



# Aspen Grove School

Principal: Mike Humbke

## 3-Year School Education Plan

2021/2022 – 2023/2024

Year 3 – 2023/2024



**Grande Prairie  
Public School  
Division**  
Every Student Succeeds



**ASPEN  
GROVE  
SCHOOL**

[www.gppsd.ab.ca/school/aspengrove](http://www.gppsd.ab.ca/school/aspengrove)



**GPPSD2357**

## Who we are!

**Mission and Vision: Striving for excellence in education and nurturing responsible, caring citizens.**

**K to Grade 8  
KinderPAL**



**354 Students**



**39 Staff**



**School Council our Partners in Education**

**Meets the third Monday of every month at 6:30 pm**



## At Aspen Grove School we ...

***"Strive for excellence in education and nurturing responsible, caring citizens"***

**Aspen Grove School believes in kids.** Each child is unique and deserves dignity and respect. Through a positive culture of collaboration, individual supports, innovative learning environments, in an enthusiastic, caring, and respectful environment, *every student can succeed*. We are student-focused and develop effective relationships with both students and parents to make decisions in the interest of the whole child. We play an integral role in nurturing students - educationally, emotionally, and socially. It is our strong rapport and genuine connections with students, families, and each other that help create the culture of excellence and commitment. We believe in developing an active, supportive, stimulating environment to **promote positive attitudes towards school and lifelong learning**. Whether small or large, individual, or collective, student or staff, we **celebrate the many achievements, goals, and successes** we experience. It is through rich and engaging school experiences in which **students are encouraged to be creative, explore learning, and collaborate**, that we strive to develop 21<sup>st</sup> Century competencies. We believe infused **character education** assists to produce cooperative, contributing, and caring individuals, **who know how to do the right thing when nobody is watching**.

# Our Education Plan is focused on:

## Priority: Teaching and Learning

**Outcome: Teachers engage in authentic assessment practices to gather rich data and develop deeper understanding of individual learners.**

### Strategies

- Assessments and evaluation practices will accurately reflect the learner outcomes within the Alberta curriculum.
- Assessments as evidence of student learning will guide teacher planning, instruction, and intervention.
- Teachers use exemplars and rubrics to guide student learning.
- Monthly/ongoing Staff Professional Learning opportunities focusing on Assessment practices.

### Evidence

- Use of the Division Optimal Learning Framework as a guide for improved consistency and understanding using assessments to guide instruction.
- Grade level formative and summative assessments – **classroom** (K-8 F&P; Gr. 7-8 OCA), **Division** (MIPI, Counting Principles), and **provincial** (Gr. 6 PAT; LeNS & CC3)
- End of year Kindergarten Assessments.
- K-8 Report cards 3 times per year.
- Percent of students that indicate they have opportunities to get timely feedback on their schoolwork from teachers (Division Student Survey).
- Assessment practices are consistent – use of rubrics, exemplars, formative, summative

**Outcome: Quality planning and instruction for optimum achievement and increased motivation for all students.**

**Strategies**

- Use of the Division Optimal Learning Framework as a guide for improved consistency and understanding for planning and instruction.
- Student assessment will guide teacher planning and instruction.
- Literacy is embedded in all K-8 curriculum.
- Small group instruction takes place in K-8 classrooms.
- Curricular writing forms for each grade level will be established by teachers.
- Teachers will incorporate a range of instructional strategies.
- Staff professional learning opportunities focusing on planning, priorities, instruction, curriculum, specific writing forms for grade level focus.
- Inquiry-based learning opportunities in Science and Social curriculum.
- Consistent staff collaboration.
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**Evidence**

- Teacher year plans, unit plans, daily lesson plans reflective of the Alberta curriculum.
- Classroom activities and assessments that support student growth and achievement.
- Administrative WOC's (Walking, Observing, Collaborating).
- Each grade level is focused on their curricular writing forms.
- Increase in student understanding and achievement re: Learning Outcomes.
- Percentage of students increasing their CC3, LeNS and Fountas & Pinnell reading assessment results.
- Teacher professional growth generative dialogue meetings with administration.

## Priority: Inclusion

**Outcome: Wellness - The emotional and physical well-being and mental health of all students and staff is supported.**

### Strategies

- Teachers being aware of and responding to the emotional and mental health needs of students.
- Student-teacher connections and relationships (targeted: Save One Student – S.O.S.).
- Virtue of the Month – focusing on building character: organized activities and connections.
- Citizenship celebrated – school spirit days, staff giving student recognition during monthly assemblies.
- Gator Block cross-graded activities to promote school community and unique, fun, student selected learning opportunities for students.
- Social Emotional Learning : PATH’s program (K-6) and EMOZI program (7-8)
- Staff act consistently with fairness, respect and integrity.
- Staff demonstrate empathy and a genuine caring for others.
- Inviting First Nations, Métis and Inuit parents/ guardians, Elders/knowledge keepers, cultural advisors, and local Indigenous community members into the school and classroom.
- Staff honor cultural diversity and promote intercultural understanding.
- Staff providing opportunity for extracurricular activities, sports teams, and interest clubs.

### Evidence

- Individualization for student learning – strategies, programming, technology.
- Student attendance rates.
- Percentage of students, staff, and parents who agree that student emotional, physical well-being and mental health is supported (GPPSD Assurance Survey).
- Counselling referrals/referral to outside agencies for emotional support Learning practices/strategies to meet the diverse physical, social, emotional, and academic needs of students.
- Percentage of students, staff, and parents who agree that students are socially and emotionally prepared to complete high school (Division Assurance Survey Question).
- Monthly Paths and virtues embedded into curricular lessons with connections to building citizenship.
- Staff advocate for and provide opportunities for student leadership.
- IPP/IBSP goals for students that promote developing their self-regulation skills.
- Adjusting for economic status for all students (breakfast and lunch program, parent council supporting the ski trip)
- Wellness is embedded in teaching and learning, where students always feel safe.
- Shared monthly newsletter that includes an section specific to *Inclusion* priority.
- Number of extracurricular activities, sports teams, and interest clubs that are offered.

**Outcome: Diverse Needs/Differentiation - Teachers implement strategies to meet the needs of all students.**

**Strategies:**

- Use of the Division Optimal Learning Framework as a guide for improved consistency and understanding using differentiation and strategies to meet the needs of all students.
- All staff believing in a philosophy of education that attests that every student can learn and be successful.
- Teachers use appropriate support strategies to address students' strengths, challenges, and areas for growth.
- Teachers recognize and respond to specific learning needs of individual or small groups of students.
- Teachers and administration collaborate with Division and community specialists to design programming and provide targeted support to assist with student growth and achievement.
- Staff Professional Learning – *Universal Design for Learning* – teacher planning that considers student needs and helps all students succeed.
- Monthly collaborative time for teachers to meet as a cohort to support differentiation to meet varied student needs.
- Staff implementing planning for diversity strategies and suggestions from Shelley Moore's previous learning sessions.

**Evidence**

- Collaborative meetings scheduled 1x/month (Monday - 1 hour).
- Continuum of support strategies included in teacher planning for diverse student needs – Learning Support Teacher assisting/guiding as necessary.
- Number of Staff Professional Learning opportunities targeting optimum learning and effective instruction practice.
- Percentage of students who agree that schoolwork challenges them, but they can complete it (Division Assurance Survey Question).
- Percentage of students who agree that teachers support their learning (Division Assurance Survey Question).
- Percentage of parents who agree that their child receives support for their individual learning needs (Division Assurance Survey Question).
- Universal Design for Learning principles are applied by teachers in all classrooms to help meet individual learning needs.
- Marzano's High Yield Teaching strategies are shared, utilized, and implemented when planning for diverse student learning needs for optimal learning experiences.