North Trail High 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 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 from the following link: NTHS School Improvement Results Report 2024-25

School Goal #1: *Students' 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*

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*
- *Universal Design for Learning*

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 Wellbeing Frameworks*
- *OBA Implementation Series*

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School Development Plan – Year 2 of 3

School Goal #2: *Students' sense of belonging and desire to positively contribute 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 schoolwide initiatives*
- *Teachers will ensure each student has a connection to an adult in the school*
- *Trail time teacher wellbeing check-ins*

Truth & Reconciliation, Diversity and Inclusion Actions

- *School-wide initiatives and learning related to calling out racist language and actions*
- *Have sharing circles once a month in Trail Time*
- *Celebrating and recognizing significant cultural events relevant to the school community*
- *Creating a designated classroom for sharing circles and Indigenous teaching & learning*
- *Staff will build capacity in culturally responsive teaching and task design that focuses on ethical space*

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*

2024-25 SDP GOAL ONE: Students' academic achievement will improve through assessment practices that are fair, transparent and equitable.

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

Celebrations

- There was an increase of course completion and credit accumulation across all grades. This was supported through equitable assessment practices and the use of outcomes-based assessment.
- Intentional task design and assessment practices have also increased achievement results for English as an Additional Language students and Special Education students, who are experiencing lower failure rates within all four core disciplines.
- Student achievement on the Social Studies and Math diploma exams showed that North Trail students achieved a grade higher than 65%. This was ~7% higher than the rest of the system.

Areas for Growth

- Strengthen student ownership of learning by making tutorial attendance and feedback engagement a consistent expectation through structured and incentivized opportunities.
- Expand professional development to remove systemic barriers by deepening teacher capacity in differentiation, UDL, and equitable accommodations for all learners.
- In the Alberta Education Assurance Measures Survey only 53% of grade 10 students reported that the language art program that they are learning is interesting to them.

Next Steps

- Embed structured feedback and tutorial systems into school routines to normalize student engagement with feedback and build ownership of learning.

- Provide targeted professional development focused on Universal Design for Learning (UDL), differentiation, and culturally responsive pedagogy to remove barriers, promote equity and increase student engagement.

2024-25 SDP GOAL TWO: *Students' sense of belonging and desire to positively contribute to the school community will increase.*

Outcome one: *Students' overall sense of feeling welcomed, cared for and safe will increase.*

Celebrations

- North Trail is working to increase student sense of belonging, which is supported by multiple student clubs, intramurals, and extracurricular programs that foster connection and engagement.
- Weekly Trail Time homerooms normalized well-being check-ins and goal setting, strengthening relationships and student agency.
- Launch of Student Well-being Action Committee and Diversity and Inclusion/Truth and Reconciliation Committee amplified student voice and promoted equity across the school.

Areas for Growth

- Anxiety: Increased from 32% to 33% and remains above the national norm (31%), signaling a need for targeted stress reduction and more communication of dates, resources and support to manage student angst.
- Cultural Awareness of Others: From October 2024 till May 2025, Our School Survey revealed that cultural awareness of others dropped from 80% to 75%, suggesting more school-wide initiatives and targeted learning series to help create a sense of inclusivity.

Next Steps

- Continue embedding SEL competencies (especially self-awareness and self-management) into classroom routines and wellness curriculum.
- Implement stress management strategies and increase access to mental health support to address rising anxiety.
- Relaunch intercultural and peer connection initiatives (cultural awareness weeks, collaborative projects) to rebuild cultural awareness and positive relationships.
- Maintain sharing circles, cultural celebrations, and protocols for addressing racism to reinforce inclusion.