North Haven School

4922 North Drive Northwest, Calgary, AB T2K 2K2 t | 403-777-6620 e | northhaven@cbe.ab.ca

School Improvement Results Reporting | For the 2024-25 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 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

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 learning improves through fair and equitable assessment practices.

Outcome One: Academic success in reading will improve.

Celebrations

• **Foundational reading skills strengthened across most students assessed mid-year.**
On LeNS, the percentage of students **not at risk** increased from **63.2% in November** to **77.9% in January** (**+14.7 percentage points**). On CC3, the percentage **not at risk** increased from **68.9% to 73.5%** (**+4.6 percentage points**), reflecting improvement in decoding and word reading for students in Grade 1-3. In the spring assessment for Kindergarten, the LeNS data showed that 87% of students were not at risk.

• **Early literacy readiness is strong across young learners.**
PAST phonological awareness results showed that **64–68%** of assessed students in both Grade 1 and Kindergarten were **not at risk**, indicating solid readiness for early reading instruction.

• **Students demonstrated reading growth across changing classroom cohorts.**
Report card results for "Reads to explore and understand" show increases in **Basic, Good, and Excellent** indicators from Semester 1 to the Final Report in most grades, reflecting improved literacy proficiency across the school.

• **Teachers consistently used shared literacy assessments (LeNS, CC3, PAST, UFLI, Acadience Reading, 4-12 Reading Decision Tree)** and aligned these with the reading stem to guide instruction, strengthening the school's commitment to **fair and equitable assessment** across classrooms.

• **Collaborative planning and assessment tools** were developed across the school to create a cohesive understanding of scope and sequence of reading expectations and was developed with fair and equitable assessment across the grades.

Areas for Growth

• A **consistent group (20–30%)** of students remained **at risk** on LeNS, CC3, and PAST throughout the year, signaling ongoing needs in phonological awareness, phonics, and decoding.

• **High student mobility** significantly impacted cohort stability and baseline data.
North Haven draws students from **seven neighbourhoods** (North Haven, Upper North Haven, Livingston, Carrington, Lewisburg,

Lewiston, Keystone Hills) and serves as the **overflow school for three nearby schools**, meaning students enter and exit the school unpredictably throughout the year.

• **Population increases across the year required repeated assessment onboarding.**
As new students arrived from multiple intake neighbourhoods, teachers conducted ongoing initial literacy screening, resulting in different assessment group sizes at each checkpoint.

• **End-of-year data represent only the subgroup of students with ongoing needs**, not the whole cohort.
Because June LeNS/CC3 results reflect **only previously at-risk students who remained enrolled**, they cannot be used as full-cohort comparisons.

• Several grades continue to show a measurable proportion of students at **Not Meeting (Indicator 1)** on the reading stem, signaling the need for continued intervention and strengthened classroom reading routines.

Next Steps

• **Strengthen and formalize assessment cycles** (fall–winter–spring) so that all students—especially those entering mid-year—are screened and monitored consistently, despite mobility.

• **Implement mobility-aware data practices.**
Ensure literacy assessment data are transferred promptly for students moving in/out of the seven intake neighbourhoods and overflow pathways, supporting continuity of instruction.

• **Deepen targeted literacy instruction** using assessments such as LeNS, CC3, PAST, profiles to guide small-group reading instruction in phonological awareness, phonics, decoding, and application in connected text.

• **Continue staff calibration on reading expectations.**
Provide ongoing professional learning so teachers share a consistent understanding of CBE reading indicators (Not Meeting, Basic, Good, Excellent) and their alignment with literacy assessments.

• **Increase teamwork around data triangulation** (classroom tasks – product, conversation, observation), using Collaborative Response or PLC structures to monitor persistent needs and adjust instruction.

• **Monitor the at-risk subgroup closely** by conducting early (September–October) follow-up checks on the students reassessed in June.

Our Data Story:

North Haven School's literacy work this year unfolded alongside significant **mobility and population growth**. The school draws from **seven neighbourhoods**, serves as the **overflow for three schools**, and experiences continuous student movement throughout the year. As a result, teachers regularly conducted new literacy screenings while maintaining support for established students. This context is essential for understanding the patterns in the LeNS, CC3, and PAST results.

Across the fall and winter, most students assessed demonstrated strong foundational skills. **LeNS results showed a 14.7 percentage point increase** in students not at risk from November to January, while **CC3 improved by 4.6 percentage points**, reflecting strengthened decoding skills in the larger January cohort. **PAST data** showed similar strengths across both Grade 1 and Kindergarten groups, with roughly two-thirds not at risk in phonological awareness.

The **June literacy data reflects only the smaller subgroup of students who were previously identified as at risk and remained enrolled**. Between January 2025 and June 2025, the number of 'students at risk' was reduced again by 44 percentage points. These results show a clear and targeted approach to building early literacy skills at North Haven School. This aligns with equitable assessment practices by ensuring that students with persistent needs receive continued monitoring.

*These June results are not whole-cohort measures, but targeted reassessments, used to guide intervention and progress.
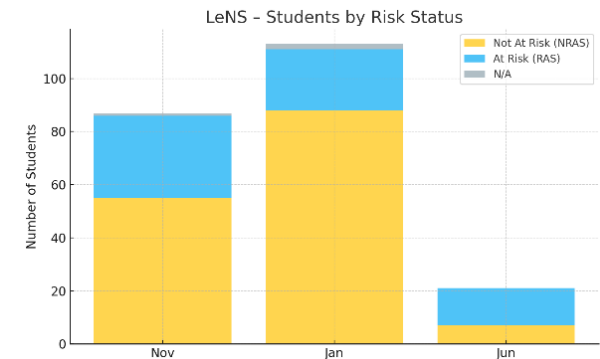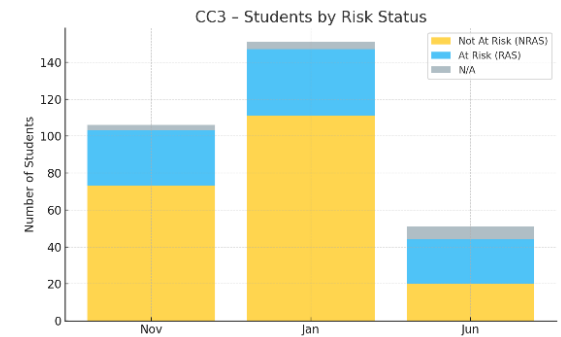
Report card data across Grades 2–6 showed **increases in Basic, Good, and Excellent** indicators for the reading stem *"Reads to explore and understand"*. Despite shifting class compositions, more students reached higher levels of proficiency by year end. The presence of students at **Indicator 1 (Not Meeting)** across grades reinforces the need for continued targeted support.

Overall, the literacy data show a school community working to ensure fairness and consistency in assessment despite significant population change. Teachers used multiple data sources (LeNS, CC3, PAST, report cards) to identify needs early and respond intentionally. This approach reflects North Haven's commitment to equitable reading practices, continuous monitoring, and supporting all students, especially those experiencing transitions across neighbourhoods and schools.
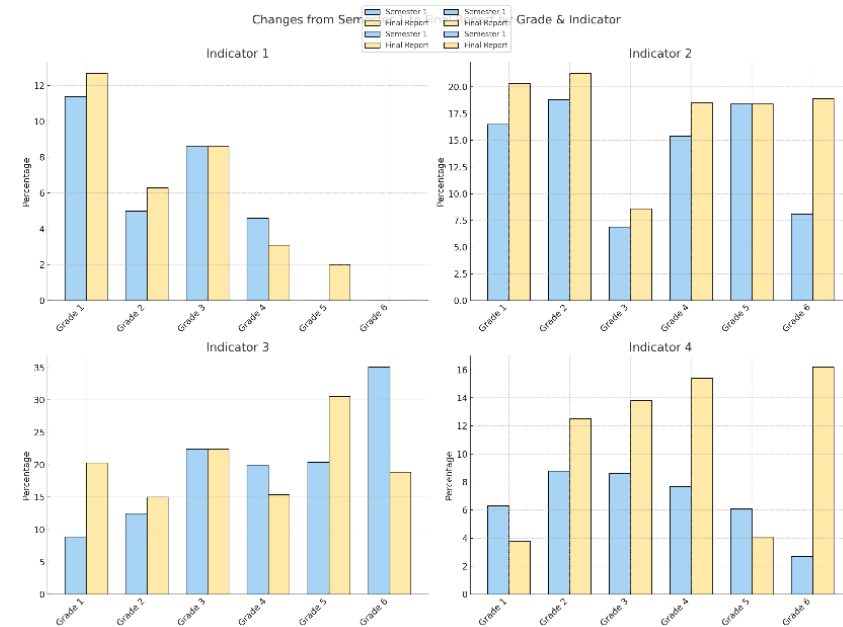
Goal Two: Students' citizenship will improve.

Outcome One: Students will demonstrate an understanding of respect for self, others, and place.

Celebrations

- **School wide data collection in Social-Emotional Learning Scope and Sequence (SEL) showed strong SEL growth** across the school between November and May regarding Self Awareness and Self-Management related to citizenship.
- **High student belonging:** 83–86% of students reported strong belonging, exceeding Canadian norms.
- **Strong cultural and community awareness:** 80–86% of students demonstrated understanding of their own and others' cultures.
- **Strong peer relationships:** 78–86% of students reported positive peer connections.
- **Safety above norms:** Students reported feeling safer than the Canadian average across all grade levels surveyed.

Areas for Growth

- **Within the school's wide SEL Scope and Sequence data collection one classroom showed an SEL decline**, indicating a need for targeted support.
- **Students report needing clearer expectations and more consistent routines** linked to respect, safety, and cooperation.
- When looking at the **Alberta Education Assurance Measures** (AEAM), Citizenship declined slightly (–0.3 percentage points) from the previous year and remains below the three-year average.

Next Steps

- **Implement consistent SEL instruction** across all classrooms using the CBE SEL Scope and Sequence.
- **Strengthen explicit instruction in co-regulation and self-regulation** using common language and routines.
- **Embed daily moments for emotional check-ins**, problem solving, and restorative practices.
- **Expand cross-grade relationship-building structures** to reinforce peer connection and belonging.
- **Increase opportunities for student voice** in shaping norms that reflect respect for self, others, and place.
- **Create opportunities for students** to see themselves in the SEL instruction and increase self-awareness of their actions and the implications of these actions.

Our Data Story:

North Haven School's citizenship and social-emotional learning (SEL) data reflect a learning community characterized by strong relationships, belonging, cultural awareness, and emotional safety. Importantly, these results must be understood within the unique context of North Haven's student population. The school draws students from **seven neighbourhoods** — North Haven, Upper North Haven, Livingston, Carrington, Lewisburg, Lewiston, and Keystone Hills — and serves as the **overflow school for three schools**. As a result, the school experiences **significant student mobility**, with many students entering and exiting throughout the year.

This movement creates ongoing shifts in class composition, heightens the need for relationship-building, and influences the baseline and post-intervention data available at different points in the year. Despite these dynamics, students demonstrated strong indicators of citizenship and social-emotional growth.

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - 3 Year Rolling Average

Government

**School: 9225 North Haven School**

Province: Alberta

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

| | North Haven School | | | | | | Alberta | | | | | |
	2021 - 2023 Avg		2022 - 2024 Avg		2023 - 2025 Avg		2021 - 2023 Avg		2022 - 2024 Avg		2023 - 2025 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	88	92.4	94	91.3	112	90.5	253,666	85.4	257,551	84.9	263,998	84.4
Parent	13	90.5	14	88.3	13	88.3	31,800	86.2	32,277	85.9	33,190	85.3
Student	66	92.8	70	90.6	87	87.6	190,207	77.2	193,478	76.5	198,148	75.8
Teacher	9	93.9	10	95.1	12	95.6	31,659	92.8	31,796	92.4	32,660	92.0

The Alberta Education Assurance Measures (AEAM) survey indicates North Haven school remains high in terms of having a welcoming, caring, respectful, and safe learning environment. Parents, student, and teacher scores remain higher than the average Alberta school.

OurSCHOOL survey results showed that **83–86% of students reported a strong sense of belonging**, significantly above Canadian norms (72–75%). **Positive peer relationships** ranged from 78–86%, and students reported **higher-than-average feelings of safety** at school across all grade levels surveyed. Cultural awareness was also a strength: **80% of students reported understanding their own culture**, and **85–86% reported understanding other cultures**, surpassing national averages. These findings point to a school environment where respect for self, others, and place is actively cultivated and experienced.
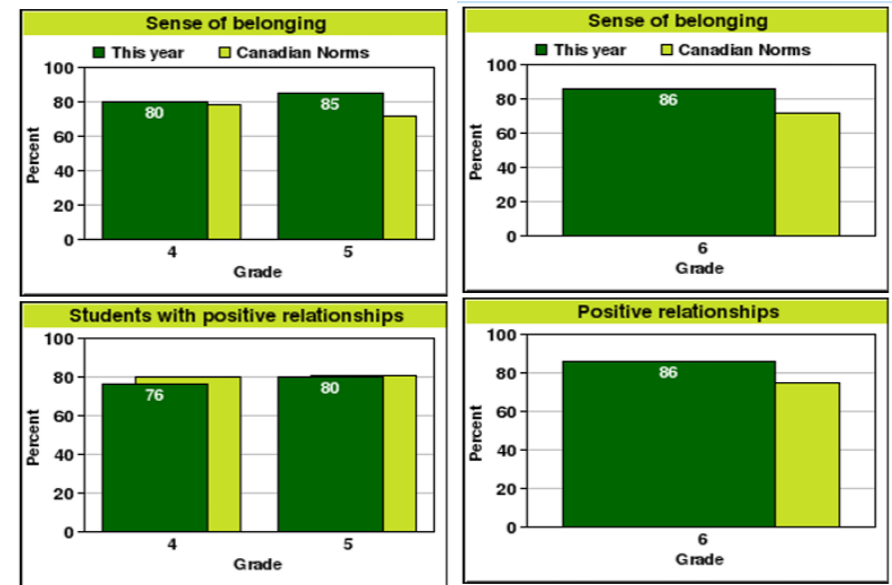
Over the school year, teachers monitored students social-emotional skills related to self-awareness and self-management. Results from this monitoring reinforce patterns in both the OurSchool survey and the Alberta Assurance surveys. **Between November and May students showed measurable growth in SEL skills**, where teachers identified how well a student was able to identify and make connections regarding self-awareness and self-management in relation to citizenship. Students showed growth in emotional identification, empathy, self-management, and relational problem solving. The overall SEL gains are particularly notable given that classrooms in September and classrooms in May often included **different groups of students.**
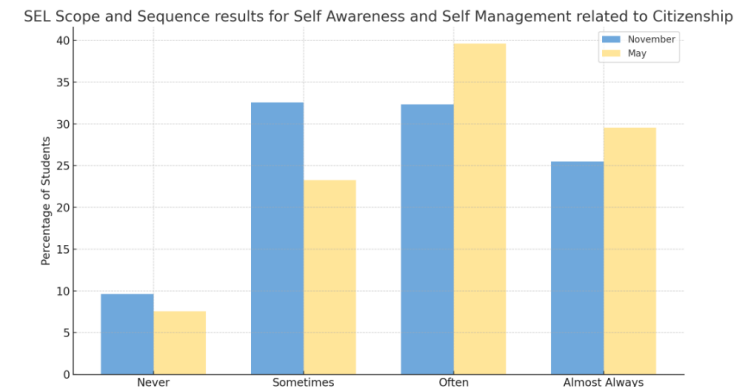
Taken together, the citizenship and SEL data illustrate that North Haven students are developing stronger self-awareness, improved emotional regulation, more supportive peer relationships, and greater intercultural understanding — all foundational aspects of citizenship. These improvements occurred despite the challenges of high mobility, demonstrating the strength of the school's structures and the staff's commitment to building a welcoming and respectful community.

The Alberta Education 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 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	North Haven 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	87.4	83.5	86.5	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	83.1	83.4	88.3	79.8	79.4	80.4	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.2	90.4	91.3	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.2	89.2	91.3	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	82.0	81.6	83.9	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	87.2	85.7	83.3	80.0	79.5	79.1	Very High	Maintained	Excellent