

Open Committee of the Whole Meeting

AGENDA

Date: Tuesday January 13, 2026

Time: 7:00 pm

Venue: School Board Office, Second Floor

Committee Members: Chelsea McCannel-Keene, Meeting Chairperson Michelle Waite, Board Chairperson Sarah Jane Howe, Board Vice Chair Cristi May Sacht, Trustee Janice Caton, Trustee Shannon Aldinger, Trustee Susan Leslie, Trustee	Staff: Dr. Jeremy Morrow, Superintendent of Schools and Acting Secretary Treasurer
Regrets: none	
Recording Secretary: Candace Jesson, Manager Administrative Services & Projects	
Committee Members: Partner Groups – 2 members invited from each group Indigenous Education Council (IEC) District Parents Advisory Council (DPAC) Canadian Union of Public Employees (CUPE 439) Comox District Teachers Association (CDTA) Comox Valley Principals and Vice-Principals Association (CVPVPA)	

A. WELCOME AND CALL TO ORDER

The Board of Education acknowledges that we are on the traditional territories of the K'ómoks First Nation. We would like to thank them for the privilege of living on their land and the gift of working with their children.

B. ADOPTION OF AGENDA

Pages 1-2

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the January 13, 2026 Open Committee of the Whole agenda as presented.

C. EDUCATION

1. Review School Growth Plans

Pages 3-37

Jay Dixon, Associate Superintendent and
Vivian Collyer, Associate Superintendent

School District No. 71 (Comox Valley) Board of Education

Vision Statement - Compassionate, connected and personalized learning for all.

Purpose Statement – To create safe, equitable learning environments that lift each learner to thrive, grow and to share their unique gifts.

D. GOVERNANCE

1. None

E. POLICY

1. None

F. OPERATIONS

1. None

G. FINANCE

1. None

H. OTHER

1. None

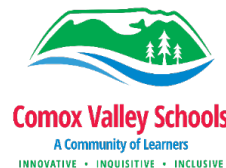
I. ADJOURNMENT

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) adjourn the January 13, 2026, Open Committee of the Whole meeting.

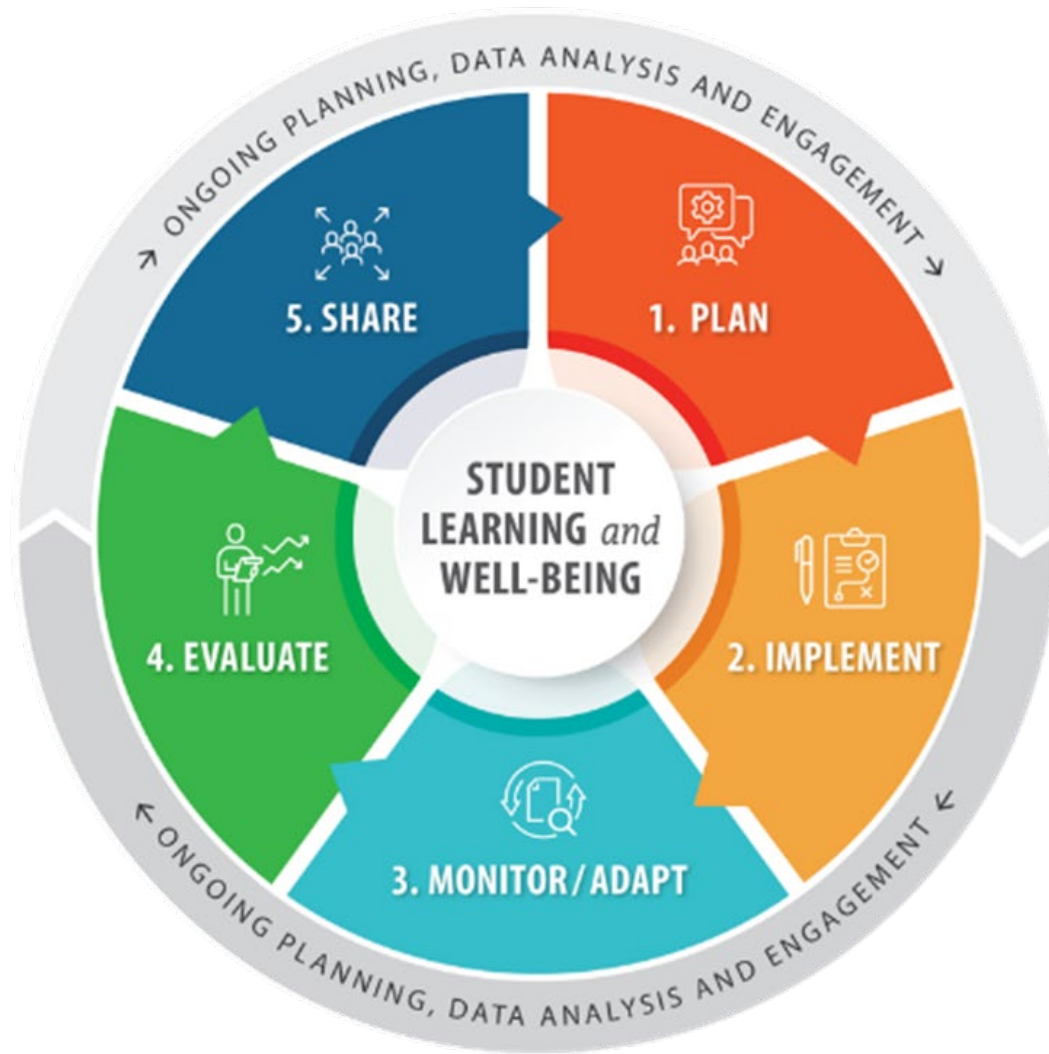
School Growth Plans:

Our Focus on Continuous Improvement in Student Learning



Presented to the Committee of the Whole
by Vivian Collyer and Jay Dixon, Associate Superintendents
January 13, 2026

FRAMEWORK FOR ENHANCING STUDENT LEARNING



Improve Educational Outcomes for all Students

Boards of education will set, create and maintain a strategic plan, annually report on student outcomes and put systems in place to continuously improve the educational outcomes for all students and improve equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

The Educated Citizen

- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who have a positive self image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well-being;
- cooperative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.



Focus on The Educated Citizen

The preamble to the School Act and the Statement of Education Policy Order (Mandate for the School System) states, the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy. To achieve this purpose, we have a collective mandate to develop the Educated Citizen defined as the intellectual, human and social and career development of every student.

FRAMEWORK FOR ENHANCING STUDENT LEARNING



Enable through capacity building, strategic planning, coordinated implementation and reporting

In order to ensure a system-wide focus on continuously improving educational outcomes for all students, Ministry policy specifies the responsibilities for boards of education with respect to strategic planning and reporting of educational outcomes. And, in turn, district strategic plans inform the development of annual school growth plans, in relationship to student learning data and provincial learning standards.

STRATEGIC PLAN FOR EDUCATION

District’s 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 PRINCIPLES

“If we create inclusive, wholistic*, and personalized learning environments through...

DECOLONIZING AND INDIGENIZING

Our approach incorporates decolonizing practices and learning from knowledge keepers to Indigenize our educational environments and practices. This restorative, strength-based method honours the traditional knowledge and ways of being of the K’omoks peoples (Pentlatch, leeksun, Sahtloot, and Sasitla), the traditional keepers of this territory. Gathering in a circle fosters relationships, identity, connection, and reflection, nurturing the whole person.

We are committed to ongoing education on our journey to reconciliation, including learning Canada’s true history and exploring cultural humility.

INCLUSION

We honour diverse learning needs and respect every child’s dignity and unique gifts. Each student is seen, heard, and valued, driving the creation of compassionate learning environments that promote belonging, positive mental health, and deep, meaningful learning. Socially and emotionally safe spaces ensure the right tools, resources, spaces, and access points are available.

PERSONALIZED LEARNING

This principle fosters student agency, encouraging creativity and inquiry through individual choice, voice, relevance, and engagement. Continuous feedback and reflection support progress along each student’s unique learning journey.

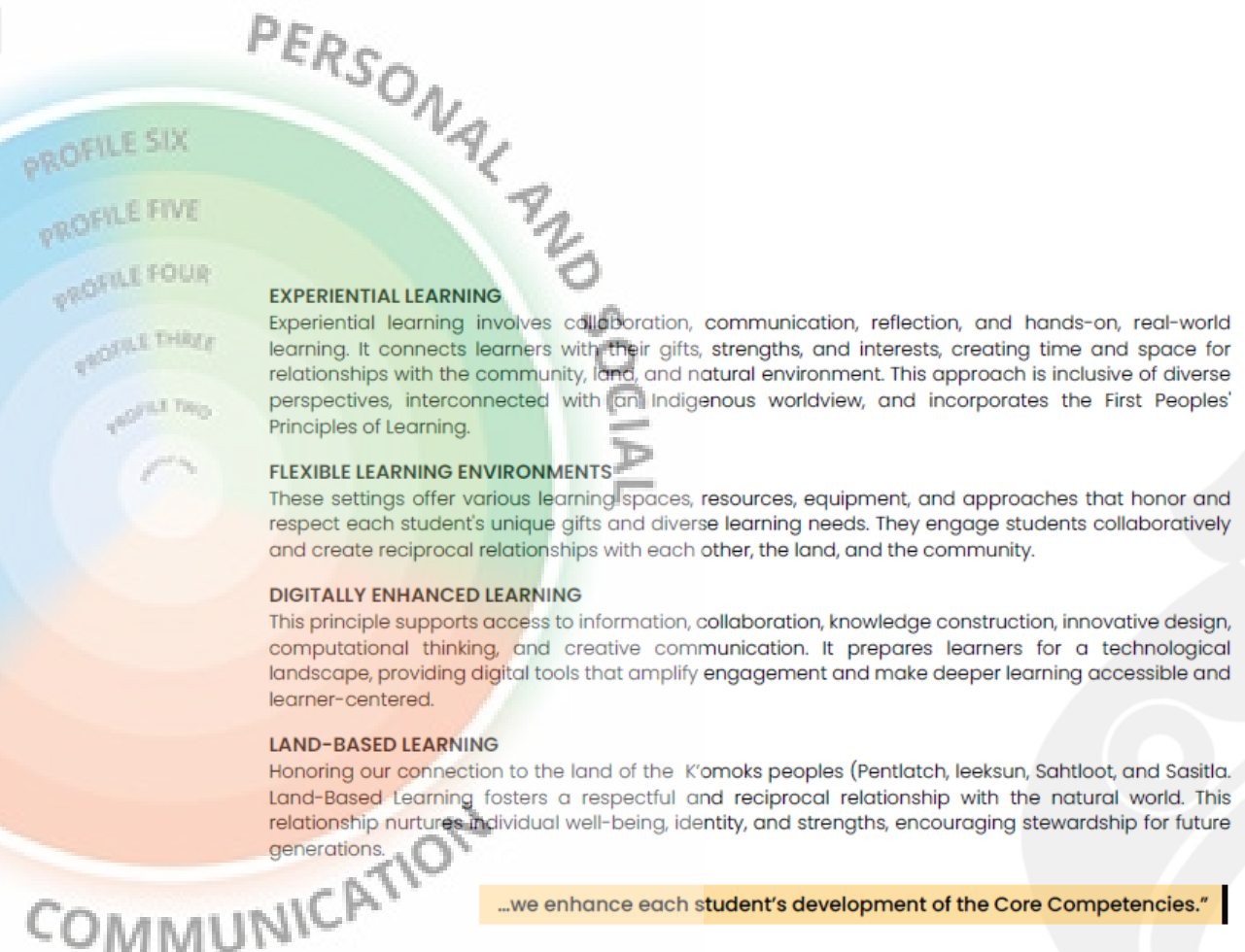
STUDENT-CENTERED ASSESSMENT

This approach provides students with voice and choice in demonstrating their learning. It prioritizes formative, peer, and self-assessment, goal setting, co-creating criteria, and descriptive feedback.

SOCIAL EMOTIONAL LEARNING (SEL)

SEL is a design principle that advances educational equity and excellence and the promotion of positive mental health. It aims to assist all students to acquire and apply the knowledge, skills, and attitudes to develop healthy identities, to manage emotions and achieve personal and collective goals, to feel and show empathy for others, to establish and maintain supportive relationships, and to make responsible and caring decisions.

SEL can help address various forms of inequity and empower young people and adults to co-create thriving, safe, healthy, and just classrooms, schools, and communities.



EXPERIENTIAL LEARNING

Experiential learning involves collaboration, communication, reflection, and hands-on, real-world learning. It connects learners with their gifts, strengths, and interests, creating time and space for relationships with the community, land, and natural environment. This approach is inclusive of diverse perspectives, interconnected with an Indigenous worldview, and incorporates the First Peoples’ Principles of Learning.

FLEXIBLE LEARNING ENVIRONMENTS

These settings offer various learning spaces, resources, equipment, and approaches that honor and respect each student’s unique gifts and diverse learning needs. They engage students collaboratively and create reciprocal relationships with each other, the land, and the community.

DIGITALLY ENHANCED LEARNING

This principle supports access to information, collaboration, knowledge construction, innovative design, computational thinking, and creative communication. It prepares learners for a technological landscape, providing digital tools that amplify engagement and make deeper learning accessible and learner-centered.

LAND-BASED LEARNING

Honoring our connection to the land of the K’omoks peoples (Pentlatch, leeksun, Sahtloot, and Sasitla). Land-Based Learning fosters a respectful and reciprocal relationship with the natural world. This relationship nurtures individual well-being, identity, and strengths, encouraging stewardship for future generations.

...we enhance each student’s development of the Core Competencies.”

STRATEGIC PLAN FOR EDUCATION

LEARNING GOAL STATEMENT

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.

CRITICAL & REFLECTIVE THINKING:

Analyzing and critiquing
Questioning and investigating
Designing and developing

CREATIVE THINKING:

Creating and innovating
Generating and incubating
Evaluating and developing

COMMUNICATING:

Connecting and engaging with others
Focusing on intent and purpose
Acquiring and presenting information

COLLABORATING:

Working collectively
Supporting group interactions
Determining common purposes



PERSONAL AWARENESS & RESPONSIBILITY:

Self-Advocating
Self-regulating
Well-being

POSITIVE PERSONAL & CULTURAL IDENTITY:

Understanding relationships and cultural contexts
Recognizing personal values and choices
Identifying personal strengths and abilities

SOCIAL AWARENESS & RESPONSIBILITY:

Building Relationships
Contributing to community and caring for the environment
Resolving problems
Valuing Diversity

SD71 FRAMEWORKS AND STRATEGIC PLAN FOR EDUCATION

LEARNING GOAL STATEMENT

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.



EARLY YEARS LITERACY LEARNING - Pre-School to Grade 3

In early childhood, play and story are critical to language and literacy learning. Rich literature and storytelling, authentic literacy experiences, and explicit skills and strategy instruction are integrated to foster learner confidence, ability, and enjoyment.

PLAY
Play-based learning is a holistic and student-centred pedagogy that fosters the development of "communication, critical thinking, ability to make friends, responsibility, (as well as the foundations in how to) collaborate, persist, investigate, solve problems, innovate, acquire reading, writing, numeracy and digital literacy skills, and cross-cultural understanding." (Play Today, 2019, p.22)

Playful Learning Environments

- Student agency and voice
- Educator facilitation during play with opportunities for extended conversations to pursue literacy learning intentions (i.e., introducing complex vocabulary or a new skill)
- Learning environments designed to integrate learning intentions and play experiences, prompts and provocations for exploration; accessible materials for self-directed engagement
- Assessment and pedagogical documentation informed by learners' personal interests, needs and goals, as well as focused on depth over breadth

STORY
Storytelling and narrative structures are an integral part of teaching and learning. Traditions of story have been a method of sharing knowledge in indigenous communities for millennia. Frequent opportunities to listen to and talk about a variety of story forms in addition to authentic experiences as an author and reader promotes literacy, imagination, language, and emotional development. Story is a recognizable communication structure that encourages young children's learning about culture, values, worldviews, and theory of mind.

LITERACY FOUNDATIONS

Oral Language
Talk is a thinking tool that enables the sharing of ideas and opinions, questioning, purposeful planning, and reflecting on experiences. Regular constructive conversations with their teacher and peers fosters sense of community and positive learner identities. Encouraging contributions from all students and appreciating the ideas of others supports the development of learner confidence, sense of belonging, and ability to collaborate. Frequent opportunities to share family traditions and oral practices from indigenous pedagogies furthers oral language learning in culturally responsive ways.

Talk structures and routines:

- ✓ Frequent opportunities to practice conversation routines and structures, such as learning in circle, talking tables, Think/Pair/Share, and sentence starters
- ✓ Reflect aloud when conferencing with their teacher and in conversation with peers
- ✓ Extend learning during play and learning experiences

Oracy skills and strategies:

- ✓ Talk about self, family, and ideas
- ✓ Active listening, conversation routines, respectful peer interactions and turn-taking
- ✓ Story workshop, storytelling, and retelling
- ✓ Phonic awareness

Reading
Opportunities to engage in a variety of literature and informational texts as both listeners and readers introduces young learners to diverse perspectives and encourages exploration of the world. Whether imagining new possibilities or revisiting familiar situations, young children benefit in all areas of learning through the enjoyment of story.

v.4 September 2024

Intermediate/Middle Years - Numeracy Development in Grades 4-9

In the intermediate/middle years, learners continue to build confidence as mathematicians, learning through approaches that advantage their curiosity about the world and increasing need for independence and social belonging with peer groups. Rich tasks, authentic problem-solving, and explicit skills and strategy instruction are integrated. Hands-on learning continues to be critical to concept and skill development, as well as movement from concrete to abstract understanding and representations.

NUMERACY AND PROBLEM-SOLVING
Application of mathematical skills and strategies to engage effectively in everyday life and to address real world problems is the overarching goal of numeracy learning. Learning activities that deepen numeracy development and authentic application include:

- Student agency and voice as mathematicians and problem-solvers
- Rich experiential and hands-on numeracy tasks in a variety of learning environments (i.e., tracking water usage in the school garden, coding the movements of robots in the Learning Commons)
- Interdisciplinary learning activities that highlight how numeracy furthers understanding within and beyond the science of mathematics (i.e., finding the math work within seedwork and design, interpreting graphs about population growth in Social Studies)
- Inquiry-based approaches that encourage foster curiosity and real-world experiences (i.e., open-ended questions, project-based learning, design challenges, place-based learning)

IMPORTANCE OF COLLABORATION
Many First Peoples recognize all people are in relation with one another and the Land. "Inherent in this view...are the understandings that everything in the universe has a place there and deserves respect, and that all things are connected. A change to one part of a system affects all other parts of a system. From this vantage point, people appreciate that what affects one person affects others as well." (Many First Peoples, 2020, p.15)

Numeracy in today's world of complex problems requires the collective wisdom and creative solutions cultivated through collaboration among mathematicians, scientists, indigenous knowledge keepers, and local communities. As such, students benefit from numeracy practices that enable collaboration with others and authentic engagement as part of nature in ways that are respectful and honouring of community and place.

NUMERACY FOUNDATIONS
Community of Mathematicians
Mathematicians work with others to analyse challenges and seek solutions, acknowledging the contributions of their peers, building on one another's ideas, and sharing their research. Similarly, students develop confidence and independence as mathematicians when they regularly share their ideas and strategies within a supportive community of peers. Sense of community fosters authentic agency as young mathematicians, creating brave spaces where students can take risks in their learning, where grappling with complexity is normalized, and collaborative efforts are expected. Additionally, discussion about their ideas and strategies makes mathematical thinking explicit and enables reflection.

Rich Numeracy Tasks
Rich numeracy tasks engage students in authentic exploration, reasoning, and problem-solving. Inquiry-based approaches, open-ended learning activities, and real-world challenges with mathematical tools deepens conceptual understanding and strategic thinking.

v.4 Sept 2024

Cedar and cedar weaving hold deep cultural, spiritual, and practical significance for the K'ómoks peoples. Known as the 'Tree of Life,' cedar provides materials for everything from shelter and clothing to tools and sacred ceremonial items.

STRATEGIC PLAN FOR EDUCATION

Where can we find the school growth plans?



Comox Valley Schools
A Community of Learners
INNOVATION • INSPIRATION • WELLBEING

Search

[Our District](#) | [Board of Education](#) | [Schools](#) | [Family Info](#) | [Programs & Services](#) | [Employment](#) | [News](#)



COMOX VALLEY SCHOOLS
STRATEGIC PLAN
FOR EDUCATION

STRATEGIC PLAN DETAILS

- [Creating the Plan](#)
- [Board Message](#)
- [Design Principles](#)
- [Strategic Plan \(PDF\)](#)
- [School Growth Plans](#)

ARTWORK ACKNOWLEDGMENT

Comox Valley Schools gratefully acknowledges the Thunderbird artwork in this Strategic Plan, created by Karver Everson of the Kómoks First Nation, representing the Pentlatch people—on whose traditional lands the School Board Office resides. We thank Karver for generously sharing his artwork and cultural knowledge with us.

OUR STRATEGIC PLAN

The Board of Education acknowledges that we are on the traditional territories of the Kómoks First Nation. We would like to thank them for the privilege of living on their land and the gift of working with their children.

Vision
Compassionate, connected and personalized learning for all.

Purpose Statement
To create safe, equitable learning environments that lift each learner to thrive, grow and to share their unique gifts.

Truth And Reconciliation Commitment
We are deeply committed to learning, unlearning, and relearning and taking action for lasting Truth and Reconciliation.

Values
Shared values establish the foundation for our interactions as we pursue common goals. They help us demonstrate consistent and fair leadership, guiding our collaborative and productive efforts to achieve our vision.

LEARNING
Centering learning in all we do.

EQUITY
Leading with diversity as a strength and inclusion as a right.

RELATIONSHIPS
Connection, compassion, and respect in all that we do.

SAFETY
Learning communities where all feel safe and belong.

School Growth Plans - Comox Valley Schools



Contact Us | Staff | Office 365 | MyApps | MyEd BC | Portal



Comox Valley Schools
A Community of Learners
INNOVATION • INSPIRATION • WELLBEING

Search

[Our District](#) | [Board of Education](#) | [Schools](#) | [Family Info](#) | [Programs & Services](#) | [Employment](#) | [News](#)

School Growth Plans

You are here: Home / School Growth Plans

SCHOOL GROWTH PLANS



Comox Valley School's – Growth Plans by School:

- [Airport Elementary](#)
- [Arden Elementary](#)
- [Aspen Park Elementary](#)
- [Brooklyn Elementary](#)
- [Courtenay Elementary](#)
- [Cumberland Community School](#)
- [Denman Island Community School](#)
- [Ecole Puntledge Park Elementary](#)
- [Ecole Robb Road Elementary](#)
- [Glacier View Secondary](#)
- [Georges P. Vanier Secondary](#)
- [Hornby Island Community School](#)
- [Highland Secondary](#)
- [Huband Park Elementary](#)
- [Mark R. Isfeld Secondary School Ecole Secondaire](#)
- [Lake Trail Community School](#)
- [Miracle Beach Elementary](#)
- [Nalaeatsi](#)
- [Navigate-NIDES](#)
- [Queensh Elementary](#)
- [Royston Elementary](#)
- [Valley View Elementary](#)

SCHOOL GROWTH PLANS 2025 - 2026

LEARNING GOAL STATEMENT

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 Principles identified as the vehicle for fostering students' core competency development:

Courtenay	Inclusion	Student Centred assessment	
Denman	Decolonizing and Ind	Inclusion	SEL
Arden	Decolonizing and Ind	SEL	
Isfeld	Decolonizing and Ind	Personalized Learning	Flexible learning environments
Aspen	Inclusion	SEL	
Nides	Inclusion	Personalized Learning	Digitally enhanced learning
Queneesh	SEL		
Lake Trail	Personalized learning	SEL	Flexible learning environments
Highland	Student centred assessment		
Royston	Inclusion	SEL	
Hornby	Personalized learning	experiential Learning	Land based learning
Huband	Experiential learning	flexible learning environments	
Valley View	Personalized learning	SEL	Flexible learning environments
Brooklyn	Inclusion		
Nala'atsi	Personalized learning	SEL	Flexible learning environments
Puntledge	Decolonizing and Ind	SEL	
Robb Road	Inclusion	Personalized Learning	
Glacier view	Personalized learning	land based learning	
Vanier	Personalized learning	SEL	
Cumberland Community	Decolonizing and Ind	SEL	
Airport	Student centred assessment		
Miracle Beach	Inclusion	Personalized Learning	experiential learning

Social Emotional Learning
Personalized Learning
Inclusion
Decolonizing and Indigenizing

DISTRICT SUPPORT FOR IMPLEMENTATION

- School Growth Proposal Plans and Year-End Showcase and Celebration
- Observable Impact on Learning initiative for principals and vice principals
- Curriculum Support Teachers in elementary/middle schools and Community of Practice meetings
- Secondary Growth Team Leaders in middle/secondary schools and collaboration meetings
- District team of curriculum support teachers
- Primary and middle years collaborative inquiries for school teams
- Primary literacy coach residencies to support K-2 teachers
- Literacy and numeracy learning and assessment workshop series
- Middle/secondary flexible learning and learning through educational technologies workshops and projects
- Secondary “Friends of Assessment” learning group
- Connecting and Learning series for principals and vice principals
- Leading Learning series for elementary principals and vice principals
- Student Voice: Design Principles feedback and recommendations
- Literacy and Numeracy Frameworks
- Play Pedagogy initiative and Airport’s Primary Learning Community program

SCHOOL GROWTH PLANS 2025 - 2026




Let's take a closer look at a couple of school growth plans...

HABITS OF MIND - KEY QUESTIONS:

- What's working well? (strengths-based)
- What could be further developed? (growth area)
- What next? (actionable plan)





SCHOOL GROWTH PLAN
SUMMARY FOR 2025/26

SCHOOL: _____ PRINCIPAL: _____

ASSOCIATE SUPERINTENDENT: _____

LEARNING GOAL
CANYON 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):
RATIONALE

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

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

LITERACY FOCUS

NUMERACY FOCUS



Questions?



THANK YOU

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Airport Elementary

PRINCIPAL: Yolanda Lehton

ASSOCIATE SUPERINTENDENT: Jay Dixon

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): Student-Centered Assessment

RATIONALE

At Airport School we know it is important to develop a strong number sense in the early years of education as foundational for long-term mathematical success. A student-centered approach to assessment ensures that learners are active participants in their own mathematical growth, supporting a deeper, more meaningful understanding of numbers and operations. Centering assessment on students allows our educators to tailor instruction to individual needs, foster metacognitive skills, and promote ownership of learning. Adopting a student-centered approach to assessment in number sense is a powerful step toward fostering confident, capable, and curious life-long learners.

ACTION PLAN

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

Collective Teacher Efficacy: Mark the SNAP assessments together with similar grade teachers, analyze data together, identify common challenges, use common language in instruction. Manipulatives: Use physical objects like blocks, counters, beads, fraction strips, decimal squares, etc. to help students visualize numbers and their relationships. Number Talks: Engage students in discussions about numbers, encouraging them to share their thought processes and strategies for solving problems. Visual Models: Incorporate visual aids, such as number lines, ten frames, or hundreds charts, to help students understand numerical concepts. Games and Activities: Utilize math games that promote counting, addition, and subtraction in a fun and interactive way. Estimation: Encourage students to estimate quantities or answers before calculating to develop their intuition about numbers. Real-Life Connections: Integrate math into everyday activities, such as cooking or shopping, to demonstrate the practical use of numbers. Peer Collaboration: Encourage group work where students can discuss their approaches and reasoning, promoting a deeper understanding through

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

Use of the SNAP Math tool as both a formative and summative assessment tool. Grades K – 7 will assess students by the end of November based on the previous year's outcomes. Grade K – 7 teachers will assess students by the end of May based on current year's outcomes

LITERACY FOCUS

Primary focus on reading fluency - LETRS spelling screener and Benchmarks for readers Intermediate focus on reading fluency and comprehension - San Diego Quick/LETRS spelling, Benchmarks

NUMERACY FOCUS

Numeracy focus is on number sense including number concepts and representing numbers in multiple ways. Assessment twice a year using the SNAP assessment tool and other comprehensive assessment tools

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Arden Elementary

PRINCIPAL: Andrew Ferneyhough

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, Social Emotional Learning

RATIONALE

Focusing on the design principles of Social Emotional Learning (SEL) and Decolonizing and Indigenizing supports Arden Elementary's school goals by fostering inclusive, culturally responsive environments where all students feel valued, understood, and empowered. These principles promote well-being, equity, and authentic engagement, laying the foundation for meaningful learning and community connection.

ACTION PLAN

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

Some of our strategies include: Setting up a Body Break Room for scheduled student breaks; Staff teach caring, calming and self-regulation strategies through the care of classroom pets. Complex Behaviour Teacher/School Counsellor runs social skills interventions, while Everyday Speech program aids SEL development. Positive behavior is recognized with Golden Eagle tickets. Whole-school assemblies cover Arden Way/WITS. Trauma-informed training. Youth and Family Program Worker supports students/families. PAC promotes family engagement with events. Community partnerships built through and with SEY2KT, Bonanza and Boys & Girls Club. Arden Community Club fosters a safe space for students. Weekly Wheelie Wednesday to promote exercise Indigenous learning at Arden includes visits from cultural presenters, use of Qualicum First Nations Kits, and connection to Indigenous Elder. Students explore Indigenous plants and sites through outdoor learning. Am'lala sa Ƙumuxse' (Welcome Song) plays biweekly. Events include a whole-school 5Km walk on National Indigenous Peoples' Day and participation in the Warriors Program.

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

Evidence includes teacher observations (student behavior, participation, peer/adult interactions), work samples tied to Indigenous learning; Administration Data (behavior tracking, attendance, engagement); Student Reflections (MDI results); and Parent/Guardian Feedback (reports about changes at home, Student-led conferences). Combining these sources over time provides a fuller picture of SEL and Indigenous learning impact and areas for support.

LITERACY FOCUS

Redefining RTI by meeting students where they are at with leveled reading groups based on ongoing assessment; teachers are committed to literacy learning and reflective practice.

NUMERACY FOCUS

Using the district-wide Math SNAP assessment and engaging in number talks. The school focuses on enriching numeracy instruction with online tools such as 'Times Tales' for intermediate students.

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Aspen Park Elementary

PRINCIPAL: Dwayne Mills

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): Inclusion, Social Emotional Learning

RATIONALE

Comox Valley Schools values the development and growth of relationships in schools as our staff seek to create connection, compassion and respect in all that we do. For this reason Aspen Park Elementary has chosen to focus on the District Strategic Plan design principles of Inclusion and Social-Emotional Learning for the current school year and beyond. Our school centered reasons for focusing on belonging at Aspen Park include: • Increase of incidents of racism, bullying and vandalism in the school • A recent decrease in our Middle Years Development Instrument (MDI) results concerning connectedness with adults at school • The projected physical growth of our school community

ACTION PLAN

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

Our school goals have been guided by the newly developed District Strategic Plan and further supported by the district focus group that has worked with Cale Birk. Following Mr. Birk's concept of observable impact we have worked with staff on how to identify and set our specific goals through the observable impact that we want to see in our classes and among our school community. Through the SET model, we have worked collaboratively to identify what we want to know or see in our students, created specific actions or tasks that the educators in our building can implement, and created an awareness of the observable impact that our actions will have on the larger school community. This process was completed through meetings with staff where administration models actions or observables with staff that they could then use with their students. Staff were given entrance/exit tasks for each meeting that gave them actions to work on with their classroom. The next step is to shift our focus from building relationships and connecting with students to connecting it in with our classroom pedagogy and the delivery of curriculum and to create an avenue for students to participate in the

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

At the start of this process it was identified through the MDI that there has been a significant decrease in student connectedness with adults at school. Two years ago Aspen Park student responses were above the district average as 73% of students indicated a high satisfaction rating when looked at the quality of relationships with the adults they interact with at school. A year later the responses shifted below district average as 61% of students indicated a high satisfaction rating. To address this situation we completed a school wide student survey in the late fall focused on belonging and connectedness among ALL of our students which we will repeat again next fall to compare the data.

LITERACY FOCUS

Aspen Park used a variety of initiatives to support literacy including rotating in-class literacy stations, LST pull out groups and one on one support and EA targeted small group literacy supports.

NUMERACY FOCUS

At Aspen Park we implemented Numeracy Prep time which allows students from Kindergarten to Grade 7 to reimagine what it means to do math, moving beyond equations to view it as playful and curious.

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Brooklyn Elementary

PRINCIPAL: Mireille Appelbe

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): Inclusion

RATIONALE

Prioritizing inclusion ensures that all students, regardless of ability, background, culture or identity, feel safe, accepted, and valued in their learning environment. Inclusion helps all students by building empathy, compassion, and kindness. Inclusive classrooms promote higher academic achievement, better problem-solving, increased empathy and improved collaboration skills among all students. Students who feel a strong sense of belonging and safety are more likely to take risks, ask questions and express ideas. Belonging fuels motivation which in turn increases connection and participation. This belonging then radiates to the greater school community and benefits all.

ACTION PLAN

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

We will continue to build staff awareness and capacity regarding inclusive practices. • Training on unconscious bias, trauma-informed practices, differentiated instructions and culturally responsive classrooms. • Sessions focused on supporting neurodiverse learners, students with disabilities and diverse cultural backgrounds • Support teachers in knowing how best to handle any acts of discrimination so that students feel heard and valued • Provide reading materials, school wide performances and lesson plans that celebrate and represent different races, cultures, and backgrounds • Teaching resources that focus on recognizing racism and biases, and help students move towards being upstanders • School wide celebrations of Heritage Month and Cultural Days Improve the school environment; • Install inclusive playground equipment • Ensure all students have equal access to classrooms, learning spaces and play areas • Review Code of Conduct to insure it is equitable and restorative and includes specific language around racist incidents

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

At Brooklyn have had 11 incident of students using racist language towards other students over the last two years. We are finding that although students do not fully understand the severity of what they are saying, they do understand that the impact will be hurtful. Therefor ongoing education, representation and firm consequences are needed as well as better communication with families to underscore the problem and ask for cooperation.

LITERACY FOCUS

Our focus is intermediate readers. A team of teachers are working with district literacy specialist to increase fluence and pilot the REWARDS word fluency program.

NUMERACY FOCUS

We will continue building on foundations of common language and practice in number sense gr. K-7 with the use of fluency skills booklets and SNAP assessment

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Courtenay Elementary

PRINCIPAL: Al Johnson

ASSOCIATE SUPERINTENDENT: Jay Dixon

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, Student-Centered Assessment

RATIONALE

At Courtenay El, we value diversity of our 228 students. We have 28 students with special needs, 52 students with Indigenous ancestry, and 32 students who are English Language Learners. Staff have developed a deep understanding of the needs unique to the community and what works for student success. Through our "systems committee" staff members have critically examined processes at the school. This has led to a complete restructuring of how we support students with diverse needs. This restructuring went from changing how learning support is delivered and how we support students with special needs to permanently providing spaces for our learners with diverse needs to thrive.

ACTION PLAN

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

Given our diverse population, we emphasize individualized learning using Jolly Phonics. In 2024, a space was created so children with special needs can get targeted support. An LST is working on children's fine motor skills, numeracy development, and literacy skills in a small group setting. To quote a teacher, "I have never, in all my years of teaching, felt that my children with special needs have been so well taken care of". Students with highly diverse needs have 2 homes in our school – their regular classroom and the learning support space. We currently have 32 ELL students. These students receive targeted support from our ELL teacher, with a focus on literacy. Supporting students at a "just right" level is crucial to their English development and our ELL teacher is highly skilled in meeting her students where they are at. Through student profiles, we are finding ways to pass information from one teacher to the next to build continuity of learning and supports students more quickly. This contributes to self-regulation because we're not floundering in September. We have had good staff feedback about this information.

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

Inclusion: IEPs, meetings, designations, support plans, feedback from district staff, positive behaviour support plans. Abyls and Modified Bridge Assessment for our most complex and non-verbal students. Student-Centered Assessment: According to data from September 2024, 47% of students were at the emerging or developing level in reading. In September 2024, we looked at reading, writing and math data. We will be reassessing in June of 2025.

LITERACY FOCUS

We focused on early intervention in literacy and are using district assessments to evaluate this work. We are now seeing results of early intervention through growth in reading.

NUMERACY FOCUS

Teachers have prioritized number sense in their pro-d. This includes training in First Steps in Mathematics, Number sense talks, number sense booklets, and use of the SNAP.

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Cumberland Community School

PRINCIPAL: Warren Colegrave

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): Decolonizing and Indigenizing, Social Emotional Learning

RATIONALE

For the 2024-25 school year, CCS staff focused on two main goals: (1) Enhancing the teaching of Social and Emotional Core Competencies. (2) Deepening the integration of First Peoples Principles of Learning and supporting Truth and Reconciliation. While progress has been made, we recognize more work is needed in both areas. Other new areas of focus emerged this year that staff felt strongly about pursuing collectively in 2025-26: identifying and implementing classroom management practices and strategies that will help them create and maintain more structured and supportive classroom environments, and addressing a phenomenon that we have termed, "reluctant writers".

ACTION PLAN

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

Goal #1: Teachers continue the work started this year of implementing the S&E competencies into their practice. To do so will require resources ("Open Parachute" and "Everyday Speech"). Reflecting on the work done this year, staff collectively identified/determined that a foundational component of successfully teaching S&E competencies is to first ensure that their classroom environment is the safest place possible. We consequently resolved as a staff to undertake collective study/support around new and/or effective classroom management techniques and structures. Request district support to allow teachers to engage in collaborative classroom management observation/coaching. Goal #2: To learn more about local traditional Indigenous history and culture, and continue the individual and collective work we have been doing to decolonize our practice and incorporate FPPL (including talking circles, land acknowledgements, land-based learning, among others).

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

Teacher surveys: Reflection on practice both at the beginning and the end of the year (classroom management, incorporating S&E competencies into visible practice, and incorporating FPPL into practice). Student Self-Assessments: either teacher/admin developed or offered by S&E program (Open Parachute offers pre and post program self assessments). 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. Student learning survey results.

LITERACY FOCUS

Continue implementing UFLI program K-3. SD71 "Frameworks" revealed Kindergarten proficiency was 93%; Gr 2 proficiency was 39%. Investigate discrepancy. Explore/address "reluctant writer" phenomenon.

NUMERACY FOCUS

Continue work started this year in elementary grades with SNAP assessments, and using play-based learning in the intermediate/middle grades to build positive math mindsets and number sense.

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.

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Glacier View Secondary

PRINCIPAL: Stephanie Baker

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, Land-Based Learning

RATIONALE

Our goal is for all students to be actively engaged in personalized learning, both in and out of the classroom, and to experience success in meaningful ways. An engaged and successful student demonstrates curiosity and enthusiasm for learning, participates actively in activities, collaborates effectively with peers, and takes ownership of their academic progress. They apply critical thinking to solve problems, set and achieve personal goals, and persevere through challenges. Success is reflected in their confidence, their mastery of skills, and the joy they find in learning. Together, we foster an inclusive environment where every student thrives academically, socially, and emotionally.

ACTION PLAN

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

One action will be to use personalized learning strategies: Collaborate with students to create student-centered learning goals based on their interests, strengths, and needs and offer diverse and flexible learning pathways, such as project-based, inquiry-driven, or technology-enhanced approaches, to cater to varied learning styles. Additionally, we plan to implement ongoing assessment using formative practices to provide timely feedback and adjust learning plans. A second action is to offer land-based learning opportunities: Partner with local nation to embed traditional knowledge, practices, and storytelling into curricula with visits to Big House, involve students in drum-making and other cultural presentations. Furthermore, incorporate hands-on activities in natural settings, such as ecological studies, gardening, or conservation projects to connect students with the land, and, lastly, to engage students in initiatives like tree planting and habitat restoration to instill a sense of responsibility for the environment. Finally, offer professional development: Provide teachers with training in first peoples principles of learning and inclusion to enhance instructional practices.

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

We will use informal anecdotal data to inform give us a sense of how the students are doing. We will use the student learning survey data completed in the spring of 2026 to track student engagement in school. We will track student attendance throughout the year with the idea that a more engaged student will attend more regularly and complete more courses. In the 2024-25 school year, 76.7% of students were absent for at least 20% of the school year. Our goal is to improve this as there is a positive relationship between consistent school attendance and improved grades, engagement, and overall academic achievement.

LITERACY FOCUS

We will use school wide universal accommodations for students to decrease the stigma around technology interventions like Read and Write with all reading texts uploaded to all computers in the school.

NUMERACY FOCUS

We will assess the numeracy skills of all grade 9 students to identify gaps in knowledge and use targeted group work with the learning support teacher to prepare students for success in math.

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Georges P. Vanier Secondary

PRINCIPAL: Karma Taiji

ASSOCIATE SUPERINTENDENT: Jay Dixon

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

RATIONALE

Embracing personalized learning is vital for the success of all students at Vanier. Finding areas of passion, showcasing learning in their own way is core to all students. Whether it is the many programs, classes, electives, or clubs, students need to connect and feel that their learning is preparing them for life beyond school. Being able to advocate for themselves is core to this belief. Mental wellness and a sense of belonging is also necessary for learning to happen. More than ever, students are struggling with their mental health and finding a place to belong. Students need to be supported, and supportive to those around them.

ACTION PLAN

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

- Provide resources for students and staff. Workshops/presentations for students - White Hatter presentation during consent week, Mental Health and Wellness week presentations and activities. Embed this learning throughout the year.
- Partnership with the college for student nurses to complete their practicum - Visits to Vanier with the Health Nurse (biweekly)
- Utilize community resources (Foundry, outreach counseling)
- Professional development at staff meetings outlining resources available to staff
- Encourage staff to personalize learning inside and outside of their classroom (variety in assignments, assessments)
- Discussions with staff for programs running at Vanier, with the goal of continuing them. Are these programs reaching students? What courses/programs/classes do they wish to see in at Vanier?
- Professional development - whether staff meeting time, book clubs, providing resources, learning groups, etc.

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

Survey students on courses and programs that they wish to see. Review student learning survey data on student preparedness, and satisfaction with programs offered at school. Look at course selection data to find trends on what students want to see at Vanier.

LITERACY FOCUS

Grade 8 reading and writing assessment - full grade, early in the year to plan rest of the year Support students in grade 8 with IXL, meeting students where they are at.

NUMERACY FOCUS

- Providing IXL for all math 8-10 teachers that want to use the program, increasing students' fluency with math.
- Increasing Vanier student scores with the numeracy 10 assessment.

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Hornby Island Community School

PRINCIPAL: Lisa Malones

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): Personalized Learning, Experiential Learning, Land-Based Learning

RATIONALE

Hornby Island Community School is a rural, country school located on Hornby Island which is accessible by two ferries from Vancouver Island. The school is located on expansive grounds and is the hub of the community. Our goal next year is to implement experiential and land-based learning across all levels, taking advantage of our outdoor areas as well as our indoor ones. When students actively participate in their own learning, they tend to be more engaged and motivated. Our students will be given opportunities to explore topics that align with their interests, learning styles and strengths and give opportunities for collaboration, cooperation and communication.

ACTION PLAN

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

In 2025/2026 we will be initiating "Learning Through Play" into our classrooms. Our Grade 7-9 class will be running an Experiential Learning program. Both of these programs will include as much land-based learning as possible, so that the learning is connected to our natural environment and local culture. These programs will provide real-life experiences that bridge the gap between academic knowledge and practical knowledge and will give students opportunities to build self-efficacy and resilience, encouraging a growth mindset. Through these programs we aim to empower our students, staff and families, build community, and promote sustainable practices.

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

We will measure our success through classroom and district assessments, monitoring of progress in the core competencies and through evaluating cognitive and behavioural outcomes. Students will analyze their experiences, learning to evaluate their actions, understand their thinking and grow from both success and failure. We will also incorporate teacher observations, peer evaluations and more. We will use this data to understand where our learners are at and what we need to do to support them moving forward.

LITERACY FOCUS

Ensuring that students increase their abilities to communicate and construct in meaningful ways while gaining confidence and proficiency in all aspects of literacy.

NUMERACY FOCUS

Ensuring that all students develop the skills needed to become proficient in numeracy so that they can apply these skills in everyday situations.

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Highland Secondary

PRINCIPAL: Laura Roberts

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): Student-Centered Assessment

RATIONALE

Staff has prioritized student engagement, identified as key to improving learning. Recognizing external and internal factors affecting engagement, the focus is on student-centered assessment to boost motivation, belonging, and success. Research links engagement to positive environments and better outcomes. Our inquiry explores strategies that will have an observable impact on engagement and student achievement.

ACTION PLAN

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

Teachers will implement at least one classroom task that boosts student engagement, focusing on high-interest, relatable activities. They will co-create success criteria with students, design reciprocal feedback strategies, offer choices for demonstrating learning, and allow multiple attempts. School-wide, efforts include increasing clubs/activities based on student interests, strengthening school culture through Highland has Heart assemblies, and providing leadership and voice opportunities. The Indigenous Gathering Space will be expanded, ensuring Indigenous students have space, voice, and choice. For inclusive learning, staff will review structures and supports to better meet individual student needs, especially for priority learners. Professional learning will feature sharing successes in staff meetings, articles on assessment practices, a book study on student self-assessment tools, and guest speakers, including district staff, to support our goals. This comprehensive approach aims to enhance student engagement, inclusion, and school culture.

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

High student engagement is shown by students making multiple attempts, understanding task purpose, articulating next steps, meeting/exceeding criteria, and demonstrating knowledge in various ways. Teachers will use specific feedback, co-created criteria, learning inventories, goal-setting, and UDL strategies. Tasks will include student choice, multiple attempts, high interest, and reflection opportunities. Success will also be evident through assessment data, literacy and numeracy scores, school surveys, and student voice feedback.

LITERACY FOCUS

Focusing on engagement aims to improve literacy and numeracy. We're developing a baseline literacy assessment for grade 8 to target strategies and support small group instruction.

NUMERACY FOCUS

We're developing a Grade 8 numeracy assessment to identify student needs, focus on one cross-curricular strategy, and assess its impact on numeracy and fluency by spring.

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Huband Park Elementary

PRINCIPAL: Lucinda Wolters

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): Experiential Learning, Flexible Learning Environments

RATIONALE

Our primary school goal is for every student to be equipped to navigate diverse relationships for a positive impact on academic growth, improved attendance, and reduced behaviour challenges. Data and team reflections confirm the need to build core competencies in Communication, Social Awareness, and Responsibility. We see a growing need for students to develop skills to get along with diverse peers and manage conflict. Our students need to deepen their understanding of kindness to go beyond "being helpful" to include valuing diversity. "Huband Park Has Heart" is at the center of all we do.

ACTION PLAN

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

To support student needs, we've aligned our core competencies—Communication, Social Awareness, and Responsibility—with two key district design principles: Flexible Learning Environments and Experiential Learning. Recognizing that teacher agency drives growth, grade group teams selected "learning vehicles" such as RTI, play-based learning, Building Thinking Classrooms, Story Grammar Marker, Restorative Circles, and/or self-regulation skills. Professional learning in staff meetings focuses on collaboration, reflection, and sharing, building collective momentum. Whole-school approaches reinforce positive behavior: WITS, Huband Has Heart slips, monthly assemblies, "Alexis the Bear" videos, and "Reflecting on My Choices." Next year, a pilot project will bring experiential learning to life. Multi-age classes will co-learn communication skills through play-based experiences across shared indoor/outdoor spaces—our garden, forest, and loose parts area—using a co-planning/co-teaching model.

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

Progress is evident when students consistently show growth in self-regulation, kindness, and problem-solving. Key indicators include fewer behavior incidents and less need for "Reflecting on My Choices." Results include improved attendance, FSA data, and Student Learning Survey feedback. Student reflections will highlight growth in communication, social awareness, and responsibility. Increased collaboration, shared strategies, and reflective dialogue in team meetings and peer observations show that this work is embedded and shaping a collective identity rooted in empathy, learning, and shared responsibility.

LITERACY FOCUS

We are using Science of Reading through common assessments, fluency practice, explicit sound instruction, UFLI scope, Heggerty phonological lessons, decodable books, comprehension strategies and RTI.

NUMERACY FOCUS

We are developing numeracy through common assessments (SNAP, FSiM), Number Sense Routines, levelled math booklets, Building Thinking Classrooms/number talks, and loose parts collections.

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Mark R. Isfeld Secondary

PRINCIPAL: Brian McAskill

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): Decolonizing and Indigenizing, Personalized Learning, Flexible Learning Environments

RATIONALE

The use of UDL and differentiated instruction will provide strategies to cater to the diverse needs of students including strengths, challenges and preferences. These strategies involve the removal of barriers to learning allowing students to interact with curriculum in ways best suited to their individual learning styles. In recent years we have seen an increase in student need and demand for a more flexible learning environment inclusive of course scheduling, learning environments, location, learning platform and student choice. As part of Mark R. Isfeld Secondary's on-going reconciliation journey we must engage in staff-wide professional learning to support student learning.

ACTION PLAN

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

UDL teacher capacity building through: LST in classes working with classroom teachers; UDL education (online short course) for six teachers – presentation to staff; Opportunities to collaborate and share through various structures; Build student choice in assessments throughout each curricular area • Development of an alternative method of offering PHE 9 & 10 to meet specific student learning needs • Investigate the feasibility of a "Flexible Learning Centre" to meet student demand for more flexible scheduling needs • Enhance the student choice, student accessibility and student innovation opportunities in each classroom • Development of a CLC 12 Hybrid program to provide all grade 12 students a flexible means of completing CLC 12 • School-wide definition of common terms – decolonize, indigenize, trauma informed, reconciliation, inclusiveness/inclusion, belonging • Developing school response to racism through staff and student training/education • Physical environment – appearance of language and artwork with appropriate recognition • Professional Development – The Village workshop, Equity Scan and other professional learning opportunities

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

-Number of teachers utilizing UDL practices in their classes -Number of assignments involving choice throughout course offerings -Student Success – increased assignment completion/attendance/student term grades -Ministry Satisfaction Survey – questions based on students provided choice -Number of students enrolled and successfully completing PHE 10 hybrid -Compare and contrast number of students enrolled in a NIDES course (looking for a decrease) -Number of teachers using technology to provide a blended/flexible learning style within their classroom -Increased professional learning opportunities to enhance teacher capacity. -Ministry Satisfaction Survey – Indigenous Learning ques

LITERACY FOCUS

Reading Comprehension at Grade 8 with assessments and targeted instruction and resources. Digital Literacy - grade 8 Exploratory to ensure safe use of technology including AI.

NUMERACY FOCUS

Roots to Success for grade 8s and 9s: Curricular Competencies with a Numeracy focus Growth Mindset towards Numeracy Building Self Confidence with Numeracy to reach proficiency

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Lake Trail Community School

PRINCIPAL: Kyle Timms

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

Our ONE goal is for every person to feel belonging and success. Belonging is when students connect through activities, seek help, and know their peers and staff. They participate regularly, have access to safe adults and spaces, and are kind, respectful, flexible, and confident. A successful student is one who maintains a positive attitude, is present and connected. They effectively advocate for their needs communicate needs while being resilient. Success and belonging are intertwined and propagate each other. When students feel like they belong within the school community they will be more successful in their core competencies, academic growth, attendance, and reduced behaviour,

ACTION PLAN

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

PBIS – (Positive Behaviour Intervention System) is a school-wide system to help teach and promote positive behaviours defined by the PROUD matrix (Positive, Resilient, Organized, United, and Diverse). We support students engaging in negative behaviours through our homeroom system, collaborative teaching models, and BITS (behaviour Intervention Tracking System). HUB – (Helping, Understanding, Building) is a program designed to inclusively support our priority learners while keeping them connected to the community. The team collaborates closely with SBT to adapt and modify academics to be just right for student levels and provide life skill and social emotional learning opportunities. Homeroom structure – Each student is connected to a caring adult as a homeroom teacher, who they see daily. The homeroom teacher is responsible for academic tracking and communication between classroom teachers, SBT, and home. Opportunities for belonging and success – Every student can discover and enjoy a group, experience, class, or club that connects them to our school. Some of these are Community School events and clubs, fine arts groups, sports teams, and

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

We use informal assessments and observations throughout the school as well as provincial assessments over time to measure our success. The student learning survey data over 5 years shows: • 42% increase in students reporting that “school is a place I feel I belong”. • 29% increase in students reporting they “feel safe at school”. • 22% increase in students reporting that they “eat fruit or vegetables every day”. Our grade 7 FSA results over the last 4 years show : • 57% increase in students “on track or extending” in numeracy • 47% increase in students “on track or extending” in literacy. In 2025/26 we will improve our attendance interventions and measures.

LITERACY FOCUS

We have collected DIBELS literacy data on all students and teacher, EA and CST teams use these results to provide interventions through SBT, classroom practices, and small group instruction.

NUMERACY FOCUS

We are building numeracy through math workshops and differentiated instruction. Students apply their numeracy learning through coding and robotics classes, the Minecraft challenge, and ADST projects

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Miracle Beach Elementary

PRINCIPAL: Zale Darnel

ASSOCIATE SUPERINTENDENT: Jay Dixon

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, Experiential Learning

RATIONALE

Miracle Beach Elementary is committed to creating a safe, inclusive, and supportive environment where all students feel a strong sense of belonging and are empowered to succeed. Research shows that students who feel connected to their school community are more engaged, resilient, and academically successful. By fostering positive relationships, embedding social-emotional learning, and celebrating diversity, we nurture well-being. Coupled with personalized, experiential numeracy instruction and data-informed strategies, we aim to ensure that every student experiences meaningful growth and confidence in their learning.

ACTION PLAN

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

To foster belonging and community, Miracle Beach Elementary will implement inclusive practices and embed social-emotional learning into daily routines. Staff will use restorative approaches over punitive discipline, build positive relationships through consistent check-ins, and provide affirming feedback that highlights student strengths. We will celebrate diversity through school-wide events, student-led initiatives, and culturally responsive teaching. SEL routines such as mindfulness and emotion regulation strategies will be taught and reinforced school-wide. To improve student achievement in numeracy, we will use a personalized, data-driven approach. All students will complete SNAP assessments to establish baselines and monitor growth. Targeted diagnostics using First Steps in Math will help identify learning needs, and instruction will be adapted using resources like Mathletics, leveled booklets, and hands-on activities. Flexible learning spaces and instructional routines like Number Talks and Estimation 180 will support student engagement. Family events like Numeracy Night will connect learning to real-world experiences.

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

To measure progress toward our goals, we will analyze a variety of data sources. For belonging, we will track Student Learning Survey results, MDI data, attendance, and participation in leadership, clubs, and school events. We will also monitor behavior referrals and feedback from student voice activities. For numeracy, we will use SNAP assessments (K-7), FSA results (Grades 4 & 7), and classroom-based diagnostics like First Steps in Math. Progress will be monitored through ongoing formative assessment, school-wide data tracking, and staff collaboration to guide instruction and interventions.

LITERACY FOCUS

We foster literacy through inclusive texts, student voice, and cross-curricular strategies that reflect identity, build confidence, and support diverse learning needs.

NUMERACY FOCUS

We use personalized, hands-on, and data-informed strategies to build math fluency, confidence, and problem-solving through SNAP, First Steps in Math, and real-world applications.

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Nala'atsi

PRINCIPAL: Karma Taiji

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

To fully realize inclusive, personalized, and flexible learning environments, we must first establish clear systems and structures that ensure consistency, equity, and accountability across our school. By aligning our practices, resources, and educational strategies, we will create the conditions for deeper learning, agency, and belonging. Strengthening these systems allows educators to confidently shift toward more student-centred, adaptive, and innovative approaches that respond to the unique strengths and needs of every learner. This approach has come out of the need for more aligned practices and for community building at the school.

ACTION PLAN

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

-Create a living document and process for student intakes. -Track implementation progress and refine strategies based on evidence from student feedback, educator collaboration, and learning data (e.g. students complete the Student Learning Survey, Provincial Assessments, and YDI) -Develop and implement a school-wide framework for personalized learning that includes clear expectations for student voice, choice, and assessment practices. -Enhance clarity in communication to community and families around systems in place: For example intake process, class-make up, conflict resolution, educational goals. -Create shared tools (e.g., learning profiles, self-assessments) to monitor learner progress and growth in Core Competencies. -Explore current practices and resources to identify gaps in accessibility and digital tools that support differentiated learning -Provide ongoing professional learning focused on formative assessment, flexible learning spaces, trauma-informed practice, and restorative practices. -Engage with families and the community to co-develop learning experiences that reflect local knowledge and values -Develop careers learning and plans for every

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

-Increased use of flexible learning tools and spaces -Consistency in student goal setting and self-assessment -Staff participation in professional development -Results of Student Learning Survey (first year this has been implemented) and provincial assessments -Clarity and refinement of intake process and development of Learning Plans and IEPs -Feedback from parents and guardians -Conflict resolution and restorative practices processes are in place for students

LITERACY FOCUS

To enhance student voice and cultural identity through experiential literacy activities that integrate oral storytelling, reflective writing, and Indigenous ways of knowing.

NUMERACY FOCUS

To build students' confidence and competence in applying numeracy skills through practical, real-life problem solving, with a focus on financial literacy, data collection, and pattern recognition

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Navigate-NIDES

PRINCIPAL: Gerald Fussell

ASSOCIATE SUPERINTENDENT: Jay Dixon

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, Digitally Enhanced Learning

RATIONALE

After collecting feedback from students, parents, and staff we identified themes from three questions: what is going on for our learners? How do we know? Why does it matter? Then, through the lens of the OECD's Seven Principles of Learning – what works for learners we identified focus areas. We established a Goal Setting Committee that took all the data and identified the major theme to drive action: connections. This led to our provisional goal which we took back to our staff to see if it resonated with them and to get feedback on how to move forward. Our inquiry question for the year was: How will actively working to make meaningful connections impact student learning?

ACTION PLAN

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

We focused our learning for the year on how making meaningful connections will improve student learning. Based on the leadership of Meghan McMillen and Marieke Holtkamp, we used the templates from Cale Birk to guide our Inquiry Work. Each teacher established an inquiry question exploring our learning theme in their context. These questions connected back to the district strategic plan, and the design principles embedded within them. At each staff meeting, the focus was on having teachers report back to a smaller group about the progress and learning they were making on their individual inquiry projects. Their work was also captured through Padlet submissions that our whole staff could see and engage with. At our May Staff Meeting, teachers shared out their learning for the year. This share-out demonstrated a strong, collective commitment to improving student learning through meaningful connections, reflective practice, and responsive instruction. Through diverse inquiries and strategies, several shared themes emerged that highlight the core values and evolving practices within our learning community.

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

- connection is a catalyst for increased student engagement and confidence - innovative course design and instructional strategies foster deeper engagement in both in-person and online settings - opportunities for self-assessment, conversation, and cross-curricular applications, support students in developing awareness of their personal growth and abilities within and beyond the curriculum - SEL is important online - adapting practices based on student feedback, observed needs, and reflective analysis leads to continuous improvement and the pursuit of instructional approaches - connecting students with community mentors and real-world experiences improves student engagement and success

LITERACY FOCUS

Use engagement rubric to assess student engagement & collate it with student proficiency in ELA. Use district assessment tools to get snapshots of where students are at in September and May.

NUMERACY FOCUS

Use SNAP assessments with our students in September and May to assess progress. Use engagement rubric to assess student engagement and collate it with student proficiency in Mathematics.

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Ecole Puntledge Park Elementary

PRINCIPAL: Noah Burdett

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): Decolonizing and Indigenizing, Social Emotional Learning

RATIONALE

Student learning cannot thrive without first addressing social-emotional well-being and ensuring a strong sense of belonging and inclusion. When children feel emotionally secure and part of a supportive community, they are better positioned to engage, grow, and succeed academically. Furthermore, we are prioritizing meaningful action toward improving outcomes for Indigenous students, as current efforts remain insufficient. Advancing reconciliation provides an ethical foundation that respects the dignity and unique strengths of each student.

ACTION PLAN

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

Implement weekly Social-Emotional Learning (SEL) lessons that teach emotional regulation strategies such as deep breathing, naming feelings, and self-regulation, while also offering inclusive, destigmatization mental health awareness activities. Foster connection and belonging by maintaining and expanding the Big Buddy/Little Buddy program with multi-age activities, and by regularly conducting belonging surveys to guide responsive actions. Intentionally teach social behavior through weekly role-play sessions and social scripts for unstructured times, alongside explicit instruction in conflict resolution, de-escalation, and inclusive language. Integrate cultural practices consistently by making talking circles a regular part of classroom routines and incorporating drumming where appropriate to honor Indigenous traditions and foster community. Strengthen place-based learning and cultural inclusion by beginning each day or gathering with a land acknowledgement and explicitly teaching local Indigenous knowledge to increase cultural representation and connection to the land.

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

Student understanding and application of SEL strategies will be monitored through short self-assessment surveys, reflective journal entries, and classroom observations documenting behaviors like deep breathing and conflict resolution. Cultural inclusion and representation will be assessed using classroom environment audits—such as photos or checklists of visible Indigenous content—and student voice tools like exit slips or interviews to gauge whether students feel their cultures are reflected in the school. Teacher integration of Indigenous knowledge will be captured through reflective notes and unit plans, highlighting how local teachings are embedded.

LITERACY FOCUS

Our focus will be on fully implementing the literacy framework and the corresponding assessment practices in an efficient and informative way to support student learning.

NUMERACY FOCUS

Our focus will be on fully implementing the numeracy framework and the corresponding assessment practices in an efficient and informative way to support student learning.

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.

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)

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)

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.