

Willway 2025-26 School Plan

School Context: Willway Elementary is one of 19 elementary schools in the Sooke School District, and is situated on the traditional territory of the Coast Salish people, specifically the Lekwungen (also known as Songhees and Esquimalt Nations). The school currently serves 235 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 are dedicated to continued outdoor learning – with classes participating in caring for the school garden. A strong code of conduct promotes a safe, respectful learning environment, supported by restorative practices to guide social learning. Willway Elementary is also supported by an active Parent Advisory Council (PAC), which enhances student experiences through funding for field trips, resources and cultural programming.

Goal #1: Literacy

Improve Reading skills

- Improve phonemic awareness, phonics, fluency, vocabulary 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 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.
- School Wide Write and dedicated Collaboration time in grade teams to provide targeted time to align and enhance their writing instruction through shared planning, strategies, and assessment practices.
- Liase with the Curriculum Department coordinators around strategies to support writing instruction and interventions.

- Work with staff to expand the peer helper program to provide reading buddies to younger students who have been identified as students who would benefit from additional reading time/support.

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
- 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
- Student Success Dashboard data

Goal #2: Numeracy

Develop Strong Number Sense

- To build strong number sense in students by fostering flexible thinking and an understanding of place value, so they can confidently break apart and work with numbers in strategic ways to solve problems.

Increase Computational Fluency Skills

- Work with students to use efficient, flexible and accurate methods for computation, choosing appropriate strategies and explaining their thinking.

Actions/Strategies:

- Continue to utilize school-wide diagnostic assessments to identify specific student needs (in collaboration with classroom teachers and the IS/LS teams at the school).
- Continue to utilize the data provided to inform our year to plan and allocate learning support in numeracy.
- Targeted learning support funding towards the acquisition of additional manipulatives as needed.
- Dedicated Collaboration time in grade teams to provide time to align and enhance numeracy instruction, with additional professional learning opportunities around numeracy-related topics.

Data/Evidence of Impact:

- Use of District Numeracy Assessment, K-2 Diagnostic tasks that can be administered whole-class or individually, gr. 3-5 Island Numeracy Assessment (Island Numeracy Network)
- Grade 4 FSA Numeracy Scores

- Year-end data (term 3 Summative Reports) and Class Summaries from Classroom teachers
- Learning Support reports – themes and trends (numeracy based)
- Student Success Dashboard data