

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Ecole Robb Road Elementary

PRINCIPAL: Stephane LeBlanc

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): Inclusion, Personalized Learning

RATIONALE

French immersion is an increasingly inclusive program, and we are rapidly transforming our instructional practice to respond to these diverse classes. Personalizing and differentiating instruction, as well as offering more choice and learning tools, are part of our efforts to empower each student to grow and succeed in French Immersion. Our specific school goal is: We will create inclusive classroom cultures where we will see students who have: Different tools to meet their needs Access to work at their level (and their level +1) Choices in how they show their learning

ACTION PLAN

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

Strategies: Supporting students in articulating and advocating for their own learning needs Professional development and discussions around the value of choice and the validity of demonstrating learning in less traditional ways Literacy centres Levelled high interest reading programs Explicit, sequential phonetic programs Incorporation of assistive technology Individualized reading and writing goals Classroom routines that allow for on-going assessment and feedback Numeracy centres Many ways to demonstrate learning (paper routines, whiteboard, discussion, manipulatives) Numeracy routines, talks, games and visuals (clotheslines, large SNAP) Chances to extend learning Resources that we need to invest in: Release time for: reading assessments with 1:1 personalized conference feedback differentiating units of inquiry collaboration Creating more flexible learning spaces for small group learning and choice of learning environment (cozy learning corners, flexible seating, etc) Materials for strengthening literacy centres in primary, and time/materials for creating high interest literacy centres for upper intermediate.

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

We will visibly see students in classes with: Different tools to meet their needs Access to work at their level (and their level +1) Choices in how they show their learning Student voice: Students will complete a survey about how much and how often they have access to tools, appropriate work level and choices, especially in literacy and numeracy activities. Student data: We will use data from the K and 2 assessments, SNAP as well as Gr 6 and FSA to measure student academic progress and success. Staff voice: We will compare data with this year's baseline teacher survey.

LITERACY FOCUS

Supporting student literacy through activities with multiple access points (literacy centres K-7, leveled reading programs w/ choice, lit circles, asst. tech skills, ongoing personalized feedback)

NUMERACY FOCUS

Honouring multiple ways to demonstrate mathematical thinking (numeracy centres, whiteboard, manipulatives, visuals, pencil/paper numeracy routines, math talks, games, chances to extend)