COWICHAN VALLEY
School District

Framework for Enhancing Student Learning

School Plan

Crofton Elementary

September 2026

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 7 school serving approximately 175 students across 9 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 4% speak a language other than English at home—languages include Arabic, Spanish, Vietnamese, and Thai. 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.



VALUES, TRADITIONS, AND CELEBRATIONS

important to the Crofton School Community

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.

For many years, our staff, students, and families have enjoyed a number of annual traditions like a Welcome Back BBQ, organized by the staff; the year-end Fun Day, organized by our oldest students; the Winter Emporium, organized by our Parent Adisory Committee (PAC); the Christmas Jingle Walk, organized by classroom teachers; and the Winter Concert, organized by both students and staff.

WHAT IS YOUR FAVOURITE TRADITION OR CELEBRATION AT CROFTON SCHOOL?

"Beach day is a fun hole schoole thing we to the beach but we can't go in the water for safty."
"Every winter the hole school sings a song for the perents and the staff."
"We have a fun day but the oldest grade plans all the activities."
"Seeing the Grade 12s who are graduating."
"A cool tradishan is the winter imporiom."
"October BBQ"

UNIQUE AND SPECIAL FEATURES

that distinguish Crofton Elementary from other elementary schools

There are several special features of our school community, but when we posed this question to students, staff, and parents, there was one response that stood out beyond all other responses: THE OCEAN VIEWS!! All classrooms, including the staff room and the library, enjoy floor to ceiling windows that look out over the Strait of Georgia toward Saltspring Island.

WHAT MAKES CROFTON SPECIAL?

"Something that makes crofton special is the vyoo."
"It is close to the ocean and the croton beach."
"The Grade 12er walk."
"We can see the ocean."
"The sea."

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, and a Mother Goose Program for infants and toddlers.

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 7, they value friendships, routines, and the sense of belonging that comes with being part of a caring community. As one Kindergarten student highlighted, *"My Big Buddy plays with me."* Our days are filled with structure, support, and laughter.

"I think I did all the leadership things this year." – Grade 6 student

Our Strengths as Learners:

Learners take pride in their growth. 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 6 student said, *"I have to wake up early, so I do cross walk."* 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."

– Grade 1 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 know my letters and tap my words."* – Grade 1 student



OUR DATA



Literacy Achievement

June 2026 Report Card for Literacy

- 40% On Track Proficient/Extending

Grade 4 FSA – Literacy

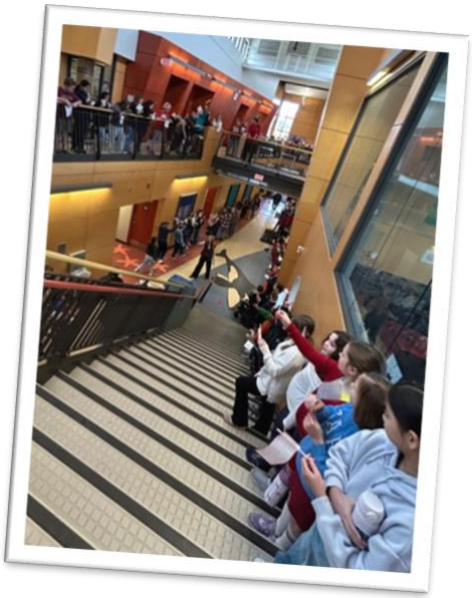
- 2025-26: 62% on track/extending

District Literacy Screeners

- Kindergarten
  - Strength – Oral language
  - Next Steps – Phonemic awareness
- Grade 1
  - Strength – Phoneme blending
  - Next Steps – Phoneme segmentation
- Grade 2
  - Strength – Decoding vce real words
  - Next Steps – Decoding vce non-sense words
- Grade 3
  - Strength – Oral Reading
  - Next Steps – Comprehension
- Grade 4
  - Strength – Vowel teams – real words
  - Next Steps –CVCe Syllables – real words
- Grade 5
  - Strength – Oral reading - fluency
  - Next Steps – Comprehension – Main idea
- Grade 6
  - Strength – Comprehension
  - Next Steps – Oral reading - fluency



Numeracy Achievement



June 2026 Report Card for Numeracy

- 59% On Track - Proficient/Extending

Grade 4 FSA – Numeracy

- 2025-26: 44% On track/Extending

District Numeracy Screeners

- Kindergarten
  - Strength – Addition
  - Next Steps – Mathematical awareness
- Grade 1
  - Strength – Number identification
  - Next Steps – Subitizing
- Grade 2
  - Strength – Number sense
  - Next Steps – Decomposition - Addition
- Grade 3
  - Strength – Subtraction
  - Next Steps – Multiplication
- Grade 4
  - Strength – Ordering & patterning
  - Next Steps – Place value
- Grade 5
  - Strength – Computational Fluency – Addition of decimals
  - Next Steps – Number sense – Place value
- Grade 6
  - Strength – Computational fluency – Multiplication of whole numbers
  - Next Steps – Number sense – Fractions

This literacy and numeracy data suggests many students are progressing steadily, ***and*** a significant number of learners still need targeted support.

Social & Emotional Learning



2025-26 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 our stretches and the priorities of the District Strategic Plan, Crofton will focus on three areas for 2026-2027: Literacy, Numeracy, and Mental Health.

Literacy Goal:
All students will demonstrate improved literacy scores on District Literacy Assessments, and Report Cards

Strategies:

- Staff will use resources and strategies aligned our District Literacy Frameworks, Tara West, Secret Stories, Reading REV, Heggerty
- Staff will host Family Literacy and Big/Little Reading Buddies
- Teachers, support staff, and School Based Team members will review student literacy data on an ongoing basis to target intervention and support
- School Based team with collaborate with classroom teachers to implement tiers of support/intervention for literacy development
- All staff will engage in Professional Development, Professional Learning Communities, Learning Bursts and collaborative grant opportunities for educators to stay up to date with best practices in literacy
- Our Teacher Librarian will stock a "Crofton Free Library" in the main lobby to provide free books to students and family members



Measures of Success:

- Decreased Yellow/Red on Spring District Literacy Assessments
- Increased percentage of students demonstrating "proficient" or "extending" literacy skills on June 2027 report card
- Increased percentage of Grade 4 students demonstrating "on track" literacy skills based on Foundational Skills Assessment data
- Increased "green" data for "Academics" on Indicators of Success data

Throughout the year, we will regularly monitor the progress of our learners, through mid-year check-ins, assessments, and an anecdotal data.

Numeracy Goal:

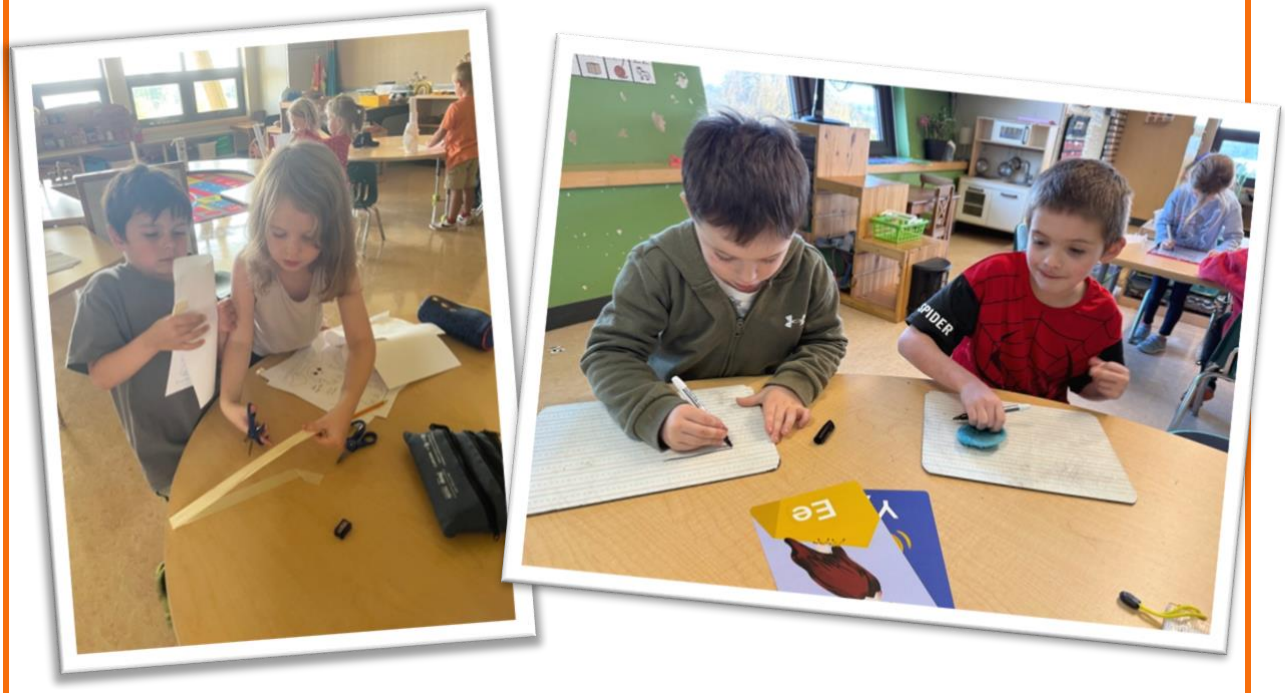
All students will demonstrate improved numeracy scores on District Literacy Assessments, and Report Cards

Strategies:

- Staff will implement numeracy support strategies based on our District Numeracy Framework including strategies by Carole Fullerton
- Staff will organize Numeracy groups
- Teachers, support staff, and School Based Team members will review student numeracy data on an ongoing basis to target intervention and support
- School Based team with collaborate with classroom teachers to implement tiers of support/intervention for literacy development
- All staff will engage in Professional Development, Professional Learning Communities, Learning Bursts and collaborative grant opportunities for educators to stay up to date with best practices in numeracy
- Staff will partner with the community to host a Family Numeracy Night

Measures of success:

- Decreased Yellow/Red on Spring District Numeracy Assessments
- Increased percentage of students demonstrating “proficient” or “extending” numeracy skills on June 2027 report card
- Increased percentage of Grade 4 students demonstrating “on track” numeracy skills based on Foundational Skills Assessment data
- Increased “green” data for “Academics” on Indicators of Success data



Mental Health Goal:

All students will demonstrate increased resilience in navigating challenges, setbacks, and change.

Strategies:

- We will take baseline data in the fall, so we can set a clear target for improvement (Mental Health survey, School Based Team referrals regarding behaviour, office referrals)
- "We are Crofton" – Land Based Learning in September, to create a school-wide sense of community and ownership
- All staff will use Open Parachute resources on a regular basis
- All staff will engage in Professional Development, Professional Learning Communities, Learning Bursts and collaborative grant opportunities for educators to stay up to date with best practices in support Mental Health in school
- Teachers will incorporate universal strategies to support resilience and growth mindset for all learners
- All staff will participate in the Circle of Care connections
- School Based team with collaborate with classroom teachers to implement tiers of support/intervention for mental health support

Measure of Success:

- Open Parachute Post-Quiz data will indicate improved feelings of self-reported positive mental health
- Increased "green" data for "Social Emotional" on Indicators of Success data
- Decreased number of School Based Team Referrals for behaviour and mental health





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, weekly evening athletic programs through the Cowichan Valley Regional District, and an art event featuring the student's interpretation of the Salish Weave collection. Just as the community comes to us, our students and staff regularly take their learning out into the community. For example, they organize 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 sports teams (e.g. cross country running, volleyball, wrestling, soccer, track and field), Athletic Council, WITS Leaders, student-led announcements and monthly assemblies, and Crossing Guards help students grow in confidence and responsibility. Each year, we welcome back graduating Grade 12 students to celebrate their accomplishments and remind them and our younger student, that they will always belong to the Crofton school community.





