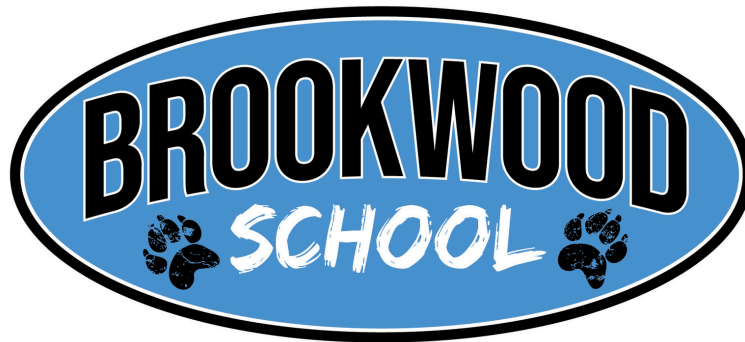


# Brookwood School

## 2025–2026 School Development Plan



### Opening and Principal's Message

Nestled in the heart of the vibrant community of Spruce Grove, Brookwood School is home to approximately 500 students from Early Education through Grade 4. Originally designed in 1970 as an open concept, the school continues to reflect its founding vision of collaboration and connection. Today, Brookwood School proudly offers a dual-track program, serving both a general K–4 stream and the K–4 Parkland Christian program. Our caring and dedicated staff foster a nurturing and inclusive learning environment where students are encouraged to support one another, grow together, and embody our guiding belief that kindness counts in supporting Parkland School Division's ultimate goal of student success and well-being.

Brookwood School is more than just a place of learning—it is a place where community thrives. Known for our warm and welcoming spirit, we celebrate the values of togetherness, empathy, and leadership, inspired by our school mascot, the wolf pup. Just as wolf pups are raised within close-knit packs, our students are encouraged to see themselves as part of something bigger: a school family that supports, learns, and leads together. The wolf pup symbolizes our commitment to cultivating a sense of belonging, where every student feels seen, valued, and empowered to grow. At Brookwood School, we don't just learn together—we thrive as a pack.

Principal: Christine Ross  
Assistant Principal: Stephanie Carrozza



# Parkland School Division: Foundational Statements

## PSD's Four Enduring Priorities Which Guide Our School Plan

**Vision:** Our students possess the confidence, resilience, insight, and skills required to thrive in, and positively impact, the world

**Mission:** We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspective, and to achieve enduring success

## Ultimate Goal: Student Success and Well-Being



## Reflections to Drive Change

In preparing for the upcoming school year, we took time to engage in a comprehensive review of multiple data sources to understand our current context and inform our 2025-2026 Development Plan areas of focus and growth. This reflection process included an analysis of student literacy and numeracy achievement data, Alberta Education Assurance Measure Results, school-based family feedback, and staff input, which directly shaped the development of our school goals.

The 2024-2025 Alberta Education Assurance Measures survey identified the domain of "Accessing Supports and Services" as a significant area of growth at Brookwood School by parents, students, and teachers, with the level of concern ranging from very low to acceptable. The Assurance Measures Results also identified areas for growth in the domain of Student Learner Engagement, as reported by both students and teachers. We are proud to share that parents and students reported very high levels of satisfaction with the quality of basic education and agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.

While we continue to demonstrate growth in literacy and numeracy outcomes from the beginning to end of year, these foundational skills form the basis of education and will continue to be priority areas of focus. Specifically, access to supports and intervention programming were identified as areas for growth. Grade 4 students participated in the SOS-Q survey in the fall of 2024, which revealed low levels of self-confidence in many students, highlighting the need for Student Wellness to remain an area of priority.

# 2025–2026 Our Goals and Areas of Growth

## Our Context

Our School Development Plan has been designed to strategically guide Brookwood School in the 2025/26 school year, aligning our goals with the division's priorities and responding to the unique context of Brookwood School.

## ★ 2025–2026 Key Areas of Focus

We have aligned our key focus areas for growth and development for the 2025–2026 school year with Parkland School Division's four main priorities.

### Our Goals

- 1) A safe, welcoming, and caring environment for all
- 2) Fostering inclusive practices and celebrating diversity to create a learning environment where all feel like they belong
- 3) Literacy and Numeracy Development
- 4) New Social Studies Curriculum Implementation

## ★ Objective

An OBJECTIVE is used to describe a specific, measurable step that contributes to achieving the outcome. Objectives are practical, focused, and usually short-term targets.

## ★ Strategy

A STRATEGY is a key-performance action toward a recognizable outcome that intends to improve our ability to demonstrate or attend to the outcome.

## ★ Performance Measures

Finally, a PERFORMANCE MEASURE provides a method to determine how well we are attending to the avenue for development and increasing our ability to demonstrate the outcome. Measures may include derived results (for example: tests, diploma exams, or demographic measures) or they may include assurance measures from surveys and stakeholder engagement processes.

## ★ Priority

### Student Wellness and Workplace Wellness



## ★ Objectives

To ensure Brookwood School is a caring, welcoming, respectful, and safe, meaningful learning environment for all students through fostering a school culture that prioritizes social-emotional growth and mental well-being.

To ensure timely access to a continuum of supports and services to address areas of support for the whole child.

## ★ Strategies

- School-Based Counsellor Support for Students
- Regular School-Based Support Team meetings to organize access to a continuum of supports and services
- Reduce visual stimulation in the overall environment in the school to better support a calming and regulated environment
- A common school theme around kindness, with the tag line “Kindness Counts”
- Extra-curricular student group opportunities (E.g., Cross Country Running Club, Spirit Team, Choir, Christmas Concert Acting, Running Room Games)
- Mental Health in Schools Resources and PD for staff, including staff book study
- School Health Leads
- Food Security and Nutrition access
- Provide a greater range of targeted groups to support a variety of social and wellness topics.
- Promote and host some parent sessions around a variety of wellness-related topics

## ★ Measures

- Student wellness survey – Survey name TBD
- Decrease in student absenteeism
- Reduction in office visits
- Overall reduction in Critical Incidents
- Guarding Minds Survey





## ★ **Priority**

### Indigenous Perspectives and Ways of Knowing



## ★ **Objective**

Brookwood School is committed to demonstrating enhanced foundational knowledge of First Nations, Métis, and Inuit cultures, histories, and worldviews, as outlined in Alberta's Teaching Quality Standard. Through targeted professional learning, collaborative planning, and the integration of authentic Indigenous content our school will create inclusive, respectful, and accurate learning experiences that benefit and engage all students.

## ★ **Strategies**

- Invitation to staff to collaboratively complete the Indigenous Canada 12-lesson Massive Open Online Course (MOOC) from the Faculty of Native Studies during self-directed PD time
- Continuation of work introduced during the 2024-2025 school year with elder visits
- Utilize the Indigenous Games kits created by the division and purchase supplies to create our own school-based kit
- Invite Indigenous Education facilitator, Geri Woo, to support teacher knowledge in the areas of Indigenous ways of knowing and learning.
- Expansion of library and classroom resources available staff and students

## ★ **Measures**

- Number of staff who sign-up and choose to engage in the course option.
- Increased utilization of first-hand Indigenous materials or experiences to support student learning
- Greater appreciation and understanding, so we can continue walking this journey together



## ◆ Priority

Programming and Pedagogy



## ◆ Objectives – Literacy

### 1. Enhance Foundational Literacy & Comprehension Skills Across All Grades

Our desire is for all students from Kindergarten to Grade 4 to demonstrate measurable growth in foundational literacy skills—including phonemic awareness, reading fluency, vocabulary, and comprehension and communication.

### 2. Build a Literate, Engaged, and Expressive School Community

As a school, we will foster a culture of reading and writing by providing opportunities for all students to participate in daily literacy activities, with an intensified focus on at-risk students

## ◆ Strategies

- Provide targeted small group literacy interventions, both in the classroom and in alternative spaces, for students who are at risk
- Timely access to a continuum of supports and services for all students
- Celebrating school literacy growth through a variety of means (assemblies, etc.)
- School-wide writing plan that aligns with the divisional scope and sequence
- Possibly offer some Family Literacy sessions
- Targeted social media posts to promote at-home literacy strategies and engagement activities
- Continued PD for staff K-2 using UFLI literacy program

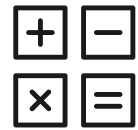
## ◆ Measures

- Incorporation of differentiated small group instruction during literacy times
- Provincial and Divisional assessments, utilizing the data provided to inform instruction and groupings
  - Fountas & Pinnell Benchmarking, PAST, RAN, LeNS, CC3, Words their Way, Divisional Writing Assessment, Brigance, Modified Bridge
- Progress with IEP goals
- Improvement Alberta Education Assurance Measures survey results in the areas of Program of Studies – At Risk Students and Access to Supports and Services



## ★ **Priority**

Programming and Pedagogy



## ★ **Objectives – Numeracy**

- Growth in fluency with basic number operations, inclusive of fact fluency and preservation of equality across all grades
- Growth in fraction concepts and operations in Grade 3 and 4 students

## ★ **Strategies**

- Provide targeted small group literacy interventions, both in the classroom and in alternative spaces, for students who are at risk
- Timely access to a continuum of supports and services for all students
- Ensuring access to resources, both for teachers and hands-on manipulatives for students to support learning progressions
- Teachers will use assessment data to identify areas of growth and to inform practice
- Possibly offer numeracy family sessions and/or math games night
- Use of Building Thinking Classroom lessons

## ★ **Measures**

- Incorporation of differentiated small group instruction during numeracy times
- Provincial and Divisional assessments, utilizing the data provided to inform instruction and groupings
  - Brigance, AB Ed Numeracy Screen, Elk Island Numeracy Screen
- Progress with IEP goals
- Improvement in Alberta Education Assurance Measures survey results in the areas of Program of Studies – At Risk Students and Access to Supports and Services



## ★ **Priority**

Programming and Pedagogy



## ★ **Objectives – New Social Studies Curriculum**

- Support staff in the implementation of the new Alberta Social Studies curriculum inclusive of planning, understanding, and resources.

## ★ **Strategies**

- Professional Development sessions to allow staff time to explore new curricular content, instructional strategies, and assessment methods
- Grade level collaborative time to develop unit, lessons, resources, and assessments
- Begin to create a Resource Hub using a shared digital platform for teachers to access resources and collaborate
- Engage parents and the community by sharing curriculum goals and learning activities via newsletters or curriculum nights.
- Invite guest speakers or organize field trips related to social studies content.

## ★ **Measures**

- Collect teacher and student feedback through the use surveys or focus groups to gather input on curriculum effectiveness and to identify areas needing adjustment or additional support
- Review implementation progress mid-year, checking in to assess what's working and what isn't, and adjust pacing guides or support plans accordingly





# 2025–2026 PD Plan

During site-based Professional Development (PD) Days, staff will engage in professional development connected to components of our school development plan. This may include a focus on literacy and/or numeracy programming and pedagogy, furthering of Indigenous perspectives and ways of knowing, or development of student and workplace wellness.

## ● Student Wellness & Workplace Wellness

- Whole Staff Book Study using the book “Deep Kindness – A Revolutionary Guide for the Way We Think, Talk, and Act in Kindness”
- First Aid
- Professional learning around the comprehensive school health tenet of healthy eating

## ● Community, Equity and Belonging

- Whole Staff – Book Study Continued
- Support Staff Facilitated Book Study Continued
- Food Security – Presentation around Food Bias and Food Neutral Language by PSD Student Health and Wellness Facilitator

## ● Indigenous Perspectives and Ways of Knowing

- Circle of Courage teachings
- Facilitate and host Indigenous Canada massive open online course (MOOC) during self-directed PD times

## ● Programming and Pedagogy

- Cross-school collaboration to support the new Social Studies curriculum implementation and resource development
- Support Staff Facilitated Book Study – “The Paraprofessional’s Handbook for Effective Support in Inclusive Classrooms”
- School-Based Support Team Meetings – Modelling and Implementation



