



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

North Haven 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 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

North Haven School has grown from 165 students in September 2023 to 261 students in 2024. With the increase in student population there has been an increase in staffing as well. North Haven now has students from North Haven, Upper North Haven, Carrington and Livingston communities.

Learning Excellence

Provincial Assessments:

LeNS (Letter Name and Sound)

20% of students in grades 1-3 who were considered "at risk" in September 2023 remained "at risk" in May 2024; 80% of the students "at risk" were no longer in this category.

CC3 (The Castles and Coltheart Reading Test 3)

65% of students in grade 1-3 who were considered "at risk" in September 2023 remained "at risk" in May 2024; 35% of students "at risk" were no longer in this category.

This data suggests that many "at risk" students developed the basic letter and sound knowledge required to begin reading. Most students "at risk" in September for sight word reading (CC3) did not move out of this category, indicating a focus on spaced-practice (regular practice over time instead of periodic practice).

Report Card Data June 2024



English Language Arts and Literature

Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	5.7%	42.9%	25.7%	25.7%
Grade 2	12.9%	22.6%	32.3%	32.3%
Grade 3	12.9%	35.5%	35.5%	16.1%
Grade 4	0%	34.8%	52.2%	13.0%
Grade 5	3.7%	29.6%	55.6%	11.1%
Grade 6	0%	40.7%	48.1%	11.1%
Overall (average)	6%	34%	42%	18%
Stem: Writes to express information and ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	5.9%	44.1%	38.2%	11.8%
Grade 2	12.9%	35.5%	29.0%	22.6%
Grade 3	10.0%	40.0%	40.0%	10%
Grade 4	0%	60.9%	34.8%	4.3%
Grade 5	4.3%	47.8%	47.8%	0%
Grade 6	0%	34.8%	60.9%	4.3%
Overall (average)	6%	44%	42%	9%
Stem: Applies concepts related to number and patterns	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	0%	24.3%	64.9%	10.8%
Grade 2	3.0%	27.3%	39.4%	30.3%
Grade 3	0%	50.0%	28.6%	21.4%
Grade 4	6.3%	21.9%	56.3%	15.6%
Grade 5	10.9%	25.5%	49.1%	14.5%
Grade 6	3.3%	20.0%	60.0%	16.7%
Overall (average)	4%	28%	50%	18%

Report card data for students in grades 4-6 suggest that fewer students are achieving mastery of **reading** outcomes (average of 12%). An area of focus in division two will be related to building fluency and comprehension skills. Very few students received a 1 indicator in grades 1-3. A goal will be to calibrate reading assessments with staff.

In **written expression**, few students in grades 4-6 received a 1 or 4 indicator (6% and 9% respectively). On average, 47% of students received a 2 indicator on the report card, indicating a basic level of written expression.



Report card data suggests that in **numeracy** most students received a 3 or 4 indicator (50% and 18% respectively). A target will be to move students from a 2 to a 3 in numeracy.

Well-Being

The summary of Well-Being data that directly impacts student success suggests that areas such as Safe and welcomed at school as well as positive relationships and self-regulation require greater focus.

Alberta Education Assurance Measure Results (AEAM):

The assurance Survey showed that learning excellence and parental involvement improved in the 2023-2024 school year, both moving from “Very High” to the “Excellent range. Over the year, Citizenship marks went down. Scores from parents and students indicated that marks went from “Very High” or “High” to “Good.”

Citizenship:

	May 2023 Results (agree or strongly agree)	May 2024 Results (agree or strongly agree)
Overall	94.1%	83.4%
Parent	86.7%	74.7%
Student	95.6%	81.2%
Teacher	100%	94.3%

Areas to target: Student questions that indicated lowered scores were:

Questions	May 2023 Results (agree/ strongly agree)	May 2024 Results (agree or strongly agree)
At school, do most students follow the rules?	92%	63%
At school, do most students help each other?	97%	88%
At school, do most students respect each other?	97%	79%

Data suggests that being respectful and following school rules in an area of focus.

OurSCHOOL Data

The students at North Haven School have had a unique experience, as a result of the rapidly changing student population. To provide a clearer understanding of how our data is changing, we have included data over the full year, which includes October 2024.

OurSCHOOL School Survey (grade 4 & 5 students):





Social Emotional Outcomes	October 2023	June 2024	October 2024
Sense of Belonging	80%	78%	83%
Positive relationships	85%	66%	78%
Self-Regulation	73%	63%	72%
Anxiety	15%	32%	27%
Feeling Safe Attending School	81%	63%	68%

OurSCHOOL School Survey (Grade 6 Students):

Social Emotional Outcomes	October 2023	June 2024	October 2024
Sense of Belonging	89%	70%	86%
Positive relationships	69%	77%	86%
Self-Regulation	76%	40%	69%
Anxiety	11%	17%	17%
Feeling Safe Attending School	92%	66%	75%

Data from the OurSCHOOL survey suggests that emotional regulation is an area to target.

Truth & Reconciliation, Diversity, and Inclusion

Demographics

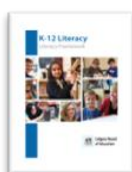
At North Haven, 5% of the population self-identifies as Indigenous; 25% of students are English Language Learners, with 32.88% of these students at an LP1 or LP2 level; 28% of students have special education coding. North Haven has two Paced Learning Program classes.

Attendance

38.85% of students at North Haven were absent, above 10% of the 2023-24. This is comparable with other students in area 2 and the CBE. A goal will be to decrease the number of students who are absent by 10-50%.

OurSchool Data

Using open-ended questions, students were asked about their learning related to Indigenous Ways of knowing and being during the 2023-2024 school year. They were also asked why it is important to learn about other cultures. Answers were coded using the following responses.





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 learnin<https://www.jigsawlearning.ca/publications/blog-posts/27-ideas-going-deeper-collaborative-team-meetingsg-and-success>

Well-Being

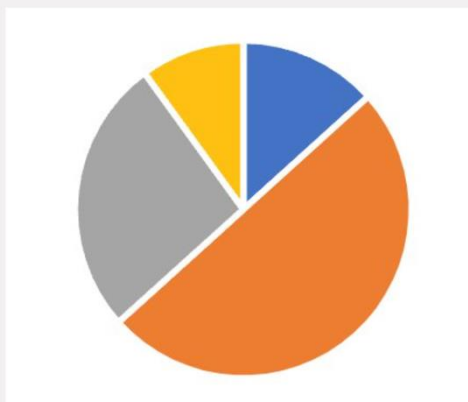
Students and employees thrive in a culture of well-being

- 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

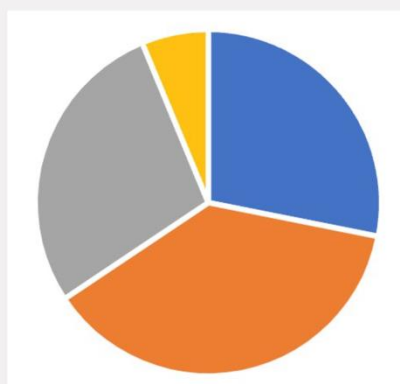
Students and employees experience a sense of belonging and connection

- 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

Open-Ended Question: Why is it important to learn about other cultures?

- Don't know
- There are benefits of learning from each other
- We can better understand others
- Not wanting to learn about other cultures

- 75% of grade 4-6 students responded that there are benefits to learning about other cultures
- 25% of grade 4-6 students were either unsure or did not feel open to learning about other cultures.

Open-Ended Question: What experience or knowledge have you learned about Indigenous culture this year?

- I feel I have learned a lot this year about Indigenous culture
- I can give one or two specific examples
- This is new information to me
- This is not important to me

- Most students can give one or two examples of specific facts about Indigenous culture
- About 30% of students stated that they learned a lot about Indigenous culture in the 2023-24 school year
- About 25% of students in May 2024 stated that learning about Indigenous culture was new to them
- A small number of students did not see the importance of learning about Indigenous culture.

Grade 4-6 Students, May 2024





School Development Plan – Year 1 of 3

School Goal

Student learning improves through fair and equitable assessment practices.

Outcome:

Academic success in reading will improve.

Outcome Measures

The following data will directly inform progress:

- LeNS (English Letter Name-Sound)
- CC3 (Castles and Coltheart 3)
- PAST (Phonological Awareness Screening Test)
- Report Card indicator: Reads to explore
- Grade 6 Provincial Achievement Test

Data for Monitoring Progress

- Teacher Self-assessment (Assessment practices)
- Assessment Criteria analysis (Literacy cycle planning/sharing)
- OurSCHOOL and Assurance Surveys
- Teacher self-reflection on SDP goals (Dec, March, June)

Learning Excellence Actions

- Through the planning of targeted learning cycles, teachers will regularly create and share learning progressions with students
- Teachers will calibrate with colleagues to improve coherent and consistent interpretation of learning goals and student evidence
- Teachers will identify the reading ability and learning needs for each student to guide next steps (phonics/comprehension)
- Teachers will use high impacts strategies, such as:
 - Phonics instruction
 - Spaced practice
 - Feedback
 - Concept mapping
 - Direct instruction

Well-Being Actions

- Staff will ensure that students understand success criteria for each student.
- Use multi-modal texts to support multiple entry points, including use of technology
- Honour student voice and choice with survey of interests/ goal setting

Truth & Reconciliation, Diversity and Inclusion Actions

- Regular review of Truth and Reconciliation Commitment
- Application of Holistic Lifelong Learning Framework in task design and assessment criteria
- Foster student identity as a reader by providing culturally relevant texts, when possible

Professional Learning

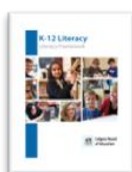
- System Professional Learning
- [Improved Reading for Older Students course \(IROS\)](#)

Structures and Processes

- School:
- Integrated model that includes:
 - PLC

Resources

- [Literacy Framework](#)
- [Well-Being Framework](#)
- [Holistic Lifelong Learning Framework](#)





- 5 Guiding Principles of Assessment
- Book Study
- High-Impact strategies
 - Phonics instruction
 - Spaced practice
 - Feedback
 - Concept mapping
 - Direct instruction

- Collaborative Response
- Teacher Planning
- Regular Grade Team Meetings
- Reading data collection and Review
- Professional Learning Sessions
 - Lunch and learn
 - Staff meetings
 - System professional learning sessions
- Teacher Input/Reflection
 - Surveys
 - Staff Discussions
- Classroom:
 - Teacher protocols will include routines, such as:
 - Direct instruction
 - Modelling
 - Independent/ small group instruction
 - Repeated/paired reading
 - Recorded/ audio-assisted reading
 - Flexible groupings

- [Assessment and reporting guide](#)
- [K-9 | Universal Calibration Protocol](#)
- [UFLI Foundations](#)
- [CBE Digital Decodable Library](#)
- [Word Connections](#)
- [Grade 4-12 Reading Assessment Decision Tree](#)
- [Thinking Routines – 5 Guiding Principles of Assessment](#)
- [K-3 ELAL Scope and Sequence](#)
- [Team Meetings](#)

School Development Plan – Year 1 of 3

School Goal

Students' citizenship will improve.

Outcome

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

Outcome Measures

- OurSchool Survey (citizenship)
- Alberta Education Assurance survey (citizenship)

Data for Monitoring Progress

- Students' attendance monitoring
- Participation rates in Clubs
- Student advisory group
- CASEL Student Monitoring (self-awareness, self-management)





Learning Excellence Actions

- Direct instruction of SEL topics in wellness related to respectful interactions
- Regular celebration of learning assemblies with connections to SEL (how we show respect for self, others, place)
- Learning cycle planning that includes
 - Clear wellness outcome(s) related to respect
 - Learning progression
 - Calibration of student work
 - Sharing as a staff

Well-Being Actions

- Advertise, encourage and support students to engage in and/or access available clubs and safe spaces during the school year
- Integrate specific wellness goals on IPPs that are guided by the CASEL framework (when appropriate)
- Using whole school data from teachers' use of "Walk Around Companion Tool" to initiate positive actions toward welcoming, caring, respectful and safe schools.

Truth & Reconciliation, Diversity and Inclusion Actions

- Embed Indigenous connections of respect and reciprocity
- Offering a variety of choice for clubs and recess activities
- Demonstrating respect for diversity through recognition of cultural connections within each class
- Design student and staff tasks that intentionally activate the spirit, heart, body, and mind

Professional Learning

- Use of Walk Around Teacher Companion Tool to identify areas to focus in creating welcoming, caring, respectful, and safe social and physical spaces for students
- Build understanding of the Spirit and Heart domains
- CASEL Framework (self-awareness and self-monitoring)
- Public School Works Course: Social Emotional Learning
- Explore meaning of Indigenous Education Holistic Lifelong Learning Visual

Structures and Processes

- Integrated model that includes:
 - PLC
 - Collaborative Response
 - Teacher Planning
- Grade team meetings
- Clubs
- Collaborative Response
- SLTs
- Use Comprehensive School Health Approach

Resources

- [CBE Student Well-Being Framework](#)
- [Walk Around Teacher Companion Tool](#)
- [School connectedness action guide](#)
- [CASEL Framework](#)
- Well-Being Team
- Diversity and Inclusion Team
- Indigenous Team
- Public School Works Course

