

**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

**Brentwood School**

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## School Development Planning

### Introduction

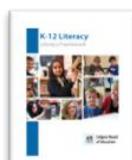
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

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



**School Goal**

Student achievement in literacy will improve.

**Outcome:**

Students' written communication will improve through sustained focus on learning intentions, success criteria, and feedback from teachers and peers.

**Outcome Measures**

- Report Card Data – ELAL (Writing Stem)
- Grade 6 Provincial Achievement Test English Language Arts Part A (Writing)
- CBE Student Survey – Literacy
- Professional Learning Community (PLC) common writing tasks and assessments

**Data for Monitoring Progress**

- Formative assessment – checklists and exit slips
- Beginning, mid-year, and year-end common grade level writing tasks
- Response to Intervention (RTI) pre and post data
- Teacher survey: professional learning perception data regarding impact on professional growth

**Learning Excellence Actions**

- Teachers will use mentor texts, graphic organizers, and sentence frames
- Consistent feedback from teachers and peers that align with learning intentions, success criteria, and next steps in writing
- Use and refine Brentwood Continuum of Supports for Writing as part of Collaborative Response processes

**Well-Being Actions**

- Teacher use of the Collaborative for Social and Emotional Learning (CASEL) framework to support students in identifying learning strengths and areas of growth in writing competence and confidence
- Teaching of Social Emotional Learning strategies to model and increase growth-mindsets in relation to writing

**Truth & Reconciliation, Diversity and Inclusion Actions**

- CBE Indigenous Education Holistic Lifelong Learning Framework: Okkakiosatto – Look Carefully: Teachers will develop strength-based instruction and assessment practices that celebrate incremental growth and progress
- Teachers will collaboratively develop scaffolded writing tasks for English as an Additional Language (EAL) learners who are identified at a LP1 or LP2 overall benchmark level

**Professional Learning**

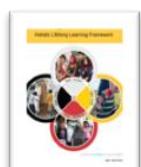
- New Curriculum Implementation
- Professional Learning: CBE ELAL System Rubrics
- How to design and implement Quality Assessments?

**Structures and Processes**

- Grade-level PLC meetings with a focus on common writing tasks, instruction, and the development of shared rubrics
- Collaborative Response meetings focused on literacy

**Resources**

- CBE Literacy Framework & CBE ELAL System Rubrics
- CBE Assessment & Reporting Guides CBE K-9 Universal Calibration Protocol
- Teacher Effectiveness Framework
- The Writing Rope: Sedita, J.



**School Goal**

Students' experience of a welcoming, caring and inclusive learning community will improve.

**Outcome:**

Student sense of connection and belonging will increase as teachers learn and apply Social Emotional Learning (SEL) through the CASEL framework strategies.

**Outcome Measures**

- CBE Student Survey
- OurSCHOOL Survey – Well-Being
- Alberta Education Assurance Measures Results Report

**Data for Monitoring Progress**

- OurSCHOOL Survey – Spring & Fall data
- Student Survey: perception data regarding sense of connection and belonging

**Learning Excellence Actions**

- Teacher direct instruction of Social Emotional Competencies to identify areas of strength, and areas of growth
- Increased use of texts, including picture books, that reflect diverse cultures and identities
- Consistently provide opportunities for student voice in the choice of texts, visuals, and materials used in the classroom

**Well-Being Actions**

- Teachers will directly teach the five SEL competencies to increase understanding of the impact of their words and actions on others
- Teachers will support students to identify and celebrate a variety of cultures and diverse identities throughout the year in respectful and appropriate ways in the classroom
- Continued implementation of 'Brentwood Connect' days to build connections among students and adults

**Truth & Reconciliation, Diversity and Inclusion Actions**

- CBE Indigenous Education Holistic Lifelong Learning Framework: Okkakiosatto – Look Carefully: Teachers will develop strength-based instruction and assessment practices that celebrate incremental growth and progress
- Sustained focus on implementing the Indigenous Education Holistic Lifelong Learning Framework
- Continued use of Diversity & Inclusion modules and micro-lessons to address racism & discrimination

**Professional Learning**

- PL: Use of CBE Diversity & Inclusion Modules to provide micro-teaching to staff
- PL: CASEL – Fundamentals of SEL

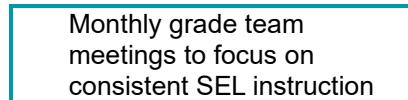
**Structures and Processes**

- Designated time at monthly staff meetings to discuss issues of diversity & inclusion, including race and racism, using CBE Diversity & Inclusion resources
- SEL Elementary Designates will access and communicate tools and materials from the SEL for Well-Being D2L resource

**Resources**

- CBE Well-Being Framework & Companion Guide
- CBE IEHLL Framework & Companion Guide
- Social Emotional Learning for Well-Being Brightspace by D2L Resource
- CASEL sample teaching activities to support addressing racism & discrimination
- CBE Diversity & Inclusion D2L Modules





## School Development Plan – Data Story

**2024-25 SDP GOAL ONE:** Student achievement in literacy will improve

**Outcome one:** Students' written communication will improve through sustained focus on learning intentions, success criteria, and feedback from teachers and peers.

### Celebrations

- Growth in writing was evident across all grades. School tracking data showed improved achievement in writing from the beginning to the end of the year.
- The percentage of students achieving an indicator of 4 in writing increased by 2.7% (approximately 22 students)
- Slightly less students are working below grade level on the report card for writing. A decrease of 0.24% who received a 1 on the June 2025 report card as compared to June 2024. 1.16% fewer students also received an ELL indicator in June 2025.
- An increase of 3.32% of students reporting they have opportunities to improve their writing while working with others (CBE Student Survey)
- 3.44% (CBE Student Survey) more of our grade 4-6 students feel they know what to do next to improve their writing skills
- 19.4% of our grade 6 students achieved the Standard of Excellence for the PAT - ELAL Writing

### Areas for Growth

- Continue to implement high-impact strategies to support EAL learners, and track growth using the Writing Benchmarks
- Building students' knowledge of text structure to support them in becoming confident writers
- Deepening students' conceptual understanding of the writing process
- Ensuring students have rich opportunities to write in all subject areas

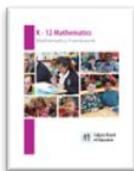




- Slightly more students reported having daily opportunities to read, write, and talk with my classmates every day (CBE Student Survey) indicating a need to increase collaborative learning opportunities

### Next Steps

- Focus on new informative writing PLC cycles for all students
- Create a common writing task that tracks student progress throughout the year
- Calibrate student work with the new system writing rubrics
- Connect writing tasks to all subject areas and create integrated tasks
- Strengthen formative feedback opportunities through professional learning focused on rubrics, self/peer examples





**2024-25 SDP GOAL TWO:** Students' experience of a welcoming, caring and inclusive learning community will improve.

**Outcome one:** Student sense of connection and belonging will increase as teachers learn and apply Social Emotional Learning (SEL) through the CASEL framework strategies.

### Celebrations

- 10% increase in students who feel included at school (CBE Student Survey)
- 5.84% more students feel welcome at school (CBE Student Survey)
- 11.22% growth in students reporting caring about each other (AE Assurance Survey)
- Increased student connections with peers and teachers
- Demonstrated an improvement in appreciation for cultural diversity
- 7.25% increase of students who report that Brentwood takes steps to address racism and/or discrimination (CBE Student Survey)

### Areas for Growth

- Strengthening a sense of belonging and connection for all students
- Embedding student voice in school-based decisions
- Increasing the percentage of students who report feeling a sense of belonging

### Next Steps

- Continue Brentwood Connect Days to build connections among students and adults
- Engage in professional learning on deep culture to further address racism and discrimination
- Explicitly teach the five SEL competencies to help students understand the impact of the impact of their words and actions

