



Comox Valley Schools
A Community of Learners
INNOVATIVE • INQUISITIVE • INCLUSIVE

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Aspen Park Elementary **PRINCIPAL:** Zale Darnel

ASSOCIATE SUPERINTENDENT: Vivian Collyer

LEARNING GOAL

COMOX VALLEY SCHOOLS IS COMMITTED TO CREATING INCLUSIVE, WHOLISTIC, AND PERSONALIZED LEARNING ENVIRONMENTS IN ORDER TO ENHANCE EACH STUDENT'S DEVELOPMENT OF THE CORE COMPETENCIES OVER TIME.

DESIGN PRINCIPLE(S): Inclusion, Social Emotional Learning

RATIONALE

Students cannot fully engage in learning unless they feel safe, supported, and a sense of belonging. Challenges with regulation, emotional overwhelm, or disconnection can limit access to academic content and peer relationships. Focusing on Inclusion and Social-Emotional Learning ensures all students have equitable opportunities to build resilience, regulate emotions, and feel connected to their peers and school community. This focus aligns with the Comox Valley Schools Strategic Plan by advancing Equity and Inclusion, supporting Student Learning and Well-Being, strengthening Relationships, and engaging the broader community. Embedding SEL and belonging-focused practices across classrooms and routines helps create a school culture where every student feels valued, connected, and ready to thrive.

ACTION PLAN

(LIST SPECIFIC ACTIONS, SCHOOL LEVEL AND DISTRICT LEVEL RESOURCES OR STRUCTURES USED)

To strengthen student belonging and support social-emotional learning, Aspen Park will focus on embedding intentional practices across classrooms, routines, and school-wide structures. Staff will explicitly teach SEL skills, self-regulation strategies, and co-regulation techniques, ensuring that students have the tools to manage emotions, engage with peers, and participate meaningfully in learning. Mindfulness exercises and regulated spaces, such as the Rest and Reset space, will provide consistent opportunities for students to practice emotional awareness and build resilience. Staff collaboration will be central to the plan, with teachers and educational assistants working together to model, reinforce, and reflect on SEL practices, ensuring a consistent approach across the school. Learning will be connected to classroom pedagogy so that social-emotional skills are not taught in isolation but integrated with literacy, numeracy, and other curriculum areas. Families will be informed and supported to reinforce these skills at home, strengthening students' sense of belonging and connection across all learning environments. Through these strategies, Aspen Park aims to create a school culture where every student feels valued, supported, and ready to thrive academically, socially, and emotionally.

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

The impact of Aspen Park's focus on SEL and belonging will be measured through classroom observations, student use of self-regulation strategies, and participation in mindfulness and Rest and Reset routines. Staff reflections and surveys will track consistency and effectiveness of SEL practices, while student voice will provide insight into their sense of connection and inclusion. Academic engagement in literacy and numeracy will be monitored to see how improved regulation and belonging support readiness and participation. This evidence will guide ongoing adjustments and demonstrate the effect of SEL-focused practices on student well-being, belonging, and learning.

LITERACY FOCUS

Improved self-regulation and SEL skills will help students engage more fully in literacy lessons, increasing focus, participation, and comprehension. Embedding SEL strategies within reading and writing activities supports students in managing frustration, collaborating with peers, and persisting with challenging tasks.

NUMERACY FOCUS

Stronger regulation and emotional awareness will enable students to approach numeracy tasks with focus and confidence. SEL practices integrated into math instruction will support problem-solving, collaboration, and persistence, helping students access foundational skills and build mathematical reasoning.

PRINCIPAL: _____ **ASSOCIATE SUPERINTENDENT:** _____ **DATE:** _____