

Alexander Park Elementary School Success Plan 2022-23

Priority 1: Equity and Inclusion

Goal – To increase all students’ feelings of belonging at school, especially students of Indigenous Ancestry.

Action No. 1: Increase the number of times students are involved with school-wide activities (mixed group or whole class), integrating the First Peoples’ Principle of Learning No. 2 “Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).”

Outcome: Students will feel like they are important members of the whole school (or “pack” following our wolf identity at Alexander Park).

Measure: All students will complete a school-developed belonging survey, which will be completed twice in 2022-23 in February and May 2023 (May 2022’s survey will be the benchmark for the beginning of the 22/23 school year). Subsequent questions may be added to the survey based on staff-determined needs for information.

Action No. 2: Parents of Kindergarten students will be given supportive materials (e.g., from Anxiety BC) at Welcome to Kindergarten activities and at the beginning of the school year to help support a worry-free transition from home to school.

Outcome: The home/school transition will be worry free for all Kindergarten families. Families requiring additional support will be identified and provided with additional support whether with staff or with additional supportive materials.

Measure: Kindergarten teachers will notice that students are less worried about the transition from home to school.

Priority 2: Success for Each Student

Goal – To improve reading success for all students, especially students with emerging reading proficiencies.

Action No. 1: All students will develop their fluency and decoding skills in small group instruction/practice at “just right” instructional levels. *<Key K/1 and 2/3 strategies will be added.>*

Outcome: All students will have improved their reading ability, especially those students with emerging reading proficiencies.

Measure: Initially students will be assessed using the PM Benchmarking assessment in October 2022. Students will be reassessed in May 2023, except for those with emerging reading proficiencies. Those students will be assessed additionally in January/February 2023.

Action No. 2: The School-Based Team will review the additional supports in place for all student with emergent reading proficiencies at the beginning of the year, and after the December and March formal progress report to parents. Plans will be amended at those times based on student requirements.

Outcome: Students who require additional instructional support for their reading development will receive that support from learning services in consultation with the School-Based Team.

Measure: Students will have their success monitored through PM Benchmark tracking, progress reporting data, and teacher anecdotal feedback.

Priority 3: Teaching and Leadership Excellence

Goal 1 – To increase staff knowledge and use of targeted intervention strategies through enhanced collaborative practices at Alexander Park.

Action: Regular learning rounds and learning walks, with particular (but not exclusive) emphasis on literacy related to the goals of Priority 2 and targeted intervention strategies employed in classrooms for students who are not making adequate progress.

Outcome: Staff will regularly share and learn new targeted intervention strategies based on collegial observation/feedback of student learning.

Measure No. 1: Teachers will notice movement along a “collaborative practices” rubric similar to the one below.

PRINCIPLE 5 – TEACHERS IMPROVE THEIR PRACTICE IN THE COMPANY OF THEIR PEERS				
Teaching is a Scholarship	The teacher operates in isolation.	The teacher shares lessons and activities he/she has created.	The teacher obtains feedback about instruction from colleagues and mentors.	The teacher works in collaboration with others to design robust learning tasks and obtain feedback about instruction from colleagues and mentors.

Adapted from: [What did you do in school today? Teacher Effectiveness: A Framework and Rubric](#)

Measure No. 2: Teachers will report they are feeling more capable of supporting students who are not making adequate progress.