

# SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

**SCHOOL:** Courtenay Elementary

**PRINCIPAL:** Al Johnson

**ASSOCIATE SUPERINTENDENT:** Jay Dixon

## 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):** Inclusion, Student-Centered Assessment

## RATIONALE

At Courtenay El, we the value diversity of our 228 students. We have 28 students with special needs, 52 students with Indigenous ancestry, and 32 students who are English Language Learners. Staff have developed a deep understanding of the needs unique to the community and what works for student success. Through our "systems committee" staff members have critically examined processes at the school. This has led to a complete restructuring of how we support students with diverse needs. This restructuring went from changing how learning support is delivered and how we support students with special needs to permanently providing spaces for our learners with diverse needs to thrive.

## ACTION PLAN

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

Given our diverse population, we emphasize individualized learning using Jolly Phonics. In 2024, a space was created so children with special needs can get targeted support. An LST is working on children's fine motor skills, numeracy development, and literacy skills in a small group setting. To quote a teacher, "I have never, in all my years of teaching, felt that my children with special needs have been so well taken care of". Students with highly diverse needs have 2 homes in our school – their regular classroom and the learning support space. We currently have 32 ELL students. These students receive targeted support from our ELL teacher, with a focus on literacy. Supporting students at a "just right" level is crucial to their English development and our ELL teacher is highly skilled in meeting her students where they are at. Through student profiles, we are finding ways to pass information from one teacher to the next to build continuity of learning and supports students more quickly. This contributes to self-regulation because we're not floundering in September. We have had good staff feedback about this information.

## EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

Inclusion: IEPs, meetings, designations, support plans, feedback from district staff, positive behaviour support plans. Ablys and Modified Bridge Assessment for our most complex and non-verbal students. Student-Centered Assessment: According to data from September 2024, 47% of students were at the emerging or developing level in reading. In September 2024, we looked at reading, writing and math data. We will be reassessing in June of 2025.

## LITERACY FOCUS

We focused on early intervention in literacy and are using district assessments to evaluate this work. We are now seeing results of early intervention through growth in reading.

## NUMERACY FOCUS

Teachers have prioritized number sense in their pro-d. This includes training in First Steps in Mathematics, Number sense talks, number sense booklets, and use of the SNAP.

**PRINCIPAL:** \_\_\_\_\_

**ASSOCIATE SUPERINTENDENT:** \_\_\_\_\_

**DATE:** \_\_\_\_\_