

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 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

What is the school data story, and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth and Reconciliation, Diversity and Inclusion data will support student success and achievement?

Learning Excellence

Students at North Trail High School are earning credits towards high school graduation at a higher rate than in the CBE at large. However, students who are learning English and who have Special Education coding are experiencing slightly lower course completion rates. As a result of this discrepancy the school will address meeting the needs of EAL and students with coding through professional learning and assessment practices.

	NTHS		CBE	
	Gr. 10	Gr. 11	Gr. 10	Gr. 11
Average Credits Earned	99.6%	41.3%	77.4%	38.2%
			74.6%	

NTHS Students	All	EAL	Special Education
Math courses >50%	96.8%	96.0%	91.9%
ELA courses >50%	97.4%		95.4%



In the Alberta Education Assurance Measures Survey, 70.7% of students agreed with the statement, “Students are engaged in their learning at school.” With the addition of grade 12s this data will serve to inform trends we are seeing over time. At NTHS, we will continue to prioritize student engagement, to celebrate student academic achievement, plus offer a range of academic courses to meet students’ future goals and graduation requirements.

Well-Being

Data results from last year indicate that we are making improvements in student well-being and connection at school. For example, in the CBE Student Survey 83% of students agree with the statement, “When I struggle with my school work, I can get through it and fix it”. As indicated, most students feel confident in their ability to problem solve and complete learning tasks.

However, data from other well-being measures indicate that as a school, there is a need to support students to create a welcoming, safe, and caring learning environment. For example, in the Alberta Education Assurance Measures (AEAM) Survey, only 36% of students agreed with the statement, “At school, students follow the rules”. When students feel that the rules are not being followed it impacts their perspective of feelings of safety and well-being. This data, along with perception feedback, from the table below, indicate areas for growth.

2023-2024 OurSCHOOL Survey	Grade 10	Grade 11	Grade 12	Total Average
Students who express a positive sense of belonging	67%	60%	60%	63%
Students who feel safe at school as well as going to and from school	56%	48%	46%	51%

Additionally, the AEAM survey indicates that NTHS students scored 11.9 percentage points below the provincial average in the measure of Citizenship. Therefore, we would like to close the provincial gap and see an increase in students contributing positively to our learning community.

Truth & Reconciliation, Diversity, and Inclusion

In 2023-2024, students and staff provided positive feedback on opportunities to celebrate diversity at NTHS. There is a desire to continue this important work with students in areas such as respect, citizenship, and connection to NTHS. The table below provides specific areas where we want to maintain or see an increasing sense of belonging and contribution to the school community.

2023-2024 Survey Data students agree with the following statements	Total Average
“I’m an ally to people who look, behave, speak, and/or identify differently than me (CBE Student Survey)”	90%





"I enjoy connecting with those who belong to different cultures." (OurSCHOOL Survey)	77%
"I feel a sense of belonging and connection as a student at North Trail High School." (OurSCHOOL Survey)	50%
"At school, students respect each other." (AEAM Survey)	46%

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 learning and success

Well-Being

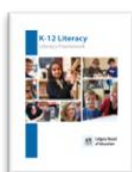
Students and employees thrive in a culture of well-being

- 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 promote equity, diversity and inclusion





School Development Plan – Year 1 of 3

School Goal

Student academic achievement will improve through assessment practices that are fair, transparent and equitable.

Outcome:

Student achievement will improve through enhanced student agency supported by the implementation of outcome-based assessment practices.

Outcome Measures

- Semester Report Cards
- Diploma Exams
- Credit Counts
- Graduation Requirement Rates

Data for Monitoring Progress

- EAL Analytics
- Perception Data (Surveys)
- PowerSchool High School Diploma Analytics
- Teacher Perception Data

Learning Excellence Actions

- Teachers will apply CBE's five principles of assessment and reporting
- Assessment practices are matched to outcomes and deliberate task design
- Professional learning communities will examine how tasks provide students with opportunities to demonstrate proficiency
- Teachers ensure that formative and summative assessments measure the intended learning outcomes
- Teachers remove barriers to achieving competency

Well-Being Actions

- When possible, teachers will connect classroom learning to career opportunities to help provide relevance to outcomes
- Improved task design and assessment will provide multiple entry and exit points to increase student engagement
- In Trail Time students will set goals and learn how to succeed as a student (time management, organization, study skills, self-advocacy etc.)

Truth & Reconciliation, Diversity and Inclusion Actions

- Student voice is considered in identifying next steps for learning
- Staff will build capacity in culturally responsive teaching and task design that focuses on ethical space
- Teaching through Indigenous Ways of Knowing supports all students

Professional Learning

- Monthly staff professional development on culturally responsive teaching
- CBE's guiding principles of assessment and reporting
- System OBA Implementation Series for all Learning Leaders

Structures and Processes

- Comprehensive SLT, Collaborative Response and PLC meetings that include meeting norms, roles, minutes and actions

Resources

- CBE Student Code of Conduct
- Assessment and Reporting in the CBE
- CBE Indigenous Education Holistic Lifelong Learning Framework
- Literacy, Math and Well-being Frameworks
- OBA Implementation Series





School Development Plan – Year 1 of 3

School Goal

Students' experience with feeling a sense of belonging and desire to contribute positively to the school community will increase.

Outcome

Students' overall sense of feeling welcomed, cared for and safe will increase.

Outcome Measures

- Attendance Data
- Assurance Survey: Welcoming, Caring, Respectful and Safe Learning Environments and Citizenship
- OurSCHOOL Survey

Data for Monitoring Progress

- Incident and Progressive Discipline Data
- Trail Time engagement
- Participation in student clubs, intramurals and extracurricular activities

Learning Excellence Actions

- Student code of conduct will be reviewed with all students
- Progressive student discipline processes will be transparent to staff through problem of practice activities in staff meetings
- Student Well-being Action committee initiative are evident in the classrooms which allows for student voice

Well-Being Actions

- Formation of Student Well-Being action committee
- Protocols that provide clarity to staff and students when significant events occur
- Positive student engagement in the community will be celebrated through school-wide initiatives
- Teachers will ensure each student has a connection to an adult in the school
- Trail time teacher well-being check-ins

Truth & Reconciliation, Diversity and Inclusion Actions

- School-wide initiatives and learning related to calling out racist language and actions
- Creating opportunities for sharing circles once a month in Trail Time
- Celebrating and recognizing significant cultural events relevant to the school community

Professional Learning

- Community learning to support deeper understanding of tiered interventions that support student growth (i.e., Progressive Student Discipline)

Structures and Processes

- Collaborative Response
- Student Learning Teams
- Professional Learning Communities
- Student clubs, intramurals and extra-curricular activities

Resources

- Social Emotional Learning for Well-being Brightspace D2L Shell
- CBE Indigenous Education Holistic Lifelong Learning Framework





- *CBE Diversity and Inclusion Professional Learning Series*

- *CBE Student Well-being Framework*
- *Guidance from Elders and Knowledge Keepers*

Quick Reference Guide

Glossary

Goal: The goal outlines the area for improvement for the school. It is based on the data in the data story and describes both the direction and the outcome of the plan. A goal is intended to last over the entirety of the three-year plan.

Outcome: Outcomes are the priority areas of focus in relation to each goal. The outcomes reflect the desired state that the school wants to achieve through its actions and may be something that could be accomplished in one to three years.

Outcome Measure: This is a data set that would directly measure progress related to the outcome. Think of it as the Summative Assessment at particular points for your SDP. You do not need to specify a degree of improvement specifically, but consideration should be given to how you will know the extent to which you are achieving the outcome. The outcome measures will be reported the following year School Improvement Results Report. **Rule of Thumb |** you must have at least one measure for each outcome and best practice would suggest that you have sufficient measure to provide confirmation and triangulation of your data. **ProTip |** whatever data set in your data story highlighted an area for improvement is a good place to **start** in terms of an Outcome Measure.

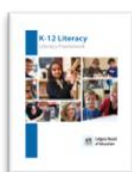
Data for Monitoring Progress: These are data sets that do not directly measure progress towards the outcome but might provide ongoing, Formative Assessments along the way that give you a sense of progress towards the outcome and/or the effectiveness of your actions. These data sets are not intended to be part of the School Improvement Results Report but may be leading indicators of success like attendance, SLT or ALT referrals, or staff feedback on professional learning. They are intended to provide you with data in order to make adjustments to actions, professional learning, structures, processes, and resources in-year and may inform the data story in the following year.

Actions: Actions are articulated for each Outcome and are meant to develop and be refined over the three years of the plan. These are reflective of evolving school context, available resources, and priorities. While actions may continue from one year to the next as they are connect to outcomes which may continue to be accomplished over one to three years. As this is year one of three, there would be an expectation that actions are continually refined and adjustments made over the course of the three year plan.





Monitoring Progress: The School Development Plan is intended to be a fluid working document, formative in nature and responsive to evolving contexts, data for monitoring progress and periodic assessment of outcome measures. While provincial deadlines determine when to share this plan with the public, the plan is intended to be revisited and adjusted regularly in response to data collected.



Monitoring Progress (continued): The School Development Plan works in concert with you Data Plan and Professional Learning plan to highlight points where incremental and outcome measure data becomes available, and in conjunction with Education Director School Visits, provides the opportunity for reflection, discussion and SDP adjustments over the course of the plan.

Professional Learning: These are the topics that staff will be learning about or in which they will be continuing to develop professional expertise in order to achieve to progress towards the outcomes. **Pro Tip |** Ensure that if you are engaging in professional learning, that it is supported by the system. The links can direct you to system offerings for teachers, leaders, and support staff. When in doubt connect with your Area Director.

Structures and Processes: These are conditions for success leveraged to improve within the area identified for improvement. Structures and processes may be school-wide or classroom specific and are unique given the degree of control we have over specific structures and processes in a school setting. **Examples of school structures and processes include:** whole school attendance processes, school timetables, course offerings, designated spaces for regulation or support, breakfast programs, brown bag lunch program, School Council, Student Council, clubs, complimentary (CTF/CTS) course offerings, ongoing communication plans, supervision/welcome schedules. **Examples of classroom structures and processes:** Think/Pair/Share, popsicle sticks for sharing, circle sharing, sit spots, making exemplars of student work visible, making learning intentions visible, specific daily or weekly routines, make visible co-created classroom norms, Word Walls, flexible grouping.

Resources: A list of human, physical and technological supports that will be needed in order to build student and teacher capacity. They can include, for example: a book to study; a CBE strategist to work alongside; a document to reference; or a video recording to engage with. **Pro Tip |** Do not include time or money and do not include the Framework documents as they are considered foundational to all of the work that we are doing.

Links to Insightful Resources on Insite

- [CBE Education Plan | 2024-2027](#)
- [School Development Planning](#)
- [School Improvement Results Report](#)
- [Data Process within School Development Planning](#)
- [Assessment and Reporting \(including the Reporting and Expectations Timeline\)](#)
- [CBE Literacy Framework](#)
- [CBE Mathematics Framework](#)
- [CBE Indigenous Education Holistic Lifelong Learning Framework](#)
- [CBE Student Well-Being Framework](#)

