



Aspen Grove School

Principal: Mike Humbke

Annual Education Results Report

2022-2023



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



**ASPEN
GROVE
SCHOOL**

www.gppsd.ab.ca/school/aspengrove

   **GPPSD2357**

Aspen Grove School

Fall 2023 Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Aspen Grove School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	83.6	90.1	90.1	84.4	85.1	85.1
	Citizenship	88.5	77.7	81.2	80.3	81.4	82.3
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2
	PAT: Acceptable	61.0	53.6	n/a	63.3	64.3	n/a
	PAT: Excellence	9.8	0.0	n/a	16.0	17.7	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a
	Education Quality	90.7	94.3	94.3	88.1	89.0	89.7
Learning Supports	Education Quality	90.7	94.3	94.3	88.1	89.0	89.7
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.6	86.1	86.1	84.7	86.1	86.1
Governance	Access to Supports and Services	78.3	82.8	82.8	80.6	81.6	81.6
	Parental Involvement	77.0	80.5	80.7	79.1	78.8	80.3

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Assurance Domain		Aspen Grove School				
Measure		2019	2020	2021	2022	2023
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	88.1	90.1	83.6
	Citizenship	84	84.7	84.1	77.7	88.5
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	80.7	n/a	n/a	58	61
	PAT: Excellence	24.3	n/a	n/a	6.3	9.8
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a
	Education Quality	90.8	94.3	90.0	94.3	90.7
Learning Supports	Education Quality	90.8	94.3	90.0	94.3	90.7
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	90.3	86.1	91.6
Governance	Access to Supports and Services	n/a	n/a	80.7	82.8	78.3
	Parental Involvement	76.9	80.9	81.6	80.5	77

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Our Education Plan is focused on:

Priority 1: Teaching and Learning

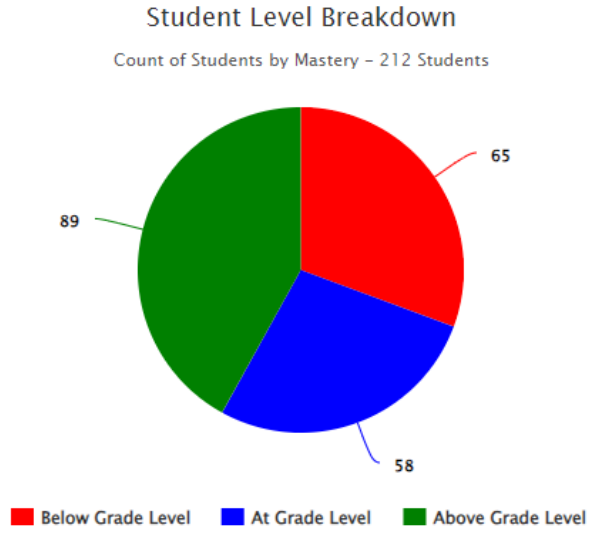
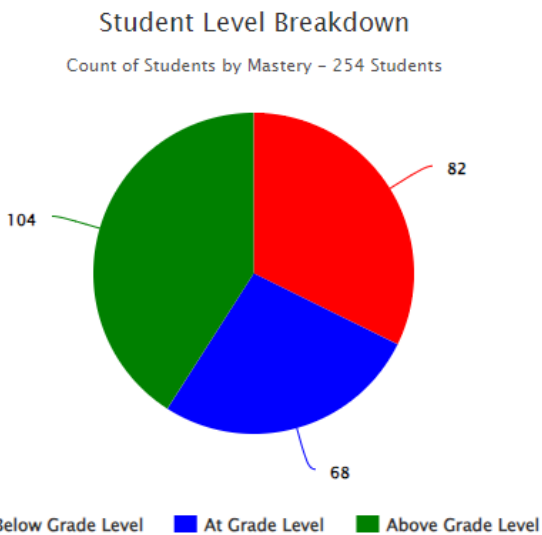
Outcome: Teachers engage in authentic assessment practices to gather rich data and develop deeper understanding of individual learners.

Evidence:

- Figure 1 - 2022-2023 F&P Year End Results K-7
- Figure 2 - Trend F&P Independent Results
- Figure 3 - F&P Levels (Beginning and End of Year)
- Figure 4 - PAT Trends 2017-2019
- Figure 5 - 2023 MIPI Fall Data Results Grades 2-8

Figure 1a - 2022-2023 F&P Year End K-7 (June 2023)

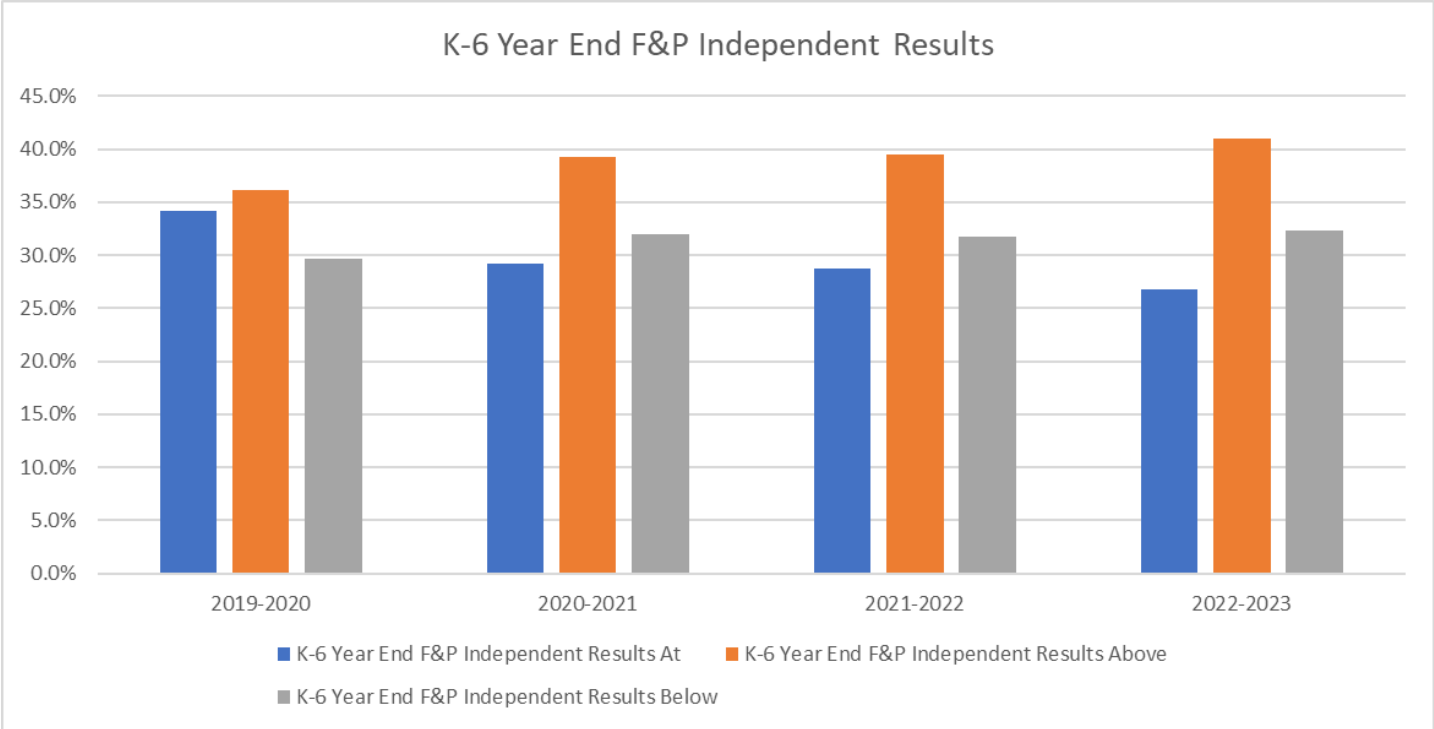
Figure 1b - 2023 F&P Beginning Year 2-7 (Oct 2023)



<p>Our 2022-2023 F&P Year End Results (K-7) demonstrate:</p> <ul style="list-style-type: none">• 27% of our students who were AT GRADE LEVEL,• 41% of our students who were ABOVE GRADE LEVEL, and• 32% of our students who were BELOW GRADE LEVEL.	<p>Our 2023 F&P Start of Year Results (2-7) demonstrate:</p> <ul style="list-style-type: none">• 27% of our students who were AT GRADE LEVEL,• 42% of our students who were ABOVE GRADE LEVEL, and• 31% of our students who were BELOW GRADE LEVEL.
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Previous years suggest similar percentages which emphasize the importance of including these F&P assessment results in future reports, so we can track and determine areas of growth and improvement (see Figures 1 and 2). Analyzing this data more in depth allows us opportunities to realize and visually represent our students progress.

Figure 2 Three Year Trend F&P Independent Results (2022-2023 includes Gr. 7 students)



Examining our 3-year F&P trend data, we discovered that our end of 2022 school year and 2023 school year results were nearly identical. Both years have about 68% of students achieving AT or ABOVE grade level and about 32% of the students scored BELOW grade level (See Fig. 2). This is an area we are targeting for improvement, and we will use this data to track continuous growth. We know we have students who are below grade level and our Grade 1-3 literacy intervention programs, as well as our classroom structures that support small group interventions, will positively impact these students. New this year is that we are including our Grade 4 students who have been identified as needing intervention in our Grade 1-3 groupings.

Figure 3 F&P Levels Grade Levels (Beginning and End of Year) AT, ABOVE, & BELOW

2022 - 2023 F&P Beginning ABOVE Grade Level Start of the Year				
Grade Level	Number of Students ABOVE at the start of year	End of the Year Remain Above	End of Year Dropped	End of Year Increased
Grade 1	17	16/17	1/17	
Grade 2	20	20/20	0/20	
Grade 3	14	14/14	0/14	
Grade 4	19	16/19	3/19	
Grade 5	15	13/15	2/15	
Grade 6	9	7/9	2/9	
TOTAL	94	86/94	8/94	

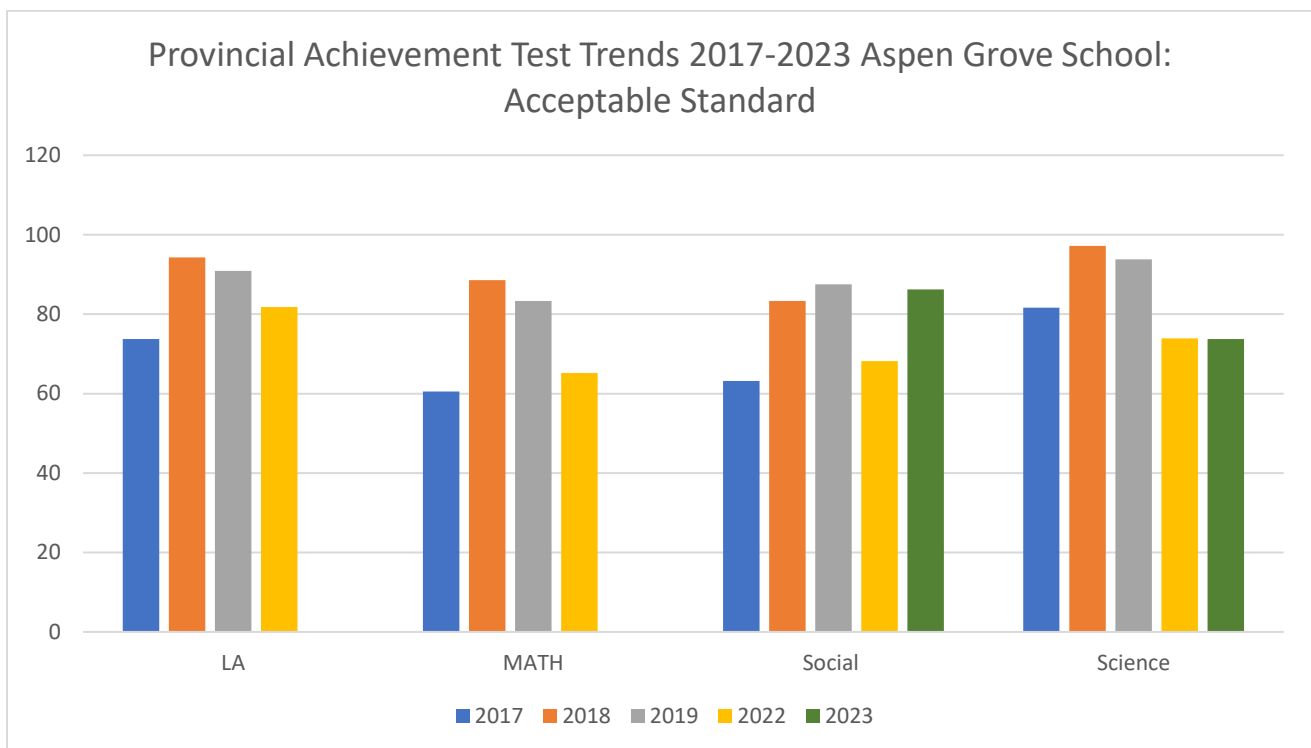
2022 - 2023 F&P Beginning AT Grade Level Start of the Year				
Grade Level	Number of Students AT Grade Level at the start of year	End of the Year Remain At	End of Year Dropped	End of Year Increased
Grade 1	2	1/2	0/2	1/2
Grade 2	9	4/9	2/9	3/9
Grade 3	13	8/13	0/13	5/13
Grade 4	7	5/7	0/7	1/7
Grade 5	17	12/17	3/17	2/17
Grade 6	12	6/12	0/12	6/12
TOTAL	60	36/60	5/60	18/60

2022 - 2023 F&P Beginning BELOW Grade Level Start of the Year				
Grade Level	Number of Students BELOW Grade Level at the start of year	End of the Year Remain Below	End of Year Dropped	End of Year Increased
Grade 1	14	8/14		6/14
Grade 2	14	7/14		7/14
Grade 3	8	7/8		1/8
Grade 4	11	9/11		2/11
Grade 5	9	8/9		1/9
Grade 6	18	13/18		5/18
TOTAL	74	52/74		22/74

Figure 3 illustrates the Grade 1-6 students (228 students) movement in their overall F & P level (BELOW, AT, ABOVE) over the course of the 2022 – 2023 school year. We know that literacy is the foundation to which all other learning occurs and this piece gives us insight into the potential areas of consideration when planning for literacy improvement. We can celebrate that of the **154 students** who started the year achieving AT or ABOVE grade level, **141 (92% of these students)** were still achieving at these levels by the end of the year or had increased from AT to ABOVE. We can also look

at this same data for areas of growth. Overall, **74 students** started BELOW Grade Level and **22/74 (30%)** of these students moved to being AT Grade Level. This is a marked improvement from last year's results report, where only 6/56 (11%) increased. This suggests that our commitment to small group instruction, with emphasis on phonological awareness, along with our grades 1-4 Intervention Program is directly targeting the diverse learning needs of our students. This is positively impacting their literacy skills, and ultimately, their academic future as learners. We want to continue this upward trajectory and prioritize our planning and instruction to ensure that all students can make the biggest gains they are capable of.

Figure 4 PAT Trends 2017-2023 (Acceptable Standard)




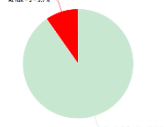




In 2023, all of our Grade 6's (two classes) wrote the Social Studies PAT, one class wrote the Science PAT, and neither class wrote the LA or Math PAT, due to new curriculum implementation. Our PAT Standard of Excellence increased from 6.3% in 2022 to 9.8% in 2023, which is worthy of celebrating. This year, all of our Grade 6 students will be writing the LA, Math, and Science PAT. This will provide us with data for new curriculum Grade 6 PAT's.

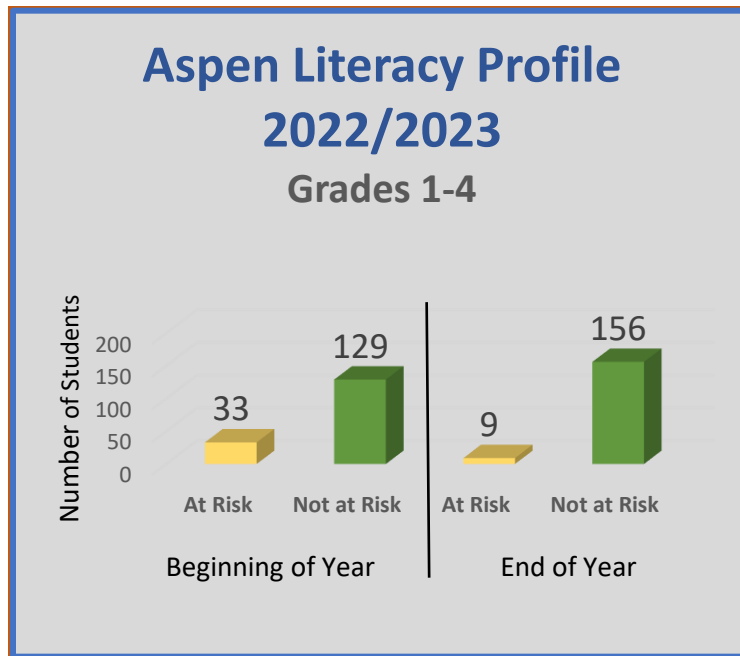
Moving forward, we will be implementing opportunities and structures for teachers to collaboratively analyze the PAT results and make connections to curriculum. This will allow teachers to share information with our entire school staff, as some of the PAT questions build upon the understanding of curriculum and skills taught prior to Grade 6, as scaffolding and vertical alignment is fundamental for improvement. Teachers will continue collaboratively planning and reflecting on their unit plans

and student assessments. This allows for comparisons, connections, and the sharing of responsive planning and effective instructional methods. In addition to this, having experience with the new curriculum will enable teachers to better emphasize learner outcomes and be intentional in their lesson design and assessments for learning. All these strategies support overall student growth and achievement.

Figure 5 LeNS and CC3 Results 2023 - Aspen Grove School and GPPSD Division

Assessment	LeNS –September 2023	CC3 – September 2023	
Results	Division  Division: Grade 2 LeNS At Risk 20%; Not at Risk 80%	Division  Division: Grade 2 CC3 At Risk 30% Not at Risk 70%	Division  Division: Grade 3 CC3 At Risk 24% Not at Risk 76%
Measure	LeNS measures Phonemic Awareness, Alphabetic Principle (Phonics) and serves as a risk indicator for reading acquisition. This assessment specifically measures grapheme-phoneme correspondence.	CC3 measures Phonemic Awareness, Alphabetic Principle (Phonics) and serves as a risk indicator for reading acquisition. This assessment specifically measures decoding and word recognition.	
Grade 1	TBD January 2024		
Grade 2 & 3	 GRADE 2 ASPEN GROVE September 2023 At risk: 10% Not at Risk: 90%	 GRADE 2 Aspen Grove September 2023 At risk: 13% Not at Risk: 87%	 GRADE 3 Aspen Grove September 2023 At Risk: 21% Not at Risk: 79%

The LeNS assessment was given to all grade 2 students in September of 2023. As you can see, our 2023 data is significantly above divisional results, which we celebrate and continue supporting for academic gains. The CC3 assessment was given to all grade 2 and grade 3 students in September 2023. The data reflected in grade 2, demonstrated significantly above division results, and the grade 3 data is slightly above divisional results. We are committed to working with our teachers, our intervention EA, and our division literacy/numeracy program lead to further support these Grade 1-3 at-risk students for academic gains.



We celebrate the success of our students and reflect on why they have a significant increase compared to division results. We believe the success is three-fold. One, the dedication of our interventionist; her ability to create student relationships and her passion for student learning. Two, the investment our grade one and two teachers have in the UFLI Literacy program these teachers use and embrace. Three, the effective relationships and collaboration between administration, teachers, the interventionist, and our division literacy/numeracy program lead.

MIPI (Math Intervention/Programming Instrument) and Elk Island School Division Screener (EISDS)

In 2021-2022, GPPSD introduced MIPI (Gr. 2-8) as our Math assessment instrument to determine which students had not mastered the previous year learning outcomes. This year (2023-2024), our division is making a change with math assessments. Grades 3-7 will transition to the Elk Island School Division Screener (EISDS) while Grades 8-10 will continue with MIPI. The EISDS student assessment assists teachers in understanding their students with regards to their competency of previous grade level mathematical learner outcomes and which students may require additional support in conjunction with new grade level learning.

Our vision for effectively using the EISDS numeracy data is to administer the assessment, analyze the student data, and ultimately, to plan for quality instruction to meet the diverse needs within the classroom. Our teachers will be intentionally planning and purposefully instructing for targeted student growth. Grade level teams work collaboratively to review the student results and unpack the data to look for any misconceptions and determine reasons as to why students may have gotten the question(s) wrong. From this analysis, responsive planning of lessons and small groups of students are combined to target learner outcomes, or specific areas of need. Further to this, our 2023-2024

School Improvement Planning includes our Division Numeracy Coordinator working with our staff throughout the year to build teacher capacity in the areas of using student evidence to drive instruction. Our staff professional learning is focused on analyzing student data and using this information as a necessary first step for planning curricular units, whole class lessons, and small group instruction; thus, evidence-informed planning for student success. We are optimistic that this commitment will directly and positively impact student achievement.

Summary

Assessment is vital to ensuring student learning. Teachers use a variety of assessment tools to determine with accuracy where student understanding is, with respect to the curricular outcomes, at that given point in time. Assessment is proven to be the foundation piece for quality planning, necessary for instruction – be it individual, small groups, or an entire class.

Through our review of data, our school staff collectively agreed that including assessment as an outcome in our 3-Year Plan is necessary. This prioritizes assessment as a focus for our school and helps teachers plan with assessment at the forefront. They ensure specific strategies will be tailored to meet the needs of the students in their classroom. We have teachers who are genuinely interested in improving their assessment practices and who have made this their focus for their Inquiry-Based Professional Growth Plan. Our assessment strategies will be adjusted as needed over the next three years, so we can demonstrate continual improvement in this area and the engagement in this learning will positively impact student success.

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

Evidence

Figure 6 – Education Quality: Alberta Education Assurance Survey AND GPPSD Assurance Survey

Figure 7 – GPPSD Division Assurance Survey – Teacher Responses Professional Learning

Figure 6 Education Quality: Alberta Education Assurance Survey AND GPPSD Assurance Survey

Percentage of Parents, Students, and Staff agree:	Parents	Students	Staff
Improvement			
PQ3 – Improvement in Academic Growth and Achievement			
STQ3 – Improved as a Student			
SFQ5- We use Professional Learning Fridays to Support Growth that Focuses on Student Achievement			
2021	90.5	92.7	100
2022	94.6	94.3	100
2023	95.8	97.0	100

Engagement				
PQ6 – Child Engaged in Learning STQ5 – Curious About the Things I am Learning				
	2021	85.3	84.2	
	2022	94.6	80.9	
	2023	91.6	82.8	
Quality of Education				
PQ7 – Satisfied with the Quality of Education STQ14– Teachers Use What They Know About Me to Help me Learn				
	2021	90.5	88.7	
	2022	93.3	89.8	
	2023	94.4	88.2	
PQ8 – Quality of Education Continues to Improve STQ12 – Teachers Support my Learning SFQ11 – Quality of Education Continues to Improve at our School				
	2021	87.9	97.2	100
	2022	92	95.5	100
	2023	91.6	96.1	95.2
High Expectations				
PQ10 – School has High Academic Expectations STQ8 – Teachers Expect me to do my Best SFFQ8 – School has High Expectations for all Students About their Behavior and Academics				
	2021	93.1	92.7	100
	2022	96	98.3	100
	2023	93	96.6	100

Through an examination of our results from our Alberta Education Assurance (AEA) survey and our Division Assurance Survey (Figure 6), planning and instruction was determined to be a necessary outcome for our 3-year school plan. Our staff maintain that the quality of education that the students receive each day is directly influenced by teacher planning for quality lessons and instruction. This aligns with John Hattie’s research around Teacher Collective Efficacy, whereby teachers understand that the decisions they make directly influence student learning.

This year, our School Improvement Plan (SIP) focuses on responsive planning - using student evidence to drive instruction. Administration has organized both Grade Level Teams and Professional Inquiry Question teams for supporting staff professional learning. The purpose of these teams is to work collaboratively in supporting one another towards better understanding their students, then using this information to plan in response to the learning needs. Teachers select instructional strategies that target student engagement and positively impact student learning experiences. Together, these

have yielded above average satisfaction results by students, staff, and parents, as Figure 6 illustrates. These results have held steadfast for the past three years, and we are maintaining high yield results in these areas. Our goal is to build upon the successes we have been experiencing, by targeting our school improvement professional learning around evidence-informed planning as our next step towards continued school improvement.

Through our SIP learning, teachers will become more familiar with using student data to respond to the needs in the classroom. This in turn should result in improved student engagement, which unfortunately is our lowest area reported by students at 82.8%. Although it is up slightly from last year, it is still not where we as a school would like it. Ideally, we would like the student response rate around engagement to be in the 90% range and we believe our focus on planning is the means towards this. To help with this, we created an Aspen Grove Student Council, allowing for student voice and opportunity for input around their school experience. We also will be hosting student focus groups, to hear directly from students around engaged learning and their experiences at Aspen Grove School. This feedback will allow us to adjust and include their ideas in our future planning. Aligned with this should also be an improvement in how students report their teachers responding to their individual needs (STQ14), which currently is reported as 88.2% in Figure 6. Again, we would like this response rate to be in the 90% range.

Figure 7 GPPSD Division Assurance Survey – Teacher Responses Professional Learning

Division Assurance Survey – Percentage of teachers agree that	AG	GPPSD
At our school we use Professional Learning Fridays to support professional growth that focuses on student achievement		
2021	100	89
2022	100	94
2023	100	94
At our school we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions		
2021	100	90
2022	100	94
2023	100	96
Administration provides feedback to staff on instructional practices using multiple strategies		
2021	100	86
2022	100	91
2023	100	92

Our Professional Learning School Improvement Planning time demonstrates our commitment to our 3-year education plan. We continue to use proven research-based best practices (example: Robert Marzano, Tom Guskey, Adaptive Schools, Shelly Moore, Universal Design for Learning, etc.) to respond to students' needs and ensure that we continue to improve as a school. New this year is our commitment to evidence-informed planning and our close partnership with our Division Numeracy Coordinator towards this. Building on the recent division partnership from Shelley Moore, our staff are learning how to effectively plan with the end in mind (Backwards Design Planning), considering individual student learner profiles to increase student engagement and respond to individual student needs. Moving forward, our teachers will be planning units with diversity in mind and targeting individual student needs. In addition, we schedule individual teacher generative dialogue conversations to support their inquiry-based professional growth, which further strengthens their understanding and implementation of our shared Professional Learning experiences. The leadership we intentionally provide our staff with is aimed at developing and improving our teachers' skills and capacity. We are supporting our teachers to be better equipped, more knowledgeable, and better informed to plan for student learning needs in their classrooms.

Summary

Quality planning and instruction for optimal achievement and increased motivation for all students is a school outcome we are proud of. We have collaborated towards this outcome with our school council and the entire school community. Our structures and strategies target teacher planning for quality instruction and meeting the diverse learning needs for overall continuous school improvement. This commitment allows for a deeper understanding of what we are doing on our Staff Professional Learning Days, and as staff every day, to make certain that students are improving their academic growth and achievement.

Our commitment to communication and parental involvement in our school also remains a priority. Our Facebook presence, our school newsletter, and our email communication all aim at involvement, sharing, and celebrating. We highlight various school activities, student experiences, key messaging, forward planning through "Gators at a Glance" (Week at a Glance) and showcasing school events to keep everyone informed and celebrate all we do. During our school assemblies, we invite parents to join us in celebrating student successes and highlighting academic achievement. We involve students in our assemblies, and when possible, enlist their help to lead and host certain assemblies, our Remembrance Day Tribute being an example. We strive to build confidence in the teacher-student-parent partnership that supports connected learning and optimal student growth.

Priority 2: Inclusion

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

Evidence

Figure 8: Division Assurance – Learning Environment

Figure 9: Alberta Education Assurance Survey – Five Year Trend Data Learning Environment/Citizenship

Figure 8 Division Assurance Survey – Learning Environment / Citizenship

	Parents	Students	Staff
School is Welcoming, Caring, Respectful and Safe Environment			
2021	94	87	98
2022	96	87	96
2023	97	88	100
Student emotional, physical well-being and mental health is supported			
2021	94	87	95
2022	98	88	94
2023	96	88	100
Child feels safe at school			
2021	96	92	100
2022	95	92	89
2023	97	90	100
Students prepared and learning responsible citizenship			
2021	94	95	100
2022	96	95	100
2023	96	97	100

Figure 9 Alberta Education Assurance Survey – Five Year Trend Data Learning Environment/Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.												
	School				Authority				Province			
	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
Overall	85	84	78	89	82	80	76	77	83	83	81	80
Parent	88	68	67	87	81	78	75	75	82	81	80	79
Student	71	87	72	81	70	71	68	68	74	74	72	71
Teacher	95	98	94	98	94	92	88	88	94	94	92	90

Although the satisfaction level reported as high when referencing the data regarding Social Emotional/Physical Well-being and Mental Health (Figures 8 and 9), it is evident that students are reporting lower satisfaction levels than both staff and parents in both domains. Our 2023 AEA Survey yielded 87% for parent satisfaction, an increase of 20% from 2022 results. Our students reported 81% satisfaction, an increase of 9% from 2022 results. Both are dramatic increases of over 10%, which is excellent and worthy of mention, but these are not in alignment with our 2023 Division Assurance Survey results. Here, we see parents reporting 96% satisfaction and students reporting 97% satisfaction around students learning responsible citizenship. This confirms that the strategies that we implemented to respond to the lower 2022 AEA Citizenship results are working. We are intentionally targeting this through recognizing students and consistently using the vocabulary of “citizenship” when contributing to our school, or community, or beyond. Our monthly awards were renamed to be Citizenship Awards. Our school staff continue to be committed to building responsible, caring citizens, while supporting all students in their social and emotional well-being in a safe, caring, and respectful environment. We know, however, that conflict can and will arise in any social setting where large numbers of diverse individuals come together. When we work through situations with students, we take a restorative approach with our goal being to teach and provide alternative responses when adverse behaviors are demonstrated. Our aim is to restore and promote positive relationships amongst individuals moving forward. Our conversations surrounding resolution and next steps align with our virtue of the month for building character in kids and enhancing overall citizenship qualities. Over the past few years and continuing, we have placed a stronger emphasis on direct teaching of our Virtues of the Month at all grade levels, both within the classrooms and embedded into all school wide messaging and events. We also highlight the importance of being a GATOR and use our GATOR acronym widely:

G – Good person, A – positive Attitude, T – sets Targets, O – Outstanding student, R – Respectful and Responsible Citizen. This acronym is something that all staff and students can relate to, and it appeals to the greater sense of purpose in our expectations towards our mission, “striving for excellence in education and nurturing responsible, caring citizens.” Our Grade 5-8 student council serves as an avenue for students to demonstrate positive character qualities as role models, and promotes opportunities to be “Great Gators”, citizens, and leaders.

Summary

Our Wellness Outcome is far reaching and embedded in all areas of all classrooms. The emotional and physical well-being and mental health of all students and staff is supported through effective and positive relationships. As a staff, we use our Virtue of the Month program, and our PATHS and EMOZI resources to establish baseline knowledge and develop understanding of social emotional learning.

A continuing practice to support our most at-risk students in this domain is our Support One Student “S.O.S.” initiative. Our S.O.S. program has Staff ‘adopting’ a student in our school that they believe will benefit from having an adult connect with them daily (beyond their classroom teachers). These staff

then make intentional connections and are invested in their S.O.S. students, with the goal being to make a positive difference in their lives both in and out of school. Often our S.O.S. students struggle with social interactions with peers, and do not have a strong social network at school or community. Our 2023 GPPSD School Assurance Survey (SQ#21) shares that 15% of students report not having at least one adult at school to connect with. Ideally, we would like this number to significantly decrease to where we have all students reporting they have a trusted adult to connect with. The premise behind all of this is to provide opportunity for those students to have this connection daily to help support their sense of belonging, build their self-esteem and self-worth, decrease stress and anxiety, and increase overall well-being.

We have hosted several school wide and community events with the intention of bringing our school community together. This was especially important during the 2022-2023 school year, with the boundary adjustments and the addition of over 125 students who were new to our school. Events such as our Welcome Back BBQ, our Meet the Teacher evening, our school dances, our Winter Carnival Celebration, our Literacy Week events, and extra-curricular opportunities will continue this year and years to come. The goal of these events is to build school community and to increase student engagement and help in building engaged, responsible, caring citizens.

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

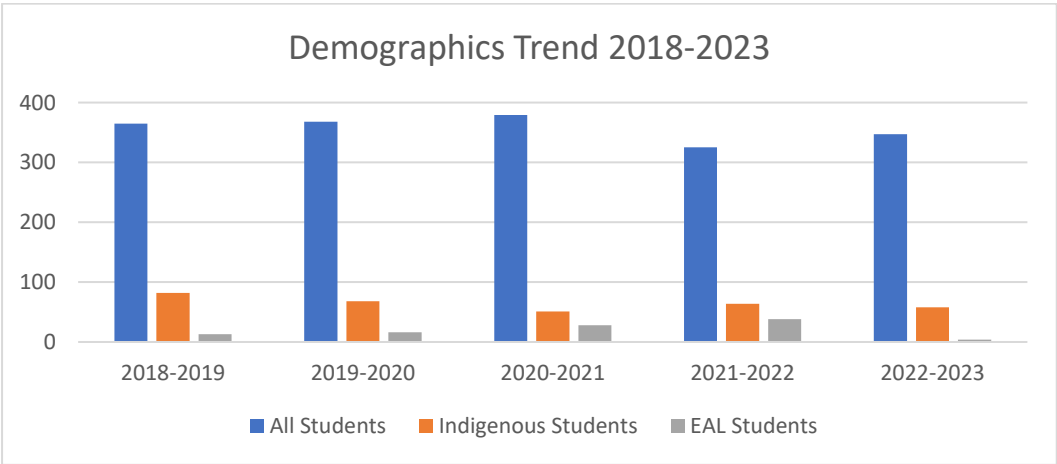
Evidence

Figure 10: Aspen Grove School Demographics - 5 Year Trend

Figure 11: Aspen Grove School Student Attendance Percentage

Figure 12: GPPSD Assurance Survey - Student Supports

Figure 10: Aspen Grove School Demographics - 5 Year Trend



Our student demographics trends remained quite stable from 2018 – 2022. With the 2022-2023 GPPSD Boundary adjustment, we experienced a significant decrease in the amount of English as Another Language students in our school. We dropped from having 38 EAL students in 2021-2022 to having only 4 EAL students in 2022-2023. This directly impacted our student diversity and school culture, yet we continue being creative to offer rich and diverse learning experiences for all students.

Figure 11 Aspen Grove School Student Attendance Percentage (attending 75% - 100% of the time)

Student Attendance	Aspen Grove		GPPSD	
	All	FNMI	All	FNMI
2022-2023	94	86	86	81
2021-2022	91	70	84	78
2020-2021	91	86	89	83
2019-2020	94	93	93	90
2018-2019	91	87	89	83

At Risk Attendance (attending 50% - 75% OR less than 50% of the time)

2018 –2019

	Population	50 – 75% attendance		Attending school less than 50%	
Whole school	365	24	6%	1	0.2%
EAL	13	1	7%	0	0
FMNI	83	11	13%	1	1%

2019 - 2020

	Population	50 – 75% attendance		Attending school less than 50%	
Whole school	283	3	1%	0	0
EAL	16	0	0	0	0
FMNI	69	2	3%	0	0

2020-2021

	Population	50 – 75% attendance		Attending school less than 50%	
Whole school	260	13	5%	3	1%
EAL	27	0	0	0	0
FMNI	52	5	10%	1	2%

2021 - 2022

	Population	50 – 75% attendance		Attending school less than 50%	
Whole school	316	31	10%	8	3%
EAL	38	4	8%	0	0
FMNI	67	14	21%	6	8%

2022-2023

	Population	50 – 75% attendance		Attending school less than 50%	
Whole school	348	19	5%	1	0.2%
FMNI	58	7	12%	1	2%

There is a positive relationship between regular school attendance and overall success at school. We know that when students are absent for any reason, they are missing out on valuable instruction and learning opportunities, which can have a negative impact on their overall academic achievement. When we look at our entire student population in terms of attendance, our overall student average illustrates that our attendance does not present as one of concern re: chronic absenteeism (See Figure 10). We also discovered that our attendance data is above that of our Division average over these years as presented in figure 11. We believe that getting reconnected and refocused on improving student attendance with the “Everyday Counts” communication after returning from the pandemic made a positive difference. We will continue this messaging and work with our stakeholder groups to positively influence and impact student attendance rates. Also consistent with Division data is the comparison between the attendance rates showing our FNMI student population with lower attendance rates overall compared to other demographic groups (see Figure 11).

When we dig deeper into the data, we can further determine that at Aspen Grove School, our FNMI population is at an increased risk for all chronic absenteeism threshold points compared to other demographics of learners. This is of significant concern given that our FNMI students account for approximately 17% of our entire population.

Developing strategies to support all students attending regularly, with specific targeted support for those highest at risk, remains our priority moving forward. To assist us towards this goal, we have again contracted an Elder for our Elder-in-Residence Program for the 2023-2024 school year. This partnership is to increase awareness of Indigenous culture and bring Indigenous teachings into the school. Formalizing this partnership is twofold - to support our school in our Indigenous foundational knowledge, and to support our Indigenous community in seeing themselves and their culture as an ingrained and important part of our school, that they can identify and connect with. This will re-engage some of our indigenous families to our school, to intern positively impact relationships and FNMI student attendance.

Our teachers are also provided communication time to contact families to build relationships and relay the message directly to parents/guardians of the importance of regular school attendance. This

in turn helps maintain an effective school-home partnership, while at the same time, positively influencing student attendance.

Figure 12 : GPPSD Assurance Survey - Student Supports

Number and Percentage of Parents agree:	Parents	
	#	%
PQ15 Satisfied with the opportunity to participate in development of IPP or IBSP		
2021	28	75
2022	11	73
2023	11	91
PQ16 Quality of supports		
2021	28	61
2022	11	73
2023	11	91
PQ17 Access to supports		
2021	28	61
2022	11	73
2023	11	91
PQ18 Staff’s ability to meet learning needs in IPP or IBSP		
2021	28	64
2022	11	82
2023	11	91
PQ19 Staff’s ability to meet medical, behavioral and/or social/emotional needs		
2021	28	68
2022	11	82
2023	11	91

Summary

Overall, our entire Aspen Grove Staff are passionate and demonstrate daily care towards all students and families. We are proud of the work we do and see significant increases in measures related to our abilities to care for and support our students and families. We are committed to our families, and we will continue to provide the highest quality education possible to their children.

Our Division Assurance Survey reports an increase from 94% in 2022 to 100% in 2023 of our staff being satisfied in their ability to access supports to effectively teach students with unique learning needs (TQ#15). Similarly, our parents reported a huge increase from 73% to 91% satisfaction from

2022 to 2023 on their similar question around accessing supports. We celebrate this increase and attribute it to several different factors:

- Our teachers involve parents in the creation of their child’s Individual Program Plan (IPP) and they consult with and check in with parents surrounding progress and personal goals.
- Our Learner Support Teacher offers time with teachers to build goals and create a plan to implement goals in the classroom.
- Our Learning Support Teacher supports parents and teachers in coming together to review academic assessments and individual program planning.
- Our school staff are committed to communicating our support and structures with parents and school council for their understanding and awareness.
- Our intervention programs, our various supports in place for academic improvement, our small group classroom instruction, and our staff professional learning around planning for quality education for all diverse learners are all aimed at helping support students with unique learning needs.
- We intentionally share our structures and successes in our newsletters, at our school council meetings, on our social media sharing, and in our day-to-day dialogue with our school community.
- The division implemented an early-years intervention program (Grades 1-4) consisting of two teacher program leads and intervention educational assistants allocated at each school. These educational assistants experience consistent training and support from the program leads in both literacy and numeracy.
- Our analysis from 2021-2022 verified our targeted intervention framework had a direct impact on student growth and achievement in grades 1-3. In 2022-2023 the targeted intervention with grades 1-4 students used data from the LeNS (Letter Name and Sound Test), CC3 (Castles and Coltheart Reading Test), and Provincial Numeracy Screen to identify students for support, adjust lessons, and identify resources needed.

The 2022-2023 school year has been informative in our data analysis. We have established several new baseline data that we will continue targeting and examining for ongoing improvement. Our results continue to inform our planning and indicate the positive impact our school structures have on students and staff. Our continued reflection on and use of the data and programs that assist us in analyzing this data, we will be more informed to continue our planning and organization that help us meet our mission statement of **“striving for excellence in education and nurturing responsible, caring citizens”**. The 2023-2024 school year will be year 3 of our 3-year plan, and we look forward to being actively engaged with our school community in the creation of our new 2024-2027, 3-year plan.