

**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

**Dr Gordon Higgins School**

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## School Improvement Results Reporting | For the 2024-25 School Year

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 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

## School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- 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.

## Goal One: School achievement in literacy will improve

Outcome One: Student achievement in reading comprehension will improve through a focus on decoding and vocabulary development

### Celebrations

- **Shared Understanding and Data Use:** Staff have developed a shared understanding of the science of reading, are using the CBE Reading Decision Tree, and are beginning to incorporate data into instructional planning, collaborative team meetings, and Student Learning Team meetings.
- **Progress Monitoring:** Morphology assessments (Word Wednesday) showed growth across all grades, with students at the “Beginning” level for vocabulary decreasing by 9.3% and students at the “Expert” level increasing by 22%.
- **Assessment Alignment:** Report card data is increasingly aligned with other student data, reflecting more accurate and calibrated assessment practices.
- **Student Perceptions:** Over three years, student agreement with the statement *“I understand how the language arts I am learning in school is useful to me”* increased by 11%.

### Areas for Growth

- CBE Reading Decision Tree data and PAT results highlight the need to further develop vocabulary, decoding, and encoding skills.
- Alberta Education Assurance Survey and CBE Survey results indicate a need to enhance student engagement in literacy learning and connection with texts.
- Data from multiple sources, including report cards and PAT results, suggest continued focus is needed to strengthen reading comprehension.

### Next Steps

- **Vocabulary and Spelling:** Develop vocabulary and spelling skills through a structured, morphology-focused approach.
- **Reading Comprehension:** Strengthen reading comprehension via whole-school text annotation instruction and comprehension strategies.
- **Interactive Strategies:** Enhance vocabulary, comprehension, and engagement using interactive read-aloud strategies.
- **Engagement and Choice:** Increase student engagement and choice through curated, culturally responsive text sets and the “Book Club” model for novel studies.

- **Well-Being and Engagement:** Foster engagement and well-being by integrating the Holistic Lifelong Learning Framework (Heart – To Belong; Spirit – To Be) into collaborative planning using the (adapted) CBE Task Design Template.

## Goal Two: Students' experience of feeling safe and welcome at school will improve.

Outcome One: Students' sense of belonging at school will improve.

Outcome Two: Students' sense of feeling connected to the school inside and outside the classroom will improve.

### Celebrations

- **Encouragement and Support:** 85% of students feel they can get help from teachers when needed (up from 79%), indicating growing trust and connection with staff; 81% feel teachers want them to succeed; 71% feel teachers care about them.
- **Peer Relationships:** 64% of students report being treated well by classmates, indicating growing positive peer interactions.
- **Professional Learning Impact:** Teachers engaged in professional learning in creating safe, predictable, and inclusive learning environments, applying the (revised) Task Design Template to create structured, culturally responsive, and increasingly engaging tasks.

### Areas for Growth

- **Safety Perceptions:** Only 51% of students report feeling safe at school, and 57% feel safe from bullying.
- **Belonging and Welcome:** Sense of belonging declined from 57% to 54% (AEA survey), and feeling welcome dropped from 67% to 61%.
- **Cultural Representation and Identity:** Only 55% of students feel their culture is represented in school; a similar proportion report pride in the school.
- **Survey Discrepancies:** Differences between student perception surveys (e.g., CBE Student Survey 72% safe vs. Our School Survey 51%) indicate the need for deeper understanding of student experiences.

### Next Steps

- **Engage Students on Safety:** Collaborate with students to define what “feeling safe” means and implement strategies to enhance safety in classrooms and shared spaces.
- **Embed Identity and Inclusion:** Involve students in representing their cultural and personal identities in learning tasks, visuals, and school initiatives.

- **Leverage Professional Learning for Well-Being:** Integrate the Holistic Lifelong Learning Framework (with focuses on Heart – To Belong; Spirit – To Be) into collaborative planning using the adapted CBE Task Design Template to foster engagement and well-being.
- **Communicate and Respond:** Keep students and families informed about actions addressing safety and inclusion and provide regular opportunities for feedback.

### Our Data Story:

The 2024–2025 School Development Plan at Dr. Gordon Higgins School focused on two interconnected priorities: improving reading comprehension through decoding and vocabulary development, and enhancing students’ experiences of feeling safe, welcome, and connected within the school community. Previous data highlighted reading as a key area for growth and showed that, while adult measures of safety improved, student perceptions of belonging and engagement were inconsistent.

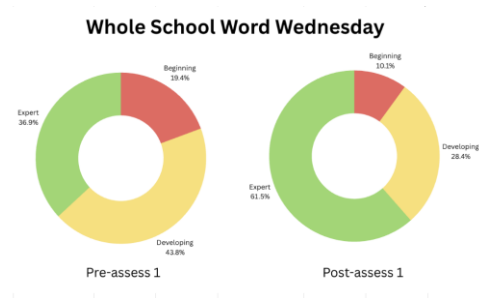
To address these areas, teachers engaged in professional learning on the science of reading, Scarborough’s Reading Rope, the CBE Literacy Framework, and the CBE Reading Assessment Decision Tree. Collaborative teaching teams analyzed student data to inform program planning, task design, and classroom routines to strengthen both foundational reading skills and student engagement. Professional learning also focused on creating safe and predictable classroom environments, using effective task design and routines to support student self-regulation, engagement, and belonging.

In ELA classes, grade 9 teachers began a shift to a “Book Club” model for novel studies to support student choice and engagement. Grade 9 teachers began using curated, culturally responsive text sets to foster engagement, connection, and identity-linked learning. Teachers also developed common, school-wide morphology instruction routines through “Word Wednesday” vocabulary practices.

Well-being initiatives included the reintroduction of grade-level assemblies, a wellness committee, and the expansion and diversification of school clubs. These efforts aimed to increase student participation and strengthen students’ sense of belonging and safety at school. In the 2024-25 school year, the school, with 91% support of parents, restricted off campus trips at lunch for grades 7 and 8 students. The number of negative experiences in the community were reduced significantly.

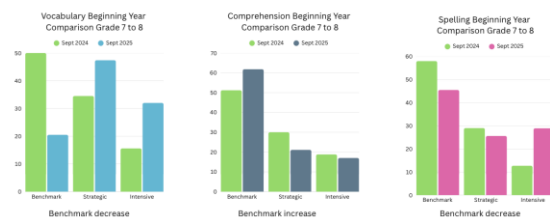
### Literacy Data

Analysis of year-long common morphology assessments progress monitoring showed significant growth across grades: students at the “Beginning” level decreased by **9.3%**, while those at the “Expert” level increased by **22%**.



CBE Reading Decision Tree data revealed mixed results: benchmark achievement increased in Grade 7 to 8 Comprehension and Grade 8 to 9 Vocabulary and Spelling but declined in Grade 7 to 8 Vocabulary and Spelling and Grade 8 to 9 Comprehension. Report card data indicated more students achieving a 1 or 2 on the “Reads to Explore, Construct, and Extend Understanding” stem, suggesting stronger alignment between assessment and instruction.

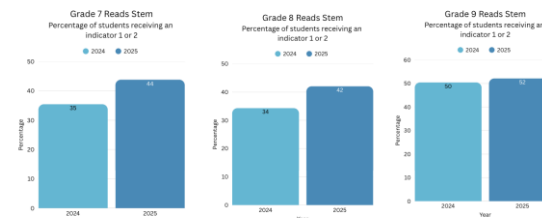
### GRADE 7 TO 8 COMPARATIVE DATA



### GRADE 8 TO 9 COMPARATIVE DATA

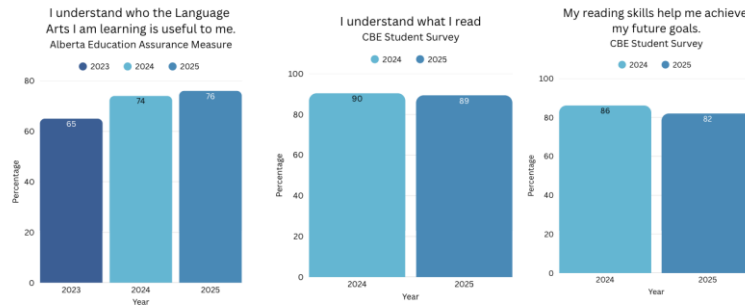


### REPORT CARD DATA

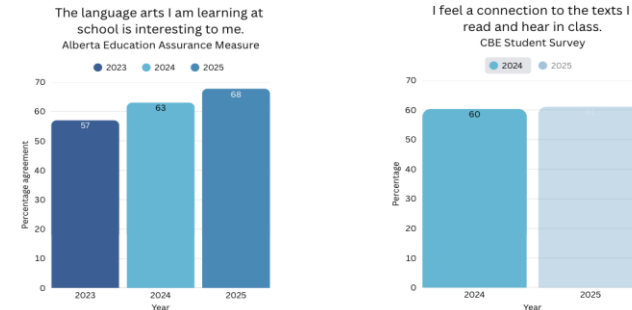


Analysis of student surveys showed an **11% increase** in agreement with the statement, “I understand how the language arts I am learning is useful to me.” Responses were stable for “I understand what I read” and decreased slightly (**4.1%**) for “My reading skills help me achieve my future goals.”

## PERCEPTION DATA



## PERCEPTION DATA



## Well-being Data

AEA Survey data indicated that students' sense of welcome and belonging decreased. Our AEA survey results indicate a decrease in students' perceptions of safety, however the same question in the OurSCHOOL survey indicates an improvement in this area. We noted a puzzling comparison between expulsion data and the data on student sense of safety. While our number of expulsions has decreased significantly, students' sense of safety remains low. Regardless, this continues to be a significant area of growth for Dr. Higgins School as nearly half of our students indicate that they do not feel safe at school.

Survey statement	2023-2024	2024-2025	Change
I feel safe. (AEA Survey)	58%	54%	- 4%
I feel safe at school. (OurSCHOOL survey)	45%	52%	+ 7%
I feel like I belong. (AEA Survey)	57%	54%	- 3%
I feel welcome. (AEA Survey)	72%	64%	- 8%
Students care about each other. (AEA Survey)	38%	38%	0 %
My school makes an effort to prevent and reduce bullying. (CBE Student Survey)	55%	48%	- 7%

Additional findings indicated that 64% feel peers treat them well, 71% feel teachers care, 81% feel teachers want them to succeed, and 85% feel they can get help, while only 57% feel safe from bullying. Interest in learning about other cultures was reported by 66% of students.

These results suggest that, while foundational reading skills are improving, consistent growth in reading comprehension is still developing. Perception data also highlight that students' sense of safety, belonging, and cultural representation significantly influences engagement and learning. Students require richer opportunities to connect reading to meaning, identity, and purpose, and to experience a school environment where they feel seen, valued, and safe.

### **Insights and Next Steps**

Building on these findings, Dr. Gordon Higgins School will continue to refine literacy instruction and well-being initiatives to strengthen both skill development and meaningful engagement.

#### **Literacy:**

- **Structured Vocabulary & Morphology:** Implement a school-wide, morphology-focused vocabulary and spelling program with six-week progress monitoring.
- **Comprehension Monitoring:** Introduce whole-school text annotation routines and 12-week common comprehension assessments.
- **Culturally Responsive Texts:** Expand the Book Club model and curated Grade 9 text sets to include culturally responsive texts that serve as mirrors, windows, and doors for learners.
- **Collaborative Planning:** Embed the CBE Task Design Template and Holistic Lifelong Learning Framework (Heart – To Belong; Spirit – To Be) to strengthen student engagement and connection.

#### **Well-Being & School Climate:**

- **Engage Students on Safety:** Collaborate with students to define “feeling safe” and implement strategies in classrooms and shared spaces.
- **Embed Identity & Inclusion:** Involve students in representing cultural and personal identities in learning tasks, visuals, and school initiatives; survey students on cultural identities to support student-led initiatives.

- **Leverage Professional Learning:** Engage in professional learning around culturally responsive instructional practices as well as integrate the Holistic Lifelong Learning Framework (Heart – To Belong; Spirit – To Be) into collaborative planning to foster engagement and well-being.
- **Enhance Student Voice & Communication:** Include students in wellness initiatives, assemblies, and school clubs, keeping them informed about actions addressing safety and inclusion and providing regular opportunities for feedback.

Through these initiatives, literacy instruction and school climate practices will evolve from skill-focused or procedural approaches to meaning-centered and student-driven experiences. Students will develop strong literacy skills while also feeling welcomed, safe, connected, and empowered to take ownership of their learning and see themselves reflected in both the content they read and the community in which they learn.



# Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025



The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
  - Citizenship
  - Student Learning Engagement
  - Education Quality
  - Welcoming, Caring, Respectful and Safe Learning Environment
  - Access to Supports and Services
  - Parent Involvement

## + Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	Dr. Gordon Higgins School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	75.4	79.2	82.7	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	60.5	58.2	65.9	79.8	79.4	80.4	Very Low	Declined	Concern
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	39.8	45.9	45.3	62.5	62.5	62.6	Very Low	Declined	Concern
	PAT9: Excellence	4.5	5.3	7.1	15.6	15.4	15.5	Very Low	Declined	Concern
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	71.8	78.4	82.8	87.7	87.6	88.2	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	63.1	65.3	70.8	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	72.0	75.3	79.3	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	Parental Involvement	73.8	64.7	71.9	80.0	79.5	79.1	Low	Maintained	Issue

