

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Royston Elementary

PRINCIPAL: Lee McKillican

ASSOCIATE SUPERINTENDENT: Sean Lamoureux

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, Social Emotional Learning

RATIONALE

Royston is committed to creating a positive school culture for students, staff, parents, and the broader community that fosters empathy, and is supportive of an inclusive school environment that honours diverse learning needs and promotes a sense of belonging; that enhances student well-being, equipping students with essential life skills such as self-regulation and responsible decision making; and improves academic performance. SEL also enhances staff well-being which promotes positive teacher student rapport- the number one predictor of student success.

ACTION PLAN

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

1. Improved Academic Performance: All students will participate in learning the core competencies which are a set of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deeper learning. (Inclusion/SEL/Decolonization) 2. Enhanced Student Well-Being: Royston will provide a "Rest and Reset" room: a learning space for all students to develop self-regulation skills, through co-regulation strategies. (Inclusion/SEL/Personalized Learning) 3. Professional Development: Royston is committed to ongoing SEL Professional Development for all staff members. For SEL to be effective, it must extend beyond students to include educators and staff. Our plan includes the learning opportunities that will equip teachers with the ability to model and integrate SEL competencies into their teaching practices. (Inclusion/SEL) 4. Parent and Community Engagement- Involving parents/community through several evening SEL learning sessions is integral to student success because SEL is most effective when parents and guardians are part of the program. (Inclusion/SEL)

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

Academic Assessment: • Evidence based • Ongoing • Specific/helpful/actionable • Peer Assessment • strengths-based descriptive feedback Data Collection: • SD71 Literacy Assessment (K, 2, 6) • SD71 Numeracy Assessment (SNAP 3, 5) • Foundation, Skills, Assessment (FSA 4) • LTRS Spelling Assessment (all grades – Oct/Mar/Jun) • Reading Benchmark • MyEd Attendance /Conduct Reviews • School Based Team (SBT) Reports Student Self-Assessment: • Student self-reflection of the core competencies • Goal Setting • Student Learning Surveys (SLS) Student/Staff/Parent/Broader Community: • Empathy interviews • Surveys (ongoing)

LITERACY FOCUS

Improve reading comprehension through evidence-based instruction, differentiated tiered support and implementation of specific reading strategies such as connecting, questioning and inferring.

NUMERACY FOCUS

Improve numeracy through number talks, targeted interventions (tiers 2 and 3), application of real-world problem-solving strategies, progress monitoring and on-going assessments (descriptive feedback)