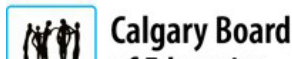


Bridlewood School

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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

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

School Development Planning

Introduction

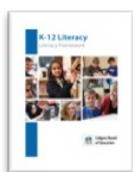
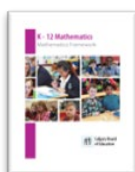
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

[Link to School Improvement Results Report](#)





School Development Plan – Year 2 of 3

School Goal

Student achievement in literacy will improve.

Outcome:

Student achievement in written expression will improve.

Outcome Measures

AEAMs Survey (Education Quality measures)
CBE Student Survey
Our School Survey
CBE Report Card results (Writes to express information and ideas)
Grade 6 Provincial Achievement Test Part A

Data for Monitoring Progress

Independent writing assessments administered 3 times over the course of the school year.
Diagnostic assessments, (Alberta Student Assessments K-3) and Reading Decision Tree Assessments for Grades 4-6
Professional Learning Implementation Plan
EAL benchmarks (Writing)
Student Writing Portfolios
IPP progress (Literacy)
ESL Proficiency Benchmarks (Written Expression)

Learning Excellence Actions

Utilize consistent, specific and timely formative assessment practices to move student learning forward.

Build reciprocal reading-writing connections.

Utilize high-impact strategies to explicitly teach and support planning, idea development, organization, revising and editing.

Well-Being Actions

Consistently utilize and reference mentor texts, writing exemplars, and success criteria to help students engage in goal setting, self-assessment, and reflection, empowering them to take ownership of their writing learning.

Provide actionable feedback that moves learners forward.

Utilize assistive technology to scaffold, support, and enhance written expression.

Truth & Reconciliation, Diversity and Inclusion Actions

Provide students with opportunities to interactively and collaboratively construct text(s).

Increase English as a Second Language Learner Supports to build language confidence and written expression.

Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind.

Professional Learning

Calibration of student writing

Structures and Processes Classroom:

Resources

[Alberta Professional learning Consortium: The Writing Revolution 2.0](#)





Compilation of a school-wide exemplar bank showing the trajectory of achievement for each grade

Understanding the Writing Rope

Developing the Writing Block

Book Study: Writing Revolution 2.0)

Assessment practices that move learning forward and assist students in becoming owners of their own learning.

Provide daily structured and supported writing times

Clarify and unpack learning intentions and expectations, instructions, and purposes for all students

School:
PLCs, Collaborative Response, Grade team meetings

[CBE Literacy Framework](#)
[Science of Writing Free Tools Resources](#)

[Good Practices in Writing: What does the Writing Block Look Like?](#)

[ESL Pyramid of Supports](#)
[Two Writing Teachers](#)

[Assessment and Reporting in the CBE](#)

CBE PL - Weaving the Writing Rope Throughout K-3 Classroom

CBE PL – Playful Pathways to Literacy

CBE Professional Learning Assessment & Reporting Session 4: Actively Involving Students in the Assessment Process [[Recording](#)] [[Slides](#)]
CBE Rubrics (writing)

School Development Plan – Year 2 of 3

School Goal (OPTIONAL SECOND GOAL): Student sense of well-being will improve.

Outcome:

Student understanding and ability to enact self-management competencies consistent with the CASEL Framework will improve.

Outcome Measures

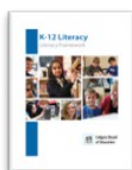
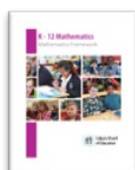
Student perceptions of having regulation strategies based on CBE Student Survey- (example questions: “I have strategies to help myself that I use if I feel stressed at school.”, “I take care of myself by making sure I don’t have too much screen time.”)

Alberta Education Assurance Report (example questions: “Students at your school

Data for Monitoring Progress

Student perceptions of having regulation strategies based on CBE Student Survey- (example questions: “I have strategies to help myself that I use if I feel stressed at school.”, “I take care of myself by making sure I don’t have too much screen time.”)

Office referrals/log entries referencing Physical/verbal aggression / destruction of property





respect each other.”, “Students at your school follow the rules.”)

Student voice through the OurSchool WellBeing survey percentage reporting positive self-regulation

Increased teacher understanding of task design that incorporates SEL competencies in their disciplines for regulation and well-being

Student Writing Portfolios

Learning Excellence Actions

Utilize age-appropriate texts that highlight diverse persons and the Self-management competencies (characters that exhibit these skills both successfully and in states of growth).

Engage in reading and writing tasks to deepen students' understanding of the SEL competencies such as: reflection journals, regular opportunities for self-assessment with feedback, etc.

Well-Being Actions

Provide instruction and support to build students' awareness of the mental and physical effects of screen time and to develop healthy screen-use habits (including social media).

Create regulating environments through-out the school, including within classrooms.

Teach and reinforce strategies to maintain focus, engagement, and perseverance through academic tasks.

Engage students in productive ways to resolve conflicts.

Teach about the brain and its development/functions in response to stress and regulation techniques. (Self-Awareness and Self-Management)

Truth & Reconciliation, Diversity and Inclusion Actions

Utilize inclusive, universal strategies to intentionally integrate SEL competencies schoolwide.

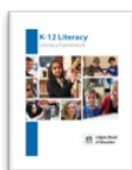
Implement restorative justice practices that prioritize dialogue, empathy, and accountability over punitive measures.

Professional Learning

Structures and Processes

Monthly PLC meetings

Resources





Trauma aware/trauma informed practice

Professional learning for teachers/whole-school implementation of the Collaborative for Academic, Social and Emotional Learning (CASEL) Framework to plan the integration of SEL

Professional learning about Digital Well-being/ Digital Citizenship Competency – “I balance time online and offline to promote positive mental, emotional and physical well - being” and “I understand appropriate times and situations to use technology”

Regular Grade Team Meetings
Collaborative Response
SLTs
Student Advisory Team

[SEL Brightspace course \(SEL Designate\)](#)
[CBE OT /PTSLP Website](#)
[CASEL.org](#)
[CBE Student Well-Being Framework & Companion Guide](#)
[CBE Digital Citizenship Competencies](#)
[SCRED Life Skills](#)
[Building SEL Competencies: Choosing Instructional Resources](#)
[CBE Holistic Life Long Learning Framework & Companion Guide](#)

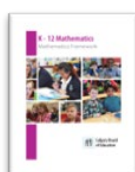
School Development Plan – Data Story

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

Outcome one: Student achievement in written expression will improve.

Celebrations

- Survey Results from the **Alberta Education Assurance Survey** demonstrate growth in Education Quality, improving from a rating of “Good” in 2024 to “Excellent” in 2025.
- **CBE Student Survey** Between 2024 and 2025, Grade 5 and 6 students surveyed continued to feel supported in understanding how to improve their written expression — a strong measure of effective feedback and instruction.
- **CBE Report Card results for English Language Arts and Literature stem, “Writes to Express Information and Ideas”**





- **Improved Proficiency (Achievement Indicator 3):** Grades 1–5 show consistent increases in Indicator 3 — particularly **Grade 1 (from 20% → 32.08%)** and **Grade 4 (from 34.38% → 38.1%)**, indicating growing competence in writing conventions and the ability to express ideas clearly.
- **Improvement in Foundational Skills (Achievement Indicator 1):** Fewer students are in the “significant support” category. Example: Grade 1 decreased from 17.33% → 13.21%, suggesting early literacy and scaffolding interventions are working.
- **Grade 5 Progress Across Levels of Achievement:** Achievement Indicators 2 and 3 improvements suggest a healthier middle band, with more students moving toward independence and fewer requiring direct scaffolds.

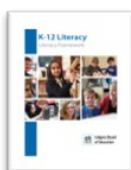
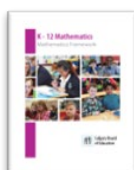
Areas for Growth

- Extending Writing Stamina and Complexity (Grades 4–6)
- Deepening Writing for Purpose and Audience
- EAL Writers – Building Voice and Confidence
- Strengthening consistency across grades by aligning writing rubrics, feedback, and exemplars so students experience a clear progression of skills year to year.

Next Steps

Continued focus on

- Utilizing high impact strategies to teach and support planning, idea development, organization, revision, and editing.
- Providing feedback that moves learning forward (for example: Use formative checkpoints (plan → draft → revise & edit) to monitor complexity and depth.
- Using mentor texts, writing exemplars, and success criteria resources to support students with writing self-assessments.
- Activating students as owners of their learning by engaging in goal setting, self-assessment, and reflection.
- Providing daily structured writing times, where students write for real purposes and audiences, i.e. embedding authentic, real-world writing opportunities (letters, reflections, opinion pieces, community connections).
- Developing a school-wide exemplar bank showing the trajectory of achievement for each grade.



- Increasing English as a Second Language Learner Supports to build language confidence and written expression.

2024-25 SDP GOAL TWO: Student sense of well-being will improve.

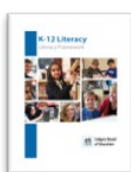
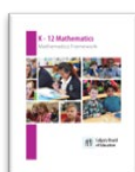
Outcome one: Student ability to self-regulate and apply problem solving skills will improve.

Celebrations

- Perception data compiled from three surveys, the **OurSCHOOL Survey, Alberta Educa4on Assurance Survey, and CBE Student Survey** with that of the 2023-2024 school year. This comparison helps confirm improvement in student ability to regulate and apply problem-solving skills.

| | Regulation Overall Agreement |
|-----------|------------------------------|
| 2023-2024 | 71.28% |
| 2024-2025 | 77.48% |

- Students show significant improvement in Self-regulation. Students are increasingly demonstrating the ability to stay calm, think through challenges, and respond constructively in social and learning situations. **(Alberta Education Assurance Survey indicates Improvement in Regulation and Well-Being: The overall measure rose from 73.33% to 83.68%,)**
- Stress Management: Over 73% of students responding to the June 2025 CBE Student survey reported having strategies to help manage stress. This marks an encouraging upward shift that aligns with Bridlewood School's emphasis on social-emotional learning and wellness.
- Student awareness of healthy screen use and self-care improved indicating strengthened personal responsibility and balance.
- Enhanced Peer Support and Collaboration: The sharp rise from **71% to 93.4%** agreeing that *"Students help each other"* reflects improved cooperation, empathy, and the use of problem-solving strategies in peer interactions.
- Growth in Respectful Relationships: Gains from **69% to 77.63%** in *"Students respect each other"* indicate that more students are managing conflict and expressing differences respectfully — key indicators of social regulation.



Areas for Growth

- Although student agreement with the statement, *“I can take care of myself by making sure I don’t get too much screen time,”* increased from 43.04% in 2024 to 58.88% in 2025, continued focus is needed. Supporting students in developing healthy screen-use habits and self-monitoring skills remains an important part of our work in promoting regulation and well-being.

Next Steps

Continued focus on

- Increasing student awareness and ability to enact healthy screen-use (and social media) habits.
- Creating regulating environments through-out the school, including within classrooms.
- Teaching and utilizing strategies to maintain focus, engagement, and perseverance through academic tasks.
- Engaging students in productive ways to resolve conflicts.
- Teaching norms for how students can get their voice heard in positive ways.

