



Wood Elementary School Growth Plan 2026/2027

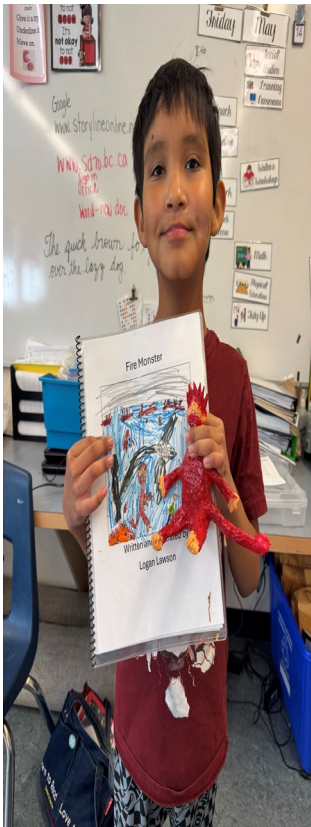


Principal – Darren Homan, Vice Principal – Sheena Falconer

Land Statement

Wood Elementary School is situated on the ha-houlthees of the c̓išaaʔath and hupačasath Nations and we acknowledge that we work alongside all Nuu- chah-nulth nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region.

The school strives to increase awareness, understanding and integration of Nuu-chah-nulth culture, history and language. It is part of our ongoing commitment to Truth and Reconciliation.



Our School Story

What are the unique, positive characteristics that we celebrate in our school/community?

Wood Elementary School is a vibrant and inclusive learning community where academic excellence, creativity, and strong community connections foster the growth and success of every student. We are committed to providing a caring, supportive environment that nurtures the academic, physical, social, and emotional well-being of all learners within our diverse and multicultural school community.

Our dedicated staff work collaboratively to continually reflect on and strengthen their teaching practices. In partnership with district literacy and numeracy resource teachers, we implement evidence-based instructional strategies that support student achievement and well-being across all areas of learning. This collaborative approach ensures that every student receives the encouragement, opportunities, and support they need to thrive.

During a recent school open house, parents and students consistently identified the warm, welcoming, and inclusive nature of our staff as one of Wood Elementary's greatest strengths. This positive feedback reflects our commitment to building meaningful relationships and creating a school culture where every member of the community feels valued, respected, and a true sense of belonging.

Our Learning Commons serves as the heart of inquiry, collaboration, and innovation within the school. Functioning as a library, computer lab, and flexible learning space, it provides students with opportunities to develop research skills, digital literacy, coding, and creativity through makerspace activities. Working alongside classroom teachers, our teacher-librarian also supports learning through resources that promote social-emotional well-being, Indigenous education, SOGI-inclusive learning, and anxiety management using EASE strategies.

At the heart of our student support system is The Den, our self-regulation and wellness space. Integrated into daily school routines, The Den provides students with opportunities for soft starts, re-set breaks, nutritional support, emotional regulation, and positive behaviour support. This welcoming space helps students feel calm, connected, and ready to engage in learning.

Wood Elementary also benefits from a strong and supportive parent community. Our dedicated Parent Advisory Council (PAC) plays an essential role in enhancing the educational experience by organizing fundraising initiatives and supporting school-wide programs, resources, and special events. The PAC is currently leading an exciting fundraising campaign to build a new playground that will benefit students for years to come.

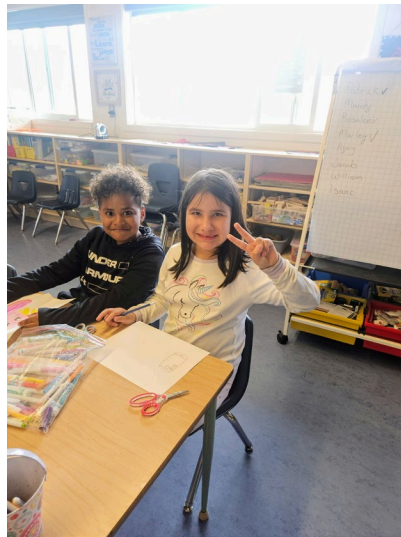
At Wood Elementary School, we believe that students flourish when learning is grounded in collaboration, compassion, and community. Together, staff, students, families, and community partners work to create a safe, inclusive, and inspiring environment where every child is empowered to learn, grow, and succeed.

What are the important demographics of our school and community?

Wood Elementary School is a Kindergarten to grade 7 school with a current enrolment of 223 students. Our school is organized into 10 divisions, with most divisions including split grades. Of the 223 students 32 (14%) have ministry designations, and 87 (37%) have Indigenous ancestry.

Wood School staff consists of a Principal and Vice Principal, 11 classroom teachers, 6 Educational/Personal Assistants, part time counsellor, ISW worker, ELL teacher, part time speech and language pathologist, Indigenous Support Teacher, a full time Inclusion Support Teacher and a full-time secretary.

Wood School serves a diverse socio-economic community and is situated in central Alberni Valley. The location provides many amenities and opportunities for our students all within walking distance. (ice arena, swimming pool, public library, museum, ball fields as well as many wooded areas and trails).



Our School Goals

Goal 1: In alignment with the SD 70 Strategic Plan for student achievement, we aim to improve numeracy skills for all students.

- Our objective is to increase percentage of students in proficient and extending grade level numeracy expectations for students K-7.

Key Strategies:

- Assess current numeracy data (District Assessments, Progress Reports and FSA) to examine achievement and set specific, realistic goals that are relevant to align with overall objectives of the District.
- Continual focused conversations with administrators and teaching staff regarding class numeracy plans.
- District Resource Teachers help guide instructional change practices by modelling in the classroom as well as at staff meetings and professional development days.
- Continue using school data, structure learning support team to target specific students in need of academic support. The support team (IST, Admin., ISW, LA and CEF Support) will meet once a month to discuss data, student learning progression, attendance, and allocate responsibilities in service provision.
- Explicit focus on foundational skills and computational fluency

Goal 2: In alignment with the SD 70 Strategic Plan for student achievement, we aim to improve literacy skills for all students.

- Our objective is to increase percentage of students in proficient or extending grade level expectations in both reading and writing for students K-7.

Key Strategies:

- Focused conversations between administrators and teaching staff regarding class literacy plans.
- Encourage communication/collaboration of Acadience screeners to better inform practice.
- District Resource Teachers present/share/model literacy initiatives in the classroom as well as at staff meetings and professional development days.
- Continue strategic early intervention reading program within primary grades.
- Increase parental involvement in literacy through work with the District Early Learning Team, information and education to parents about the benefits of reading with children, and access to free books.
- Continue using school data, structure learning support team to target specific students in need of academic support. The support team (IST, Admin., ISW, LA and CEF Support) will meet once a month to discuss data, student learning progression, attendance, and allocate responsibilities in service provision.

Goal 3: In alignment with SD 70 Strategic Plan for Indigenous learner success and relationships with First Nations and Metis, we aim to ensure culturally relevant and welcoming environments for students and staff of Indigenous ancestry.

- Our objective is to enhance Indigenous student engagement leading to improved student attendance and achievement in all curricular areas.

Key Strategies:

- Continue Monday morning group circle meeting to sing Na-shuk-ah-clin song. Include students in territorial acknowledgment
- Continue to use First Peoples Principles of Learning in every classroom.
- Coordinate Elders in residency program with ISW

Data/Evidence

Although we are pleased with how many of our children are progressing both academically and socially our data also indicates areas for further improvement. For this document, we will highlight areas we will target improvement.

Numeracy

Progress Report Data: The following table displays the percentage of our students proficient or extending as reflected in year-end progress reports.

Year	2023/24	2024/25	2025/26	2026/27
Whole School	38%	47%	40%	
Indigenous students	33%	41%	30%	

District Assessment Data: The following table displays the percentage of our primary students proficient or extending on the Spring Early Numeracy Assessment.

Year	2023/24	2024/25	2025/26	2026/27
Grade 1	15%	55%	51%	
Grade 2	39%	19%	28%	
Grade 3	32%	49%	15%	

The following table displays our intermediate students proficient or extending on the Spring Island Numeracy Assessment:

Year	2023/24	2024/25	2025/26	2026/27
Grade 4	21%	20%	18%	
Grade 5	22%	28%	8%	
Grade 6	19%	22%	26%	
Grade 7	25%	27%	28%	

Foundation Skills Assessment Data: The following table displays grade 4 and 7 students on track or extending on Numeracy Assessment.

Year	2023/24	2024/25	2025/26	2026/27
Gr. 4 Whole School	28%	72%	84%	
Gr. 4 Indigenous	20%	73%	78%	
Gr. 7 Whole School	42%	27%	54%	
Gr. 7 Indigenous	45%	33%	71%	

Literacy

Progress Report Data: The following table displays the percentage of our students proficient or extending as reflected in year-end progress reports.

Year	2023/24	2024/25	2025/26	2026/27
Whole School	35%	47%	40%	
Indigenous Students	29%	41%	26%	

District Assessment Data: The following table displays our primary students proficient or extending on their Spring Reading Benchmark Assessment.

Year	2023/24	2024/25	2025/26	2026/27
Gr. 1	39%	42%	60%	
Gr. 2	44%	54%	64%	
Gr. 3	41%	77%	54%	

The following table displays our intermediate students proficient or extending on the Spring Reading 4- 7 Assessment.

Year	2023/24	2024/25	2025/26	2026/27
	23%	27%	26%	

The following table displays our students proficient or extending on the Spring District Wide Write Assessment.

Year	2023/24	2024/25	2025/26	2026/27
	35%	29%	27%	

Foundation Skill Assessment Data: The following table displays grade 4 and 7 students on track or extending on Literacy Assessment.

Year	2023/24	2024/25	2025/26	2026/27
Gr. 4 Whole School	50%	57%	74%	
Gr. 4 Indigenous	33%	55%	78%	
Gr. 7 Whole School	45%	49%	78%	
Gr. 7 Indigenous	40%	40%	78%	

Social Emotional Learning

Middle Years Development Instrument (MDI):

Grade 4 students responded there is an adult at my school that believes I will be a success.

Year	2023/24	2024/25	2025/26	2026/27
	76%	60%	100%	

Grade 4 students responded there are two or more important adults at school.

Year	2023/24	2024/25	2025/26	2026/27
	86%	70%	79%	

Grade 4 students responded when they are with other children their age, they feel they belong.

Year	2023/24	2024/25	2025/26	2026/27
	62%	55%	79%	

Grade 7 students responded there is an adult at my school that believes I will be a success.

Year	2023/24	2024/25	2025/26	2026/27
	50%	57%	96%	

Grade 7 students responded there are two or more important adults at school.

Year	2023/24	2024/25	2025/26	2026/27
	58%	42%	59%	

Grade 7 students responded when they are with other children their age, they feel they belong.

Year	2023/24	2024/25	2025/26	2026/27
	62%	63%	88%	

Student Learning Survey

Grade 4:

Grade 4 students feel welcome at school many times or all the time

Year	2023/24	2024/25	2025/26	2026/27
	80%	63%	73%	

Grade 7:

Grade 7 students feel welcome at school many times or all the time.

Year	2023/24	2024/25	2025/26	2026/27
	50%	73%	65%	

Attendance:

47% of our students missed more than 20 school days in 2024/25

39% of our students missed more than 20 school days in 2025/26

Our School Celebration Story

The Self-Regulation Room—affectionately known as The Den—continues to be a unique and essential part of Wood School. What began as a simple idea has evolved into a central hub for student support, well-being, and inclusion, providing a wide range of resources and services that contribute to the success of our entire school community.

On any given day, between 50 and 100 students visit The Den for a variety of reasons. Some come to reset and self-regulate during challenging moments, while others use the space to energize their minds and bodies in preparation for learning. Students also access academic and nutritional supports, celebrate successes, enjoy choice time, or simply seek a moment of connection and encouragement.

The Den plays an important role in helping students navigate the full range of emotions that arise throughout the school day—from worry, frustration, anger, and grief to joy, pride, and excitement. It provides a calm, welcoming environment where students develop self-awareness, build emotional regulation skills, and strengthen strategies that support lifelong learning and well-being.

The Den is also an invaluable resource for staff. Under the consistent leadership of Ms. Pley, our Inclusion Support Teacher, and with support from other specialists as needed, it serves as the operational hub for many of our student support systems. Resources for designated students—including individualized materials, technology, visual supports, and organizational systems—are coordinated through The Den, ensuring staff have timely access to the tools they need to support student success.

We are incredibly proud of what The Den has become. It is a safe, inclusive, and dynamic space where students and staff are supported, valued, and empowered to thrive. Each day, it fosters a culture of belonging while helping students build the confidence, resilience, and self-regulation skills that will benefit them well beyond their years at Wood School.

In addition, we are very proud of our primary literacy results this past year. Through the collaborative efforts of our primary teachers, supported by our district resource teachers, we embraced literacy screeners and explicit instruction in foundational literacy skills. This collective commitment has led to significant gains. Our early primary teachers have reported that they are seeing more children reading and writing successfully than in previous years, reflecting the positive impact of this focused approach.

As we move into next year, we look forward to the screeners being used for Kindergarten to grade 3.