PEXSISEN 2026-27 School Growth Plan

School Context:

PEXSISEN Elementary is a Kindergarten to Grade 5 school situated on the traditional lands of the Songhees Nation. Four years after opening our doors, we have grown into a thriving learning community of 485 students, 65 staff members, and 21 divisions. Our students bring a rich diversity of cultures, experiences, perspectives, and learning needs that enrich our school and strengthen our commitment to inclusive and responsive practices. The collective support of our staff, families, and PAC has helped foster a welcoming environment where students and adults alike experience a strong sense of belonging, connection, and pride in their school community.

At PEXSISEN, relationships are at the heart of our work. We share a belief in the capacity of every learner and are committed to creating the conditions that enable all members of our learning community to thrive and grow. By recognizing and building on the unique strengths, experiences, and potential of each child, we strive to ensure every learner is seen from a place of possibility. This commitment extends to fostering a culture of care, collaboration, compassion, and continuous learning, where students, staff, and families feel valued, supported, and empowered to contribute to a positive and connected school community

Student Voice:

- Formal student feedback measures such as the Grade 4 Student Learning Survey, the Grade 3–5 Equity Scan, and the Grade 4 Foundation Skills Assessment (FSA) provide valuable opportunities to gather student perspectives. These sources help inform school planning by identifying strengths, needs, and areas for continued growth. In the Grade 4 Learning survey over 70% of students indicated they believe they have improved in both reading and math, while 90% of students indicated they try their best and show a growth mindset. This is an example of data that has helped inform our school goals.
- Classroom assessment practices also contribute to student voice. Through learning updates, core competency reflections, and self-assessments students identify their strengths, celebrate successes, and recognize areas for growth, providing important insight into their learning experiences.
- Leadership opportunities offer authentic ways for students to share their interests and influence school life. Students develop and lead clubs, participate as peer helpers, contribute to school initiatives, and take on meaningful leadership roles that reflect their ideas and priorities.

- School-wide events and assemblies provide additional forums for student voice. Opportunities such as the Grade 5 Leaving Assembly, annual Honouring Assembly, Art Show, Spring Concert, Cardboard Arcade, National Indigenous Peoples Day, and other celebrations allow students to share their reflections, experiences, and perspectives about their interests, skills, learning and sense of belonging within the school community.
- Strong relationships with trusted adults create a culture where students feel comfortable asking questions, sharing ideas, expressing concerns, and contributing to decisions that affect their school experience.
- Within classrooms, student voice is nurtured through opportunities for collaboration, inquiry, reflection, and feedback. Teachers intentionally create learning environments where students can share their thinking and contribute to classroom decision-making.

Goal #1: Improve Writing Skills

Focus: To further strengthen student writing through a cohesive, school-wide approach, with an emphasis on syntax development as a foundation for continued growth.

Actions/Strategies:

- Implement a school-wide focus on syntax development through the "Year of the Sentence" (developed by our school-based Literacy Team, in collaboration with District Curriculum Teacher)
- Implement the district-developed spelling screening and instruction program
- Deepen vocabulary development and engagement with language opportunities (specific tools and resources will be determined in fall- story workshop strategies are an example)
- Continue sequential and scaffolded writing instruction across grade levels
- Maintain and refine school-wide screening and assessment practices, including DIBELS, and Oral Reading Fluency ORF passages as LIT screeners for Gr. 1-5, First Sound Fluency for Kindergartens, and CORE phonics inventory as diagnostics
- Continue to use effective evidence-based practices such as partner reading and UFLI, and Heggerty

Data/Evidence of Impact:

- Literacy data will be gathered using school-wide screening tools and additional assessment measures to track student growth and inform instruction.
- Assessment findings will be analyzed collaboratively with classroom teachers and the IES team to support responsive planning, targeted interventions, and next instructional steps.
- School-wide writing benchmark assessments will be conducted in the fall and spring to monitor student growth and guide instructional decision-making.

Goal #2: Goal 2: Numeracy Development

Focus: To deepen number sense and expand opportunities for meaningful, real-world application.

Actions/Strategies:

- Use of the district Number Sense program across grade levels
- Expand hands-on and experiential learning opportunities to deepen conceptual understanding and to engage all learners
- Continue to connect numeracy skills and understanding to real-life contexts (such as Numeracy Week)
- Use district-created Number Sense and Computation (SNAP) screeners and assessments to monitor growth and determine next steps.
- Provide varied and frequent practice to build fluency, adaptability, and confidence with numbers.
- Continue to provide targeted numeracy support through small group opportunities across all grade levels.

Data/Evidence of Impact:

- Results from school-wide diagnostic and formative assessments administered throughout the year will be used to monitor student growth in foundational numeracy skills and multi-step problem solving.
- Student growth and achievement will be monitored through learning updates, with a focus on documenting progress over the course of the school year.
- Assessment data will be analyzed regularly to identify areas of strength, measure growth, and inform instructional planning.
- Students will demonstrate increased confidence and engagement in numeracy learning, as evidenced through data sources such as the FSA, Student Learning Survey, and classroom-based assessments.

Goal #3: Goal 3: Student Agency, Goal Setting, and Inclusive School Culture

Focus: To further develop student agency, voice, and ownership of learning while maintaining a strong, inclusive culture.

Actions/Strategies:

- Continue developing goal setting and reflective practices
- Expand opportunities for student choice and voice in learning
- Provide opportunities for students to explore areas of interest and leadership
- Maintain a strong focus on relationships and connections
- Continue explicit teaching of respectful communication and inclusion
- Reinforce shared expectations for belonging, respect, and responsibility

Data/Evidence of Impact:

- Equity Survey, Student Learning Survey
- Data collected from informal student forums
- Continued interest in leadership opportunities, clubs and school involvement

2025-26 Reflections

During our wrap-up discussions and reflections at the end of the school year, it was decided that our school goals for the coming year should remain the same as this current school year, with a few minor adjustments to strategies. Staff felt that although we saw growth in many areas, we still need to maintain a strong focus on writing skill development and number sense.

The data (FSA, Equity Survey, Learning Survey, and Learning Updates) indicated growth in numeracy and literacy skills while also highlighting some gaps in student choice, voice, and agency.

Although nearly 90% of students surveyed indicated strong peer relationships, positive cultural respect and inclusion, some of the data and comments in the Equity Survey indicated some concerns with biased language being used within the school environment. One of our school goals for the coming year will focus on explicit teaching and opportunities to support growth in these areas.

Literacy Growth: Writing Development

The focus on developing strong writers resulted in meaningful progress across the school. FSA results show a substantial increase in students who are on track in literacy and extending, from 51% in 2024-25 to 67% in 2025-26. Staff intentionally incorporated structured, evidence-informed practices such as criteria-based writing, graphic organizers, and explicit instruction in phonics, spelling, and grammar. These approaches supported both independence and growth for all learners.

Students demonstrated increased confidence, stamina, and a willingness to take risks in their writing. Classrooms provided multiple entry points, ensuring all students could see themselves as writers. Purposeful writing opportunities and authentic learning experiences supported both engagement and skill development.

The development of a literacy team further strengthened coherence across the school. Their work has established a clear direction for continued improvement, grounded in structured and sequential approaches to writing and supported by the consistent use of assessment to inform instruction.

Numeracy Growth: Foundational Skills and Application

Progress was also evident in numeracy, particularly in the areas of positive risk-taking and engagement. Staff consistently implemented hands-on, experiential learning and created

meaningful connections between mathematics and real-life contexts, as outlined in the school plan.

Students demonstrated increased confidence, flexibility in thinking, and persistence when engaging with complex problems. The use of manipulatives, games, and collaborative problem-solving supported both conceptual understanding and fluency. School-wide initiatives, including numeracy-focused events and real-world applications such as Numeracy Week, further enhanced engagement, and relevance.

However, we continue to observe gaps in number sense and computational fluency. This was evidenced in learning updates, assessments, and survey results. Ongoing assessment practices supported responsive instruction and differentiation and will continue to be a critical intervention and support in the coming school year as we address these gaps.

Physical Literacy and School Culture

The focus on physical literacy and school culture continued to support a positive, inclusive, and caring environment. Survey data indicate a strong sense of connection, safety, and positive school climate. Over 80% of students surveyed feel a strong sense of belonging to their school and are connected to more than four adults. Additionally, 94% of students feel safe at school, and 79% believe that adults are fair and supportive. Over 75% of students believe they respect one another and feel they can be themselves at school.

There were increased opportunities for student leadership, with a considerable number of intermediate students participating as peer helpers and demonstrating a strong commitment to supporting younger students. Students also showed enthusiasm for creating and leading clubs and group activities, reflecting a growing sense of ownership and connection within the school community.

A variety of structured opportunities were provided to support skill development and engagement in physical activity, including programs such as Game Ready, biking camps, and direct instruction in sports such as hockey and lacrosse. These experiences supported student learning related to teamwork, participation, and safe play.

While progress was made in developing skills and awareness, unstructured playtimes continue to present opportunities for further growth, particularly in the areas of fair play and conflict resolution. This reinforces the importance of continued explicit teaching, structured support, and consistent expectations.

Overall, the school continues to maintain a safe and supportive environment grounded in strong relationships and a shared commitment to student well-being. Our ongoing focus in this area reflects a commitment to strengthening both student skill development and positive interactions throughout all aspects of the school day.