



Northern Lights 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 supports 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:

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, differentiated instruction using high impact strategies based on fair and equitable assessment practices.

Outcome:

Students will improve their application of number concepts through targeted, differentiated instruction in math problem solving skills based on fair and equitable assessment practices.

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)”
- K- 5 HLAT writing assessment data

Data for Monitoring Progress

- Ongoing formative assessments to evaluate student progress
- School wide independent writing sample mid-year to provide formative information about individual next steps
- Teacher perception data related to their growth and confidence in using fair, equitable and inclusive math and writing assessment practices to guide teaching, monitor student progress and measure student achievement

Learning Excellence Actions

- Provide differentiated instruction based on each student's personal next steps as identified through assessment practices
- Utilize high-impact strategies / exemplars, non-examples, rubrics, success criteria, to explicitly teach KUSPs from the

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 during assessment (orally, pictorially, concretely, in their own language...)
- Ensure student voices are heard and honored during lessons and tasks by providing interactive writing tasks and math problem solving tasks





- Alberta ELAL and Math Curriculum
- Calibration conversations using the CBE's Math and ELAL rubrics to monitor growth and measure student achievement

- Designing tasks and assessments that intentionally activate the spirit, heart, body, and mind

Professional Learning

- CBE's Math and ELAL Rubrics
- The Writing Rope by J. Sedita and MathUP to build inclusive writing and math practices and assessments
- High impact math and writing strategies (Literacy and Math Frameworks)
- Instructional coaching for inclusion

Structures and Processes
School-based

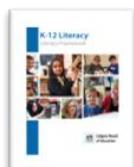
- Writing and Numeracy Whole Grade Calibration guided by established CBE rubrics
- Collaborative planning time
- Structured Professional Learning Communities (inclusion, literacy, numeracy, diversity)

Classroom-based:

- Common assessments developed by grade teams with clear assessment criteria
- Structured Literacy teaching (reading, writing, word work, phonemic awareness)
- Using formative assessments to create 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 K-5
- CBE's Grades 4-12 Reading Assessment Decision Tree
- CBE ELAL and Math Rubrics
- CBE Literacy and Math Frameworks





School Development Plan – Year 2 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 Two and Three to mirror content asked to Grades Four and Five via the CBE and Our SCHOOL surveys

Data for Monitoring Progress

- Teacher & 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 people 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 and designated calming areas/toolkits in each classroom
- Involve students in identifying their actions and setting goals during the problem-solving process

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, and inclusion, as well as culturally responsive pedagogy and collaborative school environments
- Intentionally design tasks/select supporting culturally responsive resources





Professional Learning

- Staff sessions focused on culturally responsive practices, Indigenous ways of being, belonging, doing and knowing, and best practices for supporting EAL learners
- Learning focussed on the Cycle of Dysregulation and high impact strategies for supporting each stage

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 supporting student regulation
- Administrative team meetings to analyze data and develop action plans that address identified trends in student self-regulation

Resources

- Zones of Regulation resources
- CBE Student Well-Being Framework, Companion guide and Planning Tool
- CBE Diversity and Inclusion resources
- CBE Indigenous Education Holistic Lifelong Learning Framework





School Development Plan – Data Story

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 and differentiated instructional strategies.

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

Celebrations

- Students achieving excellent achievement (report card indicator 4) of grade level expectations in writing increased by four-percentage points from January 2025 to June 2025.
- Small group systematic instruction in writing and math to meet students' personal next steps in learning increased by 30-percentage points based on pre- and post-teacher perception surveys.
- Numeracy: Grades One, Two and Three pre-screener and post-screener indicate a five-percentage point decrease of students in the at-risk category.

Areas for Growth

- Meeting the diverse learning needs of each student by providing inclusive, personalized instruction and assessments in writing and numeracy, rooted in current evidence and research
- Improving student conceptual understanding of number to support numeracy development, as 17% of our students are still at risk as indicated by the Provincial Numeracy Screeners and 20% of our students are achieving a basic level of understanding as indicated on our June 2025 report cards

Next Steps

- Strengthen differentiated instruction based on each student's personal next steps, as identified through formative assessment practices
- Continue to co-create, share and use exemplars, non-examples, rubrics, and success criteria with students and provide responsive and actionable feedback for next steps
- Engage in calibration conversations using the CBE's Math and ELAL rubrics to monitor growth and measure student achievement.





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

- The number of students who report they talk to their caregivers, friends, classmates, and teachers about how they feel improved by 10-percentage points on the CBE Student Survey from 2023-2024 to 2024-2025 school year.
- Students who reported the school addresses racism and discrimination when it occurs increased by one-percentage point on the CBE Student Survey from the previous school year results.
- The number of students who see their culture reflected at Northern Lights School increased by 12-percentage points on the CBE Student Survey from the previous school year results.
- Students who feel they can stay calm at school, even when things do not go their way, increased by seven-percentage points on the OurSCHOOL Survey from 2024 to 2025.

Areas for Growth

- Increasing the sense of belonging for each student in our diverse learning community within Northern Lights School to create a more welcoming, safe and caring school environment for all. This area for growth is based on the Alberta Education Assurance Measures Surveys from 2024 and 2025 (given to the grade four population) which showed:
 - a 13-percentage point decrease in students reporting they feel safe at school
 - a 15-percentage point decrease in students reporting they feel welcomed at school
 - Nine-percentage point decrease in students reporting other students treat them well.
- Ensuring the intentional teaching of self-regulation strategies to support the well-being of our students. This is based on the one percentage point increase in students reporting they can control their temper at school on the OurSCHOOL Survey

Next Steps

- Design calming areas / toolkits in each classroom to provide student opportunities for self-regulation within the classroom environment
- Involve students in identifying their personal actions and setting personal goals during the problem-solving process
- Strengthen students' understanding of the Cycle of Dysregulation and effective strategies that work for them during learning and outside at recess

