

Savory Elementary 2026-27 School Growth Plan

School Context:

Savory Elementary is a K-5 school (population 241 students June 2026) located in central Langford on the lands of the Esquimalt and Songhees Nations. The population density of our local neighbourhood is expanding and surrounding housing includes single family homes, townhouses, condominiums, Indigenous housing and short term, rental housing facilities. We serve an increasingly diverse community of families. We have 13.6% of our students who self-identify as having indigenous ancestry; 21.9% have a ministry designation identifying exceptionalities; 17.8% are English Language Learners requiring targeted intervention and support; and 8.3% are English as a Second Dialect students who also are provided with individual support in classrooms. Our collegial and collaborative staff is a dedicated, caring and professional team who pride ourselves on meeting the needs of our diverse school population.

Student Voice:

Student voice continues to inform classroom practice, school culture, and decision-making.

- 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 as well as including students' personal goals and reflections on their progress on Learning Updates.
- Inclusion Teachers and Case Managers collaborate with students who have CBIEPs at least twice a year to review and reflect on their goals and progress.
- Student voice is also gathered through the Grade 4 Student Learning Survey and Equity Scan. These tools provide valuable information about students' learning experiences and help identify areas of strength as well as opportunities for growth.
- The grade 5 Student Leadership Club helps shape the school culture by hosting student-led events such as Spirit Days and various clubs (Yarn Club, Lego Club, etc.).

Goal #1: Literacy

Strengthen foundational literacy skills by using collected data to drive instructional practices in Reading and Writing

- Continue to ensure all K-2 students receive evidence-aligned phonics instruction
- Continue to strengthen reading comprehension and fluency for students in grades 2-5
- Support students in planning and creating texts for different purposes and audiences.
- Provide opportunities for students to create stories and other texts that deepen their awareness of self, family, and community.

Actions/Strategies:

- Use diagnostic assessments to identify specific student needs and inform targeted interventions across all grades and inform classroom instruction for all students.
- Administer the Words Their Way Primary Spelling Inventory every June to track student progress K- 5.
- Continue to collaborate in grade teams and liaise with the Curriculum Coordinators around Literacy Instruction.
- Continue to work with community partners, (i.e. Victoria Literacy Connection) to provide extra 1:1 reading with grade 2 and 3 students who have been identified through our diagnostic assessments as students who would benefit from this additional support.
- Continue to focus on schoolwide Literacy Learning through three schoolwide writes: September, February and May.
- Fall Focus- writing to communicate ideas and information
- Winter Focus – personal writing (descriptive writing, personal voice)
- Spring Focus – narrative writing
- Support collaborative assessments/marking of Schoolwide Writes using the ELA Learning Progressions.
- Continue teacher collaboration at grade levels on writing instruction.
- Continue to gather school-wide data to inform instruction.
- Develop information/learning to help families support their children at home with literacy.

Data/Evidence of Impact:

- Year-End Data (Term 3 Summative Reports)
- Grade 4 FSA Data

- Learning Support Reports – themes and trends
- Classroom Teacher “Street Data” – themes and trends
- Screening data K-5

The screening measures used are as follows:

Kindergarten	First Sound Fluency (FSF)
	Letter Sound Fluency (LSF)
Grade 1	Nonsense Word Fluency (NWF)
	Phoneme Segmentation Fluency (PSF)
Grade 2	Oral Reading Fluency (ORF)
Grade 3	Oral Reading Fluency (ORF)
Grade 4	Oral Reading Fluency (ORF)
Grade 5	Oral Reading Fluency (ORF)

Goal #2: Numeracy

Deepen number sense and strengthen computational fluency through responsive, concept-based instruction.

- Provide students with regular opportunities to engage in problem-solving and mathematical thinking through rich tasks
- Support staff in accessing District Curriculum Department resources for aligned interventions and supports.

Actions/Strategies:

- Use common diagnostic assessments to identify student needs and guide both targeted intervention and classroom instruction (i.e. SNAP- Chilliwack, Island Numeracy Assessment)
- Establish a plan for teacher collaboration and professional learning.
- Seek collaboration with the Curriculum Transformation Department and other elementary schools. Identify instructional resources and materials needed to assist staff and students.

Data/Evidence of Impact:

- Screening Data K-5
- Year End-Data (Term 3 Summative Reports)
- Learning Assistance Reports – themes and trends

- Grade 4 FSA Data
- Learning Support Reports – themes and trends
- Classroom Teacher “Street Data” – themes and trends

Goal #3: Community

Strengthen belonging and shared identity by increasing meaningful, inclusive opportunities for students, families, and community to connect and participate in school life.

Actions/Strategies:

- Maintain/expand the number and variety of community-connected events (cultural, academic, and celebratory)
- Intentionally remove barriers to participation (e.g., timing, communication, accessibility)
- Strengthen partnerships with the PAC, local organizations and community groups
- Embed belonging and identity-building practices into regular school routines (not just events)

Data/Evidence of Impact:

- Increased attendance and representation at school events
- Student Learning Survey data indicating increased sense of belonging in school
- Family feedback showing stronger connection to the school community
- Growth in the number and diversity of community partnerships
- Anecdotal evidence (student voice, staff observations) demonstrating stronger identity and connection

2025-26 Reflections:

This year, our work focused on deepening Indigenous education, strengthening connections, and enhancing student literacy and numeracy.

We continued to build our collective understanding of Indigenous perspectives through engagement with the SENĆOTEN language and the inclusion of meaningful learning opportunities. Key traditions such as Orange Shirt Day and the Red Dress Walk remained important touchstones, supporting reflection, awareness, and our commitment to

reconciliation. Collaboration among staff and with local schools strengthened our collective capacity to embed this learning in authentic and consistent ways.

Fostering strong relationships remained central to our work. We welcomed families into the school through community events that enhanced a sense of belonging and connection, directly supporting student growth. Staff demonstrated strong instructional practices through consistent literacy data collection and increasing attention to numeracy development, allowing for responsive teaching and improved outcomes.

Collaboration among teachers supported alignment with school goals, while student leadership opportunities further enhanced engagement, responsibility, and a positive school culture.

Overall, our focus on relationships and responsive instruction strengthened both student learning and our sense of community.