

# 2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

**School:** Pleasant Valley Elementary

**Principal:** Darren Dickie

## Our Story/Our Learners

Pleasant Valley Elementary School is located on the unceded territory of the Snuneymuxw and Snaw-Naw-As peoples. We support approximately 430 students, almost equally half primary and half intermediate, arranged into 18 divisions, many of them multi-grade classes. Approximately 15.5% of our students are of Indigenous ancestry and approximately 10% hold a Ministry designation. We celebrate the uniqueness of all our learners and encourage them to be proud of who they are and where they come from. Supporting our students are: 8 Educational Assistants, a full-time Indigenous Cultural Student Support Worker (ICSSW), a full time Principal, part time Vice-Principal (who teaches 70%), part-time social-emotional teacher, full-time Child Youth and Family Support Worker (CYFSW), a full time and a part time Inclusion Support Teacher, a part time Speech and Language Pathologist, a fulltime and a part time secretary, classroom teachers, a librarian, 2 co-teachers and 3 Fine Arts teachers (part time assignments).

Pleasant Valley offers a Grade 6 and 7 Band program and fosters a positive school culture through our Coast Salish Animal framework, which encourages kindness and respectful behaviour. Our dedicated staff work collaboratively to create a supportive and welcoming learning environment for all students. As a learning hub for students, educators, and the broader community, we welcome approximately 25 student teachers each year through embedded and Year 4/5 practicum programs, and this year also supported nursing students and a Child and Youth Family Support Worker practicum student.

Our learners continue to make strong gains in literacy in the primary grades, supported by the implementation of the UFLI reading program. As students move into the intermediate grades, particularly Grades 4 and 5, we see a decline in reading achievement and recognize the need for targeted supports. Our data also indicates a need to strengthen writing skills across the school, especially for students in our priority populations. In addition, we are seeing an

increase in students experiencing anxiety and, through staff observations, a growing need for connection, belonging, and social-emotional support.

Final report card data, Grade 4 FSA writing results, and our school-wide writing assessments indicate that many students in Grades 2-7, particularly those in priority populations, are performing in the developing and emerging ranges in writing. While we are seeing gains in reading achievement through initiatives such as UFLI, these improvements are not yet consistently transferring to students' written expression. To support growth, we are developing a common school-wide writing continuum, participating in district writing assessments, and engaging students in monthly writing activities connected to our Coast Salish animal focus.

Student Learning Survey data shows that some students within our priority populations do not consistently report feeling safe at school. This matters because a strong sense of safety and belonging is essential for student well-being and learning. To address this, we are strengthening purposeful adult connections, providing authentic learning opportunities with Elders, and using the Open Parachute social-emotional learning program across all grade levels.

## School Goal #1

### Board Goal:

Student Success

### Board Objective:

Increase literacy success rates for all.

### Focused Improvement Goal:

By June 2027, we will create the conditions for all intermediate students to grow as capable, confident readers and writers, resulting in increased success rates in literacy achievement.

### Implementation Plan:

| School-based Action                                                                                                                      | Strategy Type |
|------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Common writing continuum school-wide – based on Island Literacy Network Writing Continuum                                                | Universal     |
| Start-up school-wide writing activities to connect and assess based on continuum – common theme (indigenous animals and core competence) | Universal     |
| Monthly school-wide writing activities to progress skills along the writing continuum                                                    | Universal     |

### Goal Tracking:

| Metric                                                      | Monitoring Checkpoints |
|-------------------------------------------------------------|------------------------|
| Fall and spring school wide writes for assessment of growth | October and April      |
| School Assembly Celebrations of learning including writing  | Monthly                |
| Monthly writing activities – visual display                 | Ongoing                |

### Ongoing Engagement:

Teachers will meet regularly to review literacy data, monitor progress, and refine instruction, while students participate in ongoing reading practice, goal setting, and reflection.

## School Goal #2

### Board Goal:

Student and Employee Wellness

### Board Objective:

Increase the number of students who feel welcome, safe and have a sense of belonging in their school.

### Focused Improvement Goal:

By June 2027 we will develop a learning environment that fosters belonging and growth, ensuring every student feels valued, respected, and supported to thrive in our community. This aligns with the district strategic plan to increase the number of students who feel welcome, safe and have a sense of belonging in their school.

### Implementation Plan:

| School-based Action                                     | Strategy Type |
|---------------------------------------------------------|---------------|
| Continue to refine Coast Salish competencies            | Universal     |
| Food cart for connection and to reduce food stigma      | Targeted      |
| Open Parachute in each class – some classes use already | Universal     |

### Goal Tracking:

| Metric                                                                              | Monitoring Checkpoints             |
|-------------------------------------------------------------------------------------|------------------------------------|
| Develop pre and post survey to track more than the grade 4 and 7 student population | Pre survey in fall, post in spring |

### Ongoing Engagement:

All staff will continue to foster inclusive spaces, strengthen student voice, and build positive relationships throughout the school. Student feedback and well-being data will be reviewed regularly to inform practices that support belonging, safety, and connection.