



2023-2024 APES School Success Plan

DRAFT

Priority 1: Equity, Diversity, and Inclusion

☆ APES Goal: To improve school climate.

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

Our Current Guiding Vision/Values (Revised and rededicated 2023)

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

Our vision is supported by modeling and teaching six 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: We work toward 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.

Our inquiry question: If we develop, teach, and know our values across the school, will students be better able to contribute to positive school climate?

🔑 Our Key Strategy: Teachers will organize values-based activities for students to participate in cross-grade groups, rotating through the values once a week for six weeks. This will be done twice, in the fall and again in the winter.

How we will measure success: (1) We will ask students to share the values they know, and (2) Students will complete a core competency self-reflection (Personal and Social Competency; Social Awareness and Responsibility) after each 6 week session to record how they demonstrated/applied school values in situations at home, in the community, and/or at school.

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Priority 2: Success for Each Learner

- ☆ **APES Goal #1:** To improve student outcomes in reading.

What we know: (1) Phonics/phonemic strategies established in 2022/2023 have been embedded into daily use. (2) All students, particularly those with learning difficulties, benefit from structured, consistent approaches to decode unknown words phonetically. (3) Currently, teachers report that 78% of students are “on track” (developing/proficient/extending) in reading progress. This is compared to 61% who were reported on-track at the beginning of the year using a slightly different measure. Direct comparisons will be extrapolated later in May.

Our inquiry question: To what extent will using a common strategy for identifying and reading irregular sounds as part of regular, daily instruction improve outcomes in reading?

💡 **Our Key Strategy:** All teachers will use the Heart Words strategy, which is a strategy for identifying which parts of words cannot be phonetically “sounded out” and must be learned “by heart”.

How we will measure success: Depending on grade level and appropriateness, student success will be measured using PM Benchmarks (Gr. 1/2/3) and/or the Early Literacy Profile (K/1). Teachers will choose two students to follow through the year for the purpose of engaging in staff discussions of student learning.

The Heart Words Strategy is a way to teach high frequency words that have parts that cannot be “sounded out”.

We teach students to sound out the parts of words that are phonetic ... and for the parts that aren't, we teach students to know them by heart. E.g.,



- ☆ **APES Goal #2:** To improve numeracy achievement.

What we know: (1) Our SNAP assessments show that Reasoning and Analysis abilities are performed with less proficiency than other areas of the number sense rubric. May data is still being collected. As of our last measure, there was a 10% difference between full proficiency in Reasoning and Analysis vs. overall score (which is inclusive of R&A). (2) As we strive to embed “real world” applications of numeracy, especially when there is more than one possible answer to a problem, justifying numerate thinking is an important skill for students to improve.

Our inquiry question: If all students actively participate in number talks at least three times a week will students improve their ability to justify numerate thinking?

💡 **Our Key Strategy:** All teachers will engage students in number talks, which are open ended mathematical tasks requiring students to justify their individual choices and solutions.

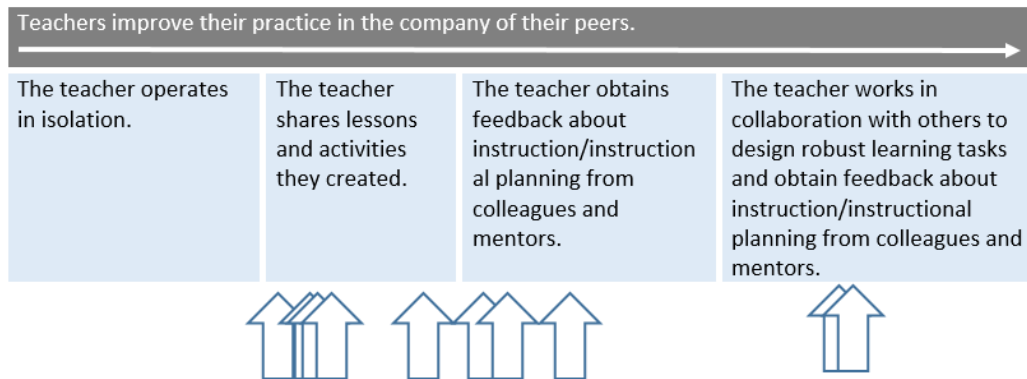
How we will measure success: We will measure student success using the SNAP assessment (Reasoning and Analysis scores). Teachers will choose two students to follow through the year for the purpose of engaging in staff discussions of student learning. As a staff we are currently working to find a more specific measure to use next year.

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Priority 3: Growing the Capacity of Self and Others

☆ APES Goal: To improve staff collaboration.

What we know: This will be our third year with a similar goal. We continue to focus attention on our collaborative practices. The rubric we are using to self-evaluate shows practices are shifting, but there is more work to do (the arrows below the rubric show teachers' responses to the question, "Where do you feel you are along the continuum of practices?" current to May 2023).



Our inquiry question: To what extent will regular learning rounds increase the quality of teacher collaboration?

🔑 Our Key Strategy: Teachers will continue to avail themselves of opportunities to collaborate and participate in instructional rounds.

How we will measure success: Our success in this area will again be measured through teacher self-evaluation using the same rubric.

Do you want to know more about the rubric and where it came from?

Adapted from Friesen, S. "What did you do in school today? Teacher effectiveness: a framework and rubric" Canadian Education Association (2009). Accessed from: <https://www.edcan.ca/wp-content/uploads/cea-2009-wdydist-teaching.pdf>



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Priority 4: Stewardship for the future

☆ APES Goal: To improve student connection to the land.

What we know: Regular land-based activities foster connection to the land. Alexander Park students are fortunate to be surrounded by natural areas that can be accessed as an outdoor classroom.

Our inquiry question: If all students are engaged in seasonal learning rounds, learning on the same plot of land through the seasons, will students' sense of connection to the land improve?

🔑 Our Key Strategy: All classrooms will adopt a small plot of land in the area surrounding Alexander Park. 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.

How we will measure success: Our success in this area will be measured school-wide this year through student core competency reflections (Social Awareness and Responsibility) demonstrating "I can treat my environment and surroundings with care and respect."



Extending this goal into subsequent years, staff have indicated a desire to use a part of the playground to develop a native species space. This would extend our natural environment stewardship, creating student understanding that "I can add to classroom and school activities that make my community and the natural environment better places."

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