



OUR IDENTITY STATEMENT

As an arts-integrated school in District 11, Columbia Elementary's purpose is to engage learners in a connected and empowering community, where critical thinking, curiosity, and wonder are nurtured through inquiry and arts for all.

In addition to our commitment to create a safe and healthy environment for all learners, we have established three focus areas for our school.

The focus areas are written as results statements that reflect an ambitious outcome we aim for the system to deliver for each student.

Columbia's role in achieving these goals is to create the conditions that empower teachers to enable these principles to flourish in classrooms across the school.

FOCUS AREAS

FOCUS AREA 1	Creative processes that nurture curiosity and wonder through arts integration
FOCUS AREA 2	Connected Community
FOCUS AREA 3	Empowered Learners



FOCUS AREA 1:

CREATIVE PROCESSES THAT NURTURE CURIOSITY AND WONDER THROUGH ARTS INTEGRATION

Each student will have access to rich learning experiences that are based in principles of art integration in order to make deeper learning connections, bring real-world connection, and empower creative expression of learning.

What will we see?

Learners have opportunities to infuse creativity, critical thinking, and inquiry in learning. Our students demonstrate learning in a variety of ways while deepening their understanding of concepts across content. When you visit classrooms at Columbia you feel a buzz of learning and process. Our students see themselves as part of a collaborative community as they engage in work that values both process and product. While we engage with each content area, our learners seek opportunities to connect the learning across subjects and construct and demonstrate meaning through responding to inquiry questions, collaborating with one another, and developing creativity and voice that is shared as evidence of learning.

Focus Area 1: Creative processes that nurture curiosity and wonder through arts integration								
Our school's culture develops and nurtures inquiry, creativity, and wonder <u>daily</u> through focused efforts that support student-generated questions.			Our teachers envision themselves as collaborators in the creative process alongside their students in the classroom.			Demonstrations of learning are valued within our school culture as a way for students to display academic and Graduate Profile skills (i.e. student-led conferences, showcase learning events, performance assessments, etc.).		
Y1	Y2	Y3	Y1	Y2	Y3	Y1	Y2	Y3



FOCUS AREA 2:

CONNECTED COMMUNITY

Each student at Columbia is known, seen, heard, and celebrated through our focus on deeply valuing and fostering community.

What will we see?

At Columbia, intentional and supportive collaboration is evident in both mindset and action. This culture is reflected in all relationships within and beyond the walls of our building. We work to develop mutually beneficial community partnerships, connect with our families and the wider community, and see Columbia as a hub of our thriving local community. Our relationships with one another are driven by learning being a socially connected experience for students, teachers, families and the community.

Focus Area 2: Connected Community									
Our school employs ongoing, frequent two-way multi-faceted communication with the larger community including building critical partnerships and connections with educational/art organizations, and community partners.			Educators develop a deep knowledge of learners through ongoing, intentional relationship building to prioritize the physical, social, and emotional needs of our students and staff members.			Our school leaders and staff value and refine shared leadership practices to co-create structures by prioritizing building relationships to aid in professional advancement, mentoring, and coaching to support teachers sharing innovative or effective strategies and expertise to serve as mentors for students and other educators within the building.			
Y1	Y2	Y3	Y1	Y2	Y3	Y1	Y2	Y3	



FOCUS AREA 3:

EMPOWERED LEARNERS

Our students come to school to learn much more than content, they come to be active participants in their own learning journey. By empowering our learners to access creativity and share voice in learning we see increased engagement, self-efficacy, and self-esteem.

What will we see?

All learners reflect on personal learning, take initiative, and set goals. Our learners embody the D11 Graduate Profile characteristics as evidenced by them being resilient leaders who have active agency and voice over their own learning.

Focus Area 3: Empowered Learners								
Learners are encouraged to inquire, explore, create, share, and reflect in relevant, authentic ways across all content areas.			Experiences throughout the learning environment are culturally responsive and inclusive of a diverse student population to meet the needs of all learners.			Our learners have choices in their learning environments and approaches based on need, preference, and specific learning activities.		
Y1	Y2	Y3	Y1	Y2	Y3	Y1	Y2	Y3