

Brooklyn Elementary School Growth Plan 2026-2027



Brooklyn School respectfully acknowledges that the land we learn on is the
Unceded Traditional Territory of the K'ómoks First Nation, which includes the
Sathloot, Sasitla, Ieeksen, Xa'xe and Pentlatch people.

Decolonizing and Indigenous Commitment

At Brooklyn Elementary, we are committed to supporting the National Truth and Reconciliation Commission of Canada (TRC) Calls to Action, our Local Education Agreement, and the Indigenous Education Enhancement Agreement.

Presently:

As a school community we are continually working collaboratively and equitably to embrace and integrate Indigenous ways of knowing and being in all that we do. At Brooklyn we are focused on redressing the legacy of residential schools by following through on key curriculum that supports all learners.

- Integrate curriculum and field experiences to deepen understanding of relationships, history, land, story, and identity within our school community and surrounding environment.
- Ensure every class has regular, scheduled opportunities for place-based and outdoor learning that centre and honour traditional Indigenous knowledge.
- Foster meaningful engagement through personalized land acknowledgements, storytelling, inquiry, and shared experiences that respect memory, history, and diverse perspectives.
- Participate collectively in school-wide recognition of Indigenous People's Excellence Day and the National Day for Truth and Reconciliation.
- Provide students with hands-on opportunities to connect with the land and seasonal growing cycles through regular use of the school garden and mobile planter boxes.

Next Steps:

Our continued focus on inclusive practices will support students with a sense of belonging and safety. To further our learning and support of truth and reconciliation with an inclusive lens, we will:

- Take the next steps in hosting our local knowledge holders, members of the K'ómoks Nation. We recognize the importance of field experiences but also inviting knowledge keepers into our place of learning in order to inclusively foster relationships.
- Continue the work we have started by making our learning visible throughout Brooklyn, so all learners see themselves in our entry way, halls and classrooms.

- Support the use of the local languages ʔayʔaʃuθəm and Kwakʷala throughout the school.
- Support staff with a school wide book club: “Learning With the Land, A Nature Playbook”, so we can support every learner with outdoor learning.

Context and Portrait of the School

Brooklyn Elementary School is located in the growing community of Comox and serves approximately 400 students from kindergarten to Grade 7. The school is situated within a developing residential area and is surrounded by acres of forest, with close proximity to the ocean. This unique setting provides students with daily opportunities to connect with the natural environment and supports the school’s commitment to place-based and outdoor learning. Students access the school by walking, biking, or drop off, contributing to a strong sense of neighbourhood connection and community engagement.

Brooklyn Elementary benefits from expansive and well-developed outdoor learning and recreational spaces that enhance student learning, wellness, and play. The school grounds include a thriving garden, two large playgrounds, a new basketball court with additional paved space for play and four-square courts, gaga ball pits, swings, a large field, and an outdoor learning classroom. These spaces provide students with opportunities to explore, collaborate, and engage in active learning while fostering a strong connection to the land and natural world. The school environment supports the development of the whole child by promoting physical activity, inquiry, creativity, and social connection.

The Brooklyn Elementary community is supported by an active and engaged parent population whose ongoing involvement contributes significantly to the positive culture of the school. The school community reflects a broad range of socio-economic backgrounds, identities, experiences, and learning needs. Brooklyn Elementary is committed to fostering an inclusive and equitable learning environment in which all students and families feel safe, welcomed, valued, and connected. This commitment is grounded in the district values of learning, equity, relationships, safety, integrity, and truth and reconciliation, and is reflected in the school’s ongoing focus on supporting the academic, social, emotional, and physical well-being of every learner.

The staff at Brooklyn Elementary are experienced, collaborative, and highly committed to student success. Through shared leadership, reflective practice, and a strong focus on responsive instruction, staff work collectively to create meaningful learning opportunities that support student growth, achievement, and belonging.

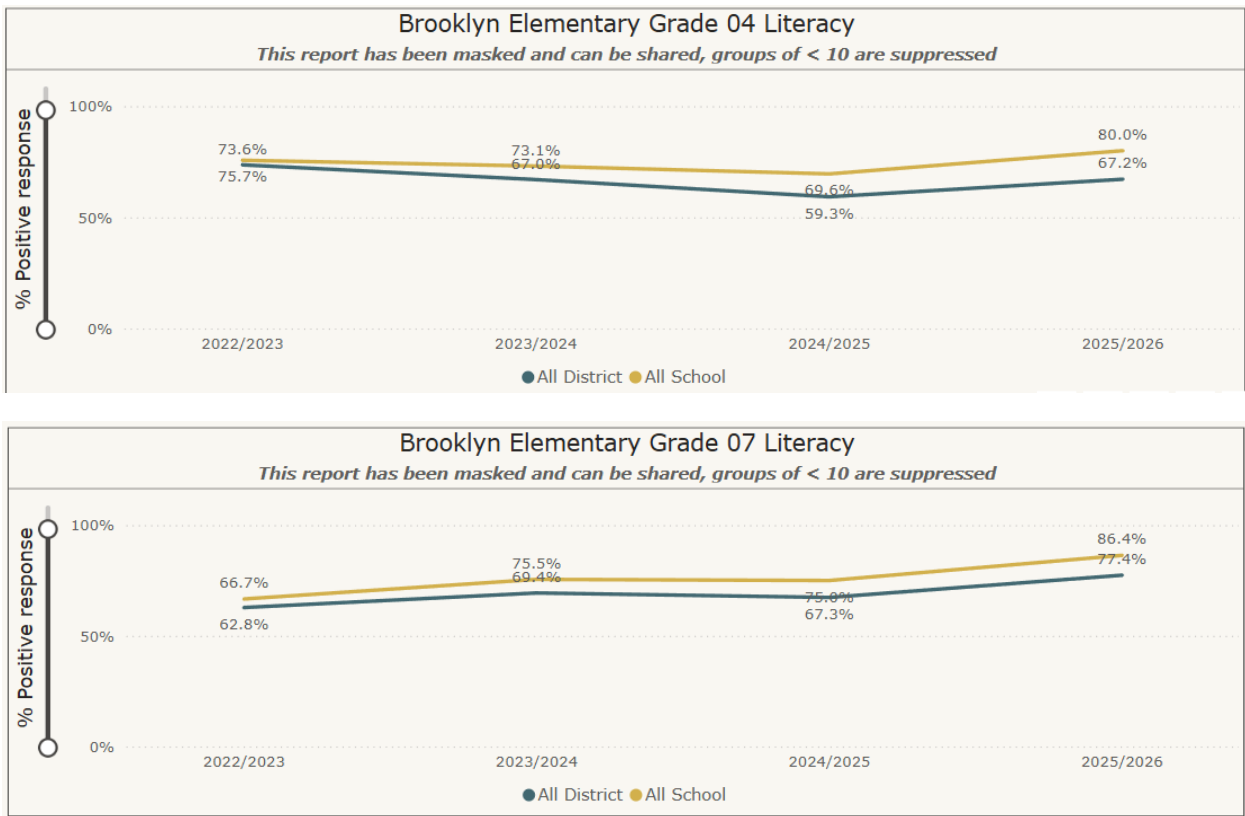
With inclusion at the heart of who we are, our goals have been to prioritize this with a focus on inclusive spaces for all students, awareness on how best to handle acts of discrimination and supporting our community to be upstanders. Moving ahead we will continue to focus on our personal and social awareness and responsibilities by being an inclusive school highlighting accessibility, creating awareness around diverse abilities and disabilities, and further our learning around bias and discrimination, while collectively supporting one another with restorative practices.

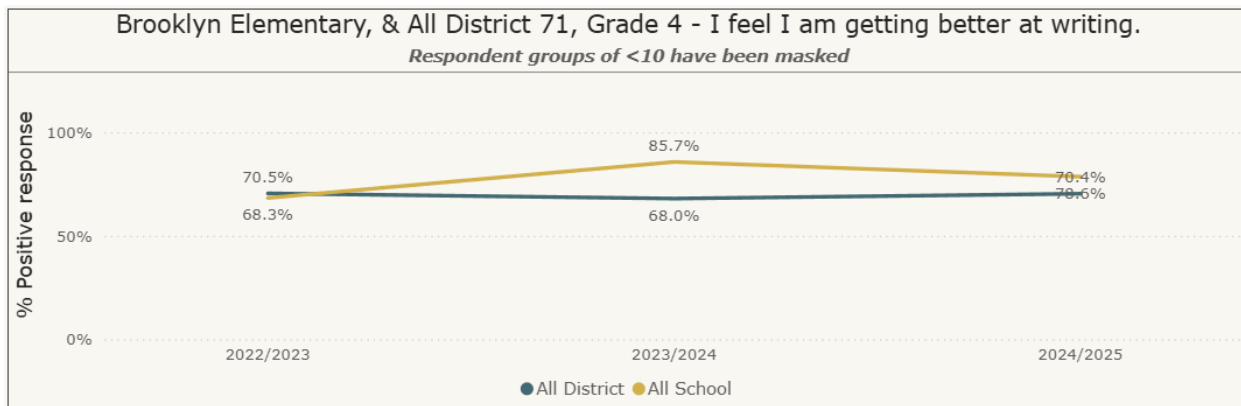
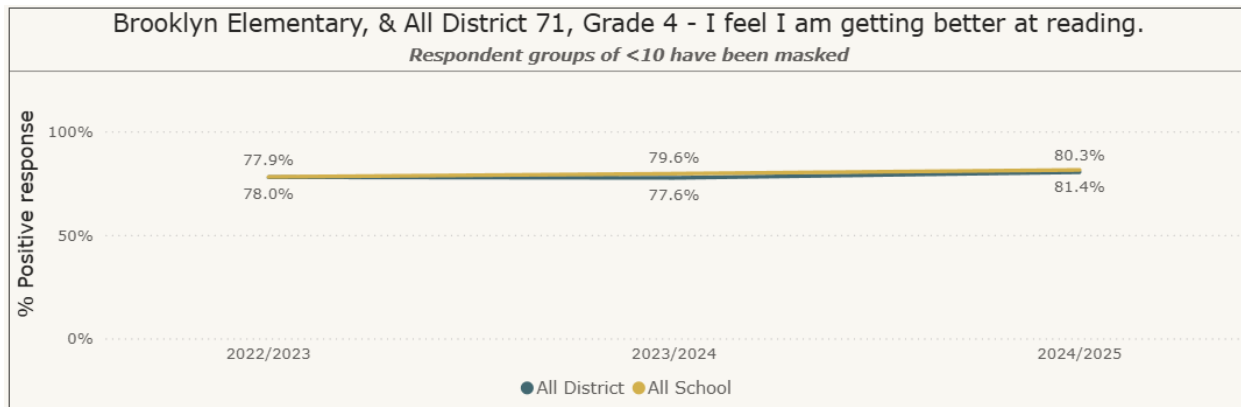
Our Learners: What the Evidence Tells Us

District Context:

Every school will uphold and support literacy and numeracy development.

Literacy:

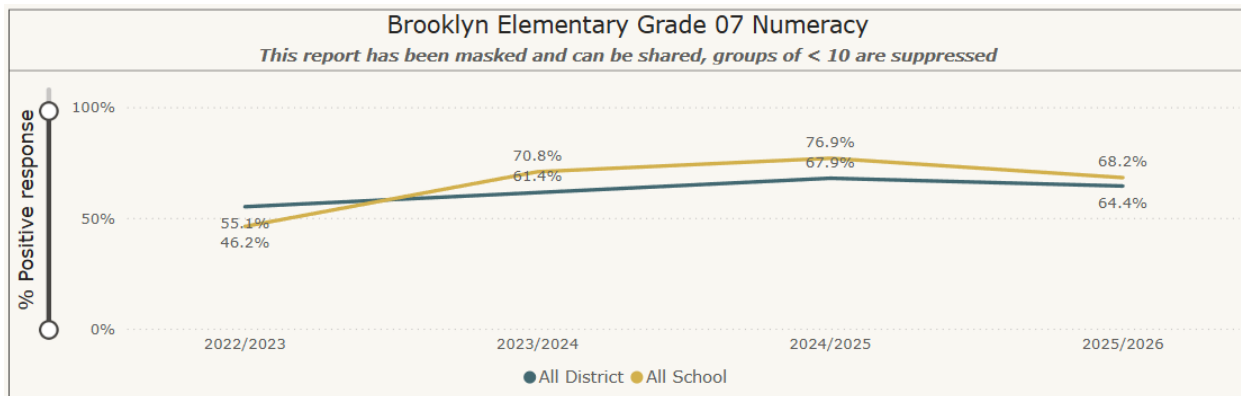
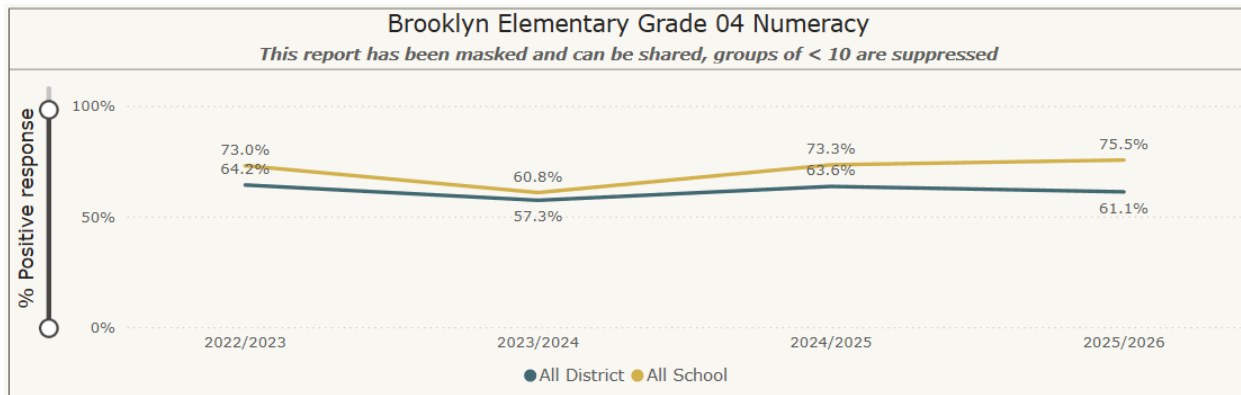




Analysis: the FSA data tells us that both our grade 4 and grade 7 students at Brooklyn Elementary are scoring above School District (SD) #71 levels with our grade 4 students at 80% compared to grade 4 district average of 67.2%, and our grade 7 students at 86.4% compared to the district average of 77.4%. The data also shows that our students are scoring higher than any recorded scores since 2022.

For 2025-2026 our Brooklyn teachers utilized UFLI and Rewards literacy programs. Students were measured utilizing DIBELS three times throughout the year, with an improved scores being consistently documented. The SLS data graph informs us that 81.4% our grade 4 Brooklyn students feel as though their literacy skills are improving, this is in comparison to 80.4% of the rest of the grade 4 students in SD#71. However, only 78.6% feel they are improving in their writing, which is a decrease from 2023-2024 where 85.7% of grade 4 students reported an improvement in written output.

Numeracy:

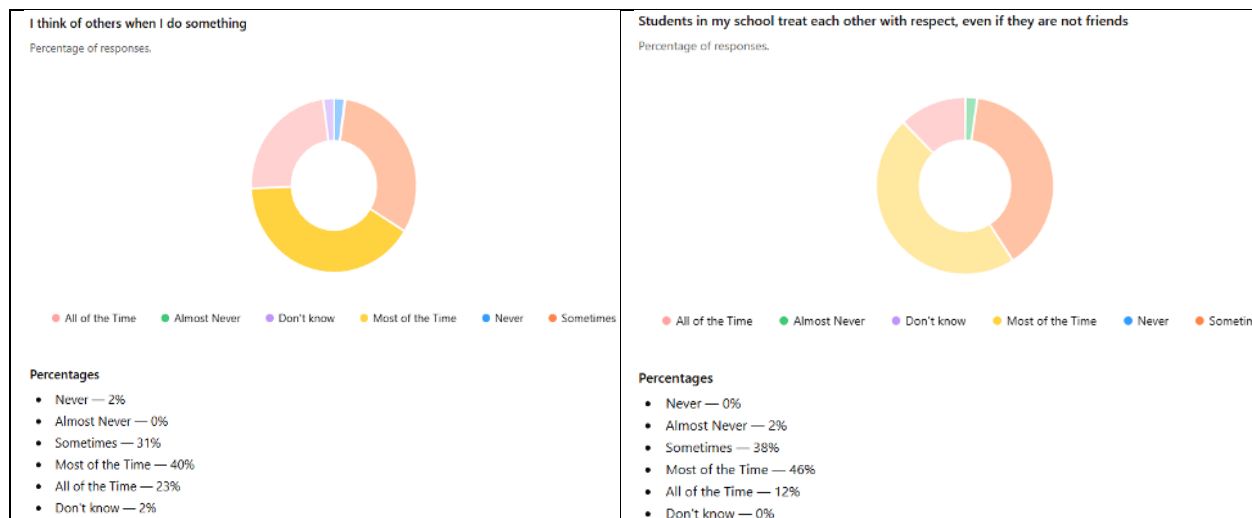


Analysis: the FSA data tells us that both our grade 4 and grade 7 students at Brooklyn Elementary are scoring above School District (SD) #71 levels with regards to numeracy. Our grade 4 numeracy results indicate that Brooklyn students are 14.4% above the district average and our grade 7 students are 3.8% above the district average. While our grade 4 numeracy levels have gone up 2.2% our grade 7 numeracy levels have dropped 8.7% since 2024-2025.

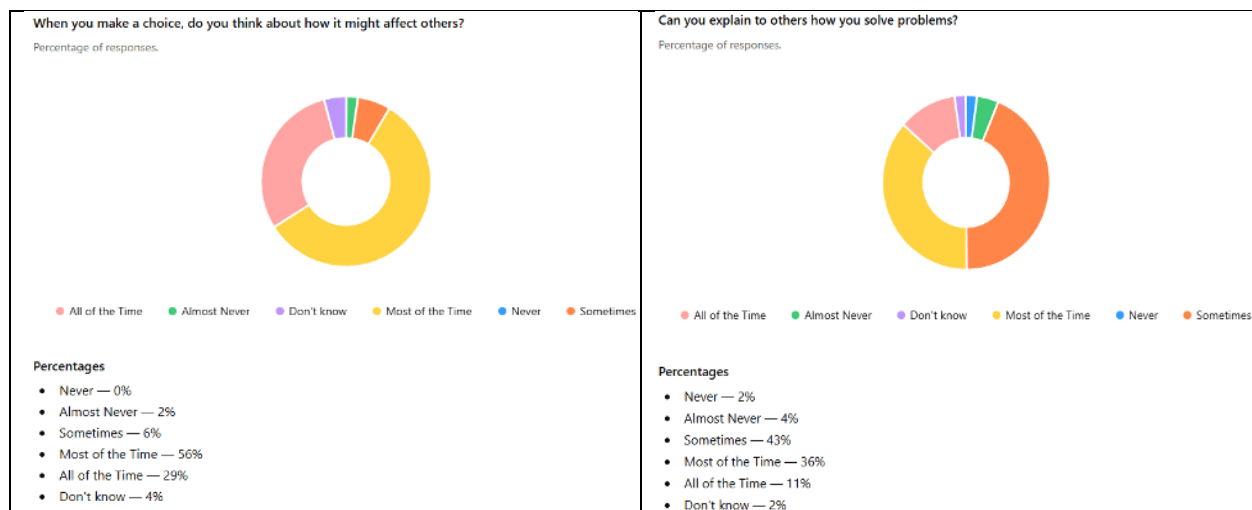
Brooklyn has been working hard with our Curriculum Support Teacher to improve numeracy skills throughout 2025-2026 by utilizing Student Numeracy Assessment and Practice (SNAP). This is a unique, classroom-based framework designed to evaluate and improve foundational math skills for elementary students. Based on staff and student feedback we have found that SNAP has supported students with “decreased anxiety as they approach numeracy, allowing students to focus and work calmly within the classroom”.

Core Competencies:

Grade 4 data from SLS tells us:

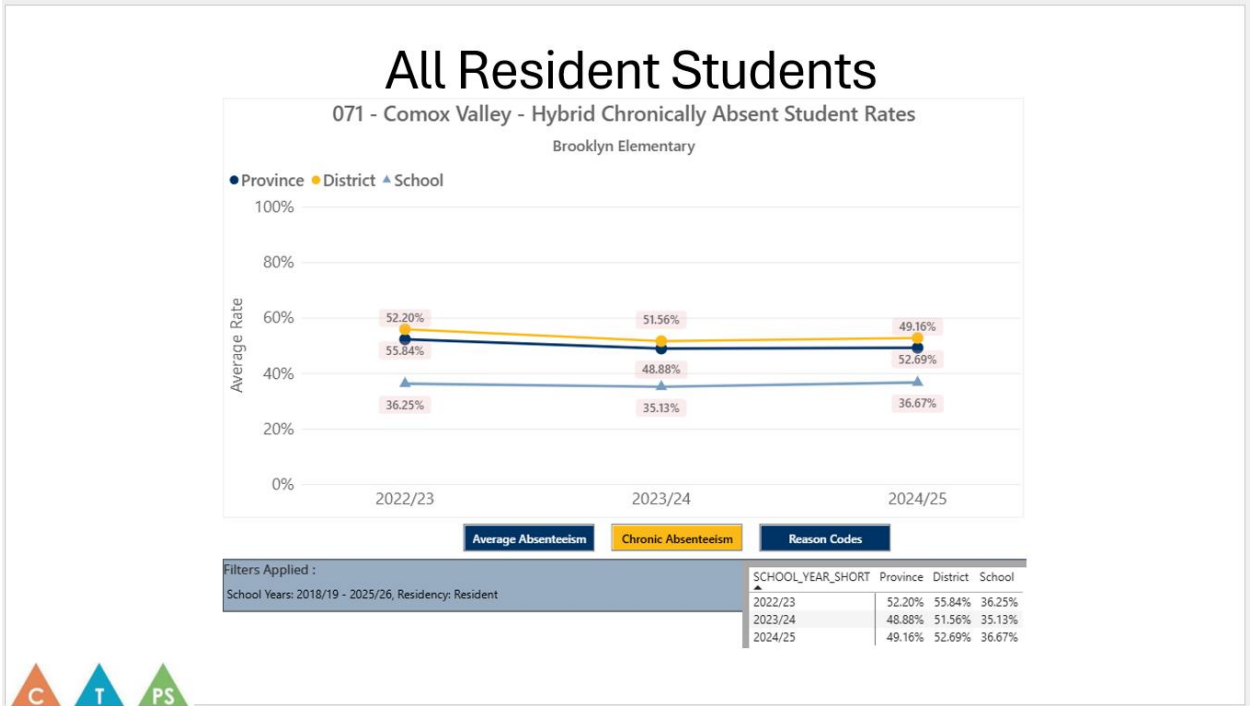


Grade 7 data from SLS tells us:



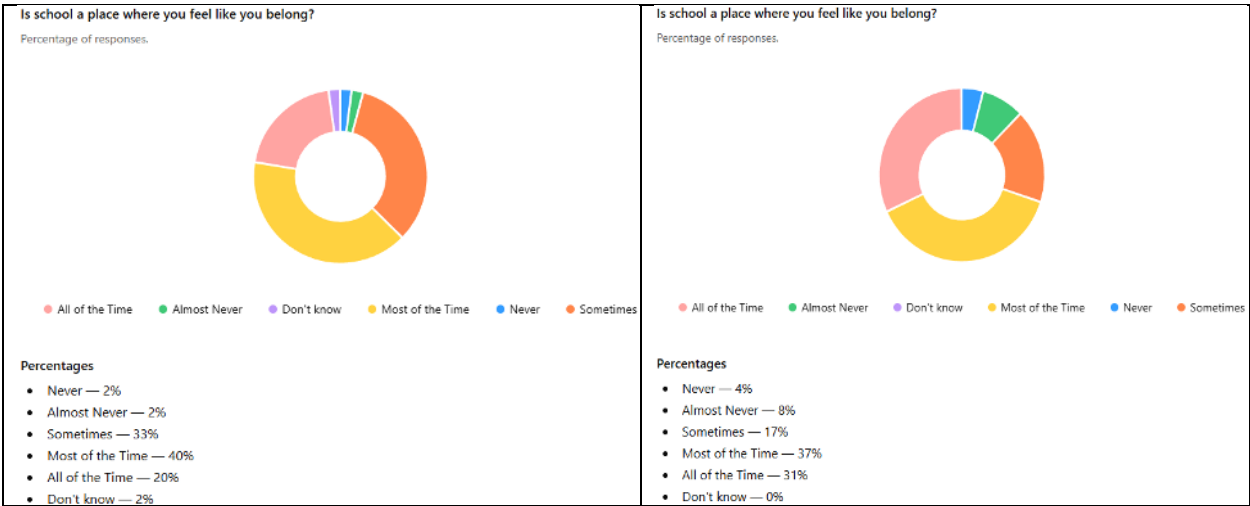
Analysis: when we look at our grade 4 and 7 SLS data we can see that many of our learners are consistently thinking of others, treat each other with respect, and can support self and others with solving problems.

Attendance:



Analysis: our attendance data tells us that between 2022-2025 Brooklyn students have relatively low absenteeism, especially when compared to the provincial average and the SD#71 average. Brooklyn Elementary absenteeism percentages increased 1.54% between the 2023-2024 school year and the 2024-2025 school year; however, they are still much lower than the district average of 52.69% and the provincial average of 49.16%.

Student Voice:

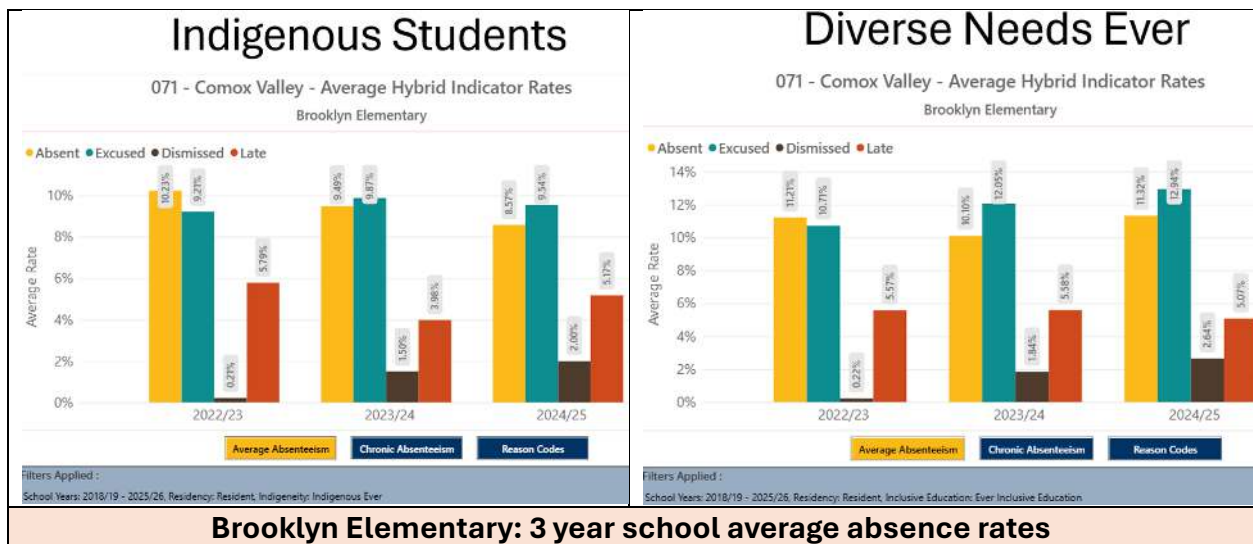


2025-2026 Grade 4 SLS data

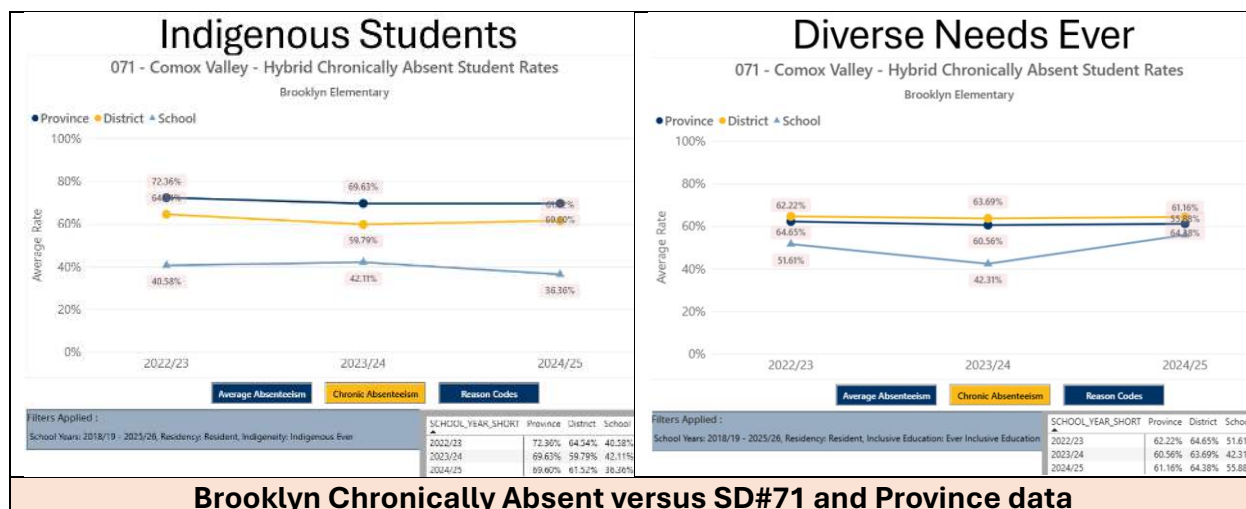
2025-2026 Grade 7 SLS data

Analysis: our 2025-2026 SLS data tells us that Brooklyn Elementary students do feel a sense of belonging at school. 93% of our grade 4 students reported that they feel like they belong sometimes to all the time, with most of these students feeling like they belong most of the time. Our grade 7 students had similar results with 85% of the students feeling like they belong.

Equity Considerations and Priority Learners:



Analysis: this data was compared to the “All Brooklyn Resident Students” data (not incl.) and results show that our 2024-2025 Indigenous students absent and excused rates are similar with less than 1% discrepancy; however, our Indigenous students’ late rates are approximately 2% higher than all resident students at Brooklyn Elementary. As for our diverse learners at Brooklyn, our absent and excused rates are about 3% higher when compared to all Brooklyn students or our Indigenous students at Brooklyn Elementary.



Analysis: this data informs us that our chronically absent percentages are lower than the district and provincial averages when comparing our Indigenous and diverse populations; however, our diverse learner's absenteeism levels have increased 22.07% since the 2023-2024 school year.

Our School's Core Competency Focus Areas for this Year

At Brooklyn Elementary, we will continue to build an inclusive learning community where all students, regardless of their diverse abilities, feel valued, connected, and safe from discrimination and bias. By supporting students in developing their personal and social awareness and responsibility, students will grow in how they respect and care for themselves, others, and their learning environment. As well, we will collectively support one another with restorative practices to encourage safety, a sense of value and school connectedness. If students feel safe, valued and connected we anticipate seeing growth in student's academics and an improvement in attendance, specifically in our diverse student population.

Connection to School District #71 Strategic Plan

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.*

Student Outcome Shift

We will know we are making progress when we see our students:

- Show growth in how they are caring for themselves, which could look like showing up on time and being ready to learn, including others in learning, and being a part of extracurricular opportunities at school.
- Show growth in how they are caring for or supporting others, which could look like working and playing collaboratively and kindly with others, or supporting peers who may need support.
- Show growth in how they are caring for their environment, which could look like respecting the learning spaces, respecting the hallways and facilities, respecting the outdoor campus and respecting the play spaces.

Adult Practice Shift

We will know we are making progress when we see our adults on campus:

- Modeling and teaching self-regulation, resilience and expected behaviours.
- Use common language which is supported in our new Code of Conduct and BC Core Competencies.
- Intentionally build relationships and create inclusive environments where all students feel safe, valued and connected.
- Provide opportunities for students to learn about friendships and making good choices during recess times.
- Provide opportunities for our district Racial Equity Support Teacher to visit classes and support learning opportunities.
- Provide opportunities for Comox Valley Restorative Action team (youth team incl.) to visit classes and support students with building their restorative approaches to conflict.

Monitoring and Evidence Cycle

As a collective staff at Brooklyn Elementary we will take time once a month during staff meetings to review and measure:

- FSA results, SLS results, literacy and numeracy scores (DIBELS and SNAP data).
- Core competency reflections, which will be ongoing in all classes. Looking at if students are feeling safe, valued and connected; as well, are they respecting and caring for themselves, others and their learning community.
- Monthly attendance data will be reviewed with administrators, support staff and teaching staff. With follow up happening as needed between parents, staff (counsellor or ISW), Inclusive Education, and Associate Superintendent.

- Classroom based evidence of how students are respecting and caring for themselves, others, and their learning environment.
- Staff observations and collaborative feedback.

Impact Indicators

Quantitative

- Improved attendance rates, particularly in grade 4 and 7 and among the priority learners (including Indigenous students).
- Improved trends in FSA results, SLS results, literacy and numeracy scores (DIBELS and SNAP data).
- Reduction in behaviour incidents requiring office support.

Qualitative

- Improved Student Learning Survey results related to inclusion.
- Improved Student Learning Survey results related to bullying and bias.
- Improved Student Learning Survey results related to feeling welcome at school.
- Improved Student Learning Survey results related to supporting peers with problem solving.
- Improved Student Learning Survey results related to how one student's choices can impact others.
- Observable: students showing increased willingness to support a safe school community, supporting others in feeling valued and being connected; as well, acting respectfully and caring for self and others and the learning community by utilizing restorative practices.

Implementation, Capacity Building & Resource Alignment

At Brooklyn Elementary, we will support students in developing personal and social awareness and responsibility with the goal of students respecting and caring for themselves, others, and their learning environment, so that each student feels valued, connected, and safe from discrimination and bias.

To accomplish this, we collectively will invest in:

Staff Professional Learning:

- Low arousal training level 1 and 2.

- Pro d sessions focused on inclusion: “Each student is seen, heard, and valued, driving the creation of compassionate learning environments that promote belonging, positive mental health, and deep, meaningful learning.” (SD#71 Strategic Plan).
- Staff meeting (#1 each month) time to review our school goal, review evidence and learning (measurable and reflective), set/review initiatives, and connect/review our school budget, calendar, and events in relation to our school goal.
- Staff meeting (#2 each month) workshops focused on inclusion, discrimination and bias – collaboration and learning time.
- Work collaboratively with PAC around school growth plan goal, plan and support fundraising and initiatives.

Student Focus:

- Monthly themes connected to our school growth plan, each class will dive into the monthly theme and learn about the values connected to that theme, it will be woven throughout the curriculum.
- Word of the week, this will run Sept-June and the words will be connected to our school growth plan goal.
- Engaged in ongoing core competency reflections.
- Engaged in awareness and celebration events.
- Engaged in restorative practices.

Monitoring & Reflection Commitments

Progress Review

- School Growth Plan will be reviewed monthly at staff meeting by the entire staff (EA’s and support staff can use LIFT funding to attend, and/or review at EA monthly meeting):
 - Step 1: Review -what new data do we have each month: assessments, student reflections, school observations, attendance, behaviour reports (office and admin oversight), street data, and Communicating Student Learning.
 - Step 2: Assess data – how is the new data connected to the School Growth Plan, what did we learn, how has the data changed from 2025-2026, what can we report on and update.

- Step 3: Plan – what new strategies could we implement or adjust, who do we need to involve to support the shift, and do we need to personalize the plan for each division/group.
- Step 4: Track: set timeframes for next review, ensure goals are measurable (SMART).

Community Communication

What We Are Focusing On

Brooklyn Elementary is focusing on supporting students in developing personal and social awareness and responsibility, with the goal of students respecting and caring for themselves, others, and their learning environment, so that each student feels valued, connected, and safe from discrimination and bias.

Why It Matters

We want all students to feel included at Brooklyn Elementary!

How Success Will Be Measured

- FSA results – grade 4 and 7 literacy and numeracy
- Attendance data
- Student Learning Survey results
- Students' behaviour and engagement trends

How Families Can Support Learning

Families can support by:

- Supporting the Brooklyn Code of Conduct.
- Support consistent school attendance.
- Encourage self advocacy, self regulation, and support their child's well being.
- Support their child with building relationships, valuing diversity, resolving problems using restorative approaches, and contribute to caring for their environment.

Sharing and Communicating

- Monthly PAC meetings – report out.
- School Growth Plan folder O365 for all staff to access.
- Weekly Brooklyn Broadcast updates.
- Start up memo for staff and families.
- Presentations

