



Copperhaven School Development Plan 2024-25



Copperhaven School

Development Plan

2024-2025

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 740 students, 17 support staff, 3 custodians, a full time counselor, 32 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 composed of parents interested in serving the school community in an advisory role or supporting fundraising.

Our Goals:

During the 2024-2025 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:

- Effective Pedagogy in Literacy, Numeracy Instruction and Indigenous Ways of Knowing
- Supporting Student Wellness and Community
- Supporting Workplace Wellness

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

Our Strategies:

Pedagogy - Literacy

- **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.

The expected outcome is to close the achievement gap in students writing below grade level.

- **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. Teachers will access and develop common rubrics and shared exemplars linked to the PSD writing continuum.

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

- **Reading work** will continue with building classroom capacity through effective implementation of word study, phonological awareness, and small group reading instruction. Effective resources readily available for all teachers are important.

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 or AB. Education Reading Intervention program.

The expected outcome is to close the achievement gap in students reading below grade level.

Pedagogy- 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. Building teacher capacity around new curriculum, conceptual understanding of mathematical concepts, teaching strategies and regular use of manipulatives. Identification of gaps in student learning will be addressed through spiraling of lessons and small group targeted instruction within the classroom setting. Use of the ARPDC spiraled Alberta curriculum year

plan will be used.

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.

Pedagogy–Balanced Programming

- Fine Arts Programming for grades K - 9
- Access to Alternate Language Programming

Staff Support

- Staff Handbook–teacher and support staff sections
- New Teacher Support Group
- EA Mentor
- Directed Learning Room
- Professional Development
 - New Curriculum
 - Resource Proficiency through PD

Collaborative Time

- Grade level collaborative time - Regularly scheduled common grade teacher preps to collaborate on assessment, new curriculum, programming, and best practices.
- Collaborative Response Meetings - Regularly scheduled teacher meetings to respond to student needs, set standards of grade level work and problem-solving classroom challenges around student learning and teacher practice.
- Refinement of Literacy and Numeracy Continuum of Supports

The expected outcome is to build a sense of shared teacher efficacy around their professional practice.

Pedagogy - Indigenous Knowledge

- PD Day Learning
- Expand resources in library, novels and classrooms
- Embedding games and activities into PE and Field Days
- Smudging available in school

The expected outcome is more evident and authentic links to embed indigenous ways of knowing across all grades and curriculum.

Equity, Diversity and Community

- **Build School Community** - We will create opportunities for students to develop a sense of belonging.
 - Family events, school spirit days and special events
 - Student leadership and recognition opportunities
 - Buddy groups
 - Expand resources that reflect diversity of our community
 - Highlight celebrations and important events that reflect diversity of our community in daily announcements

- **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 connection and community building:
 - Archery club
 - Basketball
 - Volleyball
 - Badminton
 - Soccer
 - Cross Country Running
 - Choir
 - Band
 - Gay Straight Alliance
 - Student-coached Teams
 - New Student Lunch
 - Ukelele Club
 - Student Leadership
 - Games club
 - Drama club
 - Environment Club
 - Stem Club
 - Art Club
 - K-4 Intramurals
 - Kinder Lunch Volunteers
 - Golf Club

Student Wellness

- **Executive Functioning Learning** - We will apply the principles and processes from “Smart but Scattered” to increase student executive functioning skills. Administer the SOS-Q survey (from PSD Mental Health site) to identify lagging skills.
- **School Counselor** - A full time school counselor will continue as an integral staff member of the school.
- **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.
- **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 expected outcome is increased readiness to learn by addressing physical, emotional and social needs of students.

Workplace Wellness

- Building Staff Connection opportunities
 - Wellness Team to organize snack and social activities
 - Staff recognition wall
 - Staff Input Meetings
 - Staff handbook and mentor opportunities

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

Copperhaven School Detailed PD Plan

Professional Development:

Month	Date	Activity
August	23 26 27	Non Instructional Work Time am/pm (New teacher orientation) Site Directed PD (AM) Site Directed PD (PM) Welcome Back (AM) Approved Self-Directed PD (PM)
September	20	Site Directed PD (AM) Site Directed PD (PM)
October	11	Site Directed PD (AM) Self Directed PD (PM)
November	8	Site Directed PD (AM) Self Directed PD (PM)
January	31	Site Directed PD (AM) Self Directed PD (PM)
February	14	Site Directed PD (AM) Site Directed PD (PM)
March	28	Site Directed PD (AM) Self Directed PD (PM)
May	16	Site Directed PD (AM) Self Directed PD (PM)
June	27	Site Directed PD (AM) Non-instructional Work Time (PM)

Identified Professional Days also includes time for staff to work on approved self-directed PD related to their teaching assignment.

Resources:

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

	<p>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.</p> <p>Spear-Swerling, L. (2018). Structured Literacy and Typical Literacy Practices. <i>TEACHING Exceptional Children</i>, 20(10), 1-11.</p> <p>Schuele, C.M., & Murphy, N.D. (2014). <i>The Intensive Phonological Awareness Program</i>. Paul H. Brookes Publishing Co.</p> <p>The Balanced Literacy Diet</p> <p>Words Their Way Series by Pearson.</p>
Numeracy	<p>Steve Wyborney - www.stevewyborney.com</p> <p>First Steps in Mathematics. (2013). Pearson Canada.</p> <p>Marian Small - Open Ended Math Questions</p> <p>Jane Gannon - Number Talks</p> <p>Mathology - Pearson</p>