

## Savory 2025-26 School Plan

**School Context:** Savory Elementary is a K-5 school (population 244 students June 2025) located in central Langford on the lands of the Esquimalt and Songhees Nations. The population density of our local neighbourhood is expanding and surrounding housing includes single family homes, townhouses, condominiums, Indigenous housing and short term, rental housing facilities. We serve an increasingly diverse community of families. We have 12.7% of our students who self-identify as having indigenous ancestry; 13.5% have a ministry designation identifying exceptionalities and so needing some form of social-emotional and/or academic support and/or accommodation; 13.5% are English Language Learners requiring targeted intervention and support; and 6.6% are English as a Second Dialect students who also are provided with individual support in classrooms. Our collegial and collaborative staff is a dedicated, caring and professional team who pride ourselves on meeting the needs of our diverse school population.

### **Goal #1: Literacy - Strengthen Foundational Literacy Skills**

- Ensure all K-2 students receive evidence-aligned phonics instruction demonstrating proficiency in nonsense word fluency.
- Improve reading comprehension and fluency for students in grades 2-5.

### **Actions/Strategies:**

- Use diagnostic assessments to identify specific student needs and inform targeted interventions across all grades and inform classroom instruction for all students.
- Administer the *Words Their Way Primary Spelling Inventory*. We intend to administer this every June to track student progress K- 5.
- Incorporate paragraph shrinking and partner reading in grades 4-5.
- Continue to collaborate in grade teams and liaise with the Curriculum Coordinators around Literacy Instruction. We have been part of the Kindergarten Pilot, Intermediate Pilot Project and the Primary and Intermediate Literacy Series.
- Continue to work with community partners, i.e. Victoria Literacy Connection, in providing extra- reading with grade 2 and 3 students who have been identified through our diagnostic assessments as students who would benefit from this additional support.
- Continue to focus on schoolwide Literacy Learning i.e. Literacy Week; collaboration with our Teacher Librarian; term schoolwide writes.
- Develop information/learning to help families support their children at home with literacy.

**Data/Evidence of Impact:**

- Screening Data K-5

The screening measures used are as follows:

<b>Kindergarten</b>	First Sound Fluency (FSF) – SD62
	Letter Sound Fluency (LSF) - DIBELS
<b>Grade 1</b>	Nonsense Word Fluency (NWF) – SD62
	Phoneme Segmentation Fluency (PSF) - DIBELS
<b>Grade 2</b>	Oral Reading Fluency (ORF) – SD62
<b>Grade 3</b>	Oral Reading Fluency (ORF) – SD62
<b>Grade 4</b>	MAZE Assessment/ORF - DIBELS
<b>Grade 5</b>	MAZE Assessment/ORF– DIBELS
<b>K-5</b>	Word Their Way Primary Spelling Inventory

- Year End-Data (Term 3 Summative Reports)
- Grade 4 FSA Data
- Learning Support Reports – themes and trends
- Classroom Teacher “Street Data” – themes and trends

**Goal #2: Literacy – Develop Comprehensive Writing Skills**

- Support students in planning and creating texts for different purposes and audiences.
- Provide opportunities for students to create stories and other texts that deepen their awareness of self, family, and community.

**Actions/Strategies:**

- Continue the practice of three schoolwide writes: September, February and May.  
Fall Focus- writing to communicate ideas and information  
Winter Focus – personal writing (descriptive writing, personal voice)  
Spring Focus – narrative writing  
(each grade has a specific focus that aligns with curricular competencies and expectations)
- Continue with collaborative assessments/marking of schoolwide writes using the BC Performance Standards/Quick Scales.
- Continue teacher collaboration at grade levels on writing instruction.
- Continue to gather school-wide data to inform instruction.

**Data/Evidence of Impact:**

- Schoolwide Write Data – 3 times a year
- Year-End Data (Term 3 Summative Reports)
- Student Literacy Portfolios
- Grade 4 FSA Data
- Classroom Teacher “Street Data” – themes and trends

**Goal #3: Numeracy – Deepen Number Sense and Increase Computational Fluency Skills**

- Students will demonstrate flexible and fluent understanding of numbers, including the ability to visualize, decompose, and relate numbers to real-life situations.
- Students will use efficient, flexible, and accurate methods for computation, choosing appropriate strategies and explaining their thinking.

**Actions/Strategies:**

- Utilize common diagnostic assessments to identify student needs and inform instruction. (i.e. SNAP- Chilliwack, Island Numeracy Assessment)
- Utilize diagnostic assessments to identify specific student needs and inform targeted interventions across all grades. (i.e. SNAP- Chilliwack, Island Numeracy Assessment)
- Establish a plan for teacher collaboration and professional learning.
- Seek collaboration with the Curriculum Transformation Department and other elementary schools.
- Identify instructional resources and materials needed to assist staff and students.

**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?*

- Screening Data K-5
- Year End-Data (Term 3 Summative Reports)
- Learning Assistance Reports – themes and trends
- Grade 4 FSA Data
- Learning Support Reports – themes and trends
- Classroom Teacher “Street Data” – themes and trends