


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

Earl Grey School

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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: Students' literacy will improve.

Outcome One: Students' written communication will improve through culturally responsive teaching.

Celebrations

- From June 2024 to June 2025, report card data shows measurable improvement in writing achievement, including a 4.2% increase in Indicator 2s, a 12.26% increase in Indicator 3s, and a 7.61% increase in Indicator 4s, indicating more students are meeting and exceeding grade-level expectations in writing
- Grade 5 and 6 student voice data reflects strong writing confidence, with 89% of students reporting they have the skills needed to write in everyday life (36% strongly agree, 53% agree).
- According to the Alberta Education Assurance Measures, 97% of respondents reported that students at Earl Grey receive a high-quality education, reflecting strong instructional practices and positive learning experiences.

Areas for Growth

- Opportunity to strengthen use of common exemplars, rubrics, and aligned success criteria across grades.
- Continue to strengthen opportunities for students to see themselves, their cultures, and lived experiences reflected in daily learning, texts, and classroom materials to deepen belonging and identity-affirming learning
- Continue to build students' emotional literacy and self-regulation skills through explicit in identifying, expressing, and managing emotions, supporting confidence, resilience, and readiness for learning.

Next Steps

- Separate our literacy inquiry into two focused questions, one centered on explicit writing instruction and purposeful task design, and one centered on culturally responsive, identity-affirming practices—as our data indicates both areas are critical to improving writing proficiency, confidence, and belonging for all learners.
- Enhance collaborative professional learning structures to support teachers in co-planning, sharing strategies, and reflecting on student work, ensuring continued alignment in writing practices and culturally responsive instruction across classrooms.
- Design and implement culturally responsive writing tasks across subject areas that intentionally connect to student identity, culture, and lived experience, ensuring opportunities for students to share their stories, perspectives, and funds of knowledge.

Our Data Story:

Earl Grey School is a diverse and vibrant learning community. With over 33 languages represented and a significant number of students who are English as Additional Language learners or have complex learning needs, our work this year centered on building strong literacy foundations and supporting student identity, belonging, and emotional development.

During our fall data dive with staff, we examined multiple sources of evidence including report card trends, Alberta Assurance Measures, CBE Student Survey results, and OurSCHOOL data. As a team, we identified themes connected to our school goal of improving literacy, more specifically the outcome of: Student's written communication will improve through culturally responsive teaching.

Writing Achievement Patterns

Report card trends showed that while many students are developing foundational writing skills, there is variability in student performance, particularly for English as Additional Language Learners. Staff noted higher numbers of Indicator 1s and fewer Indicator 4s relative to Area 7. Despite seeing a 3 % increase in the indicator 1's from June 2024-June 2025 there has been a 4.2 % increase in indicator 2's, 12.26% increase in indicator 3s and 7.61 % increase in indicator 4's as cited from June report cards 2024 to June 2025.

Report Card Stem -Literacy

Writing to express information and Ideas

Writing to express information and ideas	1	2	3	4
June 2024	3.1%	18.2 %	21.3 %	9 %
June Report 2025	6.57%	22.4 %	33.56%	16.61%

Staff conversation highlighted the need for consistency in understanding what grade-level writing looks like and distinguishing between Indicator 2 and Indicator 3 writing performance. Teachers expressed a desire for more exemplars, co-created rubrics, and clearer shared success criteria to support writing growth.

Our grade 5 and 6 student voice data shows strong confidence in their ability to use writing in real-life situations. In the CBE Student Survey, 89% of students reported they have the skills they need to write in everyday life (36% strongly agree, 53% agree). This emerging confidence is a positive foundation for continued skill development.

Earl Grey School Standard Report

When I need to write in my everyday life, I have the skills I need.

When I need to write in my everyday life, I have the skills I need.		
Overall		
Options	Count	Percentage
Strongly Agree	27	36.00%
Agree	40	53.33%
Disagree	7	9.33%
Strongly Disagree	1	1.33%

Student Voice: Identity, Culture & Belonging

All survey data collected indicates that students generally feel safe, welcomed, and connected at school. However, a deeper analysis reveals that students in grades 5 and 6 struggle to articulate their feelings and sense of belonging within the school culture. Notably, only 68.75% of these students reported feeling included at school.

This insight has reinforced our commitment to culturally responsive teaching and identity-affirming learning experiences. By creating opportunities for students to share personal and cultural stories—through writing and across subject areas—we are fostering deeper voice, expression, and self-confidence.

Social-Emotional Learning & Regulation

Survey responses indicated strengths in relationships and safety, alongside opportunities to build emotional vocabulary, self-awareness, and goal-setting skills. Many students reported difficulty identifying feelings and managing emotions. 40% of our grade 4-6 student indicated through the OurSCHOOL survey that they struggle to control their temper.

Daily SEL routines — morning meetings, circles, check-ins — supported students in building language and confidence for emotional expression.

Conclusion

This past year, Earl Grey School strengthened writing instruction, task design, and identity-affirming learning routines. Students grew in stamina and confidence as writers, and teachers deepened collaboration through examination of student work and shared instructional practices. Survey data confirmed strong belonging and safety, while highlighting continued opportunities to develop emotional literacy and cultural identity connections.

Our continued commitment is to ensure every learner develops as a confident communicator and community member, supported by explicit language development and culturally responsive instruction.

Adjustments for Year Two

In Year Two, we will continue to deepen shared expectations in writing through explicit instruction, shared success criteria and expand culturally responsive, identity-affirming learning tasks to strengthen student voice, confidence, and achievement.

Through review of our outcome measures and collaborative staff reflection, we identified the need to separate our inquiry into two focused questions, as each represents a critical component of our work:

Writing Outcome:

How will explicit writing instruction and purposeful writing task design improve student writing proficiency and confidence?

Culture & Well-Being Outcome:

How will embedding culturally responsive practices across subject areas strengthen student belonging, identity, and engagement?

These questions will guide work during this 2025/26 school year, ensuring continued growth in literacy, language development, student identity, and belonging.

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	Earl Grey 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	86.7	89.3	85.8	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	82.2	83.8	88.2	79.8	79.4	80.4	Very High	Declined	Good
	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	97.7	94.0	91.3	87.7	87.6	88.2	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.4	91.4	92.0	84.4	84.0	84.9	Intermediate	Declined	Issue
	Access to Supports and Services	84.7	79.6	85.0	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	84.0	85.7	89.0	80.0	79.5	79.1	Very High	Maintained	Excellent