

Miracle Beach Elementary

Growth Plan

2026-2027



We would like to acknowledge that we are on the Unceded Traditional Territories of the K’ómoks First Nation. The traditional keepers of this land.

Our school at a glance

Population	Indigenous	Bus to School	Diverse Needs
249	24%	81%	11%
			

Portrait of the School

Miracle Beach Elementary is in beautiful Black Creek, nestled between Courtenay and Campbell River. It serves approximately 250 students from Kindergarten through Grade 7, offering a welcoming and supportive environment focused on academic growth, creativity, and community involvement.

Miracle Beach families come from a large geographical area but make up a very close-knit community. A community that has a long history of interconnectedness between the school, its families, the forests, ocean, and the Black Creek businesses and services. Many of our families have been in the Black Creek area for generations and feel a strong tie to the school that nurtures their children.

Located near the scenic Miracle Beach Provincial Park and surrounded by lush forests, the school benefits from a beautiful natural setting that enhances learning opportunities, especially in outdoor education and environmental awareness. The staff prioritizes strong partnerships with families and the larger community to support student success and well-being. Our school includes on-site after-school care, a StrongStart program, as well as a universal daily breakfast/lunch program that ensures all our students have the best possible start to their day.

Decolonizing and Indigenizing Commitment

We acknowledge that our school is situated on the traditional, ancestral, and unceded territories of Indigenous Peoples and recognize our responsibility to advance reconciliation through meaningful action.

We are committed to decolonizing and indigenizing our school community by examining and challenging colonial practices, policies, and assumptions that have shaped education systems. We will work collaboratively with local Indigenous Nations, families, Elders, Knowledge Keepers, students, and community partners to create learning environments that honor Indigenous identities, worldviews, languages, cultures, and ways of knowing.

Our commitment includes:

- Embedding Indigenous perspectives, histories, and contemporary realities across all areas of learning.
- Building respectful relationships with local Indigenous communities based on reciprocity, accountability, and ongoing dialogue.
- Supporting the success, belonging, and well-being of Indigenous students.
- Engaging staff and students in continuous learning about the impacts of colonization, residential schools, and the ongoing journey of reconciliation.
- Valuing Indigenous knowledge systems alongside Western ways of knowing.
- Creating equitable and inclusive learning spaces where Indigenous voices are represented, respected, and celebrated.

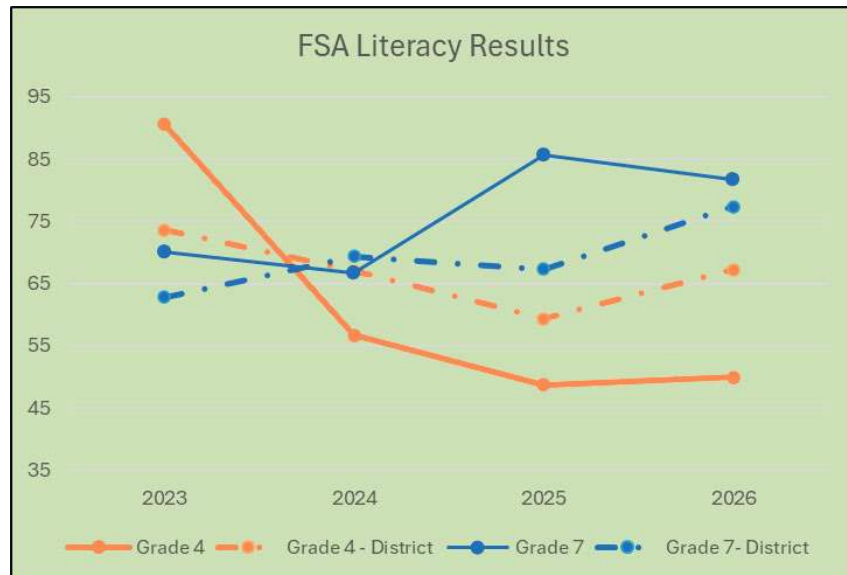
Through reflection, learning, and action, we will contribute to a school culture that advances truth, reconciliation, and educational equity for all learners.



Our Learners - What the evidence tells us

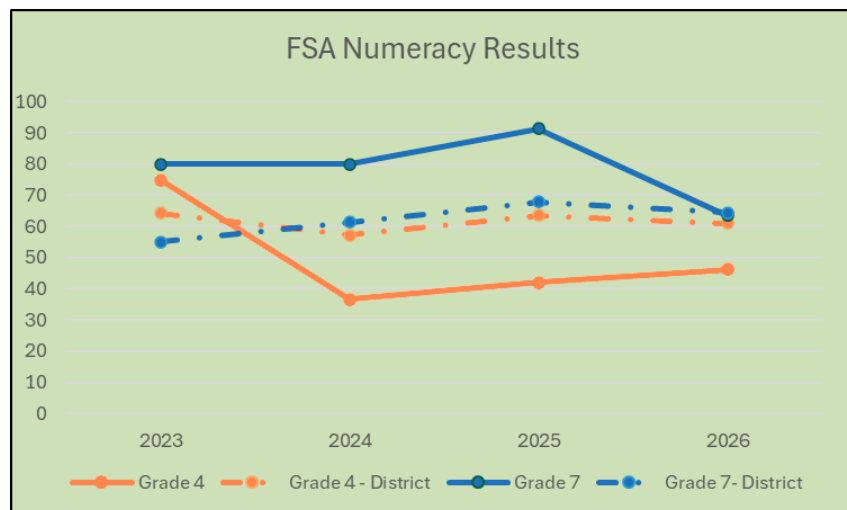
Literacy:

Grade 4 and 7 FSA results for the last 4 years as compared to district wide results. This represents the number of students that are On Track.



Numeracy:

Grade 4 and 7 FSA results for the last 4 years compared to district wide results. This represents the number of students that are On Track.



Analysis - Literacy:

This data tells us for the last 2 years Miracle Beach grade 7 students have been scoring higher than the district average in Literacy but that our grade 4 students have been scoring lower than the district average with a difference of 17.2% lower this past year.

The Primary teachers at Miracle Beach are in their 3rd year of implementing UFLI Foundations for explicit and systematic phonics instruction. In addition, the kindergarten classes use Heggerty for phonemic awareness instruction and the grade 1 and 2 teachers also have skills-based reading groups 3 times a week. Our intermediate teachers are implementing strategies from The Writing Revolution, Excellence in Writing program, Morpheme Magic, and other resources.

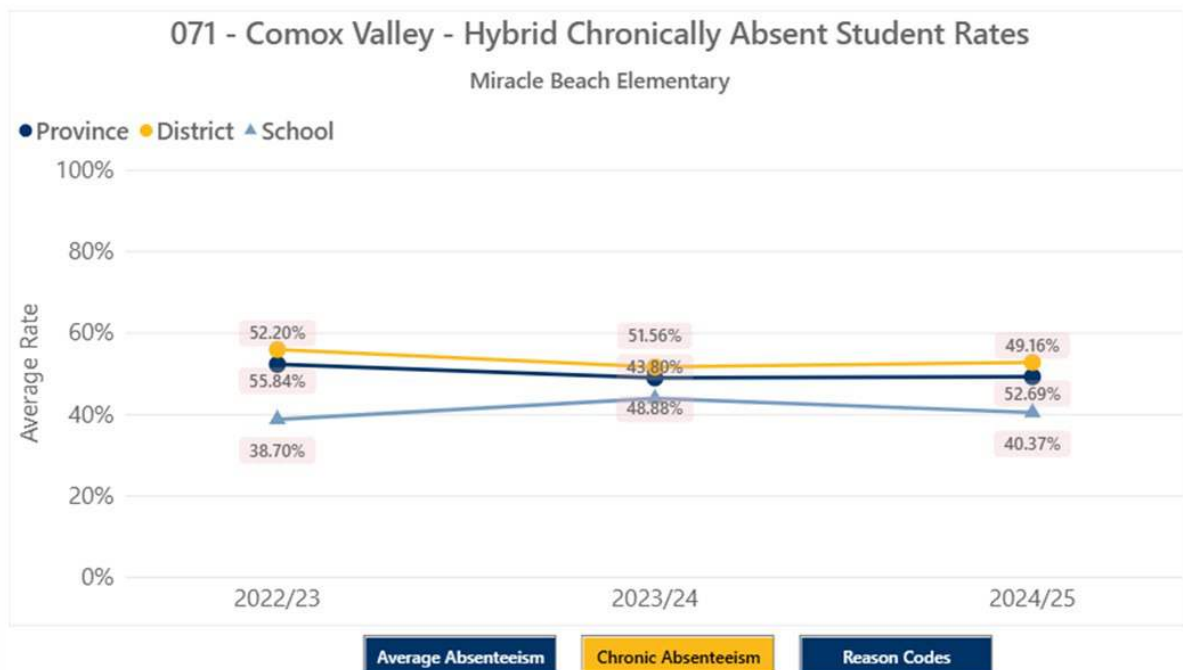
We will continue to monitor student progress and inform our teaching by implementing the field testing for Kindergarten and Gr. 2 classes in the Fall and again in the Spring as outlined in the framework. All Gr. 1-7 classes have done the LETRS basic or advanced spelling screeners this Fall and we will readminister the screener again in the Spring. Individual teachers will collect more specific individual data based on their grade level to monitor progress.

Analysis - Numeracy:

This data shows us that Miracle Beach grade 7 students have scored higher in Numeracy over the last 4 years, with the difference being as high as 23.5%. Our grade 4 students have been scoring lower over the last 3 years than the district average but have been slowly closing the gap with a difference of 14.9% this past year.

Our numeracy focus at Miracle Beach is to 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. Our staff will continue to help build routine and consistency in numeracy instruction by using the Student Numeracy Assessment and Practice (SNAP), which was implemented this past year. This has been used in conjunction with Number Sense booklets, and next steps include implementing the Operations portion of the SNAP assessment. We received a Learning Plan Grant, which allowed for teacher collaboration and directed learning from the SD71 Numeracy Support teacher.

Attendance Trends:



Miracle Beach students have a lower absenteeism rate than the district and provincial averages. This higher attendance rate is consistent among our Indigenous students and our students with Diverse Needs. Within our school, Indigenous students and students with Diverse Needs have lower absenteeism rates than the overall student body.

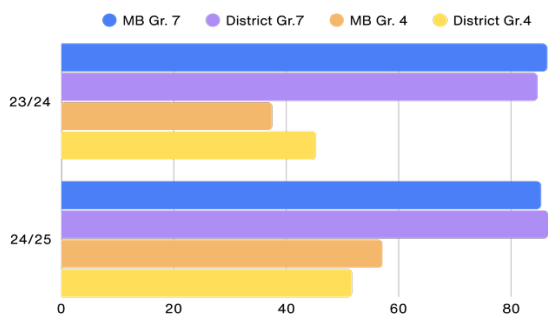


Core Competencies - What the data tells us

From the Student Learning Survey - Ministry of Education and Welfare

Personal and Social:

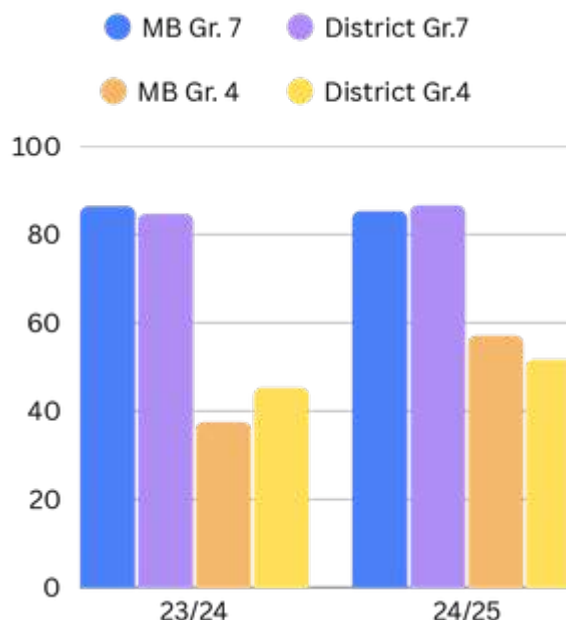
I feel that I can make a difference in my community?



Our grade 7s are on par with the district average when it comes to understanding that “I can make a difference in my community. In last year’s SLS, the grade 4s scored 5.4% higher than the district. When a student feels confident in themselves and values their place in the world, they are able to understand they can make a difference in their community.

Gr. 7 - At school, do you respect people who are different from you?

Gr. 4 - Students in my school treat each other with respect, even if they are not friends.



This data illustrates how Miracle Beach students treat each other regardless of their differences or whether they are friends. The grade 7 cohort states, to a degree of 85.3%, that they respect people who are different, while 57.1% of grade 4 students say they treat others with respect (5.4% higher than the district average). Students who are socially aware and responsible contribute to the well-being of their environments, which in turn leads to the development of welcoming and inclusive environments.

Core Competency Focus Areas

A sense of belonging is pivotal to elementary students' success. It helps them feel safe, valued, and connected at school. When children believe they are accepted by their teachers and peers, they are more likely to participate in learning, take academic risks, build positive relationships, and develop confidence in their abilities. Strong feelings of belonging are also linked to better attendance, improved behavior, greater motivation, and higher academic achievement. Belonging is further strengthened when students learn to value diversity, appreciate different perspectives and experiences, contribute positively to their school community, and care for their environment. These opportunities help students develop a sense of responsibility, connection, and purpose, creating inclusive and supportive learning environments where all students can thrive socially, emotionally, and academically.

Valuing Diversity:

Social Awareness and Responsibility

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

- Treating others with respect, kindness, and empathy
- Speaking up against bullying, discrimination, and exclusion
- Resolving conflicts constructively and respectfully
- Listening actively and engaging respectfully with differing viewpoints

Contributing to Community and Caring for the Environment:

Personal and Cultural Identity

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

- Making responsible choices that positively impact their community and the environment
- Showing pride in improving and maintaining their school and local surroundings
- Reflecting on the impact of their actions and recognizing their role in creating positive change

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District Context:

Every school will uphold and support literacy and numeracy development.

Capacity Building and Implementation

- Provide professional learning on social-emotional learning, culturally responsive teaching, inclusion, environmental education, and in-service learning.
- As a staff, choose and implement a social-emotional program that provides consistent actions and language through the grades.
- Use common language and provide resources focused on inclusion, anti-racism, personal responsibility, and stewardship.
- Create opportunities for staff collaboration to share effective practices and resources.
- Implement school-wide literacy and numeracy assessments that measure individual student proficiency in core foundational skills.
- Continued growth through alignment with district Literacy and Numeracy Frameworks.



