

Banff Trail School

3232 Cochrane Road, Calgary, AB T2M 4J3 t | 403-777-6120 f | 587-933-9745 e | banfftrail@cbe.ab.ca

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 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.

<https://banfftrail.cbe.ab.ca/school>

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 Plan – Year 2 of 3

School Goal

Students' French language proficiency will improve as a result of equitable assessment practices.

Outcome:

Student writing in French will improve by offering actionable feedback for tasks that moves learning forward.

Outcome Measures

- French Writing indicator on Report Cards
- Supplemental questions in the OurSchool Survey
- Teacher survey

Data for Monitoring Progress

- Grade-group tasks consistently show that actionable feedback is woven into lesson plans, as per Professional Learning Community submissions of lessons to administration.
- Grade-level French writing rubrics
- Teacher survey/checklist relating to application and understanding of assessment principles

Learning Excellence Actions

- In French, offer feedback that moves learning forward.
- In French, model the provision of feedback that focuses on actions that may be taken
- Use school-made task design template to guide grade-level task design.

Well-Being Actions

- Provide actionable feedback to build confidence in learners.
- Provide a culture of positivity and clarity around what next steps in learning looks like.
- After providing feedback, provide opportunities for learners to practice and consolidate French literacy skills and knowledge during class time.

Truth & Reconciliation, Diversity and Inclusion Actions

- Provide personalized feedback based on student need (learners may have different learning goals).
- Consider student identity in phrasing actionable feedback.
- Encourage students to access support along their learning journey towards success.

Professional Learning

- System Professional Learning
- NLA workshops
- Review of Assessment and Reporting in CBE document
- Review of Dylan Wiliam videos and literature about providing actionable feedback

Structures and Processes

- Provide templates for students to use to provide peer feedback
- PLCs
- Collaborative response
- Grade-team collaboration for rubric and task design

Resources

- Assessment and Reporting in CBE: Practices and Procedures
- Assessment and Reporting Insite
- Dylan Wiliam videos and articles

School Development Plan – Data Story





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2024-25 SDP GOAL ONE: *Students' French language proficiency will improve as a result of equitable assessment practices.*

Outcome one: *Student writing in French will improve by examining the learning intentions and success criteria for their tasks.*

Celebrations

- Significantly more '4' report card indicators for French writing were assigned to students in grades 1,2,3 and 5, with grade 4 being essentially unchanged.
- In grades 1,4 and 5, there was a trend towards less frequent application of 1 and 2 report card indicators for French Writing, in favour of 3 and 4 indicators, which indicates improved achievement in French writing results for those cohorts.
- Student survey data indicates that there is a significant increase in student perception that teachers are making learning intentions clear to them over the course of the year. The data also indicates that there is a large increase in student perception that teachers are making success criteria clear for students, especially in moving responses from a September evaluation of "Sometimes" to a June evaluation of "Yes".
- Data from staff surveys also indicate that teachers are more familiar with what the formative assessment concepts of making learning intentions and success criteria clear represent, and how to implement them, while also indicating that they are applying this work in their daily teaching practice.

Areas for Growth

- Our school tends to have slightly less students who achieve at a 4 level, when compared to CBE averages.
- When examining the achievement of students who have a Special Education designation (excluding giftedness), some data suggests that a greater focus could be warranted for moving this cohort of students upwards from 'IPP' or '1' indicators in French writing
- There was an approximately 3% increase in the number of '1' indicators in French writing for students in grades 3 and 4 when comparing January 2025 and June 2025 report cards.





Next Steps

- New French Immersion Language Arts and Literacy curriculum was recently rolled out (K-3 in September 2023, and grades 4-6 in September 2024), and thus close examination of this new curriculum and calibration with teacher peers, along with the leveraging of CBE assessment resources, are warranted to ensure common grading practices are further entrenched.
- Due to the significant, positive impact of targeting formative assessment practices in 2024-25, a close examination of another aspect of formative assessment in 2025-26 (providing actionable feedback) will complement last year's focus (making learning intentions and success criteria clear for students).
- Provide ongoing, regular opportunities for students to act upon teacher- and peer-provided feedback, in an effort to improve confidence and achievement in relation to French writing skills.

