



## Copperfield 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.

### 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

**Goal One:** Students will demonstrate improved academic achievement in writing.

**Outcome One:** Students' written communication will improve through instruction and responsive feedback from peers and teachers.

### **Celebrations**

- Grade 5 writing shows significant growth in the percentage of students achieving Good & Excellent over the three years. The implementation of the Science of Writing has a direct impact on improved writing proficiency.
- Low percentages of “Not Meeting” in Grades 3–4 show strong overall writing ability.
- Increased confidence in students feeling they know what to do next to improve their writing skills (CBE Survey: 75.3% - 81.7%)

### **Areas for Growth**

- Reduce the proportion of students in “Not Meeting” through increased early writing intervention, targeted writing supports, and more consistent scaffolding practices across classrooms.
- Increase the number of “4 - Excellent” results compared to Area and CBE through increased writing opportunities
- Increase the percentage of students who see themselves as “a good (competent) writer”.

### **Next Steps**

- Using guiding questions focused on instructional consistency, time spent on explicit writing instruction, and the use of structured feedback, we will begin gathering information that will help us better understand the learning gaps.
- Engage in intentional calibration work across grades and, where possible, across schools, to strengthen common expectations and assessment practices.
- Early literacy supports will be strengthened through targeted groups, and additional student support options, writing buddies, and daily writing tasks.

## **Our Data Story:**

Copperfield School's 2024–2025 School Development Plan focused on enhancing students' written communication skills through targeted instruction and responsive feedback from both peers and teachers. Our approach emphasized collaborative learning and continuous professional growth, recognizing that strong teacher support is essential to fostering student writing development.

To support this goal, our teachers participated in two six-week writing learning sprints. During these sprints, teachers engaged in collaborative planning and reflection, using their own classroom experiences alongside writing rubrics from neighbouring schools. This collaboration allowed them to create writing rubrics aligned with the new curriculum outcomes, ensuring consistency and clarity in assessing student writing.

Professional development was a key component of our plan. Teachers received training in the Self-Regulated Strategy Development (SRSD) Writing program, which provided structured strategies to support students in developing opinion and narrative writing skills. Additionally, we introduced The Writing Revolution (Hochman & Wexler, 2017), a research-based approach that emphasizes sentence-level instruction and explicit strategies to strengthen writing skills. Teachers are now preparing to delve more deeply into this approach during the next writing sprint.

Our work also included drafting new writing rubrics to support varied writing tasks, with plans to refine and expand these rubrics as we continue to align them with curriculum expectations and instructional strategies.

## **Outcomes and Growth**

By the end of the year, we observed measurable growth in student writing across multiple areas. Students demonstrated improved ability to organize their ideas, use appropriate grammar and sentence structures, and respond effectively to feedback. The combination of teacher collaboration, evidence-informed instructional strategies, and responsive assessment practices contributed to this progress.

Looking forward, Copperfield School will continue to refine its writing instruction through iterative learning sprints, expanded use of SRSD strategies, and the ongoing integration of The Writing Revolution methodology. Our goal is to sustain and accelerate growth, ensuring that all students develop strong, confident writing skills.

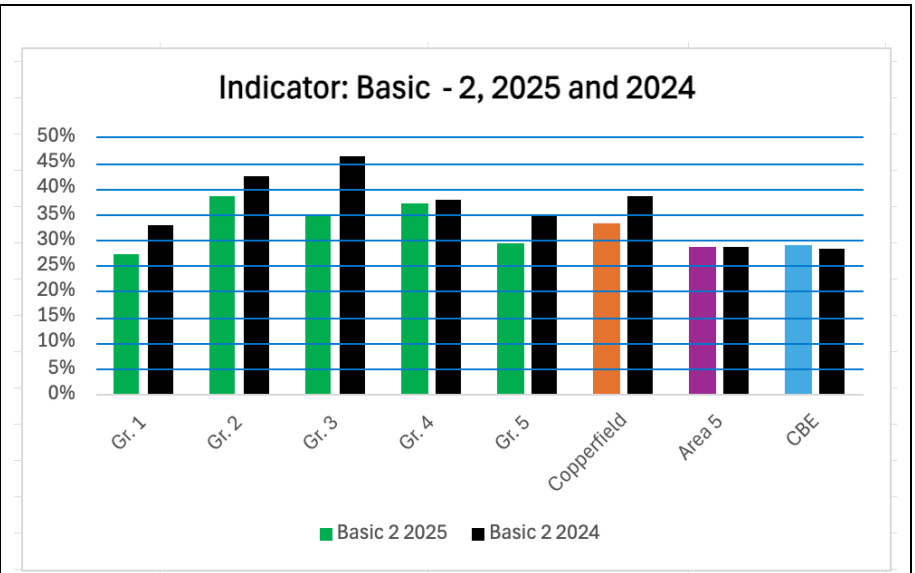
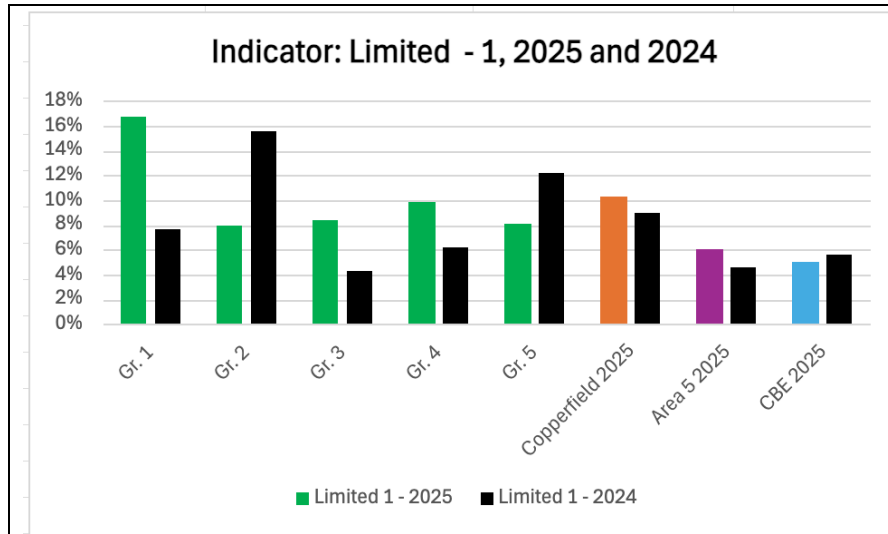
## Student Perception

Surveys	2023 2024	2023 2024
<b>CBE Survey</b> I have the opportunity to receive feedback from other to improve my writing.	44%	51%
I am a good (competent) writer.	78%	68%

We have looked at students' perception of writing. We looked at the engagement feedback.

- In 2025, 68.09% of students responded positively to "I am a good (competent) writer which is a decrease from 77.78% of students in 2024.
- We have seen an increase in students feeling they "have the opportunity to receive feedback from others to improve their writing" at 51% compared to 44.19% in 2024.
- We have seen an improvement in students feeling that they know what to do next to improve their writing from 75.31% in 2024 to 81.72% in 2025.

## Writing Achievement for the Report Card Outcome - Writing to express ideas



June Report Card Results Literacy – “Writing to express ideas”					
	Indicator 1 Not Meeting	Indicator 2 Basic	Indicator 3 Good	Indicator 4 Excellent	Indicators 3 & 4 Good & Excellent
Grade 1	13.25%	33.73%	39.76%	12.05%	51.81%
	7.69%	32.97%	47.25%	8.79%	56.04%
	16.82%	27.1%	34.58%	9.35%	43.93%
Grade 2	21.84%	35.63%	33.33%	1.15%	34.48%
	15.56%	42.22%	37.78%	2.22%	40%
	8.02%	38.39%	34.82%	5.36%	40.18%
Grade 3	6.25%	33.93%	42.86%	7.14%	50%
	4.3%	46.24%	27.96%	7.53%	35.49%
	8.42%	34.74%	40%	6.32%	46.32%
Grade 4	5.88%	34.31%	42.16%	6.86%	49.02%
	6.14%	37.72%	42.98%	0.88%	43.86%
	9.8%	37.25%	29.41%	5.88%	33.29%
Grade 5	10.92%	35.29%	36.97%	9.24%	46.21%
	12.24%	34.69%	35.71%	9.18%	44.28%
	8.04%	29.46%	44.64%	8.04%	52.68%
Copperfield School	11.13%	34.59%	39.17%	7.36%	46.53%
	9.05%	38.68%	38.48%	5.56%	44.04%
	10.23%	33.33%	36.74%	7.01%	47.31%
Area 5	5.10%	28.82%	38.45%	17.98%	56.43%
	4.58%	28.5%	39.46%	17.46%	56.92%
	6.05%	28.65	40.3%	17.31%	54.65%
CBE	5.76%	27.84%	37.1%	16.72%	53.82%
	5.58%	28.32%	36.99%	16.2%	53.19%
	4.96%	28.82%	37.34%	16.07%	53.41%
<b>June *2025, *2024, *2023</b>					

## Next Steps

Together as a staff, we look forward to taking more time to analyze our writing data and compare it with Area 5 and CBE results to identify trends that may explain the differences between our school's performance and division averages. Using guiding questions focused on instructional consistency, time spent on explicit writing instruction, and the use of structured feedback, we will begin gathering information that will help us better understand the learning gaps. Once this feedback is collected, we plan to engage in intentional calibration work across grades and, where possible, across schools, to strengthen common expectations and assessment practices.

We will also explore ways to expand writing supports, including small-group instruction for struggling writers, early intervention in Grades 1–2, and targeted help for ELL and diverse learners. In addition, we will review our professional development needs—particularly around literacy instruction, assessment literacy, and Science of Writing—and determine whether instructional coaching or additional training would benefit staff. Resource needs will also be examined to ensure teachers have the tools necessary for effective writing instruction.

Our instructional focus will include adopting a consistent writing framework, increasing explicit teaching of foundational skills, and incorporating daily quick writes to build fluency. We will continue to work to improve assessment consistency through calibration sessions, common rubrics, and a school-wide writing continuum. Early literacy supports will be strengthened through targeted groups, phonics-to-writing connections, and structured programs. Additional student support options such as writing buddies, and modified tasks, will also be considered. Ongoing data tracking will help us monitor growth and share progress with families. Through our Collaborative Response Model, we will continue to explore questions such as why students at Copperfield are achieving Good/Excellent at approximately 10% lower than similar schools and how we can better support early learners. Finally, we will engage parents as partners through literacy information nights, take-home strategies, and opportunities to volunteer in writing-related initiatives. With these steps, we aim to create a more consistent, supported, and effective writing program that increases achievement for all learners.



# 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



## Required Alberta Education Assurance Measures - Overall Summary Spring 2025

School: 2086 Copperfield School

Assurance Domain	Measure	Copperfield 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	<a href="#">Student Learning Engagement</a>	83.0	79.3	81.7	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	<a href="#">Citizenship</a>	73.3	81.6	80.3	79.8	79.4	80.4	Intermediate	Declined	Issue
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a	
Teaching & Leading	<a href="#">Education Quality</a>	85.5	90.4	89.1	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	80.3	86.6	85.7	84.4	84.0	84.9	Low	Declined	Issue
	<a href="#">Access to Supports and Services</a>	57.7	73.0	68.2	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	<a href="#">Parental Involvement</a>	78.1	82.0	78.1	80.0	79.5	79.1	Intermediate	Maintained	Acceptable