



**ROCKY
MOUNTAIN**
School District #6



ALEXANDER PARK SCHOOL SUCCESS PLAN

June 15, 2021



PRINCIPAL'S MESSAGE

Alexander Park Elementary School supports learning that is place-based and focused on environmental stewardship. We endeavour to honour the land by strengthening our relationship and responsibilities to it. We acknowledge, with gratitude, that this beautiful place where we live, work, and play is the traditional unceded, shared territory of the Secwepemc and the Ktunaxa people, and a crossover territory of many Indigenous groups. We also have more than 200 years of Métis history in our area, which is the chosen home of the Métis Nation Columbia River community.

Alexander Park educators are always working on many priorities concurrently that are not always captured in our strategic plans. While we have chosen to focus our attention on three goals in Inclusion, Reading Instruction, and Professional Dialogue, we are also working on other academic and social priorities that are not as significant as these three.

The three goals upon which we will focus were determined by staff after reviewing data from teacher and school assessments of learning, assessing and opening ourselves to new knowledge and understandings that grow our practices towards Reconciliation, and examining our staff learning needs.

Alexander Park is the place where we celebrate learning, and the joy of learning, each day.

Mr. Bob Wilson
Principal





SCHOOL DEMOGRAPHICS

Alexander Park Elementary • Golden, BC

NUMBER OF
STAFF

29

WHICH INCLUDES 16
TEACHERS AND 9 EDUCATION
STAFF WORKING DIRECTLY
WITH STUDENTS.

NUMBER OF
STUDENTS

223

INCLUDING 43 STUDENTS WITH
INDIGENOUS ANCESTRY

GRADE
CONFIGURATIONS

K-3



MISSION

We collaborate in the pursuit of each student's success as knowledgeable, caring, resilient, and contributing members of a global community.





VISION

Opportunity, equity,
and success for ALL learners



VALUES



Respect

We foster respectful relationships that build trust, safety and well-being.



Equity

We strive to build learning environments that are equitable, honour diversity and inclusion, are safe, caring and healthy places to work and learn.



Integrity

We nurture a sense of self-awareness, responsibility and honesty to become environmental stewards and morally upright global citizens.



Accountability

We are accountable for ourselves, our students and our communities for professionalism, transparency and quality results.



Innovation

We create learning opportunities that are high quality, place-based, creative, and that encourage students to reach their full potential.

STRATEGIC PRIORITY ONE

Equity and Inclusion



GOAL

To increase students feelings of belonging at school, especially students of Indigenous ancestry.



INCLUSION

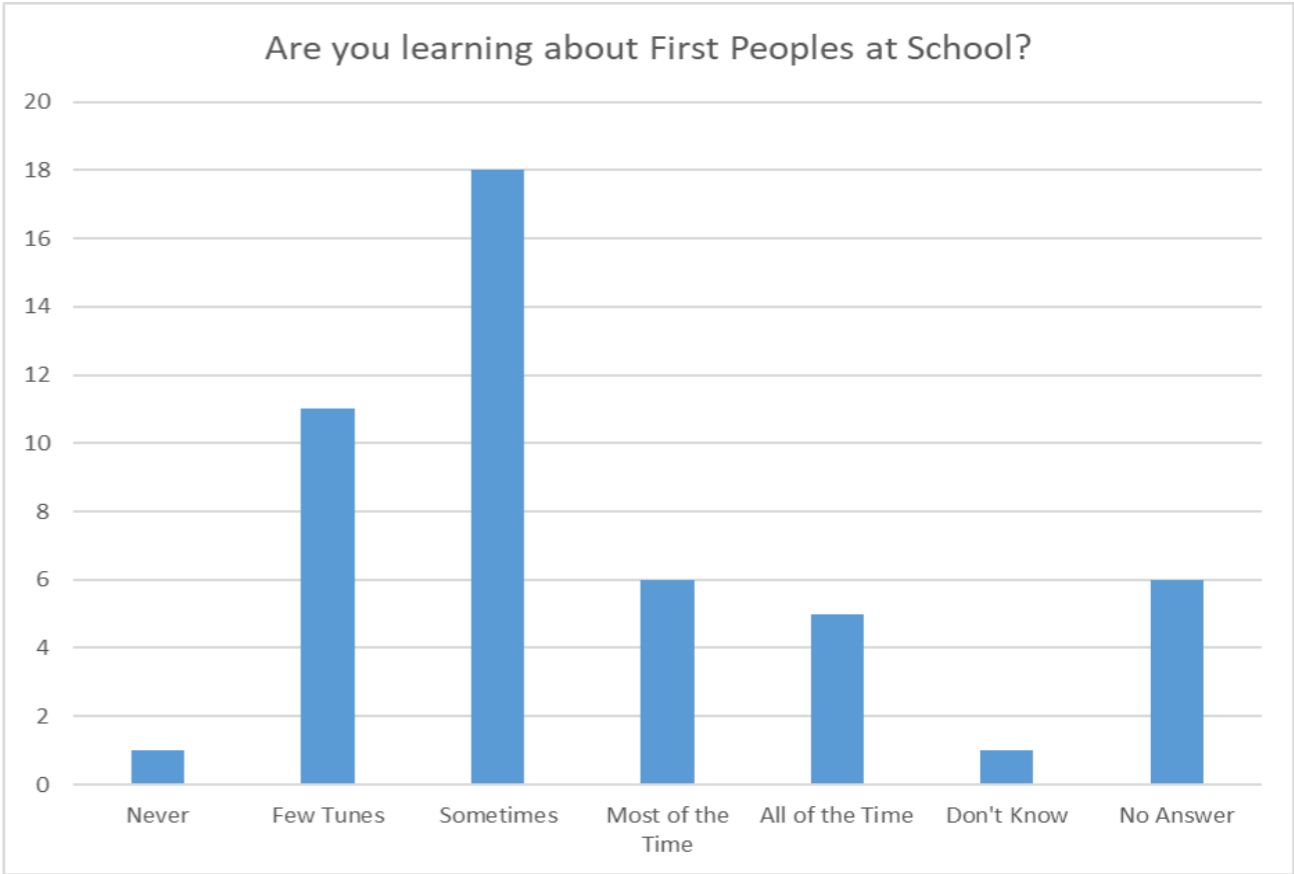
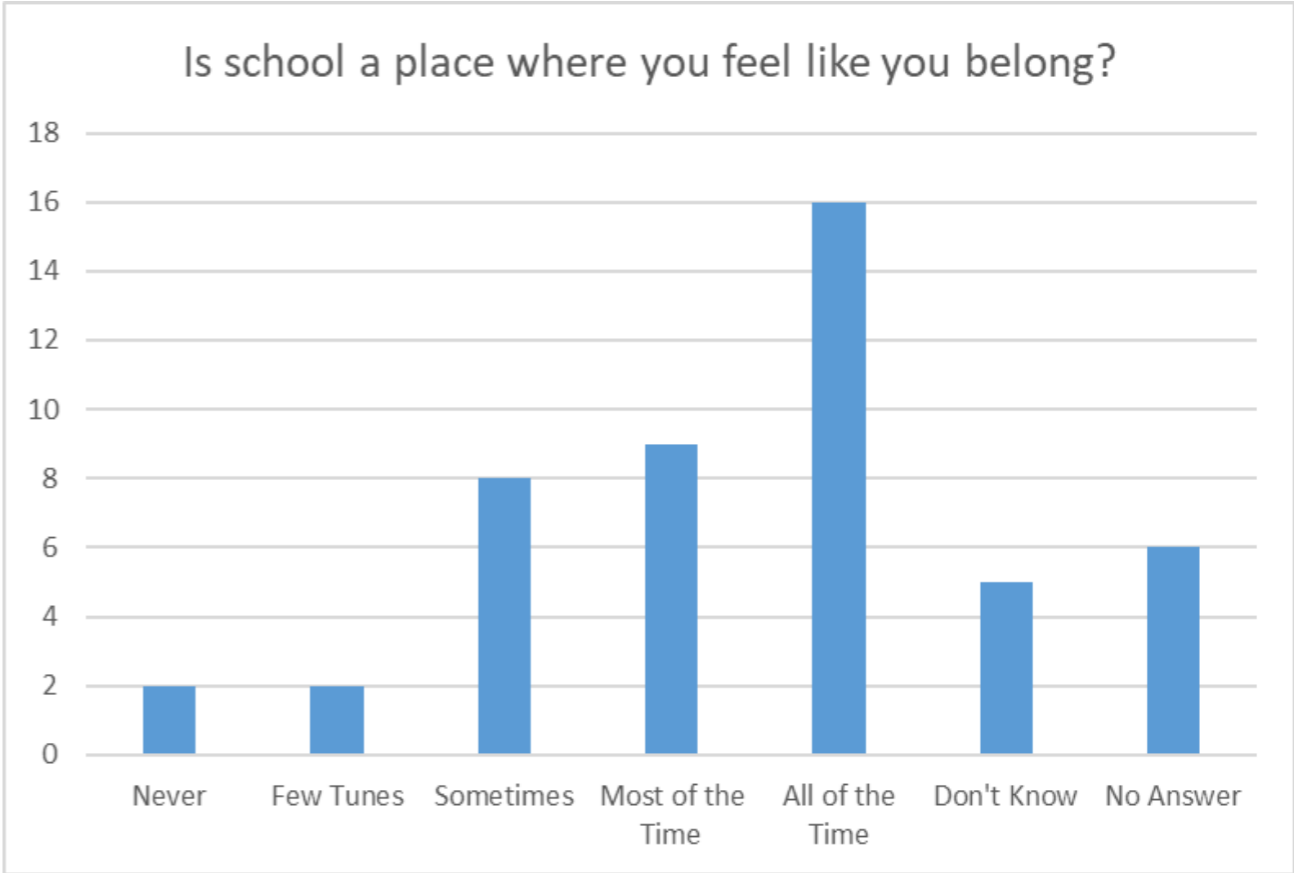
(GRADE 3 STUDENT LEARNING SURVEY)

These graphs illustrate the feelings of 2020-2021 Grade 3 students in two areas: belonging at school and learning about First Peoples. There are 52 students in this group, 10 of whom identify as having Indigenous ancestry. 48 students answered these questions.

It was not possible to retrieve this information based on Indigenous ancestry.

While most students feel school is a place where they belong some/most/all of the time, there are a number of students who chose not to answer the question, or weren't sure how they felt.

A majority of students feel that they learn about First Peoples sometimes or few times in the course of their studies.



STRATEGIC PRIORITY ONE

Educators contribute towards truth,
reconciliation, and healing.

(Standard 9, Teacher Regulation Branch Standards for Educators)

Equity and Inclusion

STRATEGIC NARRATIVE:

52% of Gr. 3 students feel welcome at school most or all of the time. 23% of Gr. 3 students feel they are learning consistently (most or all of the time) about Indigenous Peoples, even though learning about Indigenous Peoples is a major part of the social studies curriculum at that grade level.

STRATEGIC FOCUS:

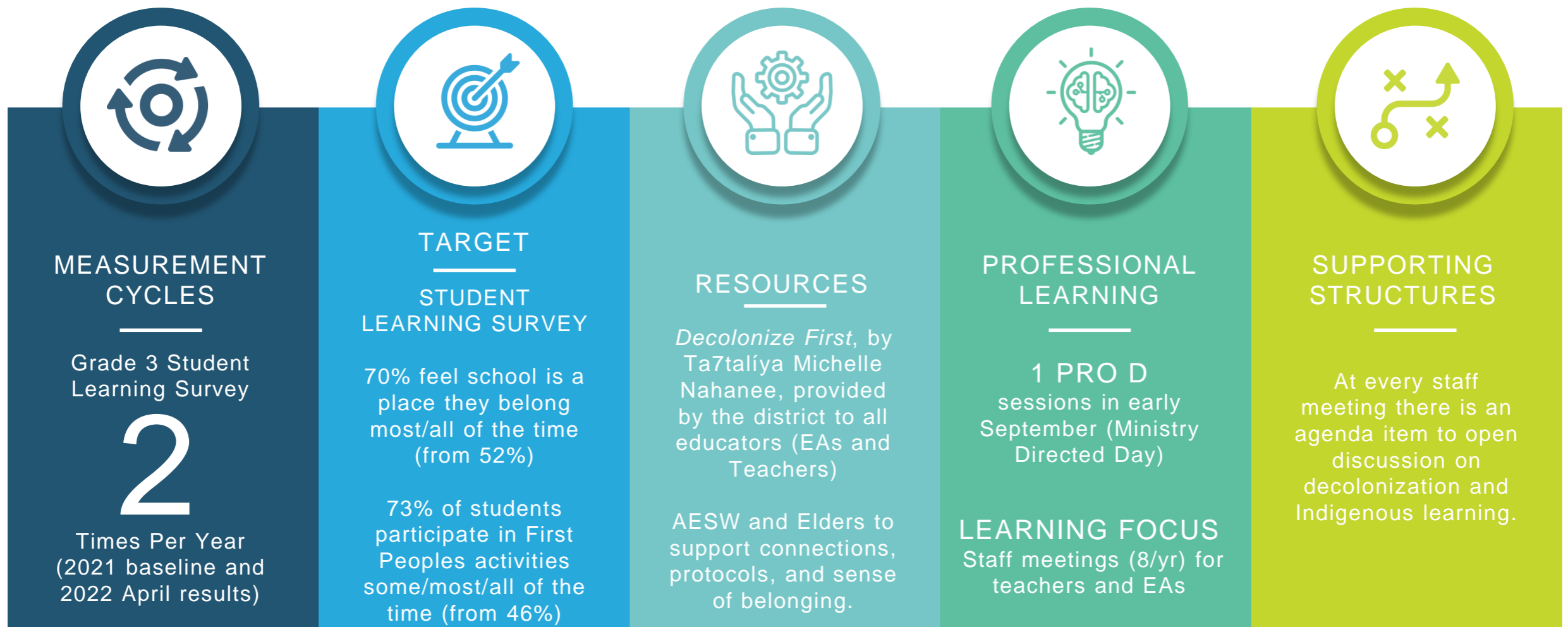
Implementing culturally relevant and appropriate ways to increase feelings of belonging for students, recognizing that curriculum decolonization and the calls to action from the Truth and Reconciliation Commission are integral to the sense of belonging for Indigenous People.

STRATEGIC INQUIRY:

Will our students' feelings of belonging improve if all students learn about and participate in Indigenous activities identified by staff as daily practices?



STRATEGIC TARGETS AND MEASURES



Still to create: Developing an appropriate learning survey for K-3.



STRATEGIC PRIORITY TWO

Success for all learners



GOAL

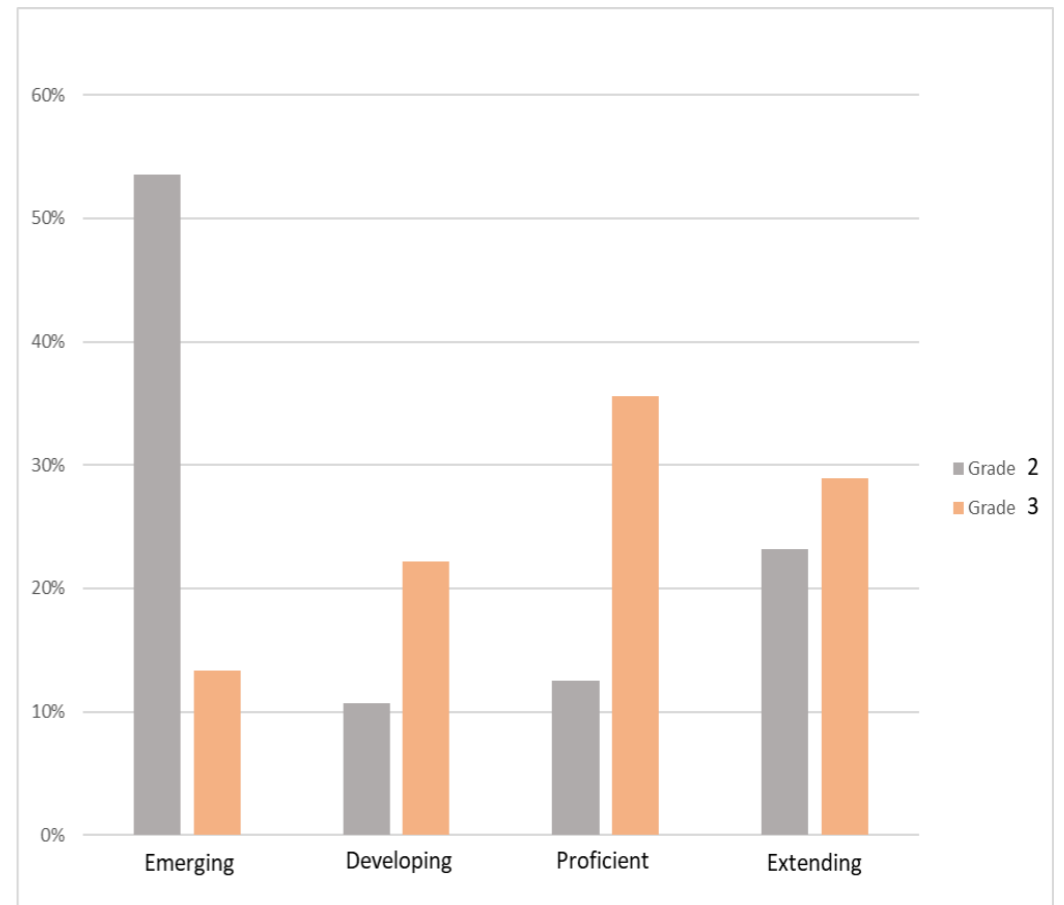
To improve reading success for all students, especially for students in Grade 2 with emerging reading proficiencies.



READING GRADE 2/3

This graph compares the reading proficiency of the Grades 2 and 3 cohorts as measured by PM Benchmark Assessments completed by classroom teachers in the Spring. *Grade 1 reading proficiencies will be assessed in October.*

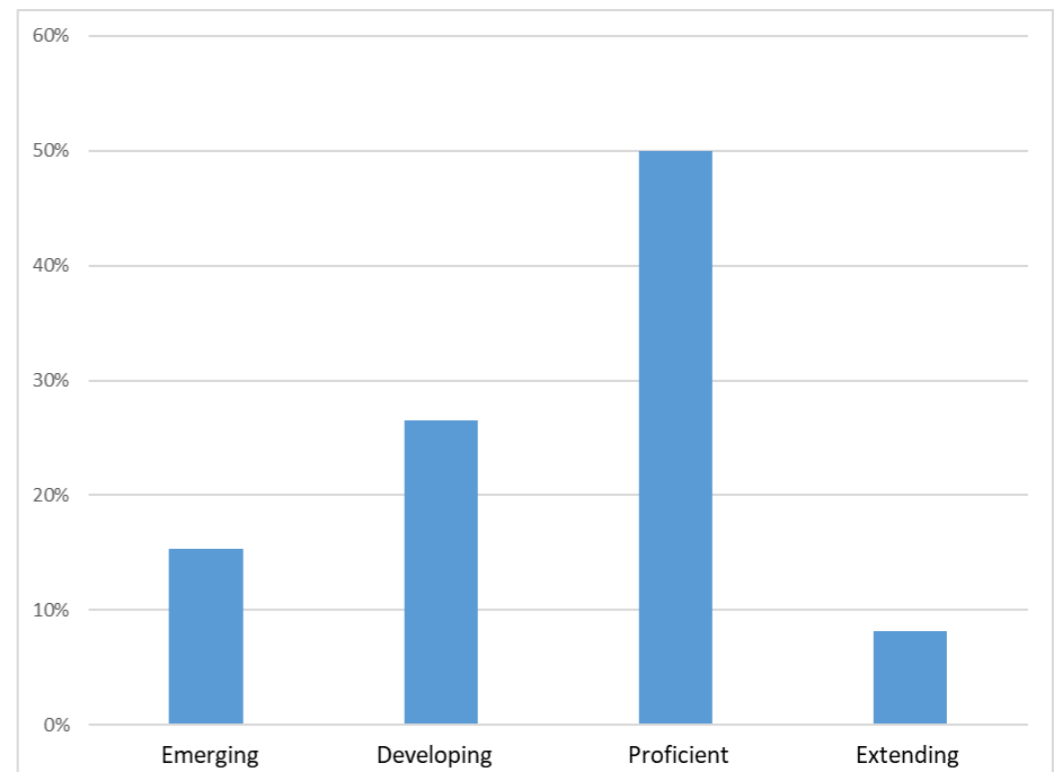
64% of our current students are on track (Developing, Proficient, Extending) in reading according to this assessment, which is based on reading an unfamiliar non-fiction story without assistance, with 97% accuracy required to show success at each level. There is a significant difference for one group of students, as illustrated by this graph. Specifically, Grade 2 students are lower in reading. There were no significant differences in the levels of proficiencies between Indigenous students and their non-Indigenous peers.



LANGUAGE ARTS GRADES 1/2/3

This graph represents the most current progress data in Language Arts, as reported in June 2021, for Grade 1-3 students.

85% of our current students are on track in Language Arts (74% of Indigenous students). Separately, 81% of Grade 2 students are on track (80% of Indigenous students). While impromptu reading skills measured by the PM Benchmark Assessment are lower (see above), they are being balanced currently by stronger skills in other Language Arts areas.



STRATEGIC PRIORITY TWO

Learning involves patience and time.
(First Peoples Principles of Learning)

Success for all learners

STRATEGIC NARRATIVE:

Overall 85% of students are on track in their language development. Students who are not yet demonstrating proficiency usually have difficulty in reading unknown words and reading fluency. Universally, we know that small group instruction and practice at “just right” instructional levels result in positive outcomes in these areas.

STRATEGIC FOCUS:

All students will develop their fluency, decoding skills, and overall reading success.

STRATEGIC INQUIRY:

To what extent will staff leading needs-based, guided reading groups improve students’ fluency at grade level?



STRATEGIC TARGETS AND MEASURES

(AS MEASURED BY PM BENCHMARKS)



MEASUREMENT CYCLES

PM Benchmarks at
least

3

Times Per Year,
more frequently for
emerging students.



TARGET

To be reassessed
October 2021

70% of Grade 2
Students
DEV/PRF/EXT
(from 47%)

80% of Grade 3
Students
DEV/PRF/EXT
(from 65%)

** Grade 1 target will
be set in October*



RESOURCES

Guided Reading
TEACHING
MATERIALS
for all staff.

COLLABORATIVE
SUPPORT in school
budget (Please refer
to Goal 3 for
details)



PROFESSIONAL LEARNING

PROFESSIONAL
LEARNING
CONVERSATIONS
facilitated through
Collaborative Time

TRAINING IN
GUIDED READING
for Education
Assistants



SUPPORTING STRUCTURES

READING SUPPORT
15 minutes a day, 4 days a
week for emerging
students. Integral part of
regular classroom
instruction for all
students..

SCHOOL BASED TEAM
to plan specific higher tier
intervention, including
learning services, AESW,
principal, and classroom
teachers.



STRATEGIC PRIORITY THREE

Excellence in Teaching and Leadership



GOAL

To improve the quality of collaboration
in the school.



STRATEGIC PRIORITY THREE

Learning is holistic, reflexive, reflective,
experiential, and relational.
(First Peoples Principles of Learning)

Excellence in Teaching and Leadership

STRATEGIC NARRATIVE:

Teaching can be an isolating profession. We know the value of learner focused dialogue and the benefits that come from sharing practices in a non-judgmental environment. Due to COVID-19 protocol limitations on collaborative opportunities, we want to refocus attention on collaborative practices.

STRATEGIC FOCUS:

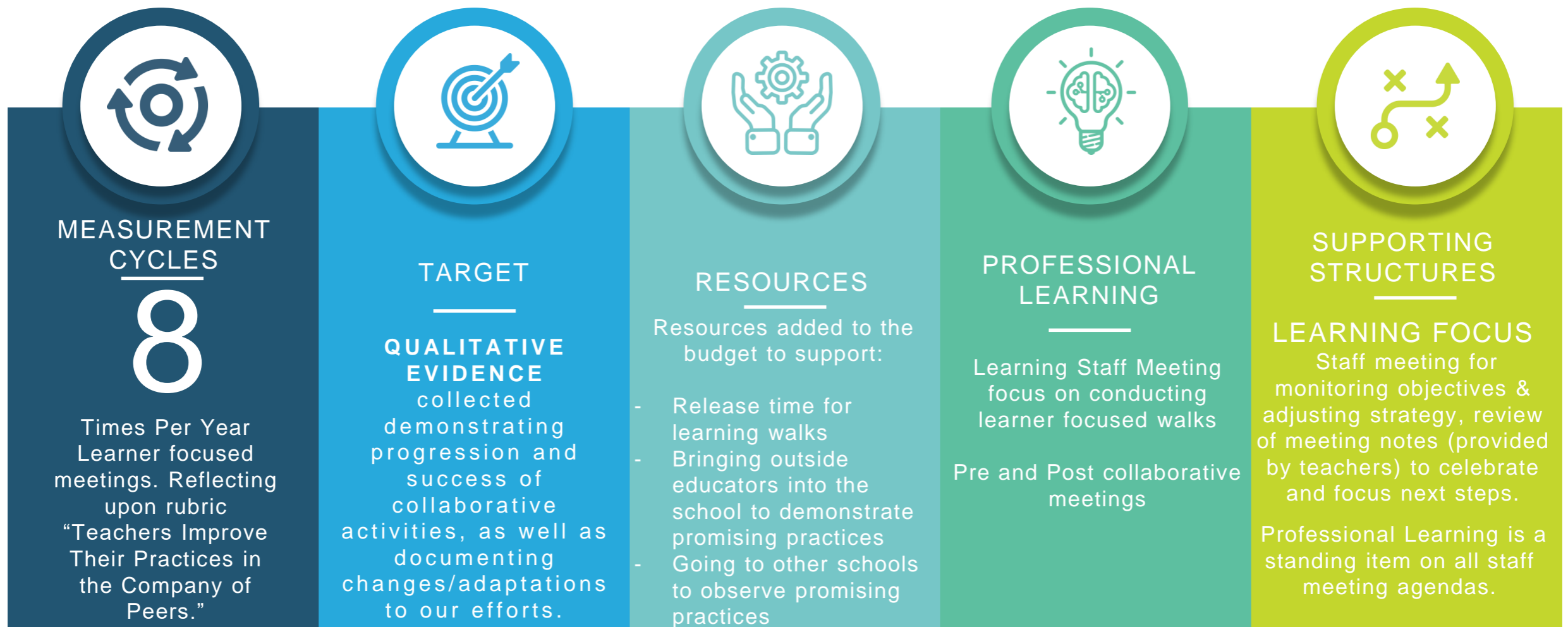
Opportunities for teachers to learn from each other.

STRATEGIC INQUIRY:

To what extent will facilitating opportunities for Learning Walks increase the quality of teacher collaboration?



STRATEGIC TARGETS AND MEASURES



Reference: [What did you do in school today? Teaching Effectiveness: A Framework and Rubric \(galileo.org\)](http://galileo.org)

