

Copperhaven School

Development Plan

2022-2023



Our Vision:

Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

Our Mission:

We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

- Learning opportunities that are:
 - Purposeful
 - Essential
 - Relevant
 - Authentic
 - Responsive
- Excellence in achievement
- Trustworthy, respectful relationships
- Resilience with self-awareness

Our Context:

Copperhaven School is a Kindergarten to Grade 9 school located on the far west side of Spruce Grove. The school opened in September 2018 while still partially under construction with a final completion date of November 2019. Our school's population is 750 students, 16 support staff, 3 custodians, a full time counselor, 35 teaching staff and 3 school administrators. Our school serves an urban population with the majority of our students within walking distance. The Copperhaven School site hosts a Parkland School Division bus transfer site which serves schools in the Division including 5 buses serving our school population. We have a Copperhaven School Council and a fundraising group, The Boundary Ridge Association comprised of parents interested in serving the school community in an advisory role or supporting fundraising.

Our Goals:

During the 2022-2023 school year, Copperhaven School will focus on building staff capacity and alignment of teaching practice with the goal of student achievement in the following areas:

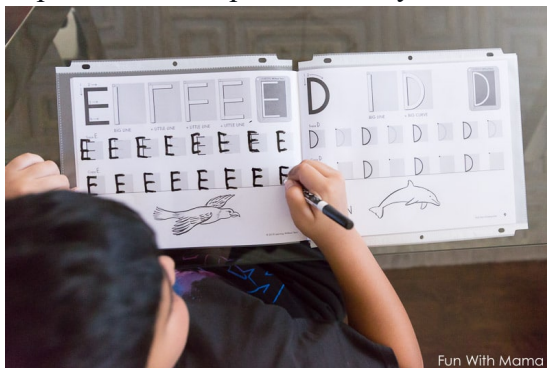
- Literacy Instruction
- Numeracy Instruction
- Supporting Student Wellness

[Baseline Report](#): The Baseline study compares results for this year from the previous year.

Our Strategies:

Literacy

- **Reading work** will continue with building classroom capacity through effective implementation of word study, phonological awareness, and small group reading instruction. This is work begun in the previous development plan.
The expected outcome is continued growth in student reading achievement.
- **Literacy Intervention Groups** will continue with daily sessions for students identified as reading significantly below grade-level. Certificated teachers will use the Intensive Phonological Awareness Program (IPA), sight word work and decodable texts.
The expected outcome is to close the achievement gap in students reading below grade level.
- **Development of Writing Skills-** A school wide approach with whole group writing instruction (mini-lessons, modeling), small group writing instruction (similar to small group reading instruction) based on specific strategies, with small groups of students.
- Creating a K-9 continuum of shared expectations of writing forms/structures —personal narrative, story narrative, non fiction forms (persuasive, instruction, descriptive, comparison, explanatory, biography, analytical, argumentative) along with the development of common assessments and implementation of purposeful writing conferences. Included in instruction will be a printing and handwriting program that can be taught as a class or individually that starts with the foundation steps and builds up into mastery.

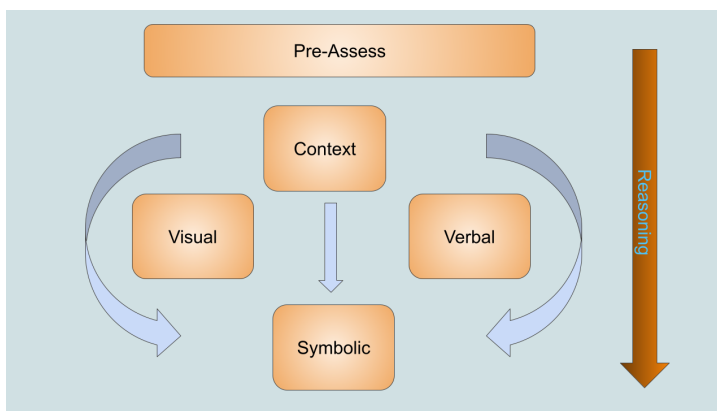


The expected outcome is for students to develop and improve their stamina and ability to write for age appropriate content and duration.

Numeracy

- **Math Intervention Groups** - Teachers will provide numeracy intervention in short term cycles focusing on gaps in conceptual understanding in a pull out program structure.
The expected outcome is that students receiving numeracy intervention will receive targeted and appropriate instruction and that they will progress in their math ability at a rate greater than if they did not receive the intervention.
- **Numeracy Instruction** - Our work in numeracy will focus on restructuring classroom instruction to support the range of student learning. A structure of ‘Anticipate, Observe, Strategize’ will be used to meet the needs of students. Teachers will incorporate:
 - Math talks
 - Small Group Instruction
 - Assessment conversations and tasks that assess conceptual understanding

In order to make meaning of mathematics, students need to make connections amongst the concrete, pictorial and symbolic. Most students who struggle have not had enough instruction in the concrete and pictorial before moving to the symbolic and procedural. Teachers of kindergarten through to grade three will work on implementing the new Numeracy curriculum. Revisiting important foundational numeracy concepts on a regular basis (“spiralling curricular outcomes”) will be implemented.



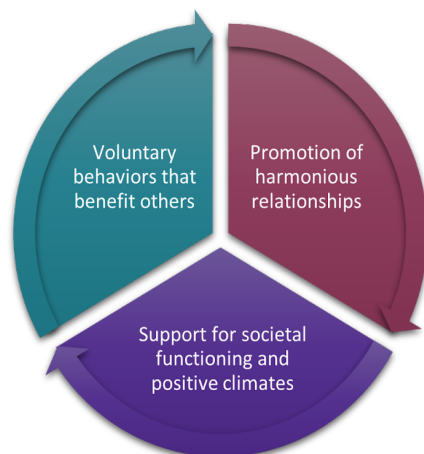
The expected outcome is to see a shift of instructional approach in the math classes in our school that incorporates regular use of the main components that should be present in a rich numeracy learning environment.

Classroom Collaborative Response Meetings

- Regularly scheduled teacher meetings to develop a thorough understanding of assessment, learning supports and academic success of students through a collaborative approach.
The expected outcome is to build a sense of shared teacher efficacy around responding to student needs, setting standards of grade level work and problem solving classroom challenges around student learning and teacher practice.

Student Wellness

- **Pro-social skills** - Implementation of a school wide Pro-social Skills program to address and enhance positive student interactions. Teaching of socially acceptable learned behaviours that enable students to interact effectively with others and avoid negative social interactions.



The expected outcome is to teach students how to socially interact in a positive way.

- **Attendance** - As part of our Comprehensive School Health Plan Copperhaven School will explore ways to improve and optimize student attendance. The expected outcome in improving student attendance, would result in reducing student anxiety and improving academic achievement building student confidence and competence
- **Rainbows** – Copperhaven School will continue to provide this program for children as a source of support as they navigate grief and heal from loss, whether from death, divorce, deployment, or other trauma. Rainbows-trained facilitators support students with resources designed to guide children in their grieving process. The expected outcome is that students will have support to manage their grief promoting healthy self-concept and relationships with adults and peers.
- **Gay-Straight Alliance** – GSAs are peer support networks run by students and supported by school staff, grounded in the principles of promoting:
 - equity for sexual and gender minority students
 - safe, caring and inclusive spaces for all students
 - healthy, respectful environments and relationships to prevent or eliminate bullying and discriminationGSAs help students overcome feelings of isolation and alienation that are a result of homophobic and transphobic bullying, helping interested students become allies for their LGBTQ peers. The expected outcome is a greater sense of community and belonging for all.
- **Social Skills Groups** - Social Skills Groups are small groups led by an adult who teaches the students how to interact appropriately with peers. They can help those involved learn conversational skills, friendship and problem-solving skills. The expected outcome is a greater sense of community and belonging for all.

- **Nutrition Program** – Through funding from the President's Choice Nutrition Grant we are able to provide regular access to fresh fruit in every classroom. Lunches with one of each of four food groups are accessible to students on an as needed or requested basis. The goal is to provide access to healthy food to students. Good nutrition is a foundation for learning.

The expected outcome is increased readiness to learn.

- **Student Opportunities** – We will look for opportunities for students to be engaged in non-academic groups. These include extra curricular sports, music, clubs and groups that support social-emotional skill building:
 - Archery club
 - Basketball
 - Volleyball
 - Choir
 - Band
 - Ukelele Club
 - Student Leadership
 - Games club

The expected outcome is a greater sense of community, connectedness and healthier relationships among the students in the school.

Professional Development:

Month	Date	Activity
August	24 25 26 29	Non Instructional Work Time am/pm (New teacher orientation) System Directed PD/Self-Directed PD Site Directed PD Self Directed PD/Site Directed PD
October	7	Site Directed PD (a.m.) Literacy - Writing Strategies - Resource Review Numeracy - Lesson Design - Student Practice Design - Resource Review Educational Assistants: - TBD
January	30	Site Directed PD (a.m.) Literacy: - Intervention and classroom practice, building alignment of practice Numeracy: - Continue work on shifting numeracy instruction and practice

		Educational Assistants: - TBD
February	17	Site Directed PD (a.m.) Literacy: - Building writing pedagogy Numeracy: - Intervention and classroom practice, aligning practice Educational Assistants: - TBD
March	24	Site Directed PD (a.m.) Literacy: - Building writing pedagogy Numeracy: - Continue work on shifting numeracy instruction and practice Educational Assistants: - TBD
April	28	Site Directed PD (a.m.) Literacy: - Building writing pedagogy Numeracy: - Continue work on shifting numeracy instruction and practice Educational Assistants: - TBD
May	19	Site Directed PD (a.m.) Literacy: - Review current progress and future needs Numeracy: - New Curriculum review/implementation Educational Assistants: - TBD
June	30	Collection of year end achievement data

Each Professional Day also includes time for staff to work on self-directed PD related to their teaching assignment.

Resources:

Focus Area	Resource
Literacy	Guided Reading sets of leveled texts Leveled Literacy Intervention (LLI) leveled texts Decodable texts by Flyleaf Publishing (2016)

	<p>Fountas & Pinnell Word Study Boxes (Grades 1-6) Fry word list Fountas, I.C., & Pinnell, G.S. (2017). <i>The Fountas & Pinnell Literacy Continuum. A Tool for Assessment, Planning, and Teaching</i>. Heinemann Publishers. Heggerty, M. (2020). <i>Phonemic Awareness. 35 Weeks of Daily Explicit and Systematic Phonological and Phonemic Awareness Lessons with Teacher Modeling</i>. Literacy Resources. Kilpatrick, D.A. (2016). <i>Equipped for Reading Success. A Comprehensive, Step-by-Step Program for Developing Phonemic Awareness and Fluent Word Recognition</i>. Casey & Kirsch Publishers. Moats, L.C. (2020). <i>Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do</i>. American Federation of Teachers. Spear-Swerling, L. (2018). Structured Literacy and Typical Literacy Practices. <i>TEACHING Exceptional Children</i>, 20(10), 1-11. Schuele, C.M., & Murphy, N.D. (2014). <i>The Intensive Phonological Awareness Program</i>. Paul H. Brookes Publishing Co. The Balanced Literacy Diet Words Their Way Series by Pearson.</p>
Numeracy	<p>Steve Wyborney - www.stevewyborney.com First Steps in Mathematics. (2013). Pearson Canada. Marian Small - Open Ended Math Questions Jane Gannon - Number Talks Mathology - Pearson</p>