

Colwood Elementary 2026/2027 School Growth Plan

School Context:

We are a small school with 160 students and about 30 staff members. Colwood Elementary is nestled on the beautiful grounds next to the Royal Roads Forest and Westshore Secondary's vegetable and fruit gardens. We have 7 divisions for the 2026/2027 school year.

Although we are a small school, we are big on school spirit. The staff work together as a real team. Staff would say that we are close-knit community and there is a feeling of positivity when you walk through the halls of our school.

Student Voice: *How is this plan informed by student voice?*

Colwood honors student voice. Teachers intentionally interact with all students every day and show a genuine interest through asking about their lives beyond the classroom. There are strong teacher-student and admin-student relationships which bolster students' confidence to share their voices and to speak up.

Most teachers open their morning classes with student engagement vs passive compliance. This prioritizes student voice and places our students at the center of their learning experiences. Student engagement takes place through:

- Circle time / Group Time / Carpet Time / Talking Circle

Colwood teachers have various rituals that foster a sense of belonging as the classroom becomes a place that accepts students not only for who they are, but where they are at that moment.

We have received feedback from our grade 4 and 5 students around the area of equity.

Feedback was elicited regarding:

- Family Groups (Stars and Wishes)
- Lehal Tournament (Grade 5 Students Stars and Wishes)

We have looked at the feedback and will incorporate some of the "wishes" into next year's Belonging Access and Equity goal.

We are also planning on conducting student surveys four times this year to gain feedback about school goals and school initiatives. These surveys will take place in September, December, January, and June.

Our first survey will happen in September, and we are asking students about how they best learn and about their feelings around a sense of belonging at school. This data will be used to help us to plan the afternoon session for our Indigenous Learning Day for school staff on September 21st.

We will also survey students three other times during the year seeking reflections and input into our school goals in the areas of Literacy, Numeracy and Belonging, Access and Equity. We will incorporate feedback from students into school goals moving forward and will highlight with our staff and students the feedback we have received.

Goal #1: Literacy

During the 2026/2027 school year at Colwood, teachers will continue to work on and further develop the writing continuum. With the understanding that structured literacy is an integral piece to developing early literacy skills, our team will continue to:

- Teach students how to write syntactically correct sentences, complex sentences, and then paragraphs and multi paragraph essays
- Teach specific literacy skills needed throughout K-5
- Continue teaching UFLI in all areas
- Combine students in classes to build more targeted groups

Actions/Strategies: *Provide some strategies you will pursue and actions you will be taking toward this goal.*

For the 2026/2027 school year, there will be 5 classes who will participate in the Walk to Phonics and Walk to Writing initiatives.

Students from grades 1 through 5 who demonstrate gaps in foundational literacy skills will participate in “Walk to Phonics” instruction across four classroom groups. Using evidence-based phonics and structured literacy practices aligned to the grade 1 through 3 learning outcomes, students will improve decoding, encoding, fluency, and reading confidence as measured through school-based literacy assessments, classroom performance, and progress monitoring.

Grades 1 through 5 classes will engage in “Walk to Writing” instruction twice weekly across four classroom groups. Walk to Writing aims to strengthen written expression, sentence construction, vocabulary development, and organization of ideas. Following

the Colwood writing continuum, students will, no doubt, demonstrate measurable growth in writing proficiency over the school year.

Early decodable readers have been purchased for the 2026/2027 school year. These may be used as small group intervention to help build fluency and automaticity in the K-2 classrooms or for intervention in the intermediate classrooms.

Data/Evidence of Impact: *Describe what comparative data sources and evidence you will use to demonstrate a desired impact on student success. How will you know?*

In September, each teacher completes a **quick phonics screening** with their students. This assessment provides an initial indication of where each student should begin their phonics instruction.

Teachers also collect and assess the school-wide writing samples. The phonics screening results and writing samples are then used to determine appropriate instructional groupings.

The five classroom teachers come together as a team and carefully review student data. During this time, they collaboratively place students into one of the five instructional classrooms. This process allows us to consider each student's individual academic needs rather than simply grouping students by grade or age.

An important part of the Walk-to-Phonics and Walk-to Writing model is that **groups are not permanent**.

Students are regularly monitored, and teachers communicate about student progress. If a student demonstrates significant growth, they may move to a different group that provides an appropriate level of challenge. Similarly, if a student requires additional support, they may move to a group that better meets their current needs. This flexibility allows instruction to respond to students as they learn and grow throughout the year.

Student progress is monitored throughout the school year using multiple sources of information. For phonics, students are assessed using **UFLI assessments**, along with our ongoing **Acadience/DIBELS progress monitoring**.

For writing, students are assessed using the **Colwood Writing Continuum**. These assessments are completed at each term to help teachers monitor growth and determine whether instructional groupings continue to be appropriate.

The information gathered through these assessments allows teachers to make informed decisions about student placement and instruction.

Our goal is to ensure that every student receives instruction that is appropriately challenging, supportive, and responsive to their individual learning needs.

We also have student exemplars from each grade and term compiled into one document that demonstrates where students should be meeting proficiency from K-5. Our hope was to share this resource with other teachers who are feeling overwhelmed when learning about structured literacy and what that can mean specifically for writing.

Early in the spring of 2026, the Colwood Literacy Committee's K-5 Writing Continuum was shared with all elementary school principals in SD62 during an Elementary Principals' Meeting. Our Colwood literacy team was thrilled to learn that all elementary schools will learn about the great work happening at Colwood.

Goal #2: Numeracy

We continue to work toward a structured numeracy approach. Teachers are continuing to learn about the "Build Thinking Classrooms" philosophy, which is a problem-solving approach requiring students to think deeply.

Creating numeracy goals has been ongoing this year. Colwood teachers have created the following goals:

- Creating blue box math resources.
- Working with vertical whiteboards and the resource "Building Thinking Classrooms".
- Creating a math team to come together and do some whole school collaboration.

Actions/Strategies: *Provide some strategies you will pursue and actions you will be taking toward this goal.*

Students will strengthen their numeracy skills through:

- hands-on, inquiry-based learning opportunities both inside and outside the classroom.

Staff are developing and will implement targeted math concept bins designed for learning on the land, specifically within the forest and garden environments. These bins will support foundational numeracy concepts including:

- number lines
- measurement
- addition and subtraction
- patterning through engaging, real-world experiences

Students will regularly engage with the **Math Number Sense** booklets provided by the SD62 Numeracy Curriculum Team to build fluency, flexibility, and confidence with number concepts.

Data/Evidence of Impact: *Describe what comparative data sources and evidence you will use to demonstrate a desired impact on student success. How will you know?*

During the 2025/2026 school year Deanna Brajcich worked with classroom and learning support teachers across the district to assess students' number sense. These assessments revealed consistent gaps across schools. To address these needs, we've adopted **Pennydrop: Teaching Number Sense Routines** resource as practical, easy-to-use booklets developed by two Comox Valley educators to strengthen foundational numeracy skills.

After strong positive feedback from teachers and administrators, SD62 has purchased a district license for all SD62 teachers.

All Colwood teachers attended a "lunch and learn" session led by Deanna. During this learning session printed booklets were provided to all teachers so they could start using the routines immediately. Lunch and learn sessions across the district were very successful.

During the 2026/2027 school year, **Teaching Number Sense Routine** booklets will continue to be used across classrooms at Colwood.

Goal #3: Belonging Access and Equity

For the 2026/2027 school year and moving forward, we have changed the name of our goal from **Equity** to **Belonging, Access, and Equity**.

During the 2025/2026 school year our Equity Team developed bins full of lesson plans that connected to various holidays around the world and the 13 Saanich moons. Each month we brought our family groups together, which consisted of mixed grade groupings. We had an assembly that discussed our monthly lesson and then we broke out into our family groups. This was intended for students from across the school to get to know each other.

Family Groups

- There were more hands-on relationship-building activities than pencil and paper activities.
- We will build upon and expand our focus on more cultures around the school and the activities occurring in family groups.
- There was a greater focus at assemblies sharing current celebrations of more cultures.
- We will recognize and celebrate "student wins" around the school with KRIS the Cougar goals of being **Kind, Respectful, Inclusive** and **Safe**.
- We would like to have more celebrations of learning. For example, class photos that may highlight monthly happenings in a presentation at assemblies.

Lehal Tournament Goal

- We expanded our Lehal Tournament to invite more family volunteers, Westshore High School students and Role Models.

During the 2026–2027 school year, our school community will continue to strengthen Belonging, Access, and Equity.

- Through an Indigenous pedagogy lens, we will continue fostering meaningful relationships, intergenerational learning, and collaborative experiences across grade levels and community partners
- Through monthly family group activities, students will build connections with peers of different ages while developing empathy, leadership, cooperation, and a sense of community and belonging

Students participated in STEAM-based learning opportunities that encouraged teamwork, inquiry, creativity, and shared problem-solving, allowing older and younger learners to both teach and learn from one another in inclusive and supportive environments.

Actions/Strategies: *Provide some strategies you will pursue and actions you will be taking toward this goal.*

Actions/ strategies and activities that will happen during the 2026/2027 school year will include:

- Organizing and implementing the 4th annual Lahal Tournament at Colwood Elementary. This will look like a full-day cultural event centered on Indigenous ways of knowing, being, and learning.
- During the 2025/206 school year, Colwood initiated connections to Hulitan Daycare which shares the same property as the school.

- Colwood Elementary will continue to strengthen intergenerational connections with Hulitan through learning and connecting with students.
- Students from Westshore High School will be invited to participate in our annual Lahal tournament. This event will provide opportunities for students, staff, families, and community members to engage in traditional games, storytelling, relationship-building, and cultural teachings that honour Indigenous perspectives and community connections.

Data/Evidence of Impact: *Describe what comparative data sources and evidence you will use to demonstrate a desired impact on student success. How will you know?*

The comparative data sources we have with regards to this goal are:

- Historical Data
- Peer Data
- Goal Data

We are in year 4 organizing and implementing an annual Lahal Tournament. This is evidence of success. Grade 5 students have learned the rules and game play of Lahal and have been very excited to participate in the Lahal Tournament.

The Lahal Tournament has been very successful, and students from other grades look forward to being able to participate when they get to grade 5. Each year we have observed students becoming more proficient with rules, gameplay, and the organization of the tournament. It is encouraging to see this evolve into such an enjoyable event in the spring of the school year.

We would like to see Westshore Secondary students become involved in our Lahal Tournament and have begun to initiate conversations for this to happen.

Our goal is to have secondary students be involved in the 2026/2027 Lahal Tournament next spring.

2025-26 Reflections: *Provide a brief overview of the 2025-26 continuous improvement process at your school. How has this experience informed and influenced the 2026-27 school growth plan?*

The 2025/2026 continuous improvement process at Colwood was consistent throughout the year. This looked like:

- Consistent items on the monthly staff meetings that were reported out on and discussed. One example is Learning Assistance, LIT, and other assessment data. The data from these areas highlighted growth, development, and the need for further instruction.
- Monthly inclusion of the current school plan at staff meetings kept the goals front and center during the year.
- Seeking feedback on school goals from teaching staff throughout the year.
- Committee meetings were held during the school year for activities or special events that were taking place at the school. During these meetings, we discussed what worked well and what could be improved for the upcoming event.

Examples of some committee meetings:

- Beach Day
- Terry Fox Run
- Remembrance Day Assembly
- Fun Day

Structured and productive School-Based Team Meetings contributed to continuous improvement of our IES department and students in general. These meetings happened weekly and encouraged teachers to bring challenges and concerns forward so that our team could brainstorm and solve problems together.

The 2026/2027 school growth plan has been informed and influenced by many of the processes outlined above. We consistently seek feedback from teachers and staff regarding what is working and what could be improved upon.

We will continue building on the strengths of our Colwood Elementary community of staff and students when building our plan. We believe we have solid achievable goals which reflect the excellent school community of Colwood, and we will continue to modify areas as needed.