



Framework for Enhancing Student Learning School Plan



Mill Bay Elementary

2026~2027

Our Story

Nestled on the traditional and ancestral lands of the Malahat Mustimuhw, Mill Bay Elementary is a place of wonder, gratitude, and connection. We are honoured to learn and grow in this beautiful environment, where the land itself is a teacher and guide.

As a K-2 catchment school, we serve a wide and diverse community of 125 learners organized in 6 divisions. What unites us is a shared belief in the sacredness of childhood and a deep commitment to early literacy and numeracy skill development. We celebrate the many gifts that Xe'Xe Smune'em—our sacred children— and our dedicated staff bring into our learning spaces each day. Here, joy, playfulness, and a deep sense of community are not just values—they are lived experiences.

Our outdoor learning spaces are imaginative and inspiring, inviting children to explore their place in the world, connect with nature, and follow their curiosities. These spaces are more than classrooms—they are ecosystems of learning, where students engage with the land, each other, and themselves.

We are deeply rooted in the British Columbia Early Learning Framework, which supports our learners in exploring, creating, questioning, and growing. Our approach is holistic, nurturing the heart, mind, body, and spirit of every child. We are united in our commitment to creating safe, inclusive, and nurturing environments.

At Mill Bay Elementary, we believe that education is a community endeavor. Together, we are cultivating a generation of learners who are curious, compassionate, and connected—to themselves, to each other, and to the land.

Throughout the year, we intentionally work toward living our Mill Bay Elementary **CEDAR** values. These values—**Community, Empathy, Diversity, Accountability,** and **Respect**—guide how we learn and interact as a school community. Monthly assemblies provide opportunities to deepen our understanding of what it means to belong to a caring and inclusive community, where students, staff, and families strive to embody the CEDAR values in their daily actions.

Our Learners

Our students are kind, caring, and deeply engaged in their learning journey. They approach each day with joy—laughing, playing, and working hard to grow both academically and emotionally. They are developing the skills to navigate complex feelings with empathy and resilience, using a variety of tools to support their emotional well-being. Rooted in a strong sense of community, our school fosters a deep respect for the natural world; our indoor and outdoor spaces provide inclusive and accessible learning experiences that enrich every learner. Visitors often remark on the warm, welcoming atmosphere of our school—a place where everyone feels they belong.



Gathering to honour our Indigenous Communities in our Truth and Reconciliation Ceremony.

This nurturing environment supports academic growth, as reflected in our Spring 2026 Literacy Data Dashboards.

In Spring Kindergarten Literacy data:

- 89% of learners are Developing or Proficient in Oral Language
- 62% in Phonological Awareness
- 84% in Letter and Sound Recognition

In Spring Grade 1 Literacy data:

- 93% of learners are Developing or Proficient in Oral Language
- 77% in Phonological Awareness
- 83% Letter, Sounds, Diagraph Recognition
- 76% Phonics Recording

These results highlight the strength of our early literacy programming and the joyful, supportive foundation we build for lifelong learning.

A close review of our literacy data has identified an area for growth in reading fluency from Kindergarten to Grade 2. Through tiered interventions, we have seen Grade 2 oral reading fluency increase from 10% to 38% among our learners.

We also examined attendance alongside literacy and numeracy assessment results and found that higher assessment scores were associated with consistent, regular attendance. Moving forward, we will continue to prioritize both attendance and literacy fluency as key focus areas for the school year.



Kindergarten students hard at work during a class UFLI lesson.

Our Goals

Our goals for the year are grounded in a thoughtful reflection on the areas identified as requiring further growth, informed by the data we have collected across our learning community. These goals are also closely aligned with the priorities outlined in the Cowichan Valley School District's Strategic Plan, ensuring that our efforts support both local and district-wide visions for student success. With a commitment to continuous improvement and equity in learning, we have set clear, purposeful goals to guide our work and help every learner thrive.

Goals:

Literacy

To empower learners by providing them with strong communication skills, and understanding and appreciation of language, and the capacity to engage in early literacy activities with proficiency.

Learners will find success and demonstrate growth within the skills outlined in the BC K-4 Literacy Learning Progressions. We aim to achieve this goal through:

- Direct and explicit teaching of literacy skills using UFLI K-2
- providing targeted interventions for vulnerable learners, 1:1 or small group sessions with LA support teacher
- Continuous progress monitoring and creation of support plans for highest need students.
- Use of district literacy assessments and screeners
- Monitoring attendance and supporting literacy learning with family.
- Banded literacy groupings across the grades.
- Provide hands-on, play-based, and inquiry-driven literacy opportunities

- Integrate multimedia and cross-curricular approaches to deepen engagement and accessibility
- Maintain a strong foundation in explicit reading and writing instruction to support skill development and confidence
- Community events with a literacy component (Ex. Story Walks)

Numeracy

To empower learners by providing them with strong numeracy skills, an understanding and appreciation of mathematical concepts, and the capacity to engage in early numeracy activities with proficiency.

Learners will find success and demonstrate growth within the K-4 Foundational Math Learning Progressions. We aim to achieve this goal through:

- Use of district numeracy assessments and screeners
- Ensuring there are tiered supports for those learners that are needing extra foundational knowledge to move forward in their learning.
- Creating K-2 numeracy assessment checklists that can be used to assess early numeracy skills at the beginning of each school year
- Clear, explicit numeracy program and routines: Counting Collections, math journals, daily calendar routine, and aligning number sense across the grades.

Individual and Collective Well-Being: SEL

We will empower learners by explicating teaching strategies to identify their emotions, self-regulate, and advocate for their needs. We will build a shared language to help students understand and identify their emotions.

We support and reinforce this goal by:

- Using the Open Parachute program, the CALM Curriculum, and Little Spot books to build emotional literacy
- Creating shared language to help students identify and understand their emotions
- Reading and signing the school's Code of Conduct, which outlines clear expectations and examples of each of the CEDAR values
- Hosting monthly school-wide gatherings to highlight and celebrate how students and staff demonstrate care for others across the five values
- Intentionally embedding the CEDAR values into classroom Social-Emotional Learning (SEL) programs



Salmonoids in the Classroom program: Releasing Salmon Fry into Shawnigan Creek.



Getting ready to use our composted soil to start our spring seedlings.

What is our journey?

Our journey begins with intentionally welcoming families into our school community and fostering a strong sense of belonging for all. We are committed to building meaningful relationships with the Malahat Nation, as well as working collaboratively with Indigenous teachers, support staff, and knowledge keepers who enrich our learning environment.

We will continue to prioritize connections with our most vulnerable learners, ensuring their voices are heard and that they are supported to succeed in their growth and learning. Through these relationships, we aim to create a responsive and inclusive environment that honours each student's identity and experience.

Our work is grounded in the delivery of clear, intentional learning opportunities that support student development across all areas, with a particular focus on strengthening

literacy and numeracy. Through this approach, we strive to ensure that every learner experience success, growth, and a sense of purpose within our school community.

Guided by the *B.C. Early Learning Framework*, we will use the four living inquiries as a foundation for innovation and equitable practice:

- Well-being and belonging
- Engagement with others, materials, and the world
- Communication and literacies
- Identities, social responsibility, and diversity

How will we know if what we are doing is making a difference? What evidence of learning will we collect to check the progress of our goals? How will we collect that evidence?

- literacy/numeracy screeners
- UFLI toolbox unit assessments
- CYIC monthly check ins with the School Based Team
- Attendance follow-through, communication with families on how to support them best
- student and parent learning survey's
- observational data on SEL program, land-based practices, literacy/numeracy programs presenting at monthly staff meeting to discuss
- student voice and family feedback
- through pedagogical narration: "the process of noticing and collecting moments from daily practice and sharing with colleagues, children and families to make children's learning processes and inquiries visible and open to interpretation and reflection." (British Columbia Early Learning Framework, p. 51)

Our story is beyond . . .

At Mill Bay Elementary, we look forward to continuing our important work alongside our staff and school community. Building a strong, connected school community remains a central focus, supported by PAC-organized events such as seasonal celebrations and fundraising initiatives that bring us together in meaningful and engaging ways.

We are committed to deepening our understanding and application of the *Early Learning Framework* to create holistic and intentional learning experiences for our youngest learners. In partnership with the Malahat Nation, we will continue to foster respectful and reciprocal relationships that enrich our learning through connection to land, culture, and language.

Through targeted literacy instruction, the use of district assessment screeners, and a continued focus on positive attendance, we aim to sustain and strengthen both the academic and social growth of our students. Central to this work is our commitment to inclusive learning support—ensuring that all students, particularly our priority learners, receive responsive, individualized support through intentional planning, collaboration, and ongoing monitoring of progress.

Together, we will continue to nurture a vibrant, inclusive, and connected learning community where all learners feel supported, valued, and successful.



This logo was created by Cowichan artist, Stuart Padaguan in consultation with our staff and students to represent who we are as a community. This is what Stuart wrote when he finished the design:

"The cedar tree and canoe together, remind us of the shared journey we continue each day. Together they call us to wake each day with gratitude and to keep our minds and hearts open to learning. X'pey (Cedar), the tree of life, teaches us to honour all living things-big and small."