



School Education Plan 2023-2024 to 2025-2026

Aspen Heights



Aspen Heights Elementary School

5869 69 St
Red Deer, Alberta, T4P 1C3
Phone: 403-347-2581
Website:
<https://www.rdpsd.ab.ca/aspenheights>

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 260 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: 256 FTE

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: <https://www.rdpsd.ab.ca/aspenheights.R>

Mission and Vision

- Our students should feel successful, accepted and valued for who they are.
- We identify student strengths and use those strengths in helping students learn.
- Children need to learn social and life skills as well as the prescribed curriculum.
- Children will take responsibility for their own learning with support from staff and parents.
- We will help our students develop tolerance, understanding and acceptance of others.
- We will help our students become problem-solvers and risk-takers.
- Student success will be celebrated.

Required Alberta Education Assurance Measures - Overall Summary
Fall 2022

School: 4447 Aspen Heights Elementary School

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	84.0	84.9	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	77.6	86.4	82.9	81.4	83.2	83.1	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
	Education Quality	93.3	90.1	97.1	89.0	89.6	90.3	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.7	88.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	85.8	85.1	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	77.1	81.3	85.3	78.8	79.5	81.5	Intermediate	Maintained	Acceptable

Outcomes, Strategies, and Performance Measures:

<p>Priority</p>	<p style="text-align: center;">Throughline Priority (This outcome stretches across all three priority areas.)</p>
<p>Outcomes and Division Strategies</p>	<p><i>All learners are supported in their academic, behavioural, social and emotional well-being.</i></p> <ul style="list-style-type: none"> ● Implement and professionally staff "Student Support Rooms" in our schools in order to provide additional supportive options for students experiencing issues with dysregulation.
<p>School-Based Performance Measures</p>	<ul style="list-style-type: none"> ● Overall percentage of our school's students and parents who feel students receive the help and support they require at our school (Target: 90%). (RDP) ● Overall percentage of our school's students and parents who feel students are cared for and accepted at our school (Target: 90%). (RDP) ● Overall percentage of our school's students and parents who feel students feel connected and have a sense of belonging at our school (Target: 90%). (RDP)

<p>Priority</p>	<p style="text-align: center;">Literacy And Numeracy</p> <p>...refers to the ability of students to effectively and confidently work with words and numbers.</p>
<p>Outcomes and Division Strategies</p>	<p><i>All learners are proficient in the areas of reading, writing, speaking and listening.</i></p> <p><i>All learners are proficient in the areas of reasoning and applying numerical concepts.</i></p> <ul style="list-style-type: none"> ● Through the use of collaborative meetings and directed staff learning opportunities, all Kindergarten to Grade 3 French immersion Teachers will have the knowledge, skills and attitudes required to implement the new French immersion language arts and literature curriculum. ● Through the use of collaborative meetings and directed staff learning opportunities, all Grade 4 to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new English Language Arts & Literature curriculum, as well as the new Mathematics curriculum.
<p>Our School's Strategies</p>	<ul style="list-style-type: none"> ● Through the identification, development, and implementation of high leverage instructional and assessment practices, all K-12 teachers will enhance their implementation of the Mathematics and Language Arts curriculums. ● Collaborate with other schools in our area on Staff Learning Days to support the implementation of new curriculum in K-5. ● Provide collaboration opportunities for grade teams to plan for implementation of curriculum and resources including BrightSpace. ● Continue with targeted literacy and numeracy groups with a focus on the grade 1-5 students following the learning loss format from the province. On-going professional development on the Science of Reading, Secret Stories and Units of study. ● Study and adapt assessment practices to better reflect the new curricular outcomes and strategies to support the success of our students.
<p>School-Based Performance Measures</p>	<ul style="list-style-type: none"> ● 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) ● Percentage of students in Grades 1 to 8 who are reading/writing within one year of grade level (Target 90%). (RDP) ● 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)

<p>Priority</p>	<p style="text-align: center;">Equity</p> <p>...ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.</p>
<p>Outcomes and Division Strategies</p>	<p><i>All learning and work environments within Red Deer Public Schools will be inclusive, respectful, safe, caring and free of discrimination and harassment.</i></p> <p><i>All learners are able to access the supports and services they need to achieve success.</i></p> <ul style="list-style-type: none"> ● Through the analysis of the Red Deer Public Schools “student census” survey, administered in April, 2023, the Division, and its Schools, will address all areas in which students have indicated that they do not see themselves represented in the larger school context. ● Through the implementation of a comprehensive bullying intervention plan, which includes initiatives involving the prevention of bullying; the intervention process when bullying occurs; the collaboration between parents/guardians, staff, and students; and the ongoing evaluation of our plan, we will strive to continually improve our approach to addressing bullying in our schools. ● Research and explore various models to more equitably distribute educational funding to schools, with implementation to occur during the 2024-2025 school year.
<p>Our School’s Strategies</p>	<ul style="list-style-type: none"> ● Through directed professional learning, school staff will enhance their skills in the areas of being inclusive and respectful, and building relationships with students. ● Implement the district’s plan for Student Support Rooms so that students are able to access the supports that they require to be successful in school. ● Implement the division’s bullying intervention procedures as they are developed. ● Continue the school focus on MicroSociety for the leadership and the financial literacy skills students acquire through its use. ● Develop a plan with school staff around inclusive education, reviewing Neufeld’s work, the Division’s Values for Learning and Life plus MicroSociety goals. ● Develop an Aspen Heights Elementary School plan for recognition of students that includes the Division’s Values for Learning and Life, MicroSociety and our school’s unique needs.
<p>School-Based Performance Measures</p>	<ul style="list-style-type: none"> ● Overall agreement that our students are safe at school and learning the importance of caring. (AE) ● Overall agreement that our students model the characteristics of active citizenship. (AE) ● Overall percentage of stakeholders indicating that our school has improved or stayed the same the last three years. (AE)

<p>Priority</p>	<p style="text-align: center;">Student Success And Completion</p> <p style="text-align: center;">... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.</p>
<p>Outcomes And Division Strategies</p>	<p><i>All staff of Red Deer Public Schools will engage and meet the learning needs of all students through the use of excellent, universal instruction.</i></p> <p><i>The six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy) will permeate the culture of Red Deer Public Schools.</i></p> <ul style="list-style-type: none"> ● All Kindergarten to Grade 3 Teachers will have the knowledge, skills and attitudes required to confidently and competently implement the Science curriculum.
<p>Our School's Strategies</p>	<ul style="list-style-type: none"> ● Teachers will plan opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of the First Nations, Métis and Inuit people. ● Teachers and administrators across all grades and curricular areas will focus on excellent teaching by identifying, developing, and implementing high leverage instructional and/or assessment practices in their classes. <ul style="list-style-type: none"> ○ Collaborative planning between grades and with other schools in our area schools. ○ Continue to adapt our school based learning team to create an efficient work flow providing the most effective supports for students and families. ○ Create a working group including our School Council to increase family engagement in the school.
<p>School-Based Performance Measures</p>	<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)