

## Brentwood School

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### 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

## School Improvement Results Reporting | For the 2024-25 School Year

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 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

## School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

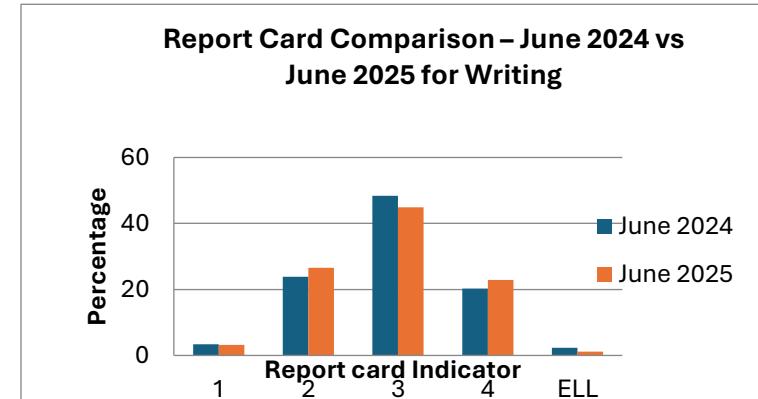
- Learning Excellence
  - Strong student achievement for lifelong learning and success
- Well-Being
  - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
  - Students and employees experience a sense of belonging and connection.

## 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% 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

#### Examples:

- 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

## 2024 - 2025 PAT Results

PAT Exam	ELAL - Writing Results
Acceptable Standard	94.9%
Standard of Excellence	19.4%

- Ensuring students have rich opportunities to write in all subject areas
- Slightly fewer students reported having daily opportunities to read, write, and talk with their 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 common writing tasks 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

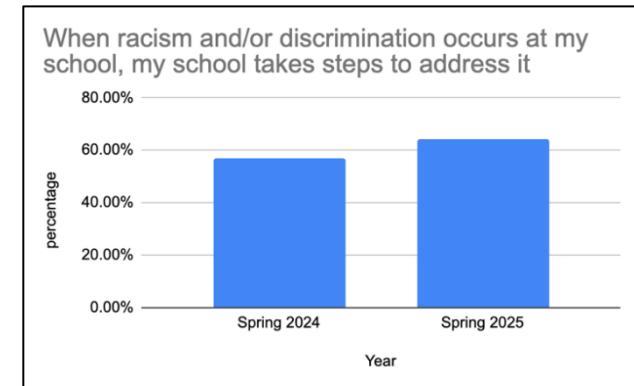
CBE Student Survey	Spring 2024	Spring 2025
I have the opportunities to receive feedback from others to improve my writing	70.6%	74.18%
I know what to next to improve my writing skills	85.52%	88.96%
I have the opportunities to learn with different people in different spaces to improve my reading and writing skills.	60.93%	70.33%
I am a good writer	86.8%	86.06%

## Goal Two: Student's 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 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 their words and actions

Surveys		
Assurance Survey		
Questions	Spring 2024	Spring 2025
I feel like I belong	76%	76.09%
Other Students treat me well	61%	66.32%
CBE Survey		
Questions	Spring 2024	Spring 2025
I feel included at school	63.30%	73.30%
I feel welcome at school	71.18%	77.65%

## Our Data Story:

Brentwood School's 2024–2025 Learning Excellence goal focused on explicit writing instruction. Writing is both a communication tool and a driver of reading comprehension; when students write about their learning, their understanding deepens across subject areas (Sedita, 2023).

School data showed that more students were receiving indicators of 1 or 2 in writing compared to reading, and fewer students achieved an indicator of 4 in writing. The June 2023 Grade 6 English Language Arts Provincial Achievement Test results supported this trend: while all students met the Acceptable Standard in both Part A (Writing) and Part B (Reading), fewer achieved the Standard of Excellence in Writing.

To address this, all grade teams embedded *The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects* (Sedita, 2023) to build a common understanding of essential writing skills and strategies. Teachers created informative writing tasks with clear success criteria and incorporated teacher and peer feedback. They began by deepening their understanding of the new ELAL writing curriculum, clarifying outcomes and identifying what basic, proficient, and mastery levels look like at each grade.

Teachers collaborated in their professional learning communities (PLCs) and team planning sessions to design informative writing rubrics. They shared their rubrics during professional learning sessions with colleagues from other grades, received feedback, and made refinements. Grade teams also created common writing tasks that were administered at the beginning and end of the year to track student growth. The end-of-year tracking sheets showed clear improvement across all grades. Teachers used their rubrics to assess these tasks, allowing time for reflection and further adjustments. PLCs provided additional opportunities to calibrate student work and align assessment practices with the new curriculum and teacher-created rubrics.

Brentwood School's 2024–2025 Well-Being goal focused on fostering a strong sense of connection and belonging among all students. Guided by the CASEL framework, our work emphasized creating supportive classroom and school environments. Research demonstrates that students who feel they belong show higher academic achievement, engagement, and attendance.

School data indicated that belonging and connectedness remained areas for growth. The CBE Student Survey showed that 74.08% of students felt they belonged, while 75% of students in Grades 4–6 reported feeling accepted and valued by

their peers and others at school. The Alberta Education Assurance Measure (AEAM) also reflected a decline in students' sense of belonging in 2024.

Staff engaged in professional learning on the Fundamentals of Social Emotional Learning (CASEL) to build a shared understanding of the five SEL competencies. We also incorporated the Diversity and Inclusion System Professional Learning Series into our Friday sessions, focusing on the importance of names, the cultural iceberg, and the role of music in fostering belonging. Using the system dates of significance calendar, we celebrated cultural holidays, encouraged students to share aspects of their cultures, and hosted Cultural Days (i.e. during Diwali, Lunar New Year, and Black History Month) where students wore traditional clothing.

To support a schoolwide approach, we established a well-being committee that met regularly throughout the year to lead school actions. The committee introduced Brentwood Connect Days, where cross-graded groups allowed students to build relationships with peers and teachers outside their regular classrooms, the intent of which was strengthening a collective sense of connection across the school community.

Throughout the 2024–2025 school year, Brentwood School made meaningful progress toward both our Learning Excellence and Well-Being goals. The growth was evident in the CBE Student Survey results: there was an increase of 3.58% of students had opportunities to received feedback from others to improve their writing. There was an increase of 3.44% of students who knew what to do next to improve their writing skills. This shows improved clarity in students understanding success criteria and the expectations of the tasks. Our report card data also indicated growth as less students received 1s on the report card and less students received an EAL indicator for writing on the report card. There was also an increase of 2.7% of students who received a 4 indicator on their report card for writing.

The shift in our school culture was evident as teachers and students were very excited for our Brentwood Connect Day. Our results showed a 11.22% increase in students caring about each other and a 10% improvement of students feeling included at school. An encouraging sign of growth was noted through the CBE Student Survey where there was an increase of 7.25% of students who reported that Brentwood takes steps to address and/or discrimination.

## **Insights and Next Steps**

Writing achievement and sense of belonging have improved on some measures, but sustained growth remains necessary. Report card data show fewer students receiving a level 1 and fewer students receiving an ELL indicator for writing, and a 2.7% increase in students achieving a 4. However, a 0.75% decline in students' confidence in writing

highlights the ongoing need for instructional clarity and support. Perception data indicate that students are gaining a better understanding of success criteria and next steps, reflecting improved teacher use of rubrics, feedback, and clear expectations. Specifically, 3.58% more students reported receiving feedback to improve their writing, though there was a decline in students' perception of having opportunities to read, write, and discuss with classmates.

A sense of connection and belonging has also strengthened: 11.22% more students reported caring about each other, 10% more felt included at school, and 7.25% more felt the school takes steps to address discrimination. These shifts reflect meaningful cultural changes and the positive impact of SEL and inclusive practices. Nevertheless, belonging remains an area of focus, with approximately 25% of students still feeling inconsistently valued or included.

Moving forward, we will continue to strengthen students' writing confidence by using student-friendly rubrics and exemplars to clarify expectations and build self-efficacy. Teachers will collaborate through PLCs to calibrate and refine writing assessments, track growth, and identify areas for targeted support, while also deepening their understanding of proficient and mastery levels through shared exemplars. To further improve well-being and connectedness, Brentwood Connect Days will be expanded to occur more frequently, diversity, equity, and inclusion practices will be strengthened through ongoing professional learning, and students will be given greater agency in cultural celebrations and community-building initiatives.

# Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025



The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
  - Citizenship
  - Student Learning Engagement
  - Education Quality
  - Welcoming, Caring, Respectful and Safe Learning Environment
  - Access to Supports and Services
  - Parent Involvement

Assurance Domain	Measure	Brentwood School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	82.7	89.3	89.7	83.9	83.7	84.4	Intermediate	Declined	Issue
	<a href="#">Citizenship</a>	76.9	81.5	85.8	79.8	79.4	80.4	Intermediate	Declined	Issue
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	92.0	93.1	94.4	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	81.6	85.5	89.0	84.4	84.0	84.9	Low	Declined	Issue
	<a href="#">Access to Supports and Services</a>	74.1	74.5	80.2	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	<a href="#">Parental Involvement</a>	86.4	86.1	86.4	80.0	79.5	79.1	Very High	Maintained	Excellent