

Dr. Gordon Higgins 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.





School Development Plan – Year 2 of 3

School Goal

School achievement in literacy will improve.

Outcome:

Student achievement in vocabulary and spelling (encoding) will improve through a structured, morphology-focused approach.

Outcome (Optional)

Student achievement in reading comprehension will improve via whole-school text annotation instruction and comprehension strategies.

Outcome Measures

- ELA Report Card Indicator Achievement
 - Reads to explore, construct, and extend understanding.
- Provincial Achievement Test – Grade 9, Part B
- Alberta Education Measure Results Report
 - Category – Student Growth and Achievement: “I understand how the language arts I am learning at school is useful to me”.
- Student Perception Data – CBE Student Survey Results (K-12): Correlating questions include:
 - I understand what I read
 - My reading skills help me achieve my future goals.

Data for Monitoring Progress

- Reading Assessment Decision Tree (CORE Vocabulary, CORE Maze, WTW Spelling) in September and May.
- Calibrated common assessments initiated via Professional Learning Communities and Collaborative Planning Time.
- Teacher perception data on use of and effectiveness of reading strategies.

Learning Excellence Actions

- Use the Reading Assessment Decision Tree to guide next steps to support students.
- Implement the utilization of text sets in all grades.
- Utilize high impact strategies to build reading, vocabulary, and word learning across all disciplines including a focus on morphology (identifying parts of words such as prefixes, suffixes and root words), and pre-teaching of vocabulary using collaborative approaches.

Well-Being Actions

- Use multi-modal texts to support multiple entry points through the use of the task design templates.
- Create learning spaces that provide learners with predictable, safe, and respectful environments.
- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge during class time.
- Foster engagement and well-being by integrating the Holistic Lifelong Learning Framework,

Truth & Reconciliation, Diversity and Inclusion Actions

- Provide access to inclusive, culturally diverse, and inviting texts, including authentic Indigenous voices.
- Decolonize curriculum resources by replacing stories that favour Western worldviews with Indigenous and other Worldviews.
- Use scaffolded learning intentions to reflect that students may have different learning goals.
- Within Collaborative Planning, purposely plan





specifically Heart – To Belong, and Spirit – To Be into collaborative planning using the (adapted) CBE Task Design Template.

with culturally responsive practices in mind.

Professional Learning

- *Morpheus Magic* by Deb Glaser
- *The Successful Middle School: This We Believe* by Penny A. Bishop and Lisa M. Harrison.
- Use of curated text sets at all grade levels.
- Full school professional development on text annotation.
- Interactive read-aloud practices.

Structures and Processes

- Professional Learning Communities
- Collaborative response team meetings
- Text set common practices
- Common assessments
- Interactive read-aloud practices (all grades)
- Interdisciplinary team meetings led by Assistant Principals

Resources

- CBE Reading Assessment Decision Tree
- Textbooks to Text Sets
- Text Calibration Protocol
- Assessment and Reporting Guide
- ELA/ELAL Insite | Equity & Interventions.
- Improving Reading for Older Students
- Holistic Life-Long Learning Framework

School Development Plan – Year 2 of 3

School Goal (OPTIONAL SECOND GOAL):

Students' experience of feeling safe and welcome at school will improve.

Outcome:

Students' sense of belonging at school will improve.

Outcome (Optional)

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

Outcome Measures

- Student perceptions on AEA Survey (At school I feel like I belong"), I feel welcome at my school".
- Student perception on Our School Survey "I feel safe at school".
- Cultural Representation and Identity on all surveys "I see myself at school".

Data for Monitoring Progress

- Data around participation in clubs (3 times a year).
- School-based pre and post surveys to progress monitor changing student perceptions.
- Perception data gathered in the Principal Listening Circle.

Learning Excellence Actions

- Increase opportunities for student voice by implementing the Principal Listening Circle, a cross-grade opportunity for

Well-Being Actions

- Advertise, encourage and support students to engage in and/or access available clubs, teams and safe

Truth & Reconciliation, Diversity and Inclusion Actions

- Assign an area of significance in the school where students can share artifacts, photos, or stories from their backgrounds





students to communicate their classmates' lived experiences at school.

- Grade level and full school assemblies focused on positive choices and bully-proofing strategies.
- Utilize texts and text sets that highlight the concept of belonging.
 - Engage in reading and writing tasks to deepen students' understanding of school connectedness and sense of belonging.
- Engage in storytelling and oral practices to engage students in building healthy relationships with each other.

spaces throughout the year.

- Collaboratively address the identified areas of focus, in this case safety and belonging, to create welcoming, caring, respectful and safe social and physical spaces (e.g. Choose inclusive text sets, create posters/visuals/targeted anchor charts encouraging inclusive spaces, utilize circle to build trust, address unsafe and identify safe places on school property).
- Engage with students to discover "what being safe at school" means to them.
- Well Being Symposium

throughout the year with staff support and guidance.

- Students experience a wide variety of choice inside the building for extracurricular activities (Diversity Council, GSA/QSA, Chess Club, Music Club, Student Well-Being Action Team and more)
- Empower students, families, and staff from diverse backgrounds to participate in decision-making processes and working collaboratively with leadership teams. Recognizing that cultural responsiveness requires leadership to recognize the unique ways in which students, families and staff engage with educators.

Professional Learning

- Develop an understanding of school connectedness, so that we can successfully move forward with our belonging goals.
- Engage in and develop an understanding of how to embed the CBE Holistic Life-Long Learning Framework into task-design so students feel connected to what, and where, they are learning.
- Well Being Framework

Structures and Processes

- The Principal's Listening Circle
- Collaborative response team structures
- Intramural activities, and student clubs
- Monthly grade and school assemblies
- Friday collaborative planning structures
- Homeroom time dedicated to wellness
- SEL Support (Lead Teacher)

Resources

- CBE Student Well-Being Framework
- CBE Student Well-Being Framework Companion Guide
- *The Successful Middle School: This We Believe* by Penny A. Bishop and Lisa M. Harrison
- Holistic Life-Long Learning Framework
- .5 fte Well Being Lead Teacher.

School Development Plan – Data Story

2024-25 SDP GOAL ONE: Student 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.
- 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.



2024-25 SDP 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.

