



Aspen Grove School

Principal: Mike Humbke

3-Year School Education Plan

2021/2022 – 2023/2024



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



**ASPEN
GROVE
SCHOOL**

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



315 Students



30 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 21st 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

- Student assessments will guide teacher planning and instruction.
- Student assessments and evaluation practices will accurately reflect the learner outcomes within the Alberta programs of study.
- Teacher assessments generate evidence of student learning.
- Grade level analysis of assessments – classes and individual students.
- Teachers use exemplars and rubrics to guide student learning.
- Monthly Staff Professional Learning opportunities focusing on Assessment practices.

Evidence

- Grade level assessments – classroom, Division, and provincial (K-6 F&P; Gr. 7-8 OCA; Gr. 6 PAT; LeNS & CC3; MIPI; Counting Principles).
- End of year Kindergarten Assessments.
- K-8 Report cards 3 times per year.
- Percent of students that indicate they have opportunities to get feedback on their schoolwork from teachers (Division Student Survey).

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

Strategies

- Student assessment will guide teacher planning and instruction.
- Literacy is embedded in all K-8 curriculum.
- Small group instruction takes place in all K-8 classrooms.
- Specific Writing Forms for each grade level will be established by teachers and grade level curriculum.
- Teachers consistently using common math vocabulary – supported through an online math dictionary.
- Teachers will incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, considerate of the content, desired outcomes, and the learning needs of students.
- Monthly Staff Professional Learning opportunities focusing on planning priorities and instructional strategies.

Evidence

- Teacher year plans, unit plans, daily lesson plans reflective of the Alberta curriculum and include activities and assessments that support student growth and achievement.
- Number of Administrative WOC's (Walking, Observing, Collaborating).
- Each grade level is focused on their specific writing forms.
- Increase in student understanding and achievement re: grade level writing forms.
- Percentage of students increasing their Fountas & Pinnell reading assessment results.
- Students successfully use math terminology and online dictionary to support understanding of mathematics.

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 in their lesson planning.
- Student-teacher connections (Save One Student – S.O.S.).
- Virtue of the Month – organized activities and connections.
- Citizenship celebrated – school spirit days, staff student recognition.
- PATH's program (K-6) – explicit teaching & understanding for Social Emotional Learning.
- EMOZI program (7-8) - explicit teaching & understanding for Social Emotional Learning.
- All staff act consistently with fairness, respect and integrity.
- All 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.
- All staff honor cultural diversity and promote intercultural understanding.
- All staff advocating for and providing opportunities for student leadership.
- Shared monthly newsletter that will include an *Inclusion* section.

Evidence

- Individualization for student learning – strategies, programming, technology.
- Student attendance rates are improving from September to June.
- 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.
- Social Emotion Learning Plan is shared and understood by school staff, students, and parents.
- IPP/IBSP goals for students that promote developing their self-regulation skills.

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

Strategies:

- All staff sharing a philosophy of education attesting 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.

Evidence

- Collaborative Case Management meetings scheduled 1x/month (Monday).
- Aspen Grove Pyramid of Support Strategies included in teacher planning for diverse student needs.
- Number of Staff Professional Learning opportunities targeting Universal Design for Learning (UDL).
- 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).
- UDL principles applied by teachers in all classrooms to help meet individual learning needs.
- Marzano's High Yield Teaching strategies utilized in planning for diverse student learning needs.