



2023-2024

SCHOOL SUCCESS PLAN

Alexander Park Elementary School



School District No. 6 (Rocky Mountain) is located on the unceded lands of the Secwépemc and Ktunaxa People, and the chosen home of the Métis People of B.C.



PRINCIPAL MESSAGE

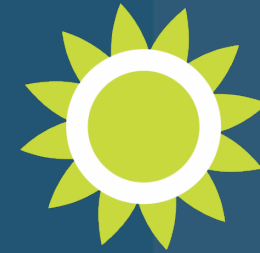
Welcome to Alexander Park School where we discover our world through inclusive, progressive practices in a respectful, caring environment.

Our goals this year reflect a staff belief that small actions, performed consistently throughout the school, can result in noticeable change and growth in student proficiencies. In addition to our regular data sources, we are relying more this year on student self-reflection as a tool for measuring that change and growth, especially in our new Stewardship for the Future goal and our new Equity, Diversity, and Inclusion goal. As well, collecting student's own descriptions of their understandings is a key element of our mathematics goal.

Collecting these traces of learning as evidence allows teachers to come together in small teams and as a whole staff to discuss next steps in learning. In addition, these personalized traces can be the foundation of communication with families when updating student learning. Called Pedagogical Narration, the collection of evidence and subsequent discussions and goal setting for future learning are important components of the Ministry's [Early Learning Framework](#).

As always, we continue to grow our school practices towards Reconciliation in all that we do. We recognize our role in making society more equitable and just for all Indigenous people, especially for the Secwepemc and the Ktunaxa Peoples on whose unceded territories we reside, and the Métis Nation Columbia River community who have chosen our valley to be their home.

Mr. Bob Wilson
Principal, Alexander Park Elementary



Ki?suk kyukyit
Weyt-kp
Tawnshi
Hello!



SCHOOL DEMOGRAPHICS

Staff

20

Students

190

Grades

K-3





MISSION

Welcome to Alexander Park School where we discover our world through inclusive, progressive practices in a respectful, caring environment.

VISION

Draft Idea!

All mahihkanak belong in our pack!



VALUES

Everyone Belongs: We all have strengths and are stronger because we are different

We are considerate of ourselves, others, and the land

Every moment is an opportunity to learn and grow

We own our mistakes and learn from them

We celebrate the joy of each day with gratitude

Every Child Matters: Everyone works toward Reconciliation *

** Reconciliation is the process of building a renewed relationship with First Nations, Inuit and Métis Peoples based on the recognition of rights, respect and partnership.*

STRATEGIC PRIORITY ONE

Equity, Diversity, and Inclusion



To improve school climate.



First Peoples Principles of Learning connections

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Evidence Narrative

Due to the disruption of the COVID-19 pandemic, the school has not engaged students in full school, sustained activities to learn and practice our shared values. This means all 2023-24 APES students have not been involved in school values learning.

A well understood values system is important when we make decisions and address problems in the school community. Engaging the community in this work will ensure that we have foundational understandings to fall back upon in those situations.



Concept Focus

Values education



Strategic Inquiry

If we develop, teach, and know our values across the school, through two sets of four week, multi-age learning activities, will students be able to identify their positive contributions to school climate?

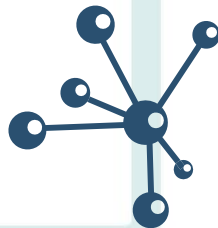


FIGURE 1

Students will rotate in multi-aged groups through values lessons once a week for four weeks, once in November/December and again in February/March. After each four week session, students will self-reflect on how they have contributed positively to school climate.



Social Awareness and Responsibility My Self-Assessment

by: _____

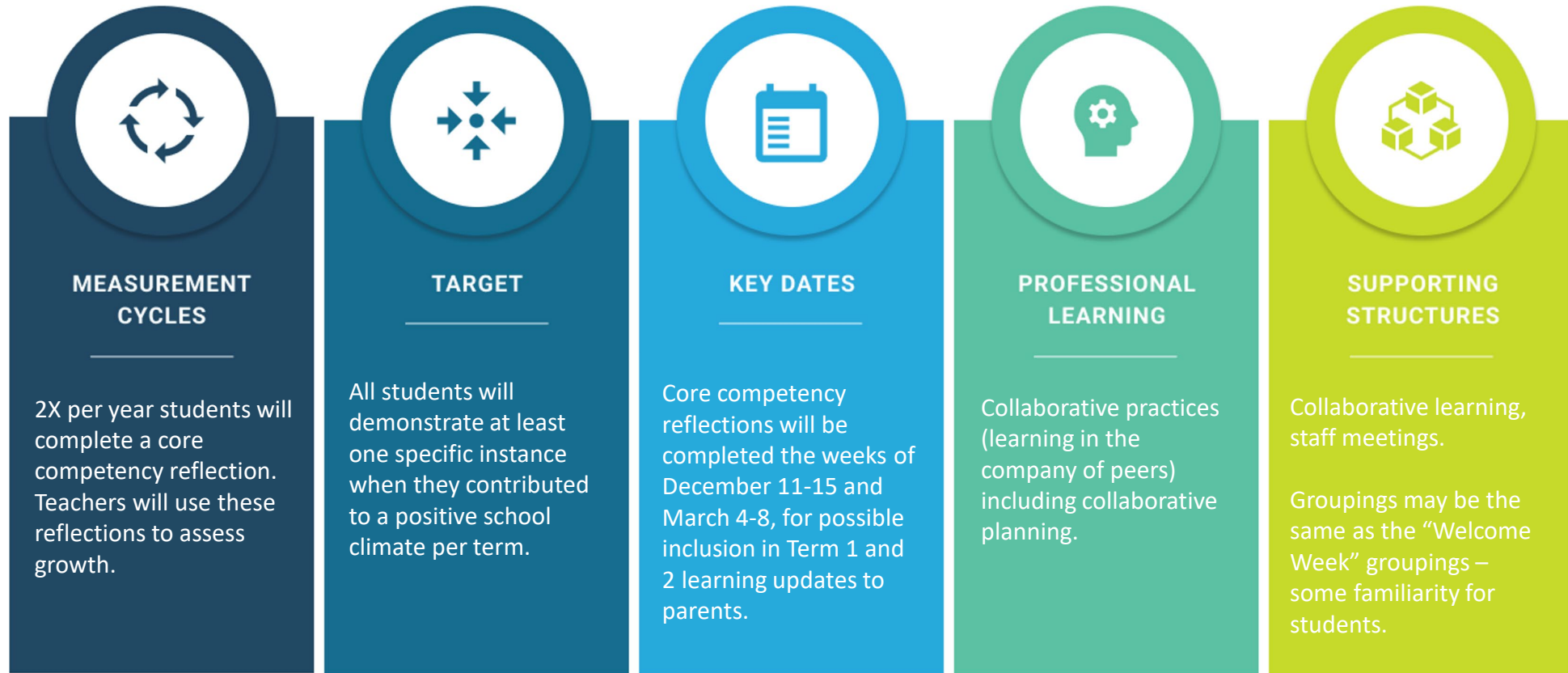
<p>I can talk and work respectfully with friends, classmates, and other people.</p>	<p>How I showed this:</p>
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date: _____



TARGETS, MEASURES & SUPPORTS



LEARNING & STRATEGIC RESOURCES

POPEY (Provincial Outreach Program for the Early Years) Core Competency Reflection tools.

Posting revised (2023) values in student agendas, website, and physical displays in common areas (replacing existing wood values signs).

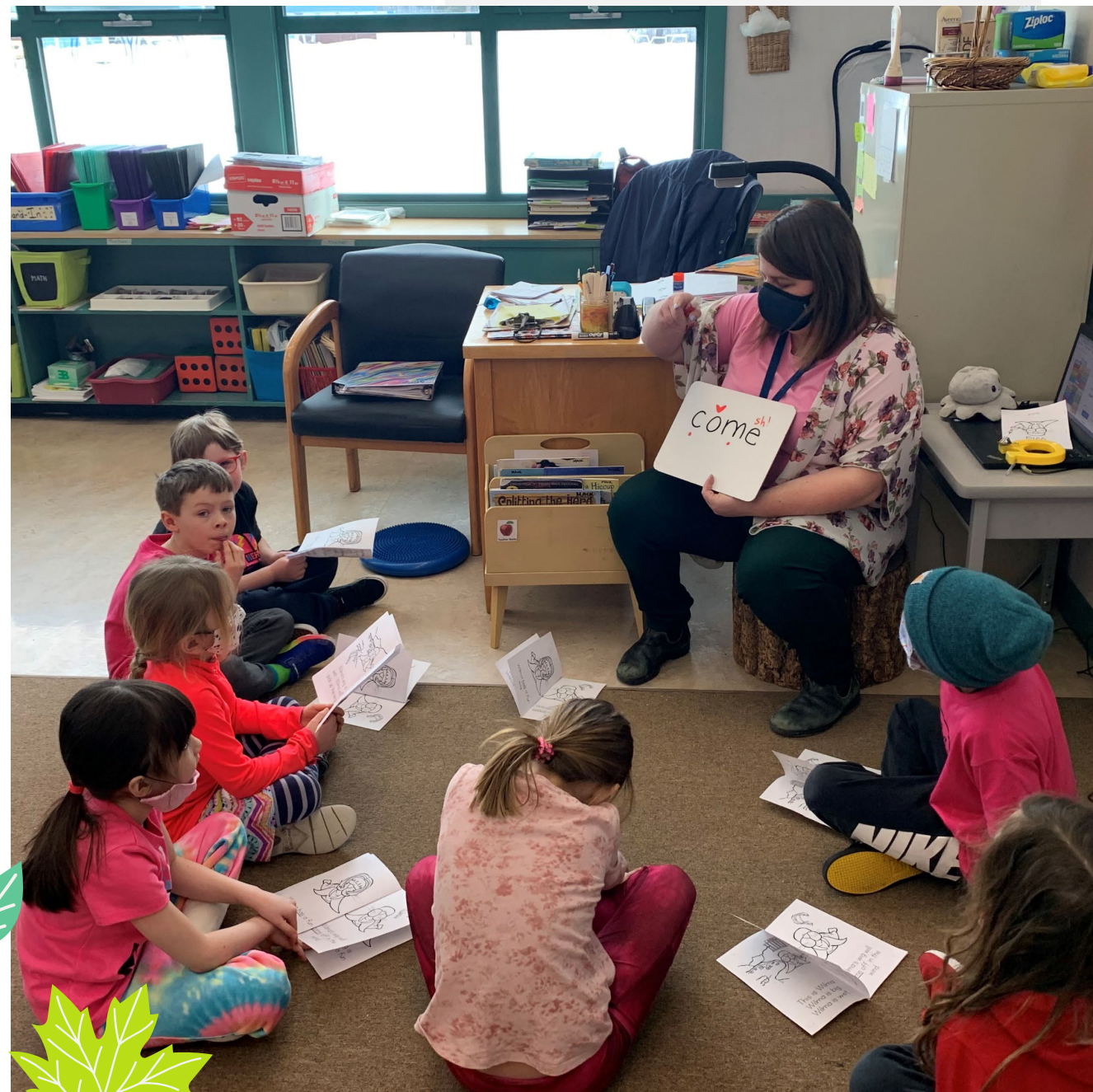


STRATEGIC PRIORITY TWO

Success for Each Learner



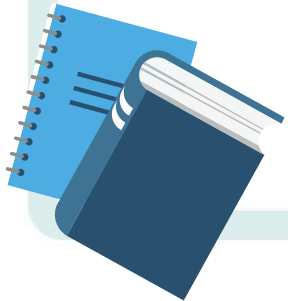
Improve student outcomes in reading.



Evidence Narrative

Strategies established in 2022/2023 for learning sounds have been embedded into daily use in Gr. K-2.

The next step towards our goal to improve reading is to integrate strategies for learning irregular sounds and words (words and sounds that cannot be sounded out) across classrooms and other school settings (e.g., learning services).



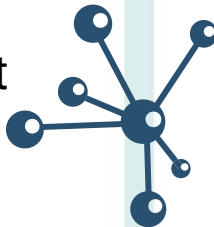
Concept Focus



All students, particularly those with learning difficulties, benefit from structured, consistent approaches to read unknown words phonetically (sounding out).

Strategic Inquiry

To what extent will all teachers teaching a new school-wide strategy, called “Heart Words” (see next slide for more details) as part of daily instruction improve student ability to read unknown words that cannot be sounded out phonetically?



What is a Heart Word?



Heart words have parts that do not follow usual sounding out or spelling patterns. For example, the “s” and “d” in “said” can be sounded out, but the “ai” in the middle says the short “e” sound, meaning this part of the word needs to be known by heart.

Almost 40% of the 220 most common words (The Dolch 220 List) are “Heart Words”.

36 “Heart Words” that do not fit into spelling patterns

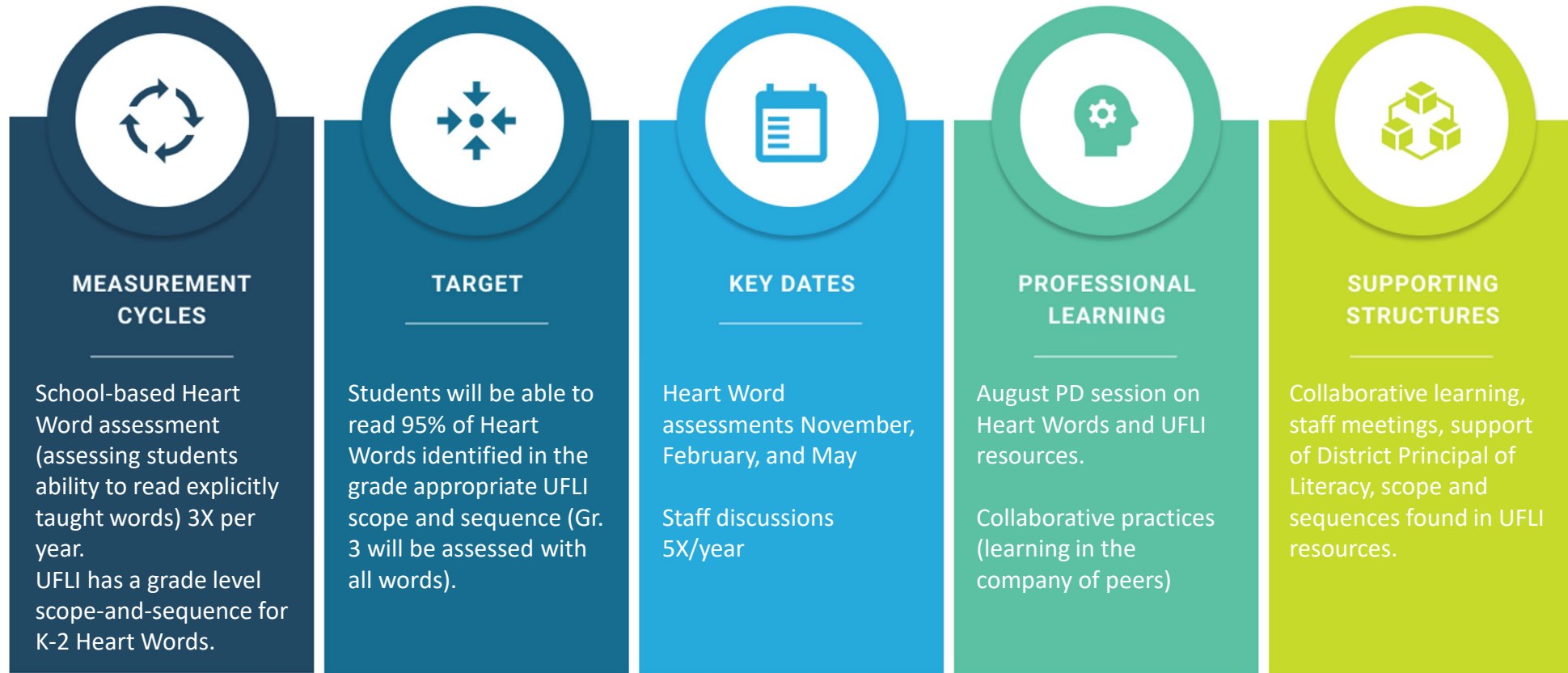
the	a	of	you	was	said
they	what	very	yours	from	don’t
know	pretty	four	their	here	two
again	who	been	eight	does	goes
write	always	only	our	warm	use
carry	because	together	please	shall	laugh

59 “Heart Words” grouped by similar spelling patterns

Unusual Spelling Pattern	High-Frequency Words
s at the end of the word spells /z/	his, is, as, has
v is followed by e because no English word ends in v	have, give, live
o-e spells short u /ü/	some, come, done
o spells /ōō/ (as in boot)	to, do, into
rhyming words spelled with the same last four letters	there, where
s spells /z/ in a vce word	those, these
all spells /öll/	all, call, fall, small, ball
oul spells /öö/ (as in cook)	could, would, should
e at the end is after a phonetic r-controlled spelling	were, are
VCC and CVCC words with o spelling long o /ō/	old, cold, hold, both
CVCC words with i spelling long i /ī/	find, kind, mind
words similar in meaning and spelling	one, once
a after w sometimes spells short o /ö/	want, wash, watch
ue spells /ōō/ as in boot	blue, glue, clue, true
u spells /öö/ (as in cook)	put, full, pull, push
rhyming words with silent l	walk, talk
rhyming words - the letter a spells short i or short e	any, many
oo at the end of a word spells /ōō/ (as in boot)	too, boo, moo
or spells /er/	work, word, world
uy spells long i /ī/	buy, guy



TARGETS, MEASURES & SUPPORTS

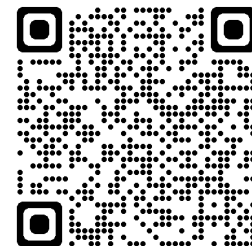


LEARNING & STRATEGIC RESOURCES

Purchase and use of UFLI (University of Florida Literacy Institute) Foundations resources for classrooms.

Book: *Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom* by Burkins and Yates (purchased 2022-2023 for all teachers)

Online resources from [Really Great Reading \(Heart Words\)](#) and Reading Rockets.



Learn More

Click or scan on the QR code to read "A New Model for Teaching High Frequency Words" by Farrell, Hunter and Osenga, published on the Reading Rockets website.

STRATEGIC PRIORITY TWO

Success for Each Learner



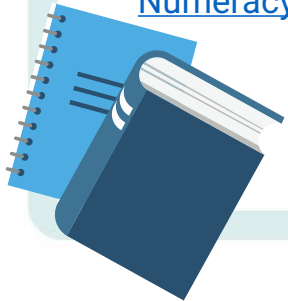
Improve numeracy achievement.



Evidence Narrative

Our Student Numeracy Assessment and Practice (SNAP) numeracy assessments show school-wide proficiencies in Reasoning and Analysis skills are not as strong as other areas of the number sense rubric (see Figure 2 on the next slide).

To improve in this area we need to work on instructional and assessment practices in the aspects of Communication and Analysis. This also requires staff to learn about and embed into practice the Ministry's new [Numeracy Learning Progressions](#).



Concept Focus



Communication of numerate thinking

Strategic Inquiry

If teachers teach numerate thinking regularly (at least three times a week) with number talks will students improve their ability to communicate numerate thinking?

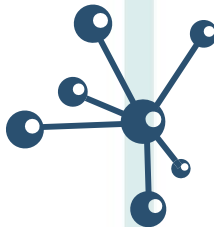


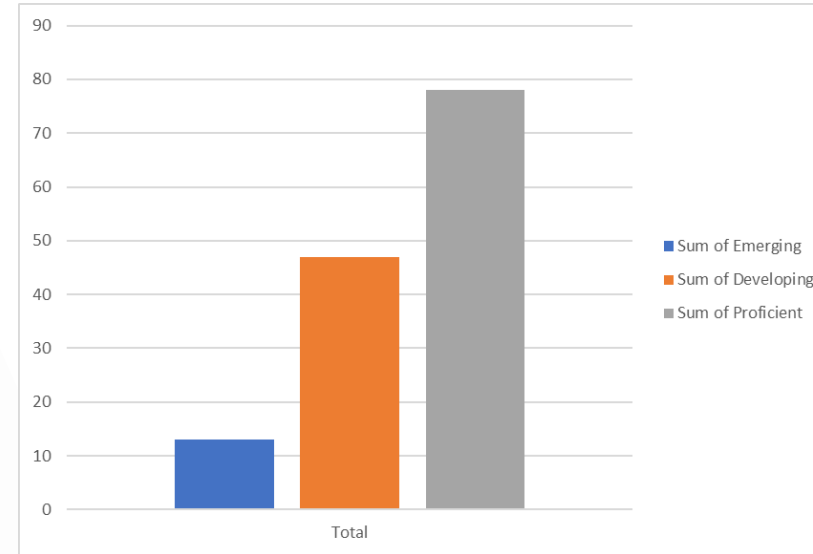
FIGURE 2

The SNAP number sense assessment is divided into four areas, and then given an overall score.

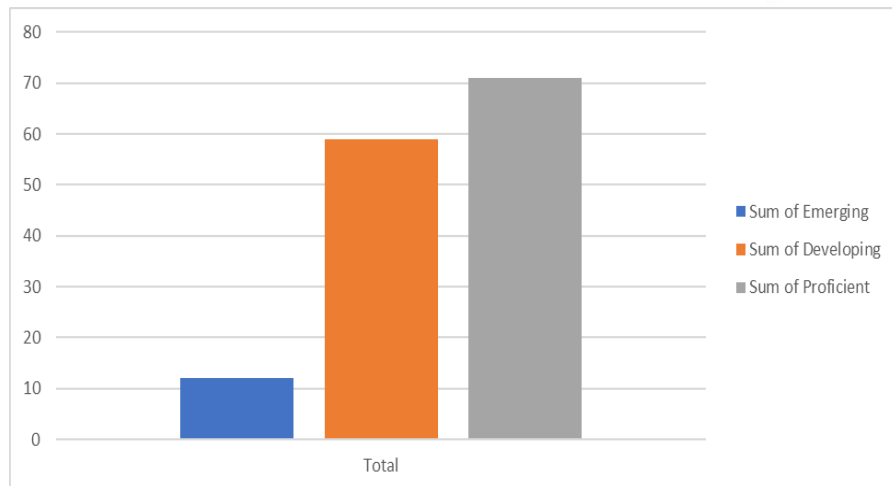
Those areas are:

- Communicating and Representing
- Understanding and Solving
- Connecting and Reflecting
- Reasoning and Analysis

A trend was noticed that the lowest proficiencies were often recorded in Reasoning and Analysis.



SNAP Spring 2023 Reasoning and Analysis, Gr. K-2
(Anticipated Gr. 1-3 starting point for 2023-2024)



SNAP Spring 2023 Overall, Gr. K-2
(Anticipated Gr. 1-3 starting point for 2023-2024)



Lower Reasoning and Analysis scores have negatively impacted overall SNAP results. Improving student competencies in Reasoning and Analysis would lift overall student competence as measured by the SNAP.



TARGETS, MEASURES & SUPPORTS



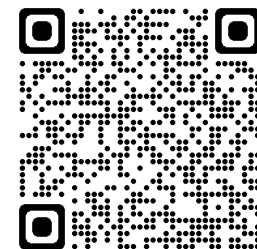
LEARNING & STRATEGIC RESOURCES

Together with District Vice-Principal Kristin Insull and other school teams, APES teachers will be using the Numeracy Learning Progressions to revise instructional and assessment practices in the aspects of Communication and Analysis.

Teachers will engage in collaborative exchanges and learning rounds, as part of our Priority 3 goal.

Resources to be purchased include Good Questions (Gr. K/1) and More Good Questions (Gr. 2-4) by Carole Fullerton and Classroom Ready Number Talks K-2 and Gr. 3-5 by Nancy Hughes.

Online resources include the resources found on the SD33 SNAP website (under recommended links).



Learn More

Click or scan here to see the Ministry of Education's new K-12 Learning Progressions, including new quick scales.

STRATEGIC PRIORITY THREE

Growing Capacity of Self and Others



Goal

To improve staff collaboration.



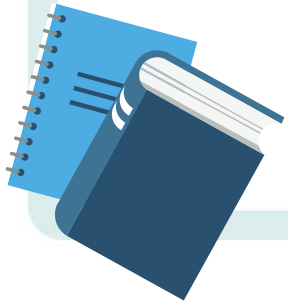
*First Peoples
Principles of Learning
connections*

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).



Evidence Narrative

The rubric we are using to self-evaluate our collaboration practices shows that there are still a concentration of teachers evaluating themselves towards the lower end of the continuum of collaborative practices (sharing lessons and resources). We need more experience this year to grow and extend towards higher quality collaborative practices (e.g., collaboratively designing and teaching robust learning tasks).



Concept Focus



Improve capacity for teacher collaboration.

Strategic Inquiry

To what extent will regular learning rounds increase the quality of teacher collaboration?

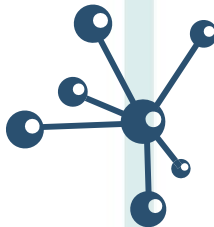
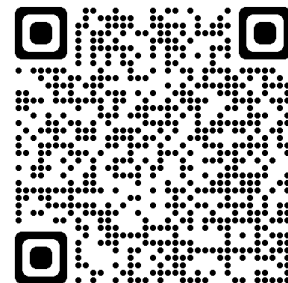
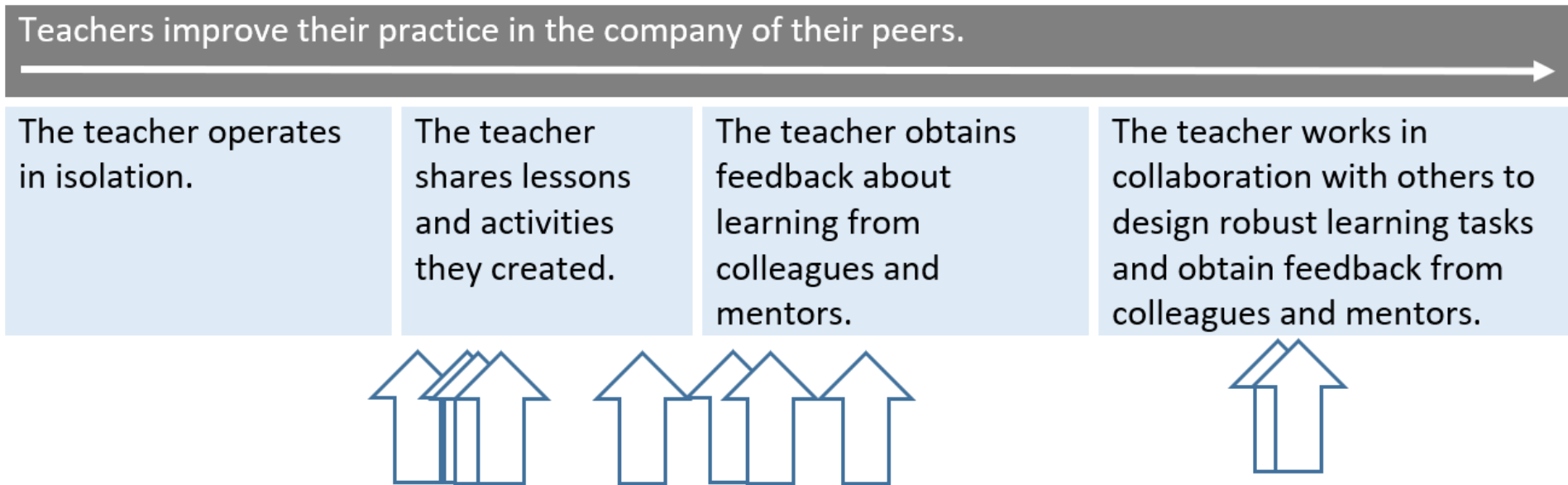


FIGURE 3

When asked “Where do you feel you are along the continuum of practices?” (May 2023) the arrows indicate staff self-evaluation of where individually they felt they were along the continuum.



Learn More

Click or scan to read “What did you do in school today? Teacher effectiveness: a framework and rubric” Canadian Education Association (2009).

TARGETS, MEASURES & SUPPORTS



LEARNING & STRATEGIC RESOURCES

Release time for learning rounds and collaboration.



STRATEGIC PRIORITY FOUR

Stewardship for the Future



Goal

Improve student connection to the land.



First Peoples Principles of Learning connections

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

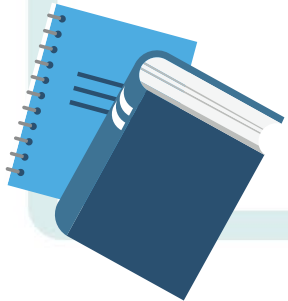


Evidence Narrative

This is a new goal area. Staff want to introduce native species spaces on the school grounds for the purpose of instruction and learning.

Community feedback indicated that parents felt instruction in outdoor learning was inconsistent from classroom to classroom.

This goal addresses community feedback and staff interests in connecting students to land, while recognizing that transforming the school grounds is a longer-term project.



Concept Focus



Land based learning

Strategic Inquiry

If all teachers teach seasonal learning rounds on the same plot of land through the seasons, will students' sense of connection to the land improve?

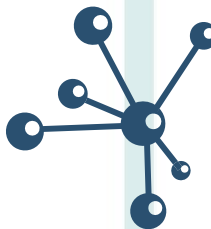


FIGURE 4

Teachers will plan eco-stewardship themed learning activities at least 4 times a year (seasonal rounds) at their adopted plot, detailing flora, fauna, climate, etc. seasonal changes within the plot, with an emphasis on native species. After each round students will complete a self-reflection.



Social Awareness and Responsibility My Self-Assessment

by: _____

<p>I can treat my environment - or surroundings - with care and respect.</p>	<p>How I showed this:</p>
--	---------------------------



date: _____



TARGETS, MEASURES & SUPPORTS



LEARNING & STRATEGIC RESOURCES

Alexander Park is well equipped for outdoor learning, including local field guides, monoculars and binoculars, class sets of outdoor backpacks with equipment for students and teachers.

We purchased multiple copies of the Ktunaxa Ethnobotany Handbook at the end of the 2022-2023 school year for student and teacher use towards this goal.

POPEY (Provincial Outreach Program for the Early Years) Core Competency Reflection tools.

