



Framework for Enhancing Student Learning

School Plan

Crofton Elementary



September 2025



Our Story

Crofton Elementary School is located on the traditional territory of the Halalt people. We acknowledge and deeply value the connection to this land, where we learn, work, and play. We are committed to learning alongside our Indigenous partners and take pride in sharing and celebrating this learning with students, staff, and the wider school community throughout the year.

Crofton Elementary is a Kindergarten to Grade 6 school serving approximately 155 students across 8 divisions. Our school community is richly diverse, with students who bring a wide range of strengths, abilities, and backgrounds. Around 11% of our students self-identify as Indigenous, and approximately 5% speak a language other than English at home—languages include Korean, Ukrainian, Vietnamese, and Hindi. In addition, about 14% of our students have diverse learning needs.

Established in 1969, Crofton Elementary moved into a beautiful, modern facility in 2009. The contemporary design of our building showcases breathtaking ocean views and reflects the natural beauty of our coastal environment.

We take pride in our strong sense of community—both within the school and throughout the greater Crofton area. Visitors often describe our school as a warm and welcoming place. This sense of belonging is rooted in long-standing

connections with local families, as well as the many new relationships we continue to build with families who have recently joined our community.

Our after-school care program is run by the Chemainus-Crofton Community Schools Association, which also offers school-aged day camps during professional development days and school breaks.

At Crofton Elementary, our staff are dedicated to professional growth in areas such as literacy, numeracy, social and emotional learning, and Indigenous Ways of Knowing and Being. We work collaboratively to ensure every student's learning is supported and valued. A commitment to student growth and academic success is central to our work—and learning on the land is one of the many ways our students engage with the world around them.



Our Learners

At Crofton Elementary, students are kind, curious, and connected. From Kindergarten to Grade 6, they value friendships, routines, and the sense of belonging that comes with being part of a caring community. As one Kindergarten student highlighted, *"We have big buddies and little buddies,"* while a Grade 2 student shared, *"You could make friends easily and have fun."* They love moments of connection—whether it's *"singing and dancing in the concert"* or sharing a joke after a morning lesson. Their days are filled with structure, support, and laughter.

"We have some really nice kids here." – Grade 3 student

Our Strengths as Learners:

Our learners take pride in their growth. From sounding out words to counting to 20, they are eager to try, reflect, and keep learning. They recognize the role of their teachers in helping them succeed and are developing leadership skills of their own. One Grade 5 student said, *"Being a WITS Leader means you're respecting the rules and teaching people how to behave properly."* Whether through helping others or simply showing kindness, our students demonstrate that learning goes beyond academics—it's about becoming thoughtful, compassionate people.

"I think my favourite thing about school is learning and being kind."

– Kindergarten student

Our Stretches as Learners:

Students are actively building their foundational skills in literacy and numeracy. They show persistence and pride in their growth:

- *"I worked at words and then I started sounding them out and then I tried."* – Grade 3
- *"My teachers helped me to learn and read and write... sometimes we write words."* – Kindergarten
- *"My favourite thing to learn is math and know my numbers because I don't know how to count, but to 20."* – Kindergarten

Report card data supports this developmental picture:

- *Literacy:* 42% of students are proficient or extending.
- *Numeracy:* 58% of students are proficient or extending.

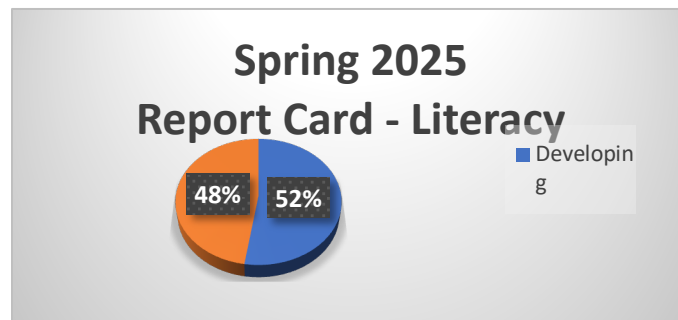
This suggests many students progressing steadily and a significant number still needing targeted support.

Our Data

Literacy Achievement:

June 2025 Report Card for Literacy stated

- Kindergarten 70% On Track (Proficient/Exceeding)
- Grade 1 30% On Track (Proficient/Exceeding)
- Grade 2 36% On Track (Proficient/Exceeding)
- Grade 3 53% On Track (Proficient/Exceeding)
- Grade 4 43% On Track (Proficient/Exceeding)
- Grade 5 54% On Track (Proficient/Exceeding)
- Grade 6 54% On Track (Proficient/Exceeding)



Grade 4 FSA – Literacy

- 2024-25: 37% on track/extending

District Literacy Screeners

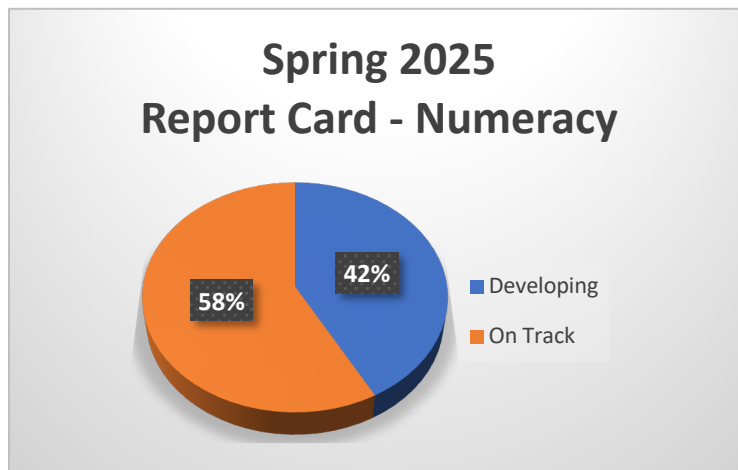
- Kindergarten
 - Strength – Rhyming Recognition
 - Next Steps – Letters & Sounds
- Grade 1
 - Strength – Oral Language
 - Next Steps – Segmenting Syllables
- Grade 2
 - Strength – Decoding vca real and non-sense words
 - Next Steps – Fluency
- Grade 3
 - Strength – Decoding multi-syllabic real words
 - Next Steps – Fluency
- Grade 4
 - Strength – Vowel Teams
 - Next Steps – Fluency

- Grade 5
 - Strength – Fluency
 - Next Steps – Comprehension, specifically main idea
- Grade 6
 - Strength – Vocabulary
 - Next Steps - Fluency

Numeracy Achievement:

June 2025 Report Card for Numeracy stated

- Kindergarten 70% On Track (Proficient/Exceeding)
- Grade 1 48% On Track (Proficient/Exceeding)
- Grade 2 52% On Track (Proficient/Exceeding)
- Grade 3 67% On Track (Proficient/Exceeding)
- Grade 4 64% On Track (Proficient/Exceeding)
- Grade 5 54% On Track (Proficient/Exceeding)
- Grade 6 58% On Track (Proficient/Exceeding)



Grade 4 FSA – Numeracy

- 2024-25: 78% on track/extending

District Numeracy Screeners

- Kindergarten
 - Strength – Addition
 - Next Steps – Subitizing

- Grade 1
 - Strength – Counting
 - Next Steps – Subitizing
- Grade 2
 - Strength – Decomposition addition and subtraction
 - Next Steps – Fact Fluency
- Grade 3
 - Strength – Patterning
 - Next Steps – Fact Fluency
- Grade 4
 - Strength – Place Value
 - Next Steps – Fractions

Social & Emotional Learning:

2024-25 School-wide Mental Health Survey

- 89% of our students look forward to coming to school
- 94% of our students care about how other people feel
- 95% of our students feel happy for others when they do well
- 96% will stop to help someone when they need it
- 94% feel good about themselves
- 98% have friends to play with
- 95% identify that there is an adult they feel safe to talk to
- 90% identify that they can try a new idea to reach their goals if the first idea doesn't work

2024-25 Student Learning Survey

- 84% of student identify that they are happy at their school
- 84% feel welcome at school
- 88% feel safe at school most or all of the time
- 84% recognize that they are learning about Indigenous Peoples
- 76% recognize that they are learning about local First Nations' languages



Our Goals

Based on the strengths of Crofton learners, the areas identified requiring further growth, the data collected, and the priorities of the District Strategic Plan, In alignment with the Cowichan Valley School District's priority to "Foster a deep commitment to learning through authentic, hands-on, evidence-informed experiences which focus on foundational skills and core competencies while providing opportunities for voice and choice for all learners," Crofton will focus on a foundation skills-based goal for the 2025-26 school year.

Goal:

To improve literacy and numeracy skills in all our students with a focus on priority populations (i.e. Indigenous learners, Children and Youth in Care and Learners with diverse abilities or disabilities).

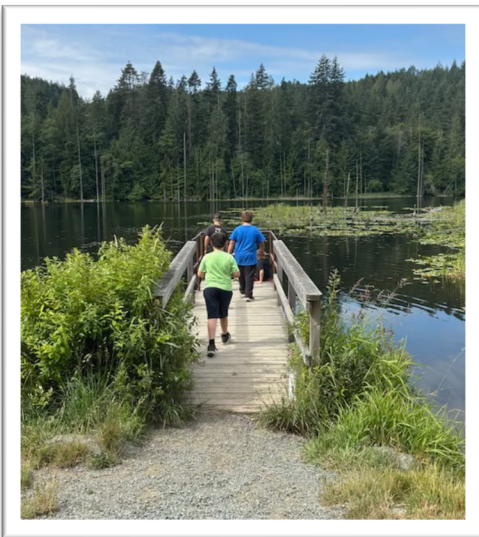
Strategies:

- Continue to implement literacy support strategies based on our District Literacy Frameworks, Tara West, Secret Stories, Reading REV, Heggerty
- Continue to implement numeracy support strategies based on our District Numeracy Framework including strategies by Carole Fullerton
- 80 minutes of uninterrupted literacy instruction at the start of every day
- Family Literacy/Numeracy groups, Big/Little Buddies
- School wide "Fluency Friday" to improve literacy
- Use data to target intervention and support
- Tiers of support/intervention

- Professional Development, Professional Learning Communities, Learning Bursts and collaborative grant opportunities for educators to stay up to date with best practices in literacy and numeracy
- Partnership with the community through Family Literacy Night, Family Numeracy Night and Ready, Set, Learn for incoming Kindergarten students
- Crofton Free Library in the main lobby to provide free books to students and community members

Measures:

- District Literacy and Numeracy Screeners, at a minimum three times a year
- Report Card data
- Foundational Skills Assessment data
- School Based Team Referral information
- Student Learning Survey
- Mental Health Survey data
- Indicators of Success data
- Circle of Care data
- Individual Education Plan reviews



Our story is beyond . . .

Crofton Elementary is a true community school. Many of our students walk or bike to school, and families often stay long after dismissal to play and connect on the playground. Our building is a gathering place, hosting events like the annual Holiday Vendor Fair and weekly evening athletic programs. Just as the community comes to us, our students and staff regularly take their learning out into the community—caroling through Crofton during the Jingle Walk, helping with clean-up efforts on Earth Day, and participating in local partnerships that include skating at Fuller Lake Arena in the winter and swimming at the local outdoor pool in June.

At Crofton, students not only build strong foundations in literacy and numeracy, but also develop leadership skills that will carry them into high school and beyond. Opportunities such as athletics, WITS Leaders, student-led announcements, and monthly assemblies help students grow in confidence and responsibility. Each year, we welcome back graduating Grade 12 students as a way to celebrate their accomplishments and remind them—and our younger students—that they will always belong to the Crofton school community.

When asked what makes Crofton special, students shared:

- "We have some really nice kids here." – Grade 3 student
- "You can make friends easily and have fun." – Grade 2 student
- "How kind people are here." – Grade 4 student

