# Sorrento Elementary School Learning Plan 2026-2027

## School Context:

(Describe your school, population, geographic location. Community, demographics, and unique needs.)

Sorrento Elementary School is a Kindergarten through Grade 6 school with a projected enrollment of 267 students in the 2026-2027 school year. About 15% of our student population has an Indigenous background. We have a mix of in-town and rural student residences, in the Sorrento, Blind Bay, Eagle Bay, and Notch Hill areas. This year we have 12 classroom teachers/divisions, 1.5 learning resource teachers, a part time Inclusion support teacher, a part-time teacher librarian, a PE prep teacher, a literacy support teacher, and a full-time principal. Approximately 16% of our student population are identified with special educational needs. We are known for our strong community values, and our willingness and dedication to support students wherever they are with whatever needs they have. We have 8 CEAs, 1 part-time Early Childhood Educator, 1 part-time Indigenous Education Worker, a full-time secretary, and 12 hours of daily custodial time in 2026-27.

## Strategic Priority: Intellectual Development

- In the School Learning Plan, the **Intellectual Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.*
- Goals must be specific, measurable, achievable, informed by and supported by data.
- Potential data sources may include FSA results, PM Benchmarks, DIBELS 8, SNACC results, School-wide writes

### Literacy Goal:

Long Range: Each Sorrento Elementary student will become proficient or extending readers and writers in relation to their grade level or CBIEP goals.

2026-27 Goals:

- To have 75-80% proficiency in each grade level in Reading by the end of the year
- To have 60-65% proficiency in Writing schoolwide at the end of the year

### Numeracy Goal:

All students at Sorrento will improve their numeracy skills, with a continued focus on:

- Part A: problem solving
- Part B: mastery of basic facts, with specific attention given to subtraction.

Our Overall School Goal is to have 75% of students demonstrate grade level proficiency (proficient or extending as measured in the final Learning Update), and/or CBIEP goals for math, by June of 2027.

Individual grade groups will focus on specific areas in numeracy unique to them where assessments identify vulnerability or lagging skills

| Strategies and Actions: | Strategies and Actions: |
|---|---|
| • Provide diverse learning opportunities with differentiated supports.<br>• Commitment to 90 minutes/day of literacy instruction.<br>• Continue to participate in Seamless Early Years to Kindergarten Transitions (SEY2KT) with community groups<br><br>**WRITING**<br>• All classes will write a School Wide write using the district document and common rubrics. These correspond to the Early Learning Progressions for literacy as articulated by the BC Ministry of Education. Grade alike teachers will collaborate on the marking to look at trends that will inform subsequent instruction.<br>• Grade 2/3 writing program 'Primary Bliss' implemented across the grade group<br>• Review of any needed resources that Sorrento may need to support writing<br>• Involvement of PAC to support writing opportunities<br><br>**READING**<br>• Screen all learners using Early Learning Profile (K), DIBELS 8 tools (grades 1-6) to better understand specific skills and challenges in readers and, in turn, develop specific instructional supports.<br>• DIBELS will again be used as progress monitoring as needed, and in late spring to measure growth.<br>• Grade 4 FSA data (Fall 2025 final) will be analyzed to identify areas needing more attention. Fall 2026 raw data will be looked at for progress monitoring in January 2027 as a staff.<br><br>• Use of district recommended resources Heggerty Phonics (K) and ULFI Foundations (K-3) reading program to provide explicit and systematic instruction in foundational skills that are necessary for proficient reading.<br><br>• Organization and harmonization of teacher scheduling so that teachers teaching UFLI can collaborate to create skill/challenge based groups for instruction and intervention. Adults involved will include Classroom teachers, LST (Literacy Support Teacher), CEAs, LRTs to support students during UFLI skill group sessions.<br>• Nightly home reading is encouraged with a school-wide Read-A-Thon type events to promote home reading<br>• One to One reading program continues to be active at Sorrento with the support of community volunteers Gr. 2-4 | • Teachers will continue to utilize the critical concepts document and SD83's Scope and Sequence numeracy concepts and the Early Learning Framework (K-3)<br>• Commitment to 60 minutes of numeracy instruction and practice each school day.<br>• We will use the bank of numeracy problems, as created by the District Numeracy Team (DNT)<br>• Selected teachers will work with district staff on "Building Thinking Classrooms" via a Numeracy residence<br>• FSA data trends will be examined to find patterns and areas that can form next steps in numeracy instruction<br>• Teachers recognize many students struggle with self regulation, so strategies during math instruction will incorporate self regulation tools and practices to allow students to be in the green zone before they can be ready for math instruction and practice.<br>• Continued discussion about numeracy<br>• We plan to continue teacher discussions about numeracy programs/resources, as we recognize consistency and shared language across the grades will help our student's meet success. We will continue to build and reinforce consistent math language during our instruction at all grade levels.<br>• PAC involvement to support numeracy goals |

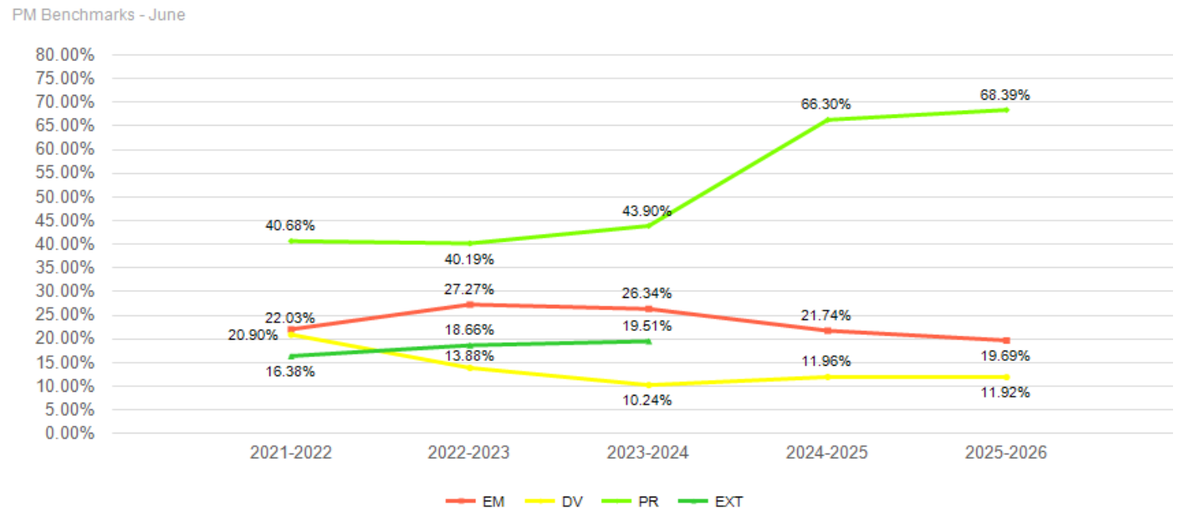
- Involvement of PAC to support specific reading goals
- Present reading/writing data to student leaders with goal of having student voice and choice on how to promote literacy growth at school.
- Qelmúcw council will be consulted with a goal of enriching our strategies and actions to ensure we are creating more opportunity for our Indigenous students to continue to show growth in literacy

## Data to Inform/Support Literacy Goal:

- 5-year PM Benchmark trend data indicates that in 2025-2026, 68% of students are reading at a proficient level and that the trend has growing each year.
- 2025-26 Final Marks in Writing and Speaking show a range between 20 and 74% for Proficient/Extending students for a school average of 45%.

- 2025-26 Final marks in Reading and Listening show a range between 52% and 77% for Proficient/Extending students for a school average of 65% (this is the first year we have been able to separate our Final Literacy marks into separate reading and writing categories)

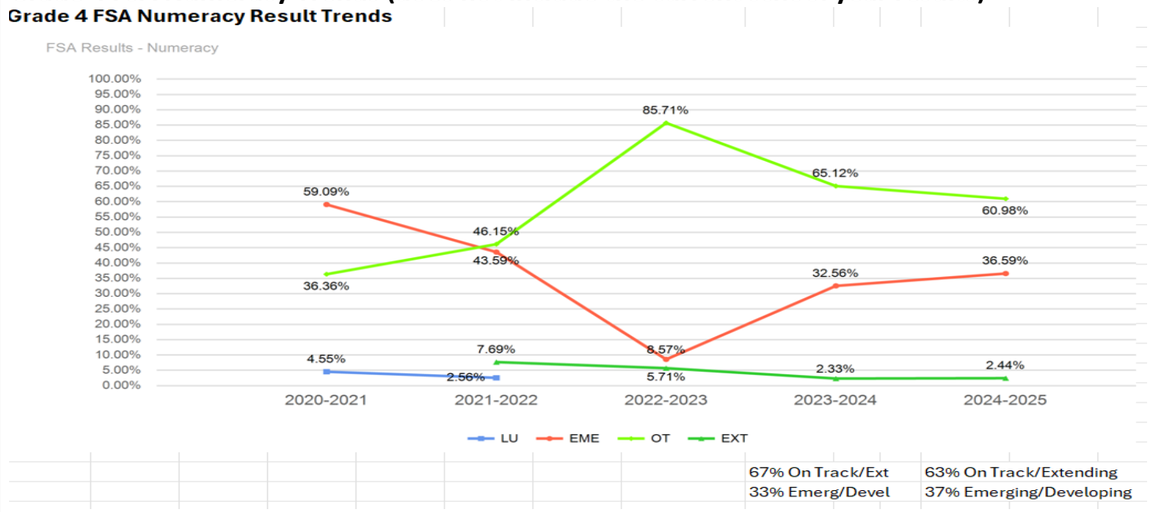
***PM Benchmark Spring 5 Year Trend- Whole School***




## Data to Inform/Support Numeracy Goal:

- 2023 and 2024 Grade 4 FSA results indicate that between 63-67% of students are fully On Track or Extending (Proficient)
- 2024-2025 Year End Numeracy results indicated that 61% of students across all grade levels were either Proficient or Extending with a ranging between 45% (Gr. 2) to 67% (Gr. 5).
- Grades 2 and 3 in 2024-25 (current gr. 3 and 4) both have much higher numbers of students emerging (not yet meeting grade level expectations)

**Grade 4 FSA Numeracy Trends (does not include the current school year results)**

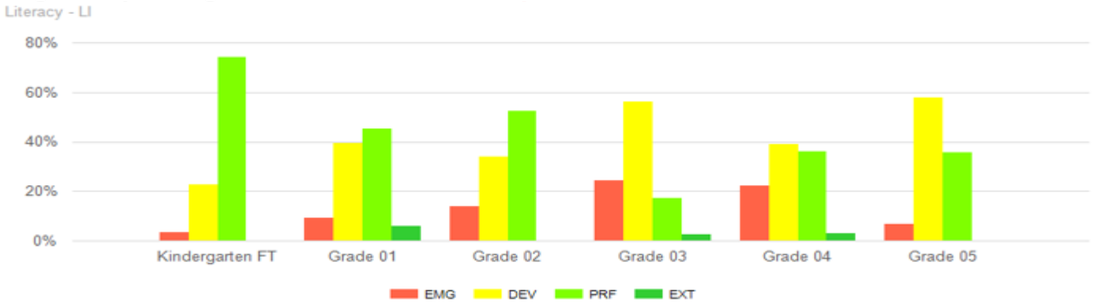



**Our Vision:** Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

**Our Mission:** Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

**Our Values:** Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

## Writing and Speaking June 2026 Final Marks by Grade



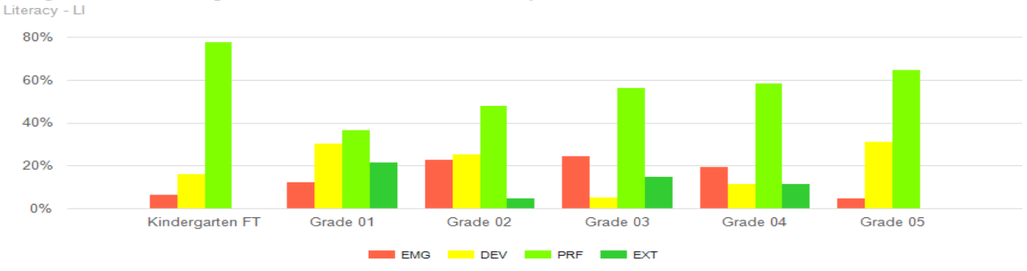

Literacy - LI

| | Kindergarten FT | Grade 01 | Grade 02 | Grade 03 | Grade 04 | Grade 05 |
|---|---|---|---|---|---|---|
| EMG | 3.23% | 9.09% | 13.64% | 24.39% | 22.22% | 6.67% |
| DEV | 22.58% | 39.39% | 34.09% | 56.10% | 38.89% | 57.78% |
| PRF | 74.19% | 45.45% | 52.27% | 17.07% | 36.11% | 35.56% |
| EXT | | 6.06% | | 2.44% | 2.78% | |

Literacy - LI

| | Kindergarten FT | Grade 01 | Grade 02 | Grade 03 | Grade 04 | Grade 05 |
|---|---|---|---|---|---|---|
| EMG | 1 | 3 | 6 | 10 | 8 | 3 |
| DEV | 7 | 13 | 15 | 23 | 14 | 26 |
| PRF | 23 | 15 | 23 | 7 | 13 | 16 |
| EXT | | 2 | | 1 | 1 | |

## Reading and Listening June 2026 Final Marks by Grade



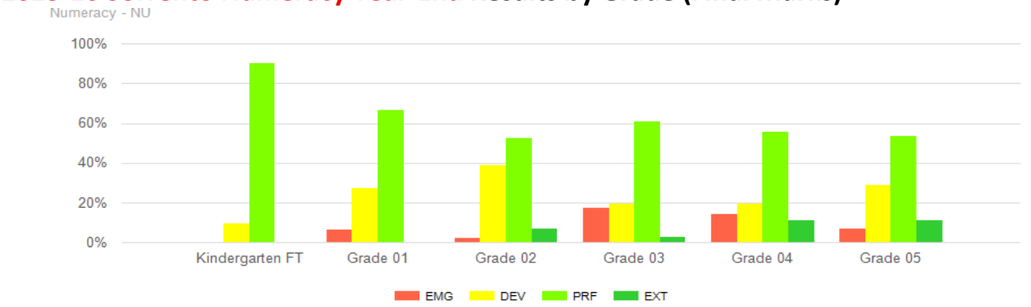

Literacy - LI

| | Kindergarten FT | Grade 01 | Grade 02 | Grade 03 | Grade 04 | Grade 05 |
|---|---|---|---|---|---|---|
| EMG | 6.45% | 12.12% | 22.73% | 24.39% | 19.44% | 4.44% |
| DEV | 16.13% | 30.30% | 25.00% | 4.88% | 11.11% | 31.11% |
| PRF | 77.42% | 36.36% | 47.73% | 56.10% | 58.33% | 64.44% |
| EXT | | 21.21% | 4.55% | 14.63% | 11.11% | |

Literacy - LI

| | Kindergarten FT | Grade 01 | Grade 02 | Grade 03 | Grade 04 | Grade 05 |
|---|---|---|---|---|---|---|
| EMG | 2 | 4 | 10 | 10 | 7 | 2 |
| DEV | 5 | 10 | 11 | 2 | 4 | 14 |
| PRF | 24 | 12 | 21 | 23 | 21 | 29 |
| EXT | | 7 | 2 | 6 | 4 | |

## 2025-26 Sorrento Numeracy Year-End Results by Grade (Final Marks)



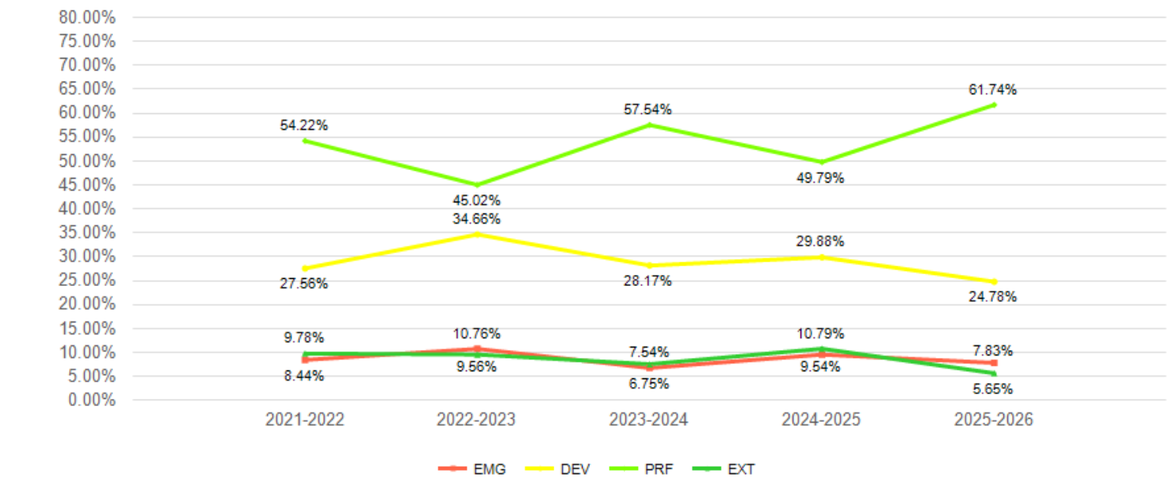

Numeracy - NU

| | Kindergarten FT | Grade 01 | Grade 02 | Grade 03 | Grade 04 | Grade 05 |
|---|---|---|---|---|---|---|
| EMG | | 6.06% | 2.27% | 17.07% | 13.89% | 6.67% |
| DEV | 9.68% | 27.27% | 38.64% | 19.51% | 19.44% | 28.89% |
| PRF | 90.32% | 66.67% | 52.27% | 60.98% | 55.56% | 53.33% |
| EXT | | | 6.82% | 2.44% | 11.11% | 11.11% |

Numeracy - NU

| | Kindergarten FT | Grade 01 | Grade 02 | Grade 03 | Grade 04 | Grade 05 |
|---|---|---|---|---|---|---|
| EMG | | 2 | 1 | 7 | 5 | 3 |
| DEV | 3 | 9 | 17 | 8 | 7 | 13 |
| PRF | 28 | 22 | 23 | 25 | 20 | 24 |
| EXT | | | 3 | 1 | 4 | 5 |

## Numeracy Overall Trends 2021-2026 (All Grades)




**Our Vision:** Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

**Our Mission:** Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

**Our Values:** Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

| Data Analysis/Narrative: | Data Analysis/Narrative: |
|---|---|
| • Targeted support, intervention, and skill acquisition through practice over the course of the year is having a positive impact on student learning in Reading.<br>• Continued work with our community partners and families to support early learning skills prior to attending school will help build a stronger Literacy foundation. Our primary focused UFLI program has been fully adopted by staff and future results will determine its overall success in solidifying foundational skills at each grade level.<br>• We have identified writing as an area of focus. Final Learning Update results indicate that we are underperforming overall as only 45% of our students are Writing at a Proficient or Extending Level. Many of our students are exhibiting developing skills that we believe can be improved upon with targeted intervention.<br>• Kindergarten students performed well overall which can be partially attributed to Heggerty/UFLI work, parent involvement and our positive relationships with our community preschool partners through the SEY2KT program.<br>• *The data shown here does not differentiate or consider students who may have an IEP (individualized learning plan) due to a medical diagnosis, learning disability, etc. It is reflective of our learning community as a whole.* | • FSA data provides a one-time snapshot as to where students are at in the Fall of the school year. Results do not directly correlate with our Learning Update (report card) 4-point scale. Average results of the FSA over the years, reflects a similar proficient/extending success rate of approximately 60-65% on an annual basis.<br>• Final Learning Update results suggest that most students are meeting grade level expectations, and that developing and emerging students are benefiting from the targeted support they receive each year.<br>• Trend data indicates that approximately 60-65% of students are meeting or exceeding grade level expectations on an annual basis. These results are below our targeted 75% proficient/extending success rate which continues to be our goal.<br>• Sorrento staff have acknowledged that more intervention and professional development time, along with the exploration of additional instructional resources is required to improve the overall rate of success across the grades (similar to the time, resources and professional development focus we have put into reading intervention in the past 3 years)<br>• *The data shown here does not differentiate or consider students who may have an IEP (individualized learning plan) due to a medical diagnosis, learning disability, etc. It is reflective of our learning community as a whole.* |
| **Strategic Priority: Human and Social Development**<br>• In the School Learning Plan, the **Human and Social Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will feel welcome, safe, and connected to peers and adults in their schools.*<br>• Goals must be focused on measuring a sense of belonging.<br>• Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups. | **Strategic Priority: Developing a Culture of Well-being**<br>• In the School Learning Plan, the **Developing a Culture of Well-Being** goal must be connected to the School District No. 83 Strategic Priority goal – *Each student will feel socially, emotionally, and mentally supported within their schools and the district.*<br>• The goal must be focused on STUDENT well-being.<br>• Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups. |
| **Sense of Belonging Goal:** | **Student Well-Being Goal:** |
| Our Sense of Belonging goal at Sorrento Elementary is for all students to feel welcome, safe, supported, and connected to those around them regardless of background, strengths, or needs. | Our Student Well-Being goal at Sorrento Elementary is to ensure each student's basic needs are met and that they feel supported beyond the academic areas socially, emotionally and mentally. We want our students to know they are cared for, valued and supported from the moment they arrive each day at school. |
| **Strategies and Actions:** | **Strategies and Actions:** |
| At Sorrento Elementary we strive to:<br>• Provide inclusive and supported learning opportunities for all students.<br>• Provide opportunity for student focus groups to discuss and find ways to increase whole school sense of belonging via specific actions/activities that they can lead. | Some of the strategies implemented include:<br>• Provide opportunity for student focus groups to discuss and find ways to increase whole school sense of well being via specific actions/activities that they can lead<br>• Food Availability- breakfast club, snacks, lunches, and weekly hot lunches all free of charge to students and families |

- Provide students with the support they need socially and emotionally through whole class, small group and individualized instruction (LRTs, CEAs, Counselling, Speech and Language, IEW, LIT)
- Support students when challenges arise to return to the group strengthened and with the required skills
- Provide a learning environment that focuses on Respect for self and others despite individual differences, ethnicity, or beliefs
- Lunch and recess groups: IEW, LRTs, CEAs
- Development of Student "Sorrento Stars Recess Buddies group" with our new motto and acronym: "At Sorrento Elementary we **S**UPPORT, **T**REAT others with kindness, know that **A**LL Belong, show **R**ESPECT and **S**HINE together"
- Winter concert with focus on our wider community (fireside at Sorrento Community Center/fireworks)
- In the 2026-27 school year, we will create a "Sorrento Belonging and Wellness survey tool to collect responses and feedback for all students in Grades 1-6
- To further our work as a community of learners, and extend our learning with an Indigenous lens, we would like to focus on the Circle of Courage methodology
  - Start the year focussing on the Belonging quadrant
  - Create visual representations throughout the school of how we all belong at Sorrento
- Strengthen the sense of community by engaging in fun, whole school-based activities (Spirit days, clubs, games)

- Student Leadership: School Spirit Days; Lunch Monitors, clubs
- Class and whole school recognition (Shining 'Stars')
- Schoolwide/community multi-age activities (colour teams); Halloween craft day, December math games day, etc.
- Continue to participate in Seamless Early Years to Kindergarten Transitions (SEY2KT) with community groups
- Development of Student "Sorrento Stars Recess Buddies group" with our new motto and acronym: "At Sorrento Elementary we **S**UPPORT, **T**REAT others with kindness, know that **A**LL Belong, show **R**ESPECT and **S**HINE together"
- Bringing students together more often in assemblies to recognize the good things happening at Sorrento Elementary
- To further our work as a community of learners with an Indigenous lens, and via our work on Sense of Belonging, we will create further extensions into wellness
- Hire a meals program worker to provide continuity of food support
- Strengthen the sense of community by engaging in fun, whole school-based activities (Spirit days, clubs, games)
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## Data to Inform/Support Sense of Belonging Goal:

To date we have not been specifically tracking data for this goal for all students annually. Data specific to this goal comes directly from the Ministry's Student Learning Survey that is administered annually to Grade 4 students at Sorrento Elementary. Our plan is to develop a Sorrento Belonging and Wellness survey that will target each grade level

**Grade 4 Student Learning Survey Results 2022-23 (black) 2023-24 (green) 2024-25 (Blue) 2025-26 (Purple)**

| | | | | |
|---|---|---|---|---|
| ***Is school a place where you feel like you belong?*** | | | | |
| • Sometimes: | 14% | 27% | **30%** | **20%** |
| • Most of the time: | 32% | 39% | **38%** | **48%** |
| • All of the time: | 38% | 24% | **22%** | **20%** |
| ***I am happy at my school*** | | | | |
| • Sometimes: | 8% | 39% | **19%** | **13%** |
| • Most of the time: | 41% | 39% | **55%** | **62%** |
| • All of the time: | 38% | 19% | **22%** | **17%** |
| ***Do you feel welcome at your school?*** | | | | |
| • Sometimes: | 8% | 18% | **11%** | **27%** |
| • Most of the time: | 35% | 34% | **44%** | **37%** |
| • All of the time: | 44% | 39% | **41%** | **34%** |
| ***Do you feel safe at school?*** | | | | |
| • Sometimes: | 5% | 7% | **13%** | **12%** |
| • Most of the time: | 29% | 31% | **30%** | **22%** |
| • All of the time: | 55% | 53% | **44%** | **64%** |

## Data to Inform/Support Student Well-Being Goal:

To date we have not been specifically tracking data for this goal for all students annually. Data specific to this goal comes directly from the Ministry's Student Learning Survey that is administered annually to Grade 4 students at Sorrento Elementary.

**Grade 4 Student Learning Survey Results 2022-23 (black) 2023-24 (green) 2024-25 (Blue) 2025-26 (Purple)**

| | | | | |
|---|---|---|---|---|
| **Does school make you feel stressed or worried?** | | | | |
| • Sometimes: | 26% | 46% | **48%** | **35%** |
| • Almost Never: | 17% | 26% | **18%** | **25%** |
| • Never: | 41% | 17% | **24%** | **29%** |
| **If you have a problem, can you get the help you need from adults at your school?** | | | | |
| • Sometimes: | 14% | 12% | **18%** | **33%** |
| • Most of the time: | 20% | 51% | **37%** | **20%** |
| • All of the time: | 55% | 31% | **43%** | **40%** |
| **Do you feel good about yourself?** | | | | |
| • Sometimes: | 11% | 19% | **16%** | **29%** |
| • Most of the time: | 32% | 51% | **62%** | **45%** |
| • All of the time: | 44% | 24% | **18%** | **22%** |
| **How many adults do you think care about you at your school?** | | | | |
| • 3 Adults: | 8% | 15% | **8%** | **6%** |
| • 4 or More: | 55% | 59% | **58%** | **72%** |
| • Don't know: | 20% | 15% | **27%** | **6%** |

| | |
|---|---|
| **Data Analysis/Narrative:** | **Data Analysis/Narrative:** |
| The majority Grade 4 Sorrento students surveyed between 2022-23 and 2025-26 felt a strong sense of belonging and that they are welcome and happy while at school. A grade appropriate survey tool for all students will ensure that we are more accurately able to assess our students' sense of belonging on an annual basis and better support those who may not feel as connected. This is an area staff will explore in greater detail in the 2026-27 school year.<br>Interestingly, while most questions in the survey related to belonging saw a positive increase, the question "Do you feel welcome at your school?" saw a slight decrease in overall satisfaction. | The majority of students surveyed in the past four school years in the Grade 4 Student Learning Survey indicated that their well-being needs are being met and that they are connected to multiple adults in the building. The varying range of students reporting that they don't know how many adults care about them over the past four years is an area that we continue to target more specifically at all grade levels. In most instances, follow-up conversations reveal that these students could name multiple adults they were connected closely to but weren't confident about the word care as it isn't always explicitly mentioned in their interactions with staff. A far greater number of students in 2025-26 could quickly identify 4 or more adults they felt "cared about them" and no students indicated that they didn't have at least one adult who cared about them. |

## Strategic Priority: Career Development

- In the School Learning Plan, the **Human and Social Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop the skills and competencies to be successful in a career pathway of their choice.*
- In the elementary/middle years, schools should be implementing strategies to help student learn about potential career pathways and providing opportunities for career exploration.

**Strategies and Opportunities for Career Development:**

- Teachers work closely with students on maintaining achievable learning and social/emotional goals
- Curricular topics, projects and activities often connect with localized professions and occupations
- Connections with family work, activities and engagement with the environment are focal points of many lessons and activities
- Family members, local professionals and interactive virtual presentations are often brought into classrooms to share their expertise
- Older students engage in a career fairs requiring research, development, and marketing of special interest projects

| Resources and Professional Learning<br>Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals. | School Learning Plan Consultation Process<br>Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan. |
|---|---|
| Literacy:<br>• Continue with professional learning around the UFLI program<br>• Purchase new books and resources to support classroom and home reading programs<br>• Purchase new Library books replace outdated and damaged inventory<br>• Focus some of our staff meetings and professional development around SWW's and how the results obtained can better inform our instruction<br>• Use Professional Development opportunities to learn more about DIBELS 8 Screening<br>Numeracy | **Staff Consultation**<br>• Staff consultation began in the Spring of 2026 with regards to newly aligned school goals and strategies with district goals.<br>• This consultation/discussion process continued in September 2026 with staff. We will continue to review the Learning Plan and incorporate new data (SNACC, SWW) in November staff meeting and amend any goals as needed.<br>**PAC consultation**<br>• The School Learning plan will be presented to the PAC for input at the Oct. 15 meeting. At that time we will review the goals set and ask for opportunities the PAC might see themselves coming alongside the staff to support goals. |

| | |
|---|---|
| • Continue to provide professional learning opportunities for all staff- this will be a targeted focus area for staff at school-based professional development days<br>• Some staff will take part in the Building Thinking Classrooms Numeracy Residence provided by SD83<br>• Purchase whole school and classroom resources (dice, cards, counters)<br>• Staff will continue to explore the My Math Path resource in 2026-27 (an online and hard copy resource) to determine if it will be a tool/resource we value and add to our annual subscription budget<br>Career Development<br>• Provide staff support and training around district initiatives such as SpacesEDU<br>• Staff connections with District support teacher Kelly Dosen for tech support and district Career Ed support teachers | **Rightsholders Consultation**<br>• Once Fall 2026 Data is in, with a breakout of data around our priority learners, a meeting will be initiated by school principal with the members from Quelmúcw Education Council (QEC) to generate further ideas/strategies on how to best support our Indigenous students at Sorrento Elementary School<br><br>**Student Consultation**<br>• Data from the SLP will be presented to student leaders at a meeting with the purpose of eliciting ideas for further supporting school goals. We will seek to do this in early October<br><br>Literacy and Numeracy have been a focal point of professional development at Sorrento Elementary for the past two school years with a particular emphasis on Literacy at the primary levels. |