

School Growth Plan - David Cameron 2026-27

School Context: David Cameron Elementary is a K-5 school built on the traditional lands of the Songhees and Esquimalt Nations. We currently serve families residing in the Colwood and Langford municipalities in SD#62 (Sooke). At present we have 440 students with diverse backgrounds. About 10% students are newcomers to Canada and 3% of our students have Indigenous ancestry. We are fortunate to have a skilled and dedicated staff who are committed to student success. We are also grateful for a supportive parent community including our school PAC. David Cameron is also a designated school for the Deaf and Hard of Hearing students.

Student Voice:

Student voice is gathered through a variety of sources throughout the school year and is used to inform teaching, learning, and school planning.

- While instruction is guided by the BC Curriculum, teachers provide students with opportunities to make choices about what they learn, how they learn, and how they demonstrate their learning.
- Students identify personal goals and areas for growth and reflect on their learning during each reporting period through self-assessments of the Core Competencies they have been developing.
- Student learning updates include students' personal goals and reflections on their progress.
- Inclusion teachers and case managers collaborate with students who have Individual Education Plans (IEPs) at least twice each year to review and reflect on their goals and progress.
- Student voice is also gathered through the Grade 4 Student Learning Survey and the Grade 3 Equity Scan. These tools provide valuable information about students' learning experiences and help identify areas of strength as well as opportunities for growth.

Goal #1: Literacy

Improve reading skills:

- Develop phonological awareness, decoding skills and comprehension through whole class, small group, and individual instruction
- Use reading skills to acquire knowledge

Enhance Communication Skills:

- Improve student ability to communicate ideas through oral and written language

Actions/Strategies:

- Classroom teachers will administer Ministry of Education and Child Care (MOECC) literacy assessments to all Grade 1, 2, and 3 students during September and October.
- The Literacy Intervention Teacher (LIT) will conduct additional literacy assessments for Grade 1, 2, and 3 students in the fall to identify students who may be at risk for literacy difficulties.
- Assessment data will be analyzed to identify specific student learning needs and to inform the planning and delivery of targeted literacy interventions across grades.
- Classroom teachers and the Literacy Intervention Teacher will collaborate to monitor student progress and adjust instructional supports based on assessment results and ongoing evidence of learning.

Data/Evidence of Impact:

- Pre- and post-assessment data will be collected using the literacy assessment measures identified above to monitor student progress and evaluate the effectiveness of interventions.
- Assessment of results and student progress data will be shared with classroom teachers to support collaborative planning and instructional decision-making.
- Data analysis will be used to identify individual and group areas for growth, establish targeted learning goals, and inform next steps for instruction and intervention.
- Ongoing progress monitoring will provide evidence of student growth and help ensure that appropriate support is in place to meet students' literacy needs.

Goal #2: Numeracy - Continue to prioritize the development of foundational numeracy skills for students in Grades 1, 2, and 3, with a particular emphasis on number sense, computation skills, and flexible thinking.

Develop strong foundational number sense

- Students will demonstrate a flexible and fluent understanding of numbers, including the ability to visualize, decompose, and relate numbers to real-life situations.
- Increase computational fluency skills
- Students will use efficient, flexible, and accurate methods of computation, choose appropriate strategies, and explain their thinking.

Actions/Strategies:

- Use the district-created **Number Sense and Computation Check-In** assessment during September/October 2026 to identify areas of strength and need for students in Grades 1–3.
- Encourage classroom teachers to utilize assessment tools such as the **Coast Metro Math Project** to determine students' current understanding of key number sense concepts. This district numeracy assessment is accessible to all teachers and provides valuable information for instructional planning.
- Analyze assessment data to identify common themes, trends, and areas of need that can inform both small-group interventions and whole-class instruction.
- Collaborate with the district numeracy team to support classroom teachers and learning support teachers in implementing effective numeracy instruction.
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Data/Evidence of Impact:

- Use assessment data to guide instructional decision-making and targeted support for:
- **All students**, through classroom instruction, focused on foundational numeracy skills.
- **Students with identified lagging skills**, through targeted intervention and responsive support designed to address specific learning needs.

2025-26 School Goals Reflection – Year 2: Foundational Literacy and Numeracy

This is the second year of our school goals focused on strengthening foundational literacy and numeracy skills. Current data shows evidence of growth in these priority areas; however, continued support and refinement of our instructional practices remain necessary to ensure all students achieve success.

Literacy

We are seeing growth in literacy outcomes across several grade levels:

- **Grade 1:** The percentage of students flagged for support in CVC decoding skills decreased from **57% in the fall** to **24% in the winter assessment**.
- **Grade 2:** **80% of students scored above the cut-off** in the fall assessment, allowing the Literacy Teacher to shift the focus toward developing reading fluency.
- **Grade 3:** **44% of students were identified for support** in the fall, and this percentage remained consistent throughout the winter assessment period. This cohort will continue to receive targeted intervention and support.

Our data collection processes allow us to examine both cohort trends and individual student needs. While this information is valuable, we would like to streamline our

assessment practices to create a more cohesive system that directly informs and enhances classroom instruction.

At DC, student tracking systems are effective and provide meaningful information to guide instructional decisions. For example, tracking data collected from the early years, including Kindergarten, helps us determine whether students are responding to instruction and supports the identification of students who may benefit from WJR assessments for learning disabilities or targeted small-group interventions.

Moving forward, additional time for focused small-group intervention would be beneficial in supporting students who require more intensive instruction. We are also experiencing a shift in early literacy instruction, moving from PM Readers and Reading Recovery approaches toward the use of decodable texts and structured literacy programs such as Heggerty. As this transition continues, greater alignment and shared understanding of these instructional philosophies will be important.

Collaboration time for classroom teachers has been highly valuable in supporting this work. We appreciate the opportunities provided this year and would welcome continued collaborative planning and professional learning time in the upcoming school year.

Numeracy

We were fortunate to have 0.12 FTE Numeracy Learning Assistance support this year, focused on supporting struggling learners in Grades 1–3. Classroom teachers also found the support provided by Deanna Brajcich, Numeracy Curriculum Coordinator, to be valuable. Our hope is that students in Grades 1–3 will demonstrate improved number sense and computational fluency through data-informed instruction, targeted intervention, and collaborative support among classroom teachers, learning support teachers, and the district numeracy team. The following areas will remain a focus for the 2026–27 school year:

Grade 1

- Counting backwards and counting on
- Number conservation
- Identifying numbers before and after
- Subitizing
- Teen numbers

Grade 2

- Counting backwards
- Skip counting
- Writing numbers correctly
- Ordering numbers
- Understanding numbers between 20 and 100
- Identifying 2 more and 2 less than a given number

Grade 3

- Continuing with number sense
- Understanding numbers 100 and up
- Understanding and applying addition and subtraction skills

