

Saseenos Elementary 2026-27 School Growth Plan

School Context: Saseenos Elementary is in Sooke on the traditional territory of the T'Souke First Nation. We are a K-5 school with approximately 170 students, and our school has access to a beautiful forest on one side and a short walk to the beach on the other. This provides daily opportunities for outdoor learning, exploration, and land-based education that enriches our students' experiences. We are a caring, inclusive school community and strive to build belonging, and kindness for everyone in our school community.

Student Voice: Our plan will be informed by student voice through classroom meetings, student leadership, informal conversations, and staff observations. Student feedback will guide decisions about school culture, learning experiences, and opportunities for student leadership.

Goal #1: Increase student numeracy proficiency.

Actions/Strategies:

- During our first staff meeting share the information on the VLLC from our curriculum department. Share the Coast Metro Math Project for the Year at a Glance Overviews for math instruction sequence by grade.
- Use the assessments and screeners available on the VLLC from our curriculum department. (SNAP, K-3 Interview Assessments, K-1 Assessment Game Boards, Formative Math Assessments 3-9)
- Ask the SD curriculum team to advise on what is missing from our math resources.
- Integrate use of manipulatives and hands-on resources we have in our school. Explore at a staff meeting.
- Provide small group student support based on formative assessment data.

Data/Evidence of Impact:

- Student proficiency levels generated from classroom formative assessment, term to term and year to year.
- FSA results
- Numeracy assessments in October and May
- Anecdotal reflection on behaviour as numeracy proficiency increases.
- Student reflections through conversations.

Goal #2: Increase student literacy proficiency.

Actions/Strategies:

- Increase use of explicit and systematic teaching of reading and writing across all grades.
- During our first staff meeting share the information on the VLLC from our curriculum department. Literacy assessments and professional development available here.
- Participation in Provincial Literacy Assessments in Fall and Spring
- Invite the SD curriculum team to enhance our literacy practice.
- Reach out to our IS department to help build strong programming to teach literacy to our diverse learners. Ensure EAs have a program to follow and develop a schedule for check-in with teachers.
- Provide targeted small group support based on formative assessments.
- Familiarize ourselves with the K-4 Language Arts Foundational Learning Progressions from the Ministry.

Data/Evidence of Impact:

- Student proficiency levels generated from classroom formative assessment, term to term and year to year.
- FSA results
- Literacy assessments in September and May
- 'School Wide Writes' assessed by teachers in same grade groupings referencing the K-4 Language Arts Foundational Learning Progressions and The Island Literacy Network Writing Continuum.
- Student reflections through conversations.

Goal #3: Foster greater kindness, empathy, and understanding among members of our school community.

Actions/Strategies:

- Whole school assemblies monthly about kindness, racism, how to be anti-racist, acts of kindness, and what kindness looks like.
- Read books in classes about these topics.
- Whole school activities using mixed grade groupings to promote leadership and kindness across all ages.
- WITS program

Data/Evidence of Impact:

- Increased evidence of students demonstrating kindness, helping one another, and resolving conflicts respectfully without physical or unkind behaviour.
- Staff and student feedback indicating improvements in relationships, empathy, and the overall culture of kindness within the school.
- Reduction in office referrals related to peer conflict and fewer parent concerns regarding student interactions.

- Classroom observations showing increased use of positive problem-solving strategies and respectful communication.
- Student voice (classroom discussions, reflections, and leadership feedback) demonstrating an increased sense of belonging, safety, and positive peer relationships.

2025-26 Reflections:

During the 2025–26 school year, our staff engaged in a continuous improvement process focused on strengthening teaching practice through collaboration, assessment, and professional learning. Working alongside the School District Curriculum Department, teachers completed literacy assessments to better understand student strengths and areas for growth to guide their teaching. Teachers in Grades 3–5 participated in professional learning on Teaching for Transfer, leading to conversations about instructional practices and how students apply their learning across contexts. Throughout the year, teachers identified collaborative planning and professional learning time as one of the most valuable aspects of our improvement work and expressed a strong desire to continue and expand these opportunities. Staff are also eager to implement common numeracy assessments to better understand student learning, evaluate the impact of instructional practices, and guide next steps. As part of our 2026–27 improvement cycle, we will also analyze FSA results alongside school-based assessment data to identify areas where changes to our teaching can have the greatest impact on student learning.