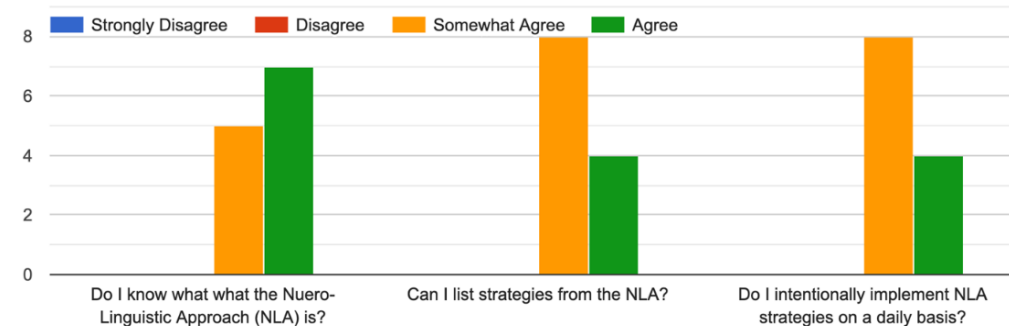
Please reflect on the following





May 2024 NLA-After targeted Professional learning sessions

Please reflect on the following



Well-Being

The following well-being data collected from the 2023-2024 school year (school-based assessment) shows the percentage points of improvement on the number of students who demonstrated a good understanding of six Zen Zodiac problem-solving concepts from the pre-test to the post-test. The six concepts included Honest Horse (identifying and being honest about your feelings); Talk It Out Tiger (using your words); Brain Break Bunny (using other strategies such as fidget tools); Let it Go Pig (moving on); Stop Snake (saying no and asking others to stop); and Shake a Paw Dog (making it right). This reflects the increased student learning that occurred when there was direct and intentional teaching of concepts and strategies, and the importance of continuing to teach the other six Zen Zodiac concepts in the 2024-2025 school year.

During the 2024-2025 school year, teachers will create school-based assessments that will measure student understanding of the other six Zen Zodiac concepts and implement them before and after teaching three concepts to determine the amount of student comprehension growth.

Grade	Honest Horse	Talk it Out Tiger	Brain Break Bunny	Let it Go Pig	Stop Snake	Shake a Paw Dog
Kindergarten	+58	+72	+60	+67	+70	+72
Grade 1	+41	+28	+32	+60	+59	+75





Grade 2	+46	+48	+56	+48	+40	+46
Grade 3	+67	+70	+75	+71	+57	+33
Grade 4	+62	+57	+63	+46	+32	+49

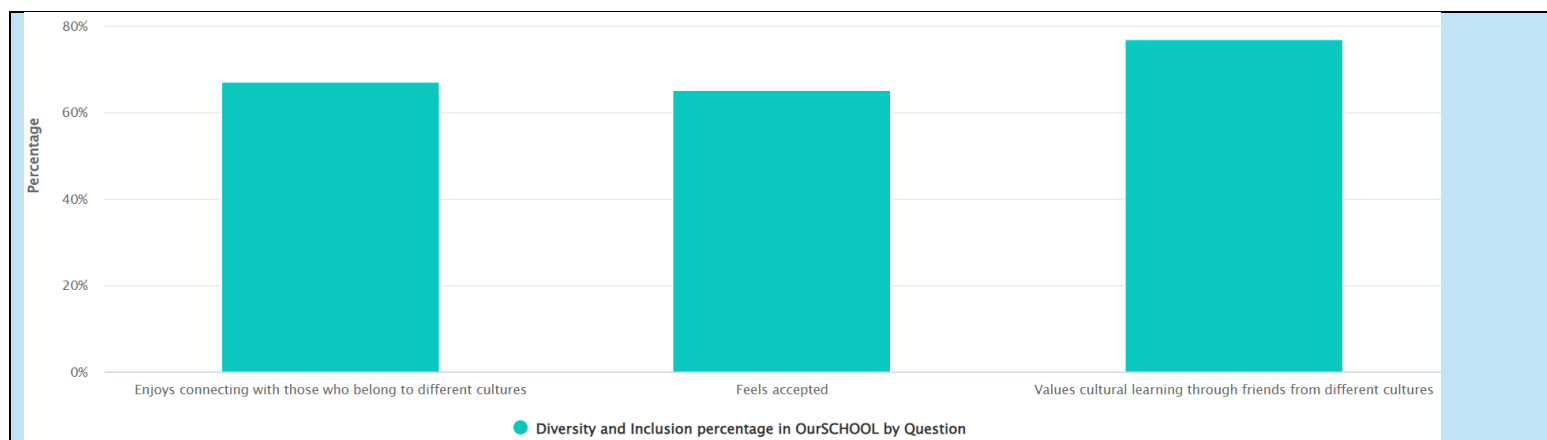
The following well-being data collected from the 2023-2024 school year (June report cards) shows the percentage of students in each grade who received a 1, 2, 3, or 4 on the report card strand of “Demonstrates skills to support the well-being of self and others.” This reflects that most students have a solid understanding of this strand and our goal for the 2024-2025 school year is to main or improve the amount of students (in the same grade cohort) who receive a 3 or 4 on their June report card.

Grade in 2023-2024	1	2	3	4
Kindergarten	3.1%	33.8%	63.1%	0%
Grade 1	0%	7.4%	38.2%	3.4%
Grade 2	0%	5.0%	26.4%	19.3%
Grade 3	0.8%	1.5%	39.7%	7.6%

Truth & Reconciliation, Diversity, and Inclusion

The following perception data collected from the 2023-2024 school year (June 2024) from the OurSCHOOL survey completed by all grade 4 students shows that 67.19% of students enjoy connecting with those who belong to different cultures (therefore, 32.81% who do not), 65.15% feel accepted (32.81% who do not), and 76.92% of students value cultural learning through friends from different cultures (23.08% who do not). This reflects that most students feel that recognizing other cultures is important and that they feel accepted by their peers and staff while at school. Our focus will be to maintain the high levels of student positivity towards culture and sense of acceptance, but also work towards understanding why others do not feel this way and strategically improving this with those students. During the 2024-2025 school year, we will continue to focus on exposing students to other cultures by learning through diverse literature and experiences. We will also focus on student well-being and a sense of belonging and acceptance.





School Development Plan – Year 1 of 3

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

School Goal

Highwood School will implement various strategies so that students will improve their English and Chinese language acquisition achievement.

Outcome:

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.

Outcome Measures

- Number of students who are able to speak using logical and complete sentences before NLA strategies are implemented vs after (in English and Chinese)
- Number of students who demonstrate comprehension of 3 Zen Zodiac strategies before engaging in specific tasks and authentic role play vs after
- Number of students who demonstrate improvement from the first reporting period to the second on the strands "Speaks to communicate information and ideas" (Chinese) and "Makes meaning and connections through oral language" (English)

Data for Monitoring Progress

- Teacher surveys (3 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 need adult support vs independent resolution
- Teacher observations of student use of complete sentences during daily conversations (outside of Zen Zodiac time) Have students internalized the NLA strategies and using them in other situations?



**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 six Zen Zodiac strategies to be used with students
- 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 with students

Professional Learning

- Neurolinguistic workshops offered by the CBE
- Collaboration with colleagues in the languages department that have experience with NLA

Structures and Processes

- School: staff and student use of the Zen Zodiac strategies and language
- Classroom: "I do, we do, you do" role playing; modeling, repeating, correcting of oral communication
- PLC: teacher sharing of strategies and activities to practice NLA strategies
- CBE: collaboration with other CBE schools who are implementing NLA strategies for their SDP

Resources

- Targeted NLA Professional Learning
- Article: "A new paradigm for the learning of a second or foreign language: the neurolinguistics approach" by Joan Netten and Claude Germain (2012)
- Website: Moozoom

