



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

Banff Trail 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

Learning Excellence

Student achievement in competently expressing themselves orally improved over the course of the 2023-24 school year across the domains of literacy and math. This was demonstrated through locally-generated rubrics and surveys, as well as provincial surveys (administered to students, teachers, and parents).

For literacy (French Oral Production), all grade-level rubrics demonstrated significant improvement in student achievement; Kindergarten, despite showing a lower result, had modified their rubric extensively to account for more challenging oral content, and thus also showed strong improvement over the course of the year.

French Immersion Language Arts & Literature (FLA for grade 4 and 5) results from June 2024 indicate the following:

Reads to explore and understand: 78.5% achieved a 3 or 4.

Speaks to communicate/express information and ideas: 86.1% achieved a 3 or 4.

Writes to express information and ideas (gr 1-5): 78% achieved a 3 or 4.

This indicates that writing, followed closely by reading, are areas in most need of improving in relation to literacy. This could also be influenced by shifting understanding of curricular content and revised expectations, with



new curricula being rolled out. Calibration of assessment to the curricula is ongoing.

For Math, teacher perception surveys indicated that students have been provided with more frequent opportunities to practice and learn about communicating mathematical understandings with both peers and the teacher, which has been an instrumental factor in students showing growth and increased capacity to effectively articulate mathematical thinking.

The Numeracy test for grade 1 to 3 students indicated in June 2024, that 31 students were deemed 'at risk' by existing Alberta Learning metrics for this test, out of a total grade 1 to 3 population of 195 (15.9%).

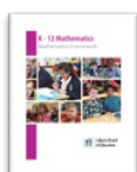
In relation to the use of formative assessment to personalize content delivery, a survey of teaching staff conducted in September 2024 offers insight into teacher familiarity with the 5 guiding principles of assessment, and the frequency of applying them in their instructional work. Data indicates that further professional development around both formative assessment and curricula deployment would be worthwhile.

In the OurSchool Survey conducted in September/October 2024, students were asked, "I understand clearly what I need to do in my class work to be successful." 68% of students indicated "yes", 30% indicated "sometimes", and 2% indicated "no".

Well-Being

From the beginning of 2023 through the end of 2024, many more students indicated in an online survey that they are able to work through problems by communicating effectively in French. Though the 2023-24 grade 4/5 Assurance survey indicated a slight decrease in the number of students with a positive sense of belonging, the results remain very high (90% in May vs. 93% in October), and significantly above Alberta norms. Achievement in all required Alberta Education Assurance Measures were also, once again, above Alberta school averages (Student Learning Engagement, Citizenship, Education Quality, Welcoming/Caring/Respectful/Safe Learning Environments, Access to Supports and Services, Parental Involvement). We will continue to monitor longer-term trends in any areas that have any decline, even if minimal, to ensure they stay within a high overall range. We will also continue to ask personalized questions on the surveys of students, to ensure that overall student well-being continues to be at strong levels, while giving students the opportunity to voice their thoughts and suggestions via open-ended questions. In 2024-25, our school will also be participating in a CBE Well-Being initiative, as we explore how we may be able to further integrate recommended well-being resources into our French Immersion school context.

Also worth noting, in all areas where our school is normed for schools across Canada in the OurSchool survey, students indicated a significantly better school experience at Banff Trail School (relating to positive sense of





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

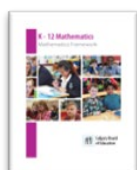
belonging, positive relationships, lower levels of anxiety, and feeling safe attending school). This trend of success continued with the OurSchool survey results from September/October 2024, with all results indicated as significantly better than Canadian norms. For example, for the question Students with moderate or high levels of anxiety indicator, in May 2024, 18% of grade 4 and 5 students indicated that they had moderate to high levels of anxiety (Canadian norms: 26%).

Truth & Reconciliation, Diversity, and Inclusion

Though the grade 4/5 Assurance survey indicated a slight decrease in the number of students with a positive sense of belonging, the results remain very high, and significantly above Alberta norms. Achievement in all required Alberta Education Assurance Measures were once again above Alberta school averages (Student Learning Engagement, Citizenship, Education Quality, Welcoming/Caring/Respectful/Safe Learning Environments, Access to Supports and Services, Parental Involvement).

Similarly, in all areas where our school is normed for schools across Canada in the OurSchool survey, students indicated a significantly better school experience at Banff Trail School (relating to positive sense of belonging, positive relationships, lower levels of anxiety, and feeling safe attending school). For example, in the OurSchool Indicator—*Students with a positive sense of belonging* conducted in May 2024, 90% of students had a high sense of belonging (Canadian norm of 75%). For the indicator—*Students who understand other cultures*, 92% were in agreement.

As previously mentioned, we will continue to monitor longer-term trends in any areas that have any decline, even if minimal, to ensure they stay within a high overall range. We will also continue to ask personalized questions on the surveys of students, to ensure that overall student voice and perspective is shared, considered and addressed via open-ended questions.





School Development Plan – Year 1 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 examining the learning intentions and success criteria for their tasks.

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 success criteria and learning intentions are 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, clearly articulate learning intentions
- In French, build, share and use exemplars with students to enrich student understanding of success criteria.
- Use formative assessment to monitor progress towards French learning goals.
- Use school-made task design template to guide grade-level task design.

Well-Being Actions

- Provide feedback and access to success criteria to build confidence in learners.
- Provide a culture of positivity and clarity around what success looks like.
- Provide repeated opportunities for learners to practice and consolidate French literacy skills and knowledge during class time.

Truth & Reconciliation, Diversity and Inclusion Actions

- Use scaffolded learning intentions (learners may have different learning goals), and varying ways of producing written work (based on student need).
- Consider student identity in task design and French written work.
- Encourage students to access support along their learning journey towards success.

Professional Learning

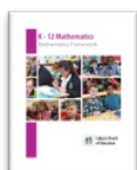
- System Professional Learning
- NLA workshops
- Review of Assessment and Reporting in CBE document
- Review of Dylan Wiliam videos and literature about making learning intentions clear and exploring success criteria.

Structures and Processes

- In class, post learning intentions and make expectations, purpose and instructions clear for all learners.
- PLCs
- Collaborative response
- Grade-team collaboration for rubric and task design
- Collaborate with other similar French Immersion

Resources

- Assessment and Reporting in CBE: Practices and Procedures
- Assessment and Reporting Insite
- K-6 Assessment Professional Development sessions and breakout groups
- Dylan Wiliam videos and articles





- *Collaboration with other French Immersion schools to calibrate assessment.*

schools to calibrate assessment

