

Willway Elementary 2026-27 School Growth Plan

School Context:

Willway Elementary is one of 20 elementary schools in the Sooke School District and is situated on the traditional territory of the Coast Salish people (Songhees, Esquimalt and Malahat Nations). The school currently serves 232 students from kindergarten to grade 5 in 11 divisions. The staff – comprised of administration, teachers, educational assistants and support personnel – are deeply committed to fostering a welcoming environment that promotes diversity, inclusion and the First Peoples Principles of Learning. Students regularly participate in nature walks to Goldstream Park and Langford Lake and are dedicated to continued outdoor learning – through the expansion and development of the school garden. A strong code of conduct promotes a safe, respectful learning environment, supported by restorative practices to guide social learning and interactions. Willway Elementary is also supported by an active Parent Advisory Committee (PAC), which enhances student experiences through funding field trips, resources and cultural planning.

Student Voice:

Student voice informed our goals through classroom discussions with each division about what was important to students in our school community within our local context. Additionally, the Equity Survey and Satisfaction Survey results provided additional data. Peer Helpers helped design a leadership program that reflected the ways they wanted to contribute, taking on meaningful roles throughout the school while regularly providing feedback to improve the program for next year.

Goal #1: Literacy

Improve Reading Skills

- Improve phonemic awareness, phonics, fluency and comprehension through whole class, small group and individual instruction. Ensure that while decoding may improve, it is not at the expense of fluency and comprehension.

Improve Writing Skills

- Increase students' ability to communicate ideas in a written format and to build resiliency around written tasks. Continue to provide students with ongoing opportunities to write in authentic, accessible, and meaningful ways.

Actions/Strategies:

- Literacy Intervention Teachers (LITs) complete an initial screening of students in the fall to determine which students may be at risk for literacy difficulties
- Class profile meetings with the School-Based Team
- School Wide Writes (addition of a fall sample to provide a baseline, followed by a spring sample)

- Dedicated Collaboration Time (District provided and/or school-based provided by admin team)
- Curriculum Department support
- Peer Helpers buddy reading program
- Continue exploring the Literacy Learning Progressions to deepen our shared understanding of student development and strengthen the consistent use of proficiency scales and assessment practices across classrooms
- Strengthen partnerships with families by providing resources, strategies, and opportunities to support their child's literacy development at home
- EA skill development to support student learning through use of LIF time

Data/Evidence of Impact:

- Year-end data (term 3 Summative Reports) and class summaries from classroom teachers
- Grade 4 FSA data
- School-wide write data based on grade level proficiency scales and reading levels
- Learning Support Reports – themes and trends including but not limited to: 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
- Student Success Dashboard data

Goal #2: Numeracy

Develop Strong Number Sense and Computational Fluency

- To improve students' number sense and computational fluency so that they can think flexibly, persevere through challenging tasks, and confidently select and apply appropriate strategies when solving mathematical problems.

Actions/Strategies:

- Continue to utilize school-wide diagnostic assessments to identify specific student needs (in collaboration with classroom teachers and the IS/LA team)
- Continued focus on daily number sense routines, build on the use of new manipulatives/resources purchased
- Dedicated collaboration time (District provided and/or school-based provided by admin team)
- Curriculum Department support
- Continue to utilize data provided to plan and allocate numeracy support
- Continue exploring the Numeracy Learning Progressions to deepen our shared understanding of student development and strengthen the consistent use of proficiency scales and assessment practices across classrooms

Data/Evidence of Impact:

- SNAP numeracy assessment results in classrooms

- Use of District Numeracy Assessment, K-2 Diagnostic tasks, gr. 3-5 Island Numeracy Assessment
- Grade 4 FSA data
- Year-end data (term 3 Summative Reports) and class summaries from Classroom teachers
- Learning Support Reports – numeracy-based themes and trends
- Student Success Dashboard data

2025-26 Reflections:

During the 2025–26 continuous improvement process, we engaged staff and the PAC in reviewing our progress and refining our school goals. Ongoing collaboration was prioritized through in-school release time provided by the principal and vice principal, as well as district-funded TTOC time, allowing teachers to work in grade groupings or with a colleague. Throughout the year, staff participated in professional learning with Numeracy Specialist Jeannie Deboice, attended a lunch-and-learn with the District Numeracy Coordinator Deeana Brajcich introducing a new numeracy resource, and engaged in multiple sessions of whole-staff professional learning grounded in the Professional Learning Community model.

To support our numeracy goal, we completed a school-wide inventory of math resources, reorganized storage spaces, and directed our learning resource budget toward purchasing high-quality math manipulatives to strengthen hands-on, conceptual learning. In literacy, every class participated in Story Studio, culminating in the publication of student-authored books. We also welcomed Literacy Specialist teacher Paul Pantaleo to provide professional learning for support staff on supporting developing readers and to facilitate a family literacy evening, strengthening home-school partnerships.

This continuous improvement process reinforced the value of collaborative professional learning, shared understanding of effective instructional practices, and intentional investment in high-quality resources. It also highlighted the importance of sustained focus over time. Continuing our literacy and numeracy goals into 2026–27 will allow us to build on the learning already underway and develop a more accurate snapshot of overall student progress. Maintaining this continuity will strengthen our understanding of student growth, support consistent assessment practices, and help us make informed decisions about next steps for teaching and learning. We also plan to launch our Peer Helpers program earlier in the school year and expand opportunities for student voice by introducing regular “Lunch with the Principal” sessions. Through class discussions, student check-ins, and leadership opportunities, students will help us better understand what is working well and where we can continue to grow as a school community to make it an even better place to learn and belong.

