

2024-2025 Columbia Park Elementary School Learning Focus



1

LITERACY



2

NUMERACY



3

SOCIAL/EMOTION



Our School Learning Story

At CPE, our foundation for academic success begins with a focus on learning readiness. A strong social-emotional foundational framework ensures we cultivate a positive, inclusive, and supportive environment, while also aligning with our behavioural and academic expectations. Our objective is to maintain school connectedness, promote meaningful and impactful learning experiences, and incorporate the First People's Principles of Learning. CPE values the importance of interconnectedness with each other, the community, and the environment, as we foster enthusiasm for life-long learning.



Scanning

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

- With continued reflection and response to school assessment data, we see demonstrated growth in our students' developing literacy and numeracy skills.
- A re-invigorated emphasis on RAISE behaviour and continued use of school-wide behavioural support systems have contributed to students' understanding of behavioural expectations, with students demonstrating improved respect.
- Many students have a range of complex and diverse needs at our school. Direct teaching of strategies to manage big emotions, paired with modelling patience, respect, and inclusivity have contributed to a school culture where our students celebrate their uniqueness and embrace the diversity of their peers.
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Our Data Story:

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

- We continue to be committed to strengthening literacy programming and support amongst the primary grades. An assessment of school resources and capacity resulted in an increase in LST time dedicated to primary literacy support, in addition to the purchase of levelled readers and decodable books. The focus on phonological and phonemic awareness, and decoding skills programs implemented in the primary classrooms, provide the initial building blocks that are important to ensuring we reach our targeted literacy goals.
- We acknowledge the ongoing need for intermediate reading intervention, understanding that support is necessary beyond the primary grades as literacy gaps persist across all levels. Strong literacy skills underpin success in all subjects. We remain committed to individual targeted reading intervention, and to strengthening students' abilities to infer, question critically, and make connections in their reading.

Numeracy

- We recognize the importance of emphasizing both basic numeracy skills and mental math proficiency. Our focus is on developing problem-solving abilities that foster perseverance. To achieve this, we've been gathering grade-level data through the Island Numeracy assessment, aiding teachers in evaluating students' progress and identifying areas where additional supports are required. This year, our teacher professional development sessions have focused on enhancing educators' mathematical thinking and reasoning strategies, while also providing the school and teachers with resources to support classroom learning.

Social-Emotional

- CPE is committed to ensuring Social Emotional Learning is taught and our school has a strong focus on the importance of regulation, reflection and restorative practices. Students who need to, can work through behaviour and big emotions with supportive adults who help them regulate, understand, and take responsibility for their actions and initiate repair. Our approach is to foster student connectedness, kindness, and self-regulation strategies, which support students in becoming respectful, responsible and inclusive learners.
- As a school community, we will continue learning about the impact of the online world on students' relationships, behaviour, mental health, and overall well-being. We are committed to providing support and guidance to our students in navigating these aspects within our school community and we have clear expectations around technology use at school including implementing updated cellphone guidelines.

Question:

If we prioritize student behaviour and enhancing instructional practice, will it result in greater student success both academically and behaviourally? We are defining academic success as persistence through problem-solving tasks across all subjects. Consequently, students will develop a stronger sense of ownership and confidence in their abilities as learners and we will see an increase in student achievement.

Hunch:

In literacy, we believe if we conduct focused reading intervention, we will see positive progress in student reading levels in the primary grades. We also recognize that some students in intermediate levels also require reading intervention to improve decoding skills.

In numeracy, students are not yet progressing at levels we are expecting. Developing basic number sense needs to be a school focus moving forward. We recognize that in order to accomplish this, teachers require additional supports, resources and professional development to enhance instruction and accommodate diverse learners in the classroom.

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: Instructional routines, Vertical learning, Loose parts, and shared numeracy language and resources.

Literacy: Phonemic awareness programs, providing levelled readers, writing frameworks using resources such as Adrienne Gear and Shifting the Balance.

Assessment: SD 19 CSL Document, District-Wide Assessments

Social/Emotional: Mental Health lead meeting with small and classroom groups to support SEL. Learning support teachers working in small and classroom groups to support SEL (TRIBES, We Thinkers, and PAUSE 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?)

Provide clear expectations in and around the school with a shared understanding by all staff and students. Daily review of our RAISE Behaviour on morning announcements and in classes.

Reinforce Social Emotional Learning and Mental Health using programs lead by Learning Support teachers.

Implement community -based programs for priority students such as gymnastics, swimming and consistent, daily lunches where required.

Incorporate technology for students requiring supports in collaboration with SET-BC to provide personal iPads and apps to support communication, literacy and numeracy skills.

Continue to build connections among staff and students using structures in place such as Explorations, whole school activities and buddy activities.

Provide support for implementation and evaluation of district wide assessments for Numeracy and Literacy

Use Assessment findings to drive instruction in Numeracy and Literacy.

Provide collaboration and mentorship time for teachers to focus on literacy and numeracy goals.

Implement numeracy lessons and units that focus on basic numeracy skills and emphasize real world problems that meet the diverse learning needs in the classrooms.

Use targeted resource time to focus on reading interventions for specific primary students.

Exploring phonics as the pillar of reading and providing new reading resources that continue to build over the next few years.

Focus LST time on the “push in” model rather than the traditional “pull out” model.

Checking

Have we made a difference? How do we know?

Reading: 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)

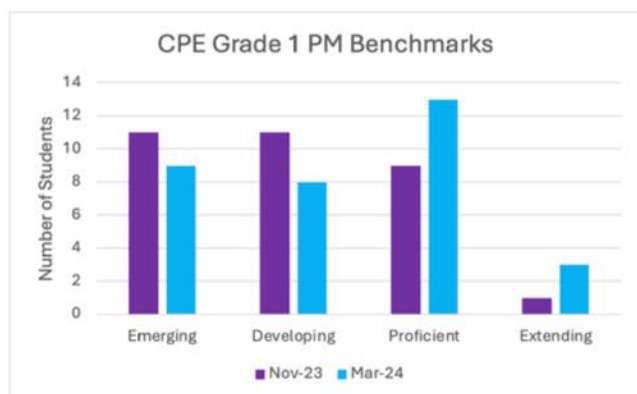
Our Data Story:

Literacy:

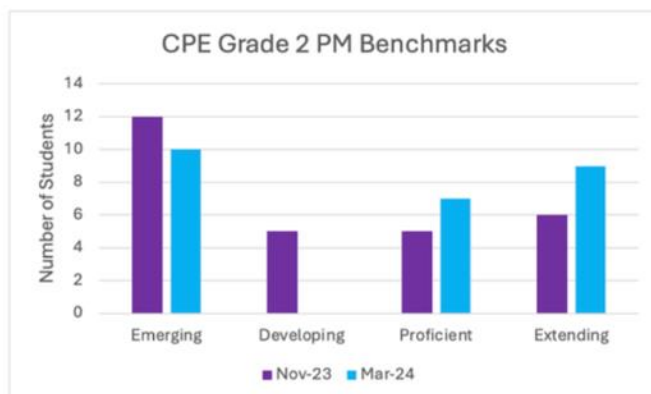
In recent months, our primary focus has been on improving reading skills among students in the early grades. We've used school assessments like PM benchmark data to identify struggling readers who need extra help. With assistance from our learning support teachers, we're providing support in two key areas: decoding (the process of reading) and comprehension (understanding what is read). Primary grade teachers are incorporating phonological awareness activities into their daily lessons to help all students, while intermediate teachers are teaching reading strategies like asking insightful questions, making connections to the text, and inferring the author's meaning.

PM Benchmark Data 2023-24

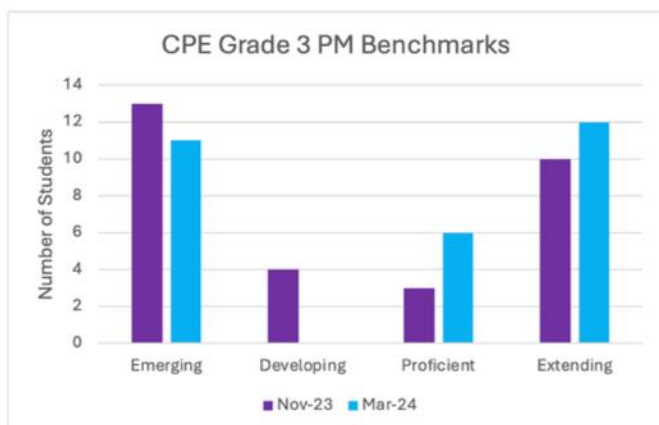
Grade 1



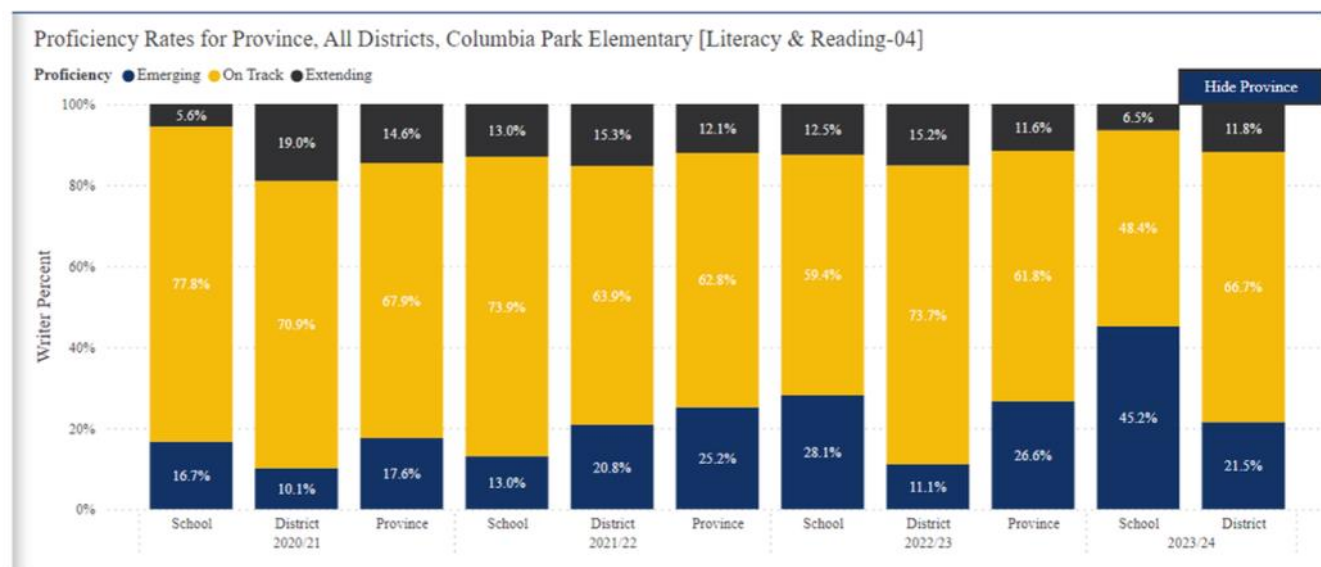
Grade 2



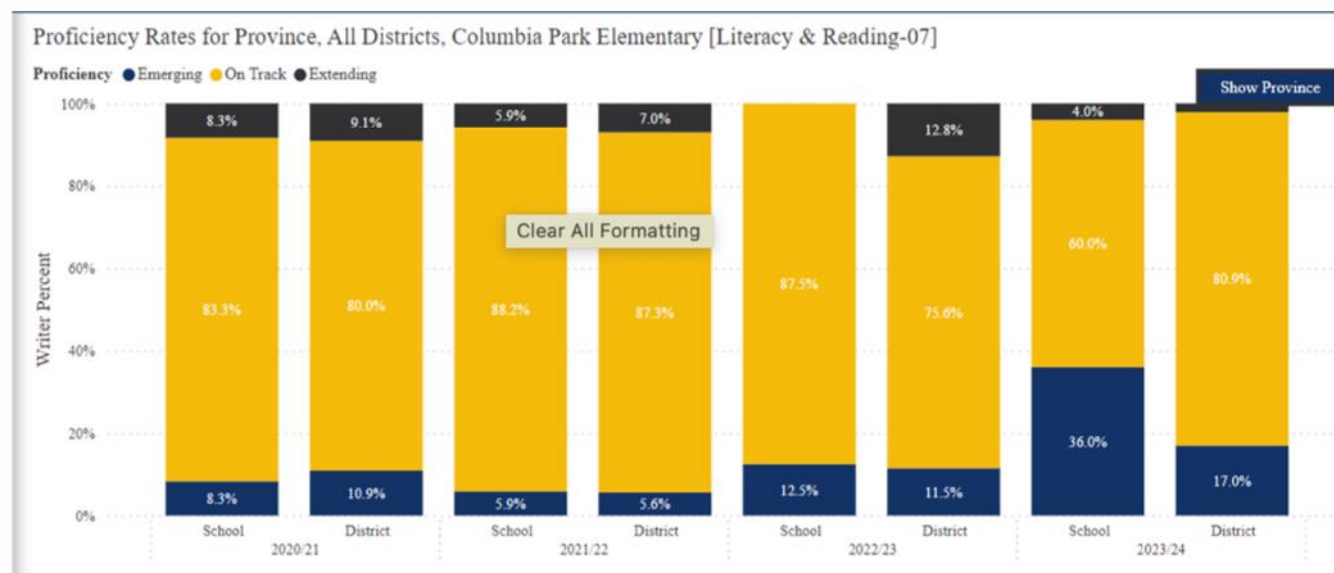
Grade 3



Grade 4 FSA Literacy 2020 to 2024



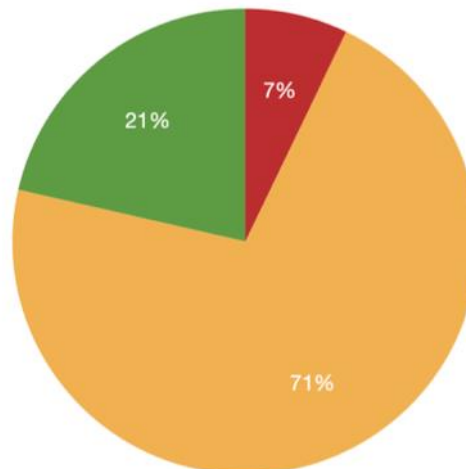
Grade 7 FSA Literacy 2020 to 2024



Grade 6 Non-Fiction Reading Assessment - Fall 2023



● Emerging ● Developing ● Proficient ● Extending

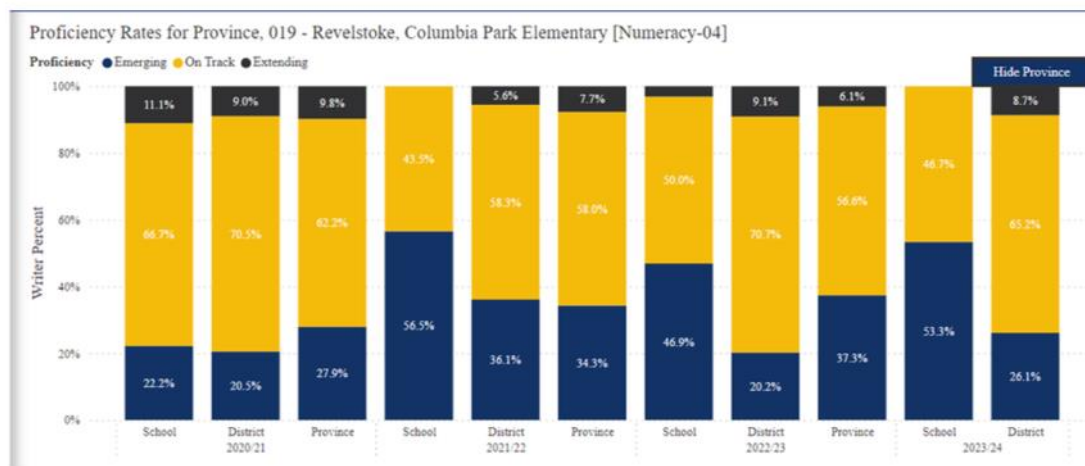


	# of Students
Emerging	2
Developing	20
Proficient	6
Extending	0

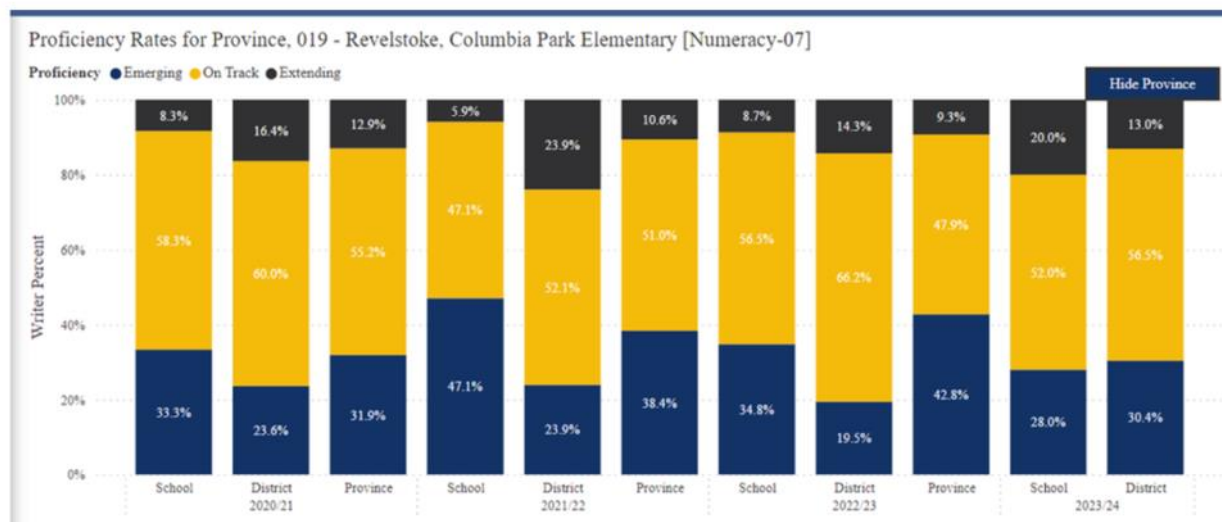
Numeracy:

Moving forward, our school is prioritizing the development of fundamental number sense skills. We understand the significance of both basic numeracy and mental math proficiency. Our goal is to nurture problem-solving abilities that encourage perseverance. To accomplish this, we will consistently assess students' progress and pinpoint areas needing extra support. Throughout this year, our teacher collaboration sessions have concentrated on improving educators' mathematical thinking and reasoning strategies. Additionally, we've been equipping both the school and teachers with resources to enhance classroom learning.

Grade 4 FSA Numeracy 2020-2024



Grade 7 FSA Numeracy 2020-2024

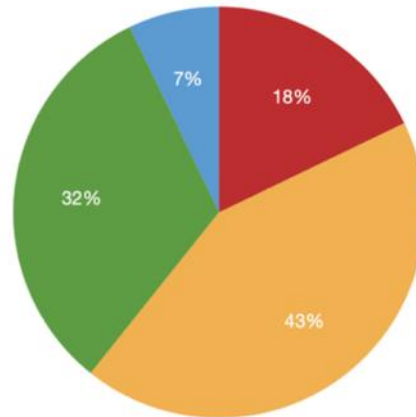


Grade 3 Early Number Sense Assessment - Fall 2023



	# of Students
Emerging	5
Developing	12
Proficient	9
Extending	2

● Emerging ● Developing ● Proficient ● Extending

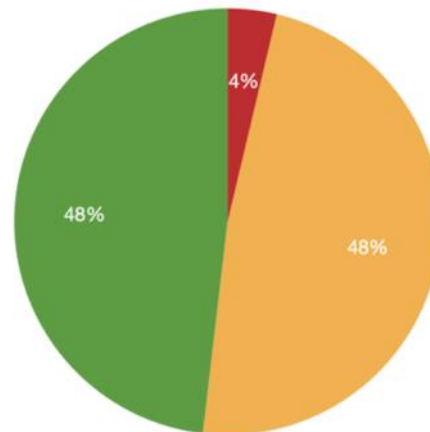


Grade 6 Island Numeracy Assessment - Fall 2023



	# of Students
Emerging	1
Developing	13
Proficient	13
Extending	0

● Emerging ● Developing ● Proficient ● Extending



Social Emotional Learning:

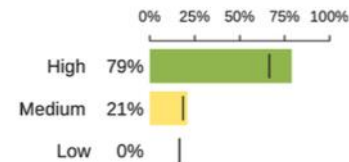
We focus on Social Emotional Learning to build strong connections among students, promote kindness, and teach self-regulation skills. Our school strives to create an environment where students feel connected to adults, fostering a positive climate and a sense of belonging. This encourages students to feel happy and empathetic towards helping others.



2023-2024 MDI Grade 5

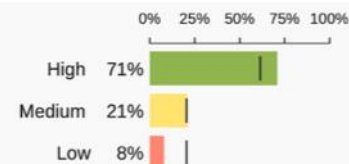
SCHOOL CLIMATE

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

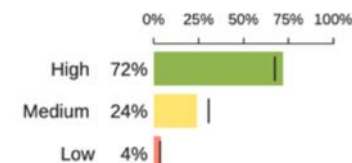
School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Connection to adults in school:

ADULTS AT SCHOOL

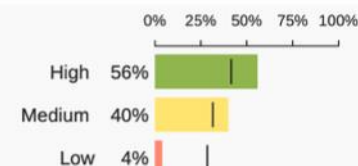
Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



Social and emotional skills involve students knowing, understanding, and handling emotions well, dealing with stress positively, and staying hopeful. They also mean caring about others, keeping good relationships, and making smart choices in personal and social situations.

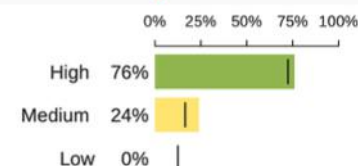
PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g., "I helped someone who was hurt."



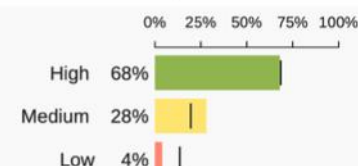
SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."



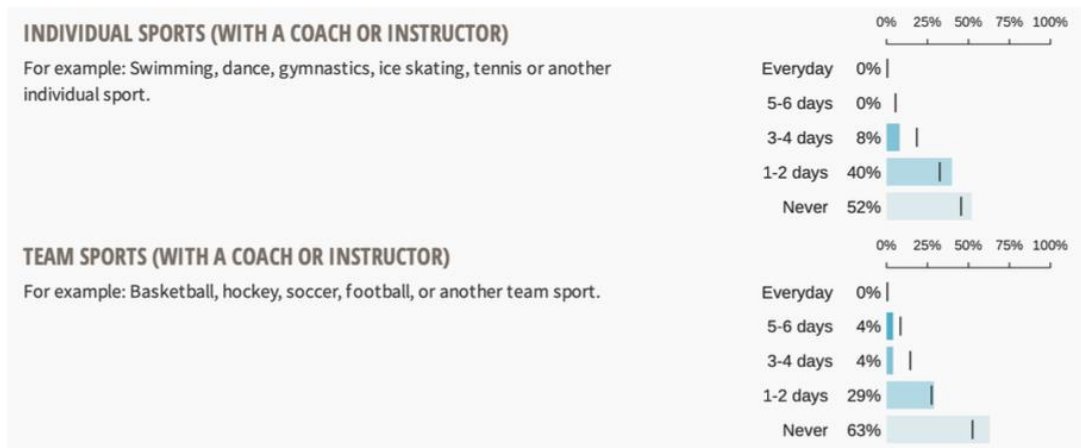
HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."



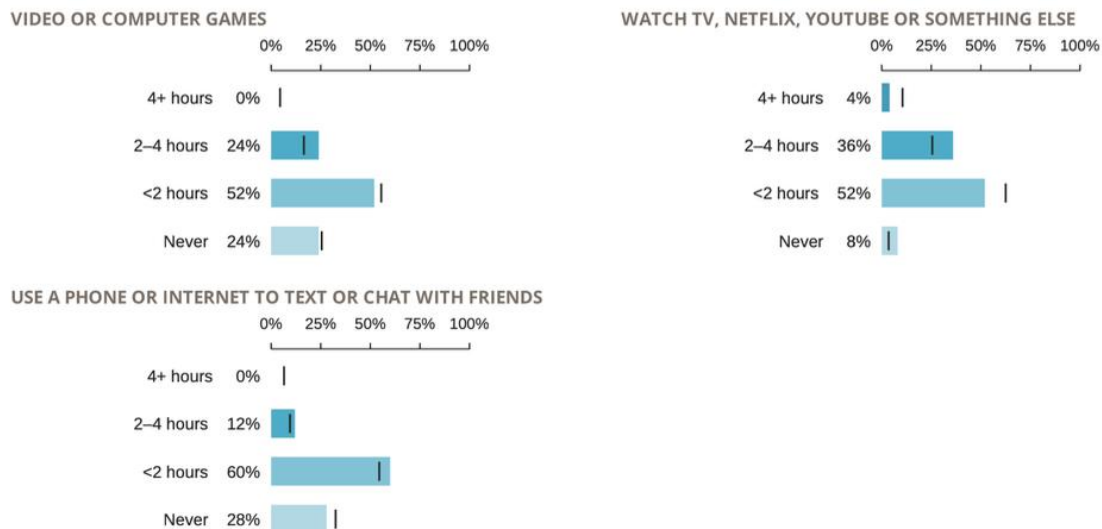
Next steps in Social Emotional Learning:

How can we encourage younger grade 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 inform students and families about community activities and possibly expand after-school options for grade 5. We also acknowledge the importance of ongoing conversations about screen time and social media use, both with students and by providing information and sessions for parents.



Screen time use in a week:

Children were asked how many hours per day they spent doing activities on a screen in a normal week.



Our School, Parents, and Community

CPE strives to have a vibrant and enriching learning environment. With our updated SD19 Strategic Plan helping to guide our way, the school continues to foster a sense of belonging and strong connections, evident as soon as you walk through the front doors. We pride ourselves in our inclusivity and boast a strong school spirit with activities like buddy reading, whole-school assemblies, Craft Fairs, Sports Day, dances, primary and intermediate explorations.



Our CPE Parent Advisory Council continues to be a strong supporter of our school with effective monthly meetings and engaging fundraising activities to help support all that happens at our school. Many parents are active participants, volunteering to help make school days fun and educational. They also organize events such as the Holiday Craft Fair, the Winter Carnival, and monthly hot lunches.

