

Aspen Park Elementary School Growth Plan (2026–2027)

Comox Valley Schools



School Context

Decolonizing, Indigenizing Commitment

Aspen Park Elementary is committed to advancing reconciliation through meaningful integration of Indigenous perspectives, in alignment with the Indigenous Education Enhancement Agreement and our Local Education Agreement.

Our work will intentionally centre relationships, identity, belonging, and community voice. We recognize that learning is deeply connected to land, culture, and story, and we will continue to embed Indigenous ways of knowing and being across learning experiences. This includes:

- Learning grounded in local territory and place-based experiences
- Valuing student voice, identity, and lived experience
- Strengthening relationships with our local Indigenous community (K'ómoks First Nation)

Our focus on Personal Awareness and Responsibility directly aligns with Indigenous perspectives of wholistic development, supporting the intellectual, emotional, physical, and spiritual well-being of each learner.

Portrait of the School

Aspen Park Elementary is located on the traditional, unceded territory of the K'ómoks First Nation. We acknowledge and are grateful for the opportunity to learn and grow on this land.

Aspen Park is a Kindergarten to Grade 7 school located in the Town of Comox, serving a growing and diverse student population. The school draws from a mix of established neighbourhoods and newer residential developments, with many students able to walk or bike to school.

Over time, Aspen Park has experienced steady enrolment growth, reflecting broader population changes in the Comox Valley. In response, the school has recently undergone a



significant expansion, including a new addition that provides modern, flexible learning spaces designed to support collaborative and inclusive learning environments.

Aspen Park has a strong tradition of community connection and involvement. The school is supported by an active parent community and continues to function as a central gathering place for families. Programs such as StrongStart and extracurricular opportunities contribute to early learning connections and ongoing family engagement.

A distinctive feature of Aspen Park is the ENTER (Engineering, New Technology, Exploration, and Robotics) program, which provides students with hands-on, inquiry-based learning experiences. This program reflects the school's commitment to innovation, critical thinking, and preparing students for a rapidly changing world.

The physical environment of the school supports both structured and natural learning experiences. Aspen Park is situated near wooded areas and community fields, offering students access to outdoor spaces that encourage play, exploration, and connection to the natural environment.

The school community reflects a wide range of socio-economic backgrounds and learning needs. Aspen Park is committed to creating inclusive, equitable learning environments where all students feel a strong sense of belonging. This commitment is grounded in district values of learning, equity, relationships, safety, integrity, and truth and reconciliation, and is reflected in the school's focus on the whole child, academically, socially, and emotionally.

The staff at Aspen Park is collaborative, experienced, and deeply committed to student success. There is a shared belief that strong relationships and a connected school community are foundational to meaningful learning. As the school continues to grow and evolve, there is an ongoing focus on strengthening consistency in practice while maintaining a welcoming, student-centered culture.



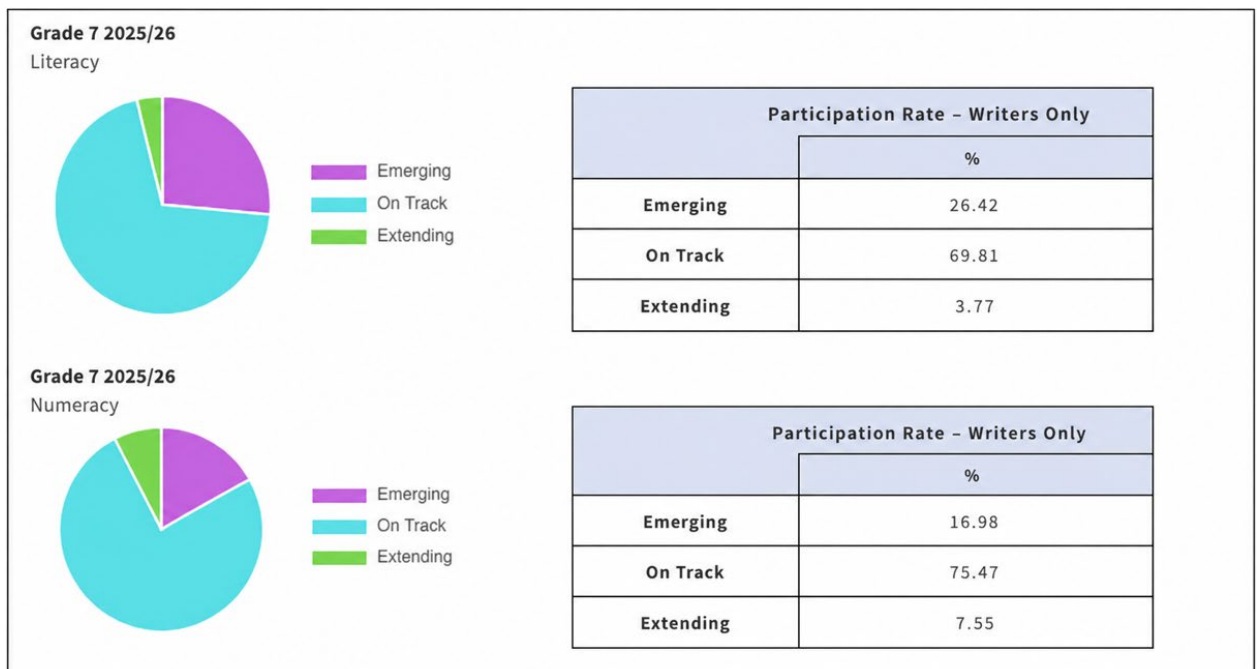
Data and Evidence

Our Learners: What the Evidence Tells Us

A review of school-based evidence (Foundation Skills Assessment (FSA) results, Student Learning Survey data, baseline assessments, district literacy and numeracy assessments, spelling screener data, staff feedback, anecdotal observations and attendance patterns) highlights several key trends:

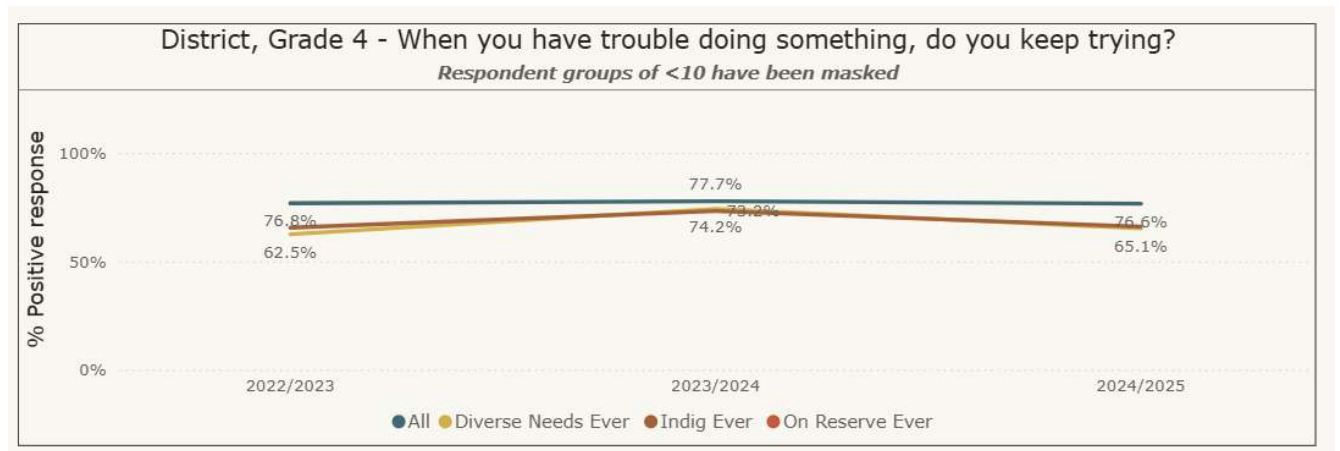
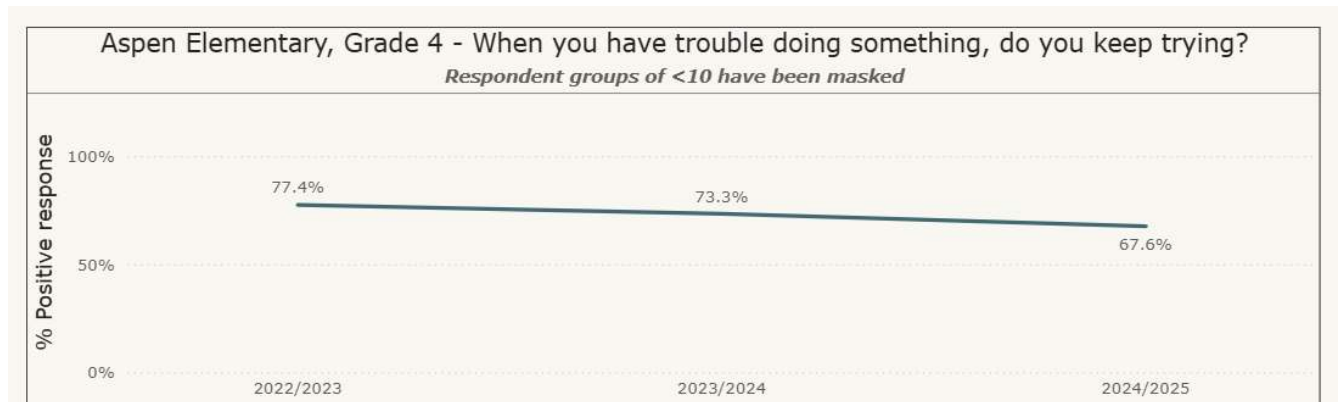
Literacy & Numeracy Trends

- Grade 7 FSA data indicates that the majority of students are on track in both literacy and numeracy, with 69.81% on track in literacy and 75.47% on track in numeracy. This suggests a generally strong foundation for most learners.
- Literacy shows a larger group of students in the emerging range, with 26.42% emerging compared to 16.98% in numeracy, indicating a continued need to strengthen written communication, comprehension, and stamina with literacy tasks.
- Classroom evidence continues to suggest that students are most successful when they have predictable structures, repeated opportunities to practise self-regulation, and support to build resilience as they work through challenging literacy and numeracy tasks with increasing independence.



Core Competency Development

- Student Learning Survey and classroom-based evidence indicate that many students experience connection and belonging through positive relationships with peers and staff, while continuing to build communication and collaboration skills.
- Strengthening self-regulation, resilience, and perseverance remains an important focus, particularly as students work through more complex or less structured learning tasks and develop greater ownership of next steps (Personal Awareness and Responsibility).



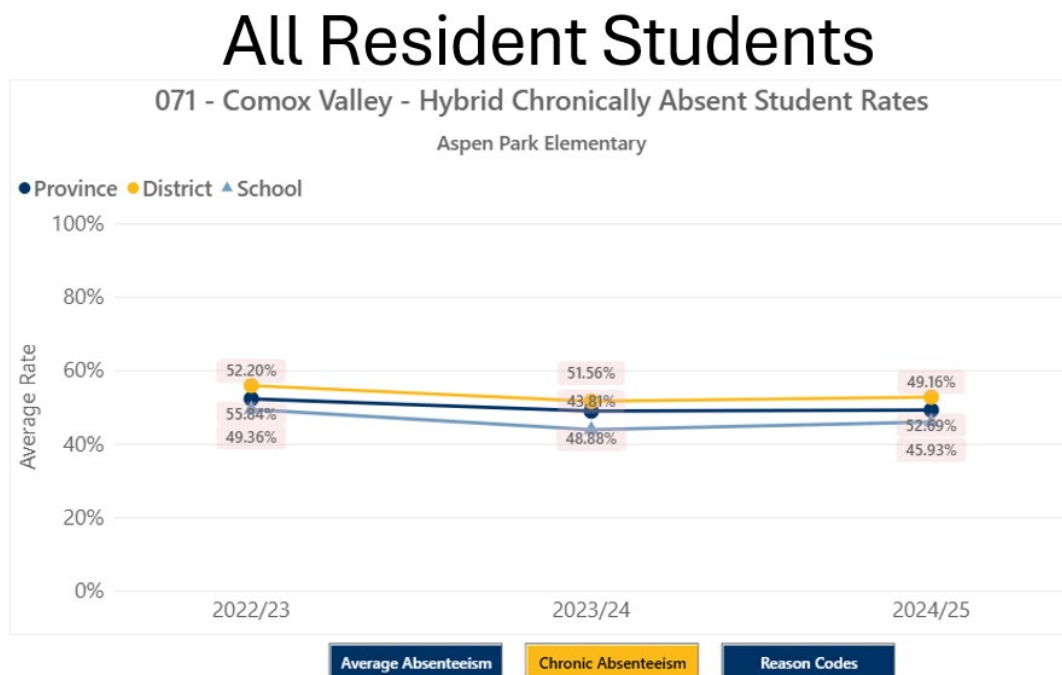
The Grade 4 data shows that most Aspen students report they keep trying when tasks are difficult, reflecting positive perseverance and resilience. However, positive responses have declined from 77.4% in 2022/23 to 67.6% in 2024/25, placing Aspen below the district average of 76.6%.



This suggests that while many students demonstrate self-regulation and persistence, building resilience remains an important focus, especially as students face more challenging learning tasks.

Attendance & Engagement

- Attendance data shows relatively stable but persistent absenteeism (10–12%), with chronic absenteeism remaining high, most notably in Grades 4–7
- Late arrivals are increasing over time and are impacting students' ability to successfully transition into learning, often affecting regulation and readiness to engage
- Students with inconsistent attendance, including frequent lateness, are more likely to experience gaps in learning and reduced connection to school

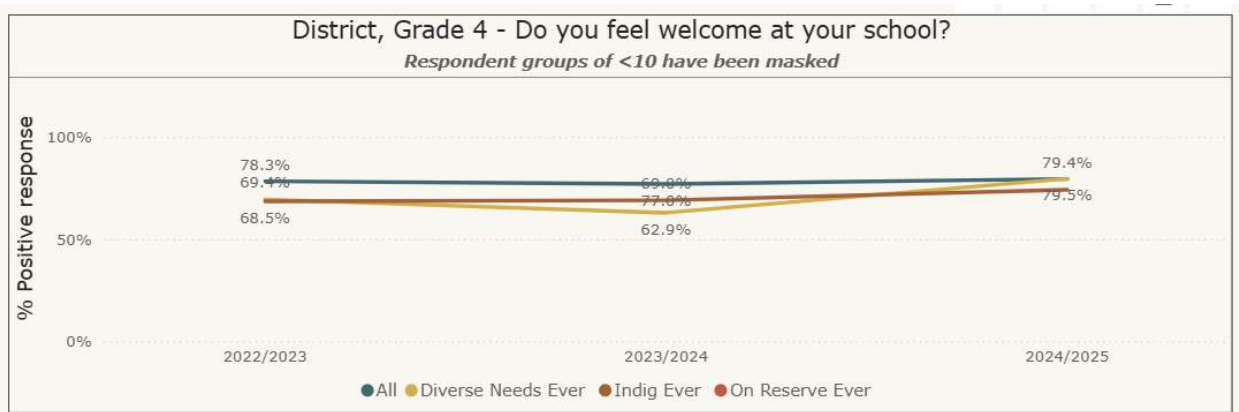


Aspen Park's chronic absenteeism rate has remained relatively stable over the past three years and continues to sit below both district and provincial rates. In 2024/25, Aspen's rate was 45.93%, compared to the district at 52.69% and the province at 49.16%. While this is a positive trend, nearly half of students are still considered chronically absent, so improving consistent attendance remains an important focus for student engagement, connection, and learning success.



Student Voice

- Student Learning Survey results indicate that most students feel safe at school and report positive relationships with staff
- Students consistently identify the importance of having trusted adults and opportunities for hands-on, engaging learning experiences
- Some students express a need for greater support in managing stress and navigating peer dynamics



Grade 4 student responses show that feelings of welcome at Aspen have improved from 63.8% in 2023/24 to 74.4% in 2024/25. This is a positive shift and suggests improvement in students' sense of belonging and connection to school. However, Aspen remains slightly below the district overall result of 79.4% in 2024/25. Continuing to strengthen belonging, relationships, and inclusive school experiences remains an important focus.

Equity Considerations & Priority Learners

- Indigenous learners, students with diverse learning needs, and students experiencing attendance challenges require targeted and responsive support



- Some students would benefit from additional opportunities to develop self-regulation, coping strategies, and a stronger resilience skills
- Ensuring equitable access to learning, a sense of belonging, and culturally responsive practices remains a priority

Indigenous Students

071 - Comox Valley - Average Hybrid Indicator Rates

Aspen Park Elementary



Diverse Needs Ever

071 - Comox Valley - Average Hybrid Indicator Rates

Aspen Park Elementary



Attendance data for both Indigenous students and students with diverse needs shows that absenteeism remains an important area of focus. For Indigenous students, absence rates



have increased slightly over time, from 12.43% in 2022/23 to 13.65% in 2024/25, with late rates also increasing to 7.35%. For students with diverse needs, absence rates have risen noticeably, from 11.86% in 2022/23 to 14.80% in 2024/25. This suggests a continued need to strengthen attendance supports, family communication, and school connection for priority learners.

Strengths to Build On:

Aspen Park has a strong relational foundation and a committed, collaborative staff. Students respond positively to supportive adult relationships, clear structures, and engaging, hands-on learning opportunities. There is a shared belief that when students feel connected, valued, and supported, they are more likely to progress in their learning and persist through challenges.

These strengths position the school to intentionally deepen the development of Core Competencies, with a particular focus on Personal and Social Awareness. By continuing to prioritize relationship-building, inclusive practices, and consistent opportunities for reflection, Aspen Park is focused on supporting students in developing a stronger sense of identity, self-regulation, and responsibility. This includes helping students build the skills to manage emotions, navigate social situations, and demonstrate empathy and respect for others.

Ongoing attention to these areas will further support students in becoming confident, capable learners who are able to engage meaningfully in their learning, contribute positively to the school community, and demonstrate resilience when faced with challenges.



School Goal for 2026-2027

Aspen Park Elementary Core Competency Focus Area and school goals for the 2026/2027 School Year

Based on the evidence and data our school goal for the 2026-2027 school year is:

Personal Awareness and Responsibility, with an intentional emphasis on developing student resilience, self-regulation, and a strong sense of belonging.

Student Outcome Shift

We will know that we are making progress when we see students:

- Using taught self-regulation strategies (e.g., Zones of Regulation) to manage emotions and behaviour across settings
- Demonstrating resilience by persisting through challenges and approaching learning with a “I can do hard things” mindset
- Taking increasing responsibility for their actions, learning, and contributions to the school environment
- Reporting and demonstrating a stronger sense of belonging, connection, and pride within the school community
- Demonstrating social responsibility through kindness, respectful peer interactions, and positive contributions to the school community.
- Taking accountability by recognizing the impact of their actions, repairing situations and relationships, and making more responsible choices moving forward.
- Participating in community service or school stewardship activities that build belonging, pride, and responsibility.

Adult Practice Shift

We will know that we are making progress when all staff:

- Consistently and explicitly teach self-regulation, resilience, and expected behaviours across all settings
- Use common language, routines, and expectations aligned with ASPEN ROCKS, Zones of Regulations, and BC Core Competences
- Intentionally build relationships and create inclusive environments where all students feel seen, valued, and supported
- Provide structured opportunities for students to engage in productive struggle and build independence



- Explicitly teach and model accountability, restorative conversations, and strategies for repairing harm and rebuilding relationships.

Design Principles connected to Comox Valley Strategic Plan

Inclusion:

- We will create compassionate and responsive learning environments where every student feels seen, heard, valued, and connected. Through consistent school-wide expectations, common language such as Aspen ROCKS, and targeted supports, we will strengthen belonging, equitable access, and meaningful participation for all learners.

Social Emotional Learning (SEL)

- We will explicitly support students in developing self-regulation, resilience, empathy, responsible decision-making, and positive relationships. By building predictable, safe, and supportive environments, we will strengthen students connection to Personal Awareness and Responsibility and promote overall well-being.
- Our work will include social responsibility, accountability, community-minded behaviour, and restorative practices that help students build and maintain strong positive relationships.

Personalized Learning

- We will foster student agency, confidence, and engagement by providing meaningful opportunities for voice, choice, reflection, and strengths-based learning. This approach will support students in becoming more independent, connected, and successful in their learning journeys.

Monitoring and Evidence

- Attendance data review to monitor overall engagement
- Behaviour and office referral data review
- Review FSA data (Grade 4 & 7) to monitor trends in perseverance and academic confidence
- Student Learning Survey to monitor growth in students' ability to persist through challenges
- Student Learning Survey to review Sense of Belonging progress ("feeling welcome at school")
- Classroom-based evidence of engagement, perseverance, and independence
- Staff observations and feedback
- Check-ins during staff meetings



- Informal student voice and classroom-based core competencies reflections

If progress stalls:

- Re-teach and reinforce school-wide expectations and self-regulation strategies
- Increase targeted supports for students demonstrating low resilience or engagement
- Adjust instructional approaches to better support perseverance and independence
- Strengthen adult consistency across settings

Impact Indicators

We will monitor progress through a combination of quantitative and qualitative impact indicators to better understand how our school growth plan is supporting student success, belonging, and well-being. These measures will help us identify trends, celebrate growth, and determine where continued attention is needed. The following indicators will be used to assess our progress over time:

- Improved attendance rates
- Improved trends in FSA literacy and numeracy results
- Reduction in behaviour incidents requiring office support
- Improved Student Learning Survey results related to resilience
- Improved Student Learning Survey results related to feeling welcome at school
- Students using common language to describe emotions and regulation strategies
- Increased evidence of perseverance and willingness to engage in challenging tasks
- Observable pride in school environment, learning, and relationships
- Improved district literacy and numeracy assessment results
- Increased student accountability, including repairing situations and relationships after dysregulation
- Increased participation in community service, school stewardship, and positive contributions to the school community

Implementation, Capacity Building and Resource Alignment Focus

To support the goals of our school growth plan, we will intentionally build staff capacity, align resources, and strengthen school-wide practices that promote belonging, self-regulation, resilience, and student success. Our implementation focus will include:

- Zones of Regulation and self-regulation strategies
- Trauma-informed and responsive practices
- PBIS (Aspen ROCKS) refresh and school-wide alignment



- Instructional strategies that support resilience, perseverance, and productive struggle
- Regular staff meetings focused on reviewing attendance, trends, and data
- Collaborative team time to analyze classroom-based evidence and adjust practice
- Dedicated time for explicit social-emotional learning instruction
- Use of regulation spaces (e.g., Rest and Reset Room)
- Leveraging the new school environment to foster belonging, pride, and responsibility
- Restorative practices focused on accountability, repairing relationships, and reconnecting students to the school community
- Community service and school stewardship opportunities that help students contribute positively to Aspen Park

District Context:

Every school will uphold and support literacy and numeracy development.



Community Communication

What We Are Focusing On

This year, Aspen Park Elementary is focusing on building students' resilience, self-regulation, and sense of belonging as part of our Core Competency development in Personal Awareness and Responsibility.

Why It Matters

Students who can manage their emotions, persist through challenges, and feel a strong sense of belonging are more successful in their learning and relationships.

How Success Will Be Measured

We will monitor:

- Attendance data (engagement and consistency)
- FSA results (Grades 4 & 7 literacy and numeracy)
- Student Learning Survey results (resilience and sense of belonging)
- Student behaviour and engagement trends
- District and classroom literacy and numeracy assessment results
- Evidence of social responsibility, accountability, and community service

How Families Can Support Learning

Families can support by:

- Encouraging children to try challenging tasks and persist, reinforcing the message: "I can do hard things"
- Talking about emotions and problem-solving strategies using common Zones of Regulation language at home
- Supporting consistent school attendance
- Practicing simple self-regulation strategies at home, such as breathing, taking breaks, or using calming routines
- Supporting healthy screen-time routines and helping students balance technology and connection
- Supporting healthy sleep habits that help students arrive ready to learn

Communication Methods

- School Newsletters, Emails, Presentations, School and Community Events
- PAC and Family involvement
- Ongoing teacher communication with families

