



September 2024

SCHOOL SUCCESS PLAN

Alexander Park Elementary School



Alexander Park Elementary is located on the traditional unceded territories of the Ktunaxa and Secwépemc Nations. We honour the cultures, languages, and First Nations people of these territories. We value our partnerships with the local Métis Nation British Columbia Chartered Community, the Métis Nation Columbia River Society, and all Indigenous People who live on this land.



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PRINCIPAL'S MESSAGE

As part of our commitment to Reconciliation with Indigenous People, we recognize that Indigenous ways of knowing and learning are woven through the history and stories of the land. We also recognize that teaching Indigenous ways of knowing and learning is significantly more involved than teaching content. It is about transforming teaching pedagogy in ways that incorporate those ways of knowing and learning.

The First Peoples Principles of Learning tell us that learning is embedded in story and is focused on connectedness and reciprocal relationships. Unfortunately, our colonial legacy, which includes the school system, has raised some voices while minimizing others. Because the storyteller influences how stories are shared, finding ways to hear the voices and stories of our community is an important act of reconciliation, inclusion, and anti-racism.

BC's *Early Learning Framework*, which incorporates the First Peoples Principles of Learning, views learning as a "holistic process that happens as children and adults come together in relationship with each other, ideas, materials, places, and histories." This led us to wonder about how we can grow student learning by bringing children and adults together with meaning and purpose.

Beginning in April, teaching staff established a framework of how we could enhance learning by including others in innovative ways. In June we took our ideas to the Parent Advisory Council to collaborate with families. This plan is the result of that work.

At the end of the year, I am hoping that our work will bring the voices of staff, students, their families, and our community together to support the mission of the school, guiding students to "discover our world through inclusive, progressive practices in a respectful, caring environment."

Bob Wilson,
Principal of Alexander Park Elementary School



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SCHOOL DEMOGRAPHICS

Staff

- 13 Classroom teachers
- 2 Learning Services Teachers
- 1 Teacher-Librarian
- 7 Education Assistants
- 1 Youth Care Worker
- 1 Indigenous Education Support Worker
- 1 Administrative Assistant
- 1 Principal

Students

- 199 Students
- 28 Indigenous students



Grades

- Kindergarten - 51
- Grade 1 - 41
- Grade 2 - 39
- Grade 3 - 68



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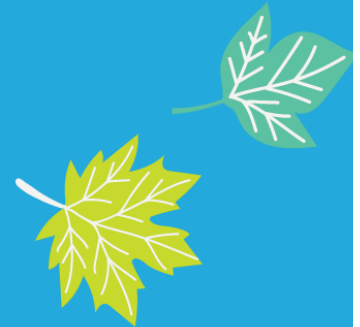
MISSION

WELCOME TO ALEXANDER PARK SCHOOL, WHERE WE DISCOVER OUR WORLD THROUGH INCLUSIVE, PROGRESSIVE PRACTICES IN A RESPECTFUL, CARING ENVIRONMENT.

VALUES

Our expectations about behaviour are supported by modeling and teaching six values every day at school:

- **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 grow and learn
- We own our mistakes and learn from them
- We celebrate the joy of each day with gratitude
- **Every Child Matters:** We work towards Reconciliation



We believe through explicit teaching and modeling students will become the types of people who will lead by demonstrating these values during routine daily interactions with each other and the community.



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DEFINITION OF TERMS

PEDAGOGICAL NARRATION

is the collection of traces (evidence) of learning, reflecting on those traces, and engaging in collaborative dialogue.

COLLABORATIVE DIALOGUE

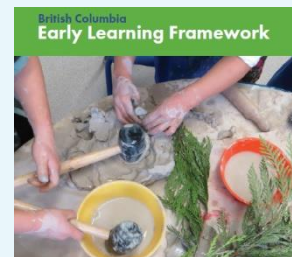
means inviting comments, questions, and interpretations from children, families, colleagues, and community members to elicit multiple perspectives. This process opens avenues for discussion not to find answers but to explore the different ways of thinking about pedagogy, and to invite reflection on assumptions, values, and unquestioned understandings. Ongoing collaborative dialogue can enrich and deepen perspectives, and can challenge educators to consider new ways of seeing, thinking, and practicing.

COMPETENCY BASED INDIVIDUAL EDUCATION PLANS (CB IEPs)

are developed for students with identified learning needs. CB IEPs are focused on accessibility to support inclusion, and developed in collaboration, incorporating multiple voices including the student, family, school staff, and the larger team.

BC's EARLY LEARNING FRAMEWORK

is a Ministry of Education document that incorporates best research-evidenced practices, the First Peoples Principles of Learning, and other important priorities of education.



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THEMATIC NARRATIVE

Reflecting upon The First Peoples Principles of Learning and the principles of the Early Learning Framework, and discussing how we felt about our involvement with others in our learning community, the Alexander Park Staff identified two paths for growth. The first is engaging students in their interests and strengths with the support of community partners. When consulting with families at Parent Advisory Council (PAC) meetings families identified that they would like to share their interests and abilities with the school and their children’s teachers in order to contribute to classroom learning. The staff also expressed a desire to increase community involvement. We recognize that learning is enhanced with the active participation of the community.

The second path for growth is involving families purposefully in student learning. Building upon our successes last year in making thinking visible through regular “math talks”, we want to extend these practices using Pedagogical Narration and Collaborative Dialogue between staff, students, and their families. At the June PAC meeting families were shown current examples of our evolution towards this goal and the anticipated direction in 2024-25. Families expressed their support for this direction, saying that it would be a very meaningful way to be involved in learning on a regular basis. These practices will most likely will extend beyond the scope that we plan to support and measure as part of the plan.

The Pandemic required us to suspend many opportunities for family and community involvement in schools, and as a K-3 school this “closed system” became the normal for many families since their children entered K-12 education. While the barriers have mostly been eliminated, we have yet to see a return of fulsome community involvement. Through our plan we want to engage the community, most importantly families, in student learning that can be measured in the areas identified on the next few pages and, hopefully, felt beyond the measurable outcomes in this plan.



2024-2025 SCHOOL GOAL

To improve student success through enhanced family and community participation.





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EQUITY, DIVERSITY AND INCLUSION

To improve student success through enhanced family and community participation.

Inquiry

Will we enhance inclusion if all staff use “Strengths and Stretches” to support student voice in the classroom?

Actions

Students and teachers will create a classroom “strengths and stretches” profile at the beginning of the year and collaborate at least twice more during the year to adapt/modify the profile. Families of children on CB-IEPs will collaborate mid-year on the progress of individual strengths and stretches.

Data and Monitoring

- Student self-reflections during collaboration times (“I can share my strengths and stretches”) demonstrating growth of students in identifying and purposefully using areas of strength for positive academic outcomes.
- Collected observations and examples of student work of students with CB-IEPs, as part of regular data collection by educational staff, to demonstrate growth in students’ ability to identify and use areas of strength to complete individualized school work.



SD6 OPERATIONAL PLAN CONNECTION:

Elevate student agency in organizational decisions and processes.





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SUCCESS FOR EACH LEARNER

To improve student success through enhanced family and community participation.

Inquiry

Will implementing the use of Pedagogical Narration and Collaborative Dialogue in Mathematics improve student achievement?

Action

Teachers will use Seesaw (home-school communication application) or home-school journals to collect traces of learning and engage in Collaborative Dialogue as part of their practice in the *Interprets and Communication* aspect of Mathematics (sub-*aspect reflecting on the reasonableness of the solution in context*).

Past Data and Growth

- Math talks were implemented as part of the 2023-24 School Plan for Student Success. There was an overall improvement last year based on the district Student Numeracy Assessment and Practice (SNAP), 48% proficient Fall 2023 to 70% proficient Spring 2024.
- Having already used math talks as a strategy in 2024-25, the significant change in this area will be how communication during instruction enhances student learning.

Data and Monitoring

- SNAP twice a year (October/May)
- Draft district SNAP equivalent, specifically the measure for reasonableness, three times a year (October/February/May).



SD6 OPERATIONAL PLAN CONNECTION:
Improve student outcomes.



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GROWING CAPACITY OF SELF AND OTHERS

To improve student success through enhanced family and community participation.

Inquiry

To what extent will building staff capacity in Pedagogical Narration and Collaborative Dialogue enhance family participation in learning?

Action

Staff will build capacity through fall professional activities, peer collaborative work, and mentorship with the District Principal for Early Learning.

Data and Monitoring

A year-end Family Engagement survey will be developed, with questions targeting families' experiences with collaborative dialogue. Specifically, we will want to know at least:

- Level of family engagement in collaborative dialogue.
- Level of family satisfaction in the quality of collaboration.
- Level of family satisfaction in the number of opportunities for collaboration.



SD6 OPERATIONAL PLAN CONNECTION:

Implement meaningful learning opportunities and structures.
Expand communities of practice.



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STEWARDSHIP FOR THE FUTURE

To improve student success through enhanced family and community participation.

Inquiry

If classrooms connect with family/community partners will students develop better connection to how the community contributes to their learning?

Actions

Staff will invite, and accept invitations from, families and community groups and organizations to support learning outcomes.

Process

At the beginning of the year a Family Engagement Survey will be created to gather information from students' family members including interests, skills, occupations, etc. of family members which may be drawn upon by the school to enhance student learning.

All staff will be responsible for outreach and organization of these opportunities.

Data and Monitoring

At least once each term, students will complete either an individual or classroom reflection about a community-supported lesson, prompted by "The community helps me in my learning by ..." or another similar prompt.



SD6 OPERATIONAL PLAN CONNECTION:

Strengthen relationships with community organizations, partners, and rightsholders.

