

COPPERHaven  
SCHOOL

DeveLOPment  
PLan

2025 - 2028



*A comprehensive approach to enhance educational outcomes.*

Michelle Visscher - Principal



# INTRODUCTION

At Copperhaven School, we are committed to fostering a learning environment where every student thrives. Our School Development Plan serves as the blueprint for the upcoming school year, outlining our strategic priorities and actions to support both student achievement and staff professional growth.

This plan has been thoughtfully developed through the careful analysis of student learning data from the *Copperhaven School 2023-24 Results Report*, meaningful input from our dedicated staff, and valuable feedback gathered through community consultation. Together, these voices have helped shape a clear and focused direction that reflects the needs and strengths of our school community.

The School Development Plan will guide the work we do each day—informing instructional practices, professional learning, and resource allocation—as we strive to create impactful learning experiences for all students. Through collaboration and continuous reflection, we will use this plan to ensure every member of our school community is supported and empowered to succeed.



**COPPERHAVEN**  
COBRAS

# SCHOOL PROFILE

Copperhaven School is a Kindergarten to Grade 9 school located on the west side of Spruce Grove. We are a growing community which creates a dynamic school culture full of unique ideas and creativity. At Copperhaven, we believe in working together with students, families, and staff to help every child learn and grow. We have approximately 730 students, including a large number of English as an Additional Language (EAL) learners, which makes our school community diverse, vibrant, and strong.

Our school offers a wide range of programs, including core subjects like math and language arts, as well as music, technology, and sports. Our focus is on helping students build strong skills in reading, writing, and math while also encouraging creativity, problem-solving, and teamwork.







# VISION and mission

## VISION:

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

## 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.

*OUR ULTIMATE GOAL: STUDENT SUCCESS AND WELL-BEING*





# STUDENT ACHIEVEMENT DATA:

## THE STARTING POINT FOR SUCCESS


*This plan takes into consideration student data from the Copperhaven School 2023-24 Results Report along with current achievement results. This data informs our Priority Areas for the 2025 school year and beyond.*

### 2023-24 Reading Progress (Grades 1-6)




#### September 2023:

-  More students meeting grade-level reading expectations
-  Improvement from previous years


#### June 2024:

-  Slightly below the Division average



#### Strategies for 2024-25

-  *Phonological Awareness Instruction* (building blocks of reading)
-  *More Decodable Books* (matched to student reading level)
-  *Small Group Interventions* (focused, targeted support)

### 2023-24 Reading Progress (Grades 7-9)

-  Levels above PSD results, but showed a decline from September 2023 - June 2024

#### Strategies for 2024-25

-  Small Group Reading Instruction
-  Review of RCAT Data in September to identify targeted supports

*Strategies introduced during the 2024-25 school year will be reflected upon in the 2024-25 Results Report released in November 2025.*

# STUDENT ACHIEVEMENT DATA:

## *THE STARTING POINT FOR SUCCESS*

### 2023-24 Writing Achievement

- ✓ Writing skills across the school increased
- ↑ Improvement from previous years
- 📊 Results were below division average\*

### ✓ Strategies for 2024–25

- 📄 Use divisional rubrics to ensure fair and consistent grading
- 📁 Clear writing plan across all grades
- 📝 Collect strong writing samples (exemplars) at every grade
- 🕒 4 writing checkpoints during the year to track progress

### 2023-24 Numeracy Achievement

#### 📊 Grades 1–5:

- ➗ Growth needed in place value and using number lines (initial screening)

#### 📈 Grades 7–9 Progress:

- ✓ Fewer students need support with key math skills
  - Grade 7: +20%
  - Grade 8: +33%
  - Grade 9: +17%

### ✓ Strategies for 2024–25

- 👥 Continue small group instruction
- 🧱 Use Building Thinking Classrooms strategies for deeper learning
- 📚 Update assessments for Grade 7 with the new Alberta curriculum

# community FOCUSED Data:

## *THE STARTING POINT FOR SUCCESS*

The Alberta Education Assurance (AEA) survey is a yearly questionnaire for students, parents, and teachers. It asks for their opinions about how well schools are teaching and supporting students. The results help schools see how they are doing and make plans to improve.

The the Spring 2025 results for Copperhaven School offer a clear picture of both strengths and areas for targeted improvement across several educational domains.

| Assurance Domain               | Measure   | Copperhaven School |                  |                     | Alberta        |                  |                     | Measure Evaluation |             |            |
|--------------------------------|---|--------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|------------|
|                                |   | Current Result     | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement        | Improvement | Overall    |
| Student Growth and Achievement | Student Learning Engagement   | 79.9               | 78.7             | 79.8                | 83.9           | 83.7             | 84.4                | Very Low           | Maintained  | Concern    |
|                                | Citizenship   | 70.6               | 63.5             | 70.2                | 79.8           | 79.4             | 80.4                | Low                | Maintained  | Issue      |
| Teaching & Leading             | Education Quality   | 84.9               | 85.4             | 86.0                | 87.7           | 87.6             | 88.2                | Intermediate       | Maintained  | Acceptable |
| Learning Supports              | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 79.3               | 71.0             | 74.8                | 84.4           | 84.0             | 84.9                | Very Low           | Improved    | Issue      |
|                                | Access to Supports and Services                                       | 74.3               | 69.8             | 70.0                | 80.1           | 79.9             | 80.7                | Low                | Maintained  | Issue      |
| Governance                     | Parental Involvement  | 60.6               | 71.3             | 62.5                | 80.0           | 79.5             | 79.1                | Very Low           | Maintained  | Concern    |



# SPRING 2025 ALBERTA EDUCATION ASSURANCE REFLECTIONS

## Positives to Celebrate and Build On

### Education Quality (Teaching & Leading)

- **Score:** 84.9 (Intermediate Achievement; Maintained)
- Close to provincial standard (87.7)
- Consistent solid teaching and curriculum delivery
- Strong foundation to build on

### Welcoming, Caring, Respectful & Safe Learning Environment

- **Score:** 79.3 (Very Low Achievement but Improved)
- Improved from 71.0 last year
- Below Alberta average (84.4) but showing positive progress
- Recent efforts to improve school climate are working



## Areas for Growth and Focus

### Student Learning Engagement

- **Score:** 79.9 (Alberta: 83.9) – Very Low, Maintained
- **Concern:** Engagement needs improvement

### Citizenship

- **Score:** 70.6 (Alberta: 79.8) – Low, Maintained
- **Concern:** Below Alberta average

### Parental Involvement

- **Score:** 60.6 (Alberta: 80.0) – Very Low, Maintained
- **Concern:** Family engagement is low



# PRIORITY Areas 2025 - 2028

The 2025-26 school specific plan will develop measures and strategies around the following divisional outcomes:

- ❖ OUTCOME 1: Students and Staff Demonstrate Success
  - *OBJECTIVE 1.1 STAFF WILL EXPAND STUDENT SUCCESS IN LITERACY AND NUMERACY*
- ❖ OUTCOME 4: Students and Staff Build Community, Promote Equity, and Foster Belonging
  - *OBJECTIVE 4.1 STUDENTS AND STAFF WILL DEVELOP AND DEMONSTRATE A SENSE OF COMMUNITY*



# LITeracy STRategies

*OBJECTIVE 1.1 STAFF WILL EXPAND STUDENT SUCCESS IN **LITERACY** AND NUMERACY*



To enhance literacy, Copperhaven Staff implement data supported and evidence-based strategies such as guided reading sessions, phonics instruction, and vocabulary development. Professional development for teachers will focus on best practices in literacy instruction, along with integrating technology to support individualized learning. Additionally, parental involvement programs will be encouraged to extend literacy practices beyond the classroom.

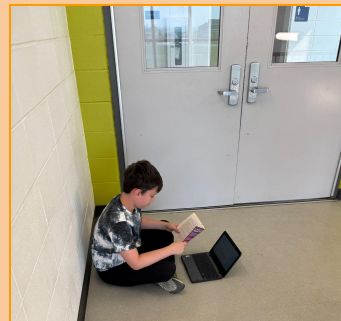
Literacy instruction begins with authentic and meaningful assessment. Using both school based and Alberta Government assessment tools, Copperhaven school gathers rich individualized student data to inform next steps in instruction.

To ensure new strategies continue to be expanded upon, it is necessary to invest in lead teachers to support colleagues, track student data and support new initiatives. The role of Literacy Lead teacher will continue in 2025-26. The primary focus for our school during the 2025-26 school year will be on writing instruction.

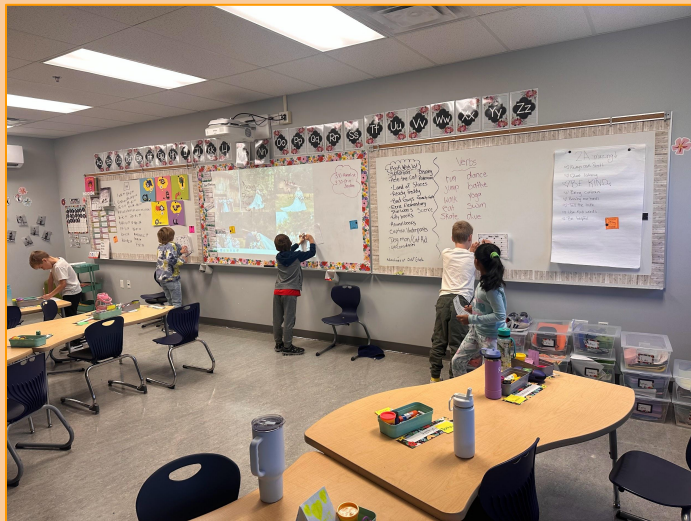
Staff consultation along with examination of current student data and trends in literacy have informed specific strategies and measures outlined on the following page. All instruction is based on Alberta Curricular Outcomes.



| Literacy Strategy  | Performance Measure   | Resources and/or People  |
|--|---|--|
| Common writing resource Grades K-9   | Increased student achievement based on common writing rubrics   | Empowering Writers<br>Writing Power                                      |
| Interrater Reliability in assessing writing products regularly built into teacher collaboration time       | Increased student achievement based on common writing rubrics   | Common Rubrics<br>Writing scope and sequence                             |
| Scope and Sequence of Writing K-9 and Development of shared lessons  | Increased student achievement based on common writing rubrics   | Divisional Scope and Sequence<br>Instructional resources - Writing Power |
| Expansion of Literacy Intervention Groups external to the classroom  | Core Phonics Screen<br>PAST<br>LENs, CC3<br>Fountas and Pinnell | UFLI<br>Decodable readers<br>Guided Reading resources<br>Literacy games  |
| Targeted Small Group instruction focused on word work skills and comprehension                             | Core Phonics Screen<br>PAST<br>LENs, CC3<br>Fountas and Pinnell | Phonics scope and sequence<br>Phonics games<br>UFLI<br>Decodable Readers |
| Use of assessment tools to identify gaps in reading skills including both phonics skills and comprehension | Core Phonics Screen<br>PAST<br>LENs, CC3<br>Fountas and Pinnell | Literary Lead Teaching Team<br>Classroom Teachers                        |
| Explicit sequenced writing instruction K-9 (sentence/paragraph/essay progression)                          | Increased student achievement based on common writing rubrics   | Empowering Writers<br>Classroom Teachers                                 |



| Literacy Strategy   | Performance Measure   | Resources and/or People                                 |
|---|---|---|
| Literacy Lead Teacher   | Teacher competency and confidence in writing and reading instruction                  | Literacy Lead Team Teachers<br>Timetable considerations |
| Library Anchor Books connected to Classroom Lessons in Literacy | Transfer of understanding from library sessions to classroom                          | Library Technician                                      |
| Update access to technology for students<br>Grades 1-3          | Independent learning centers in early years classrooms to reinforce literacy concepts | Ipads   |



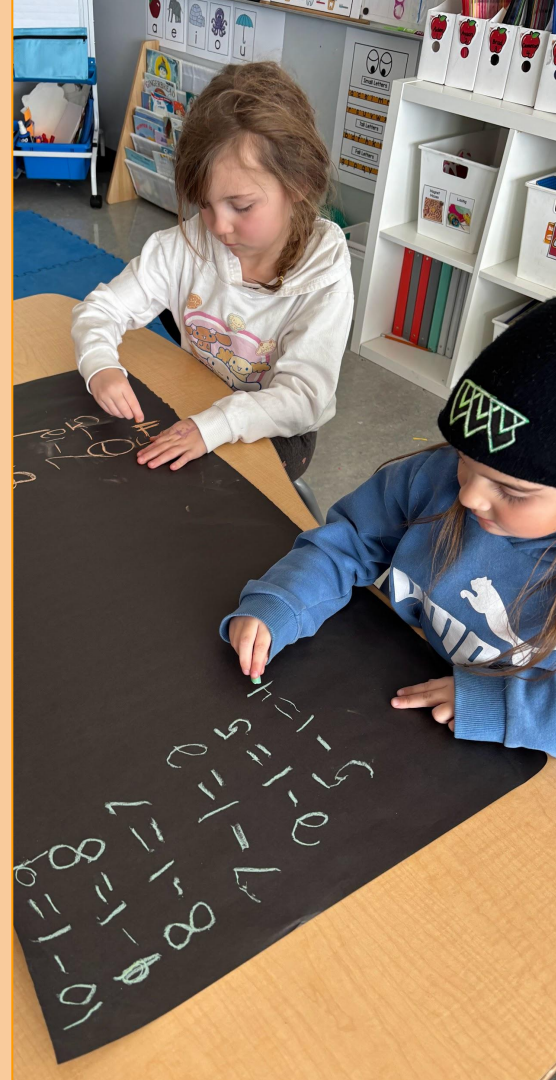
# Numeracy STRATEGIES

OBJECTIVE 1.1 STAFF WILL EXPAND STUDENT SUCCESS IN LITERACY AND **NUMERACY**

Our numeracy curriculum focuses on building a strong foundation in mathematical concepts through the use of manipulatives, real-world problem-solving, and technology integration. We emphasize differentiated instruction to meet diverse learning needs, alongside regular assessments to track student progress and adjust instruction accordingly.

As with literacy, to ensure new strategies continue to be expanded upon, it is necessary to invest in lead teachers to support colleagues, track student data and support new initiatives. The role of Numeracy Lead teacher will continue in 2025-26. The primary focus for our school during the 2025-26 school year will be on procedural fluency, conceptual understanding and mental math strategies.

All instruction is based on [Alberta Curricular Outcomes](#).

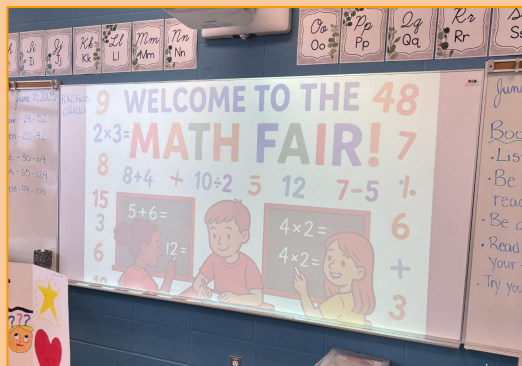






| Numeracy Strategy  | Performance Measure  | Resources and/or People   |
|--|--|---|
| Targeted small group numeracy instruction based on student data                                      | Increased student achievement, specifically related to number concepts<br><br>Elk Island Assessment<br>Spiral Number Reviews | Classroom Teachers<br>Baseline Data Documents                                   |
| Monthly spiral review processes to assess number in all grade levels and inform targeted instruction | Increased student achievement, specifically related to number concepts<br><br>Elk Island Assessment<br>Spiral Number Reviews | Jr High Teaching team (mentor teachers)<br>Numeracy Lead Teaching Team          |
| Mathematical Fluency instruction   | Increased fluency in using personalized strategies<br><br>Increased fluency of basic facts                                   | Number talks<br>Figuring out Fluency - printed resource                         |
| Regular use of manipulatives during numeracy instruction   | Increased conceptual understanding as assessed on Elk Island Screen and classroom data                                       | Numeracy Lead Teaching Team<br>Manipulatives<br>Math bins<br>Classroom teachers |
| Math intervention groups external to the classroom   | Numeracy Interview   | Numeracy Lead Teaching Team<br>Support Staff                                    |

| Numeracy Strategy  | Performance Measure  | Resources and/or People  |
|--|--|--|
| Development of mental math strategy scope and sequence for instruction | Elk Island Assessment<br>Classroom assessment tools<br>Spiral review | Numeracy Lead Teaching Team<br>AB Curriculum resources<br>Classroom Teachers |
| Number Talks - continue to build staff capacity                        | Daily number talks focused on strategies in every classroom          | Number Talks print and digital resources<br>Numeracy Lead Teaching Team      |
| Building Thinking Classroom Routines                                   | Student communication of mathematical thinking increases             | BTC print and digital resources  |





# community BUILDING STRATEGIES

*OBJECTIVE 4.1 STUDENTS AND STAFF WILL DEVELOP AND DEMONSTRATE A SENSE OF COMMUNITY*

As our K-9 school continues to grow alongside the vibrant and diverse community of Spruce Grove, fostering strong, meaningful connections with families and local partners has never been more important. We recognize the need to create inclusive environments where all families feel welcomed, heard, and supported.

By strengthening communication channels, offering culturally responsive supports, and creating opportunities for families to engage in school life, we can build a learning community that reflects the richness of our population and fosters a sense of belonging.





| Community Building Strategy                  | Performance Measure  | Resources and/or People                                    |
|--|--|--|
| Life skills programming for diverse learners | Increased skills regarding daily living tasks for diverse students (food preparation, banking etc).              | Community partnerships                                     |
| Expansion of nutrition programming           | Students have increased access to food prior to start of school and throughout the day                           | Parent volunteers to organize and run breakfast program    |
| Regular student led assemblies               | Increase in student recognition and leadership opportunities   | Students and staff   |
| Recycling program                            | Establishment of program and funds directed to classroom based needs   | Community volunteers to organize and run recycling program |
| Social/Emotional programming school wide     | Increased student competency with conflict resolution<br><br>Consistent language used by staff across the school | School Staff   |
| Learning evenings for families               | Increase attendance of families at provided events   | School staff & School Council                              |
| Recess buddy program                         | Increased positive interactions and reduction of conflict resolution   | Student leadership group, school counsellor                |



| Community Building Strategy                               | Performance Measure  | Resources and/or People  |
|---|--|--|
| Enrich and develop school council partnerships            | <p>Increased attendance at school council meetings</p> <p>Increased communication between school community and administration</p>    | School Council   |
| Develop additional Copperhaven Family Events              | Increased community presence in the school   | Staff planning committee   |
| Further enrich and develop TBRA (fundraising) partnership | <p>Increased attendance at fundraising meetings and volunteers at special events</p> <p>Continued development of playground plan</p> | <p>The Boundary Ridge Association</p> <p>Facilities Department</p> |
| Buddy Classes between younger and older students          | Increased connection and relationship amongst different grade level students   | Copperhaven Staff and students                                     |

# PROFESSIONAL DEVELOPMENT PLAN 2025-26

Several collaborative structures exist at Copperhaven School to support the professional development of staff. Such structures include bi-weekly team time, bi-weekly Inclusive Education meetings, monthly support staff meetings and monthly divisional meetings. In addition to these rich, ongoing professional development opportunities, formal professional development days allow for whole-staff learning and development. The structure of site-based time for these division wide days is listed below.

| Date                     | All staff  | K-3 Teachers  | 4-6 Teachers | Jr High Humanities Teachers | Jr High Math/Science Teachers   | Support Staff   |
|--------------------------|--|---|--------------|-----------------------------|---|---|
| August 27,28 & 29th 2025 | <ul style="list-style-type: none"> <li>• Empowering Writers</li> <li>• Establish focus on school and divisional goals:                             <ul style="list-style-type: none"> <li>◦ Success in Literacy and Numeracy</li> <li>◦ Building Community</li> </ul> </li> <li>• Baseline data (narrative writing sample, Elk Island, reading levels, WTW, PAST, LeNS, CC3)</li> <li>• Team Time Goals based on August baseline data points for Sept/Oct</li> <li>• Proposals for Self-Directed PD</li> <li>• Powerschool Submissions as Grade Level Teams</li> <li>• Planning for Buddy Classes</li> </ul> |   |              |                             |   |   |
| September 29, 2025       | PGP Plans<br>Year Plans<br><br>Planning for<br>Buddy Classes<br>continued  | Empowering Writers<br><br>How to target the writer - resources and planning based on data<br><br>Building Structures for small group literacy and numeracy - timetables and planning<br><br>AI and Emerging Technologies related to literacy and numeracy instruction |              |                             | Building Structures for small group numeracy - timetables and planning<br><br>Spiral Review Year Plan | Planning for specific students and sub plans<br><br>Read Write Google |

# PROFESSIONAL DEVELOPMENT PLAN 2025-26

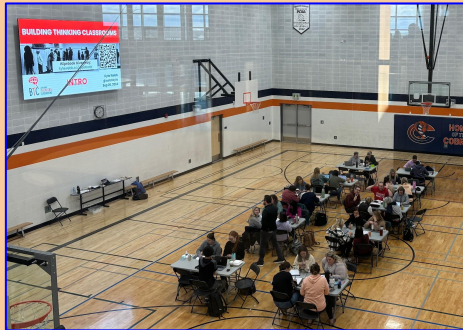


| Date             | All staff  | K-3 Teachers   | 4-6 Teachers | Jr High Humanities Teachers   | Jr High Math/Science Teachers   | Support Staff                             |
|------------------|--|--|--------------|---|---|---|
| November 3, 2025 | Year Plans<br><br>Literacy Plans<br><br>Numeracy Plans | Empowering Writers<br><br>How to target the writer - resources and planning based on data<br><br>Continue development of targeted writing lessons<br>- Writing Power |              | Empowering Writers<br><br><br><br>PAT reflections and planning<br>Grd 6-9 | PAT reflections and planning<br>Grd 6-9<br><br>Number Talk Plan<br><br>Targeted group planning - Building Thinking Classrooms | UFLI and Small Group Processes - Literacy |
| January 30, 2026 | Collaborative Response Sharing and Check in            | Numeracy Scope and Sequence<br>Mental Math Strategies<br>Vocabulary<br><br>Data Reflection and Next Steps<br>- Literacy<br>- Numeracy                                |              | Empowering Writers  | Numeracy Scope and Sequence<br>Mental Math Strategies<br>Vocabulary   | Small Group processes - Numeracy          |



# PROFESSIONAL DEVELOPMENT PLAN 2025-26

| Date                 | All staff  | K-3 Teachers  | 4-6 Teachers | Jr High Humanities Teachers | Jr High Math/Science Teachers                                       | Support Staff               |
|----------------------|--|---|--------------|-----------------------------|---|-----------------------------|
| February 5 & 6, 2026 | North Central Teachers' Convention   |   |              |                             |   |                             |
| February 27, 2026    | Collaborative Response Sharing and Check in<br><br><i>Class Configurations</i> | Numeracy Scope and Sequence<br>Mental Math Strategies<br>Vocabulary                         |              | Empowering Writers          | Numeracy Scope and Sequence<br>Mental Math Strategies<br>Vocabulary | Positive Behaviour Supports |
| March 27, 2025       | Collaborative Response Sharing and Check in                                    | Interrater marking and analysis of March writing sample                                     |              |                             | Hands on Science  | Positive Behaviour Supports |
| May 15, 2026         | Collaborative Response Sharing and Check in and Planning for Next Year         | Powerschool Reflection and Planning<br>AI and Emerging Technologies Reflection and Planning |              |                             |   | Positive Behaviour Supports |
| June 29, 2026        | Transition Meetings<br>Year End Tasks and Reflections                          |   |              |                             |   |                             |





# conclusion

In summary, Copperhaven School's Development Plan aims to address critical areas of improvement including curriculum enhancement, literacy, numeracy, and community building. By implementing targeted strategies, we can create an enriching educational environment that not only promotes academic success but also cultivates a sense of belonging and responsibility among students.

