



CPE @ColumbiaParkSch · Sep 21, 2021

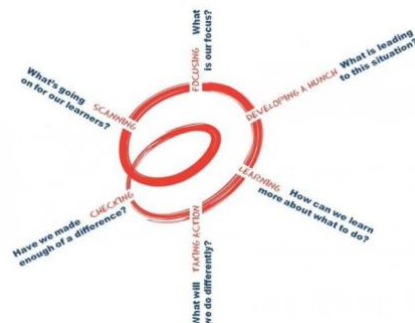
Sunny skies reflecting in their smiles 😊



2021-2022

Columbia Park Elementary

SCHOOL LEARNING FOCUS



Our School Learning Story:

Columbia Park Elementary staff are excited for the changes ahead of us! This year we began with an eleventh division, over 210 students, and several new staff members. CPE Staff put the social-emotional needs of students first and foremost and use the foundation of SEL 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 enthusiastically demonstrated. 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 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 this year our primary teachers are doing their own version! Who wouldn't love to learn about yeast and bake bread, or learn how to build a fire with flint?

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; students feel proud of their differences, and are accepting of the diverse needs and behaviours of others. The connections of students within the school is supported by many, varied whole school activities. Our students feel strongly connected to staff in the building and believe they, themselves, are important in their school. For some of our students, basic needs are sometimes not 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 – We will focus on teaching students how to be ready, how to prepare for learning, and what that looks like. By increasing their sense of awareness through specific social emotional learning activities, students will continue to develop their self-regulation.

Literacy – Developing reading and writing programs that are structured to develop interest and passion along with proficiency.

Numeracy – We will teach numeracy using practical applications, using real life problems, and 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 (eg. Buddy Reading, Primary Explorations, Explorations Friday) with enhanced instructional practices such as PM Benchmark refresh-training, balanced literacy programs, 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. Numeracy and Literacy data suggest that students are not yet progressing at levels we are expecting; however, our students have strong social emotional supports 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 – Adrienne Gear Reading Power, Heggerty and Science of Reading, CAFÉ, Daily 5

Writing – Adrienne Gear Writing Power

Numeracy – Montessori Math manipulatives, You-cubed math, Peter Liljedahl, Prodigy Math, Carol Fullerton

Social Emotional – Trauma informed practice, PAUSE, Overcoming Obstacles, We Thinkers, Core Competency Reflection Program

Daily in house, informal mentoring and collaboration

Nine classroom teachers involved in school district mentoring program, in many cases using mentors from other schools.

Several teachers involved in Districted funded Inquiry Program (Primary Explorations)

Sandra Herbst – Assessment for Learning

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?)

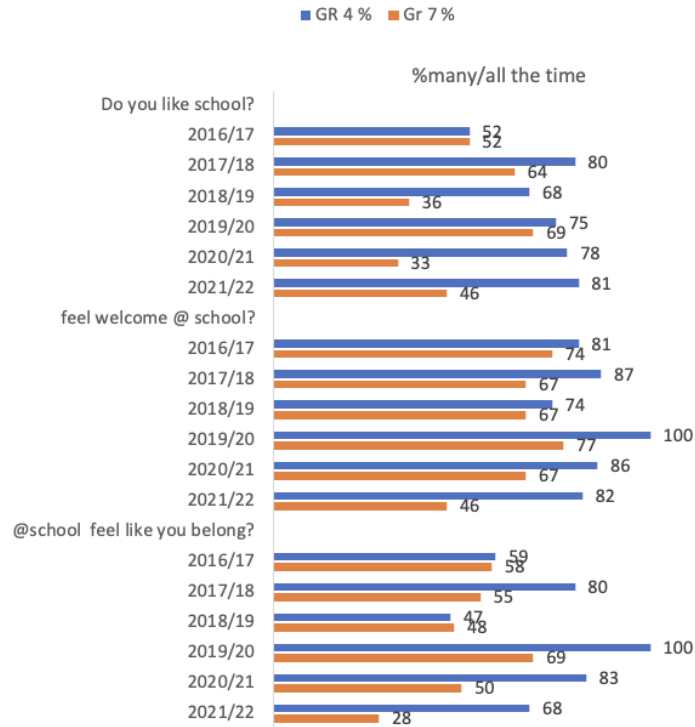
- Implement Adrienne Gear's Writing program structure
- Include opportunities for teachers to observe one another and discuss current teaching practices.
- Mental Health initiatives including adding a .2 position to help meet the social emotional and mental health needs of our students.
- Implement numeracy 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, SEL List in staffroom, Buddy activities.
- Reinforce Social Emotional Learning and Mental Health using programs We Thinkers, PAUSE, Mind Up, Zones of Regulation, Overcoming Obstacles
- Purchase levelled readers to augment classroom libraries in primary classrooms
- 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. Co-teaching, collaborative teaching. Strength based sharing. Station Teaching, Lit circles

Checking:

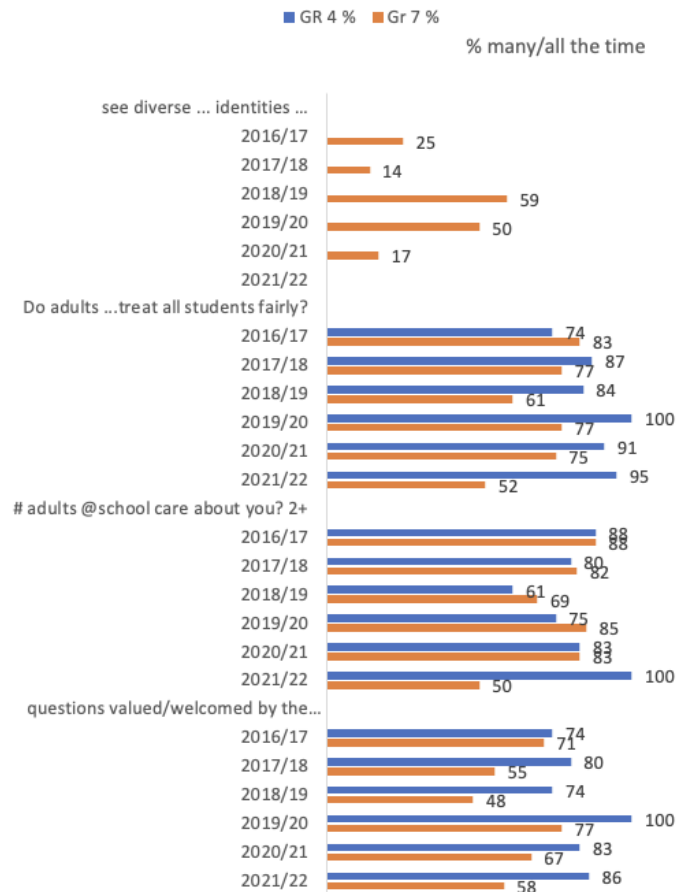
(Are we making a difference? How do we know?)

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

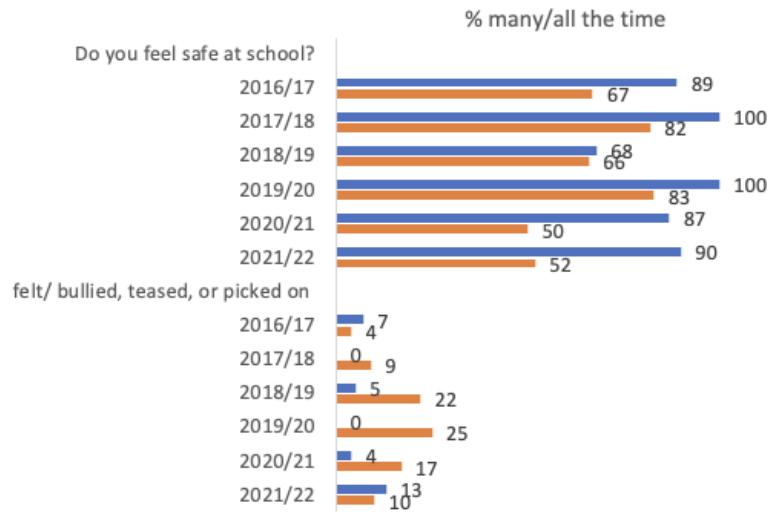


CPE SLS



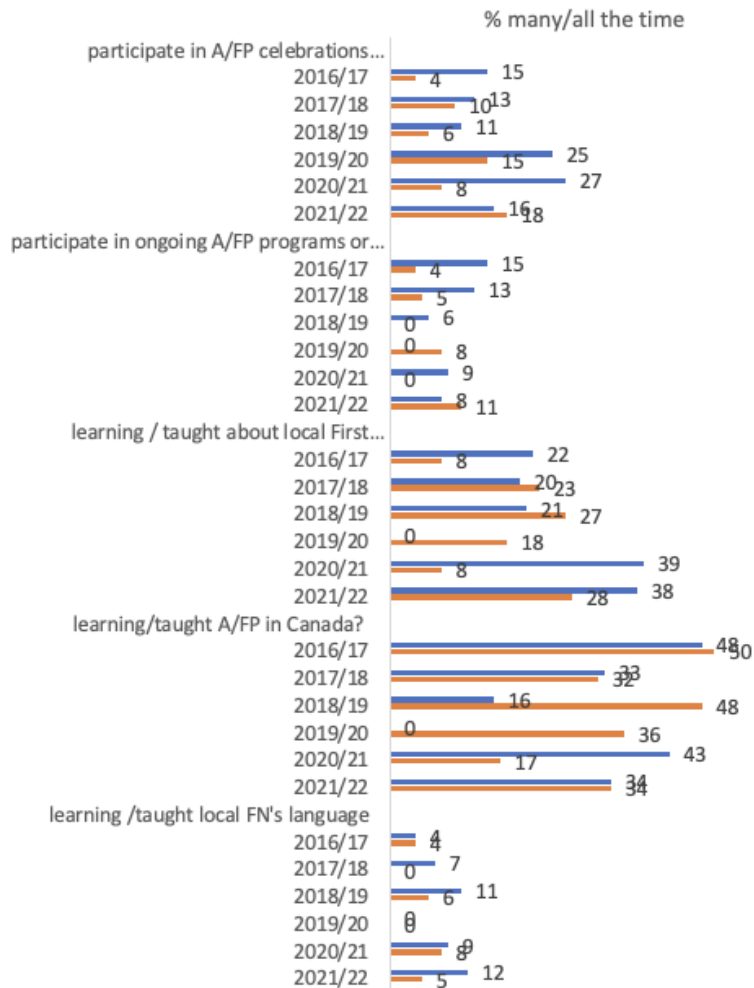
CPE SLS

■ GR 4 % ■ Gr 7 %

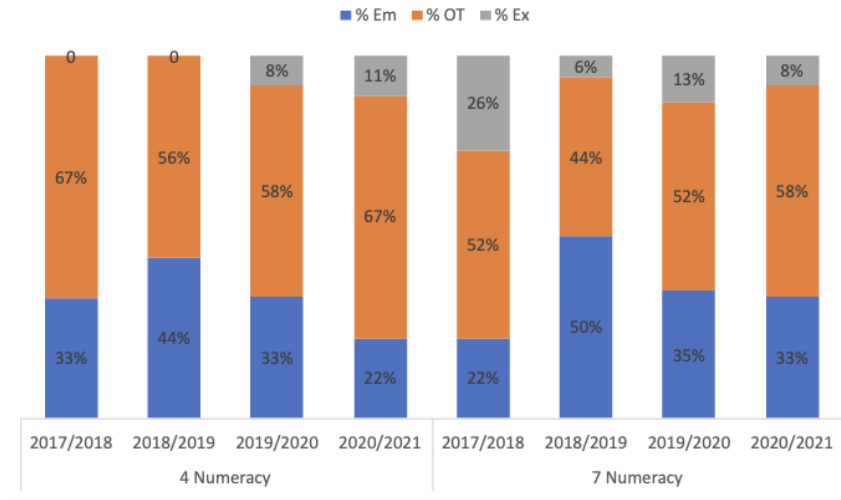


CPE SLS

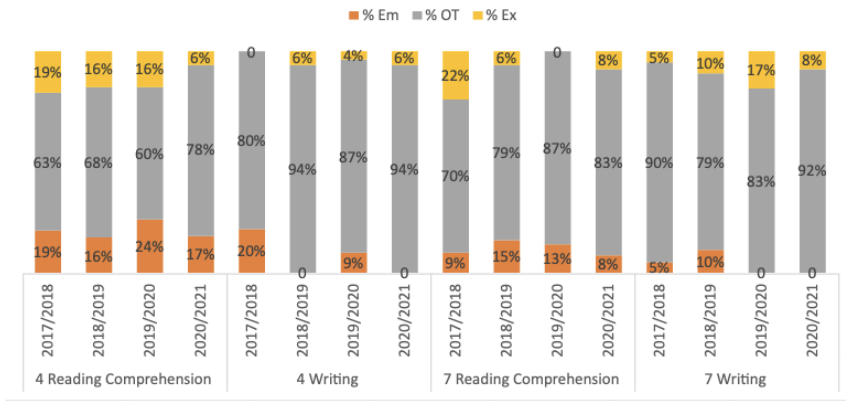
■ GR 4 % ■ Gr 7 % ■



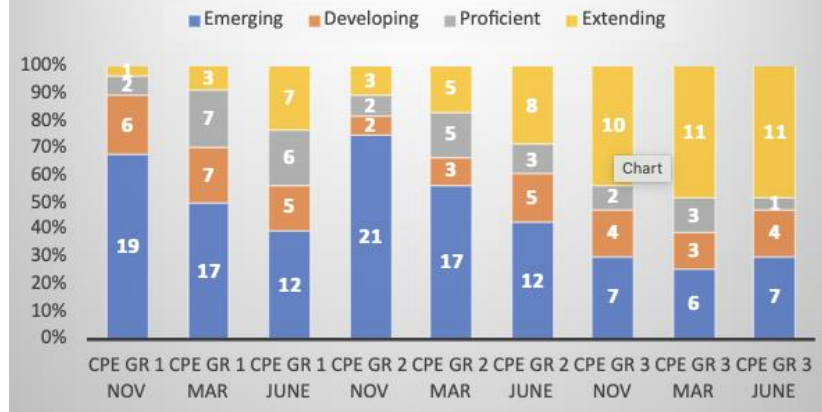
CPE FSA Numeracy



CPE FSA Literacy

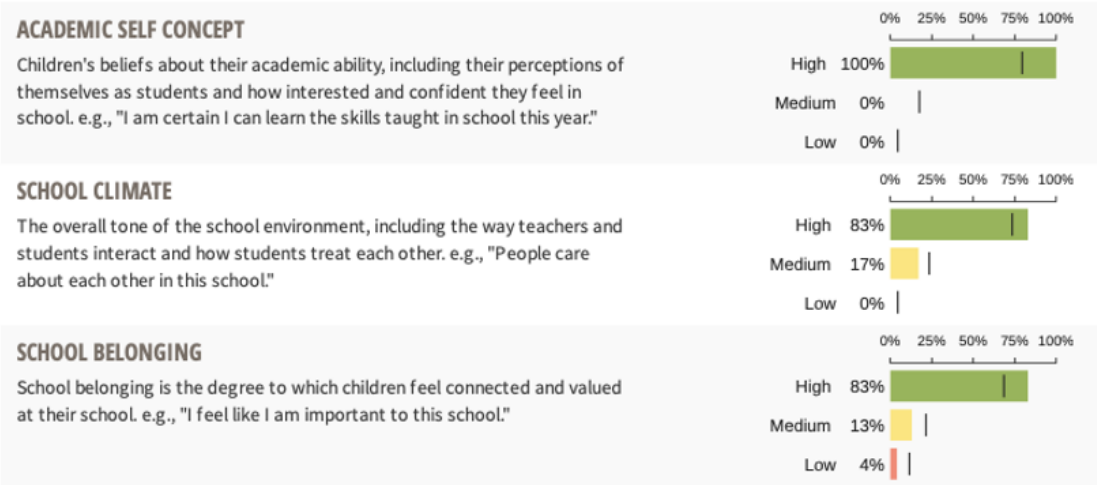


2020 CPE PM



Spring 2022 **How does CPE feel this year
for our grade 5's?**

MDI – Well Being Index



Spring 2022 **WELL BEING – GRADE 5**

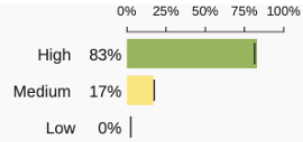
MDI – Well Being Index in Grade 5
A measure of social-emotional and physical Health



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

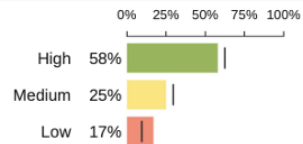
ACADEMIC SELF CONCEPT

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."



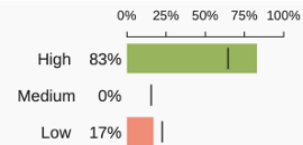
SCHOOL CLIMATE

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."

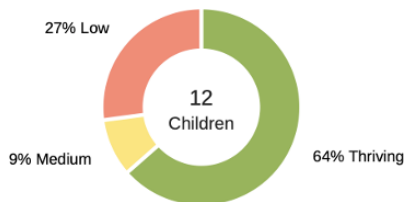


WELL BEING – GRADE 7

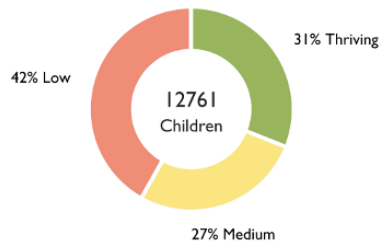
SPRING 2021

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

COLUMBIA PARK ELEMENTARY



ALL PARTICIPATING DISTRICTS



Spring 2022

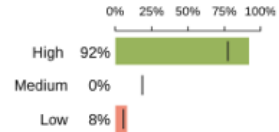
CONNECTEDNESS

Grade 5

CONNECTEDNESS WITH ADULTS

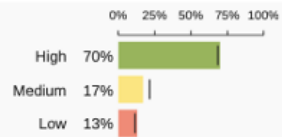
ADULTS AT SCHOOL

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."

