

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Brooklyn Elementary

PRINCIPAL: Mireille Appelbe

ASSOCIATE SUPERINTENDENT: Vivian Collyer

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

RATIONALE

Prioritizing inclusion ensures that all students, regardless of ability, background, culture or identity, feel safe, accepted, and valued in their learning environment. Inclusion helps all students by building empathy, compassion, and kindness. Inclusive classrooms promote higher academic achievement, better problem-solving, increased empathy and improved collaboration skills among all students. Students who feel a strong sense of belonging and safety are more likely to take risks, ask questions and express ideas. Belonging fuels motivation which in turn increases connection and participation. This belonging then radiates to the greater school community and benefits all.

ACTION PLAN

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

We will continue to build staff awareness and capacity regarding inclusive practices. • Training on unconscious bias, trauma-informed practices, differentiated instructions and culturally responsive classrooms. • Sessions focused on supporting neurodiverse learners, students with disabilities and diverse cultural backgrounds • Support teachers in knowing how best to handle any acts of discrimination so that students feel heard and valued • Provide reading materials, school wide performances and lesson plans that celebrate and represent different races, cultures, and backgrounds • Teaching resources that focus on recognizing racism and biases, and help students move towards being upstanders • School wide celebrations of Heritage Month and Cultural Days Improve the school environment; • Install inclusive playground equipment • Ensure all students have equal access to classrooms, learning spaces and play areas • Review Code of Conduct to insure it is equitable and restorative and includes specific language around racist incidents

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

At Brooklyn have had 11 incident of students using racist language towards other students over the last two years. We are finding that although students do not fully understand the severity of what they are saying, they do understand that the impact will be hurtful. Therefor ongoing education, representation and firm consequences are needed as well as better communication with families to underscore the problem and ask for cooperation.

LITERACY FOCUS

Our focus is intermediate readers. A team of teachers are working with district literacy specialist to increase fluence and pilot the REWARDS word fluency program.

NUMERACY FOCUS

We will continue building on foundations of common language and practice in number sense gr. K-7 with the use of fluency skills booklets and SNAP assessment