



OVERVIEW

Aspen Grove serves 383 Kindergarten to Grade 8 students in the city's southeast corner. We are in our third year as a Kindergarten to Grade 8 school environment and we have a unique partnership with our neighbor school, Ecole Montrose, as we share their Career and Technology Studies (CTS) spaces and we combine our Grade 7-8 music programs.

Aspen Grove has a strong link to the community and a high level of parental involvement and participation in school activities. The Aspen Grove School Council is very active, visible in the school, and supportive of the school mission of excellence in education and responsible citizenship. Our School Council Chair this year is Sherry Hunter and we meet on the second Monday of each month at 6:30pm.

Aspen Grove School 2018 – 2019	
Students	Staff
Kindergarten – Grade 8 383	21 instructional 12 support staff

SCHOOL MISSION AND VISION

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

PLANNING AND ASSURANCE at ASPEN GROVE SCHOOL

This plan was created in collaboration with our Staff, School Council, and through reflection and dialogue as an Administrative team. At each of these levels, we engaged in data analysis connected to our mission statement and academic priorities. We reviewed Satisfaction Surveys, APORI results, and Student Surveys to arrive at our priorities for 2018-2019.

Our three school priorities this year are:

- (1) QUALITY INSTRUCTION; (2) COLLABORATION; (3) ENGAGED CITIZENSHIP.

These three priorities are proactive and timely, as well as responsive and appreciated by our school community. They help us to empower students to become engaged thinkers and ethical citizens with an entrepreneurial spirit. Various structures have been developed and implemented to support these school priorities.

As a *staff*, we reviewed previous goals and examined current data sources and survey results to influence our school plan. From this data analysis, we arrived at what areas we need to continue

celebrating and what areas we should be focusing attention on. At *School Council*, we engaged parents and collected feedback on what they would "like to see in an Aspen Grove student if you met them again 10 years from now". We compiled and shared these findings with our staff and have included some of these desires in our 2018-2019 School Plan. Our *administrative team* reflections and professional growth planning centers around generative dialogue and helping increase our staff collective efficacy.

We reviewed our draft School Plan with Staff and School Council to gather final input and provide assurance to all stakeholders that our priorities are aligned with current needs. Working collaboratively through this process has ensured that the input from our Staff, School Council, Parents, and Students was considered and valued.

2017-2018 SCHOOL RESULTS SUMMARY

2017-2018 School Priority One Summary

Priority One for the 2017- 2018 School year was Quality Instruction

- Strategies used to support this priority were:
 - *Marzano – "The New Art and Science of Teaching"*
 - *PAT data analysis and planning time*
 - *Administrative WOC's (walking, observing, collaborating) focusing on instructional strategies and student engagement*
- Evidence used to assess progress towards this priority included:
 - *Increased conversations and commitment to quality instruction and teacher practice*
 - *Increased supportive risk taking by staff to implement new/learned strategies to best support student's learning.*
- Identify if there are any further actions to be taken this year to address this priority
 - *Continue staff book study: Marzano, "The New Art and Science of Teaching, 2017" and compliment this by highlighting Marzano's (Nine) High-Yield Instructional Strategies (adapted from "Classroom Instruction That Works, 2001")*

2017-2018 School Priority Two Summary

Priority Two for the 2017- 2018 School year was Collaborative Teams

- Strategies used to support this priority were:
 - *Assigned 1hr per month (Monday pm) for Collaborative Response Model meetings. These meetings focused on supporting students. This was accomplished through grouping students based on areas of common need.*
 - *Provided 3hr per month (Friday pm) for Professional Learning Communities collaboration. These were primarily grade level teams.*
 - *Provided off-site professional learning opportunities for select staff to help lead Collaborative Response Model in our school teams.*
 - *Divisional team priorities reflected commitments to all students*
 - *Use of Adaptive School activities to enhance the effectiveness of our collaborative practices*

- Evidence used to assess progress towards this priority included:
 - *Collaborative Response Model (Hewson, 2016) includes staff utilizing learned strategies as means to connecting and ensuring engagement of all students.*
 - *7 Norms of Collaboration was evident in all meetings, and teams committed to these and owned and/or enhanced them to reflect the desires of their group.*
 - *Increased staff awareness and commitment to collaborative processes as essential to success of all students.*
- Identify if there are any further actions to be taken this year to address this priority
 - *Develop and implement our Aspen Grove School pyramid of supports to guide Collaborative Response Model meetings to support all students. (aligned with District-Wide pyramid of supports)*
 - *Create and share a Collaborative Response Model Handbook, which summarizes essential information useful for guiding discussion and planning during Collaborative Response Model Meetings.*
 - *Assign 1.25 hrs/month for Collaborative Response Model meetings.*
 - *Move away from grade level teams toward common inquiry-based Professional Learning teams. This will support teacher's professional growth plans and connect to increased student achievement.*
 - *Generative Dialogue with all staff to cause reflection and allow for a deeper understanding of their professional practice; ultimately, leading to increased student achievement.*

2017-2018 School Priority Three Summary

Priority Three for the 2017- 2018 School year was Engagement

- Strategies used to support this priority were:
 - *Collaborative work of Profession Learning Teams*
 - *Teacher Professional Growth Plans*
 - *Professional Learning Experiences*
- Evidence used to assess progress towards that priority included:
 - *Teachers making effective use of provided PLC team meetings and coming prepared for discussion of next steps to support student engagement.*
 - *Increase in dialogue using common language focused on professional learning.*
 - *Improved commitment to professional learning through active participation and sharing for improved engagement.*
 - *Requests for staff professional development opportunities reflect school goals and priorities.*
- Identify if there are any further actions to be taken this year to address this priority
 - *Use the new Teacher Quality Standards planning document and the Generative Dialogue process to support staff professional growth planning.*
 - *Continue promoting engagement of staff through timetable opportunities and assigned time.*
 - *Continue supportive leadership to ensure engagement is a priority related to our school goals.*

2018-2019 SCHOOL PRIORITIES

2018-2019 School Priority One

Priority One for the 2018-2019 School year is Quality Instruction

- This priority is important in our school because:
 - *Quality instruction is paramount to academic achievement.*
 - *Instructional strategies impact student experiences and student engagement.*
 - *Accountability of our school to our school community.*
 - *Proactive planning to support inclusion and all learners.*
- The desired outcome for focusing on this priority is:
 - *Positive impacts on student learning and overall school experiences.*
 - *Differentiation to help meet student needs, so all students can be successful.*
 - *Varied strategies to capture student attention, so students want to be in school.*
 - *Building lifelong learners.*
 - *Individual programming and instruction for inclusive education.*
- Strategies that will be used to support this priority are:
 - *Marzano book study – “The New Art and Science of Teaching”, complimented by highlighting Marzano’s (Nine) High-Yield Instructional Strategies (adapted from “Classroom Instruction That Works, 2001”).*
 - *PAT data analysis and planning time (school-based and sharing with other schools)*
 - *WOC’s focusing on instructional strategies, student engagement, and professional inquiry questions (support professional growth planning).*
 - *Timetable structure to support built-in Generative Dialogue time with staff for professional reflection and growth planning.*
 - *Staff professional learning of PATH’s (Promoting Alternative Thinking Strategies) resource to support social-emotional well-being of all students.*
 - *K-6 implementation of PATH’s program strategies for 2018-2019, with plans to adapt and continue for Junior High students next year.*
- Evidence that will be reviewed to assess success is:
 - *Improved academic achievement, as evidenced through:*
 - *Fountas & Pinnell results*
 - *PAT results*
 - *APORI results*
 - *Teacher-based formative and summative assessments*
 - *Mid-year school-based survey results (parent survey)*
 - *Year End Parent Satisfaction Survey results*
 - *Observable high-yield instructional strategies during WOC’s*
 - *Generative Dialogue conversations are meaningful and encourage reflection for teachers to take risks and implement new strategies.*

2018-2019 School Priority Two

Priority Two for the 2018-2019 School year is Collaboration

- This priority is important in our school because:
 - *collective efficacy is proven to have the biggest impact on student learning.*
- The desired outcome for focusing on this priority is:
 - *Staff accessing, reflecting on, and using their professional growth plan and inquiry questions as functioning, essential, and guide for their practice.*
 - *Teams established for supporting their similar inquiry-based questions.*
 - *Staff engaged in collaborative processes for measuring and building teacher confidence in the new Teacher Quality Standard.*
- Strategies that will be used to support this priority are:
 - *Teachers supporting one another during Professional Learning time, staff meetings, Collaborative Response Model meetings, and throughout activities.*
 - *Administrator classroom WOC's.*
 - *Teacher observing one another in their classrooms.*
 - *Teachers involved in generative dialogue practices.*
 - *Structures in place to support collaboration:*
 - *Release time to allow observations*
 - *Purchase camera to film/record evidence for analysis and discussion*
 - *Professional Learning Friday schedules for staff engagement*
 - *Generative Dialogue meetings – Staff and Administration*
 - *Collaborative Response Model Monday meetings*
 - *Jr. High coverage opportunities.*
- Evidence that will be reviewed to assess success is:
 - *Number of teacher observations with follow-up opportunities.*
 - *Anecdotal reflections around the level of commitments to each other.*
 - *Teacher confidence levels and effective professional relationships.*
 - *Professional Learning time/opportunities/usage of type questions on surveys.*

2018-2019 School Priority Three

Priority Three for the 2018-2019 School year is Engaged Citizenship

- This priority is important in our school because
 - *School mission statement "striving for excellence in education and nurturing responsible, caring citizens".*
 - *Direct link between an engaged citizen and positive involvement in school activities.*
 - *Direct connection to student academic achievement.*
 - *Positive impact on student mental health and self-efficacy.*
- The desired outcome for focusing on this priority is:
 - *Engaged citizens positively impacting and building on our overall school culture.*
 - *Engaged citizens setting goals and experiencing academic and social success.*
 - *Students learning and practicing appropriate social skills.*

- Strategies that will be used to support this priority are:
 - *Grades K-6 implementing PATH's program (Promoting Alternative Thinking Strategies) as a common program to intentionally teach and give attention to building social/emotional skills.*
 - *Administration to announce virtue of the month, with relevant examples of it in practice during morning announcements.*
 - *Lead Learners (three staff members) supporting and leading other staff through activities to better engage students and support behavioural/inclusive students.*
 - *Administration leading activities and opportunities to increase our overall staff collective efficacy.*
 - *Creation of Aspen Grove School Student Council (room representatives Grade 5-8)*
- Evidence that will be reviewed to assess success is:
 - *Attendance rates*
 - *Participation in extra-curricular teams (Grade 7 and 8 – Volleyball, Basketball, Soccer, Badminton, Track & Field).*
 - *Number of sessions that our Lead Learner provide and support for our staff.*
 - *Number of students who are engaged in school outside regular class time:*
 - *Office helpers*
 - *Classroom monitors*
 - *School Patrollers*
 - *Various Clubs*
 - *Gator Athletics (Grades 5/6 & Grades 7/8)*
 - *Gator Blocks (K-4 & 5-8)*
 - *Gator Cafés – for students and parents*
 - *Family Engagement evenings – literacy, cultural sharing, holiday celebrations,*
 - *Student involvement in local citizenship-type endeavors to positively impact our community.*