

School Name 2026-27 School Growth Plan

School Context:

Journey Middle School is a Grade 6–8 school serving nearly 600 students from Sooke, Port Renfrew, Jordan River, Shirley, and the surrounding communities. Located on the traditional territory of the Coast Salish Peoples and the lands of the T'Sou-ke Nation. Journey is committed to fostering meaningful relationships with local First Nations while supporting learning, belonging, and wellbeing for all students. The school offers both English and French Immersion programs and is guided by the values of being Kind, Respectful, Inclusive, and Safe.

Over the past year, Journey has made positive strides in strengthening school culture, student belonging, and community connections. Through a focus on relationship-building, student voice, restorative practices, and high expectations for learning, the school has continued to foster a calm, safe, and inclusive environment where students feel connected, supported, and empowered to succeed.

Student Voice:

Student voice is a key component of Journey Middle School's School Plan and helps shape school improvement efforts, learning experiences, and school culture. We are committed to creating meaningful opportunities for students to share their perspectives and contribute to decisions that affect their learning and sense of belonging.

A primary source of student input is the Student Learning Survey. Grade 7 survey results were analyzed and then replicated with the same cohort in Grade 8 to better understand changes in student perceptions over time. The data highlighted strengths in relationships, inclusion, and academic growth, while also identifying opportunities to increase student voice, choice, ownership of learning, and community involvement.

Student voice is also reflected through the active involvement of our Grade 8 Leadership Program. Student leaders played an important role in planning school events, supporting Literacy Week and Numeracy Week, strengthening school spirit, and building connections with the broader community. These experiences provided authentic opportunities for students to influence and improve their school environment.

Feedback from students has directly informed this School Plan by reinforcing the need to strengthen belonging, engagement, literacy and numeracy achievement, and opportunities for leadership. By listening to students and providing meaningful opportunities for participation, Journey continues to build a school culture where students feel heard, valued, and empowered to succeed.

Goal #1: To create a positive and productive school culture

Actions/Strategies:

Continue to strengthen a calm, safe, and inclusive learning environment through the consistent implementation of school wide expectations and restorative practices.

Expand opportunities for student voice and leadership through the Grade 8 Leadership Program, student surveys, and student involvement in school-wide initiatives and events.

Foster positive relationships with students, staff, families, and community partners through increased communication, engagement opportunities, and collaborative decision making.

Support staff capacity building in classroom management, relationship-based practices, assessment, and the use of proficiency scales through professional learning and collaborative inquiry.

Promote student belonging and engagement by increasing participation in extracurricular activities, clubs, athletics, cultural opportunities, and school-wide events.

Strengthen partnerships with the T'Sou-ke Nation, Pacheedaht Nation, school PAC, and community organizations to support student success and create meaningful learning opportunities.

Data/Evidence of Impact:

Student Learning Survey data comparing annual results related to belonging, safety, relationships with adults, school engagement, and student voice.

School-based student surveys to monitor changes in student perceptions of school culture, belonging, and wellbeing over time.

Staff survey feedback measuring confidence, collaboration, school climate, and perceptions of professional growth.

Parent and family feedback collected through surveys, PAC discussions, and community engagement opportunities.

Student participation data from leadership activities, clubs, athletics, and school events.

Behaviour and attendance data, including office referrals, suspensions, and student attendance rates, to monitor trends related to engagement and school culture.

Evidence of increased community engagement through participation in school events, volunteer opportunities, and partnerships with local organizations and First Nations.

Qualitative feedback from students, staff, families, and community members indicates growth in feelings of safety, belonging, inclusion, and connection to the school community.

Success Indicators:

Students report an increased sense of belonging, safety, and connection to adults at school.

Staff report increased confidence and a more positive perception of school culture.

Families report improved communication, engagement with the school and action by administration to maintain a safe learning environment.

Participation in leadership, extracurricular activities, and community events continues to increase.

Behaviour and attendance data demonstrate ongoing improvement and support the establishment of a calm, safe, and productive learning environment.

Goal #2: Focus on increased efforts in numeracy and literacy

Actions/Strategies:

Continue to implement school-wide literacy assessments, including Fall and Spring Oral Reading Fluency (ORF) screening, to identify student strengths, monitor growth, and inform intervention planning.

Build staff capacity in literacy and numeracy instruction through professional learning, collaborative inquiry, and ongoing analysis of proficiency-scale data. Staff feedback has identified classroom management, proficiency scale analysis, and assessment practices as areas for continued growth.

Strengthen Tier 1 classroom instruction while refining Tier 2 and Tier 3 supports for students requiring additional intervention in literacy and numeracy.

Use Literacy Week, Numeracy Week, and cross-curricular learning opportunities to increase student engagement and reinforce foundational skills.

Support collaborative planning and data analysis through grade level leadership teams and staff learning opportunities focused on effective instructional practices.

Work closely with Inclusive Education, ELL, and Learning Support staff to identify student needs, monitor progress, and provide targeted intervention.

Increase opportunities for authentic learning, student inquiry, and student voice in literacy and numeracy learning experiences to improve engagement and ownership of learning. Student Learning Survey data indicates that student voice and choice remain areas for growth.

Data/Evidence of Impact:

Oral Reading Fluency (ORF) assessment data collected in Fall and Spring to measure student growth in reading fluency over time. Current ORF results indicate positive growth across intermediate grades.

Teacher proficiency-scale assessments in literacy and numeracy to monitor student achievement and progression toward grade level expectations.

Student Learning Survey results, particularly indicators related to reading, writing, mathematics, communication, engagement, and ownership of learning. Current survey data shows students perceive growth in reading, writing, and mathematics at levels comparable to district averages.

Foundation Skills Assessment (FSA) results and district assessment data, where available, to identify trends and areas for improvement.

Classroom-based evidence, including common assessments, student work samples, portfolios, and core competency reflections.

Intervention data collected through Tier 2 and Tier 3 supports to evaluate the effectiveness of targeted literacy and numeracy interventions.

Staff feedback and collaborative inquiry reflections demonstrating increased confidence and consistency in assessment practices, literacy instruction, numeracy instruction, and data informed decision making.

Success Indicators:

Students demonstrate measurable growth in literacy and numeracy achievement.

ORF and classroom assessment data show improved reading performance across grade levels.

A greater percentage of students meet or exceed grade level expectations in literacy and numeracy.

Students report increased confidence in reading, writing, mathematics, and communication.

Staff demonstrate increased confidence in assessment, proficiency scale analysis, and evidence-informed instructional practices.

Literacy and numeracy data are consistently used to inform instruction and intervention decisions, resulting in improved outcomes for students.

Visibility of Goals and Student Ownership of Learning:

Visual displays highlighting student growth and achievement in literacy and numeracy will be prominently displayed throughout the school. These displays will celebrate progress, showcase learning, and help students, staff, and families understand our school goals.

Progress toward school goals and success measures will be regularly shared with staff and the Parent Advisory Council (PAC) throughout the school year to increase awareness, celebrate successes, and identify areas for continued growth.

Students will have opportunities to contribute to the creation of these displays and to reflect on and celebrate their own growth in literacy and numeracy.

Student self-reflections demonstrating ownership of learning, growth, and goal achievement in literacy and numeracy will be displayed throughout the school.

Grade 8 leadership students will contribute to the planning and implementation of school-wide literacy and numeracy events, promoting student voice and ownership of learning.

Students will regularly reflect on their progress toward literacy and numeracy goals and share their learning with peers, staff, and families