

École Poirier 2026-27 School Growth Plan

School Context:

École Poirier is a dual track English and French Immersion Kindergarten to Grade 5 school in the town of Sooke. We are nestled in a rural setting of family homes. Students walk and bike from the neighbourhood and we are the French Immersion catchment school for Sooke.

Student Voice:

Student voice is central to the development and implementation of our school growth plan. Through classroom conversations, student surveys, learning conferences, and daily interactions, students have shared that they value learning experiences that are engaging, hands-on, collaborative, and connected to their lives and community.

Students have expressed that they feel most successful when learning goals are clear, they receive timely feedback, and they have opportunities to work with peers and receive additional support when needed. Their feedback reinforces our commitment to strengthening numeracy and literacy instruction through targeted interventions, explicit teaching, and responsive assessment practices.

Students have also shared a strong appreciation for learning outdoors, exploring the local environment, and participating in cultural learning opportunities. They have indicated that they enjoy learning about Indigenous histories, cultures, languages, and ways of knowing through authentic experiences with Knowledge Keepers, Elders, community members, and land-based learning. Their enthusiasm has informed our continued focus on place-based learning, integrating SENĆOŦEN and Southern Michif, acknowledging significant cultural events, and strengthening our relationships with local Indigenous communities.

Throughout the school year, student voice will continue to inform our practice through regular opportunities for reflection, goal setting, and feedback. Students will help us monitor the impact of our initiatives by sharing their experiences, identifying what supports their learning, and contributing ideas for continued growth. Their perspectives will be an important source of evidence as we work toward improving student achievement, engagement, belonging, and well-being.

Goal #1: Increase student numeracy proficiency

Actions/Strategies:

- Use a data driven approach to intervention.
- Encourage a professional learning community.
- Encourage a professional learning community to investigate and build on our practice.
- Invite the SD curriculum team to enhance our numeracy practice.
- Explore and integrate manipulatives and hands-on resources available on site to develop students' conceptual understanding of numbers.
- Provide targeted small-group support based on formative assessment data.
- Familiarize ourselves with the K-4 Mathematics Foundational Learning Progressions from the Ministry.

Data/Evidence of Impact:

- Report card data; student proficiency levels generated from classroom formative assessment, term to term and year to year (Frame of Reference: K-4 Mathematics Foundational Learning Progressions).
- FSA results and year-over-year trends.
- Numeracy assessments in October and May.
- Anecdotal reflection on behaviour as numeracy proficiency increases.

Goal #2: Increase student literacy proficiency

Actions/Strategies:

- Increase use of explicit and systematic teaching of reading and writing across all grades.
- Encourage a professional learning community to investigate and build on our practice.
- Invite the SD curriculum team to enhance our literacy practice.
- Provide targeted small-group support based on formative assessment data.
- Familiarize ourselves with the K-4 Language Arts Foundational Learning Progressions from the Ministry.

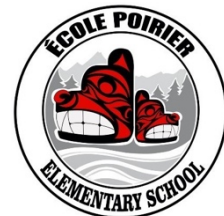
Data/Evidence of Impact:

- Report card data; student proficiency levels generated from classroom formative assessment, term to term and year to year (Frame of Reference: K-4 Language Arts Foundational Learning Progressions).
- FSA results and year-over-year trends.
- Literacy assessment by grade in September and May.
- Anecdotal reflection on behaviour and student involvement as literacy proficiency increases.
- "School Wide Writes" assessed by teachers referencing the K-4 Language Arts Foundational Learning Progressions and The Island Literacy Network Writing Continuum in grade groupings for growth and learning needs.

Goal #3: Continue to build on place-based learning opportunities, connected to Indigenous ways of knowing and the curriculum

Actions/Strategies:

- Staff and students will write individualized territory acknowledgements to connect with place and practice using them throughout the year.
- Invite role models to teach all of us
- Incorporate SENĆOŦEN and Southern Michif languages through our Na'tsa'maht Classroom Program Assistant, Nicole Underwood
- Play and share Lahal in classes and with community
- Use our surrounding forests and other places throughout the community to connect to place
- Acknowledge and honour cultural dates and annual events, for example Orange Shirt Day, Red Dress Day, Rock your Mocs Day, and Moosehide Campaign Day to name a few.
- Continue using our school mascot, the Black Bear, and logo designed by former student Isabelle St. Pierre from T'Sou-ke Nation
- Host a full-day Indigenous Day in June



Data/Evidence of Impact:

- Student reflections, surveys, and classroom discussions demonstrating increased understanding of Indigenous perspectives, local history, and connections to place.
- Student participation and engagement during place-based learning experiences, cultural activities, and school-wide Indigenous events.
- Student-created work (e.g., territory acknowledgements, journals, artwork, inquiry projects, and presentations) that reflects growth in knowledge, respect, and connection to local Indigenous cultures and ways of knowing.
- Teacher observations and anecdotal records documenting student engagement, cultural awareness, collaboration, and application of learning throughout the year.
- Evidence of the integration of SENĆOŦEN and Southern Michif language, land-based learning, and Indigenous perspectives across classrooms and curricular areas.
- Feedback from Indigenous partners, Elders, Knowledge Keepers, role models, families, and community members regarding the authenticity and impact of learning experiences.

- Documentation of participation in cultural events and learning opportunities, including Orange Shirt Day, Red Dress Day, Rock Your Mocs Day, Moose Hide Campaign Day, Lahal activities, and the annual Indigenous Day celebration.
- Ongoing staff reflection and collaborative discussions to evaluate progress, identify successes, and inform next steps in strengthening Indigenous education and place-based learning.

2025-26 Reflections:

During the 2025–2026 school year, École Poirier engaged in a collaborative continuous improvement process focused on strengthening student achievement in numeracy and literacy. Staff regularly reviewed formative and summative assessment data, including classroom assessments, report card evidence, literacy and numeracy assessments, and collaborative analysis of student work. Professional learning communities provided opportunities for teachers to reflect on instructional practices, share effective strategies, and deepen their understanding of the Ministry's Foundational Learning Progressions. Collaboration with the School District curriculum team further supported staff in refining instructional approaches and implementing targeted interventions to meet student needs.

This continuous improvement process reinforced the value of using evidence to guide instructional decisions and highlighted the positive impact of consistent, explicit teaching and timely intervention. It also identified areas where additional support and consistency would further benefit student learning. As a result, the 2026–2027 School Growth Plan will continue to prioritize literacy and numeracy while building on successful collaborative practices, strengthening data-informed instruction, and expanding opportunities for targeted intervention to ensure continued growth for all learners.