



School Education Plan 2024-2025 to 2026-2027

Aspen Heights Elementary School



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5869 69 Street Drive
Red Deer, Alberta, T4P1C3
Phone: 403-347-2581
Website: <http://aspenheights@rdpsd.ab.ca>

School Administration:
Principal: Bill Kwasny
Vice Principal: Carolyn Stolte

School Profile:

Aspen Heights is a school located in the city of Red Deer and is part of Red Deer Public School District. It has approximately 246 students and a staff of 22 professional and support staff. Aspen Heights serves students in Kindergarten to Grade 5 from a variety of backgrounds. MicroSociety is an integral component of Aspen Heights' instructional program. It is our belief that the MicroSociety program enhances student learning, while preparing our students to become responsible leaders and productive members of the community through real-life experiences.

Anticipated Student Enrolment: 246 FTE

Anticipated Staff Profile:

- 13.4 Teachers
- 7 Classified Staff
- 1.4 Facility Services Staff (YY FTE)
- **21.8 Total Staff**

School Education Plan Development and Communication:

The Aspen Heights Elementary School Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 13 of the School Councils Regulation. The Aspen Heights Elementary School Education Plan is available at the school and is posted on our website at:

<http://aspenheights@rdpsd.ab.ca>

Strategies and Performance Measures:

Student Growth and Achievement

Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

Outcomes	<ul style="list-style-type: none"> ● Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. ● Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. ● Students are active, healthy and well. ● Students apply knowledge, understanding and skills in real life contexts and situations. ● Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. ● Students demonstrate understanding and respect for the uniqueness of all learners.
Division Strategies	<ul style="list-style-type: none"> ● Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement. ● Implement a comprehensive anti-bullying program to ensure that our students’ safety and well-being are addressed. ● Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps. ● Continue to integrate Indigenous perspectives throughout the curriculum, providing specialized training for educators, fostering partnerships with Indigenous communities, and implementing ongoing evaluation in order to empower students to actively engage in Truth and Reconciliation efforts and promote empathy, mutual respect, and understanding among all members of the school community.
Alberta Education Measures	<ul style="list-style-type: none"> ● The percentage of teachers, parents and students who agree that students are engaged in their learning at school. ● Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. ● Percentage of students who complete high school in three years, and in five years, after beginning Grade 10. ● Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests. ● Percentage of students who achieved the acceptable standard and the standard of excellence on the Diploma Exams. ● Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year.
School Strategies	<ul style="list-style-type: none"> ● By incorporating embedded collaborative time teachers will be able to collaborate on planning for new curriculum to Implement goals across the grades and plan for student success using data driven decision making.

	<ul style="list-style-type: none"> ● Continue with targeted numeracy and literacy groups that may include cross grading for students. This will allow for specific, targeted learning to meet students where they are at to develop the skills required to be successful. ● Through Aspen Builds Community, continue to build partnerships in our community with businesses and service groups. This, along with MicroSociety roles students will have the opportunity to be self-directed in their learning and build those connections through real world experiences. ● Continue to provide professional learning opportunities to staff to develop their skills in providing support for students self identified as First Nations, Metis and Inuit as well as English as another language learners. ● Provide professional learning to use assessment data to drive our teaching practices. ● Incorporate the WITS program in our school as an anti-bullying measure.
School Performance Measures	<ul style="list-style-type: none"> ● The use of and analysis of data collected through the division and provincial assessments ● The total number of Grade 1 to 3 students identified as being at risk at the beginning of the school year, at each grade level, compared to the total number of students assessed. (AE) ● The total number of Grade 1 to 4 students identified as being at risk at the end of the school year, at each grade level, compared to the total number of students assessed at the beginning of the school year. (AE) ● The average number of months gained at grade level after the administration of the final assessments for at risk Grade 1 to 3 students. (AE) ● Survey result scores for literacy satisfaction by students, parents and staff (Target 90%). (RDP) ● Survey result scores for numeracy satisfaction by students, parents and staff (Target: 90%). (RDP)

Teaching and Leading

Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Outcomes	<ul style="list-style-type: none"> ● Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. ● Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. ● Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. ● All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. ● University teacher education, university leadership education and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice. ● Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.
Division Strategies	<ul style="list-style-type: none"> ● Identify, develop, and implement high leverage strategies, such as those identified by John Hattie and Robert Marzano, so all teaching staff can infuse the most effective teaching strategies into their practice. ● Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement. ● Develop and implement a multi-faceted professional development plan that allows teachers to choose and access learning opportunities within the following Alberta Education Assurance Domains:

	<ul style="list-style-type: none"> ○ Student Growth & Achievement ○ Teaching & Leading ○ Learning Supports <p>Examples of some professional learning opportunities include, but are not limited to, the areas of Inclusive Education; Differentiation; Student Support Rooms; First Nations, Métis and Inuit learning; English as an Additional Language learning; Artificial Intelligence in Education; and Leadership.</p>
Alberta Education Measures	<ul style="list-style-type: none"> ● Percentage of teachers, parents and students satisfied with the overall quality of basic education.
School Strategies	<ul style="list-style-type: none"> ● Through the use of job embedded collaborative time and the school based learning team, provide staff with appropriate professional learning opportunities focused on enhancing the use of data driven planning. ● Structure job embedded collaborative learning opportunities around understanding and implementing effective collaboration that embodies a culture of continuous improvement. ● Continue to support the school based learning team model that includes all stakeholders. Essential members include: the Family and Community Counsellor, the family of the student, the homeroom teacher and support staff, the Learning Assistant Teacher, the Student Support Room teacher as well as Administration . ● Provide school- based learning opportunities that focus on high-leverage strategies as well as time to collaborate with other schools on developing an understanding of the implementation of high-leverage strategies.
School Performance Measures	<ul style="list-style-type: none"> ● Data driven decision making based on the information collected at the school through division and provincial surveys and assessments. ● Staff/ student and family satisfaction survey results.

Learning Supports

Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Outcomes	<ul style="list-style-type: none"> ● Learning environments are welcoming, caring, respectful and safe. ● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ● Education partners fulfil their respective roles with a shared understanding of an inclusive education system. ● Students and their families work in collaboration with education partners to support learning. ● The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. ● Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning. ● Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.
Division Strategies	<ul style="list-style-type: none"> ● Engage in a comprehensive review of budgetary priorities in the area of student learning supports, to ensure that the initiatives most essential are adequately resourced.

	<ul style="list-style-type: none"> ● Implement a comprehensive training program for staff that integrates restorative principles into discipline procedures in order to promote healthy relationships, reduce conflict, and enhance student well-being, and thereby creating a safer and more inclusive learning environment for all.
Alberta Education Measures	<ul style="list-style-type: none"> ● The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. ● The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.
School Strategies	<ul style="list-style-type: none"> ● Aspen Heights will continue to support and grow the use of the school-based learning team to enhance staff understanding of the Student Support Room. ● Provide on-going professional learning focused on the WITS program along with data driven decision making. ● Continue to utilize the SSR and the reinstated Learning Assistance Teacher to support learning in academic, emotional and behaviourally challenged students. ● Continue to build and adapt MicroSociety to provide real life experiences for the students. The leadership opportunities available to staff and students provide support for students with academic, emotional and behaviour challenges. ● Explore the use of restorative practices to enhance student respect and responsibility.
School Performance Measures	<ul style="list-style-type: none"> ● Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (AE) ● Overall percentage of students and parents who feel students are prepared for the next grade level, who feel students will complete high school, and who feel students have a plan for life beyond high school (Target: 90%). (RDP) ● Overall percentage of staff, students and parents who feel schools are demonstrating the six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy). (Target: 100%). (RDP) ● The percentage of teachers, families and students who agree that students have access to appropriate support and services in the school. ● Overall agreement that students are safe at school and that the school is welcoming, caring and safe.