

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Queneesh Elementary

PRINCIPAL: Jason Cobey

ASSOCIATE SUPERINTENDENT: Joe Heslip

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): Social Emotional Learning

RATIONALE

Queneesh has a diverse student population with many complex social and emotional challenges. Many of our students and families require district and community supports. Queneesh staff have chosen SEL as their top priority. Research shows that SEL improves students' social skills, emotional regulation, and academic performance. Aligning with the district's SEL design principle, this goal supports the development of the whole child and creates a foundation for lifelong learning.

ACTION PLAN

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

-Provide professional learning opportunities on SEL competencies and trauma-informed practices. - Focus on the five core competencies of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making -Organize inquiry-based learning teams on SEL topics, i.e., adult SEL, outdoor learning, family engagement & community connection, PBIS and positive school culture, formative assessment, structured play & social skills, flexible learning environments and trauma-informed practices (teachers) -integrate SEL into existing curriculum (teachers) -conduct monthly staff collaboration meetings to share SEL strategies and reflect on implementation (admin, teachers) - engage families through SEL-focused newsletters and workshops, school community events, i.e., student-led conferences & celebrations of learning, monthly assemblies (admin, community engagement committee) -establish a student-led SEL committee to promote peer leadership and voice (admin, counselor)

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

- Student and Staff Climate Survey (pre/post comparison on belonging, safety, and emotional well-being) -Teacher Tracking of SEL Strategies based on inquiry research & collaboration -Behavioural Data (reduction in office referrals, increase in positive behaviour reports) -Attendance Records (improved student attendance) -Anecdotal Evidence (student and teacher reflections, classroom observations)

LITERACY FOCUS

- Student and Staff Climate Survey (pre/post comparison on belonging, safety, and emotional well-being) - Teacher Tracking of SEL Strategies based on inquiry research & collaboration -Behavioural Data

NUMERACY FOCUS

Use assessment data to identify student numeracy needs and apply targeted district resources (e.g., number booklets) to improve math outcomes.