



Aspen Grove School

Principal: Colin Murphy

3-Year School Education Plan

2024/2025 – 2026/2027

Year 2 – 2025/2026



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



**ASPEN
GROVE
SCHOOL**

<https://aspengrove.gppsd.ab.ca/>



GPPSD2357

Who we are!

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

**K to Grade 8
KinderPAL**



346 Students



29 Staff



School Council our Partners in Education

Meets the third Monday of every month at 6:00 pm



At Aspen Grove School we ...

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

At Aspen Grove School, we hold a firm belief in the potential of every child. Recognizing that each student is unique, we are committed to fostering an environment where dignity and respect are paramount. Our mission is to cultivate a positive culture characterized by collaboration, individual support, and innovative learning environments, all within a framework of enthusiasm, care, and respect.

We prioritize a student-focused approach that emphasizes the development of strong relationships with both students and parents. This collaboration allows us to make informed decisions that support the holistic development of each child—educationally, emotionally, and socially. Our commitment to nurturing these connections is vital in creating a culture of excellence and dedication within our school community.

We strive to maintain an active, supportive, and stimulating environment that fosters positive attitudes towards school and lifelong learning. Whether achievements are large or small, individual or collective, we celebrate the successes of our students and staff alike. Through rich and engaging experiences, we encourage creativity, exploration, and collaboration, all of which are essential in developing 21st-century competencies.

Additionally, we believe in the importance of character education, which plays a crucial role in shaping cooperative, contributing, and caring individuals. Our goal is to instill values that empower students to do the right thing, even when no one is watching.

Our Education Plan is focused on:

Priority: Teaching and Learning

Outcome: Teacher responsive planning, assessment and instruction supports the diverse learning needs of all students.

Strategies

- Prioritize daily literacy and numeracy instruction with targeted small group teaching to enhance development across all K-8 classrooms
- Differentiated instruction to meet the varied learning needs of students by offering multiple pathways to learning.
- Teachers use classroom profiles to inform planning and instructional strategies, ensuring teaching is responsive to student's needs.
- A variety of formative and summative assessments allow students to demonstrate their understanding and skills in ways that align with their strengths and preferences.
- Teacher timetables and daily schedules are structured to support optimum learning, ensuring uninterrupted blocks of time for literacy and numeracy instruction
- Teachers use the Optimum Learning Framework (OLF) to guide their practice, focusing on key components of instruction to effectively respond to and support the diverse learning needs of their students.
- Administration embed time within schedules for Walkthroughs (WOCs), classroom observations, and timely, constructive feedback to support and improve instructional practices
- Staff Professional Learning opportunities align with the Optimum Learning Framework to build understanding.

Evidence

- Division and Provincial Assurance surveys.
- Teachers' analysis of assessment results guide planning to meet the diverse needs of all students.
- Administrative Learning Walkthroughs (Walking, Observing, Collaborating).
- Improved year over year scores in Coordinated Classroom Assessments.
- Teacher collected evidence supporting their Professional Growth Inquiry Questions.

Priority: Belonging

Outcome: The school is a welcoming, caring, respectful, and safe environment where all students, staff, and families have a strong sense of belonging.

Strategies

- Staff are aware of student needs and support their wellness.
- Active citizenship is encouraged through meaningful opportunities such as JH mentors, reading buddies, playground supervisors, and Gator Blocks, fostering leadership and community involvement.
- Foster partnerships with diverse community groups to enrich learning experiences and support cultural awareness.
- Students are provided leadership opportunities such as student council, clubs, extracurricular activities, assemblies, and participation in decision-making processes, including focus groups.
- Social-emotional learning (SEL) is embedded in teacher planning to support student well-being. Weekly schedules include dedicated SEL time, and consistent use of resources such as PATHS ensures aligned implementation across all grades.
- Provide opportunities to improve understanding of the cultural, contemporary, and historical experiences of Indigenous peoples that support reconciliation.
- Staff use a range of communication tools, as outlined in the school's communication plan, to inform and engage families.
- Continue to build understanding for empathy and mutual respect to address intolerance and discrimination.
- Opportunities for parents and guardians to be involved in school activities and decision-making processes to promote a sense of belonging and partnership in learning.

Evidence

- Division and Provincial Assurance surveys.
- Social emotional learning is embedded in teacher planning.
- Multiple opportunities for student leadership.
- Increased participation in cross-graded and extracurricular activities.