

SĆIΛNEW_STĒLIT̓KĒL Elementary 2026-27 School Growth Plan

School Context: Write 4-5 sentences about the context of your school here

SĆIΛNEW_STĒLIT̓KĒL Elementary is a Kindergarten to Grade 5 School in located in south Langford. The school opened in 2025, and this will be the second year and the enrolment will be ~330 students in 15 divisions. The school was gifted our name from the SĆIΛNEW Nation and the name means Salmon Children. Our school has a diverse group of learners who continually contribute to our learning community.

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

Throughout the year, we sought student voice in a variety of contexts. As a new school, connecting with our students and hearing from them was integral in providing learning and extracurricular opportunities. All classes were visited and asked: how do you want to feel at school, what is important to you at school, what is something you have enjoyed at our school, what three words would you use to describe how we should act at school, and what is something that you would like us to change or add.

This survey provided student voice across a variety of topics, and we were able to implement many ideas that students shared, along with providing a framework for our school improvement plan.

We have also incorporated data from the student learning surveys (grade 4s) and equity surveys (Grade 3-5), along with feedback from our leadership students.

Goal #1: *To develop a vibrant school community where students, staff, and family feel a strong sense of belonging with a focus on social emotional learning.*

Actions/Strategies:

1. Identify and use core language and programs to teach (Ie Social Thinking Books)
2. Utilize the Spot Series and Zones of Regulation to teach emotions and emotional regulation. Identify the focus at which grades
3. Build on special events and activities of last year to increase connectedness and sense of belonging at our school.
4. Meet regularly with student leaders for feedback and to receive on-going feedback.

Data/Evidence of Impact:

- Student, family, staff surveys

- Use of SEL language by students
- Responsiveness of students across the grades to the identified SEL language and concepts

Goal #2: *To improve literacy rates across the grades, with an increasing focus on writing.*

Actions/Strategies:

- School reading assessments for all grades
- School wide writes in September and February
- Use data to info LA Tier 1, 2, and 3 writing supports
- Layer/spiral the literacy teaching of reading and writing across the grades

Data/Evidence of Impact:

- Over time will see improvement in September per grade school wide write
- During the year see improvements from September-February for writing
- Review FSA results yearly and comparison from year to year
- Gather pre and post intervention data using First Sound Fluency (FSF) - SD62, Nonsense Word Fluency (NWF) - SD62, Phoneme Segmentation Fluency (PSF) - DIBELS, Oral Reading Fluency (ORF) - SD62, MAZE Assessment/ORF -DIBELS, Words their Way Primary Spelling Inventory, Reading levels
- Year-end Data summative reports
- Student Success Dashboard data

Goal #3: *To improve numeracy skills and competencies across grades.*

Actions/Strategies:

- Gather data using the district numeracy assessments
- Utilize the daily numeracy tasks across all grades
- Have a common numeracy teaching approach
- Focus on a grade 3 numeracy intervention program
- Tier 1 and 2 numeracy support at other grade levels, to support ongoing numeracy intervention

Data/Evidence of Impact:

- Student improvement over time
- FSA results
- Gather pre and post intervention data
- SNAP Numeracy Assessment, K-2 Diagnostic Tasks, Gr. 3-5 Island Numeracy
- Year-end Data summative reports
- Student Success Dashboard data

2025-26 Reflections: *As a new school, everything had to be started new. By the end of the year, we felt confident in our goal of creating a strong school community. Based on parent, student, staff voices, we heard that we had developed a strong community where most students and families felt they belonged. As a school with multiple previous school communities, we recognize there is still growth in this area; however, each day the school community grows stronger.*

As a staff, we reviewed our SEL needs and practices and identified key texts, resources and programs that could support our students across the grades and create consistency within our school.

Our Literacy program started strong and then throughout the year faced a few road blocks as we navigated a new school start-up and changing staff. We still had a strong support program, however along with staff feedback, have identified areas of growth. We recognized that we had not been able to support writing as effectively as we hoped, and were able to bring in Story Studio to lead writing workshops across our Grade 2-5 students. These impactful programs allowed students to see themselves as writers and have a piece of writing published.

Our Grade 3 numeracy intervention program had significant impact on our grade 3 and 4 population. Many grade 4 students entered our school without previous numeracy intervention and so we were able to focus on providing learning assistance for this cohort.

As a school, we embraced Curriculum Transformation's numeracy and literacy programs with multiple teachers participating. We are looking forward to uilding on this learning next year.