

Sangster 2026-27

School Growth Plan

School Context:

Sangster Elementary is a K–5 school located in Colwood on the traditional lands of the Esquimalt and Songhees Nations. Since opening in 1958, its proximity to Hatley Forest and Esquimalt Lagoon has made it an ideal setting for Nature Kindergarten and outdoor learning across all grades. Students develop a deep connection to nature and see themselves as environmental stewards. Our school fosters a strong sense of community built on respect, safety, and kindness, all while having fun.

Using the district’s Strategic Plan Priorities of Learning, Engagement and Growth, Sangster Elementary strives to foster an inclusive, supportive and welcoming space for all learners, staff members, and families of the Sangster Community.

Student Voice: This plan is informed by student voice through multiple sources of feedback, including student surveys, classroom discussions, learning reflections, and conversations with student groups.

Goal #1: Improve Reading Skills

- Students will continue to develop phonological awareness, decoding skills, and comprehension to access real-world knowledge.

Enhance Communication Skills

- Students will continue to develop their ideas through oral and written language.

Actions/Strategies:

- Continue to ensure all K-3 students receive evidence-aligned instruction (e.g., UFLI, Core, Press, Heggerty, Learning A-Z, IXL Literacy Pilot, Writing Rope)
- Primary teachers complete an initial screening of all Kindergarten, Grade 1, 2, and 3 students in the fall to determine which students may be at risk for literacy difficulties
- Continue to use diagnostic assessments (i.e., Core Diagnostic, Press Diagnostic, Press Progress Monitoring) to identify specific student needs and inform targeted interventions across all grades, K-5

Literacy Intervention Teachers (LITs) continue to provide small-group instruction for students identified as being at risk for literacy difficulties

Data/Evidence of Impact:

- First Sound Fluency (FSF) – SD62
- Letter Naming Fluency - Acadience
- Nonsense Word Fluency (NWF) – SD62
- Phoneme Segmentation Fluency (PSF) – DIBELS
- Oral Reading Fluency (ORF) – SD62
- ORF - DIBELS
- *Word Their Way*, Primary Spelling Inventory
- Whole School Write

We'll know students are progressing when we see improvement in the data from the fall assessments to the spring assessments. This should translate to fewer students at the emerging proficiency level.

Goal #2: Numeracy

Develop Strong Number Sense

- Students will continue to 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 continue to use efficient, flexible, and accurate methods for computation, choosing appropriate strategies, and explaining their thinking.

Actions/Strategies:

- Implement school-wide diagnostic assessments to identify specific students' needs through collaboration with classroom teachers and the IS/LA team at the school. This data will drive learning support allocation and guide instructional routines.
- Use data to identify themes for small-group and whole class instruction
- Continue to seek collaboration & direction with the district Curriculum Transformation team and other elementary schools to further drive direction of instruction. Many teachers using the Number Sense Booklets after presentation with Deanna Brajcich, district Numeracy Curriculum Coordinator

Data/Evidence of Impact:

- District Numeracy Assessment (Number Sense Interviews)
- K-2 Diagnostic tasks that can be administered whole class or individually
- First Steps in Math Diagnostics
- Snap Assessment
- 3-5 Island Numeracy Assessments (Island Numeracy Network)
- Conversations with teachers and support staff to identify themes and learning needs
- IXL Numeracy Pilot

We'll know students are progressing when we see improvement in the data from the fall assessments to the spring assessments. This should translate to fewer students at the emerging proficiency level.

Goal #3: To continue to foster the Sangster Elementary School community by engaging in meaningful connections, cultivating a shared sense of purpose, and deepening the collective understanding of the school's core values, culture, and strengths. Through intentional collaboration, inclusive engagement, and celebration of community identity, we aim to encourage an environment where all members—new and returning—feel a strong sense of belonging and commitment.

Actions/Strategies:

- Continue to promote open communication among administrators, teachers, support staff, and the Parent Advisory Council (PAC); continue to encourage teacher representatives to attend PAC meetings to ensure direct communication and collaboration
- Continue to facilitate collaboration between staff and PAC to support and plan school-wide community events (e.g., Meet the Teacher Night, Holiday Store, Family Dance, Spring Fair, Parent Appreciation Events, Board Game Night)
- Continue school-wide digital communication platforms (e.g., principal newsletter, PAC newsletter) to share updates, celebrate successes, and provide access to information for all families.
- Implement Professional Learning Communities at staff meetings & collaboration days
- Create a school acronym to promote kindness, respect, & safety
- Opportunities for student voice through Equity Scan and other school surveys/interviews

Data/Evidence of Impact:

- Students form healthy relationships with both staff and their peers.
- An inclusive school environment where all students feel valued and represented.

- Enrich student well-being through increased engagement and positive social interactions.
- Enhance a sense of belonging among students, staff and families.
- Teaching staff engage in all aspects of improving student learning (i.e., teaching staff advocating for school-wide spelling inventory & school-wide write; attending Lunch & Learn sessions)
- Monitor staff and student attendance as a measure of engagement

2025-26 Reflections:

During the 2025–26 school year, our continuous improvement process focused on examining student achievement, engagement, well-being, and equity data to identify strengths, challenges, and opportunities for growth. The additional release time offered to teachers after the winter break helped ensure regular collaborative inquiry cycles, using classroom-based evidence, assessment results, student voice, and family feedback to monitor progress toward our school goals. We began implementing professional learning communities at staff meetings to review data, share effective practices, and implement targeted instructional strategies designed to improve student outcomes.

The learning from our 2025–26 continuous improvement work has directly informed the development of the 2026–27 School Growth Plan. Data trends and feedback highlighted the importance of continuing to strengthen foundational literacy and numeracy skills, supporting student well-being and belonging, and increasing student engagement through responsive and inclusive instructional practices.

As a result, the 2026–27 plan includes:

- Expanded use of data-informed instructional practices and progress monitoring.
- Continued focus on literacy and numeracy achievement across all grades.
- Enhanced strategies to support student well-being, belonging, and engagement.
- Ongoing collaborative professional learning for staff.
- Increased opportunities for student voice and family engagement in school improvement efforts.

Overall, the continuous improvement process provided valuable evidence of what is working well and where additional attention is needed, ensuring that the 2026–27 School Growth Plan is both responsive to student needs and aligned with our commitment to continuous growth and achievement for all learners.