



Bridlewood School

207 Bridleridge Way SW Calgary, AB T2Y 0L4
p | 430-777-6259 | e | Bridlewood@cbe.ab.ca

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

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

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: Student achievement in written expression will improve.

Celebrations (Based on Perception Data)
Alberta Education Assurance Survey

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

Grade 5 and 6 students expressed feedback relating to their writing skills. Between 2024 and 2025, students surveyed continued to feel supported in understanding how to improve their written expression — a strong measure of effective feedback and instruction.

2024	83.72% of Grade 5-6 students agreed, <i>“I know what to do next to improve my writing skills.”</i>
2025	83.02% of Grade 5–6 students agreed, <i>“I know what to do next to improve my writing skills.”</i>

Table 1

Celebrations (Based on Report Card Results)

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. Overall increase in students receiving 3’s has increased in 2025, closing a gap between Bridlewood students and their counterparts across Area 5 and the CBE>

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.

Celebrations (Based on Grade 6 Provincial Achievement ELAL Part A (writing))

86% of Bridlewood Grade 6 students writing the exam achieved the acceptable standard. This is slightly higher than the provincial average. 7% of our students achieved in the Excellence range, slightly lower than the provincial average.

Areas for Growth - Based on Report Card Results (See Data Story)

- 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.

Areas for Growth - Based on Perception Data

Grade 5-6 Student voice as expressed through the **CBE Student Survey**

2024	72.94% of Grade 5–6 students agreed, <i>“I am a good (competent) writer.”</i>
2025	71.56% agreed — a slight decrease (–1.38%)

Table 2

While overall student confidence remains strong, a continued focus on feedback and celebration practices will help more students feel confident in applying their skills independently.

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.
- 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.
- Using assistive technology intentionally and purposefully to scaffold, support, and enhance written expression.

Data Story

Bridlewood School’s 2024-2025 academic goal centered on improving student achievement in written expression. Effective instruction in written expression requires students to engage in explicit sequential instruction, find purpose and meaning in their efforts, attend closely to feedback, and apply strategies independently.

Through analysis of 2023-2024 Report Card results, it was noted that Bridlewood student achievement in *Writing to Express Information and Ideas* lagged their achievement in *Reading to Explore and Understand*. Further, when compared with Report Card data from other CBE Area 5 schools, it was noted that students at Bridlewood on average demonstrated lower levels of achievement in *Writing to Express Information and Ideas* than their counterparts.

Over the course of the year, teachers took part in professional learning, often in the context of PLCs, where they deepened their understanding of curriculum and the trajectory of writing development, shared student work, and developed common writing assessments and rubrics. Student improvement in *Writing to Express Information and Ideas* is noted through comparing June 2024 Report Card results to those of June 2025 Report Card.

June 2024 – Writes to Express Information and Ideas

	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator ELL
Grade 1	17.33%	34.67%	20%	12%	16%
Grade 2	10.96%	30.14%	30.14%	8.22%	16.44%
Grade 3	17.07 %	29.27 %	37.36 %	3.66 %	3.66%
Grade 4	0%	40.62%	34.38%	12.5%	7.81%
Grade 5	1.69%	35.59%	32.2%	11.86%	8.47%
Grade 6	0%	26.56%	42.19%	12.5%	4.69%
Overall	8.63%	33%%	32.6%	9.83%	9.59%

Table 4

June 2025 – Writes to Express Information and Ideas

	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator ELL
Grade 1	13.21%	37.74%	32.08%	5.66%	9.43%
Grade 2	10%	27.5%	37.5%	10%	11.25%
Grade 3	16.48 %	23.08 %	37.36 %	9.89 %	7.69%
Grade 4	11.9%	29.76%	38.1%	9.52%	2.38%
Grade 5	2.86%	37.14%	34.29%	15.71%	4.29%
Grade 6	15.52%	34.48%	39.66%	0%	6.9%
Overall	11.7	30.73%%	36.7%	8.9%	6.59%

Table 5

Interpretation and insights - Report Card Results

- Grade 6 demonstrates an increase in the proportion of struggling writers, with Indicator 1 rising from 0% to 15.52%. Additionally, the absence of Indicator 4 (0% in 2025) suggests that few Grade 6 students are writing with higher levels of sophistication, elaboration, and voice. This indicates a need to strengthen students' ability to develop ideas with clarity and to communicate with purpose and personal style. This interpretation is further substantiated by ELAL Part A (Writing) PAT results where the majority of students scored within the Acceptable range.
Growth focus: Focus on helping students develop, organize, and extend ideas with increased elaboration, transitions, genre variety, and voice: precision, and voice; support students in revising for depth, not just completion.
- Indicator 4 levels plateau or decline after Grade 3. Students may be meeting basic requirements but not yet writing to engage or persuade.
Growth focus: Integrate authentic writing tasks (letters, blogs, persuasive pieces, storytelling tied to inquiry or community issues).

- ELL percentages are lower but still represent a notable subset (e.g., 9.43% in Grade 1; 6.9% in Grade 6).
Growth focus: Continue oral rehearsal, sentence stems, visual scaffolds, and shared writing experiences to strengthen language transfer

Interpretation and insights - Perception Data

Perception data provides supplementary information relating to student efficacy and confidence as writers. (See Celebrations, *Table 1* CBE Student Survey and Areas for Growth *Table 2* CBE Student Survey)

Goal Two: Student sense of well-being will improve.

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

Celebrations

Bridlewood’s focus on well-being and regulation is producing strong momentum.

Table 6 demonstrates a comparison of 2024–2025 perception data compiled from three surveys, the **OurSCHOOL Survey**, **Alberta Education Assurance Survey**, and **CBE Student Survey** with that of the 2023-2024 school year. This comparison shows improvement in student ability to regulate and apply problem-solving skills.

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

Table 6

Drilling more deeply into information communicated through the three surveys, responses to selected prompts shows improvement in students’ ability to:

- we identified as measures, manage stress and emotions,
- engage in respectful problem-solving, and
- make thoughtful choices in learning situations.

(See Data Story below for more detailed information.)

Areas for Growth

While student agreement with the CBE Student Survey prompt, *“I can take care of myself by making sure I don’t get too much screen time,”* showed notable improvement—rising from **43.04% in 2024 to 58.88% in 2025**—we recognize that this area continues to require intentional

focus and growth. Supporting students in developing healthy screen habits and self-monitoring skills remains a significant and important part of our ongoing work in regulation and well-being.

Next Steps

Continued focus on

- Increasing student awareness and ability to enact healthy screen-use habits.
- Creating regulating environments through-out the school, including within classrooms.
- Teaching and reinforcing 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.
- Promoting and involving families in SEL.

Data Story

Based on observations and analysis of perception data, the instructional team at Bridlewood School identified regulation as a key area for growth during the 2024–2025 school year. Together, we committed to helping students recognize and understand their emotions, manage stressors, express their needs, and problem-solve to achieve positive and productive outcomes. Throughout the year, teachers engaged in professional learning to deepen their knowledge and enhance instructional practices, drawing on strategies and approaches informed by the CASEL framework for social and emotional learning.

Within Professional Learning Communities and collaborative team meetings, teachers designed and implemented learning experiences that supported students in understanding how the brain functions and responds to stress, as well as developing self-regulation strategies. Students also received explicit instruction on the mental and physical health impacts of extensive screen time.

Emotional literacy, regulation, and self-understanding were intentionally embedded across curricular areas through reflection, discussion, and self-assessment. A highlight of this professional work was the collaborative creation of a Continuum of Supports and Strategies for Self-Management. This tool outlines strategies and differentiated levels of support to assist students in developing self-management competencies.

To measure the impact of this work, selected prompts from three student surveys—the *OurSCHOOL Survey*, *Alberta Education Assurance Survey*, and *CBE Student Survey*—administered in 2023–2024 were compared with results from 2024–2025. The results clearly indicate that our school-wide focus is having a positive impact on students' ability to self-regulate and resolve challenges constructively.

Alberta Education Assurance Survey (Grade 4) – Comparison 2024 → 2025

The Alberta Education Assurance Survey gathers feedback on the quality of education provided by school authorities and their schools. Administered annually to students in Grades 4, 7, and 10, their teachers, and parents/guardians, the survey provides valuable insight into school performance and helps guide future planning.

Participants respond to questions on:

- Welcoming, caring, respectful and safe learning environments
- Student learning engagement
- Parental involvement in their children's education

Student responses to the following prompts on the Alberta Education Assurance Survey were selected to help measure progress toward Bridlewood School's well-being goal.

Alberta Education Assurance Survey (Grade 4) – Comparison 2024 → 2025

Prompt	2024	2025	Change
Students at my school follow the rules	71%	80%	↑ 9% points
Students at my school help each other.	71%	93.4%	↑ 22.4% points
Students at my school respect each other.	69%	77.63%	↑ 8.63% points
Overall Measure	73%	83.68%	↑ 10.35% points

Table 7

Interpretation and Insights

The 2025 **Alberta Education Assurance Survey** results show meaningful growth in students' ability to manage emotions, make responsible choices, and solve problems in positive ways.

- **Improved Self-Regulation:** An increase from **71% to 80%** of students agreeing that "*Students follow the rules*" suggests stronger self-control, understanding of expectations, and awareness of how individual actions affect others.
- **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.
- **Overall Improvement in Regulation and Well-Being:** The overall measure rose from **73.33% to 83.68%**, confirming that students are increasingly demonstrating the ability to stay calm, think through challenges, and respond constructively in social and learning situations.

CBE Student Survey

The CBE Student Survey is an online school perception survey administered annually, for students in Grades 5, 6, 8, 9, 11 and 12. The CBE Student Survey highlights student voice to deepen understanding of the learning experiences within our schools. The data gathered helps schools identify trends, celebrate strengths, and respond with targeted actions that enhance student well-being, engagement, and success.

Table 8 compares student responses to selected prompts from the CBE Student Survey administered in the 2023–2024 and 2024–2025 school years.

CBE Student Survey (Grades 5 and 6) Comparison: 2024→2025

Prompt	2024	2025	Change
I have strategies to help myself when I feel stressed at school.	62.07%	73.58%	↑11.51% points
I can take care of myself by making sure I don't get too much screen time.	43.04%	58.88%	↑15.84% points
I can adapt to new situations even when under stress or pressure.	43.05%	86.79%	↑43.75% points
Overall measure -prompts relating to regulation	72.68%	80%	↑7.42% points

Table 8

Interpretation and Insights

Growth in Regulation: Students show significant growth in regulation and coping skills. Notably, “I can adapt to new situations even when under stress or pressure” jumped from 43% to 87% nearly doubling in agreement.

Healthy Habits: Awareness of healthy screen use and self-care improved indicating strengthened personal responsibility and balance.

Stress Management: Over 73% of students responding to the June 2025 survey reported having strategies to help manage stress. This marks an encouraging shift that aligns with Bridlewood School’s emphasis on social-emotional learning and wellness.

OurSCHOOL Survey Comparison: 2024 to 2025

The OurSCHOOL survey provides an opportunity for students in grades 4- 12 to give feedback on sense of belonging, positive relationships, anxiety, feeling safe at school, life satisfaction, general health, orientation to well-being, goal-oriented, self-regulation, and cultural awareness of others. 2025 data is not yet available.

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:

Assurance Domain	Measure	Bridlewood 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	Student Learning Engagement	83.9	87.3	86.2	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	87.0	75.3	82.0	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.3	89.5	91.6	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.0	77.8	86.2	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	85.4	68.4	75.7	80.1	79.9	80.7	High	Improved	Good
Governance	Parental Involvement	88.2	66.5	73.5	80.0	79.5	79.1	Very High	Improved	Excellent