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Calgary Board of Education

Northern Lights School
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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 2026-27 School Year p. 212-213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2025-26 School Development Plan for Year Two and the school's Alberta Education and Childcare 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 2025-26 School year, please refer to the 2025-26 School Improvement Results Report on our school website.

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
Students who self-identify as Indigenous experience improved well-being and achievement






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School Development Plan – Year 3 of 3

School Goal:
Student achievement in literacy and number sense 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 sense 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)"
- School-based writing data assessing student achievement based on the components of writing (December and June)

Data for Monitoring Progress Ongoing formative assessments to evaluate student progress in numeracy and writing
- Teacher perception survey related to teacher confidence, growth 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, and success criteria resources to support students
- Utilize high-impact strategies to explicitly teach and support KUSPs from the Alberta ELAL Curriculum (focused on conventions and sentence structure) and the Alberta Mathematics Curriculum (focused on number concepts).

Well-Being Actions
- Explicitly teach Social Emotional Learning strategies to increase growth mindsets and build student resilience in writing and math
- Provide repeated opportunities for learners to practice and consolidate knowledge, understanding, skills and processes to support personal success
- Activate students as owners of their own learning by providing voice and choice and by engaging them in goal setting, self-assessment, and reflection

Truth & Reconciliation Actions
Northern Lights School TRC Commitment to Action
- Acknowledge different ways of knowing and doing by providing 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 learning and assessment
- Design writing and math tasks that intentionally activate the spirit, heart, body and mind






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Professional Learning

- Mathematics, ELAL and EAL School- based and system Professional Learning focused on inclusive numeracy and writing practices, aligned instructional structures, and cohesive assessment approaches that leverage high-impact strategies
- Professional Learning focused on high impact strategies to promote a growth mindset and goal setting during Math and Writing tasks for all students
- Targeted instructional coaching in Writing and Mathematics

Structures and Processes

- Explicitly teach Social Emotional Learning strategies to increase growth-mindsets and build student resilience in writing and math
- Provide small group numeracy and writing instruction targeting personal next steps for each student
- Activate students as owners of their own learning by providing voice and choice and by engaging them in goal setting, self-assessment, and reflection

Resources

- SRSD resources
- Math Up and 8 Mathematics Teaching Practices (CBE resource)
- Words Their Way






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School Development Plan – Year 3 of 3

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

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

Outcome Measures
- AEAMs survey
- CBE survey
- School created survey for Grades 2-3 to mirror content asked to Grades 4-5 via the CBE survey

Data for Monitoring Progress
- Student Voice collected through high impact strategies: (Pulse Checks and Street Data Walks)
- Teacher and Student Perception Surveys
- ABC Behaviour tracking data

Learning Excellence Actions
- Create equitable, culturally responsive, and inclusive learning environments by identifying and responding to each student's unique strengths, identities, and learning needs to ensure every student experiences success and a sense of belonging
- Explicitly teach and consistently reinforce common school-wide language for emotional awareness, including recognizing emotions, setting goals, and applying self-regulation strategies, while providing regular opportunities for students to practice these skills
- Implement universal and targeted social-emotional learning supports using the Zones of Regulation and the Cycle of Dysregulation to develop students' ability to recognize, understand, and manage their emotions across a variety of learning and social contexts

Well-Being Actions
- Provide universal and targeted instruction to develop students' social skills while creating opportunities to apply these skills across learning and social environments
- Engage students in a restorative problem-solving process by supporting them to reflect on their actions, set personal goals, and collaborate in identifying actions that repair relationships and strengthen accountability
- Create welcoming, caring, respectful, and safe learning environments by intentionally gathering and acting on student voice to strengthen students' sense of agency, belonging, and connection within the school community

Truth & Reconciliation Actions
Northern Lights School TRC Commitment to Action
- Collect and act on student and family voice to understand and honour diverse ways of knowing, learning, communicating, and supporting wellbeing
- Teach students to understand their wellbeing using the Indigenous Lifelong Learning Framework






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Professional Learning

- Professional Learning for equity, diversity, inclusion, and culturally responsive pedagogy
- Whole staff Professional Learning using Comprehensive Crisis Intervention strategies, Cycle of Dysregulation and strategies from CASEL SEL resource
- Professional Learning focused on implementing the Indigenous Education Holistic Lifelong Learning Framework to understand and support student well-being

Structures and Processes

- School-based Student Support and Learning Team to target student regulation and proactively support teachers with classroom structures/processes that promote wellbeing
- Professional Learning Community (PLC) and collaborative team meetings focused on coordinating support, planning for regulation and targeted interventions
- Safe and supervised calming spaces to support regulation in each classroom as well as school-wide wellbeing cards for students to request a break or a quiet work area outside the classroom.
- Targeted social skills groups to provide explicit instruction in developing social skills and schoolwide clubs to provide students additional opportunities to develop these skills

Resources

- Zones of Regulation
- CASEL's SEL framework
- CBE Well-being Framework









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School Development Plan – Data Story

2025-26 SDP 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

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CBE 2024-27 Education Plan








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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 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.






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2025-26 SDP 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 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).
- 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.
- 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 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.
- Increase students' self-regulation skills and overall well-being so they can fully participate in a welcoming, safe, and caring learning environment 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.
- Ensure students can effectively manage emotions, remain calm during challenges, and respond positively to difficult situations as the 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.






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Next Steps

- Expand and consistently implement school-wide self-regulation supports by establishing 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.




