

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Cumberland Community School

PRINCIPAL: Warren Colegrave

ASSOCIATE SUPERINTENDENT: Joe Heslip

LEARNING GOAL

COMOX VALLEY SCHOOLS IS COMMITTED TO CREATING INCLUSIVE, WHOLISTIC, AND PERSONALIZED LEARNING ENVIRONMENTS IN ORDER TO ENHANCE EACH STUDENT'S DEVELOPMENT OF THE CORE COMPETENCIES OVER TIME.

DESIGN PRINCIPLE(S): Decolonizing and Indigenizing, Social Emotional Learning

RATIONALE

For the 2024-25 school year, CCS staff focused on two main goals: (1) Enhancing the teaching of Social and Emotional Core Competencies. (2) Deepening the integration of First Peoples Principles of Learning and supporting Truth and Reconciliation. While progress has been made, we recognize more work is needed in both areas. Other new areas of focus emerged this year that staff felt strongly about pursuing collectively in 2025-26: identifying and implementing classroom management practices and strategies that will help them create and maintain more structured and supportive classroom environments, and addressing a phenomenon that we have termed, "reluctant writers".

ACTION PLAN

(LIST SPECIFIC ACTIONS, SCHOOL LEVEL AND DISTRICT LEVEL RESOURCES OR STRUCTURES USED)

Goal #1: Teachers continue the work started this year of implementing the S&E competencies into their practice. To do so will require resources ("Open Parachute" and "Everyday Speech"). Reflecting on the work done this year, staff collectively identified/determined that a foundational component of successfully teaching S&E competencies is to first ensure that their classroom environment is the safest place possible. We consequently resolved as a staff to undertake collective study/support around new and/or effective classroom management techniques and structures. Request district support to allow teachers to engage in collaborative classroom management observation/coaching. Goal #2: To learn more about local traditional Indigenous history and culture, and continue the individual and collective work we have been doing to decolonize our practice and incorporate FPPL (including talking circles, land acknowledgements, land-based learning, among others).

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

Teacher surveys: Reflection on practice both at the beginning and the end of the year (classroom management, incorporating S&E competencies into visible practice, and incorporating FPPL into practice). Student Self-Assessments: either teacher/admin developed or offered by S&E program (Open Parachute offers pre and post program self assessments). Student data: We will use data from the K and 2 assessments, SNAP as well as Gr 6 and FSA to measure student academic progress and success. Student learning survey results.

LITERACY FOCUS

Continue implementing UFLI program K-3. SD71 "Frameworks" revealed Kindergarten proficiency was 93%; Gr 2 proficiency was 39%. Investigate discrepancy. Explore/address "reluctant writer" phenomenon.

NUMERACY FOCUS

Continue work started this year in elementary grades with SNAP assessments, and using play-based learning in the intermediate/middle grades to build positive math mindsets and number sense.