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Calgary Board of Education

Northern Lights School
711 Coventry Drive NE, Calgary, AB T3K 4C6 t | 403-817-3444 e | northernlights@cbe.ab.ca

School Improvement Results Reporting | For the 2025-26 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 2026-27 School Year p. 209).
This report includes results relative to the goals and outcomes set in the 2025-26 School Development Plan and the school's Assurance Survey results.

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

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: Student achievement in literacy and numeracy learning will improve through inclusive teaching practices that reflect and celebrate diverse cultures and identities.
Outcome One: Students will improve their writing skills through targeted, differentiated instruction using high impact strategies based on fair and equitable assessment practices.
Outcome Two: Students will improve their application of number concepts through targeted, differentiated instruction in math problem solving skills based on fair and equitable assessment practices.

Celebrations

- Students across all grades strengthened their writing skills, demonstrating an 18 to 25 percentage point improvement in the areas of organization, ideas, and word choice as measured by the K-5 HLAT writing assessment.
- More students achieved proficiency in writing. Report card data for the outcome *"Writes to express information and ideas"* showed a 2.3 percentage point increase in students achieving a proficiency level of 3 or 4. Growth was even more pronounced for specific student groups, with a 5.4 percentage point increase for English as an Additional Language (EAL) learners and a 5.6 percentage point increase for First Nations, Métis, and Inuit (FNMI) students.
- Students in Grades 1-3 demonstrated improved foundational numeracy skills**.** Pre- and post-screening data showed a 3-percentage point decrease in the number of students identified as at risk in numeracy.
- More students achieved high levels of numeracy proficiency. Report card data indicated a 3-percentage point increase in students achieving a proficiency level of 4, with English as an Additional Language (EAL) learners demonstrating a 3.6 percentage point increase.

Areas for Growth

- Ensuring every student experiences success in writing and numeracy through inclusive, responsive, and personalized instruction and assessment practices that reflect current research and evidence-based approaches.
- Supporting all students to become confident and effective writers by strengthening their ability to express information and ideas, with a particular focus on conventions and sentence structure. This work is informed by June 2026 report card data, which indicates that 29% of students are not yet meeting grade-level expectations in “Writes to Express Information and Ideas,” and school assessment data showing conventions (28% at proficiency level 1) and sentence structure (27% at proficiency level 1) as key areas for growth.
- Building number sense and conceptual understanding so that all students develop the numeracy skills needed for future success. This focus is informed by Provincial Numeracy Screener data indicating that 21% of students remain at risk and June 2026 report card data showing that 13.7% of students are not yet meeting grade-level expectations in numeracy.

Next Steps

- Strengthen inclusive writing and numeracy instruction through differentiated teaching, flexible groupings, and targeted support that responds to each students’ identified learning needs.
- Implement research-informed, Alberta Curriculum-aligned instructional practices to build students’ understanding, skills, and achievement in writing and numeracy.
- Establish consistent assessment and calibration practices to accurately monitor student growth, analyze achievement data, and inform responsive instructional decision-making.

Goal Two: Students' feelings of being safe, welcomed and cared for at school will improve.
Outcome One: 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 Two: Students will learn and utilize personal self-regulation strategies to support their well-being.

Celebrations

- Students report a stronger sense of belonging, feeling welcomed, and positive peer relationships. Alberta Education and Childcare Assurance Measures survey results showed increases in belonging (11 percentage points), feeling welcome (20 percentage points), being treated well by peers (15 percentage points), and students caring for one another (20 percentage points) from the previous year.
- Students report stronger connections with peers and staff, with more students indicating they can talk to friends, classmates, and teachers about how they feel. The CBE Student Survey showed a 7-percentage point increase in this area from the previous year.
- Students in Grades 2 and 3 continue to report positive experiences at school, with an average of 92% agreement across indicators related to belonging, safety, acceptance, and access to adult support, as indicated by the 2025-2026 Grade Two and Three School Student Survey.

Areas for Growth

- Support students in developing confidence, resilience, and emotional well-being when experiencing anxiety, worry, and stress as the OurSCHOOL Survey indicated a five-percentage-point increase in students reporting feelings of anxiety in comparison to the previous year.
- Increase students' self-regulation skills and overall well-being so they can fully participate in a welcoming, safe, and caring learning as the OurSCHOOL Survey indicated a 4-percentage-point decrease in students reporting positive self-regulation and a 10-percentage-point decrease in students reporting positive general health in comparison to the previous year.
- Ensure students can effectively manage emotions, remain calm during challenges, and respond positively to difficult situations as the 2025-2026 Alberta Education Assurance Measures Survey indicated that only 58% of students reported being able to control their temper and 61% reported being able to remain calm when challenges arise.

Next Steps

- Expand and consistently implement school-wide self-regulation supports by building the use of common language, classroom calm spaces, regulation toolkits, regulation cards, and targeted interventions to ensure students have equitable access to strategies and environments that support emotional regulation and readiness for learning.
- Strengthen student ownership and accountability through restorative practices by actively involving students in identifying the impact of their actions, setting personal goals, and developing meaningful restorative actions as part of the problem-solving process.
- Deepen students' understanding and application of self-regulation strategies by explicitly teaching the Cycle of Dysregulation, the Zones of Regulation, and the Indigenous Holistic Lifelong Learning Framework, enabling students to recognize their emotional states and independently select effective strategies to support their well-being, learning, and interactions throughout the school day.

Our Data Story:

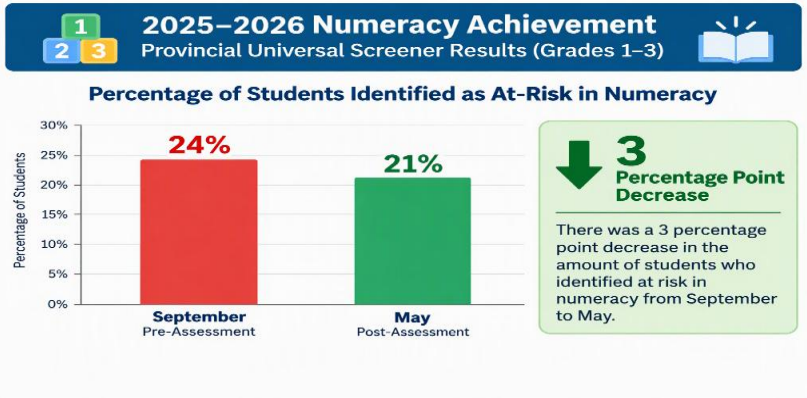
The 2025-26 School Development Plan at Northern Lights School focused on improving literacy and numeracy while strengthening students' sense of safety, belonging, and well-being. School-based data indicated that students would benefit from targeted and differentiated instructional strategies to enhance writing skills and deepen their understanding and application of number concepts. To address these priorities, Professional Learning centered on the implementation of evidence-informed practices identified in the CBE Literacy and Mathematics Frameworks, the Self-Regulated Strategy Development (SRSD) writing framework, and strategic English as an Additional Language (EAL) Professional Learning.

Analysis of student work revealed that when teachers used common success criteria and calibrated assessment practices, they were better able to identify specific next steps for learners. This allowed instruction to become more targeted and responsive, particularly for EAL learners and students requiring additional support. Collaborative examination of student writing samples also highlighted that higher-order traits such as organization, ideas, and word choice responded positively to explicit instruction, while conventions and sentence structure remained areas requiring further attention. Student data also highlighted the importance of fostering respectful and trusting relationships within the school community and strengthening students' self-regulation skills. A strong sense of belonging and the ability to self-regulate are foundational to student learning, well-being, and lifelong success.

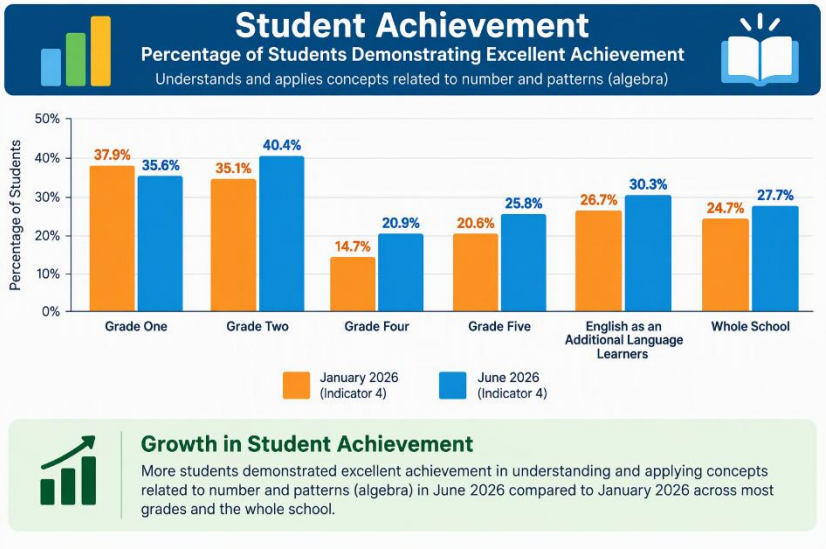
Teachers collaborated through Professional Learning Communities and grade-level planning time to develop common assessment practices, calibrate assessment criteria, and analyze student work in writing and numeracy. This collaborative work informed differentiated instruction and flexible grouping practices tailored to meet diverse student learning needs. Professional learning focused on the Science of Writing and high-impact instructional strategies across the writing strands further enhanced teachers' ability to analyze student work, identify specific learning needs, and determine responsive next steps in teaching and learning, as reflected in Teacher Perception Form data.

In addition, students were explicitly taught to recognize and understand their emotions while developing self-regulation strategies that support positive interactions and meaningful connections with others. These efforts fostered a stronger sense of belonging within the school community and were reinforced through the consistent use of common regulation language, classroom regulation toolkits, designated calming spaces in every classroom, and regular opportunities for structured regulation breaks to support emotional and behavioural well-being.

By the end of the year, measurable growth in numeracy and writing was evident within the following areas:



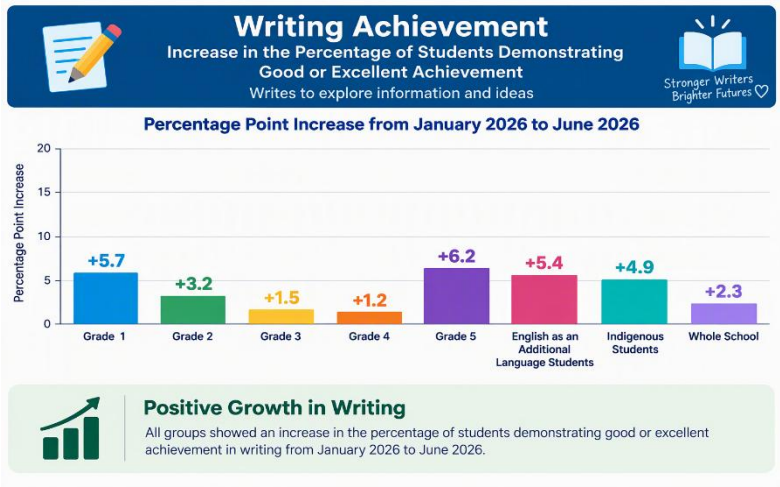
Provincial Universal Numeracy Screeners for Grades 1-3 demonstrated a 3-percentage-point decrease in the proportion of students identified at risk in comparison to the previous year.



Numeracy report card data for ‘Understands and applies concepts related to number and patterns’ indicates growth in the percentage of students achieving a proficiency indicator of 4 with a 3-percentage point increase overall and specifically in grade 2 (5-percentage point increase), grade four (6-percentage point increase) grade five (5-percentage point increase), as well as English as a Second Language Learners (3.6-percentage point increase), in comparison to the previous year.



Analysis of School wide writing samples (January 2026 and June 2026) demonstrated students in Grades 1-5 demonstrated meaningful growth in higher order writing skills specifically in Organization, Word Choice and Ideas ranging from 18 percentage points to 25 percentage points across grade levels.

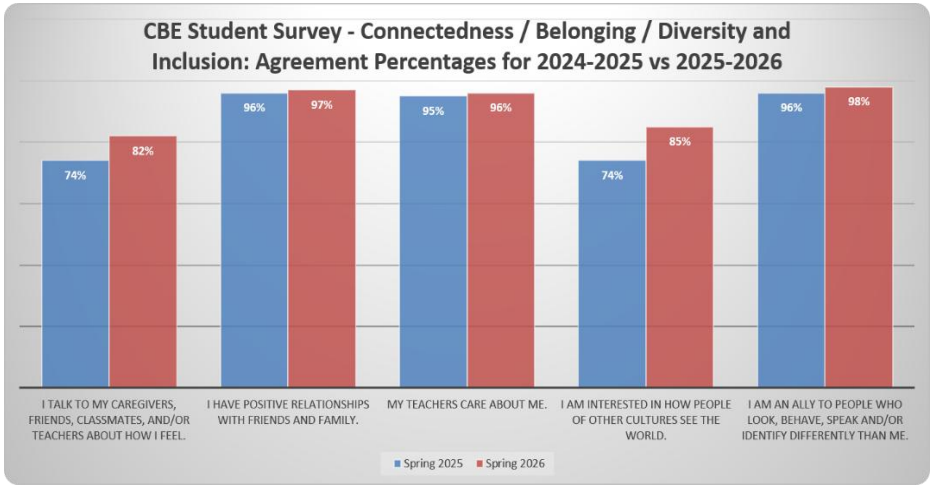


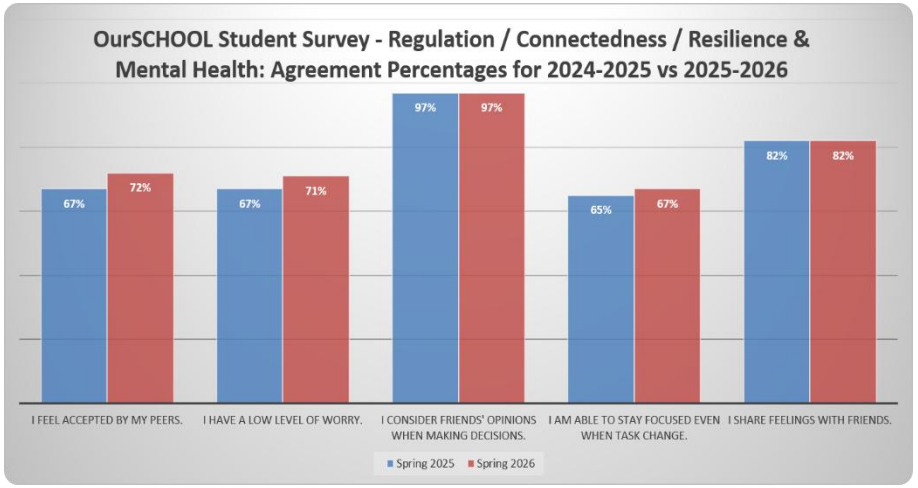
English Language Arts and Literature report card data for 'Writes to explore information and ideas' highlights an increase from January 2026 to June 2026 in the percentage of students achieving a proficiency indicator of 3 or 4 (2.3% increase) with Grade One students demonstrating 5.7-percentage point increase, Grade two students demonstrating a 3.3 percentage point increase, grade five students demonstrating a 6.2-percentage point increase, English as an Additional Language learners demonstrating a 5.4-percentage point increase and Indigenous students demonstrating a 5.6-percentage point increase.

An effective strategy for improving student achievement and well-being is strengthening relationships within the school community. Recent Canadian research from the Human Early Learning Partnership at the University of British Columbia found that students who feel connected to their school, peers, and supportive adults are more likely to thrive, reinforcing the importance of fostering a strong sense of belonging as a foundation for learning and well-being. [earlylearning.ubc.ca]

Student well-being survey data from 2024-2025 to 2025-2026 indicates notable positive growth across several measures. Students' sense of belonging increased by 11-percentage points, perceptions of safety increased by four percentage points, reports of being treated well by peers increased by 15-percentage points, and perceptions that students care for one another increased by 20-percentage points as indicated by the Alberta Education Assurance Survey. The Alberta Education Assurance Survey results further demonstrate that strong relationships with trusted adults remain a significant strength, with 96% of students reporting that their teachers care about them. While relationship-focused practices contributed to substantial improvements in students' sense of belonging and connection, survey results indicate that positive relationships alone do not fully address students' ability to manage emotions during challenging situations.

Additional information can be found within the perception data from the CBE Student Survey and OurSCHOOL Survey data graphs below:





Grade 4 students completed the Alberta Education Assurance Measures Survey. Comparison of the 2025 and 2026 perception data indicates significant improvement across several measures related to students' experiences of a safe, caring, and welcoming school environment. The percentage of students who reported feeling safe at school increased from 77% to 90%, while those who reported feeling welcomed at school increased from 70% to 89%. Students who indicated that their peers treat them well increased from 62% to 78%, and the percentage of students who reported that students at Northern Lights School care about one another increased from 62% to 82%. These results demonstrate meaningful progress in students' experiences of a safe, caring, welcoming, and inclusive learning environment while also providing direction for continued improvement efforts.

Although these results reflect a positive and supportive school culture, students continue to identify self-regulation as an area for growth. Survey data indicate ongoing challenges with remaining calm and managing emotions, highlighting the need for continued instruction and support in developing self-regulation skills. Overall, the findings suggest that relationship-centered practices, inclusive learning environments, and responsive student supports are contributing positively to student well-being while also identifying clear next steps to further strengthen students' self-regulation and overall success.

Insights and Next Steps

Although students demonstrated considerable growth in higher-order writing skills, analysis of writing samples identified conventions and sentence structure as persistent areas requiring further development. Collaborative examination of student work revealed that explicit instruction in idea development, organization, and word choice supported measurable growth; however, students continued to experience challenges applying conventions and constructing increasingly complex sentences independently. These findings highlight the importance of balancing instruction in composition skills with targeted teaching of foundational writing conventions. Teachers engaged in a collective effort to strengthen both literacy and numeracy instruction through collaborative planning, calibration of assessment practices, and responsive instructional decision-making. As a result, meaningful improvements were observed across the school, with an increasing number of students demonstrating excellent achievement of grade-level expectations.

Positive progress was also evident among English as an Additional Language (EAL) learners. Results indicate that an increasing number of students are accessing and demonstrating grade-level writing outcomes, suggesting that intentional instructional practices and increased opportunities for language development are contributing positively to student success. Analysis of student achievement data further reinforced the importance of providing multiple entry points for learning, clear success criteria, and timely feedback to support language acquisition and academic achievement. Moving forward, a key area of focus will be strengthening the consistent implementation of high-impact instructional strategies informed by fair, equitable, and responsive assessment practices to ensure all learners continue to experience success.

Within the school's well-being goal, growth was observed in students' use of self-regulation strategies; however, self-regulation remains an ongoing area for development. While 58% of students reported that they can control their temper and 61% indicated they can remain calm when things do not go their way, these results suggest that many students continue to require support in applying self-regulation skills during moments of challenge or frustration. The data indicates that positive relationships and a strong sense of belonging alone are not sufficient to ensure students can consistently manage emotions in a variety of settings. These findings reinforce the need for continued explicit teaching, modelling, and practice of self-regulation strategies throughout the school day, including both instructional and unstructured times such as recess. In addition, peer acceptance remains an important area for growth, with 72% of students reporting that they feel accepted by their peers, highlighting the continued need to foster inclusive environments where all students feel valued, connected, and supported.

Looking ahead, Northern Lights School will continue its commitment to inclusive teaching practices that promote learning excellence, student well-being, and a strong sense of belonging. Building on the learning from this year's improvement efforts, teachers will focus on using assessment evidence to identify individual next steps and implement high-impact, differentiated instructional strategies that strengthen writing achievement, deepen understanding of number concepts, and support language development. Professional learning will continue to emphasize fair and equitable assessment practices, responsive instruction, and collaborative

examination of student learning to ensure instructional decisions are informed by evidence. At the same time, staff will continue prioritizing relationship building, inclusive learning environments, and the explicit teaching of personalized self-regulation strategies that help students navigate both academic and social challenges. Central to this work will be the use of actionable feedback that empowers students to understand their strengths, identify areas for growth, and take ownership of their learning. By sustaining this integrated focus on achievement and well-being, Northern Lights School will continue creating the conditions for every student to develop as a confident learner, capable writer and mathematician, and valued member of the school community.

Required Alberta Education and Childcare Assurance Measures (AECAM)
Overall Summary - Fall 2026

The Alberta Education and Childcare 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 and Childcare Assurance Survey measures:
  - Citizenship
  - Student Learning Engagement
  - Education Quality
  -
  - Welcoming, Caring, Respectful and Safe Learning Environment
  - Access to Supports and Services
  - Parent Involvement

Assurance Domain	Measure	Northern Lights 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	**84.3**	83.9	85.8	**84.2**	83.9	84.0	Intermediate	Maintained	Acceptable
	Citizenship	**87.9**	79.3	83.1	**81.2**	79.8	79.8	Very High	Improved	Excellent
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**n/a**	n/a	n/a	**n/a**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**n/a**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**n/a**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**n/a**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**91.3**	86.8	91.1	**87.8**	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**92.0**	78.5	86.7	**85.8**	84.4	84.4	Very High	Improved	Excellent
	Access to Supports and Services	**81.6**	70.3	79.4	**79.5**	80.1	80.2	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	**81.1**	71.3	77.3	**79.9**	80.0	79.5	High	Maintained	Good