School Education Plan
2025-2026 to 2027-2028
Aspen Heights Elementary School

Aspen Heights

5869 69 St Dr.   School Administration:
Red Deer, Alberta, T4P 2C3   Principal: Hans Huizing
Phone: 403-347-2581   Vice-Principal: Nathan Good
Website: https://aspenheights.rdpsd.ab.ca/

School Profile:

Aspen Heights is a Kindergarten through Grade 5 elementary school in north Red Deer, Alberta, Canada. The school was constructed in the 1950's and has undergone two upgrades in the last two decades. The school currently has an enrollment of 237 students. Aspen is very much a community school and all students either walk or are dropped off daily; there is no bussing. Our community mainly encompasses parts of Normandeau and Glendale. Aspen Heights Elementary School is also a school-of-choice for around 100 of our students from around the City of Red Deer (Population 112,000). We are one of four MicroSociety programs in Alberta and the only offering in Red Deer.

Anticipated Student Enrolment: 250 FTE

Anticipated Staff Profile:
- 13 Teachers (13 FTE)
- 7 Classified Staff (7 FTE)
- 2 Facility Services Staff (1.4FTE)
- 21 Total Staff

Vision, Mission, Beliefs:

Aspen Heights is committed to creating a safe, collaborative and effective learning environment that fosters an entrepreneurial spirit in all of our students. Aspen Heights promotes the strongest programing in literacy and numeracy that we can provide so that all of our students will leave our school capable and ready to learn. Our model provides students with the skills and attributes they require to be successful in later learning and in life. This includes instilling the skills and spirit of entrepreneurship and leadership through our MicroSociety Program.

School Education Plan Development and Communication:

The Aspen Heights Elementary School Education Plan for 2025-2026 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: https://aspenheights.rdpsd.ab.ca/

Alberta Education Assurance Measures - Aspen Heights Elementary
Overall Summary (Fall 2024)

Assurance Domain	Measure	Aspen Heights Elementary Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.3	86.0	85.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	76.1	76.2	76.9	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.0	93.7	93.5	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.2	82.6	83.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	73.0	78.3	82.1	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	85.2	74.4	75.7	79.5	79.1	78.9	Very High	Maintained	Excellent

Alberta Education Assurance Measures - RDPSD
First Nations', Métis, and Inuit (FNMI) Summary (Fall 2024):

Assurance Domain	Measure	Red Deer School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	70.1	66.2	68.0	58.6	57.0	59.5	Low	Maintained	Issue
	5-year High School Completion	72.0	74.7	69.1	69.4	71.3	69.1	Very Low	Maintained	Concern
	PAT6: Acceptable	53.8	50.6	50.6	48.7	45.3	45.3	Very Low	Maintained	Concern
	PAT6: Excellence	8.8	7.8	7.8	7.3	6.5	6.5	Low	Maintained	Issue
	PAT9: Acceptable	47.1	39.8	39.8	41.4	39.4	39.4	Very Low	Maintained	Concern
	PAT9: Excellence	6.1	7.1	7.1	6.1	5.3	5.3	Very Low	Maintained	Concern
	Diploma: Acceptable	85.1	79.4	79.4	76.9	74.8	74.8	High	Improved	Good
	Diploma: Excellence	10.1	11.3	11.3	11.8	11.3	11.3	Low	Maintained	Issue
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Alberta Education Assurance Measures - RDPSD
English as an Additional Language (EAL) Summary (Fall 2024):

Assurance Domain	Measure	Red Deer School Division (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	69.5	59.7	65.8	72.0	72.8	76.7	Low	Maintained	Issue
	5-year High School Completion	87.3	93.1	92.0	88.1	88.7	87.2	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	53.4	59.8	59.8	64.6	65.4	65.4	Very Low	Maintained	Concern
	PAT6: Excellence	8.1	11.3	11.3	16.5	15.7	15.7	Low	Maintained	Issue
	PAT9: Acceptable	52.9	59.2	59.2	52.7	55.3	55.3	Very Low	Maintained	Concern
	PAT9: Excellence	9.4	14.8	14.8	10.1	11.0	11.0	Very Low	Declined	Concern
	Diploma: Acceptable	71.5	63.5	63.5	66.3	67.1	67.1	Low	Improved	Acceptable
	Diploma: Excellence	16.8	14.5	14.5	14.0	13.8	13.8	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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	- 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	- Continue with the use of a comprehensive anti-bullying program for Kindergarten to Grade 3, implemented during the 2024-2025 school year, as well as expand this program to encompass Grades 4 through 6, to ensure that our students' safety and well-being are addressed. - Continue to 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. Beginning in 2025-2026 expand this initiative to include our Alternative Programs, specifically during Summer School. - 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
Division Performance Measures	- 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. - Percentage of staff, parents and students who agree that innovative teaching strategies are practiced in our schools. (local measure) - Percentage of staff, parents and students satisfied that Indigenous history, culture and perspectives are taught in our schools. (local measure) - The percentage of staff, parents and students who are satisfied that our schools are preparing students for career readiness. (local measure)

School Strategies	• Creation of a cross-graded and multidisciplinary Literacy & Numeracy Interventions Committee (including the LAT, SST, veteran teacher(s) and newer staff) • By incorporating embedded collaboration, teachers will be able to focus on planning for a new curriculum in Social Studies and to Implement goals across the grades and plan for student success using data driven decision making for other recent curricula changes • We will continue to implement and grow in our practice dedicated toward the Science of Reading during our reading instruction at each grade level. • We will continue to view, reflect on, and implement high-yield teaching strategies for student learning needs • Staff will continue to explore Level A assessment folders at grade level to build upon a comprehensive scope of student achievement and growth. • Through Aspen Builds Community, a part of the MicroSociety HEART venture, we continue to build partnerships in our community with businesses and service groups. This, along with other MicroSociety roles, students will have the opportunity to be self-directed in their learning and build connections through real world experiences. • Continue to provide professional learning opportunities to staff to develop their skills in providing support for students who are self-identified as First Nations, Meti s and Inuit as well as English as another language learners. • Provide professional learning to use assessment data to drive our teaching practices. • Continue to Incorporate the WITS program in our school as an an-bullying measure • The use of and analysis of data collected through the division and provincial assessment to create leveled groups for dedicated scheduling for literacy and numeracy groups within the school year.
School Performance Measures	**Testing Results:** • Alberta Education Standardized Numeracy Assessments for grades 1-3 (September), K-3 (January), and grades 1-3 (May) • District Numeracy Assessments: MMA (May Math Assessments - Grades 1-5) • District Standardized Literacy Assessments: PAST / RAN 1 (September), K (January); CC3 2-3 (September; 1-3 (January); 1-3 (May) ; RCAT 4-5 (June); • 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 and 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	- 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	- 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. This work will take place throughout the August-June school year focusing on the - Investigate and develop a systemic model of job-embedded teacher time for teachers in Middle School and High School to ensure they have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement.
Division Performance Measures	- Percentage of teachers, parents and students satisfied with the overall quality of basic education. - The percentage of staff, parents and students who agree staff have opportunities for meaningful collaboration. (local measure) - Percentage of staff, parents and students satisfied with PD occurring during Staff Learning Days. (local measure)
School Strategies	- 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. - We will be developing our SKILL, WILL and THRILL throughout the August-June 2025-26 School Year as a professional staff at Aspen. - 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. We also reach out to community partners like CFS, CARE, OT and ST, among others, depending on the types of supports that are needed. - 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	- Through the identification, development, and implementation of high-leverage instructional and assessment practices, all K-5 teachers will enhance their implementation of the Mathematics and Language Arts curriculums and high-yield teaching practices. - Teachers in Grades 1-5 will access bi-monthly job-embedded professional community learning time embedded into the timetable (8 times yearly, in addition to staff learning days). - Teachers will access professional development/community practices via the Central Services Coordinators - In August 2025, Teachers will be introduced to the school-wide, school administration plan for Growth, Supervision, and Evaluation Policy, alongside the standard of professional conduct and professional practice.

	● Aspen Heights will establish a literacy/numeracy intervention (LNIT) committee that will plan for a parent opportunity in-house learning opportunity by May 30th, 2026 ● Kindergarten staff will host an open house opportunity for families to learn about Kindergarten programming by May 30th, 2026. ● We will continue to highlight positive learning opportunities across the school with monthly newsletters, social media, and school tours. ● Staff will plan and host a school-wide OPEN HOUSE during MicroSociety Night in mid May to highlight the great learning and programming at the school.

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	● 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	● Based on a comprehensive review of budgetary priorities in the area of student learning supports, undertaken during the 2024-2025 school year, develop a transition & implementation process to ensure that the initiatives deemed most essential are adequately resourced. ● 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.
Division Performance Measures	● 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. ● Percentage of staff, parents and students satisfied that students are safe and included at school. (local measure) ● Percentage of staff, parent and student satisfaction that students with diverse needs receive the resources required for success. (local measure)
School Strategies	● 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. ● We are implementing a Student Academic Resource Room model where we will be housing our Literacy and Numeracy Small Group workshops for students ● Provide on-going professional learning focused on the WITS program along with data-driven decision making.

	• Continue to utilize the SSR and the Learning Assistance/ Intervention Teacher to support learning in academic, emotionally and behaviourally challenged students. • Continue to build and adapt MicroSociety to provide real life experiences for the students. The leadership opportunities will be available to staff and students to provide support for students with academic challenges.
School Performance Measures	• 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, Collabora ve, 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 • By August 31, 2025, teachers will have hosted a transition meeting with the previous year's teacher to determine starting points in understanding student strengths, resiliency, and regulation practices/strategies to put into place, as well as scaffolded support as necessary. • School-wide protocols for the safety of students in classrooms will be reviewed (ie. class evacuations), as well as HOUR ZERO protocols for 100% of students • On a monthly basis/at staff learning days, homeroom teachers, alongside the Learning Assistance Teacher, SSR Teacher, Family School Liaison Counsellor, and the Learning Support Team, will share information to inform staff school-wide that supports complex student needs (well-being, safety (NVCI/SIVA), social-emotional considerations, medical concerns, effective strategies for relationship building and resilience). (MV) School Performance Measures • We will continue to work towards a full-time Family School Liaison Counsellor (1.0 FTE) to support students, families, and stakeholders through a network of support/referral

Staff Learning Day Plan:

Date		Division Priorities	School Goals
	August 25		Staff Meeting ➔ HITS: collaborative teams ➔ LNIT (literacy and numeracy intervention team) - introduction of this new model in the school Focus on Math Up and Read Live Naturally program integration ➔ Common Vocab **Goal:** to develop five words that will become our focus for student learning this year ➔ MicroSociety: Revamp the constitution and development of a Citizen's Contract (2 hours)
	August 26	**Optional Division PD** *K to 12 - Learning Services* **Student Services** - *Student Support Room Training - 8:30 - 11 am* **Technology Services** - *Tech Lead Meeting - 1:00-3:00 pm*	Collaborative Team creation (grade level, subject areas). **Goal:** each staff member will be a part of two school based teams (SST, LNIT, Resources, Family Events, MicroSociety, Curriculum, WITS, HITS, etc)
	August 27	FSLC training with Kevin Cameron	● Review Student Data and setting up online classrooms -Softstart (PM): families can come and meet their teacher(s) and drop off supplies
	August 28	FSLC training with Kevin Cameron	Preparation and Planning Day
	August 29		Preparation and Planning Day

September 19 **K-8 Only**	**H.I.T.S.** - *Enhancing Learners' SKILL*	Staff Meeting ➔ HITS workshop Resource: HERE ➔ LNIT (literacy and numeracy intervention team) - leveling readers/ math skills ➔ Common Vocab -MicroSociety Integration: **Goal:** to make the tenets of MicroSociety a tangible part of curriculum
October 9	**K - 8 PT Conferences**	
October 10	**Student Services** - *Student Support Room Training - 8:30 - 11 am* **H.I.T.S.** - *Enhancing Learners' SKILL*	Staff Meeting ➔ HITS workshop Resource: HERE ➔ LNIT (literacy and numeracy intervention team) - data collection techniques ➔ Common Vocab -Review of Common Vocabulary #1
November 7	**H.I.T.S.** - *Enhancing Learners' SKILL*	Hour Zero Training
December 11 **K-8 Only**	**K - 8 PT Conferences**	
December 12	**H.I.T.S.** - *Enhancing Learners' WILL*	Staff Meeting ➔ HITS workshopResource: HERE. Reflection / Summary Tools HERE. ➔ LNIT (literacy and numeracy intervention team) - numeracy integration ➔ Common Vocab -BrightSpace/Magic Classroom: Goal: further integration of these programs into curriculum - what's new? -Seasonal Team Building Event: 90 minutes

January 16 **K-8 Only**	**New Curriculum** *K to 3 Social* *K to 6 - Math & ELAL Update* **Student Services** *- Student Support Room Training - 8:30 - 11 am* **H.I.T.S.** *- Enhancing Learners' WILL*	Staff Meeting ➔ HITS workshop Resource: HERE. Reflection / Summary Tools HERE. ➔ LNIT (literacy and numeracy intervention team) - FNMI resources ➔ Common Vocab -Student Support Team: review of data for gaps and strengths
March 19 **K-8 Only**	K - 8 PT Conferences	
March 20	**Student Services** *- Student Support Room Training - 8:30 - 11 am* **H.I.T.S.** *- Enhancing Learners' THRILL*	Staff Meeting ➔ HITS workshop Resource: THRILL Reflection / Summary Tools HERE. ➔ LNIT (literacy and numeracy intervention team) - writing skills ➔ Common Vocab -Common Writing Assignment: Focused Discussion of Strategies/Process
May 15	**Collaborative Marking of writing assessments (Gr. 1-8)** **H.I.T.S.** *- Enhancing Learners' THRILL*	Staff Meeting ➔ HITS workshop Resource: HERE Reflection / Summary Tools HERE. ➔ LNIT (literacy and numeracy intervention team) - leveled reader/numeracy data review ➔ Common Vocab -Next Year Planning: Class Composition and Calendar -Review of Lit/Num resources
June 12 & 26 **(K to 8)**	**H.I.T.S.** *- Enhancing Learners' THRILL*	Staff Meeting ➔ HITS workshop Resource: HERE. Year in REFLECTION HERE

		➔ LNIT (literacy and numeracy intervention team) - reflection and prospectus ➔ Common Vocab -Next Year Planning: New resources -Review of Common Vocabulary #2 -Seasonal Team Building Event: 90 minutes