



# GISCOME ELEMENTARY SCHOOL SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

Mailing Address: PO Box 40 Willow River, BC V0J 3C0  
21840 Upper Fraser Rd., Giscome, B.C.

Phone (250) 568-2204 Fax (250) 568-2422

## OUTCOMES and REFLECTIONS

### School Plan for Student Success 2021-2022

AUDIENCE	METHOD of COLLECTION	LEVEL	ASSESSMENT TYPE
ALL Students	Formative	District	Reading
	Performance-Based	District	Writing
	Formative	District	Numeracy
Indigenous Students	Formative	District	Reading
	Performance-Based	District	Writing
	Formative	District	Numeracy
Students with disabilities or diverse abilities	Formative	District	Reading
	Performance-Based	District	Writing
	Formative	District	Numeracy

### School RESPONSE to the Data-Driven Dialogue

GENERATION What did you see?	INTERPRETATION What did you learn?	IMPLICATION What is your response?
Students are not working at grade level in the areas of reading, writing and numeracy.	Focus was improving perseverance and self-motivation for learning. Most students made progress over the last year and are moving forward.	Due to lack of staffing, students were unable to receive consistent and continuous intervention. There will be a deeper look into the needs of the students, the assessments and current intervention practices, and how to incorporate a consistent intervention program with reduced staffing.

### Plans to IMPROVE STUDENT LEARNING in School Plan for Student Success 2022-2023

AUDIENCE	Grade Level	ASSESSMENT TYPE	CURRENT LEVEL of ACHIEVEMENT (%)	TARGET LEVEL of ACHIEVEMENT (%)
ALL Students	Early Primary	Reading	0	10
	Late Primary	Reading	25	35
	Early Intermediate	Reading	50	60
	Late Intermediate	Reading	12	22
Indigenous Students	Early Primary	Reading	10	20
	Late Primary	Reading	75	85
	Early Intermediate	Reading	10	20
	Late Intermediate	Reading	10	20
Students with disabilities or diverse abilities	Early Primary	Reading		
	Late Primary	Reading		
	Early Intermediate	Reading	0	10
	Late Intermediate	Reading	12.5	13.5

Please provide links to your DATA here: See next page



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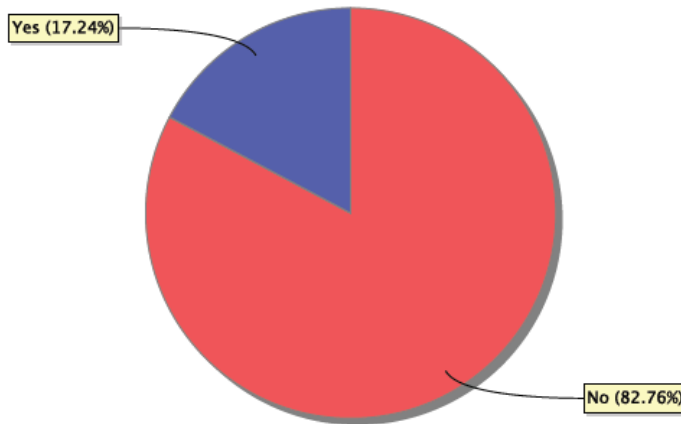


Chart Summary			
Data Set	On Track? *	Number	Percent
	No	24	82.76%
	Yes	5	17.24%
	<b>Totals</b>	<b>29</b>	<b>100.00%</b>

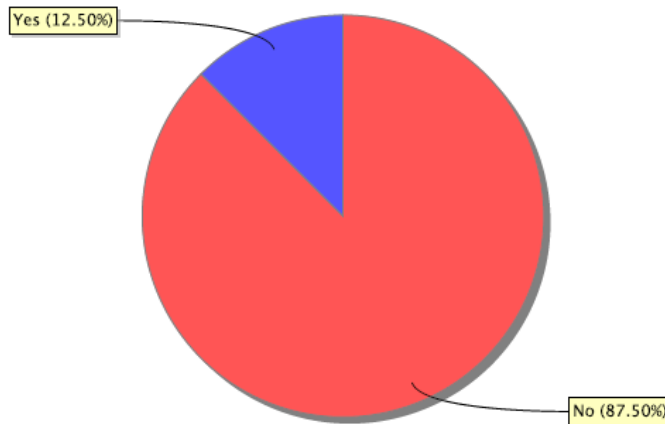


Chart Summary			
Data Set	On Track? *	Number	Percent
	No	7	87.50%
	Yes	1	12.50%
	<b>Totals</b>	<b>8</b>	<b>100.00%</b>



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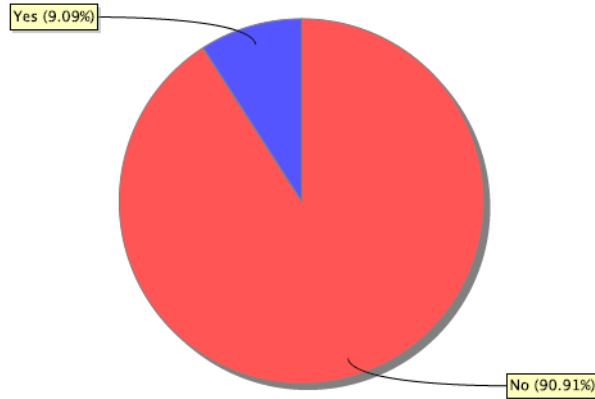


Chart Summary			
Data Set	On Track? *	Number	Percent
	No	10	90.91%
	Yes	1	9.09%
	Totals	11	100.00%

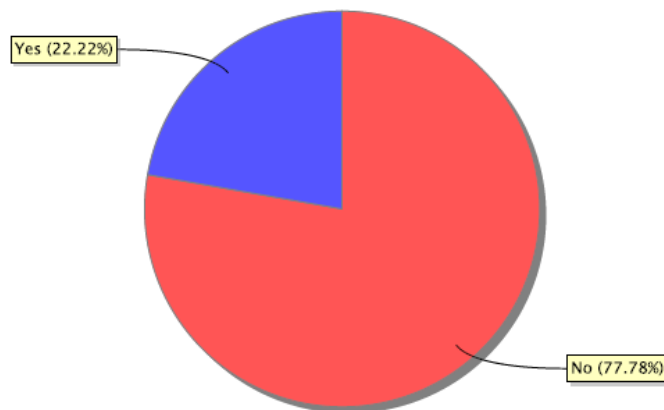


Chart Summary			
Data Set	On Track? *	Number	Percent
	No	14	77.78%
	Yes	4	22.22%
	Totals	18	100.00%



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## **Summary Statement on Reflections on Outcomes**

Even though the data indicates a large number of students who are not meeting their current grade level in reading, there are other factors to consider.

1. During Covid, families were struggling and students were not receiving the same education as they would in a school setting.
2. Students wellness was of great concern and a large percentage of time needed to be spent on social and emotional learning. This allowed for a positive shift where academics could be on the forefront.
3. Students were learning how to re-connect to their classroom, peers, and to build stamina and perseverance to achieve success with the learning expectations of a classroom.
4. Students are moving forward in the right direction and as they have demonstrated growth this past year.

## Next steps

1. An in-depth look at each student to see what aspects of reading needs to be addressed.
2. An in-depth look at current assessment and intervention practices – What is working? What needs to be changed?
3. Create a consistent intervention program where the needs of all students are met with a reduced staff.