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Earl Grey School
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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 2026-27 School Year p. 212-213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2025-26 School Development Plan for Year Two and the school's Alberta Education and Childcare 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 2025-26 School year, please refer to the 2025-26 School Improvement Results Report on our school website.

SIRR 2025-26

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
Students who self-identify as Indigenous experience improved well-being and achievement






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School Development Plan – Year 3 of 3

School Goal
Students literacy will improve.

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

Outcome (Optional)

Outcome Measures

- Report Card Data – EAL Writing Stem
- CBE Student Survey – Literacy (writing)

Data for Monitoring Progress

4 writing samples throughout the school year

Formative Assessments

Report Card Data January and June

Learning Excellence Actions

- Build, share, and use writing exemplars to enrich student understanding of and/or cocreate success criteria for writing outcomes across grade levels
- Explicitly teach and model the writing process, including planning, idea development, organization, revision, editing and writing craft
- Student's will receive feedback that aligns with the learning intentions and success criteria in writing for next steps for improvement

Well-Being Actions

- Honour student voice and choice
- Create safe, respectful writing environments where students can take risks, share developing ideas and receive feedback without fear of judgment.
- Use technologies intentionally and purposefully that support literacy practices and represent learning

Truth & Reconciliation Actions

TRC Commitment to Action

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

Professional Learning

- System Professional Learning

Structures and Processes

Classroom:

- Include meaningful daily writing tasks that span the

Resources

- ELA/ELAL Insite | Teaching Practices (scroll to Writing for resources and professional readings)






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- ELA/ELAL Insite | Professional Learning
- Assessment & Reporting Insite | Professional Learning
- Self-regulated Strategy Development (SRSD), calibrating student writing, disciplinary writing

various cultures and content areas

- Clarify writing purposes, learning intention, and criteria for success.

School:

- PLCs- calibrate assessment and analyze student learning evidence
- Collaborative grade team planning time.
- Collaborative Response Meetings

- Self-Regulating Strategy Development
- Literacy Lead Teacher






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School Development Plan – Year 3 of 3

School Goal:
To strength student belonging and connection through cultural response practices

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

Outcome (Optional)

Outcome Measures
- CBE Student Survey
- School developed survey

Data for Monitoring Progress
- Student Belonging Collaborative Progress monitoring

Learning Excellence Actions
- Embed culturally responsive teaching practices across subject areas through intentional planning and responsive assessments
- Design learning experiences that reflect diverse identities, histories, and perspectives, particularly Indigenous ways of knowing.

Well-Being Actions
- Seek student voice to develop and host cultural awareness events, celebrations, and or projects where students can honor various cultures
- Use Culturally Responsive Practices to establish culturally responsive and respectful approaches to learning, school process and resources

Truth & Reconciliation Actions

TRC Commitment to Action

- Cultural storytelling: Create opportunities for students and teachers to share their personal or family stories, focusing on diverse cultural traditions, holidays, or values
- Intentional task design and selecting supporting resources for staff and students, that is culturally responsive and deeply embedded in building inclusive learning environments

Professional Learning

Structures and Processes

Resources






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▪ Diversity and Inclusion Professional Learning Guide ▪ Maatoomsii'Pookaiks 2026-27 Professional Learning .	▪ Regularly scheduled whole school professional learning within the school context and learning environment to review progress. ▪ ▪ PLCs, Collaborative Response, Grade team meetings	▪ Diversity and Inclusion Professional Learning Guide ▪ Working with Indigenous education learning team









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School Development Plan – Data Story

2025-26 SDP GOAL ONE: Student literacy will improve

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CBE 2024-27 Education Plan



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.






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2025-26 SDP GOAL TWO: To strength student belonging and connection through cultural response 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.




