



CPE @ColumbiaParkSch · Mar 17

If good vibes were money, we'd be millionaires 💰



2022-2023

Columbia Park Elementary

SCHOOL LEARNING FOCUS



Our School Learning Story:

Columbia Park Elementary staff began this year, once again, with eleven divisions, 240 students, and many new staff members. CPE Staff put the social-emotional needs of students first and foremost and use the foundation of Social Emotional Learning to help deliver curriculum and develop academic skills. In other words, our staff has a 'compassion first' approach to learning where we create a positive, inclusive, and caring environment. Successes are recognized and celebrated. RAISE (Respect All Individuals Self, Environment), our school code of conduct is reinforced and demonstrated daily. We embrace the First Peoples Principles of Learning and believe that "learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors." Furthermore, the innovative and creative bent of teachers at CPE continues to reap rewards. Our fun and engaging Exploration Friday program continues to be a favourite with students (and parents) and is an effective example of how BC's redesigned curriculum can be used with students. Exploration Fridays bring together students from the intermediate grades in diverse, multi-aged groupings where students work together in different curricular areas. And for the second year in a row our primary teachers are doing their own K-3 version! Who wouldn't love to learn how to bake bread, make animated films, or build a Quinzee Snow Shelter?!?

Scanning:

(What do we, as staff and community, know about our students – their successes and challenges? What's going on for them?)

Many of our students have complex/diverse needs; these students take pride in their differences and we strive to have all students embrace the diverse needs of their peers. The connections of students within the school is supported by many, varied whole school activities. Our data shows that students feel strongly connected to staff in the building and believe they, themselves, are important in their school. Unfortunately, some students do not have their basic needs met.

Focus:

(From what we know, what is the most important work we can do to improve the success for our students? What key area of learning will we focus on?) (Literacy, Numeracy and Social Emotional learning)

SEL – Our focus on Social-Emotional Learning will centre on empowering students with tools to help them be attentive learners. Using targeted SEL teaching, we will enhance student self-awareness and continue to develop their self-regulation.

Literacy – Develop reading and writing programs that are structured to improve proficiency and a passion for reading. Implement school-wide literacy activities that will enhance student reading and writing.

Numeracy – We will teach numeracy using practical applications, focusing on skills over content, and using collaborative problem solving. Students will be encouraged to not only show their thinking but explain why they solved a problem a certain way. In addition, we will focus and emphasize Data literacy.

Question:

(State what our driving question will be)

Will student learning continue to improve when we balance SEL initiatives such as whole school activities (e.g. Buddy Reading, Primary Explorations, Explorations Friday) with enhanced instructional practices such as PM Benchmark refresh-training, Heggerty Phonemic Awareness instruction, and reinforcing the importance of quality assessment for learning practices.

Hunch:

(What is leading to this situation for our learners?)

We know there are anxieties that have come out of pandemic life and concerns that students are “behind” because of it. For example, a greater number of Kindergarten students arrive with limited social skills. Also, Numeracy and Literacy data suggest that students are not yet progressing at levels we are expecting; however, our students have strong social emotional supports and are connected to adults in the building. We should be able to draw on that strength to address individual student needs.

New Professional Learning:

(Summarize the new areas for professional learning and how we will go about designing new learning for ourselves and our staff that will impact our learners)

Reading – As a district, Learning about the power of phonemic awareness programs and how they are an important predictor for reading success in young children. Appreciative Inquiry group evaluating and examining what's working and what is needed.

Writing – Introduction of structured collaboration time for teachers to review writing and assessment every second week, Adrienne Gear Powerful Writing Structures series, Adrienne Gear Powerful Understanding series,

Numeracy – Jennifer Carter Pro-D training, Carol Fullerton Financial Literacy for primary students, Peter Liljedahl's Thinking Classroom ProD, Island numeracy Assessment in some classes.

Social Emotional – Mental Health lead teacher using "middle school" model for Grade 7 and 6 on Fridays, EASE, Resource area added to library for teacher resources, attendance at SBT by district administration for Mental Health and Inclusion, PAUSE, Overcoming Obstacles, We Thinkers, Core Competency Reflection Program.

Indigenous – Jo Chrona & Monique Grey Smith "Walking Alongside" series, SD73 Aboriginal Core Competencies Framework

Taking Action:

(Describe the actions that we propose to take related to our goals. What will we do more of, less of, or do differently to improve outcomes for our students?)

- Exploring mathematical core skills through assessment and resulting intervention. (First Steps Math)
- Exploring phonics as part of the pillars of reading and using new or different resources to do so.
- Incorporating SLP lessons, resource, strategies as part of Tier 1 and 2 instruction for reading.
- Reaching out to district personnel for expertise in lessons (Kai for technology lessons)
- Blending community and school events: Luna Mushroom Project, Trashion show, etc. .

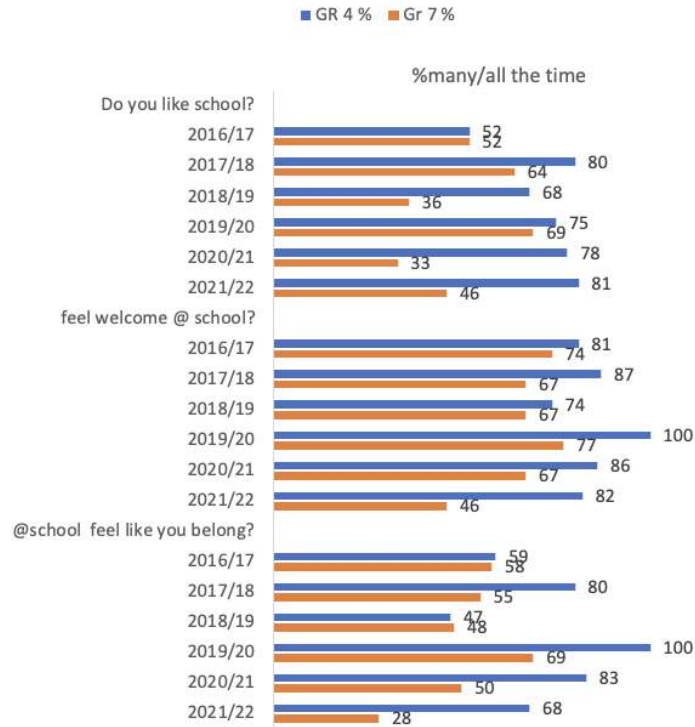
- School-wide structured, phonological awareness program “Heggerty” used in all primary classes, use of sound walls, introduction of morphological awareness program as it relates to reading in intermediate classes, using six syllable types to decode words.
- Implementing and refining Adrienne Gear’s Writing program structure
- Whole School Writes for entire student body three times a year
- Primary and Intermediate Explorations – expanded to include LST group in addition to classroom teachers and teacher librarian.
- Redefining the role of the teacher-librarian to include direct literacy instruction including phonemic awareness and phonics instruction to primary students
- Library times blocked out for eight week segments to allow a different style of unit planning: “middle school” rotations with resource, health, Core French, digital literacy, combinations of math, reading, science rotations.
- Mental Health initiatives including the second year of having a .2 Mental Health position to help meet the social emotional needs of our students.
- Implement numeracy lessons and units that emphasize real world problems and data literacy such as You-cubed, prodigy math
- Implement rich self-reflection and self-assessment activities to build self-awareness and self-regulation. Weekly Reflections,
- Implement community-based programs for low-incidence and other priority students.
- Continue to build connections among staff and students using structures in place such as Explorations, Whole school activities, Buddy activities.
- Reinforce Social Emotional Learning and Mental Health using programs We Thinkers, PAUSE, Mind Up, Zones of Regulation, Overcoming Obstacles, Tribes
- Purchase resources for teachers new to the school to ensure that they have the materials to meet their curricular and social emotional goals.
- Implement specific, intentional references to the First People’s Principles of Learning
- Weaving Aboriginal educational activities and programs into our daily teaching practice.
- Raise the funds to install an Outdoor Communication Board to make it easier for students who require Alternative, Augmentative Communication devices to interact and help them communicate with all students and staff.

Checking:

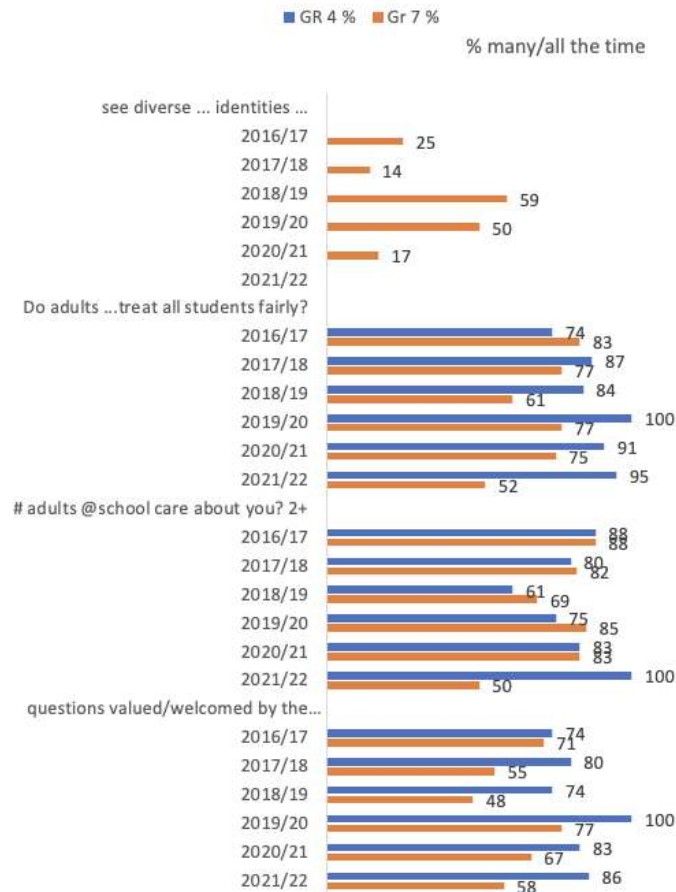
(Are we making a difference? How do we know?)

We will look at student data and reflect on the trends over time. Data will come from the Student Learning Survey, PM Benchmark Reading Levels, Middle Years Development Index (MDI), Foundations Skills Assessment (FSA) Literacy and Numeracy Data.

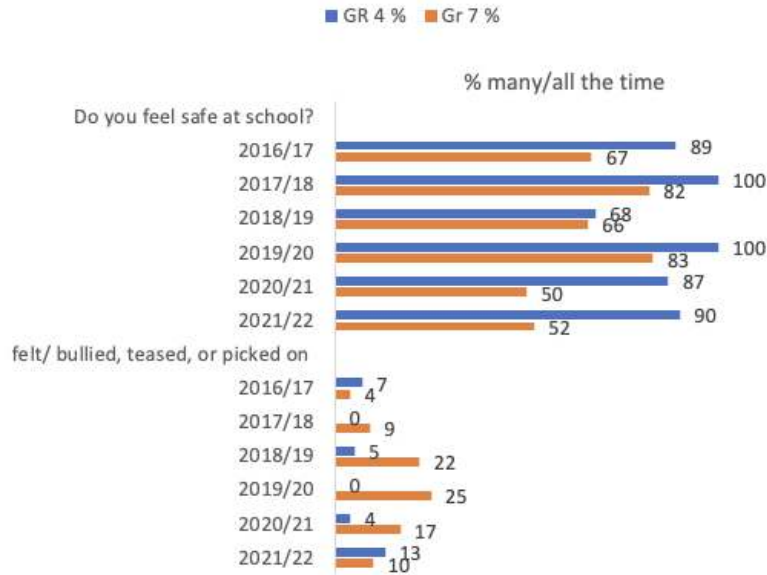
CPE SLS



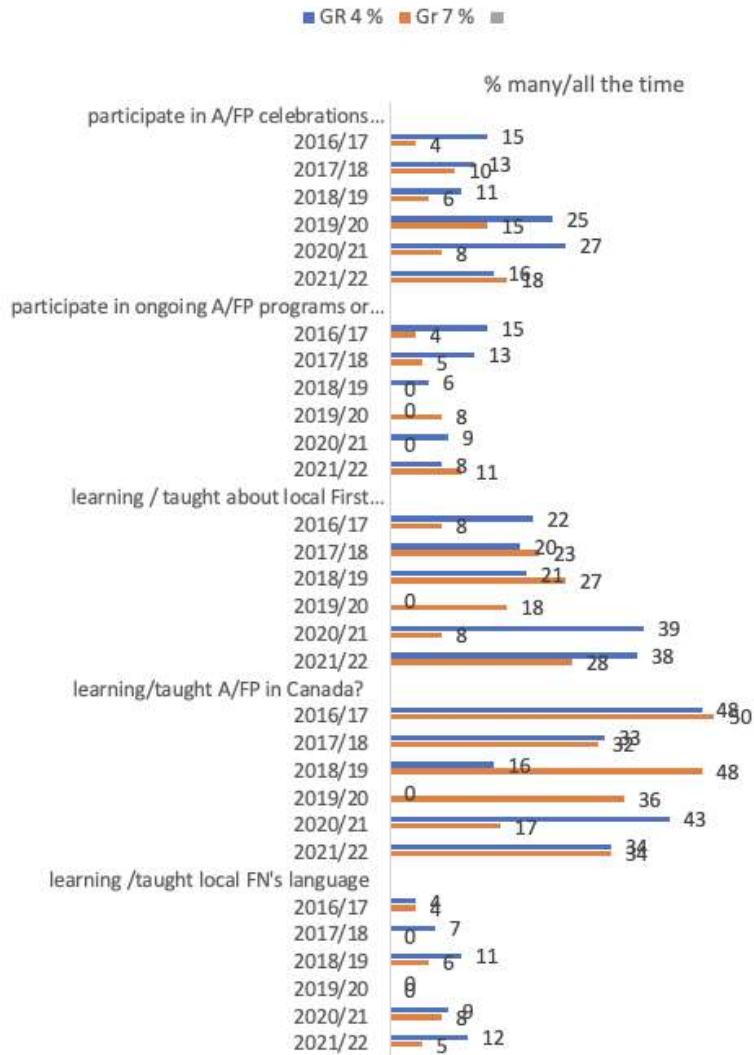
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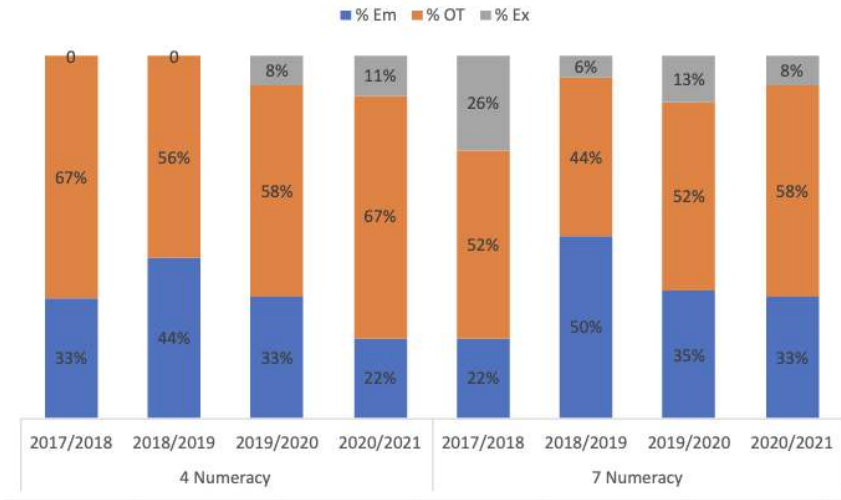
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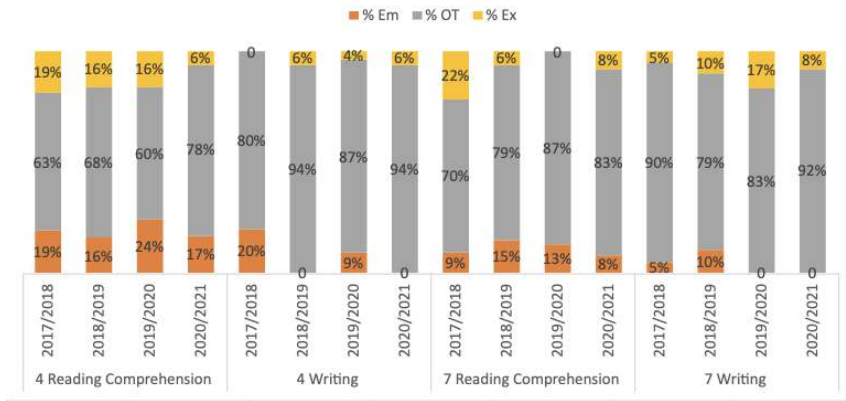
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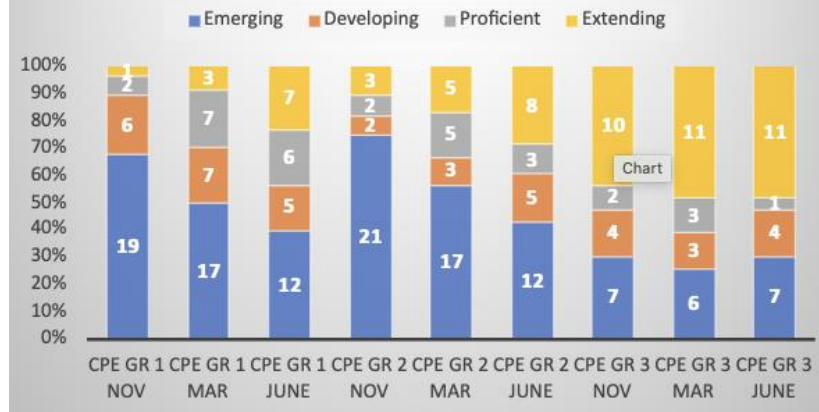
CPE FSA Numeracy

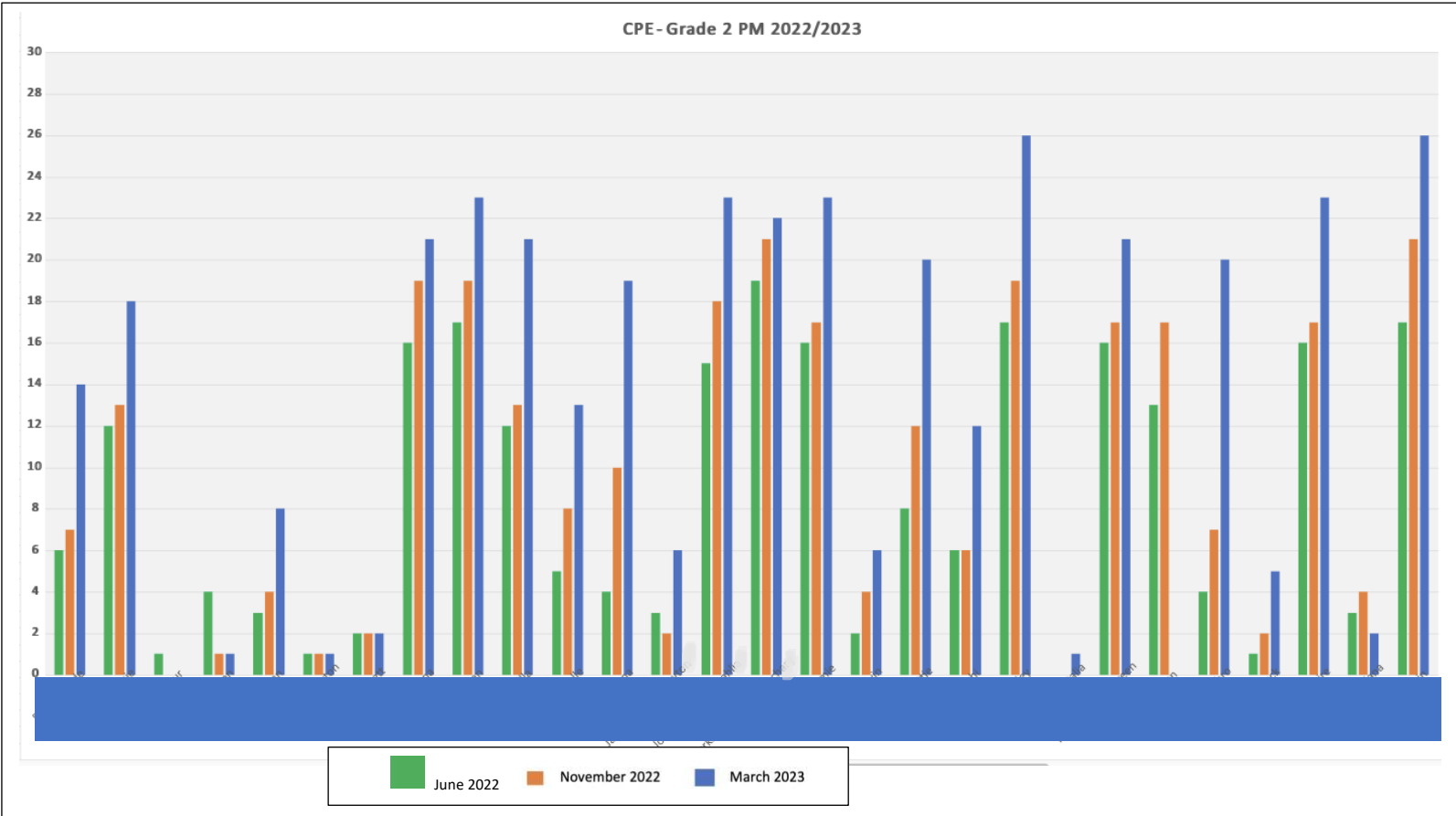
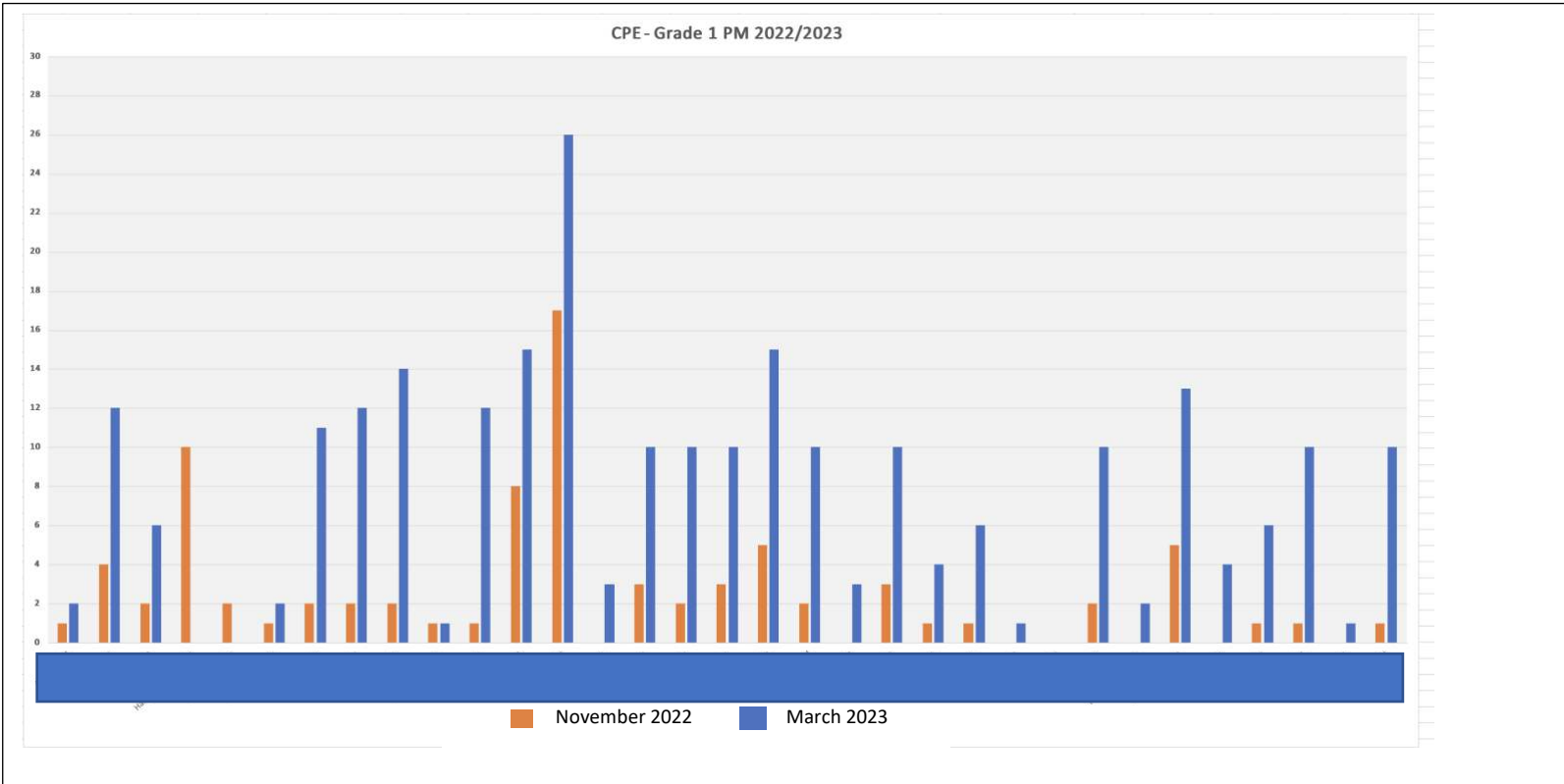


CPE FSA Literacy



2020 CPE PM



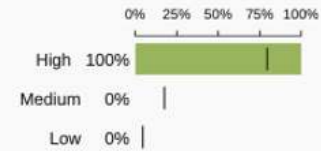


How does CPE feel for our grade 5's?

Spring 2022

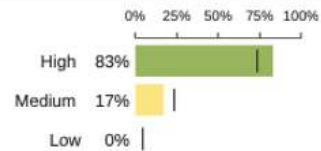
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



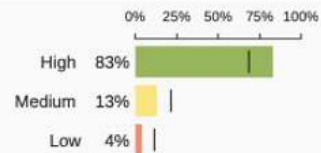
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."

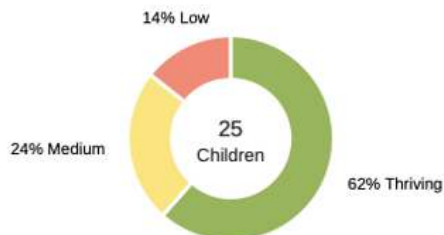


Spring 2022

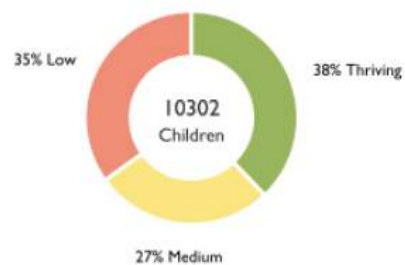
WELL BEING – GRADE 5

MDI – Well Being Index in Grade 5
A measure of social-emotional and physical Health

COLUMBIA PARK ELEMENTARY



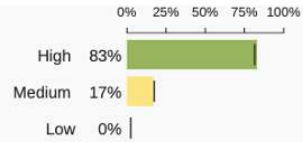
ALL PARTICIPATING DISTRICTS



Spring 2021 **How does CPE feel this year for our grade 7's?**

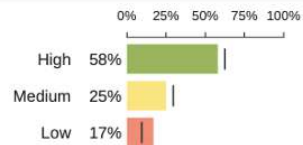
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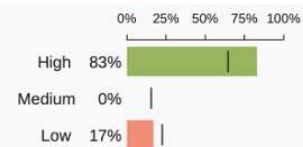
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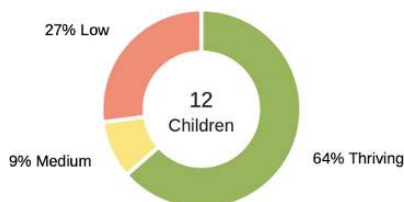


WELL BEING – GRADE 7

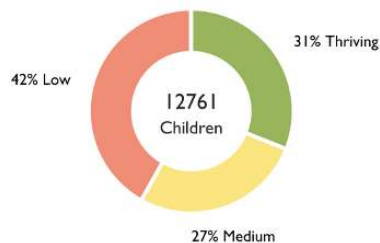
SPRING 2021

MDI – Well Being Index in Grade 7
A measure of social-emotional and physical Health

COLUMBIA PARK ELEMENTARY



ALL PARTICIPATING DISTRICTS



Spring 2022

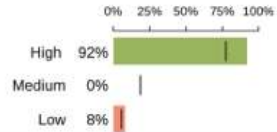
CONNECTEDNESS

Grade 5

CONNECTEDNESS WITH ADULTS

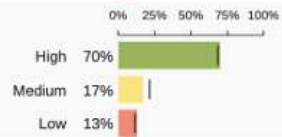
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."



ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."

