

# 2025-26

## Columbia Park Elementary School Learning Focus



**1**

**Literacy**



**2**

**Numeracy**



**3**

**Social/Emotional**



# Our School Learning Story

At Columbia Park Elementary, we believe that readiness to learn, socially, emotionally, and behaviourally, is the foundation for academic success. Our RAISE school-wide expectations (Respect, All, Individuals, Self, Environment) guide how we learn, play, and work together each day. This shared language supports consistency and clarity across all settings, helping students understand what it means to be respectful, responsible, and kind both inside and outside the classroom. We intentionally embed the BC Core Competencies within RAISE and our school-wide recognition programs so that students develop the personal and social skills needed for success in learning and in life. Our staff work collaboratively to ensure common understanding and alignment in behavioural and academic expectations, fostering a sense of belonging, pride, and shared purpose throughout the school. Grounded in the First People's Principles of Learning, we value relationships, community, and connection to the land as integral parts of education. At Columbia Park Elementary, we believe learning should be meaningful, inclusive, and joyful, cultivating curiosity, and a lifelong love of learning.



## Scanning

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

- Through analysis of school data, we see steady growth in early literacy (K–3) and continued need for targeted support across grades K–7. Numeracy results show students are still developing foundational number sense; current data provides a baseline for strengthening fluency, reasoning, and confidence in mathematical thinking.
- A renewed focus on RAISE school-wide behaviour expectations and the consistent use of positive behaviour supports have strengthened students' understanding of what respectful, responsible and kind behaviour looks like. This shared language is having a positive impact on the school culture, resulting in improved respect for others, our building and in our community.
- Our students bring diverse strengths and needs. By teaching emotional regulation and modelling patience, respect, and inclusivity, we continue to build a learning community where all students feel safe, valued, and proud of who they are, while celebrating individuality and appreciating diversity of their peers.

## Focus:

**(From what we know, what is the most important work we can do to improve the success for our students? What key areas of learning will we focus on?)**

### Literacy

- Our goal is to strengthen literacy programming and supports for all students at CPE through a collaborative, student-focused, and data-informed approach. This year, we are fortunate to have a part-time District Literacy Lead providing targeted support for both primary and intermediate students. In Kindergarten to Grade 3, the UFLI (University of Florida Literacy Institute) program has been introduced to provide explicit instruction in phonological and phonemic awareness, as well as decoding. Participation in district-wide collaborative sessions will continue to build teacher expertise, confidence, and support networks, strengthening comprehensive literacy practices in classrooms. At the intermediate level, instruction continues to target literacy gaps by strengthening comprehension, inference, and critical thinking skills, helping students make meaningful connections across all areas of learning.

### Numeracy

- We recognize the importance of strengthening both foundational numeracy skills and mental math proficiency. Our focus is on developing students' problem-solving abilities and perseverance when working through mathematical challenges. Using grade-level data from the Island Numeracy Assessment and the Foundational Skills Assessment (FSA), teachers are able to monitor progress and identify areas where additional support is needed. This year, teacher collaboration time will centre on enhancing mathematical thinking and reasoning strategies, while providing educators with resources and tools to further support numeracy learning in the classroom.

### Social-Emotional

- CPE is committed to fostering a safe, caring, and inclusive environment where all students feel valued and connected. Our focus on regulation, reflection, and repair supports students in managing emotions, strengthening relationships, and demonstrating kindness and respect. This year, we have revisited the CPE RAISE Behaviour Matrix, embedded the Core Competencies within it, and reinforced consistent, school-wide expectations. Core Competencies continue to be highlighted and celebrated during assemblies. While many students report feeling connected to adults, peer belonging and overall well-being remain areas for growth. To support this, we are strengthening buddy and mentorship programs, integrating SEL lessons in the classroom, and celebrating teamwork, positive peer interactions, and school spirit through assemblies, announcements, and school-wide events.



# Our Data Story

## Question:

If we prioritize clear expectations and enhanced instructional practice, will it result in greater student success both academically and behaviourally?

At CPE, we use school and district data to guide professional reflections, discussions and planning for school goals and decision making. We have emphasized consistent expectations across classrooms and common areas to create a calm, safe, and inclusive learning environment. This shared approach fosters predictability and security for students, helping to decrease behavioural incidents while increasing engagement in learning throughout the school day. We define academic success as the ability to persist through problem-solving tasks across all subject areas. By fostering perseverance, ownership, and confidence in their learning, we believe students will continue to demonstrate growth in both achievement and well-being.



## Hunch:

With the implementation of the UFLI program, opportunities for collaboration and support from the District Literacy Lead, we believe that focused, reading intervention will lead to measurable improvements in student literacy. While our primary focus is on strengthening foundational skills in the early grades, targeted support for intermediate students requiring decoding and fluency intervention remains a priority.

In numeracy, we aim to strengthen students' number sense, mental math, and problem-solving abilities, supported by targeted support, professional development, and collaborative planning. We recognize that to accomplish this, teachers require continued access to resources, instructional tools, and professional learning opportunities to meet the needs of diverse learners.

## New Professional Learning:

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

**Numeracy:** Kendra Jacobs pro-d, Cathy Fosnot, Vertical learning, Peter Liljedahl, Math is Figuroutable, Steve Wyborney, You Cubed Jo Boaler, Instructional routines, Loose parts, and shared numeracy language.

**Literacy:** UFLI literacy program (K-3), enhanced kindergarten screening tool for early identification and targeted intervention. Continuing to foster a meaningful literacy experiences through community opportunities and district wide initiatives. Writing frameworks using resources such as Adrienne Gear and Shifting the Balance.

**Assessment:** SD 19 CSL Document, District-Wide Assessments

**Social/Emotional:** Open Parachute, Hannah Beach, classroom resources for supporting student well-being and connectedness. School Counsellor support, Learning support teachers working in small and classroom groups to support SEL (TRIBES and We Thinkers, are examples of programs being used).

## 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?)**

Maintain clear and consistent expectations throughout the school by ensuring a shared understanding of the RAISE Behaviour Matrix and school Code of Conduct. Regularly review and reinforce these expectations with staff and students.

Strengthen Social-Emotional Learning and mental health through classroom programs such as *Open Parachute* and targeted supports from Learning Support Teachers.

Foster school connectedness by continuing to build relationships among staff and students through Explorations, buddy activities, and whole-school events.

Support the implementation and evaluation of district-wide assessments in literacy and numeracy, using the results to inform instruction and guide targeted interventions. Use Assessment findings to drive instruction in Numeracy and Literacy.

Provide structured collaboration and mentorship time for teachers to focus on literacy and numeracy goals, share strategies, and align assessment practices.

Implement numeracy lessons and units that strengthen foundational number sense, fluency, and reasoning while emphasizing real-world applications that meet the diverse learning needs of students.

Use targeted district literacy support time to deliver focused reading interventions for specific primary and intermediate students.

Enhance access to technology supports through collaboration with SET-BC, providing iPads and educational apps to support communication, literacy, and numeracy skill development.

## Checking

**Have we made a difference? How do we know?**

**Reading: Enhanced Kindergarten screening tool, PM Benchmarks, Whole class reading assessments, FSA**

**Numeracy: K-3 Early Number Sense Assessment, Island Numeracy, FSA**

**Writing: School-Wide Write using BC Performance Standards, FSA**

**Social/Emotional: MDI, Student Learning Surveys (Gr. 5)**

# Our Data Story:

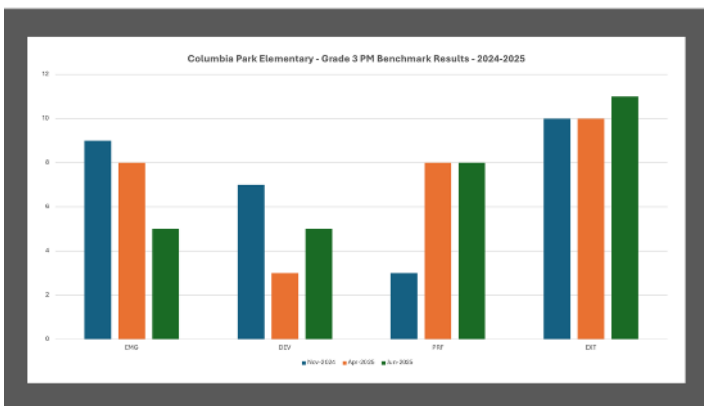
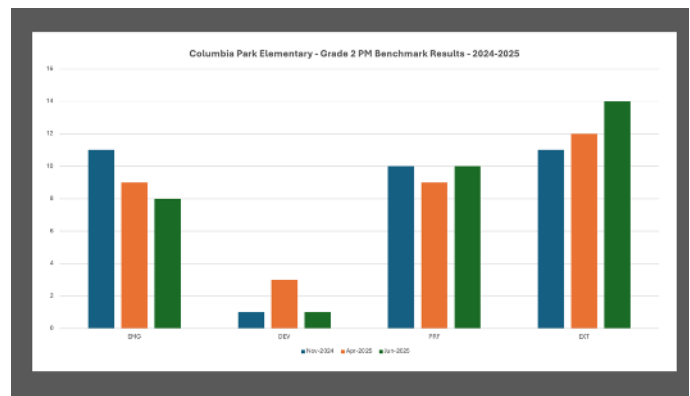
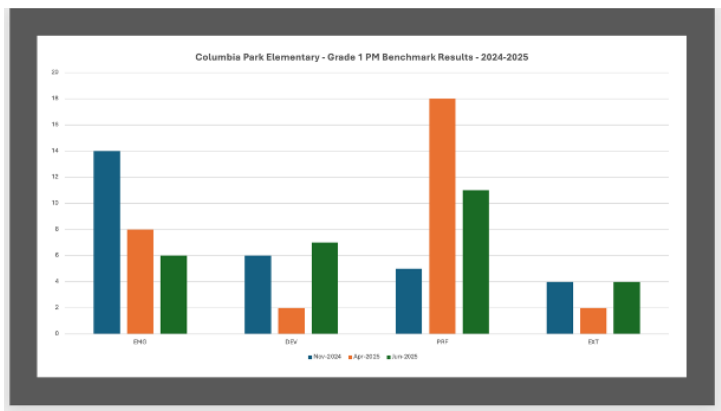
## Literacy

PM Benchmark data from Grades 1–3 shows steady improvement in reading proficiency over the year, with fewer students reading at the Emerging level and more achieving Proficient levels by June. The strongest gains were seen in Grade 1, indicating early growth in decoding and fluency.

FSA results for Grades 4 and 7 reveal that most students are reading On Track, though a small group continues to need targeted support in comprehension and application of reading strategies.

While these results reflect positive growth overall, they also highlight the need for continued intervention and structured literacy instruction. Moving forward, CPE is introducing the UFLI program in Kindergarten–Grade 3 and working with the District Literacy Lead to provide one-on-one and small-group support.

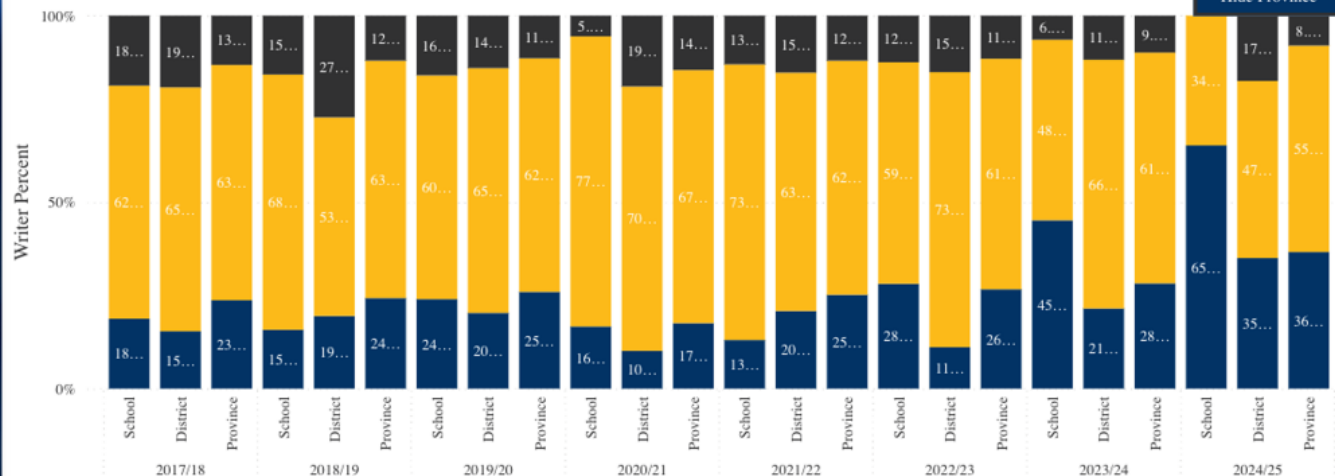
### PM Benchmark Data 2024-2025



## CPE FSA Results – Grade 4 – Literacy & Reading

Proficiency Rates for Province, 019 - Revelstoke, Columbia Park Elementary [Literacy & Reading-04]

Proficiency ● Emerging ● On Track ● Extending

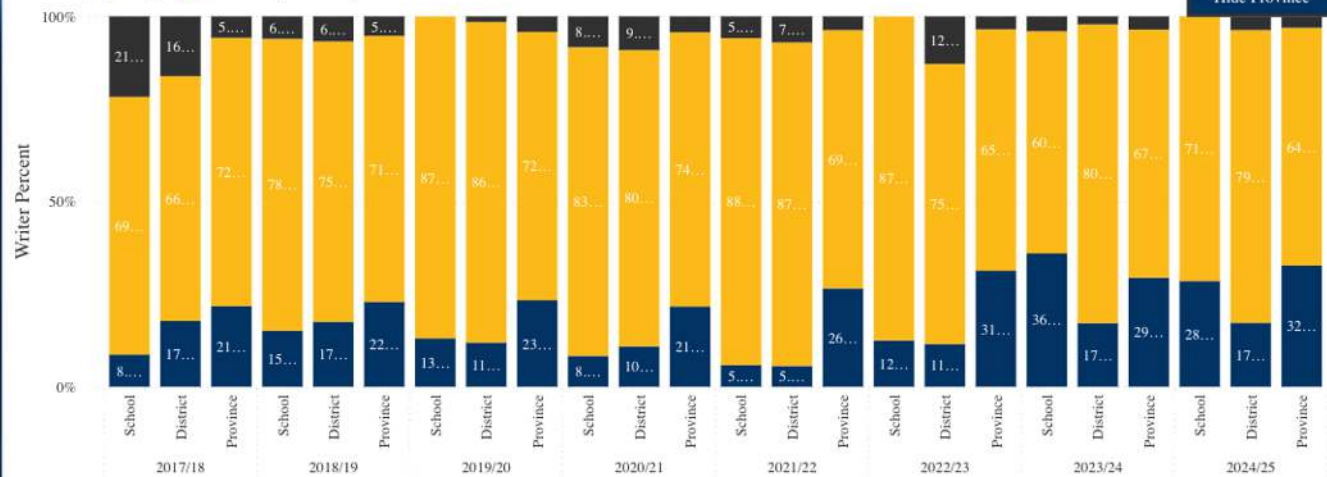


Note: If all values in a specific column total less than 100%, it indicates masked data. Refer to the corresponding school, district, or province table for details.

## CPE FSA Results – Grade 7 – Literacy & Reading

Proficiency Rates for Province, 019 - Revelstoke, Columbia Park Elementary [Literacy & Reading-07]

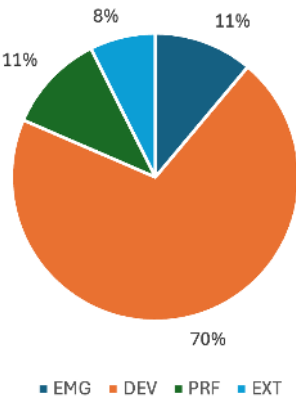
Proficiency ● Emerging ● On Track ● Extending



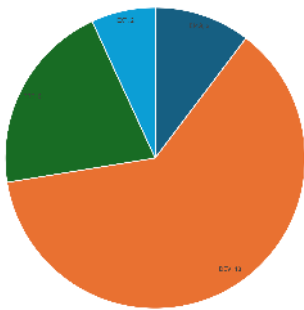
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# District Assessment - School Wide Write Data

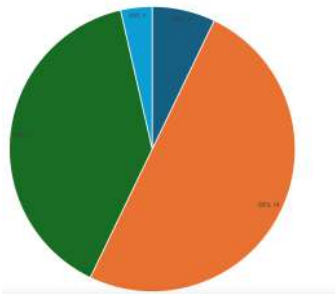
From November 2024 to June 2025, data shows encouraging growth across Grades 4–7, with fewer Emerging writers and more students reaching Proficient. This progress suggests that focused instruction, modelling, and feedback throughout the year supported stronger writing skills and greater confidence. Continued emphasis on adding relevant details, strengthening organization, and improving sentence fluency and conventions will help move more students from Developing to Proficient next year.



Gr. 7 School Write Results November 2024



Gr. 6 School Write Results June 2025



Gr. 7 School Write Results June 2025

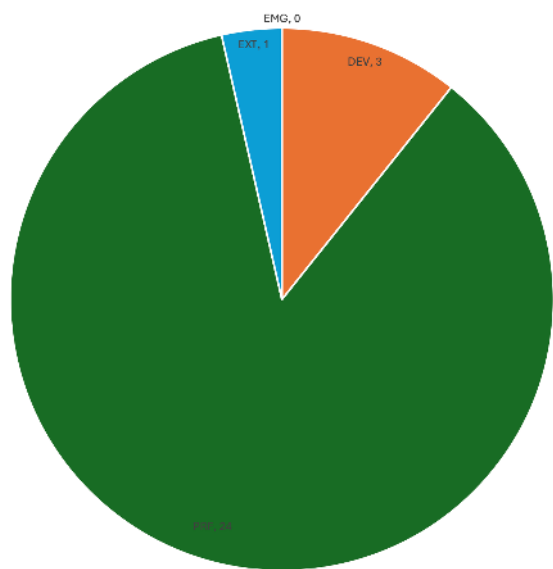
## Numeracy

Our school continues to emphasize the development of strong foundational number sense skills, recognizing the importance of both basic numeracy and mental math proficiency as the foundation for confident problem-solving and mathematical reasoning.

District Math Assessment data indicates that students in Kindergarten to Grade 3 demonstrate strong early numeracy skills, with most meeting expectations in number sense and basic operations. In Grades 4 to 7, the majority of students are developing or proficient, showing steady progress and growing conceptual understanding; however, continued support is needed to deepen reasoning and strengthen the use of mathematical language. To support this growth, teachers use classroom and school-wide assessments to monitor progress and identify areas for targeted intervention. This year, our focus will be on helping students explain their thinking, solve real-life math problems, and use mathematical language with confidence. Continued access to professional development, hosting a spring math fair, shared resources, and targeted numeracy support will further enhance teaching practices and improve student learning across all grades.

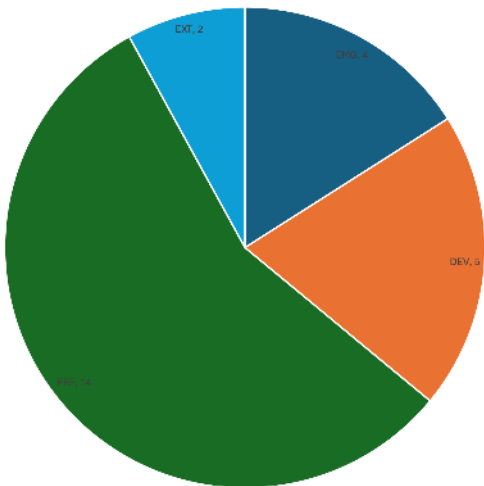
# Early Number Sense Assessment June 2025

CPE Grade 1 District Math Assessment - June 2025 Results



# Grade 5 Island Numeracy Assessment June 2025

CPE Grade 5 District Math Assessment - June 2025 Results



# Social Emotional Learning:



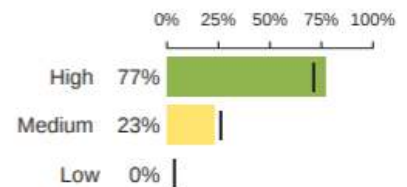
Columbia Park Elementary is committed to fostering a safe, caring, and inclusive learning environment where all students feel valued and connected. This year, the school has continued to focus on strengthening relationships between students and adults, recognizing that consistent, caring connections are essential for student success and well-being. MDI data indicates that most students feel connected to adults at school and with their peers. Overall well-being and school belonging remain areas for continued growth and. Moving forward, CPE will continue to prioritize connection and belonging by strengthening buddy and mentorship programs, promoting kindness and empathy through classroom instruction, and celebrating teamwork and school spirit through assemblies and school-wide events.

## 2024-2025 MDI Grade 5

### Connection to adults in school:

#### ADULTS AT SCHOOL

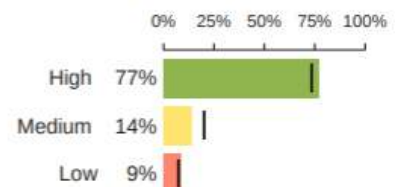
Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



### Connectedness with peers:

#### PEER BELONGING

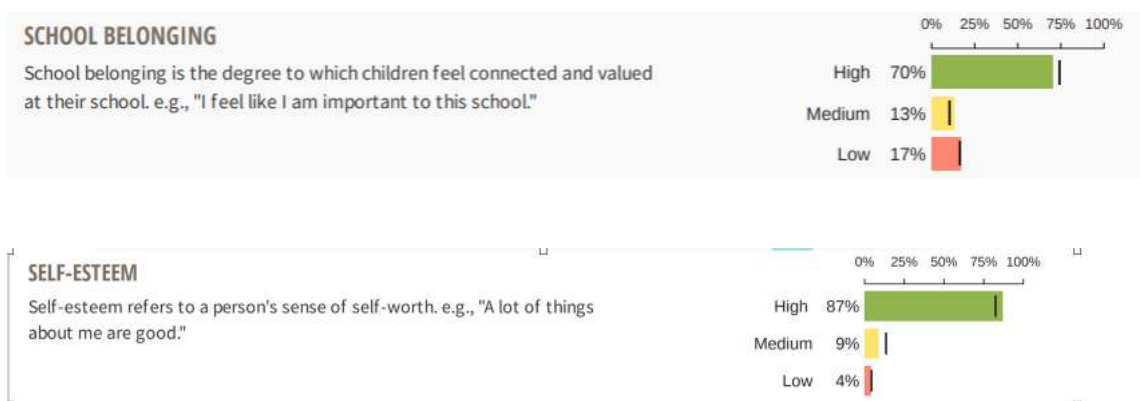
Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."



## School Belonging

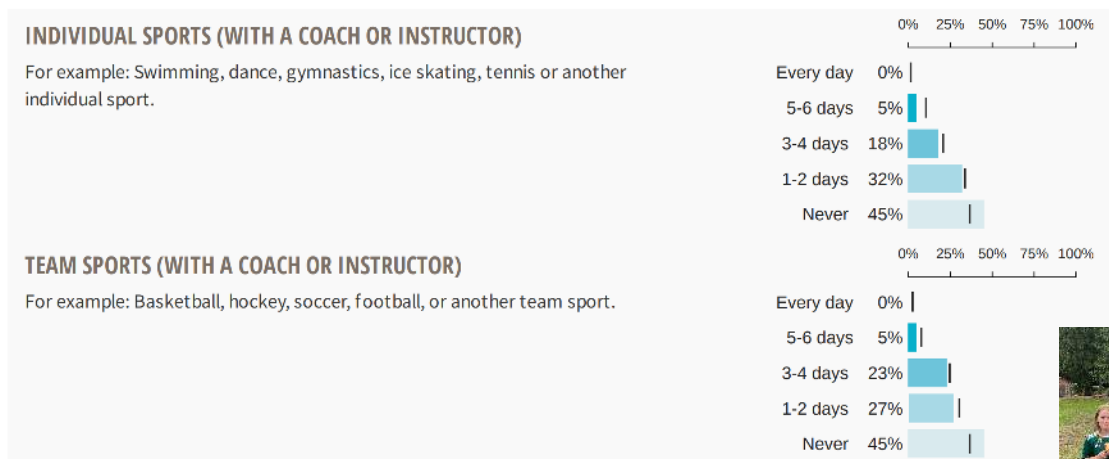
Students at CPE report a sense of belonging, with 70% indicating they feel connected and valued at school. This reflects a positive and supportive environment where students feel seen, included, and important members of the school community. Additionally, 87% of students report high self-esteem, suggesting that most students view themselves positively and recognize their strengths.

Maintaining consistency in staff and administration and school expectations will help build on this strong foundation, strengthening relationships and providing stability for students. As new staff join the school, continued emphasis on the RAISE expectations and consistent social-emotional supports will be key to sustaining and increasing this sense of belonging. Fostering peer connections, mentorship programs, and school-wide activities will further enhance inclusion and connection across grades.



## Next Steps in Social Emotional Learning

How can we encourage younger students to participate more in after-school physical activities? While the school district prioritizes extracurricular sports for grades 6 and 7, data suggests a need to better inform students and families about community opportunities and to explore expanding after-school options for grade 5



# Our School, Parents, and Community

With CPE's renewed focus on RAISE expectations, the school has cultivated a calm, safe, and welcoming atmosphere where students experience a stronger sense of belonging the moment they enter the building.

CPE is strengthening school spirit through a wide range of activities that promote connection and inclusion, such as buddy reading, assemblies, school dances, and Explorations for both primary and intermediate grades. Events like the Christmas Craft Fair, Winter Sports Day, and Jump Rope for Heart bring the community together, while school spirit shirts, student clubs (ie: Dungeon & Dragons, Puzzles, Card Games and Reading) at recess and lunch, and open gym times for various grades further enhance engagement and a shared sense of pride across the school.



The CPE Parent Advisory Council (PAC) is highly supportive, with many parents actively participating and volunteering each month to assist the school. They organize events such as the CPE Carnival and Christmas Craft Fair, coordinate free school lunches, and contribute to the purchase of school equipment and resources. Their ongoing involvement is essential to the success of our school community and is deeply valued.

This year, the PAC is focusing on the creation of a sensory garden at the front of the school, developed in collaboration with classrooms. They have also begun fundraising for school improvement projects, including new basketball backboards and enhanced outdoor spaces with picnic tables and shaded areas.

