



## Copperfield 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

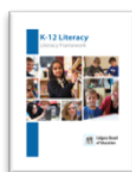
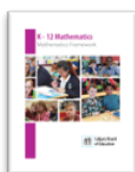
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

[Copperfield\\_School\\_SIRR\\_24-25.pdf](#)





## School Development Plan – Year 2 of 3

### School Goal

How will assessment and task design improve student achievement in writing and well-being?

### Outcome:

Students' written communication will improve through instruction and responsive feedback from peers and teachers.

### Outcome Measures

- Report Card Data – ELAL (Writing Stem)
- CBE Student Survey - Literacy
- Professional Learning Communities (PLC) common writing assessments

### Data for Monitoring Progress

- Rubrics from ongoing writing sprints
- Formative assessment – Exit slips
- Professional learning data regarding impact on professional growth

### Learning Excellence Actions

- Build, share and use writing exemplars with students to enrich student understanding of success criteria for identified writing outcomes.
- Implement high-impact strategies to explicitly teach and support planning, idea development, organization and edits.
- Engage in writing tasks to deepen students' understanding of SEL competencies such as reflection journals, regular opportunities for self-assessment with feedback, etc.

### Well-Being Actions

- Teachers will engage with the Well-Being Framework
- Teachers will explicitly teach Social Emotional Learning to model and increase growth mindsets in relation to writing
- Incorporate student voice and choice in writing topics to increase motivation, engagement and ownership of learning.

### Truth & Reconciliation, Diversity and Inclusion Actions

- Design student and staff learning tasks that intentionally activate the spirit, heart, body and mind.
- Utilize and provide access to inclusive linguistically diverse, and culturally diverse texts to inspire writing.

### Professional Learning

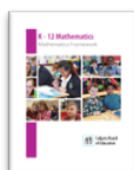
- School based learning on the Science of Writing
- Language and Literacy System Professional Learning
- Calibration using shared resources from neighbouring schools

### Structures and Processes

- Collaborative Grade Team Planning and Learning Sprints
- Calibration of school wide rubrics and exemplars using Alberta Assessment Consortium and CBE's Literacy Framework and Assessment Reporting resources.

### Resources

- K-12 Literacy Framework
- Science of Writing
- The Writing Revolution (Hochman & Wexler, 2017)



## School Development Plan – Data Story

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**2024-25 SDP 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

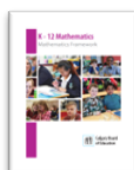
- Grade 5 writing shows significant growth in the percentage of students achieving Good & Excellent over the three years. The implementation of the Science of Writing has a direct impact on improved writing proficiency.
- Low percentages of “Not Meeting” in Grades 3–4 show strong overall writing ability.
- 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 across schools, to strengthen common expectations and assessment practices.
- Continue 6-week Professional Learning Sprints with a focus on collaborated writing task
- Participate in professional learning sessions on calibrated assessment for staff.
- Early literacy supports will be strengthened through targeted groups, and additional student support options, writing buddies, and daily writing tasks.

