

Wishart Elementary 2026-27 School Growth Plan

School Context:

Wishart Elementary, located on the traditional territory of the Esquimalt and Songhees Nations in Langford, is part of Sooke School District #62. The school has deep roots in the community, with many students being second- or third-generation attendees.

2026-2027 will see Wishart opening with 14 divisions and 300 students. This is similar to the 2025-26 school year. The desire to build a strong community feeling at Wishart was felt this year with many staff and student events. The school community is strengthened by a dedicated Parent Advisory Council, which enhances student experiences through events, fundraising, and welcoming new families.

Throughout this document, references are made to Collaboration Groups. At Wishart this year, groups of teachers have decided to come together and work with school-based, district and community resources to advance the goals of our school. Through dedication to continuous improvement and collaboration, they have contributed many goals, strategies and opportunities for student voice to this process. We thank them for participating in this impactful work.

Student Voice:

Student voice is heard at Wishart through the many surveys conducted throughout the year. We also pay close attention to results of our screeners and testing to see how our efforts are translating into success.

Goal #1:

In what ways is our site/school creating meaningful and sustained opportunities for students and/or staff to engage with and deepen their understanding of Indigenous worldviews and perspectives?

Actions/Strategies:

- Continue project with integrating SENĆOTEN language into school, including
 - o Trees
 - o Willow
 - o Creating lessons and resources for classes
 - o AAC garden resource expanded to other environments

- o Weather
- o Plants
- o Animals
- Embed the reflections of the learning from the teachings associated with the acquisition of broadened understandings from the professional learning of Sept 21, through a curious lens.
- Collaborative Goal #1 strategies:
 - o Medicine Wheel resource implementation
 - o Working with equity team to advance SENĆOŦEN language integration into resources and classroom practice

Student Voice

- CG1 – First Nations, Metis and Inuit Understandings
 - o Student inquiry processes will help to guide the direction of the lessons and learning
 - o Survey questions internal to class to ascertain prior knowledge and connections of the students

Data/Evidence of Impact:

- Plan continued from last year, with resources outlined above developed
- Literacy lessons aligned with the learning of Sept 21
- CG1
 - o Signage in the garden
 - o Unit plans for curriculum integration
 - o Booklets for Indigenous Learning
 - o Grade 1/2 integration

Goal #2:

To gather data and information regarding literacy and numeracy skills and understandings to inform and guide differentiated instruction and learning support.

Actions/Strategies:

- Use screeners in literacy and numeracy
- Identify needs from these screeners
- Follow up with instructional strategies and assessments
- Work with educators as they integrate this into their practice
- Support educators
- Collaboration Goal #2

- o Improve basic facts and automaticity through the implementation of multiple strategies, including mad minutes, Reflex math, Jump Math, IXL, researching methods for gamifying and reinforcing these facts
- Collaboration Goal #3
 - o Analyzing and implementing different programs and resources for spelling instruction in a combined class dynamic
 - UFLI Phonological Assessment
 - o Utilizing screeners and assessments to affect practice
 - o Researching best practices and resources to meet the needs of the group
 - o Working collaboratively with IS/LS team
- Collaboration Goal #4
 - o To develop a shared student-centered approach to support the diverse writing needs between grade 3-5, the team will create a bank of flexible resources and writing exemplars connected to the BC curriculum using a variety of genres, including:
 - Poetry
 - Creative writing
 - Informative
 - Persuasive writing

Student Voice:

- CG2
 - o Student reflections
 - Journalling
 - Exit slips
 - Formative conversations
 - Student choice will influence practice through selection of strategies
- CG3
 - o Students will inform teacher practice through ongoing observations, data collection, formative assessment, informal feedback and anecdotal notes.
- CG4
 - o Work with us to unpack and develop examples of emerging, developing, proficient and extending writing to better understand what quality writing looks like
 - o Through the reflection on one's own work, students will self-identify areas for improvement
 - o Will analyze and assess the effectiveness of various strategies

Data/Evidence of Impact:

- Application of strategies in classrooms
- Growth measured through follow-up assessments with students
- LIT assessments being rolled out globally next year
- CG 2 – Basic Facts
 - o Benchmark assessment
 - o Formative assessment
 - o Summative assessment
- CG3 – Literacy Program
 - o Implementing a new program/utilising a new resource
 - o Screeners and summative assessments will indicate growth
 - o Book bag program developed
- CG4 – Writing Exemplars
 - o Bank of exemplars
 - o Active student participation in the process
 - o Student reflections
 - o Kid friendly resource development
 - o Common standards for assessment

2025-26 Reflections:

2025-26 had some incredible highs as reported in the Equity Canva and other venues.

- Logo process was completed and successful
- Resources developed to further indigenous worldviews and perspectives
- AAC project produced incredible inclusive resources
- Many perspectives and understandings represented through elders and role models visiting our school
- Learning support guided by screeners, with teachers integrating useful strategies
- FSA participation continues to trend upwards