



# Sorrento Elementary School Learning Plan 2025-2026



## School Context:

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

Sorrento Elementary School is a Kindergarten through Grade 5 school with approximately 225 students in the 2025-2026 school year. About 14% 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 11 classroom teachers/divisions, 1.4 learning resource teachers, a part-time teacher librarian, a music teacher, a literacy support teacher, and a full-time principal. Approximately 18% of our student population are identified with special educational needs, and our students come from a variety of socio-economic backgrounds. We are known for our willingness and dedication to support students wherever they are with whatever needs they have. We have 9 CEAs, 1 part-time Early Childhood Educator, 1 part-time Indigenous Education Worker, a full-time secretary, and 12 hours daily custodial time in 2025-26.

## 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, SNACC results, School-wide writes, SD No. 73 Non-Fiction Writing Assessments...

Literacy Goal:	Numeracy Goal:
<p>Long Range: Each Sorrento Elementary student will become proficient or extending readers and writers in relation to their grade level or CBIEP goals.</p> <p>2025-26 Goals:</p> <ul style="list-style-type: none"><li>• To have 75-80% proficiency in each grade level in Reading by the end of the year</li><li>• To have 60-65% proficiency in Writing schoolwide at the end of the year</li></ul>	<p>All students at Sorrento will improve their numeracy skills, with a continued focus on:</p> <ul style="list-style-type: none"><li>• Part A: problem solving</li><li>• Part B: mastery of basic facts, with specific attention given to subtraction.</li></ul> <p>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 2026.</p> <p>Individual grade groups will focus on specific areas in numeracy unique to them where assessments identify vulnerability or lagging skills</p>

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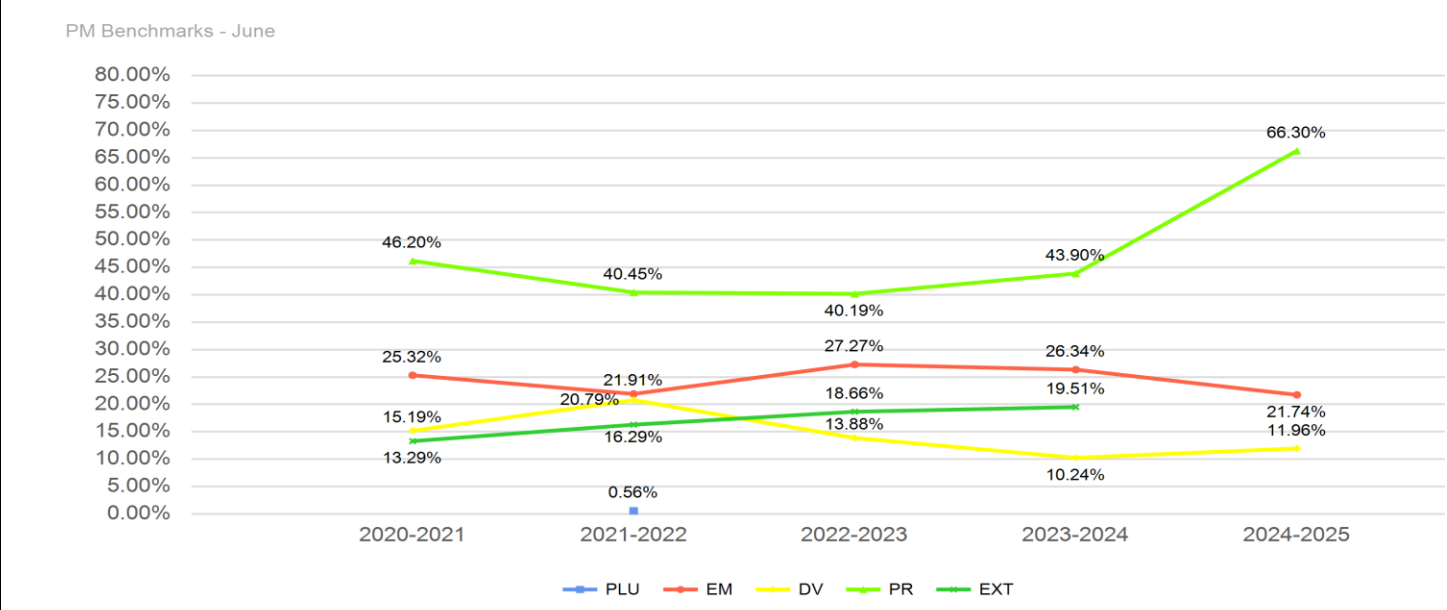
Strategies and Actions:	Strategies and Actions:
<ul style="list-style-type: none"><li>• Provide diverse learning opportunities with differentiated supports</li><li>• We currently rely on FSA and report card data to help guide our practice with regards to student achievement in writing</li><li>• Grade 4 FSA data trends will be analyzed to identify areas needing more attention</li><li>• Staff have implemented school wide writes as an assessment tool and are utilizing district and provincially recommended rubrics</li><li>• Dibels 8 Screener and PM Benchmarks are used multiple times a year to assess and provide next steps for instruction</li><li>• Primary classes have implemented the district recommended UFLI Foundations reading program- an explicit and systematic program that teaches students the foundational skills necessary for proficient reading</li><li>• Continue to participate in Seamless Early Years to Kindergarten Transitions (SEY2KT) with community groups</li><li>• Staff would like to implement parent support/information nights</li><li>• Collaboration among teachers, LST (Literacy Support Teacher), CEAs, LRTs and our IEW to support students during UFLI skill group sessions. Teacher/class schedules have been adjusted to support this goal and Literacy initiative.</li><li>• Grade 2 writing program ‘Primary Bliss’ implemented across the grade group</li><li>• Nightly home reading is encouraged with a school-wide Read-A-Thon type events to promote home reading</li><li>• One to One reading program continues to be active at Sorrento with the support of community volunteers</li></ul>	<ul style="list-style-type: none"><li>• Teachers will continue to utilize the critical concepts document and SD83’s Scope and Sequence numeracy concepts</li><li>• Teachers will commit to 60 minutes of numeracy instruction and practice each school day</li><li>• We will use the bank of numeracy problems, as created by the District Numeracy Team (DNT)</li><li>• Sorrento Teachers participated in the pilot program Math Up in 2024-25</li><li>• Staff focus this year will be on numeracy in School based professional development</li><li>• Staff will explore and pilot resources to better support their instruction and student growth and understanding of numerical concepts</li><li>• 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.</li><li>• 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.</li></ul>
Data to Inform/Support Literacy Goal:	Data to Inform/Support Numeracy Goal:
<ul style="list-style-type: none"><li>• 5-year PM Benchmark trend data indicates an annual average of 61% of Sorrento Students are Proficient/Extending in reading although success rate is growing each year</li><li>• 2024-25 Final marks in Reading and Listening show a range between 50 and 81% for Proficient/Extending students for a school average of 68% (this is the first year we have been able to separate our Final Literacy marks into separate reading and writing categories)</li><li>• 2024-25 Final Marks in Writing and Speaking show a range between 42 and 68% for Proficient/Extending students for a school average of 48%.</li></ul>	<ul style="list-style-type: none"><li>• 2023 and 2024 Grade 4 FSA results indicate that between 63-67% of students are fully On Track or Extending (Proficient)</li><li>• 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).</li><li>• 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)</li></ul>

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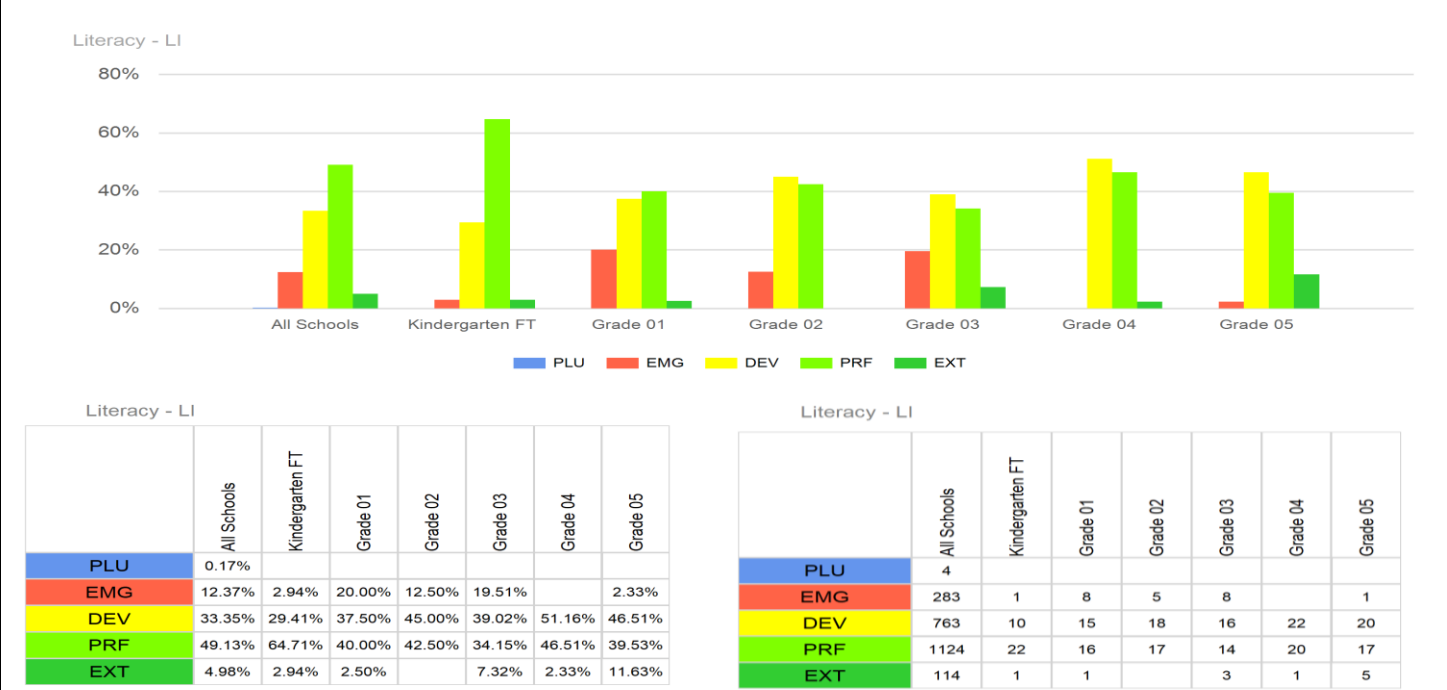
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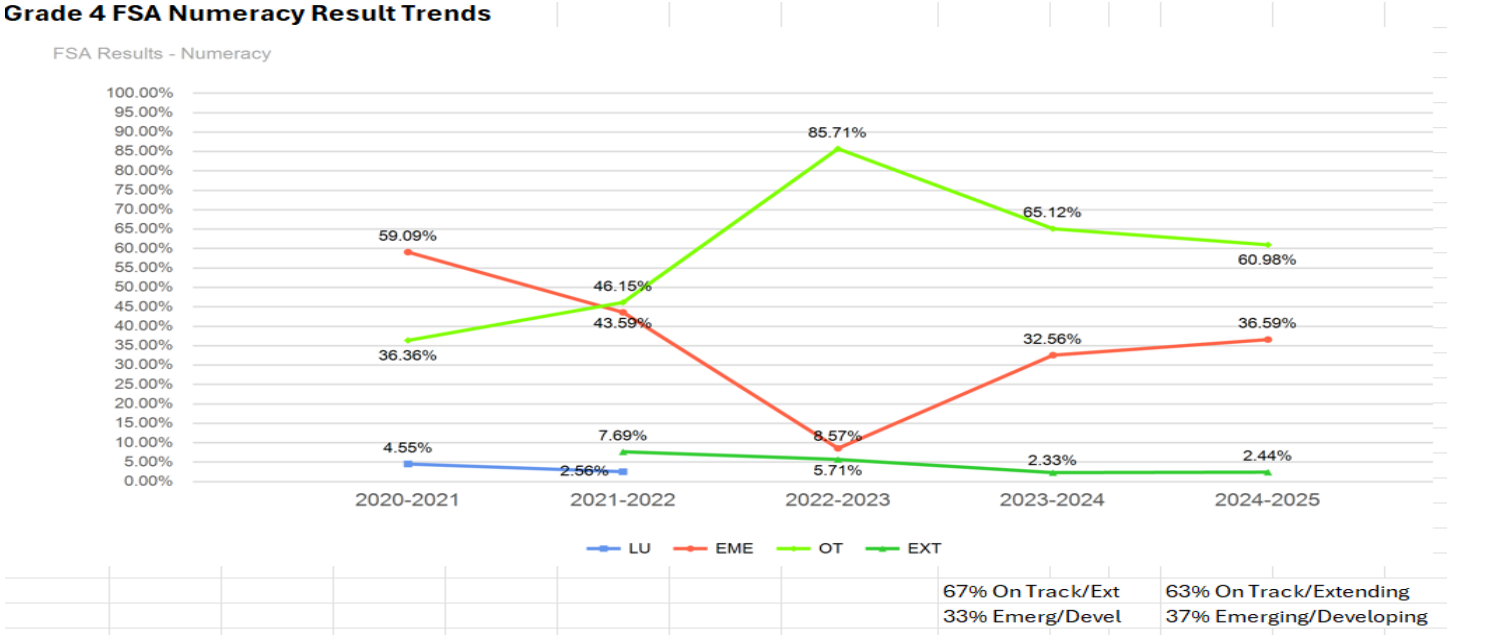
PM Benchmark Spring 5 Year Trend- Whole School



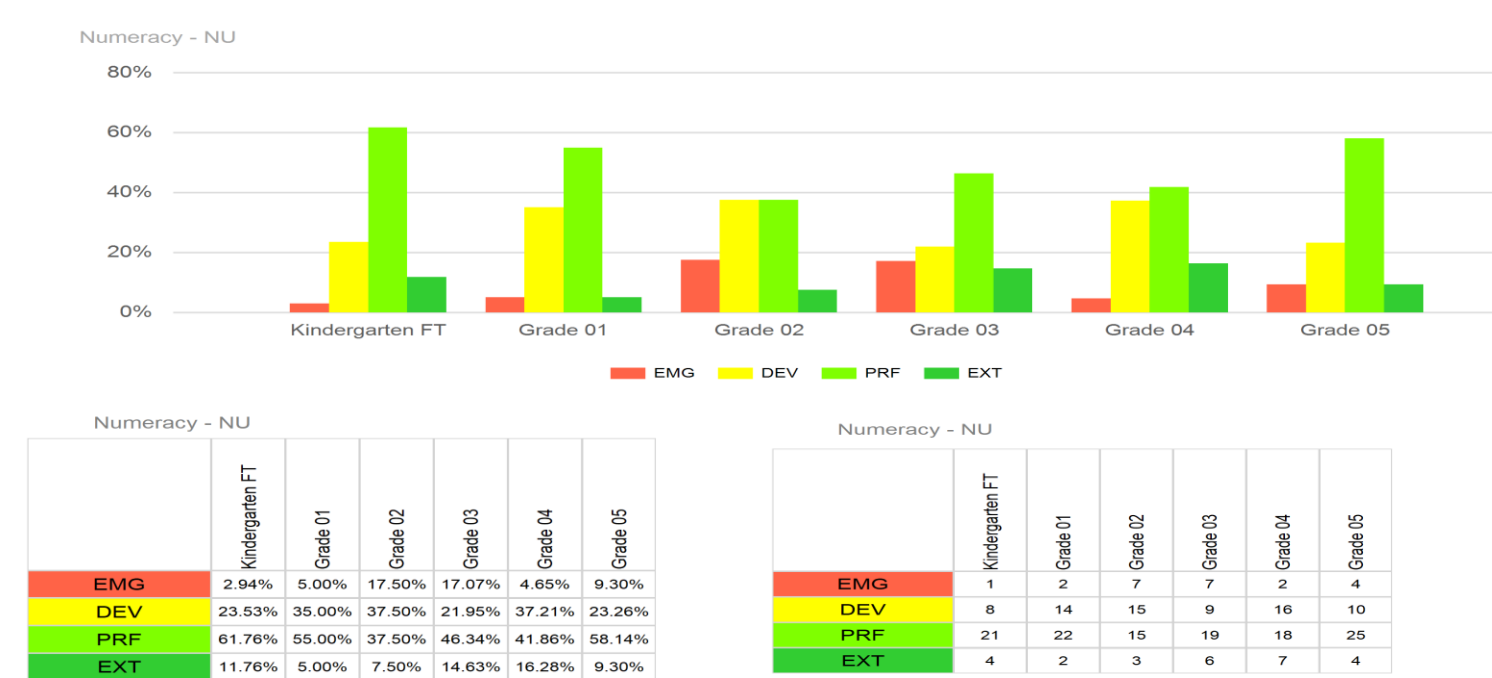
Writing and Speaking Final Marks by Grade 2024-25



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



2024/25 Sorrento Numeracy Year-End Results by Grade (Final Marks)

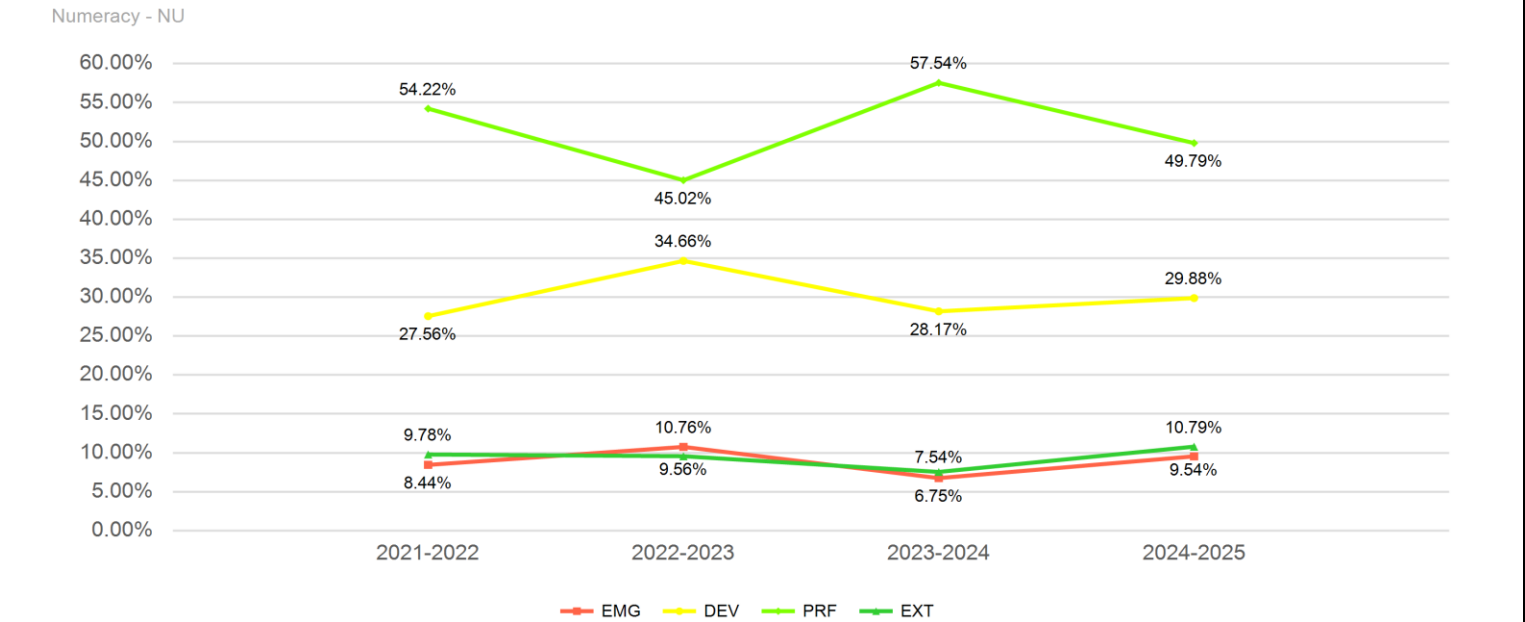


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## Numeracy Overall Trends 2021-2025 (All Grades)



### Data Analysis/Narrative:

- 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, does reflect a similar proficient/extending success rate of approximately 60-65% on an annual basis.
- 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.
- 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.
- 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)
- *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.*

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Strategic Priority: Human and Social Development	Strategic Priority: Developing a Culture of Well-being
<ul style="list-style-type: none"><li>In the School Learning Plan, the <b>Human and Social Development</b> goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel welcome, safe, and connected to peers and adults in their schools.</i></li><li>Goals must be focused on measuring a sense of belonging.</li><li>Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.</li></ul>	<ul style="list-style-type: none"><li>In the School Learning Plan, the <b>Developing a Culture of Well-Being</b> goal must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel socially, emotionally, and mentally supported within their schools and the district.</i></li><li>The goal must be focused on STUDENT well-being.</li><li>Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.</li></ul>
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:
<p>At Sorrento Elementary we strive to:</p> <ul style="list-style-type: none"><li>Provide inclusive and supported learning opportunities for all students.</li><li>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)</li><li>Support students when challenges arise to return to the group strengthened and with the required skills</li><li>Provide a learning environment that focuses on Respect for self and others despite individual differences, ethnicity, or beliefs</li><li>Provide students and families with support through snack and meal programs</li><li>Provide students and staff with current resources to better support all students</li><li>Lunch and recess groups: IEW, LRTs, CEAs</li></ul> <p>Creating a Sorrento Specific Belonging survey tool to collect responses and feedback for all students</p>	<p>Some of the strategies implemented include:</p> <ul style="list-style-type: none"><li>Access to counselling support (individually, small groups, and whole class)</li><li>Indigenous Ed support</li><li>Caring and welcoming classrooms</li><li>Food Availability- breakfast club, snacks, bagged lunches, and bi-weekly hot lunches all free of charge to students and families</li><li>Trauma sensitive staff training and instruction</li><li>Club and team opportunities</li><li>Student Leadership: School Spirit Days; Lunch Monitors</li><li>Class and whole school recognition (Shining ‘Stars’)</li><li>Schoolwide/community multi-age activities (colour teams); Halloween craft day, December math games day, etc.</li><li>Buddy Classes and activities</li><li>Individualized programming and instruction</li><li>Continue to participate in Seamless Early Years to Kindergarten Transitions (SEY2KT) with community groups</li><li>Working closely with families and outside agencies to support students with complex needs</li><li>Bringing students together more often in assemblies to recognize the good things happening at Sorrento Elementary</li></ul>

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Data to Inform/Support Sense of Belonging Goal:	Data to Inform/Support Student Well-Being Goal:								
<p>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.</p> <div> <div> Grade 4 Student Learning Survey Results 2022-23 (black) 2023-24 (green) 2024-25 (Blue) </div> <table> <tr> <td> <b>Is school a place where you feel like you belong?</b> <ul style="list-style-type: none"> <li>Sometimes: 14% 27% 30%</li> <li>Most of the time: 32% 39% 38%</li> <li>All of the time: 38% 24% 22%</li> </ul> </td><td> <b>I am happy at my school</b> <ul style="list-style-type: none"> <li>Sometimes: 8% 39% 19%</li> <li>Most of the time: 41% 39% 55%</li> <li>All of the time: 38% 19% 22%</li> </ul> </td></tr> <tr> <td> <b>Do you feel welcome at your school?</b> <ul style="list-style-type: none"> <li>Sometimes: 8% 18% 11%</li> <li>Most of the time: 35% 34% 44%</li> <li>All of the time: 44% 39% 41%</li> </ul> </td><td> <b>Do you feel safe at school?</b> <ul style="list-style-type: none"> <li>Sometimes: 5% 7% 13%</li> <li>Most of the time: 29% 31% 30%</li> <li>All of the time: 55% 53% 44%</li> </ul> </td></tr> </table> </div>	<b>Is school a place where you feel like you belong?</b> <ul style="list-style-type: none"> <li>Sometimes: 14% 27% 30%</li> <li>Most of the time: 32% 39% 38%</li> <li>All of the time: 38% 24% 22%</li> </ul>	<b>I am happy at my school</b> <ul style="list-style-type: none"> <li>Sometimes: 8% 39% 19%</li> <li>Most of the time: 41% 39% 55%</li> <li>All of the time: 38% 19% 22%</li> </ul>	<b>Do you feel welcome at your school?</b> <ul style="list-style-type: none"> <li>Sometimes: 8% 18% 11%</li> <li>Most of the time: 35% 34% 44%</li> <li>All of the time: 44% 39% 41%</li> </ul>	<b>Do you feel safe at school?</b> <ul style="list-style-type: none"> <li>Sometimes: 5% 7% 13%</li> <li>Most of the time: 29% 31% 30%</li> <li>All of the time: 55% 53% 44%</li> </ul>	<p>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.</p> <div> <div> Grade 4 Student Learning Survey Results 2022-23 (black) 2023-24 (green) 2024-25 (Blue) </div> <table> <tr> <td> <b>Does school make you feel stressed or worried?</b> <ul style="list-style-type: none"> <li>Sometimes: 26% 46% 48%</li> <li>Almost Never: 17% 26% 18%</li> <li>Never: 41% 17% 24%</li> </ul> </td><td> <b>If you have a problem, can you get the help you need from adults at your school?</b> <ul style="list-style-type: none"> <li>Sometimes: 14% 12% 18%</li> <li>Most of the time: 20% 51% 37%</li> <li>All of the time: 55% 31% 43%</li> </ul> </td></tr> <tr> <td> <b>Do you feel good about yourself?</b> <ul style="list-style-type: none"> <li>Sometimes: 11% 19% 16%</li> <li>Most of the time: 32% 51% 62%</li> <li>All of the time: 44% 24% 18%</li> </ul> </td><td> <b>How many adults do you think care about you at your school?</b> <ul style="list-style-type: none"> <li>3 Adults: 8% 15% 8%</li> <li>4 or More: 55% 59% 58%</li> <li>Don’t know: 20% 15% 27%</li> </ul> </td></tr> </table> </div>	<b>Does school make you feel stressed or worried?</b> <ul style="list-style-type: none"> <li>Sometimes: 26% 46% 48%</li> <li>Almost Never: 17% 26% 18%</li> <li>Never: 41% 17% 24%</li> </ul>	<b>If you have a problem, can you get the help you need from adults at your school?</b> <ul style="list-style-type: none"> <li>Sometimes: 14% 12% 18%</li> <li>Most of the time: 20% 51% 37%</li> <li>All of the time: 55% 31% 43%</li> </ul>	<b>Do you feel good about yourself?</b> <ul style="list-style-type: none"> <li>Sometimes: 11% 19% 16%</li> <li>Most of the time: 32% 51% 62%</li> <li>All of the time: 44% 24% 18%</li> </ul>	<b>How many adults do you think care about you at your school?</b> <ul style="list-style-type: none"> <li>3 Adults: 8% 15% 8%</li> <li>4 or More: 55% 59% 58%</li> <li>Don’t know: 20% 15% 27%</li> </ul>
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Data Analysis/Narrative:	Data Analysis/Narrative:								
<p>The majority Grade 4 Sorrento students surveyed between 2022-23 and 2024-25 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 2025-26 school year.</p>	<p>The majority of students surveyed in the past three 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 15-27% reporting that they don’t know how many adults care about them over the past three 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.</p>								
<div> <div> Strategic Priority: Career Development </div> <ul style="list-style-type: none"> <li>In the School Learning Plan, the <b>Human and Social Development</b> goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will develop the skills and competencies to be successful in a career pathway of their choice.</i></li> <li>In the elementary/middle years, schools should be implementing strategies to help student learn about potential career pathways and providing opportunities for career exploration.</li> </ul> </div>									
Strategies and Opportunities for Career Development:									
<ul style="list-style-type: none"> <li>Teachers work closely with students on maintaining achievable learning and social/emotional goals</li> <li>Curricular topics, projects and activities often connect with localized professions and occupations</li> <li>Connections with family work, activities and engagement with the environment are focal points of many lessons and activities</li> <li>Family members, local professionals and interactive virtual presentations are often brought into classrooms to share their expertise</li> <li>Older students engage in a career fairs requiring research, development, and marketing of special interest projects</li> </ul>									

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Resources and Professional Learning	School Learning Plan Consultation Process
Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.	Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.
<p>Literacy:</p> <ul style="list-style-type: none"><li>Continue with professional learning around the UFLI program</li><li>Purchase new books and resources to support classroom and home reading programs</li><li>Purchase new Library books replace outdated and damaged inventory</li><li>Focus some of our staff meetings and professional development around SWW’s and how the results obtained can better inform our instruction</li></ul> <p>Numeracy</p> <ul style="list-style-type: none"><li>Continue to provide professional learning opportunities for all staff- this will be a targeted focus area for staff at school-based professional development days</li><li>Some staff members participated in the Math Up pilot project and reported back to the rest of staff about it’s use</li><li>Purchase whole school and classroom resources (dice, cards, counters)</li><li>Staff will be exploring the My Math Path resource in 2025-26 (an online and hard copy resource) to determine if it will be a tool/resource we value and add to our annual subscription budget</li></ul> <p>Career Development</p> <ul style="list-style-type: none"><li>Provide staff support and training around district initiatives such as SpacesEDU</li><li>Staff connections with District support teacher Kelly Dosen for tech support and district Career Ed support teachers</li></ul>	<p>Staff consultation began in the Spring of 2025 with regards to newly aligned school goals and strategies with district goals.</p> <p>We continued to review the Learning Plan at the start of the 2025-26 school year to focus and adapt our teaching based on new results.</p> <p>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.</p> <p>Parent Advisory Council executive member consultation will take place in the Fall of 2025 and reviewed in the Spring of 2026.</p>