

School: Cypress Park Primary

FESL Year: Year One, 2024-2025

School Context

Cypress Park Primary is a school that offers the International Baccalaureate Primary Years Programme (IB PYP) for students in Kindergarten through Grade Three. The school has a stable enrollment of 75 students. Our school organization has allowed us to have one classroom at each grade level.

Presently, we have 18 students identified as ELL learners, which represents 24% of the school population. There are many languages represented, with most of our ELL learners speaking Mandarin, Cantonese, Farsi, and Russian as their home language. In addition, we have students with a variety of learning and behavioural needs and Ministry of Education designation of autism spectrum disorder.

Cypress Park is situated on beautiful school grounds with access to the forest and ocean within a few minutes' walk. We have strong parent support for our programs and staff, and many opportunities are provided for our students to share their learning.

Teacher collaboration is at the core of all curricular planning. We are committed to providing an enriched learning experience for our students that reflect best practice. We are committed to developing in our students their ability to have voice and choice in their learning to become responsible, reflective school citizens.

The Cypress Park Parent Advisory Council provides tremendous support for the learning community. Parents are an integral part of our team, and their involvement is extensive and essential to the success of the school. Our stellar teaching staff combined with the dedicated committed parent community creates a strong sense of family in this small school setting.

Identified Goal:

Is your goal specific, meaningful, measurable and evidence informed?

Cypress Park students will engage in learning through the lens of the Learner Profile, to empower their self-efficacy and social competence.

Rationale for Goal

Why is this goal important to your school community?

How will this goal improve educational outcomes for students?

Our goal of engaging Cypress Park students in learning through the lens of the Learner Profile is crucial because it fosters an environment where students are empowered to take ownership of

their learning journey. By emphasizing qualities such as being reflective, open-minded, and principled, we are equipping students with the skills and mindset necessary for success both academically and socially. In today's world, students need more than just subject knowledge—they must be able to navigate challenges, collaborate with others, and approach learning with confidence and resilience. Our goal is aligned with the Mission of the IB and pedagogy of the Primary Years Program with our commitment to developing well-rounded individuals who are not only prepared for academic success but are also capable of contributing meaningfully to their communities. It encourages students to view their learning experiences holistically, helping them to develop self-awareness, self-regulation, and interpersonal skills. By engaging in learning through the Learner Profile, students will build their self-efficacy—the belief in their ability to achieve goals—while also enhancing their social competence, which is vital for creating positive relationships and thriving in varied environments.

Ultimately, by fostering these skills, reaching our goal will improve educational outcomes for students by nurturing not only intellectual growth but also emotional and social development. Students who feel empowered and confident in their abilities are more likely to take initiative in their learning, collaborate effectively with others, and approach challenges with a positive mindset. These outcomes will not only enhance academic performance but will also prepare students to be lifelong learners who are adaptable, empathetic, and ready to contribute to society in meaningful ways.

Evidence/Data

What evidence/data is leading your school to this goal?

What student success data do you want to improve? What are your measures of success?

Staff provided feedback on their observations of students through staff meetings and FESL team meetings. Themes that emerged from these meetings were centered around students' social and self-management skills – what they are and when and how to use them. In addition, knowing when to use specific skills for different situations, such as sharing their learning, or navigating conflict with a peer.

As an IB school, we spent the last year and a half developing Learner Profile posters. The process included all students from choosing an Indigenous animal to represent a trait, to selecting the statements and symbols to represent each one. We wanted to build on this progress and continue to highlight the Learner Profiles in a deeper way.

We plan to interview and survey students before and during the implementation of our goal and we hope to see an increased understanding and growth of knowledge over time of self-efficacy and social competence, as well as an increase in students applying these to their learning and in daily interactions.

We should see an increase and/or continued success in academic indicators. Data used to inform progress could include:

- Foundational Skills Assessment (tracking former CP students currently at WB who complete the assessments in the Fall)

- School Wide Write
- Literacy Assessment Tools (DIBELS, PM Benchmarks)

We should see increased reports of high well-being as reported by former CP students currently at WB:

- MDI
- Student Learning Survey

Stakeholder Engagement

How have you included the perspectives/voice of all stakeholders in your school community?
How will you ensure ongoing collaboration with all your different stakeholders?

Stakeholders in our school community are a valued voice throughout the development and implementation of our FESL. Parents were invited to fill out a survey to share what is important to them. We asked for the rationale of their chosen focus and asked for any other feedback to share about the process. A theme that emerged from their survey results was centered around social-emotional learning.

We will continue to provide opportunities for ongoing collaboration with families and teachers. We will seek feedback regarding the communication of our goal (do they know what our goal is?) and if they notice improvements in the area we are focusing on.

Connection to the District FESL Goals (Sense of Belonging, Numeracy, Career and Life Goal Preparation)

Our goal is linked to the District FESL Sense of Belonging goal. In particular, the Ministry of Education and Child Care Core Competencies support students in their growth as educated citizens.

Students who are personally aware and responsible demonstrate self-respect, persevere in difficult situations, and exercise responsibility. They understand that there are consequences for their decisions and actions. A personally aware and responsible individual takes steps to ensure their well-being; sets goals and monitors progress; regulates emotions and manages stress; and recognizes and advocates for their own rights.

Students who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging.

Action Plan

What is your action plan for your FESL goal?
What specific strategies will you implement each year?
What resources, supports, and professional learning will you need to meet your goal?
What structures will you put in place to ensure an ongoing focus towards your goal?

Year 1:

Develop and communicate plan with shared language and understanding of the Learner Profile, self-efficacy, and social competence.

Create measurement tools and collect baseline interviews and surveys.

Consider Learner Profile trait focus per month and establishing a whole school inquiry

Year 2

Year 3

Reflection/Summary of Learning/Next Steps (End of each year))

What are the highlights of your learning journey for this year?

What progress have you made? How do you know this?

What aspects of your plan do you need to refine or adjust?