

John Muir 2026-27

School Growth Plan

School Context: John Muir Elementary School has 220 students from Kindergarten to Grade 5. The school's catchment includes students who live in rural areas such as Shirley and Jordan River. Student learning includes connecting with the land and sea through the local forest and Ella Beach, and our school garden. Our PAC consists of a dedicated group of parents who aid student success by providing resources, field trip opportunities, and extra-curricular activities. John Muir staff works collaboratively to foster an inclusive and supportive environment where every student feels welcomed, valued, and seen. Through shared planning, open communication, and a collective commitment to equity and belonging, we create a school community where all learners can thrive and see themselves reflected in the people and practices around them.

Student Voice: Student voice can be reflected in these goals in a variety of ways:

Reading Identity: survey questions such as What kind of books help you love reading? Where do you like to read best?

Writing Choice: providing students with opportunities to choose writing topics, audience, format (story, comic, podcast script, letter, digital presentation)

Student Book Recommendations: student-created book reviews, "Student Recommended" displays in the library, reading buddies

Literacy Leadership: read with younger classes, host story walks, help organize literacy week, create reading challenges

Math Reflections: survey questions such as What math strategy helped you today? What do you want to get better at?

Choice in Problem Solving: students demonstrate understanding through drawing, manipulatives, equations, oral explanations, digital tools

Real-World Math: survey students about topics that interest them – sports, animals, gaming, baking, etc.

Math Ambassadors: facilitate math games at recess, help younger students with math centres, etc.

Goal #1: Students will develop a strong foundation in literacy by learning to read, understand, discuss, and communicate ideas across a range of learning experiences. In writing, learning to express their ideas clearly through appropriate use of print concepts, sentence structure, spelling, punctuation, and grammar. They will build skills progressively, beginning with letter formation and simple sentences in the early grades, and advancing to well-structured paragraphs with a clear beginning, middle, and end in the upper grades. Across subject areas, students will use reading and writing to explore

ideas, gather and communicate information, make connections, and demonstrate their learning. Throughout, students will engage in the writing process – planning, drafting, revising and editing – to produce writing that communicates meaning effectively for different purposes and audiences.

Actions/Strategies:

- Align writing instruction from K-5 to ensure a consistent progression of skills (i.e., from letter formation to paragraph structure) through the creation of a John Muir writing continuum
- Implement school-wide rubrics to assess writing across genres
- Encourage writing in science, social studies, and math to reinforce writing for various purposes and audiences
- Display models of quality writing in classrooms and throughout the school and use exemplars to guide students (writing continuum)
- Teacher book club to discuss and implement writing/reading strategies across the grades

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?*
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Data Source

- School-based writing assessments (e.g., writing prompts scored using a common rubrics)
- Running records/Fountas & Pinnell
- Student work samples/portfolios
- Report card data
- FSA results

Goal #2: To foster a culture of literacy by encouraging active parent engagement in their children's reading and writing activities at home, thereby strengthening the connection between home and school learning.

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

- Host sessions throughout the year where families learn how to support reading/writing at home
- Provide take-home resources with books, writing prompts, and tips for parents (Literacy newsletter)
- Offer incentives for family participation in reading challenges (e.g., read 100 books as a family)

- Offer literacy events where families can participate in fun activities that promote reading and writing (e.g., literacy game night)
- Offer book exchanges where families can donate and receive books new to their family

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?*

Data Source

- Parent and student surveys
- Attendance and engagement in literacy events

Evidence of Impact

Parent and student surveys, and literacy events will increase engagement in home literacy practices.

How we know

- Surveys indicate higher levels of at-home reading/writing activity and support
- Sign-in sheets, feedback forms show strong turnout and satisfaction

Goal #3: Students will build a strong foundation in mathematics by developing fluency with number sense, place value, and basic operations. They will learn to apply mathematical concepts and operations with accuracy and increasing fluency. Across learning experiences, students will use mathematical language, representations, and reasoning to explain their thinking, solve problems, make connections, and communicate their understanding. Across all grades, students will strengthen their problem-solving skills, mathematical reasoning, and ability to communicate their thinking clearly and accurately.

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

- Number talks and Math Routine – to develop fluency and reasoning
- Math Journals – to encourage students to explain their thinking in writing, reinforcing communication skills
- Hands-on learning and manipulatives
- Math centers and games
- Problem solving Fridays – dedicate time weekly to collaborate problem-solving tasks across grade levels

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?*

Data Source

Math Assessments

In-Class Formative Assessments (e.g., math fluency, checks, number talks, exit tickets)

Student Math Journals

Report Card Data

Math Attitude Surveys

Engagement Survey

FSA assessment

Evidence of Impact

- More students achieving proficiency in Math
- Improved fluency and problem-solving over time
- Greater accuracy and clarity in student math reasoning
- Evidence of deeper thinking and math communication
- Higher achievement in math-related criteria
- Increased student confidence and enjoyment of math

How we know

- Scores trend upward over multiple years
- Student responses show improved strategy use and written explanations
- Journal entries reflect use of mathematical language and reasoning
- More students consistently meeting math expectations
- Students report more positive experiences and less math anxiety

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?*

This year, our school continued to focus on improving achievement in literacy and numeracy through the continuous improvement process. Our goals were developed using multiple sources of evidence, including student performance data (i.e., school wide write), classroom assessment, and teacher observations. Data from the FESL dashboard, indicates that our primary students are overall developing in English Language Arts. Our EDI results indicated that students coming into John Muir are vulnerable in several key areas.

In literacy, our school-wide focus was on strengthening sentence structure across all grade levels. While the overarching goal remained consistent, teachers identified grade-appropriate sentence structure goals that reflected the developmental needs of their learners. Throughout the year, teachers intentionally imbedded sentence instruction into daily literacy learning and monitored student progress through classroom assessment and observation.

Our numeracy goal centred on implementing the district's numeracy program and assessment framework. Through a lunch and learn session, teachers worked with Deanna Brajcich to build familiarity with the program, develop a shared understanding of instructional practices, and use assessment information to inform teaching.

Throughout the year, collaborative conversations during staff meetings and as a school planning team supported reflection on student learning, instructional practices and next steps.

Moving forward, we will continue refining our literacy and numeracy practices by deepening our use of assessment to inform instruction, strengthen student goal setting and reflection, and create greater opportunities for students to share their learning and thinking. We will continue to use evidence to guide decision making, respond to the diverse needs of our learners, and foster continuous growth for each student.