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Calgary Board of Education

Copperfield School
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School Development Planning

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

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.

Copperfield School SIRR 2025-26






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School Development Plan – Year 3 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

- June ELAL report card results for "Writing to Express Ideas" (school-wide and by grade).
- Professional Learning Communities (PLC) common writing assessments: comparable student samples assessed using agreed success criteria and rubrics.
- CBE Student Survey – Literacy: students' confidence as writers and understanding of next steps.

Data for Monitoring Progress

- Fall, winter and spring writing samples; brief skill checks and exit slips.
- PLC writing-sprint observations, rubrics, and student conferencing notes.
- Progress checks for students receiving targeted support; adjustments documented by grade teams.
- Teacher reflection and feedback following Layers of Literacy professional learning and coaching.
- January and June Writing Report Card Indicators
- Staff Perception Data from the Alberta Education Surveys and Staff Surveys

Learning Excellence Actions

- Partner with Layers of Literacy to strengthen explicit instruction in the foundations of writing, sentence development, and text organization.
- Use clear learning intentions, exemplars, shared criteria and specific peer/teacher feedback to support revision.
- Provide responsive small-group writing interventions based on common assessments and student needs.

Well-Being Actions

- Build writer confidence through achievable goals, descriptive feedback, self-assessment, and celebration of progress.
- Increase student voice and choice in writing topics, purposes and audiences; gather feedback on writing identity and belonging.
- Teachers will engage with the Well-Being Framework and will explicitly teach Social Emotional Learning to model and increase growth mindsets in relation to writing.

Truth & Reconciliation Actions

TRC Commitment to Action
TRC Commitment

- Plan respectful writing experiences drawing on authentic Indigenous-authored texts, local perspectives and oral storytelling, with guidance from CBE Indigenous Education supports.
- Use the Indigenous Education Holistic Lifelong Learning Framework to support writing that connects identity, relationships, land and community through spirit, heart, body and mind.

Professional Learning

Structures and Processes

Resources






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- Layers of Literacy school-based sessions and instructional modelling/coaching, as available, focused on writing development and intervention.
- Grade-team calibration using shared writing criteria, student samples and the Kindergarten to Grade 6 English Language Arts and Literature

- Six-week grade-team writing sprints: assess, plan, teach, check progress and adjust.
- Common fall/winter/spring writing tasks and collaborative examination of student work.
- Collaborative Response meetings to identify targeted groups, review learning evidence, and capture student voice.
- Collaboration with Kurtis Hewson, Lorna Hewson from the Collaborative Response Model to navigate creating efficient and successful structures for improvement.

- *Developing Strategic Young Writers through Genre Instruction* for Kindergarten to Grade 2 teachers and *Developing Strategic Writers through Genre Instruction* for Grade 3 to 5 teachers.
- Layers of Literacy facilitators and professional learning materials.
- Shared writing rubrics, exemplars, mentor texts and assessment tools.
- CBE K-12 Literacy Framework
- CBE Assessment and Reporting Guide
- CBE K – 6 English Language Arts and Literature Rubrics
- School Wide UFLI Instruction






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School Development Plan – Data Story

2025-26 SDP GOAL ONE: How will assessment and task design improve student achievement in writing and well-being?

Outcome one:

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

Celebrations

- Students not meeting writing expectations decreased from 10.23% in 2025 to 3.38% in 2026, below the CBE result of 6.62%.
- Students achieving Good or Excellent increased from 47.31% (2025) to 49.16% (2026), narrowing the gap with CBE from 6.10 to 4.63 percentage points.
- Students achieving Excellent in writing increased from 7.01% in 2025 to 12.57% in 2026.
- Students in Grades 1, 3 and 4 demonstrated stronger Good or Excellent results in 2026; Grade 4 increased from 33.29% to 54.63%.

Areas for Growth

- More students need support to move from Basic to Good and Excellent; Copperfield's 49.16% remains below the 2026 CBE result of 53.79%.
- Achievement remains uneven across grades; Grade 2 (35.65%) and Grade 5 (44.12%) Good or Excellent results require further investigation.
- Students need consistent success criteria and feedback, with student voice informing how they experience writing and identify next steps.

Next Steps

- Partner with Layers of Literacy in Year Three to strengthen shared instructional practices and responsive, explicit writing support.
- Use six-week writing sprints, common writing samples and calibrated rubrics to identify needs and refine instruction.
- Provide targeted small-group support and extension based on student need; track movement across achievement levels.
- Gather student voice and compare formative evidence with June report card results to evaluate the impact of Year Three actions.

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CBE 2024-27 Education Plan



