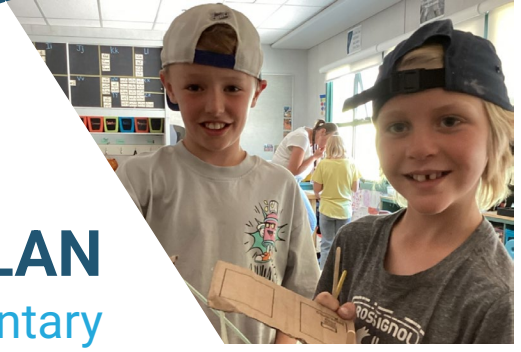
September 2025

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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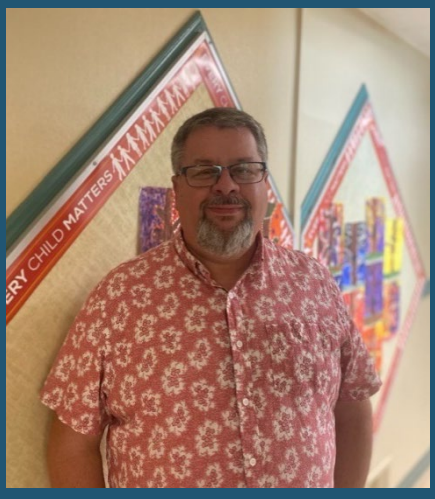
PRINCIPAL'S MESSAGE

Our school is located upon the unceded territory of the Ktunaxa and Secwépemc Nations. We honour the cultures, languages, and First Nations people of these territories. We also recognize and value our partnerships with the Métis Nation Columbia River Society and all Indigenous People who have chosen to live here. Our learning focus this year, improving student communication of thinking, grounds our learning in relationships with each other, the community, and the land, specifically that,

- 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.
- Learning is embedded in memory, history, and story.

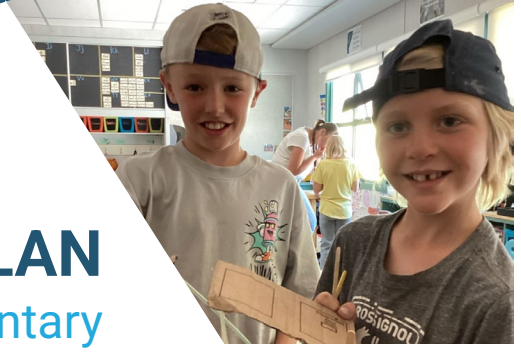
First Peoples Principles of Learning

The elements of the 2025/26 School Plan for Student Success have been drawn together from different work and learning at Alexander Park over the past year. Our *Equity, Diversity, and Inclusion* inquiry took root after our school-based team shared learning from a district meeting. Our *Success for Each Learner* and *Growing Capacity of Self and Others* inquiries similarly started with staff members sharing their learning when reflecting upon previous inquiries and where we wanted to go next, especially given our responsibilities related to the Learning Pathways. Subsequently, we worked as a staff to refine our ideas into achievable inquiries and shared those inquiries with the Parent Advisory Council (PAC) in June. Based on a cursory discussion with the PAC, we generally agreed with the inquiries. We plan to work further together to build broader common understanding and family support for our objectives, and to adapt the plan should synergistic opportunities present themselves in our inquiry areas.



At the end of 2025/26 we will know we have been successful when students are expressing their ideas clearly and listening with empathy, measured not only through their academic success, but also by the more inclusive community we created.

Bob Wilson, Principal



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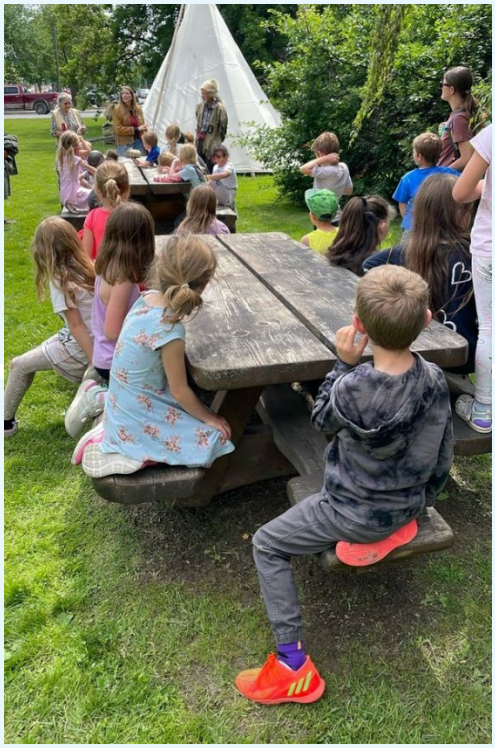
SCHOOL DEMOGRAPHICS

Staff

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

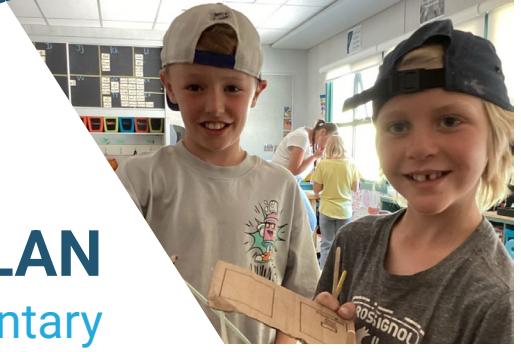
Students

- 172 Students
- 19 Indigenous students



Grades

- Kindergarten - 45
- Grade 1 - 52
- Grade 2 - 40
- Grade 3 – 35



SCHOOL SUCCESS PLAN

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MISSION

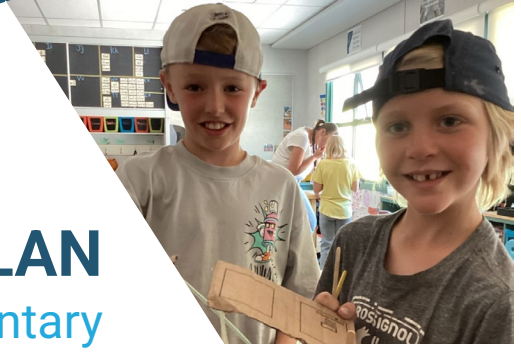
WELCOME TO ALEXANDER PARK SCHOOL, WHERE WE DISCOVER OUR WORLD THROUGH INCLUSIVE, PROGRESSIVE PRACTICES IN A RESPECTFUL, CARING ENVIRONMENT.

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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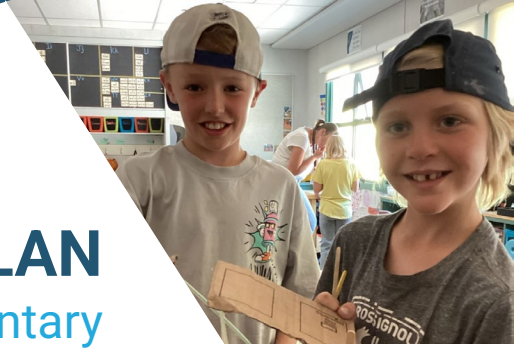
THEMATIC NARRATIVE

Every child at Alexander Park Elementary has ideas to express, knowledge to share, and endless potential to learn. It is because of this that we are establishing a school-wide goal of **improving student communication of thinking** for 2025/26.

This is important to us for two reasons. First, it is a natural next step in our work over the past two years, particularly in numeracy, to have students rationalize their thinking. According to the Student Numeracy Assessment and Practice (SNAP) in Spring 2025, 95% of students were either developing their proficiencies or demonstrating full proficiency in the areas of Reasoning and Analyzing. When disaggregated, though, we can see there is room for continued focus in this area, with 58% of students scored as proficient and 37% scored as developing. Helping students to develop the skills to reflect upon and share their understanding with confidence and clarity not only contributes to their own learning, but to the shared understanding of our community.

Second, during regular staff meeting discussions of “students requiring additional social support” for playground-specific and general situations, we noticed that an increasing number of students are struggling to choose pro-social actions when learning. There is no specific school data to substantiate this yet. However, we recognize this as an area of concern that is not unique to us, as we discovered when our school-based team engaged in discussion in 2024/25 with other teams and Sharon Collin, our Director of Instruction and Learning. There have been studies in other jurisdictions. For example, a 2024 study by researchers at Brock University found that 42% of Ontario teachers surveyed in 2021-22 reported instances of classroom incivility happening daily, compared to only six per cent prior to March 2020. Supporting students to reflect upon and communicate shared understandings of the social contract we have with each other will enable our learning environments to function better, hopefully with fewer distractions and disruptions.

We will create learning environments, spaces, and practices that allow students to talk about their thinking, listen to each other, and learn from each other through developmentally appropriate experiences. It will be through this work, in concert with families and the community, that we will help our students develop into thoughtful, expressive, and respectful communicators.



SCHOOL SUCCESS PLAN

Alexander Park Elementary

EQUITY, DIVERSITY AND INCLUSION

Improving student communication of thinking

Inquiry

How does teaching students about school-wide expectations improve their ability to communicate how to improve their conduct?

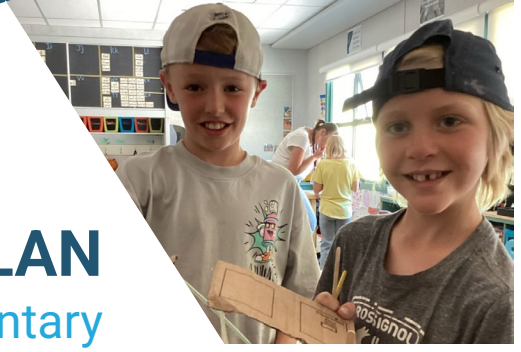
Actions

Implementation of a Positive Behaviour Interventions and Supports program starting Fall 2025, which will include developing common school understandings of conduct in various learning environments.

Data and Monitoring

Teachers and other staff will track student progress (by October, and every two months afterwards) using a three-point (1 = Not Yet, 2 = Sometimes, 3 = Consistently) Student Communication and Conduct Reflection Tool.

Use of Common Language	• Uses school-wide terms when talking about behaviour • Can identify which expectation applies to a situation
Behaviour Reflection/ Restoration	• Can explain why a behaviour was or wasn't a good choice • Can suggest a better choice for next time
Communication Skills	• Can communicate and respond appropriately during a behaviour conversation



SCHOOL SUCCESS PLAN

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SUCCESS FOR EACH LEARNER

Improving student communication of thinking

Inquiry

To what extent does using a frame of

"I think … because …"

during problem-solving tasks help us explain our thinking in math?

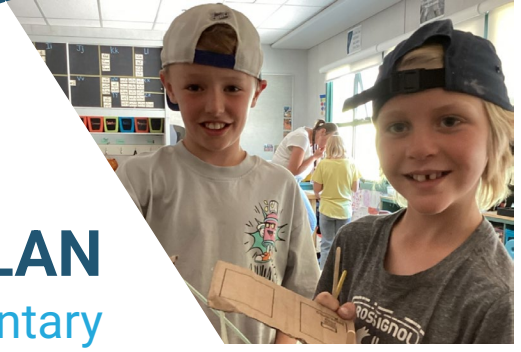
Action

Students will receive instruction using Math Tasks designed to allow for exploration, discussion, and reflection upon mathematical ideas.
Please refer to the related inquiry and actions in the "Growing Capacity of Self and Others" section of this school plan for more detail.

Data and Monitoring

- Collection of artifacts from Math Journals/Seesaw
- Establish a rubric based on numeracy cross curricular numeracy learning progressions, specifically the "Communicates" aspect → "Explains the approach taken" sub-aspect. Take three measures during the year (beginning/February/May).

CROSS-CURRICULAR NUMERACY LEARNING PROGRESSIONS – GRADE LEVEL PROFICIENCY DESCRIPTORS						
ASPECT	**SUB-ASPECT**	**K**	**1**	**2**	**3**	**4**
Communicates *Represents, explains, and defends their approach and solution within the problem's scenario*	**Explains the approach taken** *Clearly explains their problem-solving approach and solution with mathematical vocabulary*	Identifies one step of their problem-solving approach	Outlines their problem-solving approach	Outlines their problem-solving approach, using familiar mathematical language ***familiar:*** *previously seen or modelled* ***mathematical language:*** *refer to Math curriculum*	Describes their problem-solving approach, using familiar mathematical language ***mathematical language:*** *refer to Math curriculum*	Describes their problem-solving approach, using familiar mathematical language ***mathematical language:*** *refer to Math curriculum*



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GROWING CAPACITY OF SELF AND OTHERS

Improving student communication of thinking

Inquiry

To what extent does professional learning about task-based instruction support student growth in numeracy?

Action

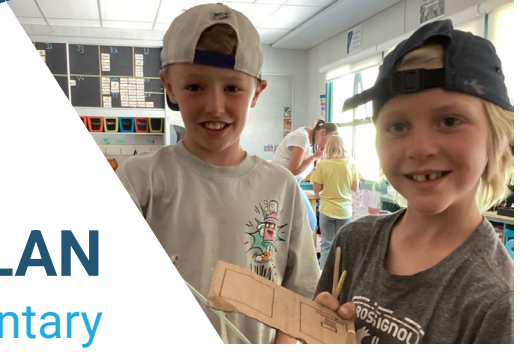
Teachers will engage in professional learning and collaborative opportunities centred on task-based instructional practices.

Data and Monitoring

Twice during the year teachers will reflect upon their skills in these areas:

	→	→	
Designing Rich, Open-Ended Math Tasks *"I can design rich, open-ended math tasks that promote reasoning and communication."*	Tasks are mostly closed-ended with a single correct answer. Limited opportunities for reasoning or discussion.	Tasks include some open-ended elements. Students have some opportunities to explain thinking and explore multiple strategies.	Tasks are consistently open-ended, promote deep reasoning, and invite multiple entry points and solution strategies. Students regularly communicate their thinking.
Facilitating Mathematical Exploration and Discussion *"I can facilitate learning experiences where students explore, discuss, and reflect on mathematical ideas."*	Teacher-led instruction dominates. Limited student discussion or reflection.	Teacher prompts some discussion and reflection. Students occasionally share strategies or ideas.	Teacher facilitates rich discussions where students explore, explain, and reflect on mathematical ideas. Student voice is central to the learning process.

Student growth will be measured in the "Success for Each Learner" inquiry.



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STEWARDSHIP FOR THE FUTURE

Improving student communication of thinking

Inquiry

Will teaching students about one local climate-healthy action improve their ability to communicate ways people can improve the local climate?

Actions

Teachers and students will engage in at least one area of study focused on a climate-healthy action. Students will be expected to communicate ways people can improve their local climate based on their learning.

Data and Monitoring

Artifacts of learning will be collected, and student growth will be considered using the following criteria:

I can describe how a climate-healthy action makes a difference.	
Emerging	I can name a climate-healthy action, but I'm not sure why it matters.
Developing	I can describe a local climate-healthy action and explain how it helps the local climate in simple ways.
Proficient	I can clearly describe a local climate-healthy action and explain how it helps the local climate. I can also give examples of how I or others take this action in our everyday lives.