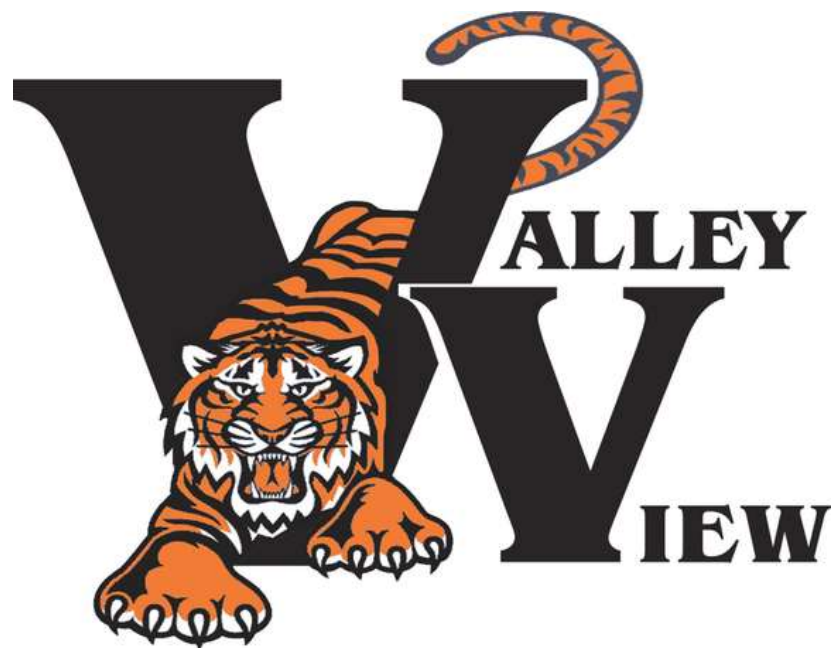


VALLEY VIEW ELEMENTARY

SCHOOL GROWTH PLAN 26/27



Gila'kasla, čěčhaθeč

Welcome everyone. We would like to acknowledge that we are on the unceded traditional territories of the Pentlatch, leeksan, Sathloot, and Sasitla people of the K'ómoks First Nation. We would like to thank them for the privilege of living, playing and learning on the land.

Decolonizing and Indigenous Commitment

At Valley View Elementary, we are committed to advancing truth and reconciliation by embedding Indigenous perspectives, histories, and ways of knowing and being throughout our school community. Our work is guided by the Truth and Reconciliation Commission of Canada's Calls to Action, the School District 71 Indigenous Education Enhancement Agreement, and the Local Education Agreement.

Currently we:

- Drum, sing, and teach the meanings of **Am'lala sa K'umuxse'** in assemblies
- Provide opportunities for students to engage in outdoor and land-based learning experiences that support connections to the natural environment and Indigenous understandings of stewardship and relationship with the land.
- Use the curriculum and field trips to focus on relationships, history, land, story, and identity within our school community and the land around us.
- Support staff learning and professional growth to strengthen culturally responsive teaching practices and authentic integration of Indigenous perspectives.
- Participate in school wide recognitions of National Indigenous People's Day, National Day for Truth and Reconciliation, and Indigenous History Month

In partnership with the K'ómoks First Nation and local Indigenous community members, we continue to build meaningful relationships that enrich student learning and honour Indigenous voices.

We are working towards:

- Continuing to identify and bring forth Indigenous ways of knowing and learning so Indigenous students see their identities, cultures, and experiences reflected throughout the school.
- Increasing opportunities for students and staff to learn and use local languages ʔayʔajuθəm and Kwakwala in meaningful and respectful ways.
- Enhancing school connections with local knowledge holders, members of the K'ómoks Nation, and other Indigenous people within the land we refer to as Canada.
- Fostering a school environment where all students experience belonging, connection, and success while developing a deeper understanding of truth, reconciliation, and respectful relationships.

Context and Portrait of the School

Located in East Courtenay in the heart of the Comox Valley, Valley View serves a well-established, family-oriented neighbourhood. The school is surrounded by the natural beauty of forests, parks and trails, creating meaningful opportunities for place-based learning, environmental stewardship, and outdoor education. These local landscapes provide authentic contexts for inquiry, connection, and experiential learning.

Valley View shares its campus with Mark R. Isfeld Secondary School and has access to the adjacent City of Courtenay sports fields and recreational facilities. These shared spaces foster opportunities for collaboration, smooth transitions for students entering secondary school, and strong partnerships with the broader community.

The school community values respectful relationships, belonging, and student well-being. Staff work collaboratively to create inclusive learning environments where every student is supported to develop academically, socially, emotionally, and physically. Through strong partnerships with families, local First Nations, community organizations, and district support services, Valley View strives to ensure all learners feel safe, connected, and empowered to achieve success.

Our Learning Priorities

In recent years, the school's primary focus has been strengthening literacy, with a particular emphasis on developing foundational early literacy skills. Teachers have implemented consistent, research-informed instructional practices to support reading, writing, oral language, and early intervention, ensuring students develop the essential skills needed for future learning success.

Building on this work, this year's School Growth Plan included a school-wide focus on strengthening students' number sense and mathematical thinking. Staff are using the SNAP (Student Numeracy Assessment and Practice) assessment tool to better understand students' mathematical knowledge, identify strengths and areas for growth, and inform responsive instruction.

An additional priority within the School Growth Plan is fostering student well-being by strengthening self-regulation skills. Regulation stations and dedicated self-regulation spaces have been created throughout the school, providing students with accessible tools and supportive environments to develop self-awareness, resilience, and independence.



A Snapshot of Valley View Elementary 2025-2026



356 students - 16 Divisions

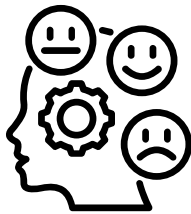


Kindergarten to Grade 7



Support Staff

- Counsellor
- Indigenous Support Worker
- Teacher Librarian
- Youth and Family Support Worker
- Speech and Language Pathologist
- Teacher of English Language Learners



Self-Regulation Supports

- 3 Regulations Stations - one in each pod for all students
- 2 Rest and Reset Rooms
- P.A.D.S. Dog and Restorative Circle Work
- Everyday Speech Social Skills Curriculum
- School and Classroom work using The Zones of Regulation
W.I.T.S., Tiger Tickets, T.H.I.N.K., and Monthly Assemblies



Indigenous
Population

14%



First
Language
86.6% English
13.4% Other



Before and
Afterschool care
onsite
50 spaces



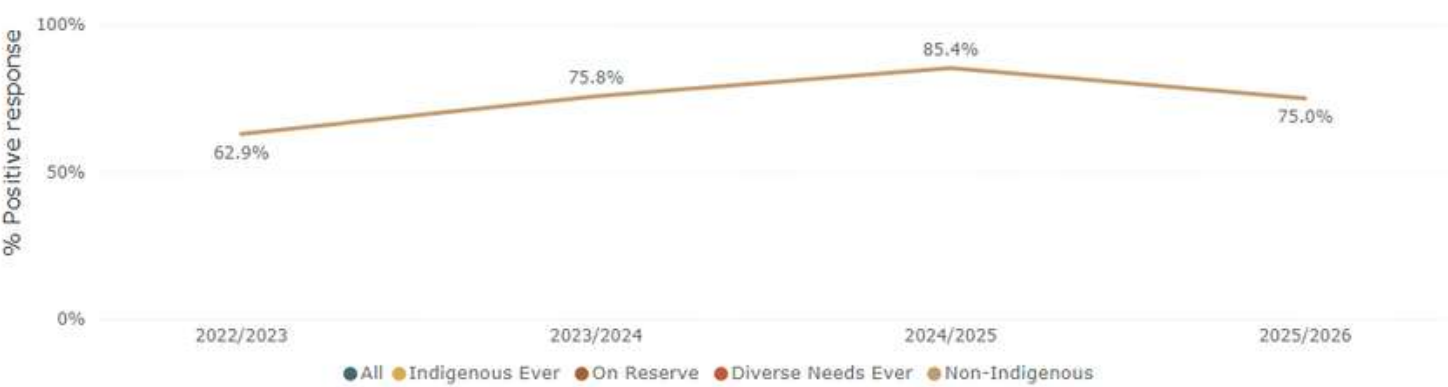
Our Learners: What the Evidence Tells Us

Literacy Trends

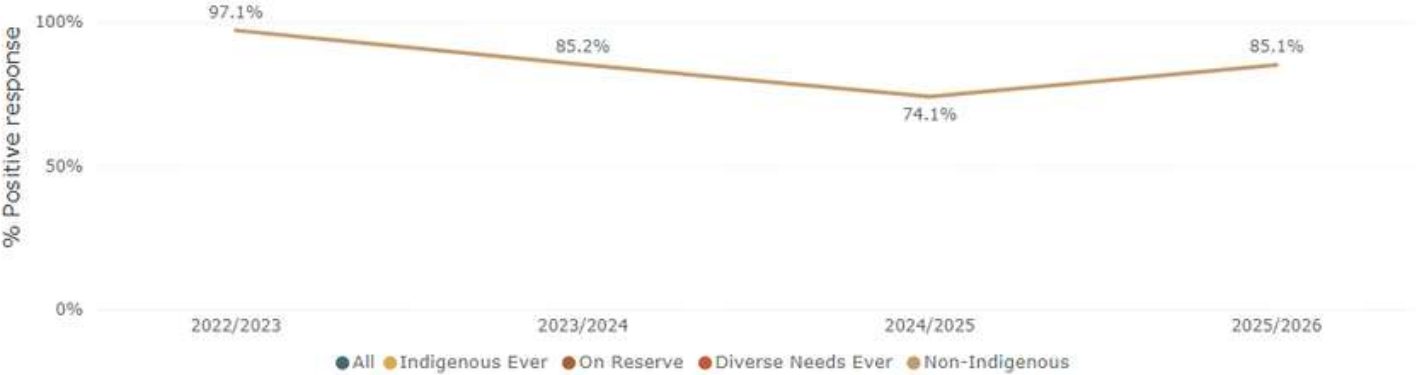
Over the past four years, Valley View Elementary has consistently performed above the district average in literacy on the Grade 4 and Grade 7 Foundation Skills Assessment (FSA). Although the district comparison data is not displayed in the accompanying graphs, Valley View students have achieved results that are approximately 2–8% above the district average across all reported literacy measures.

While the overall literacy results are encouraging, school data also identifies a significant area for continued attention. Indigenous students at Valley View Elementary continue to achieve below both their non-Indigenous peers within the school and the district average in literacy.

Valley View Elementary Grade 04 Literacy



Valley View Elementary Grade 07 Literacy



Moving forward, Valley View will build on these successes by maintaining a strong focus on early literacy, strengthening responsive instructional practices, and providing targeted supports for students who require additional intervention. Particular attention will be given to improving literacy outcomes for Indigenous learners through culturally responsive teaching, meaningful relationships, and learning experiences that reflect students' identities, strengths, and ways of knowing.

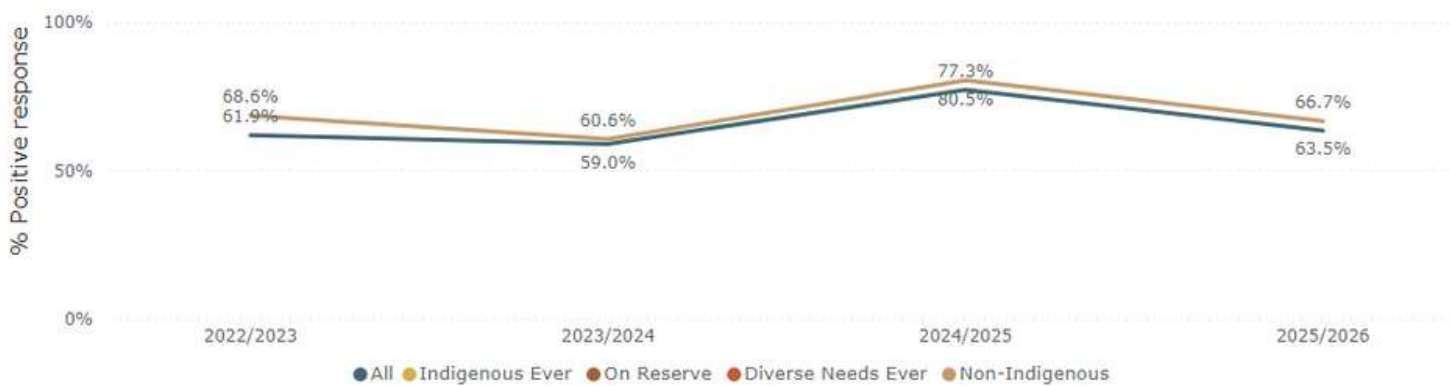
Our Learners: What the Evidence Tells Us

Numeracy Trends

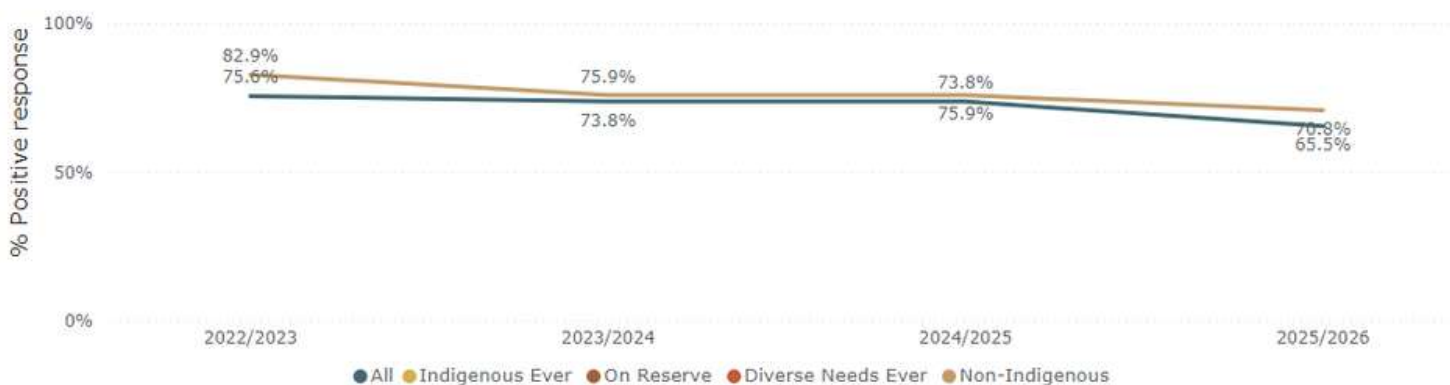
Numeracy achievement at Valley View Elementary is generally consistent with district trends, with students performing at or slightly above district averages. School-based assessment data indicates that the majority of students are developing a solid foundation in number sense, mathematical reasoning, and problem-solving.

While overall numeracy achievement is positive, our data also identifies an important area for continued growth. Similar to our literacy results, Indigenous students who participate in the Foundation Skills Assessment (FSA) achieve below their non-Indigenous peers.

Valley View Elementary Grade 04 Numeracy



Valley View Elementary Grade 07 Numeracy



Moving forward, Valley View will continue to strengthen instructional practices that develop conceptual understanding, mathematical reasoning, and problem-solving while using the SNAP (Student Numeracy Assessment and Practice) assessment to identify student strengths, monitor growth, and inform responsive instruction and targeted interventions. Staff will use SNAP data collaboratively to guide instructional decisions, ensuring students receive timely support while building confidence and proficiency in number sense across all grade levels.



Self-Regulation: Strategies and Practices Implemented in 2025–2026

Valley View Elementary has identified self-regulation as a key focus area for supporting student well-being, engagement, and belonging. Throughout the 2025–2026 school year, the school has implemented a variety of school-wide and classroom-based strategies designed to help students develop awareness of their emotions, build coping strategies, and strengthen their ability to independently manage challenges.

Current practices and supports include:

- **Three Regulation Stations available to all students**, providing accessible spaces where students can use strategies and tools to regulate, reflect, and return to learning.
- **Two Rest and Reset Rooms** designed to provide additional support for students who need a dedicated space to calm, regulate, and reconnect before re-engaging in classroom activities.
- **P.A.D.S. Dog support** to promote student comfort, connection, and emotional regulation through positive interactions and relationship building.
- **Restorative Circle practices** that support relationship repair, student voice, problem-solving, and the development of empathy and responsibility.
- **Everyday Speech Social Skills Curriculum** to explicitly teach communication skills, emotional awareness, perspective-taking, and positive social interactions.
- **Weekly Art Therapy Sessions** providing students with opportunities for creative expression, emotional exploration, self-awareness, and the development of coping strategies in a supportive environment.
- School-wide and classroom integration of **The Zones of Regulation** to support students in identifying emotions, understanding their responses, and choosing strategies that support regulation.
- Use of **W.I.T.S. strategies** (Walk away, Ignore, Talk it out, Seek help) to teach students problem-solving skills and positive approaches to conflict and peer interactions.
- **Tiger Tickets** and monthly assemblies to recognize and reinforce positive choices, responsibility, kindness, and contributions to the school community.

Together, these strategies support Valley View's commitment to developing resilient, self-aware learners who feel connected to their school community and are equipped with the skills needed to participate successfully in learning and relationships.

Core Competency Focus Areas for 2026/27

1. Personal Awareness and Responsibility - Self-Regulation

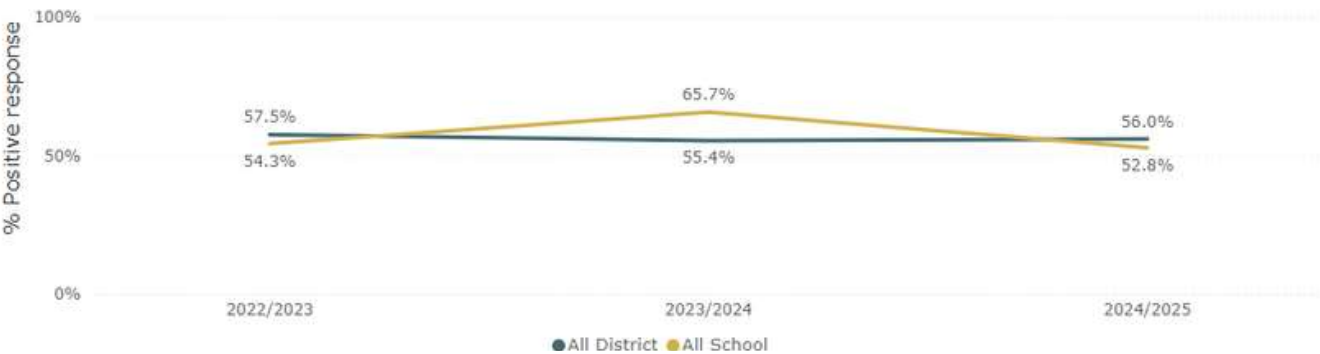
Rationale:

Personal Awareness and Responsibility, self-regulation core competency will continue to be an important focus for Valley View Elementary in 2026-2027 based on school-wide evidence, student needs, and staff observations. Over the past several years, staff have observed an increasing need to intentionally support students in developing self-regulation, emotional awareness, resilience, and the skills necessary to navigate social and academic challenges.

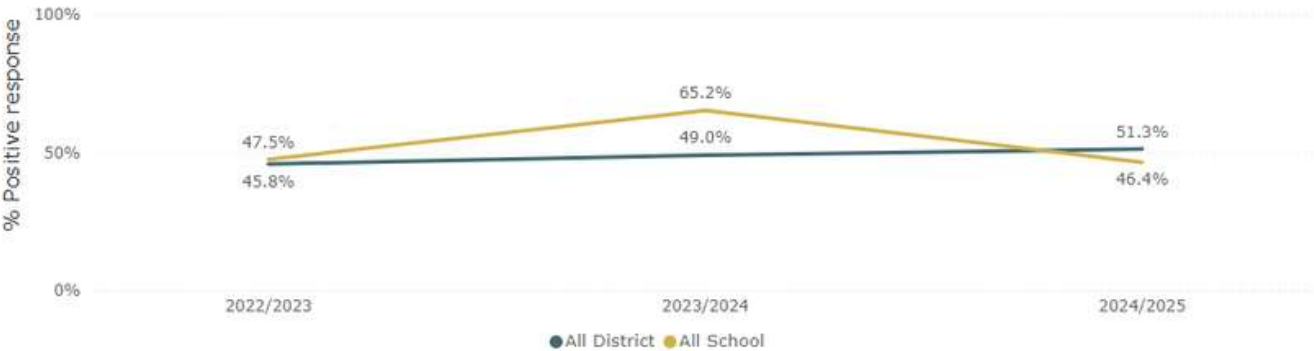
In 2025, results decreased for both Grade 4 (52.8%) and Grade 7 (46.4%), with Grade 7 falling below the district average (51.3%) and Grade 4 slightly below the district average (56%). These results highlight the importance of continuing to explicitly teach and reinforce conflict resolution, communication skills, and self-regulation strategies across the school.

Staff recognize that students are better able to engage in learning, build positive relationships, and persevere through challenges when they have the skills to understand and manage their emotions, behaviours, and responses to different situations. Strengthening self-regulation supports students' readiness to learn and contributes to improved academic, social, and emotional outcomes.

Valley View Elementary, & All District 71, Grade 4 - Are you learning how to solve problems with others in pe...



Valley View Elementary, & All District 71, Grade 7 - Are you learning how to solve problems with others in pe...



Reflection and Assessment

Valley View will continue to build upon the systems and practices established during the past few years by refining and strengthening school-wide approaches that support students in recognizing emotions, developing coping strategies, making responsible choices, and increasing independence. Through explicit teaching of self-regulation skills, consistent classroom practices, and continued access to regulation supports, students will be supported in applying these strategies across a variety of learning and social situations. Valley View Elementary will continue to use a combination of student voice, staff observations, school-based evidence, and behavioural and social-emotional data to reflect on the impact of self-regulation initiatives. Staff will regularly assess how effectively current strategies support students in recognizing emotions, using regulation tools, building independence, and engaging successfully in learning and relationships.

Reflection will include collaborative conversations among staff, review of student needs and trends, and feedback from students and families. Teachers will continue to monitor student growth in Personal Awareness and Responsibility through classroom observations, Core Competency reflections, and evidence of students' ability to identify emotions, choose appropriate strategies, problem-solve, and demonstrate resilience.

The school will continue to evaluate the effectiveness of regulation supports, including regulation stations, Rest and Reset Rooms, and school-wide strategies such as The Zones of Regulation, W.I.T.S., Everyday Speech Social Skills Curriculum, restorative practices, and other relationship-based approaches. This ongoing reflection will guide next steps, ensuring that supports remain responsive, inclusive, and aligned with the goal of creating a learning environment where all students feel safe, connected, and ready to learn.



Core Competency Focus Areas for 2026/27 Cont.

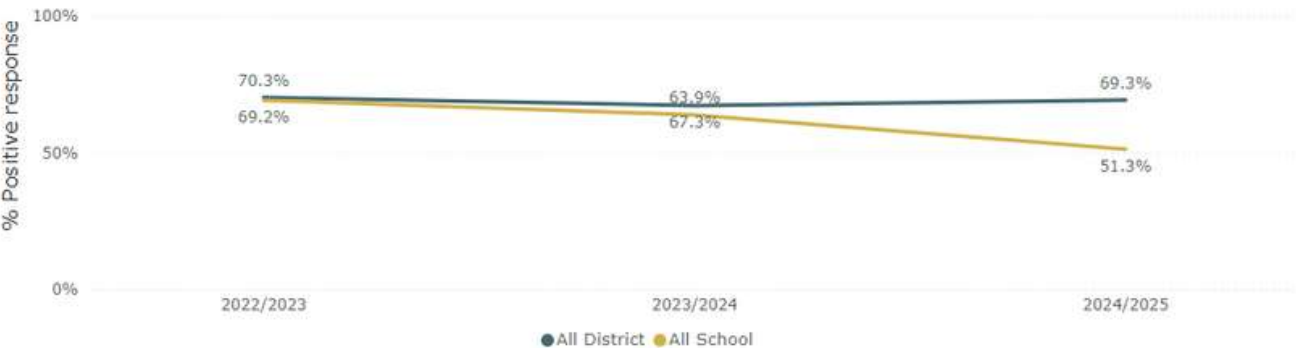
2. Social Responsibility - Building Relationships

Rationale:

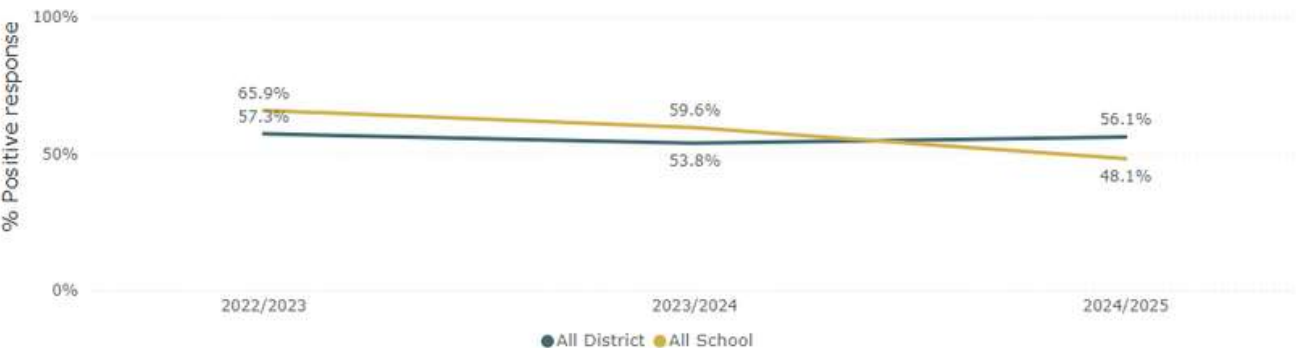
Social Responsibility: Building Relationships has been identified as an important focus area at Valley View Elementary because positive relationships are the foundation for a safe, inclusive, and connected school community. Developing students' ability to interact respectfully, understand the perspectives of others, and contribute positively to their community supports their sense of belonging and overall success. Students who feel connected and valued are better able to engage in learning, navigate challenges, and build meaningful relationships with peers and adults.

This focus supports students in developing the skills needed to exist respectfully within a diverse school environment, including following school expectations, listening to and learning from adults, communicating effectively, and taking responsibility for their actions. Through explicit teaching and modelling of respectful behaviours, empathy, inclusion, and appreciation for diversity, students will continue to strengthen their ability to build positive connections and contribute to a welcoming school culture where everyone feels they belong.

Valley View Elementary, & All District 71, Grade 4 - How many adults do you think care about you at your sch...



Valley View Elementary, & All District 71, Grade 7 - How many adults do you think care about you at your sch...



Over the past three years, Valley View Elementary results have shown a decline in students reporting strong connections with caring adults at school. In 2023, Grade 4 students reported 69.2% and Grade 7 students reported 65.9%, with Grade 7 results above the district average (57.3%). In 2024, results decreased slightly for both Grade 4 (63.9%) and Grade 7 (59.6%), while still demonstrating that many students felt connected to caring adults within the school. In 2025, student responses declined further, with Grade 4 at 51.3% and Grade 7 at 48.1%. Grade 4 and Grade 7 results were below district averages (Grade 4: 69.3%, Grade 7: 56.1%), indicating a potential area for growth related to students' sense of belonging and connection with adults at school. These results reinforce the necessity and importance of intentionally strengthening relationships with our students to ensure going forward, students feel known, valued, and supported by the adults in their learning environment.

Reflection and Assessment

Valley View Elementary will continue to reflect on the development of students' Social Responsibility: Building Relationships skills through:

- Student voice, staff observations, classroom evidence, and school-based data to monitor growth in relationship-building skills.
- Student Learning Survey data to better understand students' sense of belonging, connection, and relationships with caring adults.
- Monitoring students' ability to:
 - Demonstrate respectful interactions with peers and adults.
 - Follow school expectations and contribute positively to the school community.
 - Listen to and learn from others' perspectives.
 - Communicate effectively and solve problems respectfully.
 - Show empathy, inclusion, and appreciation for diversity.
- Reviewing behavioural trends and student support data to identify strengths, needs, and areas for continued growth.
- Staff collaboration and reflection on the effectiveness of:
 - Restorative practices.
 - Classroom routines and expectations.
 - Relationship-building strategies.
 - School-wide approaches that support inclusion and belonging.

Next steps will include:

- Continuing to strengthen practices that help students build positive relationships and feel connected to caring adults.
- Providing opportunities for student voice, leadership, and connection within the school community.
- Ensuring all students feel valued, respected, and a sense of belonging at Valley View.



Monitoring & Reflection Commitments

Throughout the school year there will be multiple reflection and engagement points to hear from invested parties, including students, staff, and parents.

Student Engagement: September

At the beginning of the year, prior to October 15th, we will engage our students to share our school goals and get their feedback on the plan. This will be done by teachers within the classroom by conducting a school led survey, holding a circle discussion and also through school-wide assemblies.

Staff Review: January & May

The staff will take some time in January and May to reflect on how the school growth plan is doing and whether adjustments need to be made. Staff will look at report cards, FSA results, and student voice as key indicators to decide on next steps.

Parent Engagement: September, February & June

During three PAC meetings, the principal will lead the PAC committee through a review of the school growth plan. In the February review, parents will be able to provide suggestions on next steps for the spring semester and in June they will review the year results and provide feedback on the upcoming school year's goals.

Indicators of Success

Students will...

- Attempt to problem solve social and academic challenges independently before seeking adult assistance
- Demonstrating improved ability to resolve conflicts, repair relationships, and engage in respectful interactions with others
- Reflecting on their own growth through Core Competency learning and recognizing themselves as capable, connected learners.
- Reporting a stronger sense of belonging, safety, and connection within the Valley View community..

Staff will...

- Strengthen relationships with students by creating opportunities for connection, trust, and belonging.
- Use assessment and reflection to identify areas of growth and next steps in supporting student well-being and learning.

VALLEY VIEW ELEMENTARY

SCHOOL GROWTH PLAN 26/27

2026/27 Focus

This year, Valley View Elementary is focusing on the core competencies of:

- Self-Regulation
 - To strengthen students' Personal Awareness and Responsibility through intentional development of self-regulation, emotional awareness, resilience, and problem-solving skills so that students are better able to manage challenges, build positive relationships, and engage successfully in learning and the school community.
- Building Relationships
 - To strengthen students' Social Responsibility: Building Relationships skills by developing their ability to communicate respectfully, demonstrate empathy, resolve challenges peacefully, and contribute positively to an inclusive school community where all students feel a sense of belonging and connection.

Why It Matters

Students need strong self-regulation and positive relationship skills because these competencies are foundational to learning and success, helping them feel safe, connected, and confident while engaging in academic learning, navigating challenges, building relationships, and developing the skills needed to thrive in school and beyond.

Success Will Be demonstrated when Students...

- Demonstrate resilience by persevering through challenges, reflecting on their learning, and using problem-solving strategies.
- Build positive relationships by communicating respectfully, showing empathy, valuing diversity, and resolving conflicts peacefully.
- Feel a strong sense of belonging, connection, and confidence within the Valley View community.

How Families Can Support Learning

- Supporting respectful communication, empathy, and kindness in daily interactions with others.
- Encouraging children to take responsibility for their choices, actions, and relationships.
- Connecting with the school to share insights, celebrate growth, and work together to support student success.

Communication Methods

- School newsletters and emails
- PAC meetings
- Ongoing teacher communication with families

