

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Valley View Elementary

PRINCIPAL: Michelle Mowbray

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): Personalized Learning, Social Emotional Learning, Flexible Learning Environments

RATIONALE

At Valley View Elementary, we prioritize self-regulation so students are ready to learn. Staff use student-friendly core competency language to help students access tools that meet their individual needs: I can manage my feelings, respect boundaries, take responsibility, and keep trying even when it's hard. Student readiness is vital to a successful learning community. We've observed increased dysregulation, especially in our primary students (K-2), and recognize the need for continued support and instruction to help them develop these essential skills.

ACTION PLAN

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

At Valley View Elementary, we've launched a variety of initiatives to support student self-regulation and readiness to learn. "Regulation Stations" are now set up in each of our three communal pods, offering tools and visuals co-developed with district OTs. Staff and students receive training prior to use, and resources are funded by PAC and grants. Conflict resolution and problem-solving are emphasized through programs like WITS, focusing on restitution and personal growth. Our shared values are promoted with "Bucket Filler Tickets" and assemblies, using consistent language school-wide. Staff engage in ongoing professional development in trauma-informed practices and understanding behavior as communication. Four self-regulation goals guide classroom practice and are shared in monthly staff meetings. Calming spaces throughout the building offer supportive environments with lighting, music, regulation tools, and flexible seating. Leadership and mentorship programs build peer connections. We use Zones of Regulation, teach about brain function and neurodiversity.

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

Improvements in self regulation correlate to greater academic success as seen using a mix of informal observations, the MDI, FSA, student self-assessments and SBT notes. MDI results show strong prosocial behaviour and a self-regulation increase from 41% to 53% "I can calm myself down when I'm excited or upset", though we see continued opportunity for growth in helping students manage emotions and behaviour. Grade 7 FSA results reflect steady literacy gains (89% on track/extending), following three years of targeted writing instruction. A slight decline in numeracy (76% to 73%) has prompted a shift in focus to better support student growth in that area.

LITERACY FOCUS

Valley View staff support literacy by forming cross-age groups for targeted reading/writing practice. K/1 teachers, CST, and TL collaborate to teach key skills four times a week.

NUMERACY FOCUS

Valley View will focus on foundational numeracy next year, using common assessments and PD on SNAP and First Steps to improve number sense school-wide.