



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 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

We examined June 2024 report card data for English Language Arts & Literature (ELAL) to inform our next steps:

Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	2.46%	20.49%	32.79%	36.07%
Grade 2	4.17%	15%	35.83%	40.83%
Grade 3	0.98%	16.67%	41.18%	41.18%
Grade 4	5.05%	22.22%	39.39%	29.29%
Grade 5	0%	14.89%	44.68%	34.04%
Grade 6	0.95%	20.95%	53.33%	20%
Mean (Average)	2.34%	18.38%	40.81%	33.8%
Stem: Writes to express information and ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	3.28%	18.85%	57.38%	9.84%
Grade 2	4.17%	21.67%	40.83%	30.83%
Grade 3	0%	20.59%	52.94%	26.47%
Grade 4	6.06%	34.54%	33.33%	24.24%
Grade 5	4.26%	28.72%	47.87%	15.96%
Grade 6	2.86%	20.95%	57.14%	14.29%
Mean (Average)	3.43%	23.83%	28.44%	20.35%

An analysis of this ELAL report card data indicate more students achieved an indicator of 1 or 2 in writing as compared to reading. In addition, notably less students achieved an indicator of 4 in writing than in reading.

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



We also examined the most recent Grade 6 English Language Arts Provincial Achievement Test data for Part A (Writing) and Part B (Reading):

Grade 6 ELA Part A	June 2023	Grade 6 ELA Part B	June 2023
Percentage of Students Achieving the Acceptable Standard	100%	Percentage of Students Achieving the Acceptable Standard	100%
Percentage of Students Achieving the Standard of Excellence	28.4%	Percentage of Students Achieving the Standard of Excellence	68.4%

An analysis of these Provincial Achievement Test results indicate all students achieved the Acceptable Standard, but far fewer achieved the Standard of Excellence for writing as compared to reading.

Finally, we examined Spring 2024 CBE Student Survey perception data:

Literacy	Percentage
In my classes, I have the opportunity to receive feedback from others to improve my writing.	71.3%
In my classes, I have the opportunity to work with different people in different spaces to improve my writing.	60.9%

This percentage of agreement with the above statements is much lower than the 80% or higher threshold in agreement to other statements in the survey and are indicative of receiving feedback and working with peers as areas for growth.

Well-Being

A summary of Well-Being data indicates students' sense of belonging and connectedness is an area for growth.

CBE Student Survey: Well-Being

CBE Student Survey Statement	Percentage Agreement
My teacher(s) check in with me often about my well-being.	73.91%
My school makes me feel like I belong.	74.08%

OurSCHOOL Survey Results

OurSCHOOL Survey October 2023	Overall Percentage Agreement (Grades 4-6)
Students who feel accepted and valued by their peers and by others at their school.	75%

The percentage of agreement with the above statements is lower than the 80% or higher threshold in agreement to other well-being statements in both the CBE Student Survey and OurSCHOOL Survey.

Alberta Education Assurance Measure (AEAM) Results

Question	2024 Results	2023 Results
At school, do most students respect each other?	52% Yes	77% Yes
At school, do you feel like you belong?	76% Yes	82% Yes

Feeling respected and demonstrating respect for others is an important aspect of well-being and there was a decline in this result for the 2024 AEAM, as well as for the question about belonging. These specific questions are indicative of the overall results for the AEAM Welcoming, Caring, Respectful





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

and Safe Learning Environments measure, which declined for Brentwood School from 91.4% agreement (2023) to 85.5% (2024).

Truth & Reconciliation, Diversity, and Inclusion

Brentwood serves 816 students in Kindergarten to grade 6 and is the largest elementary school in CBE. Our students represent numerous cultural backgrounds and identities, with many of our families being new to Canada. 398 of our students are an English as an Additional Language learner; 72 students meet Alberta Education criteria for special education codes; and 5 students are Indigenous learners.

Of our EAL learners, June 2024 report card data indicate 3.4% of students achieved an overall Language Proficiency Level 1 (Beginner), and 23.8% of students achieved an overall Language Proficiency Level 2 (High Beginner).

We respect and celebrate diversity by being intentional in our approach to create a welcoming, caring, respectful and safe learning environment where all students can thrive and be successful in their learning.

We have also continued to implement the Indigenous Education Holistic Lifelong Learning Framework (IEHLLF) to further our commitment to Truth & Reconciliation, Diversity, and Inclusion. This work includes ongoing collaboration with a number of Indigenous Elders and Knowledge Keepers to support growth in the spirit, heart, body and mind domains.

However, an analysis of our Spring 2024 CBE Student Survey data indicates student belonging, connection, and the respect for diverse cultures and identities requires sustained focus:

CBE Student Survey Statement	Percentage Agreement
I feel included at school.	63.33%
I can see my culture reflected in my school.	67.65%
When racism and/or discrimination occur at my school, my school takes steps to address it.	56.80%

The percentage agreement with these questions is significantly lower than the 80% or higher agreement to other statements in the CBE Student Survey.

In addition, we asked the open-ended question, "What would make Brentwood even better?" 18 responses included a comment regarding the need to better address discrimination and/or racism at the school.

This information highlights the need to enhance classroom opportunities where students can feel a sense of connection and belonging, as well as the need for teacher professional learning to address issues of racism and/or discrimination.





School Development Plan – Year 1 of 3

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

- PL: System New Curriculum
- PL: How to design and implement Quality Assessments?

Structures and Processes

- Monthly 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 Assessment & Reporting Guides CBE K-9 Universal Calibration Protocol
- Teacher Effectiveness Framework
- The Writing Revolution: Hochman & Wexler
- The Writing Rope: Sedita, J.





School Development Plan – Year 1 of 3

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 using CASEL teaching resources for students 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
- Teachers will engage in professional learning about relationship mapping to support student connection to adults in the school

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
- Use of Diversity & Inclusion modules to address racism & discrimination

Professional Learning

- PL: Use of CBE Diversity & Inclusion Modules to provide micro-teaching to staff
- Teacher completion of the CASEL – Fundamentals of SEL (60 minute course)

Structures and Processes

- Designated time at monthly staff meetings to discuss issues of diversity & inclusion, including race and racism, using CBE Diversity & Inclusion resources and discussion guides
- SEL Elementary Designates will access and

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





communicate tools and materials from the SEL for Well-Being D2L resource

- Monthly grade team meetings to focus on consistent SEL instruction

addressing racism & discrimination

- CBE Diversity & Inclusion D2L Modules

