cbe.ab.ca

Calgary Board of Education

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

Ear Grey School
845 Hillcrest Ave SW, Calgary, AB T2T 0Z1 t | 403-777-8570 | earlgrey@cbe.ab.ca

School Improvement Results Reporting | For the 2025-26 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 2026-27 School Year p. 209).

This report includes results relative to the goals and outcomes set in the 2025-26 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 literacy will improve

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

Celebrations

- Improved writing achievement**:** The percentage of students achieving Indicator 4 in writing increased from 9% in June 2024 to 22.26% in June 2026.
- More students meeting or exceeding expectations**:** Students achieving Indicators 3 and 4 combined increased from 50.17% in June 2025 to 55.17% in June 2026.
- Strong writing confidence**:** 96.8% of Grade 6 students feel they have the writing skills needed for everyday life, while 96.7% believe their writing skills help them learn in other subjects.
- Positive teacher feedback**:** 94.92% of students report that feedback from their teachers helps them learn and improve.

Areas for Growth

- Strengthening writing skills**:** Continue supporting students who are developing their writing skills, particularly those working toward meeting grade-level expectations.
- Helping students use feedback: Build on our positive feedback results by ensuring all students understand what they are doing well and what they need to work on next.
- Consistent writing assessment**:** Strengthen shared expectations among teachers, so student writing is assessed consistently across classrooms and grade levels.

Next Steps

- Strengthen explicit writing instruction by modelling writing skills, breaking writing tasks into manageable steps, and providing purposeful opportunities to practice.
- Improve assessment calibration through regular teacher collaboration, reviewing student writing samples, and use common examples and success criteria to support consistent assessment.

Our Data Story:

Earl Grey School is a diverse learning community, with over 33 languages represented and students bringing a wide range of strengths, experiences, and learning needs. Approximately 54% of our students have an additional education code, including special education, English as an Additional Language (EAL), and Indigenous education designations. Our school is also home to the Literacy and Learning Education program for students in Grades 4–6**,** further reflecting the diverse learning profiles within our school community.

Recognizing the complexity and diversity of our learners, we have continued to prioritize literacy development, with a particular focus on strengthening written communication. Last year, through collaborative examination of student achievement data, teacher observations, and professional dialogue, we recognized the need to refine our original literacy inquiry. While culturally responsive teaching remains an important component of our inclusive learning environment, our data and professional conversations highlighted the need for a more intentional focus on explicit writing instruction and purposeful task design**.**

This refinement reflects our understanding that clear, systematic instruction benefits all learners, particularly students who require additional scaffolding, language development, and differentiated support. By making writing processes visible, breaking down complex tasks, and establishing clear expectations, we aim to provide students with the tools and confidence to communicate their ideas effectively.

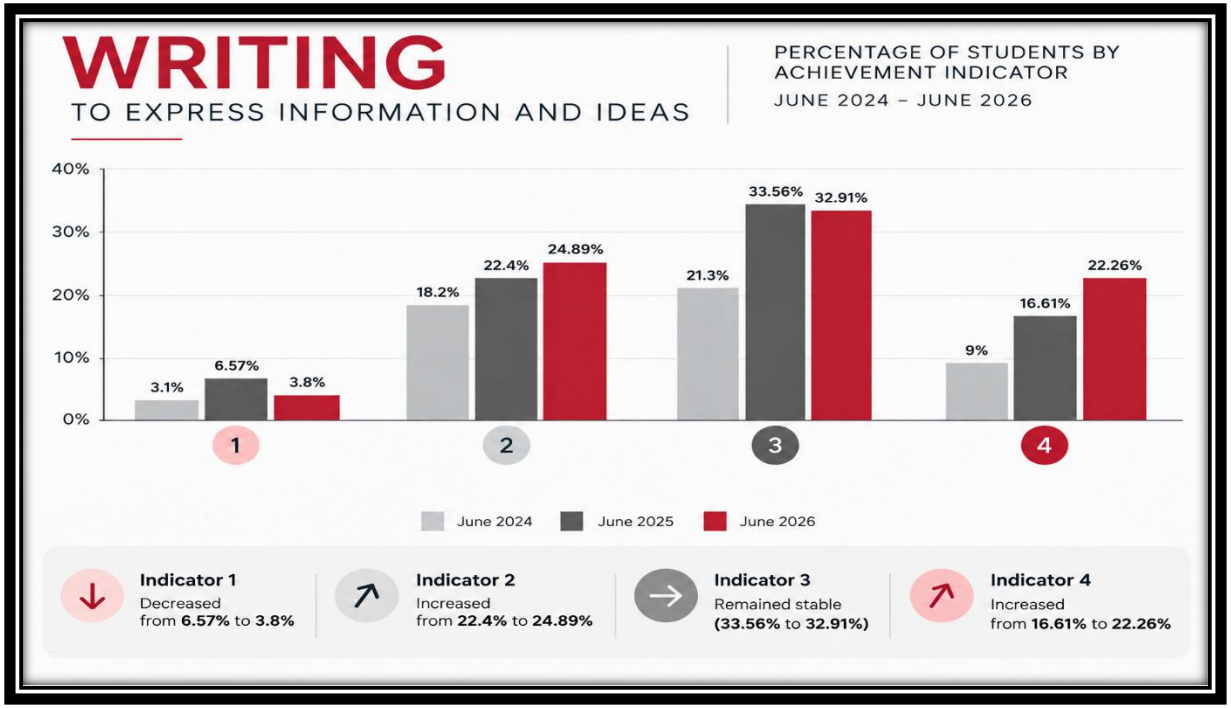
Student voice also played an important role in shaping our school improvement priorities. Previous student survey data indicated that students wanted more opportunities to share their cultures, identities, and personal experiences within their classrooms and the broader school community. In response, we expanded our inquiry to include a focus on student belonging and connection, recognizing the importance of creating learning environments where students feel seen, valued, and represented.

This additional focus complements our literacy work by encouraging meaningful opportunities for student voice, expression, and connection. Together, these priorities reflect our commitment to strengthening both academic achievement and students' experiences of belonging within our school community.

Evidence of Growth

Our June report card data shows growth in student writing over the past three years. The percentage of students achieving Indicator 4 (excellent achievement) increased from 9% in June 2024 to 22.26% in June 2026. We also saw an increase in students achieving Indicators 3 and 4 combined, from 50.17% in 2025 to 55.17% in 2026.

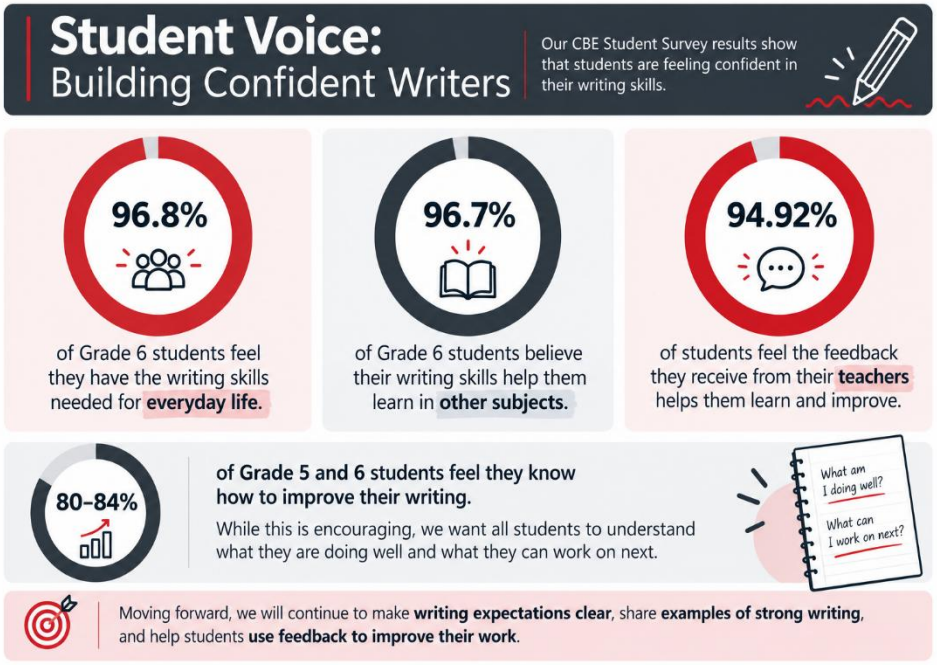
We are beginning to see positive results as we focus more on clear, step-by-step writing instructions. By teaching writing skills directly, showing students what successful writing looks like, and providing support along the way, we are working to help all students become more confident and capable writers, regardless of their learning needs.



Student Voice: Developing Confident Writers

Student voice data (CBE Student Survey) provides another encouraging perspective on our literacy work. As our Grade 6 students prepare to transition to junior high school, 96.8% report having the writing skills needed in everyday life, while 96.7% recognize that their writing skills support their learning across subject areas.

These results are particularly meaningful as we consider our goal of developing confident and capable communicators. Students are leaving Earl Grey with a strong sense of confidence in their ability to use writing as a tool for communication and learning.



Moving Forward: Our Next Steps

As we continue to strengthen student writing, we will focus on making writing expectations clear and helping students understand how to improve their work. We will also strengthen our assessment calibration practices. This means teachers will work together to review student writing samples and develop a shared understanding of what different levels of writing achievement look like.
This work will help ensure writing is assessed fairly and consistently across classrooms and grade levels, while providing students with clear feedback to support their growth.

Goal Two: To strengthen student belonging and connection through culturally responsive practices.

Outcome One: How will embedding culturally responsive across subjects strengthen student belonging, identity and engagement?

Celebrations

- The percentage of students who reported feeling included at school increased from 68.75% to 78.26%, an improvement of 9.51 percentage points, according to the CBE Student Survey.
- 90.57% of students reported feeling a sense of belonging at school, reflecting a strong foundation of positive school connections.

Areas for Growth

- Increasing the percentage of students who feel included at school, ensuring that all students feel valued, represented, and connected.
- Deepening our understanding of how students experience belonging and inclusion, as student survey results show a difference between these two measures.
- Strengthening student identity and engagement by embedding culturally responsive practices across subject areas.

Next Steps

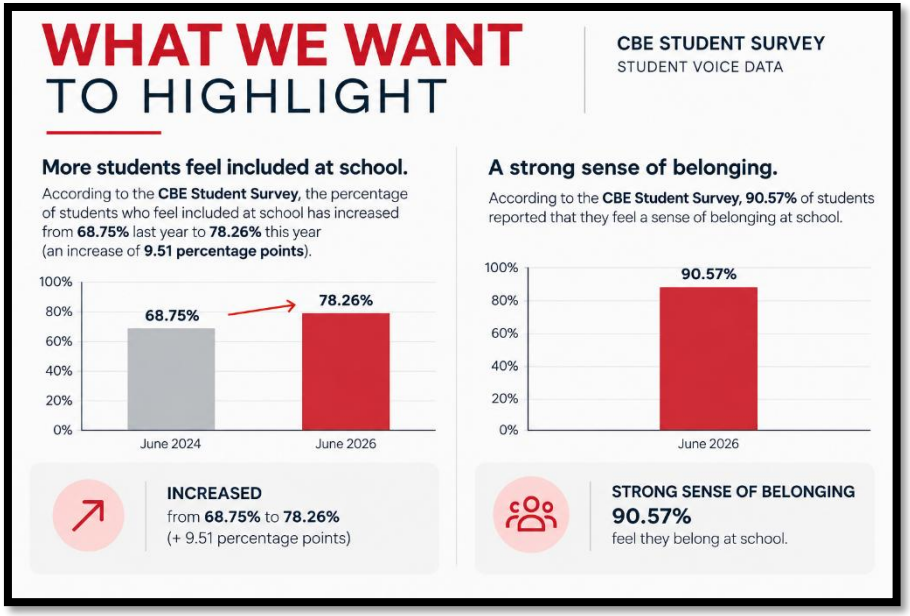
- Gather student voice through classroom conversations, surveys, and reflections to better understand how students define and experience belonging and inclusion.
- Use Collaborative Team Meetings (CTMs) to examine student feedback, share culturally responsive teaching practices, and identify opportunities for growth.
- Intentionally incorporate diverse cultures, experiences, and perspectives into learning tasks, classroom resources, and discussions across subject areas.
- Monitor student belonging and inclusion through ongoing student feedback and CBE Student Survey results to assess progress and guide next steps.

Our Data Story:

Evidence of Growth

More students are feeling included at Earl Grey School! Last year, 68.75% of students reported feeling included, compared to 78.26% this year. This is an encouraging increase of 9.51 percentage points.

We are also pleased that 90.57% of students reported feeling a sense of belonging at school. These results show t we are building a positive and welcoming school community.



Moving Forward: Our Next Steps

While we are seeing growth, we know there is still work to do. Our staff are curious about how students understand the difference between feeling included and feeling a sense of belonging, especially since the results are quite different. We want to hear more from students about what these experiences mean to them. This will help us continue to build classrooms where students see themselves reflected in their learning and feel valued, included, and connected.

Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary - Fall 2026

The Alberta Education and Childcare 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 and Childcare 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	83.4	• 86.7	86.2	84.2	83.9	84.0	Intermediate	Maintained	Acceptable
	Citizenship	77.8	82.2	84.4	81.2	79.8	79.8	High	Declined	Acceptable
	3-year High School Completion	n/a	n/a	n/a •	82.1	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.7	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	60.8	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.5	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.2	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.9	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.7	97.7	93.2	87.8	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.9	85.4	88.7	85.8	84.4	84.4	Low	Declined	Issue
	Access to Supports and Services	78.4	84.7	82.0	79.5	80.1	80.2	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	85.0	84.0	85.2	79.9	80.0	79.5	Very High	Maintained	Excellent