

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Aspen Park Elementary

PRINCIPAL: Dwayne Mills

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

Comox Valley Schools values the development and growth of relationships in schools as our staff seek to create connection, compassion and respect in all that we do. For this reason Aspen Park Elementary has chosen to focus on the District Strategic Plan design principles of Inclusion and Social-Emotional Learning for the current school year and beyond. Our school centered reasons for focusing on belonging at Aspen Park include: • Increase of incidents of racism, bullying and vandalism in the school • A recent decrease in our Middle Years Development Instrument (MDI) results concerning connectedness with adults at school • The projected physical growth of our school community

ACTION PLAN

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

Our school goals have been guided by the newly developed District Strategic Plan and further supported by the district focus group that has worked with Cale Birk. Following Mr. Birk's concept of observable impact we have worked with staff on how to identify and set our specific goals through the observable impact that we want to see in our classes and among our school community. Through the SET model, we have worked collaboratively to identify what we want to know or see in our students, created specific actions or tasks that the educators in our building can implement, and created an awareness of the observable impact that our actions will have on the larger school community. This process was completed through meetings with staff where administration models actions or observables with staff that they could then use with their students. Staff were given entrance/exit tasks for each meeting that gave them actions to work on with their classroom. The next step is to shift our focus from building relationships and connecting with students to connecting it in with our classroom pedagogy and the delivery of curriculum and to create an avenue for students to participate in the

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

At the start of this process it was identified through the MDI that there has been a significant decrease in student connectedness with adults at school. Two years ago Aspen Park student responses were above the district average as 73% of students indicated a high satisfaction rating when looked at the quality of relationships with the adults they interact with at school. A year later the responses shifted below district average as 61% of students indicated a high satisfaction rating. To address this situation we completed a school wide student survey in the late fall focused on belonging and connectedness among ALL of our students which we will repeat again next fall to compare the data.

LITERACY FOCUS

Aspen Park used a variety of initiatives to support literacy including rotating in-class literacy stations, LST pull out groups and one on one support and EA targeted small group literacy supports.

NUMERACY FOCUS

At Aspen Park we implemented Numeracy Prep time which allows students from Kindergarten to Grade 7 to reimagine what it means to do math, moving beyond equations to view it as playful and curious.