

Earl Grey School

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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, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

School Development Planning

Introduction

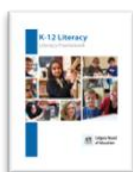
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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 2025-26 School Year p. 213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2024-25 School Development Plan for Year One and the school's Alberta Education 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 2024-25 School year, please refer to the 2024-25 School Improvement Results Report on our school website.

SIRR 2024-25





School Development Plan – Year 2 of 3

School Goal

Student 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)
- Alberta Education Assurance Measures Results Reporting-Student Learning Engagement measure

Data for Monitoring Progress

- 4 writing samples throughout the school year
- Formative Assessments
- Report Card Data January – June
- EAL Writing Proficiency levels –September - January - June
- OurSCHOOL Fall & Spring Data

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
- Utilize high-impact strategies to explicitly teach and support planning, idea development, organization, and edits. Such as Structured literacy, Explicit phonics instruction, Academic vocabulary development
- Students will receive feedback that aligns

Well-Being Actions

- Honour student voice and choice (e.g. choice in how to demonstrate learning)
- Provide actionable feedback that moves learners forward.
- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge
- Use technologies intentionally and purposefully that support literacy practices and represent learning

Truth & Reconciliation, Diversity and Inclusion Actions

- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind (Quickdraw Animation Studio Residency, Staff book study Ensouling our Schools)
- Provide students with opportunities to interactively and collaboratively construct text(s)
- Consider relevancy and representation when selecting texts





with the learning intentions and success criteria in writing for next steps for improvement

Professional Learning

- System Professional Learning
- ELA/ELAL Insite | Professional Learning
- Assessment & Reporting Insite | Professional Learning
- Professional Learning regarding Universal Design for Learning (task design)

Structures and Processes

Classroom:

- Include meaningful daily writing tasks that span the various cultures and content areas
- Collaborative grade team planning time for inclusive planning and flexible groupings

School:

- PLCs- calibrate assessment and analyze student learning evidence
- Collaborative Response Meetings

Resources

- ELA/ELAL Insite | Teaching Practices (scroll to Writing for resources and professional readings) Writing Rope, Writing Revolution, Writing Strategies, Powerful Writing Structures
- Intentional use of culturally diverse texts to build understanding, awareness, and student belonging





School Development Plan – Year 2 of 3

School Goal (OPTIONAL SECOND GOAL):

To strengthen student belonging and connection through culturally responsive practices.

Outcome:

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

Outcome (Optional)

Optional second outcome if needed.

Outcome Measures

- CBE Student Survey – Culture and Belonging
- OurSCHOOL Student Survey – Culture and Belonging
- Alberta Education Assurance Measures Results Reporting

Data for Monitoring Progress

- Curriculum Audit: Regularly audit the curriculum to ensure it includes diverse perspectives and materials that reflect various cultures and histories (for example, each grade/discipline team/department can conduct an equity audit and/or resource assessment and/or schools can connect with specialists, strategists, and cultural liaisons to help support and guide the audit).
- CBE Student Survey
- Alberta Education Assurance Measures
- OurSCHOOL Fall & Spring Data
- Student and Staff Feedback
- Regular tracking of resources (e.g., books, media, teaching aids) reflect and support diversity and inclusion and are accessible, culturally responsive, and promote multiple backgrounds, identities, and experiences of students.

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

- Host cultural awareness events, celebrations, and or projects where students can honor various cultures
- Culturally responsive teaching: Equip teachers with tools to create classrooms that reflect and respect the diversity of the student body, tailoring lessons to different learning styles and cultural backgrounds.

Truth & Reconciliation, Diversity and Inclusion Actions

- Use and offer access to inclusive, linguistically, and culturally diverse texts.
- Cultural storytelling: Create opportunities for students and teachers to share their personal or family stories, focusing on diverse cultural traditions, holidays, or values
- Engage in whole school professional learning





- SEL focus on self-awareness and social awareness

around addressing bias, privilege, power, culturally responsive pedagogy, and collaborative school environments.

- 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

- Maatoomsii'Pookaiks 2025-26 Professional Learning
- Working with an Elder and Knowledge Keepers.
- Book Study: Ensouling our School
- Quickdraw Animation Studio Residency

Structures and Processes

- Regularly scheduled whole school professional learning within the school context and learning environment to review progress.
- Embed ongoing supports and resources for implementing culturally relevant curriculum and instructional strategies through PLC and/or collaborative team-based support meetings.

Resources

- CBE Indigenous Education Holistic Lifelong Learning Framework
- CBE Student Well-Being Framework & Companion Guided
- Intentional use of culturally diverse texts to build understanding, awareness, and student belonging
- Dates of Significance





School Development Plan – Data Story

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CBE 2024-27 Education Plan



Learning Excellence

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2024-25 SDP GOAL ONE: Student 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
- Upper elementary 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

