



Framework for Enhancing Student Learning School Plan

Alexander Elementary School



2026-2027

Our Story

Alexander Elementary is a vibrant and culturally rich school in the heart of the Cowichan Valley, located on the traditional and unceded territory of the Quw'utsun' Mustimuhw. For the 2026-2027 school year we look forward to welcoming 280 smun'eem (children) whose families come from diverse cultural, linguistic, and economic backgrounds.

Smun'eem identify as being important members of the Wolf PACK, and we are proud to include our nearby community and families as a part of this Wolf PACK too. Relationships are the heart of our story; community and family connections matter at Alexander. Over the last 10 years, we have carefully nurtured our Wolf PACK (**P**ositive, **A**ccepting, **C**ooperative and **K**ind) community, through continuous work, practice, and knowledge-building around the tenants of Positive Behaviour Intervention & Supports (PBIS). Over the years, we have celebrated our Wolf PACK in different ways: Wolf PACK Wednesdays; Wolf PACK assemblies are exciting and joyful; Grade 7s sign their Wolf Paws, which are proudly displayed outside of our school; students are recognized for demonstrating PACK behaviours with a Wolf Paw that is shared on the Alexander Wolf Paw Board. These achievements and other areas of growth are celebrated within classrooms, as a whole school, and with families.

At Alexander, smun'eem and staff benefit from and are grateful to have a rich, on-site, Indigenous Education team as a part of the Wolf PACK. Students hear and speak Hul'q'umi'num' regularly throughout the day. Each morning, we hear the sound of a Quw'utsun drumbeat, as we acknowledge the unceded traditional tumuhw of the Quw'utsun Mustimuhw during our Morning Messages. The Hul'q'umi'num Culture and Language Advisor (HCLA) collaborates with the Indigenous Education teacher and community members to provide students with language lessons, cultural protocols and local teachings. These opportunities utilize First People's Principles of Learning, which connect to place, land-based stories, and most importantly, learning through relationships. Our Indigenous Support Workers (ISW) connect with students and families, and a Grade 7 Ts'uwatun works with Grade 7 learners and will follow them through to Grade 12.

The Alexander Wolf PACK has a unique and diverse population, which has a direct impact to our school's story:

- 72% of smun'eem have Indigenous ancestry – We recognize the composition of our school includes smun'eem that are Cowichan Tribes, Halalt, Penelakut, Malahat, Tsawout, and Métis.
- 10% of smun'eem have moved from another country and now call Canada home and 9% speak a language other than English at home. These languages include Arabic, Punjabi, Philippine, Spanish, Tagalog, Tamil, Tigrinya, Vietnamese and Yoruba. Our learning community benefits from the vast diversity amongst students and the ability to learn about other cultures and languages from around the world. We are excited to welcome new families to this rich and vibrant school community.
- 12% of smun'eem have been identified with a Ministry of Education designation to support their individual learning needs. Smun'eem are supported by a rich team of Inclusive Education teachers, Speech and Language Pathologists (SLP), English Language Learner (ELL) teachers, Counsellors, Indigenous Support Workers (ISWs) and Education Assistants (EAs). We strive for all learners to be connected and vital members of their classroom community while receiving the supports they need to become independent and engaged learners.

At Alexander we are focused on celebrating the learning and growth of smun'eem as they navigate their journeys through our school and community. We celebrate growth and resilience; while some learners are still working towards proficient academic skills, we recognize and celebrate the strides in learning that occur each and every day. We take time to celebrate individual accomplishments in classrooms and on our netulh (morning) announcements.

Our Learners

Smun'eem at Alexander come from a wealth of cultural, spiritual, linguistic, and socio-economic backgrounds. Smun'eem are lively, engaged and represent diversity in identity and in learning. Learners actively engage with Indigenous teachings, languages, and traditions, embracing the wisdom and values that they bring.

Annually, Grade 7 learners are asked to describe what they have enjoyed the most about being in the Wolf PACK. Curiosity, kindness, diversity, and acceptance of others were common themes. 63% of Grade 7's responded that they feel welcome and safe most / all of the time in the Wolf PACK. Students in Grade 4 feel a sense of connection in the Wolf PACK, with 61% of students reporting on the Ministry of Education Learning Surveys that they feel that 3 or more adults care about them at school. Grade 4 learners also responded with 63% stating that they feel welcomed at school all of the time.

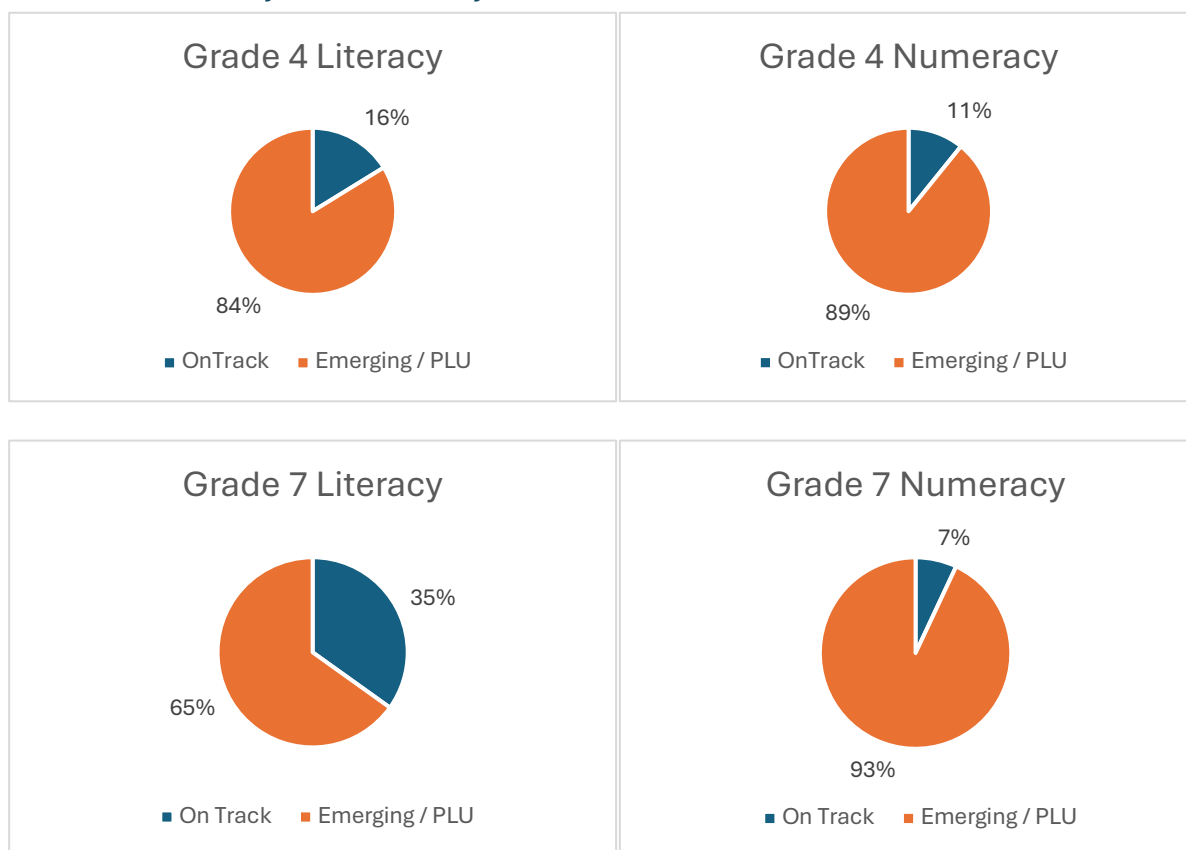


Alexander smun'eem learning in a skills-based literacy group

Literacy

Using the Foundational Skills Assessment (FSA) results as well as the Cowichan Valley School District's Literacy Assessment data for learners in Grades 4 and 7, smun'eem at Alexander are still working toward proficiency in their literacy skills acquisition.

FSA Data in Literacy and Numeracy for Grade 4 and Grade 7



With these results in mind, staff and smun'eem continue to be deeply focused on strategies and school wide supports to target reading skills and strategies with explicit and multi-tiered systems of support and teaching. As reported in the Student Learning Surveys, 36% of Grade 4 students agree that they are getting better at reading, with another 36% strongly agreeing. Similarly, Grade 7 learners indicated that 50% feel that they are getting better at reading and an additional 34% strongly agreeing with this.

Our Foundation Skills Assessment (FSA) data for Grade 4 and 7 learners showed 16% of Grade 4 and 35% of Grade 7 smun'eem are on track in literacy and 11% of Grade 4 and 7% of Grade 7 smun'eem are on track in numeracy. We look forward to this continued work with smun'eem and the ongoing collaboration we have had between our teachers, and school district supports.

Our Goals

The stretches of our Wolf PACK learners are at the heart of our goals. Throughout the year, all staff members participated in Professional Learning Community (PLC) sessions to support new strategies, connecting land-based learning, First Peoples' Principles of Learning, and our Wolf PACK virtues to literacy and numeracy learning, and the promotion of social and emotional well-being. We honoured the First Peoples' Principles of connectedness, history, story, reciprocal relationships, and sense of place.

By focussing on the growth that learners have made, we honour the diverse pathways through which smun'eem learn and reflects our commitment to fostering a culture of belonging, equity, and high expectations for all.

Literacy Skills

All students will meet or exceed grade- level expectations in oral communication, reading and writing.

Action/Strategies

- Continuation of whole school skill-based Tier 2 literacy intervention
- Employing diagnostic tools (e.g., CORE Phonics) to drive decision making
- Accessible, school-wide, and outdoor opportunities to engage with words and text
- Tier 1 evidence-based literacy practices (e.g., Reading Rev, Secret Stories, Tara West, UFLI, Lexia, Word Origins, Releasing Writers)
- Sharing out ideas/strategies at monthly staff meetings or PLCs
- Connecting literacy skills to personal development and life skills
- Daily review of literacy skills
- Reader's theatre, drama, scriptwriting, technology
- Literacy embedded throughout the day and across the curriculum; not just one block per day

Evidence of Learning:

- Literacy Screeners and Dashboard Data
- Kindergarten Oral Language assessments
- Indigenous Education Data Collection – Indicators of Success (i.e., Red, Yellow, Green data)
- Regular progress monitoring using DIBELS, EasyCBM, etc.
- Foundation Skills Assessment (FSA) for grades 4 and 7

Numeracy Skills

All students will meet or exceed grade level expectations in numeracy.

Action/Strategies

- School focus on Tier 1 classroom evidence-based numeracy practices
- Sharing out ideas/strategies at monthly staff meetings or PLCs
- Connecting numeracy skills to personal development and life skills (e.g., financial literacy)
- Numeracy embedded throughout the day and across the curriculum; not just one block per day
- Common math manipulatives for all classrooms
- Develop school-wide common math vocabulary

Evidence of Learning:

- Daily review: numeracy
- EasyCBM / quizzes
- District Numeracy Screeners and Dashboard Data
- Indigenous Education Data Collection – Indicators of Success (i.e., Red, Yellow, Green data)
- Foundation Skills Assessment (FSA) for grades 4 and 7

Promoting Social and Emotional Well-Being

Smun'eem will develop an understanding of strategies and methods to assist them with their social and emotional well-being.

This goal is aimed at assisting smun'eem at Alexander as they work on strategies and methods to assist with social-emotional well-being and regulation to face real world challenges with positive and effective techniques aimed to support positive situational outcomes.

This goal links to the Cowichan Valley School Districts; Identity, Belonging and Health Framework;

- Develop and support wellness strategies and resources that promote a healthy school environment
- Build age-appropriate learning opportunities that focus on health literacy.
- Teach age-appropriate online safety and privacy to foster a community of informed digital citizens
- Help to build capacity for students, families and staff to become advocates for their own overall health and wellness.



Alexander Wolf Paw Board where smun'eem display their Wolf Paws

Action/Strategies

- Continued school wide focus on PBIS - Wolf Pack – PACK = Positive, Accepting, Caring and Kindness – Wolf Paws / Wolf Paw display board and Wolf Paw celebrations
- Continued use of the Open Parachute platform / program and resources, Ease, and CALM curriculum, Zones of Regulation
- Expansion of Alexander's current Leadership and Big Buddies activities to promote further peer mentoring opportunities
- Continued focus on school wide land-based learning initiatives
- Continued Involvement with programs like Roots of Empathy, and Humble Hooves

- Regular assemblies to celebrate student successes and accomplishments
- Elders in Residence
- Strengthened focus on our schools' daily themes; Mindful Monday, Teamwork Tuesday, Wolfpack Wednesday, Thankful Thursday, Fun Fitness Friday
- Implementation of a new "Wolf Paw" with an academic focus; WOLF = Wonder, Organization, Learning, Focused.
- Build stronger links with Quamichan School. Including their leadership students to create better connections to Alexander and provide more opportunities for cross school activities.
- Focus on teaching problem solving skills
- Social stories / specific resources to help enhance social-emotional well-being
- Creation of calm spaces in classrooms
- Goal setting
- Creating student surveys, asking students how they see themselves as learners

Evidence of Learning:

- Core Competency self-assessments
- Achieving Life Plan goals
- Demonstration of skills learned during SEL Activities / Open Parachute lessons
- Resilience during challenging situations, when facing challenges and the increased ability to self-regulate
- Increase in curiosity, asking questions, participation in class
- Recognize when they need help and identify trusted adults for support
- Demonstrate Positive, Accepting, Cooperative, and Kindness for others

Our story is beyond . . .

Our story at Alexander is about pride, connection, and the power and sense of belonging that is created through our Drumming and Dancing group. Each week, students gather to learn from Elders, embrace traditional teachings, and express themselves through movement and song. These gatherings become a space where learners could grow in confidence, honour Indigenous culture, and build a deep connection to identity, land, and language.

Our story is beyond just performance—it is about the relationships, the learning, and the bravery shown by each student. As they dance together, students support one another, celebrate each other's strengths, and take bold steps to share their learning with others. They perform for their families at our school Open House, for the Board of Education, dance at district events, and represent Alexander with pride and respect. Their presence speaks volumes—not only of their skill, but of their courage, leadership, and the pride they carry in their culture.

Our story is beyond a single moment. The legacy of our Drumming and Dancing group continues to ripple through our school community. It strengthens our commitment to reconciliation, inclusion, and the celebration of Indigenous voices. Through this journey, students are not only learning—they are teaching. They are shaping a future where culture is honoured, pride is visible, and all learners know that their story matters.