



Copperfield School

54 Copperstone Road SE, Calgary, AB T2Z 0J2 t | 403-817-3512 e | copperfield@cbe.ab.ca

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 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

Learning Excellence

After analyzing our English Language Arts and Literature report card data at a deeper level along with classroom assessments we found that there are more students who are not meeting the grade level writing as compared to reading. Also, significantly less students scoring at the excellent level in writing as compared to reading.

CBE Student Survey (Perception Data) – Literacy

Our staff met to review our school data to decide on our focus this year. What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement? After analyzing our English Language Arts and Literature report card data at a deeper level along with classroom assessments we found that there are more students who are not meeting the grade level writing as compared to reading. Also, significantly less students scoring at the excellent level in writing as compared to reading.

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'

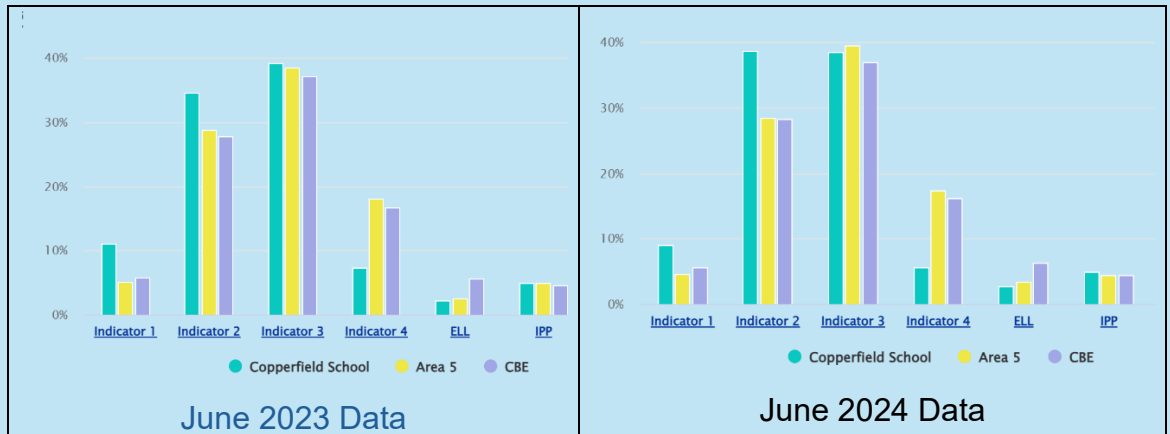


Learning Excellence

We have used Report Card Data from June 2023 and 2024 for **Literacy – “Writing to express ideas”** to inform our next steps in the upcoming year:

June 2023 and 2024 for Literacy – “Writing to express ideas”				
	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	7.69% 13.25%	32.97% 33.73%	47.25% 39.76%	8.79% 12.05%
Grade 2	15.56% 21.84%	42.22% 35.63%	37.78% 33.33%	2.22% 1.15%
Grade 3	4.3% 6.25%	46.24% 33.93%	27.96% 42.86%	7.53% 7.14%
Grade 4	6.14% 5.88%	37.72% 34.31%	42.98% 42.16%	0.88% 6.86%
Grade 5	12.24% 10.92%	34.69% 35.29%	35.71% 36.97%	9.18% 9.24%
Copperfield School	9.05% 11.13%	38.68% 34.59%	38.48% 39.17%	5.56% 7.36%
Area 5	4.58% 5.10%	28.5% 28.82%	39.46% 38.45%	17.46% 17.98%
CBE	5.58% 5.76%	28.32% 27.84%	36.99% 37.1%	16.2% 16.72%

*2024 *2023

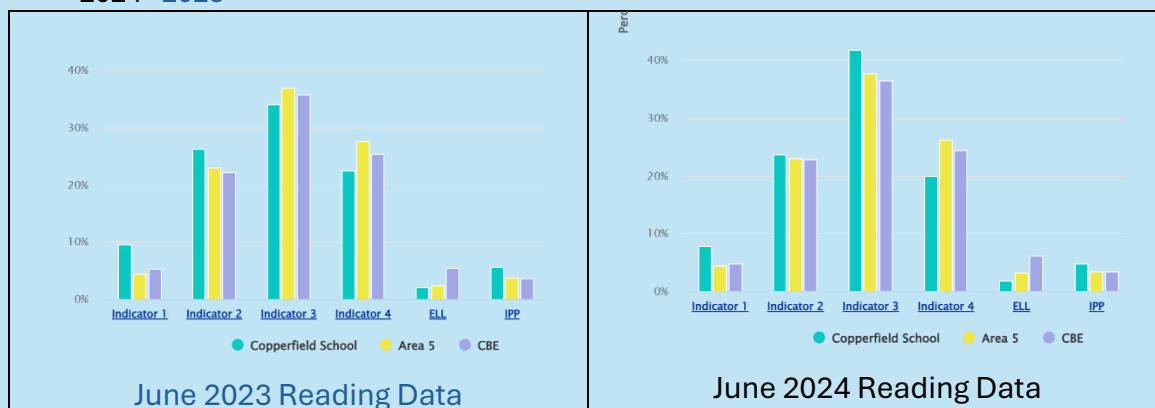




June 2023 for Literacy – “Reading to explore”

	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	7.69% 13.25%	25.27% 24.1%	51.65% 43.37%	14.29% 16.87%
Grade 2	13.33% 18.39%	28.89% 29.89%	34.44% 26.44%	22.22% 17.24%
Grade 3	5.38% 7.14%	16.13% 22.32%	40.86% 27.68%	24.73% 31.25%
Grade 4	5.26% 3.92%	21.05% 26.47%	47.37% 38.24%	14.04% 22.55%
Grade 5	8.16% 7.56%	27.55% 28.57	33.67% 35.29%	25.51% 21.85%
Copperfield School	7.82% 9.54%	23.66% 26.24%	41.77% 34%	19.96% 22.47%
Area 5	4.45% 4.43%	23.03% 22.96%	37.67% 36.92%	26.3% 27.54%
CBE	4.81% 5.22%	22.83% 22.15%	36.45% 35.85%	24.29% 25.34%

*2024 *2023



We have decided as a staff to focus on writing this school year for several reasons. While there was a smaller 2.46 percentage point decline in students knowing how to improve their reading, a more significant drop of 7.81 percentage points was seen in their ability to improve their writing. Additionally, 24.91% fewer students reported receiving feedback from others to enhance their writing skills. This suggests a broader issue with engagement, feedback, and clarity in writing instruction.

- 77.78% of students responded to, “I am a good (competent) writer.”
- 44.19% of students felt they “have the opportunity to receive feedback from others to improve my writing.”
- 75.31% felt they know what to do next to improve their writing skills.
- 46.51% feel they, “have the opportunity to learn with different people in different spaces to improve their reading and writing skills.”
- Only 59% feel, “the language arts they are learning is interesting to them” opposed to 71.74% in Area 5 and 71.25% across the CBE.



Well-Being

We looked at the perception data related to resilience, regulation and sense of belonging from the CBE School Survey, the OurSCHOOL Survey and the Alberta Education Assurance Surveys. The summary of well-being data that directly impacts student success suggests that areas such as sense of resilience, self-regulation and sense of belonging and safety require greater focus. We noticed a discrepancy in the results between the Alberta Education Survey data and the OurSCHOOL Survey Data this fall. This fall, we have conducted six-week Grade Level Well-Being Learning Sprints to address these areas of focus.

Resilience Survey Data

- “I ask for help when need it.” (CBE School Survey) – 87.95%
- “I have confidence in myself.” – (CBE School Survey) 79.76%
- “I don’t give up.” (OurSCHOOL, Fall 2024) – 74.75%
- “I am encouraged to try my best.” (AB ED Assurance Survey) – 90%

Regulation Survey Data

We looked at a variety of survey data to inform us about our students’ perception of their ability to self-regulate. We noticed differences among the surveys.

- 59% (Spring, 2024) of students feel “students follow the rules” – while the previous year was 70% (Spring, 2023) (AB ED Assurance Survey)
- 57% (Spring, 2024) of students feel that “Students respect each other” while previously at 73% (Spring 2023), (AB ED Assurance Survey)
- 72% of students in this school had positive self-regulation. (OurSCHOOL, Fall 2024)
- 71% of the girls and 74% of the boys in this school had positive self-regulation. (OurSCHOOL, Fall 2024)

Sense of Belonging Survey Data

Our current Fall OurSCHOOL Grade 4 and 5 survey feedback had similar results to the previous year’s data.

- 75% of girls feel a positive sense of belonging compared with the Canadian norm of 74% and 79% of boys felt a sense of belonging with a Canadian norm of 76%. Last year, 78% of our students felt a positive sense of belonging in the fall of 2023

Students who feel safe at school – We also noticed a discrepancy in the percentage of students who feel safe at school, as well as going to and from school among the survey results.

- 69% of students felt safe attending the school; the Canadian norm for these grades is 64%. (OurSCHOOL Survey)
- 76% of the girls and 62% of the boys felt safe attending the school. The Canadian norm for girls is 65% and for boys is 63%. (OurSCHOOL Survey)
- 82% of students felt safe. (June 2024, Alberta Education Assurance Survey)





Truth & Reconciliation, Diversity, and Inclusion

Our school community has experienced significant growth in both population and diversity over the past few years. An increase in students who are learning English as an Additional Language (EAL) at an LP1 level has enriched our classrooms, as well as students who self-identify as Indigenous.

We have seen an increase of 11.33% in our Grade 5 students feeling that their culture is reflected in school by 2023-24 at 70.15% compared to the previous school year. We will continue to focus on this goal this school year.

Across all grades, there is a strong, consistent improvement in how students perceive their learning about Indigenous ways of knowing, belonging, and doing. This positive growth across multiple indicators suggests that we are making intentional efforts to improve inclusivity, representation, and curriculum connections that resonates with diverse student populations

School Year	2022 – 2023	2023- 2024	2024 - 2025
Indigenous	17 (3%)	23 (4%)	27 (5%)
English as an Additional Language	115 (19%)	106 (18%)	118 (20%)
Total Population	592	575	600





School Development Plan – Year 1 of 3

CBE 2024-27 Education Plan



Learning Excellence

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

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

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

- Students will receive feedback that aligns with the learning intentions and success criteria in writing for next steps for improvement
- Build, share and use writing exemplars with students to enrich student understanding of success criteria for identified writing outcomes.
- Find and use high-impact strategies to explicitly teach and support planning, idea development, organization and edits.

Well-Being Actions

- Teachers will engage with the Well-Being Framework
- Honour voice and choice
- Teachers will engage with the Collaborative for Social and Emotional Learning (CASEL) to help students identify their learning strengths and areas for growth to increase writing competence and confidence.
- Teachers will explicitly teach Social Emotional Learning to model and increase growth-mindsets in relation to writing

Truth & Reconciliation, Diversity and Inclusion Actions

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

Professional Learning

- Writing Power and Powerful Writing Structures* by Adrienne Gear
- PL - How to design and implement Quality Assessments?

Structures and Processes

- Monthly PLCs/Sprints with focus on writing instruction
- Collaborative Response focused through the lens of the 5 SEL competencies for literacy confidence

Resources

- [ELA/ELAL Insite | Teaching Practices](#) (Writing resources)
- [ELA Assessment and Reporting Guide K-9](#)





- Group Discussion on Articles: Assessment – Specific focus on formative feedback by Dylan Willam's *Embedded Formative Assessment*

- Collaboration and calibration of school-wide rubrics and exemplars using Alberta Assessment Consortium and CBE's CBE Literacy Framework and Assessment and Reporting resources.

- The Writing Revolution (Hochman & Wexler, 2017)
- The Writing Rope: The strands that are woven into skilled writing: Sedita, J.

