

Sooke Elementary 2026-27 School Growth Plan

School Context:

Sooke Elementary is one of four elementary schools in Sooke, British Columbia, located on the traditional territory of the T'Sou-ke Nation. With over 100 years of history, the school currently serves 326 students from Kindergarten to Grade 5 and has steadily grown alongside the community. The staff—comprised of teachers, educational assistants, and support personnel—are deeply committed to inclusion, land-based learning, and the First Peoples Principles of Learning. Students regularly participate in nature walks and care for school gardens featuring Indigenous plants used for teaching and tea-making. A strong code of conduct promotes a safe, respectful environment, with restitution practices in place to guide social learning. Sooke Elementary is also supported by an active Parent Advisory Council, which enhances student experiences through funding for technology, field trips, and cultural programming.

Student Voice:

Selected grade 5 students, in their final month were engaged in an exit interview focused on improving the school experience for kids in the theme of building a sense of belonging. The specific question that was asked was: ***How might we do more of the things that make our school a place where everyone feels happy, supported and proud to be a student?***



Goal #1: Literacy
Improve reading and communication skills.

Actions/Strategies:

Literacy Intervention Teachers (LITs) complete an initial screening of all Grade 1, 2, and 3 students in the fall to determine which students may be at risk for literacy difficulties.

Refine the use of diagnostic assessments to identify specific student needs and inform targeted interventions across all grades.

Utilize ***Phonics for Reading*** resources for student interventions.

Seek in-house literacy and numeracy leaders to coordinate updates through Curriculum Coordinators.

Support active engagement with our school library by increasing access.

Leverage volunteers and community partnerships to develop early literacy through reading support programs and opportunities.

Data/Evidence of Impact:

Our school-wide implementation of evidence-based early literacy screening tools (administered in Fall, Winter, and Spring) indicates strong foundational growth in our primary cohorts. Specifically, the percentage of students requiring intensive Tier 3 support decreases throughout the year. Specifically in Grades K/1 on phoneme segmentation and Grade 2/3 students in nonsense word fluency. This shift demonstrates that our targeted daily phonics interventions are successfully closing decoding gaps before they impact reading fluency.

Tools

- Grade 4 FSA Data
- Learning Support Reports – themes and trends
- First Sound Fluency (FSF) – SD62
- Nonsense Word Fluency (NWF) – SD62
- Phoneme Segmentation Fluency (PSF) – DIBELS
- Oral Reading Fluency (ORF) – SD62
- MAZE Assessment/ORF – DIBELS
- Words Their Way Primary Spelling Inventory

Goal #2: Numeracy Develop strong number sense while increasing computational fluency.
Actions/Strategies: Implement school wide diagnostic assessments to identify specific student needs in collaboration with classroom teachers and the IS/LS teams at the school. This data will drive learning support allocation and guide instructional routines. Use data to identify themes for small groups and whole class instruction. Further utilize the numeracy tools provided last year through the <i>Building Expertise in Math: Foundational Routine</i> resource to target students with knowledge gaps.
Data/Evidence of Impact: To monitor and evaluate student growth in developing deep number sense and increasing computational fluency across Kindergarten to Grade 5, our school utilizes a balanced numeracy assessment framework. Data is sourced through a combination of universal screening tools administered three times per year (Fall, Winter, Spring), district-approved numeracy assessments, and targeted diagnostic math interviews (such as the Island Numeracy Network assessments or SNAP - Student Numeracy Assessment Practice). Rather than relying solely on speed or rote memorization, our tracking focuses heavily on student flexibility—specifically their ability to decompose numbers, apply mental math strategies, and explain their mathematical thinking and problem solving. Regular conversations with learning support teachers and staff will track students of concern to refine support structures throughout the year. We would like to see a reduction in those receiving support from the beginning to end of the school year to demonstrate effectiveness and targeted interventions for students requiring tier 3 supports.

Goal 3: Sense of Belonging

To foster a safe, inclusive, and culturally responsive school climate that deepens students' sense of connection and belonging, while simultaneously upholding high standards of personal responsibility, positive behavior, and mutual respect.

Actions/Strategies:

Communicate, refine and promote the Elementary Student Code of Conduct and our approaches to actioning this document in our school. Including updating decision maps and reporting practices.

Define a “Stickleback.” By asking the question: What characteristics and virtues does a Stickleback have that bonds them with the shoal (or “school” of fish)?

Develop a set of norms of practice as a staff that promotes students’ sense of self and the impact their actions have on others.

Promote social-emotional empowerment of all students by promoting physical and emotional wellness as part of our health curriculum.

Review and update recess equipment routines and structures that promote connection and friendship building. Including but not limited to intermural sports and student-led spirit days.

Data/Evidence of Impact:

Behavior notes and documentation.

Student “temperature check” surveys.

Participation in interschool and intermural sports.

Student-lead school spirit days.

2025-26 Reflections:

The past two years have been a time of evolutionary change for our school, characterized by shifts in leadership and staffing. Throughout this transitional period, our staff's primary focus has been creating a stable, supportive learning environment. We are incredibly proud of our team's dedication to sustaining and expanding our literacy and numeracy initiatives. A year-end staff survey confirmed a strong, unified commitment to maintaining these academic goals into the next school year, ensuring continuity for our learners.

To ensure our school plan remains responsive, we engaged in reflective conversations with our Grade 5 students. They expressed immense gratitude for their educators, while also highlighting a need for enhanced strategies around emotional regulation and classroom safety during challenging moments—a sentiment echoed by our hardworking teaching and support staff. Recognizing this, our professional development for the 2026–2027 school year will focus heavily on building proactive capacity and trauma-informed practices to support both staff and students.

Additionally, our intermediate students shared constructive feedback regarding recess, expressing a desire for a wider variety of organized sports, equipment, and active supervision to support their preferred recreational activities. We intend to act on their excellent ideas for spirit days and structured lunchtime leagues when possible, fostering a joyful and inclusive school culture outside the classroom.