



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:

We have used data from the Numeracy Provincial screeners as well as reading and numeracy report card indicators to guide our planning for the upcoming academic year. This data-driven approach helps us identify trends, address learning gaps, and better meet the needs of our students. As part of our literacy and numeracy provincial screener data, 53% and 38% of our at-risk learners (respectively) are English and an Additional Language (EAL) learners. Please note: Students receiving Individual Program Plan (IPP), Adapted Programming (ADP), or No Evaluation Recorded (NER) are included in the at-risk category.

Provincial Universal Screeners Results

	% of Students At-Risk on the 2024 Pre-Test	% of Students At-Risk on the 2024 Post-Test		
Numeracy: Grades 1-3	25%	17%		
Report Card Data				
Understands and applies concepts	Indicator 1/ EAL / IPP / NER / ADP	Indicator 2	Indicator 3	Indicator 4

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

- 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

related to number and patterns (algebra).				
Gr. 1-5 Average	9%	26%	38%	27%
Writes to express information and ideas.	Indicator 1/ EAL / IPP / NER / ADP	Indicator 2	Indicator 3	Indicator 4
Gr. 1-5 Average	24%	30%	36%	10%

WELL-BEING:

Within the Alberta Education Assurance Measures Results Report, we saw a 13% reduction in student agreement that their learning environments are welcoming, caring, respectful and safe. 81% of students report they feel welcomed at school and 63% report that they feel included at school. Notably, 53% of students report they feel most students follow the rules at school and 63% feel that students respect each other at school. This result is further supported by the perception data from the CBE Student Survey and OurSCHOOL Survey questions below:

CBE and OurSCHOOL Student Surveys**Regulation / Connectedness / Belonging**

I talk to my caregivers, friends, classmates, and / or teachers about how I feel.	65%
I have a hard time staying focused on a task, even when the task changes	54%
I feel accepted by my peers.	64%
I am able to remain calm, even when things don't go my way.	55%
I am able to control my temper.	58%

TRUTH & RECONCILIATION, DIVERSITY, AND INCLUSION:

We respect and celebrate diversity by being intentional in our approach in creating safe, caring and welcoming learning environments where all students can thrive in their learning and our demographic data represents a highly diverse student population. With 40 different languages being spoken at Northern Lights School, 39% of our students are identified as English as an Additional Language (EAL) learners. 41% of these learners are working at a beginning Language Proficiency of Level One or Two (LP1 or LP2). Additionally, 5% of our students self-identify as Indigenous and 53% of our students have identified Special Education needs.

CBE and OurSCHOOL Student Surveys**Diversity & Inclusion**

I see my culture reflected in my school.	56%
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Attendance Data for Students with a 10-19% Rate of Absenteeism

All students	29%
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Attendance Data for Students with a 20-50% Rate of Absenteeism

All students	16%
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School Development Plan – Year 1 of 3

School Goal:

Student achievement in literacy and numeracy learning will improve through inclusive teaching practices that reflect and celebrate diverse cultures and identities.

Outcome:

Students will improve their writing skills through targeted and differentiated instructional strategies.

Outcome:

Students will improve their understanding and application of number concepts through targeted and differentiated instructional strategies.

Outcome Measures

- Provincial Numeracy Assessments
- Report Card Data for “Writes to express information and ideas” and “Understands and applies concepts related to number and patterns (and algebra)”
- Teacher perception data related to designing instruction to meet each student’s next steps in learning through the application of targeted and differentiated instructional strategies

Data for Monitoring Progress

- Ongoing formative assessments to evaluate student progress
- School wide independent writing sample mid-year and end of year to provide formative information about individual next steps
- Teacher perception survey related to their confidence and proficiency implementing identified instructional strategies and assessments in writing and numeracy

Learning Excellence Actions

- Provide differentiated instruction based on each student’s personal next steps through flexible groupings
- Build, share and use exemplars (and non-examples) / rubrics / success criteria with students
- Utilize high-impact strategies to explicitly teach KUSPs from the Alberta ELAL and Math Curriculum

Well-Being Actions

- Explicitly teach Social Emotional Learning to model / increase growth-mindsets in relation to writing and math
- Provide repeated opportunities for learners to practice and consolidate literacy and math skills and knowledge
- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and reflection

Truth & Reconciliation, Diversity and Inclusion Actions

- Provide students the opportunity to communicate their learning in a variety of ways (orally, pictorially, concretely, in their own language...)
- Ensure student voices are heard and honored during lessons and tasks by providing interactive writing tasks and designing tasks that intentionally activate the spirit, heart, body, and mind
- Activate prior knowledge and pre-teach new vocabulary




Professional Learning

- The Writing Rope by J. Sedita and MathUP to build inclusive writing and math practices / structures to support all students
- High impact math and literacy strategies (Literacy and Math Frameworks)
- Instructional coaching for inclusion

Structures and Processes
School-based

- Writing and Numeracy Whole Grade Calibration
- Collaborative planning time
- Structured Professional Learning Communities (inclusion, literacy, numeracy, diversity)

Classroom-based:

- Common assessments developed by grade teams with clear assessment criteria
- Structured Literacy (writing, word work, phonemic awareness)
- Small flexible groups for systematic and explicit instruction in writing and numeracy for each student based on their personal next steps in learning

Resources

- CBE Scope and Sequence documents
- CBE's Grades 4-12 Reading Assessment Decision Tree
- Sound Walls, Words Their Way, Word Study Phonics, Morpheme Magic, Word Connections, Vocabulary and Spelling resources





School Development Plan – Year 1 of 3

School Goal

Students' feelings of being safe, welcomed and cared for at school will improve.

Outcome

Students will build respectful and trusting relationships to improve their sense of belonging within the school community (peer to peer, staff to student, student to community).

Outcome (Optional)

Students will learn and utilize personal self-regulation strategies to support their well-being.

Outcome Measures

- AEAMs survey
- CBE survey
- OurSCHOOL survey
- School created survey for Grades 2-3 to mirror content asked to Grades 4-5 via the CBE and Our SCHOOL surveys

Data for Monitoring Progress

- Teacher and student reflection check-ins
- Pre and post surveys for staff and students throughout the year
- Targeted SEL lesson exit slips

Learning Excellence Actions

- Utilize texts that highlight diverse persons and the Social Emotional Learning (SEL) competencies
- Engage in reading and writing tasks to deepen students' understanding of the SEL competencies
- Teach students how to identify emotions before implementing strategies to regulate

Well-Being Actions

- Utilize the Zones of Regulation program school wide
- Create welcoming, caring, respectful and safe spaces utilizing circle practices
- Encourage and support students to engage in extra-curricular clubs

Truth & Reconciliation, Diversity and Inclusion Actions

- Create Northern Lights TRC and Diversity committees to build an understanding, recognition and celebration of significant dates within our diverse community
- Professional learning for equity, diversity, inclusion, culturally responsive pedagogy and collaborative school environments
- Intentionally design tasks / select supporting culturally responsive resources




Professional Learning

- Staff led sessions focused on culturally responsive practices, Indigenous ways of being, belonging, doing and knowing, and best practices for supporting EAL learners
- Comprehensive Crisis Intervention training / Therapeutic Crisis Intervention training
- Diversity and Learning Professional Learning Series and Module Videos (D2L)

Structures and Processes

- Cultivate meaningful connections with families through volunteer opportunities, celebrations, and school-wide events
- Professional Learning Community (PLC) and collaborative team meetings focused on implementing culturally responsive practices
- Admin Team meetings to develop action plans that address gaps in knowledge and skills related to diversity and inclusion

Resources

- Collaborative Response by K. Hewson
- Cultivating a Classroom of Calm: How to Promote Student Engagement and Self-Regulation by Meredith McNerney
- Calmer Classrooms: A Guide to Working with Traumatized Children
- CBE Indigenous Education Holistic Lifelong Learning Framework

