

# SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

**SCHOOL:** Denman Island Community School

**PRINCIPAL:** Amei Mai

**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):** Decolonizing and Indigenizing, Inclusion, Social Emotional Learning

## RATIONALE

We aim to cultivate a school culture of respect, equity, and belonging to enable students to navigate a diverse & complex world with empathy and integrity. Daily, we aim to challenge ableism and discrimination, and nurture empathy, cooperation, and mutual respect among students. Students learn best when they exhibit self-awareness, self-regulate, develop social awareness, build strong relationships, and make decisions responsibly. Infusing Indigenous education, SEL, and culturally-responsive teaching helps to prevent bullying, reduce stress, and create a safe and supportive environment where students can engage in deep learning.

## ACTION PLAN

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

- Work with counseling and learning support team to co-teach SEL, friendship skills, and health education.
- Explicitly teach anti-bullying skills (with counselor, classroom teachers, and other staff): defining bullying, resolving peer conflicts, communication skills, decreasing physicality, showing daily respect and gratitude
- Promote schoolwide values: cooperation, respect, resilience, intergenerational knowledge, non-violence, kindness
- Pro-d: Violence Threat Risk Assessments (VTRAs), Low Arousal Training, Crisis Prevention Intervention (CPI) and Non-violent communication.
- Continue to use the sensory room for a regulation, calming • space. Work with OT & Inclusive Education to continue to train staff on how to use this space.
- Engage the community to create a strong sense of belonging. Create Denman speaker & workshop leader "library" (database) with PAC.
- Continue to expand and improve Outdoor Education & Indigenous Education in the garden and school grounds.
- Continued professional learning for math and literacy in multi-age classrooms.

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

Informal assessments & observations and provincial assessments over time help determine our success. The student learning survey data shows that of 83% gr 7 students express they are learning communication skills, how to care for their mental & physical health, can make a difference in their community, make new friends, face difficult tasks, etc. Informal observations for our grades 3 & 4 students show similar results; generally, they are a resilient, positive, connected group of students. Informal observations for our kindergarten-gr 2 students show that these students need continued growth in self esteem & conflict resolution including explicit instruction: anti bullying, friendship skills.

## LITERACY FOCUS

We will use literacy data (DIBELS, ORF & others), & classroom & anecdotal data to continue to improve literacy development with a focus on targeted instruction in phonemic and phonological awareness.

## NUMERACY FOCUS

To decolonize math instruction & build concept knowledge in multi-age classes, we will continue to develop, demonstrate, & apply mathematical understanding thro1.Jgh play, inquiry, and daily practice.