



## Framework for Enhancing Student Learning School Plan



## Our Story

Crofton Elementary Community School is a Kindergarten to Grade 6 school with an enrollment of 180 students for the 2021-22 school year. Crofton Elementary has been part of the community since 1969. In April 2009, an eco-friendly, modern design school was built using local wood which is now our current school. Our school boasts a unique and modern design that showcases our striking ocean views and seaside environment.

Our students are currently organized into 9 divisions that include combined grade divisions. Our school supports an after-school care program in partnership with the local community school society. Prior to COVID our school hosted a Strong Start Program which was accessed by many of our families in our community who have pre-school aged students. Our school's catchment area includes the traditional unceded land of the Halalt people and we are grateful to work, learn and play on this beautiful land. Our school enjoys close proximity to beaches, parks, and forest areas that are often used for place-based learning.

Most Crofton Elementary students live in the town. There are no school busses for Crofton Elementary. Many of our families represent diverse family structures. The cultural and ethnic backgrounds of our students are predominately of European descent. A significant portion of the families face low socio-economic challenges. Our school population consists of families that have been in the community for generations and other families that are more transient or new to the community. Approximately 8 % of our student population has identified as Indigenous.

In our school we celebrate the things we value in our school community.

We celebrate community. Prior to COVID, our school had family groupings and family activities. These groups were made up of multi-aged students and various staff. The family groups worked and learned together about community building, environmental stewardship, and conflict resolution, and often incorporated Indigenous Ways of Knowing and Culture.

We celebrate diversity. Our school promotes inclusion and respect for all students regardless of their ability, culture, ethnicity or gender and sexual orientation. We have learning activities and events throughout the school year to celebrate diversity such a Rainbow Day during Pride Month.

We celebrate a growth mindset. We value the different ways we show our learning. We understand learning is a dynamic process and does not always follow a straight line. We celebrate reading. For the last four years one of our most anticipated events is our Annual Read-A-Thon. This is where our entire school collectively work together to break a school-wide reading goal in order to achieve a new school record which usually includes a Principal's challenge assigned by the students themselves. This year the challenge was for the Principal to wear a T-REX costume to school for a day.

## **Our Learners**

### Our strengths:

When staff were asked “What are the strengths we see in our school?” they responded with:

- Connectedness
- Inclusiveness
- Growth Mindset
- Creativity in the Arts

When students were asked informally “What are the strengths at Crofton Elementary” they responded with:

- Caring Teachers
- Student helping each other
- Learning and playing outside and in nature

Our Student Learning Survey data showed that 81% of students had at least one adult in the school that they thought cared for them at school.

### Our stretches:

#### Conflict Resolution Skills & Literacy

##### Conflict Resolution Skills

On our 2020-21 Discipline Reports- 90% of Behavior Incidents referred for follow-up by the Principal involved failed attempts of resolving conflict with peers or staff.

This year a Staff Survey and Student Survey done by one of our PLC's both indicated peer conflict and self-regulation as priorities.

On the April 2021 Student Learning Survey when students were asked “have you ever felt teased and/or picked on at school?” 27% of students responded “sometimes” and another 27% “a few times.”

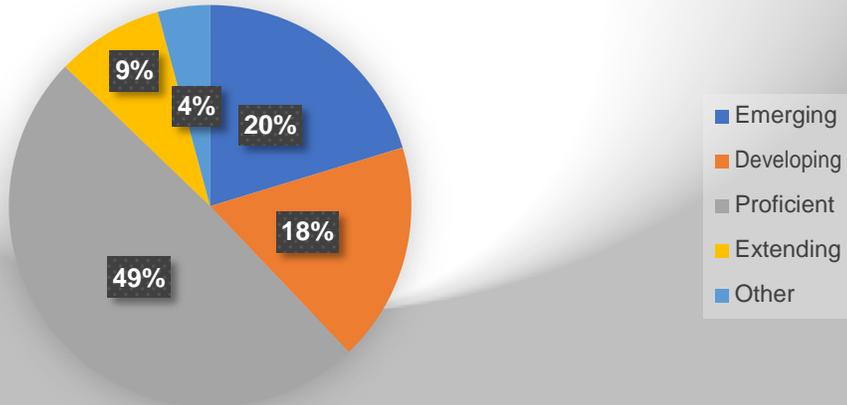
##### Literacy - Grade 4 FSA Literacy Results:

Reading: 65% of our Grade 4 students were “On Track” & 15% were “Emerging”

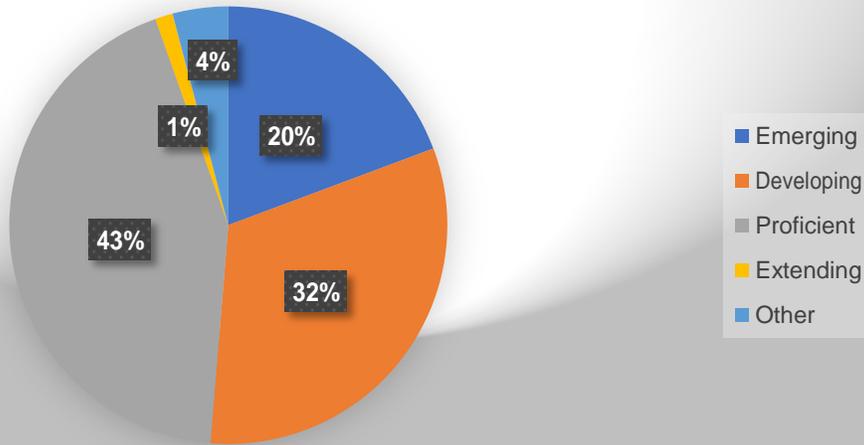
Writing: 45% of our Grade 4 students were “On Track” & 30% were “Emerging”

Our District Assessment Data for Reading and Writing.

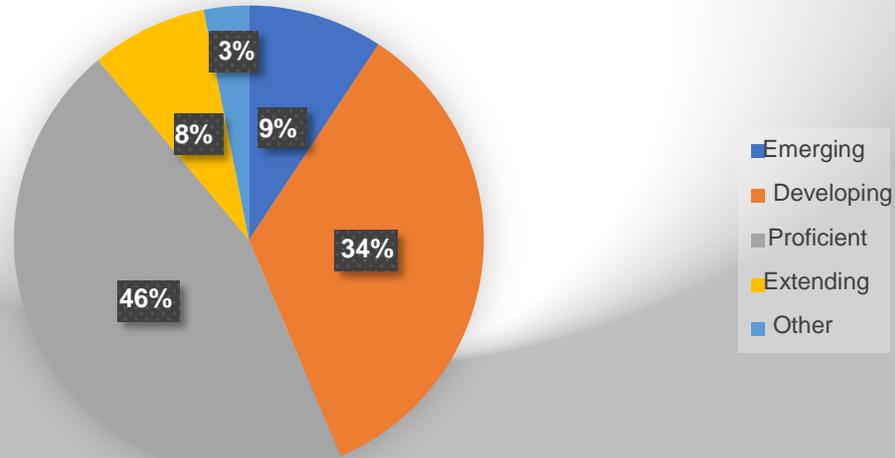
### Spring 2021: Reading Assessment Data (Primary)



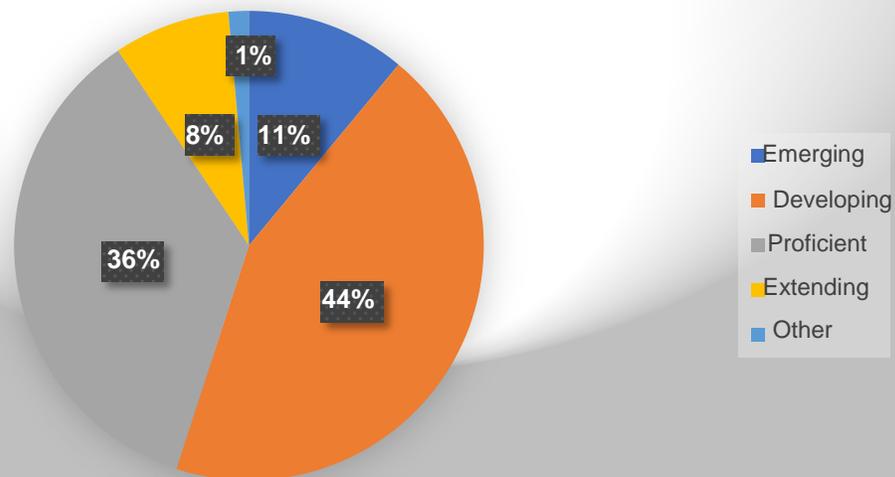
### Spring 2021: Writing Assessment Data (Primary)



## Spring 2021: Reading Assessment Data (Intermediate)



## Spring 2021: Writing Assessment Data (Intermediate)



Our district assessment data shows the % of students who are considered proficient writers drops 7% as students transition from primary to intermediate grades. Writing proficiency at both primary and intermediate grades lag behind reading proficiency. This data also shows that 58% of primary students have proficient or better reading skills and 54% of intermediate students read at a proficient level or higher.

## Our Goals

Based on our stretches and the District's Strategic Plan, we have set Improving Student Conflict Resolution and Self- Regulation Skills as our first goal and improving Literacy Achievement for all students as our second goal.

### Goal 1: Improving Student Conflict Resolution and Self-Regulation Skills

This year a group of our teachers and EAs focused their PLC time on gathering student and staff data on factors that build and sustain compassionate and positive school communities. Part of the group's inquiry was to analyze where our current WITS program fits into the next steps of building a compassionate and positive school community. The PLC group focused on planning and re-invigorating our WITS program using our family groups to explicitly teach and model the pre-requisite self-regulation skills and mindset required to consistently and effectively use the WITS strategies for conflict resolution.

We plan to:

- Re-establish our multi-age family groups.
- Use leadership students/older students to teach & model pre-requisite skills.
- Provide weekly opportunities for family group learning and community activities.
- Themed monthly assemblies with celebrations of learning.
- Staff to continue PLC Inquiry on Building Positive and Compassionate School Community.
- Continue to gather data from students and staff.
- Incorporate existing CALM, EASE and Zones of Regulation concepts to our WITS program.
- Incorporate Indigenous Ways of Knowing and Teaching in our Family group learning and activities.

Other actions

- Continue to teach CALM Program at K-1.
- Continue to teach Zones of Regulation and EASE from Gr.1 to Gr. 6.

Measures:

- Student and Staff Feedback
- Discipline Reports
- Student Learning Survey

## Goal 2: Improving Literacy Achievement For All Students.

COVID resulted in inconsistent student attendance and added stress on mental health and wellbeing for students and families. This made it difficult for teachers to accurately assess student progress and achievement this school year. Teachers shared concerns about the Literacy gap that COVID may have increased. Next year, we plan to take a deeper look at our student assessment data from multiple levels from the FSA (satellite level), District Literacy Assessment & grade level report card data (map level), down to individual student samples and feedback (street level). Our objective is to determine how we can learn to use assessment data to help us accurately target literacy supports in a multi-tiered approach.

We plan to:

- Review and analyze in September literacy data to plan specific and targeted programming.
- Explore literacy assessments at Map and Street Level to get a balanced perspective of student progress and needs.
- Continue grade level literacy collaboration and planning & explore multi-grade level literacy collaboration and planning.
- Utilize evidence-based literacy strategies in all grades.
- Use Class reviews – identify class strengths and areas which need additional focus.
- Participate in school district professional development related to reading

Measures:

- PM Benchmarks
- Kilpatrick/Heggerty
- District Reading and writing assessment
- FSA Reading and Writing Results
- Classroom assessments
- Student Feedback/reflection/sample

## Our story is beyond . . .

Crofton Elementary has a strong sense of inclusion and community where students and staff are very welcoming of newcomers. This year, we had several students with diverse needs join our school. One of these students was Brad, a grade 6 student with Autism. Brad moved from his old school where he was only attending part time due to his challenging behaviour. Brad and his dad were excited to make a fresh start at our school.

In the beginning of the school year, Brad struggled with his behaviour and found it hard to establish positive peer relationships. Apart from being a new student in a tight-knit school community, Brad's behaviors were often loud and off-putting to his peers and staff. Our school team worked hard to establish a positive relationship with Brad and his dad. Brad's support plan at school focused on self-regulation and maintaining positive relationships. The school team also recruited Brad's peers to help support him when he was struggling. The school team provided ongoing support and coaching to his peers. Early on a small group of peers in his class befriended Brad and often advocated for him despite his setbacks.

It was difficult at first for both staff and students to see Brad have tough days, but Brad continued to work hard on his goals and the staff, and his peers continued to support him. Towards the second half of the school year, two amazing things happened. First, Brad made significant progress in self-regulation and practicing mental flexibility when things seemed to not be going his way. Second was that the small group of peers who befriended Brad had grown to almost every student in his grade cohort. Brad was regularly part of a group that played sports during recess. He even made friendships with students who he had previously had conflicts with. Brad also had a growing number of staff members championing his efforts and successes.

Despite Brad making occasional behavioural mistakes or having a bad day, the strong sense of inclusion and community of Crofton Elementary made it possible for Brad to develop many positive friendships that will follow him to Chemainus Secondary School.