COWICHAN VALLEY
School District

Framework for Enhancing Student Learning
School Plan
2026-2027

‘Uy’ skweyul si’em nu sye’yu,
‘uy’ kwunus ‘i’ lumnamu.
Tth’i’hwum ‘i’ nuw’ilum.

Good day my respected friend,
It is good to see you.
Please come in.

Chemainus Elementary


CHEMAINUS ELEMENTARY COMMUNITY SCHOOL











Chemainus Elementary Community School's Story

Chemainus Elementary Community School is situated on the unceded territory of the Hul'q'umi'num' speaking peoples; in particular the Lyackson, Stz'uminus, Penelakut and Halalt Nations. We are a K-Grade 7 school with approximately 350 students enrolled. We are partnered with a beautiful one-room schoolhouse on Thetis Island, which hosts approximately 18 students per year.

We celebrate the deep commitment of educators, parents and community members to our outdoor spaces, forests, gardens, community parks and beaches, which play an important role in children's learning. We are proud to have added an outdoor, covered classroom to our school, which provides further opportunities for outdoor learning, as well as providing a community resource to be used outside of school hours. Staff and students have also engaged in the planting of shrubs that are Indigenous to the area. We celebrate our commitment to deepening our understanding of environmental stewardship, Indigenous ways of knowing, and place-based learning.

We are committed to developing literacy and numeracy throughout our grades. This includes exposure to play-based early literacy and evidence-based instruction, such as UFLI or Tara West's Science of Reading in primary (and some intermediate) classrooms. This will lay a groundwork for literacy through a focus on Phonemic awareness and phonics. Teachers are also committed to collaborative multi-grade groupings to focus on early literacy skills in both the primary and intermediate grades. We completed a book club for the 25-26 school year, examining Hochman and Wexler's, "The Writing Revolution 2.0", with 15 staff members committed to the activity. We also took part in a TIP grant, through the generous support of School District #79, the CVTU and the BCTF. Eleven staff members took part in a writing inquiry, and this work will be carried forward during our school's PLC time during the 26-27 school year.

Approximately 20% of our students are Indigenous. Our school celebrates, and is striving to learn more about, the First Peoples Principles of Learning and Indigenous ways of knowing. We are committed to critically examining our own biases, attitudes, beliefs, values, and practices to facilitate truth and reconciliation. We believe that exploring Indigenous ways of learning will improve not only our teaching practice, but education for all. We will continue to welcome Indigenous Knowledge Keepers to share teaching with students and staff members. We have reimagined our school mural to one that better embraces our community, with a focus on Indigenous artwork. We are also working with an Indigenous artist to create a logo for our school mascot (the cougar cubs) that can be shared on school Jerseys, t-shirts and on gifts to presenters.

The Learners

"I am getting better at reading because I can practice."
"I liked learning about the magic 'e' and how a word doesn't end in i, v, or j."

Strengths: Students at Chemainus are kind, enthusiastic, creative, hands-on learners who enjoy the opportunity to interact with nature and engage in outdoor education. They have strong ties to their community and feel connected to their school. Focused work in literacy has helped to increase students' decoding skills. Our strengths include:

- Creating opportunities for place-based learning
- Staff commitment to supporting students and community
- Inclusive and supportive environment
- Children feel safe to learn (academically, emotionally, physically)
- Trusted relationships between staff and community
- Parental involvement

- Identifying and supporting at-risk students through School Based Team
- Strong classroom practice in Literacy instruction

Stretches: Students at Chemainus are caring but currently struggle to manage big emotions and/or difficult interactions in a peaceful and productive way. They can be very articulate in sharing their ideas but are unable to do so in times of frustration or hurt. Academically, students are doing well with decoding, although reading fluency (and comprehension at some grade levels) is an area requiring growth. Our stretches include:

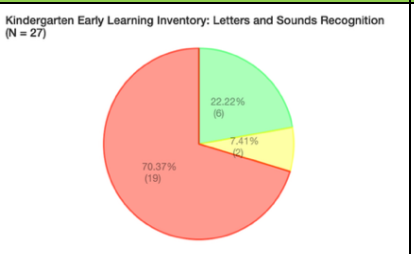
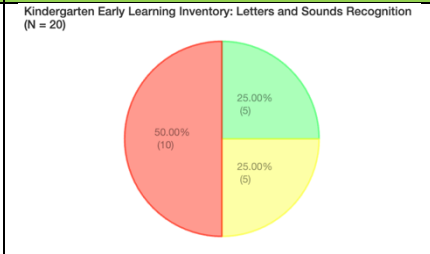
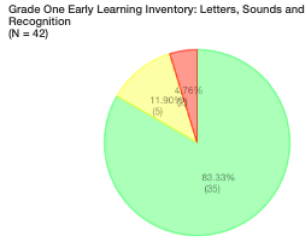
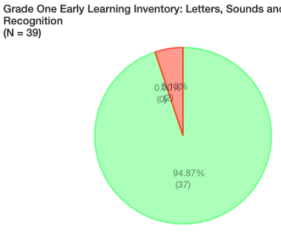
- Reading fluency
- Numeracy fluency
- Social Emotional Learning (SEL)/Well Being
    - Conflict Resolution
    - Self-Regulation
    - Trauma-informed practices (Staff have been working on growth in this area to better support students, through our PLC work during 2526)

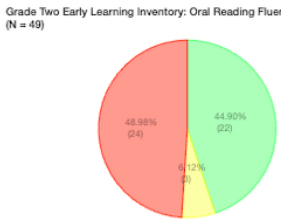
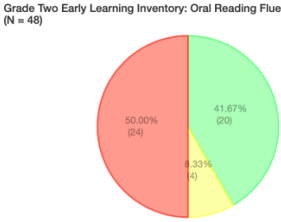
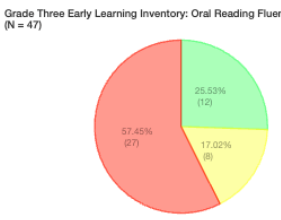
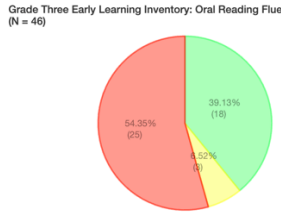
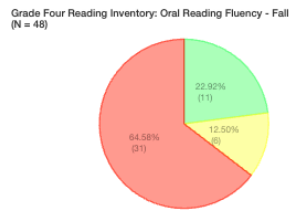
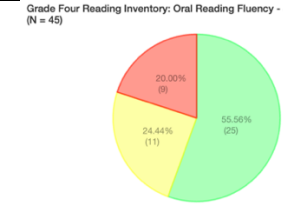
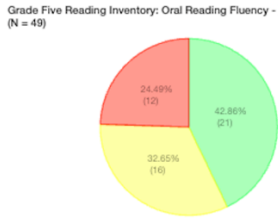
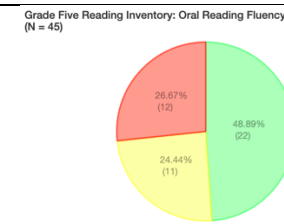
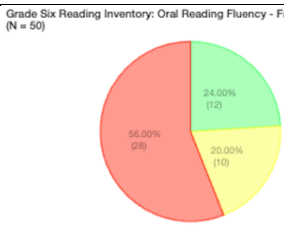
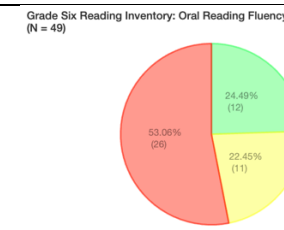
Considered Data:

- Foundational Skills Assessment (FSA)
    - Overall Literacy Proficiency (25-26)
        - ♦ 47/48 students = wrote the assessment
        - ♦ 18/48 students = emerging
        - ♦ 29/48 students = on track or exceeding expectations (31 on track, 5 exceeding)
    - Overall Literacy Proficiency for Indigenous Learners (25-26)
        - ♦ 15/16 students = wrote the assessment
        - ♦ 10/16 students = emerging
        - ♦ 5/16 students = on track
- Collection of Literacy scores from District Literacy Screeners
- Classroom Teacher Observations and reporting
- Student Learning Surveys

"Reading is good because it takes you into new worlds without technology."
"Chemainus is special."

Collection of Literacy scores from the District Literacy Screeners (for all Learners):

Fall '25 Fluency Scores	***Spring '26 Fluency Scores***	***Breakdown of Growth***
		*Kindergarten* *Letter Naming & Sound Recognition* • 50% are not within expectations (a decrease from 70% in the Fall) • 25% are approaching expectations • 25% are proficient
		*Gr. 1* *Letter, Sound & Digraph Recognition* • 5% are not within expectations • 0% are approaching • 95% are proficient

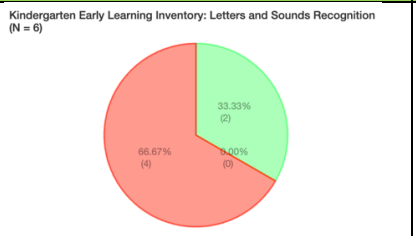
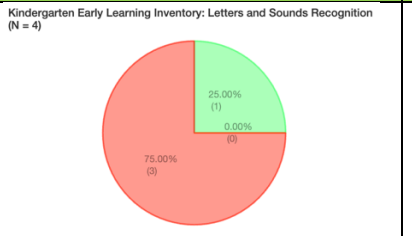
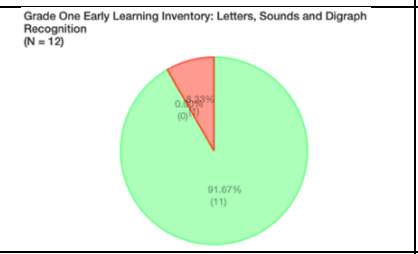
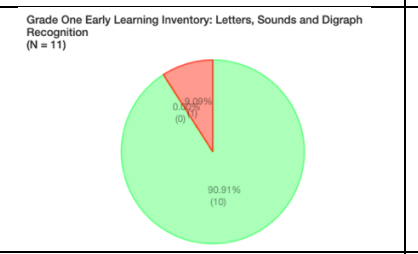
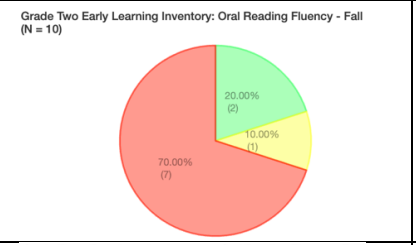
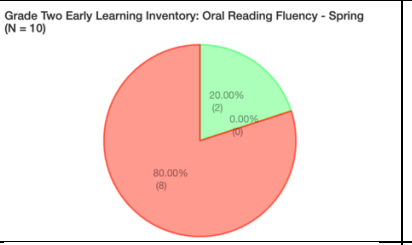
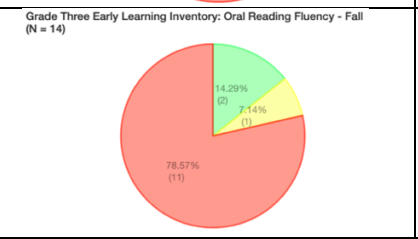
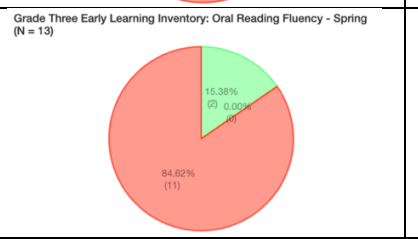
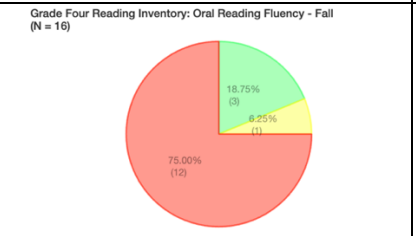
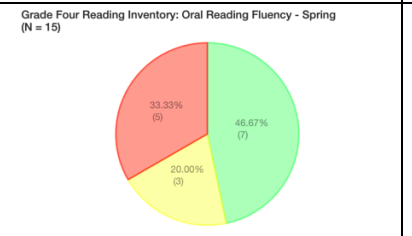
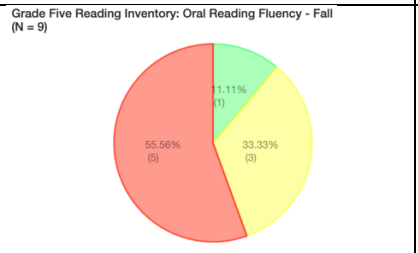
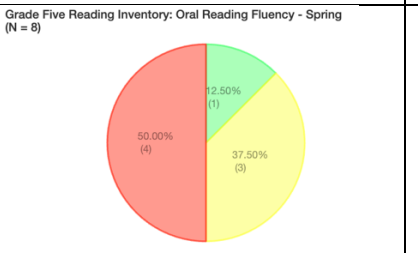
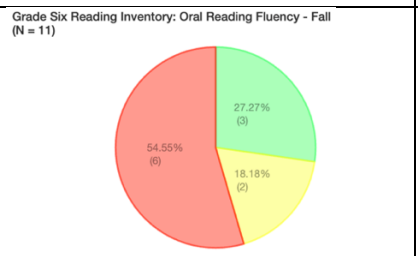
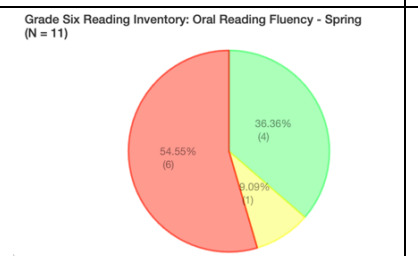
		*Grade 2 Fluency* • Increase of 1% of students (Ss) not within expectations • Increase of 2% of Ss approaching • Decrease of 3% of Ss proficient
		*Grade 3 Fluency* • Decrease of 3% of Ss not within expectations • Decrease of 10% of Ss approaching • Increase of 14% of Ss proficient
		*Grade 4 Fluency* • Decrease of 44% of Ss not within expectations • Decrease of 12% of Ss approaching • Increase of 33% of Ss proficient
		*Grade 5 Fluency* • Increase of 2% of Ss not within expectations • Decrease of 8% of Ss approaching • Increase of 6% of Ss proficient
		*Grade 6 Fluency* • Decrease of 3% of Ss not within expectations • Increase of 2% of Ss approaching • Increase of 0.5% of Ss proficient

Overall, we are seeing an improvement in Fluency from Fall to Spring, however the number of students not yet meeting expectations in reading fluency is still higher than we would like to see in many classes in the Spring. Per the student learning survey, students responded 98% with “agree” and “strongly agree” in response to the statement, “I feel I am getting better at reading.” While we still have students in the red, we are still seeing growth in the individual child’s fluency, just not to the degree that they are moving out of red.

At Thetis Elementary, when comparing the Fall and Spring results, the overall learning profile remained relatively stable with most students continuing to demonstrate proficiency in the assessed skills. The proportion of students who were proficient remained strong across both assessment periods, indicating sustained achievement and consistent performance. Overall, the data reflects steady achievement, but it also highlights the importance of continued, targeted instruction and intervention for students who are still developing foundational skills.

“I like school, especially learning Math, Science, library and gym.”
“I like math because it is numbers which can be put into equations, which can be used for coding. Then they can go in video games, and I like video games.”

Collection of Literacy scores from the District Literacy Screeners (for Indigenous Learners):

Fall Fluency Scores	***Spring Fluency Scores***	***Breakdown of Growth***
		*Kindergarten* *Letter Naming & Sound Recognition – Indigenous* • 75% of learners are not within expectations • 0% are approaching expectations • 25% are proficient
		*Grade 1 Letter, Sound & Digraph Recognition – Indigenous* • 9% are not within expectations • 0% are approaching expectations • 91% are proficient
		*Grade 2 Fluency: Indigenous* • Decrease of 19% of Ss not within expectations • Increase of 8% of Ss approaching • Increase of 10% of Ss proficient
		*Grade 3 Fluency: Indigenous* • Increase of 6% of Ss not within expectations • Decrease of 0% of Ss approaching • Increase of 1% of Ss proficient
		*Grade 4 Fluency: Indigenous* • Decrease of 42% of Ss not within expectations • Increase of 15% of Ss approaching • Increase of 28% of Ss proficient Thetis Island: 100% proficient (1)
		*Grade 5 Fluency: Indigenous* • Decrease of 5% of Ss not within expectations • Decrease of 9% of Ss approaching • Increase of 3% of Ss proficient
		*Grade 6 Fluency: Indigenous* • Decrease of 3% of Ss not within expectations • Increase of 2% of Ss approaching • Increase of 1% of Ss proficient

Overall, we are seeing a decrease in the number of Indigenous learners not meeting expectations in reading fluency and an increase in the learners approaching and proficient in expectations, from Fall to Spring. There are some instances where there is an increase in those not meeting expectations, although their overall fluency rate may have increased (the cut points change, thus they may now have moved from yellow to red, or green to yellow, even though their fluency has increased somewhat).

- Additional Data (Street Data)
  - Indigenous Learners – Red, Yellow, Greens (based on 71 students enrolled)
  - In the 23/24 school year, academics saw a very small increase in students in the red, with a slight decrease in students in yellow, but a significant decline in students in the green, from Fall to Spring. This is a trend we would like to reverse.
  - Similarly, Social Emotional Learning (SEL) saw a slight increase in the number of students in red, a small increase in students in the yellow zone and a small decrease in the number of students in the green zone. This is also a trend we would like to reverse.
  - In the 24/25 school year, academics saw a very small increase in students in the red, with a decrease in students in the yellow and an increase in students in the green. This is an improvement from last year. Social Emotional Learning (SEL) saw no increase in students in the red from fall to spring and instead saw a decrease of students in the yellow, who then moved into the green.
  - During the 25/26 school year, we have seen an increase in students in the green for academics by 9%, however some students moved from yellow into red (a 5% increase). There are some extenuating circumstances that may have affect this. In social emotional learning, we saw more than a 5% decrease of students in the red and yellow.

Academics			Social Emotional Learning		
Fall '23	Spring '24	Overall Growth	Fall '23	Spring '24	Overall Growth
24%	25%	+ 1%	12%	14%	+ 2%
33%	35%	+ 2%	24%	29%	+ 5%
43%	29%	- 14%	64%	57%	- 7%

Academics			Social Emotional Learning		
Fall '24	Spring '25	Overall Growth	Fall '24	Spring '25	Overall Growth
31%	32%	+ 1%	13%	13%	N/A
39%	34%	- 5%	25%	20%	- 5%
30%	34%	+ 4%	52%	57%	+ 5%

Academics			Social Emotional Learning		
Fall '25	Spring '26	Overall Growth	Fall '25	Spring '26	Overall Growth
29%	34%	+ 5%	13%	6%	- 7%
49%	35%	- 14%	34%	42%	+ 8%
22%	31%	+ 9%	53%	52%	- 1%

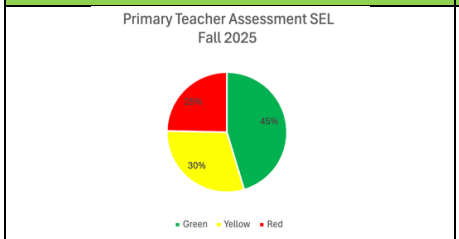
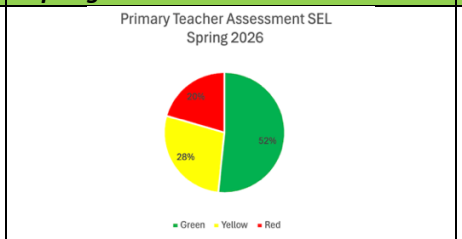
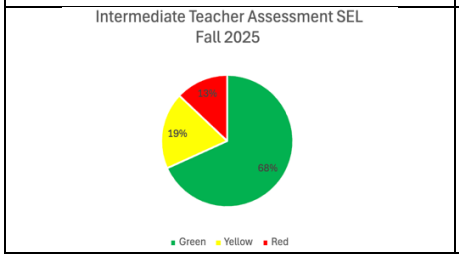
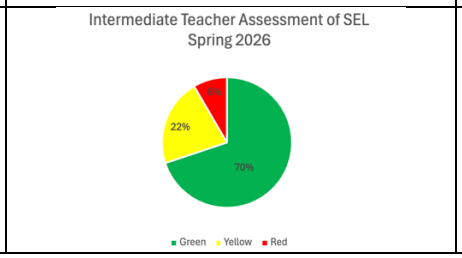
"I like going to school. My teacher, friends and classmates care about me."
"If I didn't come to school, I would be a less intelligent person."
"School is a good place to learn because I get a lot of help in my reading."

- Student Survey on Social Emotional Learning
  - A whole-school teacher SEL assessment, administered in the Fall and Spring, looking at areas of self-awareness, social awareness, self-management, relationship skills and

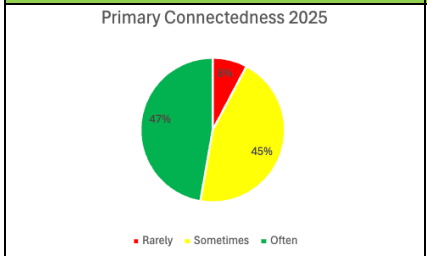
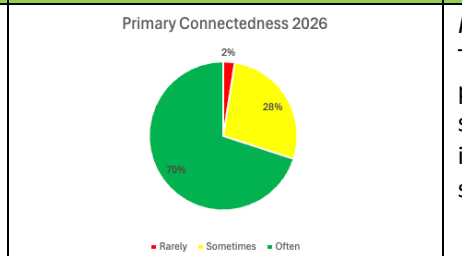
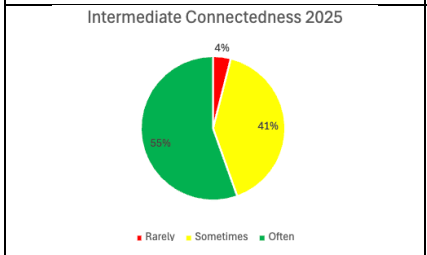
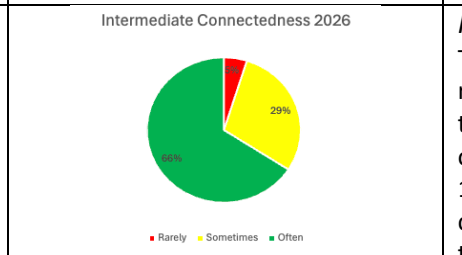
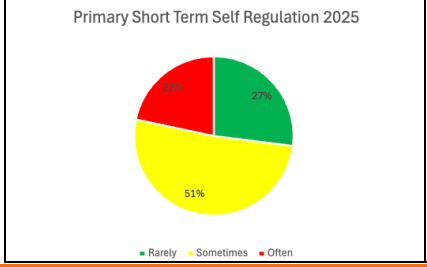
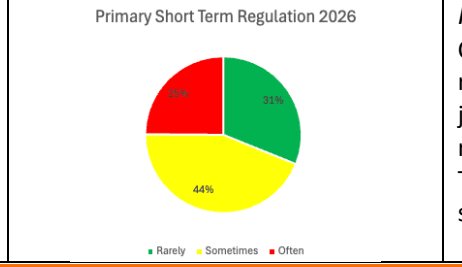
responsible decision-making. Scores are tabulated and converted to a red/yellow/green assessment for each student.

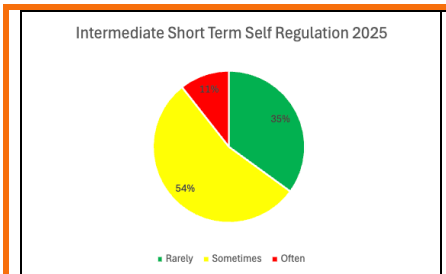
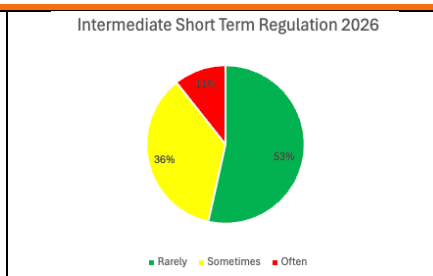
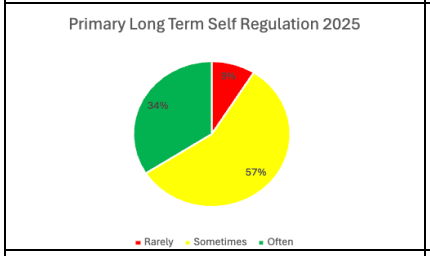
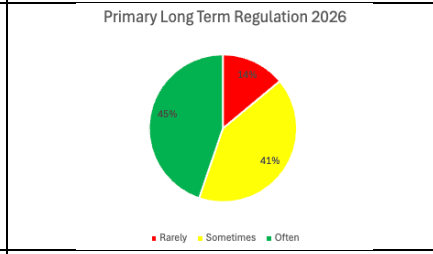
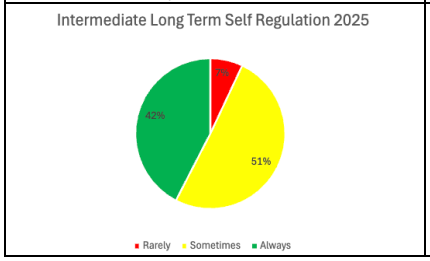
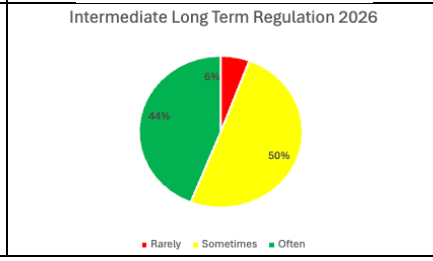
- Student self-reporting in the areas of empathy, happiness, absence of sadness and long-term (goal setting) self-regulation. In 24-25, scores generally showed an increase in the green from Fall to Spring, in most grades. Short-term self-regulation, however, (the ability to calm down when frustrated or upset, as well as being able to have patience) showed a decrease of students' self-reporting in the green from Fall to Spring, in most grades, which supported our work in the area of self-regulation. For our current FESL, we compared Spring scores from 2025 to 2026 in the areas of primary and intermediate self-reporting.

Teacher SEL Assessment

Fall 2025 Teacher SEL Assessment	***Spring 2026 Teacher SEL Assessment***	***Breakdown of Growth***
		From Fall to Spring, Primary students saw growth in their SEL: • 5% decrease in students not within expectations • 2% decrease in those who are approaching • an increase of 7% who are proficient
		We have also seen positive movement in intermediate grades: • 5% decrease in students not within expectations • 3% increase in those who are approaching • an increase of 2% who are proficient

Student SEL Self-Assessment

Spring 2025 Student SEL Self Assessment	***Spring 2026 Student SEL Self Assessment***	***Breakdown of Growth***
		*Primary Connectedness* There was a considerable decline of primary students feeling rarely or sometimes connected, and a significant increase in those who feel connected to school and staff.
		*Intermediate Connectedness* The number of intermediate students who rarely feel connected increased from 4% to 5%, while the number of those feeling only somewhat connected decreased by 12%. The number of students who feel connected regularly, increased from 55% to 66%.
		*Primary Short-Term Regulation* Changes to primary students' ability to regulate short term all the time, increased just slightly by 2%. Those unable to regulate short term increased by 4%. Those who are sometimes able to regulate short term increased by 7%.

		*Intermediate Short-Term Regulation* The percentage of students who are often unable to regulate in the short term, stayed at 11%, however the percentage of students able to regulate short term, or at least some of the time, both increased by 18%. **These questions were asked in the negative so the 'rarely' and 'often' indicators are reversed. We want to see a greater number with 'rarely' in this section.*
		*Primary Long-Term Regulation* The percentage of students not able to regulate long term increased by 5%, while the number able to regulate some of the time decreased by 16% and those able to regulate long term often, increased by 11%.
		*Intermediate Long-Term Regulation* Students able to regulate long term, increased by 2%, taking a percent each from those who could sometimes regulate long-term, and those who could not at all. Overall, there was minimal change from one spring to the next.

Overall, there was some growth in the teachers' assessment of SEL learning, while there was significant growth in students self-reporting of social emotional learning from one Spring to the next. Supports are still needed and we will continue to focus on this area.

Our Goals

"I like story workshop because it's fun to write stories."
"I am getting better at reading. I practice at home and at school."

Based on the needs in our school and the strategic plan, what priorities will we focus on to enhance success for our learners? What data is there to support our focus and how will we gauge change over time?

1. ***Literacy***
   a. Objective: To implement literacy programs that equip students with the skills and passion for reading, writing and communicating. In particular, we will focus on oral reading fluency as the bridge between phonics and comprehension, with additional play-based oral-language strategies in our K/1 classes.

   b. Strategies:
   - Continue to implement strength-based literacy instruction, such as UFLI, Tara West's Science of Reading, Readworks, Reading Revolution and Common Lit.
   - Create protected literacy blocks for each grade level to allow for uninterrupted banding that will support each student at their level
   - Strengthen family and community engagement by partnering with families and community organizations, such as the public library, to create a supportive network that reinforces literacy skills and practices both inside and outside the classroom.

- Provide parent-partnership learning opportunities such as a Literacy Night, to share home-based strategies that will support student literacy.
- Engage in differentiated instruction and targeted interventions to meet the diverse needs of learners.
- Continue to administer Spring Literacy assessment to gauge progress and inform direction
- Engage in new ways to progress monitor with leveled assessments

c. Data Collection:
- Literacy Framework Fall and Spring assessments (Learning Inventory Collection)
- Teacher's classroom assessments
- CORE Competency Assessment
- Foundational Skills Assessment (FSA) Data

"School is important to me because I can get a job later in life and if I do good at school I can go to college, which will help me get a better job that can help me support my family in the future."

"I am getting better in math because teachers actually help, not just tell us what to do."

2. ***Numeracy***

a. Objective: To build students' fact fluency with a specific sequential focus at each grade level to build more automatic recall and improve accuracy, moving from conceptual understanding to automatic recall of addition, subtraction, multiplication, and division.

b. Strategies:
- Create a grade-to-grade numeracy progression based on numeracy research and best practice
- Engage in new ways to progress monitor with leveled assessments
  i. Introduce timed practice of concepts to students to build comfort with process
  ii. Administer timed practice as routine build skill development
- Engage in differentiated instruction and targeted interventions to meet the diverse needs of learners.
- Math M.I.N.D Facts on Fire (Measures & Interventions for Numeracy Development)
- Implement Fall and Spring Literacy assessments to gauge progress and inform direction

c. Data Collection:
- Literacy Framework Fall and Spring assessments (Learning Inventory Collection)
- Teacher's classroom assessments
- Drill Sheets
  i. administered daily/weekly as practice/skill building
  ii. for FESL data collection -- administered 3 times/year
- Foundational Skills Assessment (FSA) Data

"I like Math because I like adding numbers and finding what it equals."
"I have gotten better at long division this year."

3. ***Social Emotional Well-Being***

a. Objective: To enhance social-emotional well-being though the cultivation of a school environment where every child feels safe, connected, valued, and culturally respected, while embracing the richness of Indigenous ways of knowing as an importance facet of their

learning. We will work with students to create a growth mindset that will help them to build up their self-regulation and resiliency, so they are better able to problem solve day-to-day situations at school and beyond.

b. Strategies:
   - Implement initiatives, activities, clubs and committees that promote inclusivity and celebrate diversity
   - Use natural and local spaces to connect to the land and community to support holistic place-based learning
   - Incorporate Indigenous knowledge and traditions into school activities; collaborate on cultural events; invite guest speakers, Elders and Knowledge Keepers into the school to share teachings; and provide time and space to allow staff to learn more about the importance of Indigenous ways of knowing
   - Create safe and inclusive spaces by implementing clear and consistent language and policies to support students with diverse needs
   - Incorporating Hul'qumi'num words and phrases into our daily announcements and activities
   - Incorporate SEL programs into classes (Second Step, Open Parachute)
   - Continue progress monitoring of SEL growth via a red/yellow/green system
   - Review outdoor games in September for more structured play during lunch (and thereby fewer lunchtime concerns/altercations)
   - Use the language of Growth Mindset and engage in Growth Mindset activities

c. Data Collection:
   - Completion of student SEL survey in Fall and Spring (based on the Middle Years Development Instrument (MDI))
   - Completion of Staff SEL survey about students using Red/Yellow/Green model in Spring (compare to previous Spring's measure)
   - Student Learning Survey
   - Red, Yellow, Green data for Indigenous learners and CYIC
   - Indigenous Life Plans

"I like learning about emotions. It helps me be calm."

Our story is beyond . . .
"I like the clubs and dodgeball."
"You get lots of extra help from teachers."
"I love Forest Friday."

Community walks in and around the town of Chemainus and Thetis Island are an integral part of student learning and reflect our commitment to children benefitting from being outside. By exploring local beaches, parks and neighborhoods throughout the year, students gain knowledge of their community, an appreciation for seasonal changes, and personalized background knowledge of their place within the community. Our students have worked together to clean beaches, gain deeper knowledge of flora and fauna in local parks and trails, decorate community gardens, and pick up litter in their community.

The impact of children walking through their own neighborhoods, waving at grandparents, parents, and others, is powerful. Children can be heard sharing, "that is my Grandma's house", "that is where me and my family go kayaking", or "this is my favorite forest", as they walk around the town.

Students and community members experience the connectedness of sharing the same places and spaces, and children are always excited to write, read, and talk about their very personal explorations and experiences in their town. Rain or shine, students find that learning takes place both in and outside of school, and that they are part of a community that loves and embraces each one of them.

There is no happier sight than a group of smiling, waving, curious students talking to older generations while out on a walk. We all learn by walking together. We learn teachings from Indigenous Elders that support all aspects of personal growth. As a staff we believe that strong communities are the result of being connected to family and community and working together toward common goals.

In addition to fostering strong community connections, our school staff remain deeply committed to supporting educational growth across all key academic areas. Through our collective efforts, we are seeing progress among all students, and we look forward to continuing this growth and celebrating their achievements throughout the coming year.

"I like how my teachers help me learn."
"Sometimes we get special guests."
"I like coming to school because of my friends and learning French and stuff."