

Quinson Elementary School Plan

GOALS, STRATEGIES, AND OBJECTIVES



We respectfully acknowledge Quinson Elementary resides on the unceded, ancestral lands of the Lheidli T'enneh First Nations. It is our honour to walk alongside our indigenous communities in educating our students.

Our Vision:

All students are prepared for each step of their life's journey with the skills, knowledge, options, and choices to be successful.

Our Mission

Through innovation, high standards, and culturally responsive care, we nurture and empower all students where they are to be proud, confident, and engaged lifelong learners.

Our Values

Community

We engage all members of our learning community through open and respectful relationships.

Integrity

We are ethical, fair and follow through on our commitments.

Inclusion

We ensure all students contribute and participate in all aspects of school life.

Transparency

We are open, honest and accountable for the decisions we make.

Respect

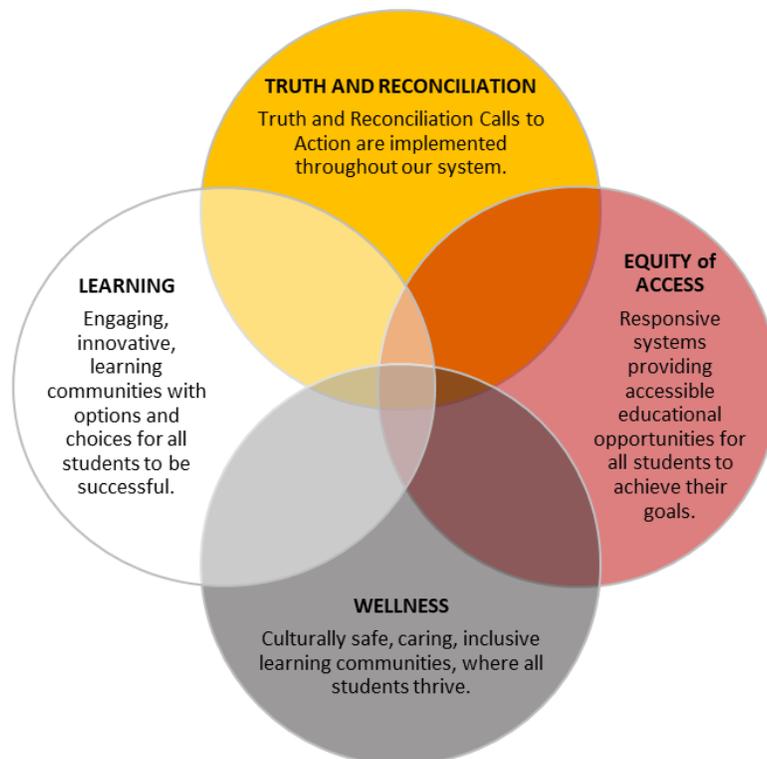
We demonstrate kindness and care for ourselves, others and the environment.

Equity

We create systems where every student has opportunities and supports to be successful.

First Peoples Principles of Learning are integral in all we do.

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred



About our School

Quinson Elementary resides on the unceded ancestral lands of the Lheidli T'enneh First Nations. We currently have 241 students in our school from Kindergarten to Grade 7. In addition to implementing all aspects of the BC Curriculum in our classrooms, Quinson offers many programs to enhance the learning of our students. We have a robust meals program serving breakfast and lunch daily, an Indigenous Education Family Room, serviced by 2 Indigenous Education Workers throughout the day, as well as a Family of Schools Indigenous Social Worker. We maintain a full time, onsite school counsellor. On top of these services, Quinson has a full time Community School Coordinator, a Youth Care Worker, as well as offering a K-7 music program. In order to best serve our community, we offer a variety of opportunities for family engagement. Quinson has a dedicated Parent Advisory Council who sponsor hot lunches, field trips, movie nights, and family fun nights. Our PAC fundraises to enhance the learning community in our school. Quinson Elementary offers an expansive after school sports and arts clubs for students, offering activities such as Primary and Intermediate art clubs, photography, Ukelele, computer programming, as well as a variety of seasonal sports. Additionally, Quinson has after school clubs run by our IEWs, featuring activities such as drumming and beading, lacrosse, Lahal, and many others. In order to transform student learning, we believe that students must feel safe and confident, both socially, emotionally, and academically. We strive to meet every student's needs, so they can feel welcome, supported, and confident in our school community.

Strategic Planning Engagement Process

Our school community is currently evaluating our school goals and engaging our students, staff and parent/guardian community in this process is critical. As a result, we will be continually looking for feedback from our school community to help guide decision making and ensure all voices are heard and represented. Throughout the 2022/2023 school year, we will be doing a number of activities to engage our community. We will start by presenting our goals at our October PAC meeting, as well as sending out a parent survey in October. We will revisit these goals to discuss progress in January, and June.

District Directions

Our District has currently has 4 direction of focus over the next 4 years. These overarching ideas, identified below, will also guide our goals at Quinson Elementary.

- ♦ **Truth and Reconciliation**
Truth and Reconciliation Calls to Action are implemented throughout our system.
- ♦ **Equity of Access**
Responsive systems providing accessible educational opportunities for all students to achieve their goals with a specific focus for our Indigenous learners, our children and youth in care, and our students with diverse abilities.
- ♦ **Wellness**
Culturally safe, caring, inclusive learning communities, where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff, and families.
- ♦ **Learning**
Engaging, innovative learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities.

Truth and Reconciliation

Quinson Elementary is continuing our journey to address the Truth and Reconciliation Commission of Canada's Calls to Action for Education. For the 2022-23 school year, Quinson is committed to realizing call to action 63(1), instruction and learning resources on Indigenous history and the legacy of residential schools.

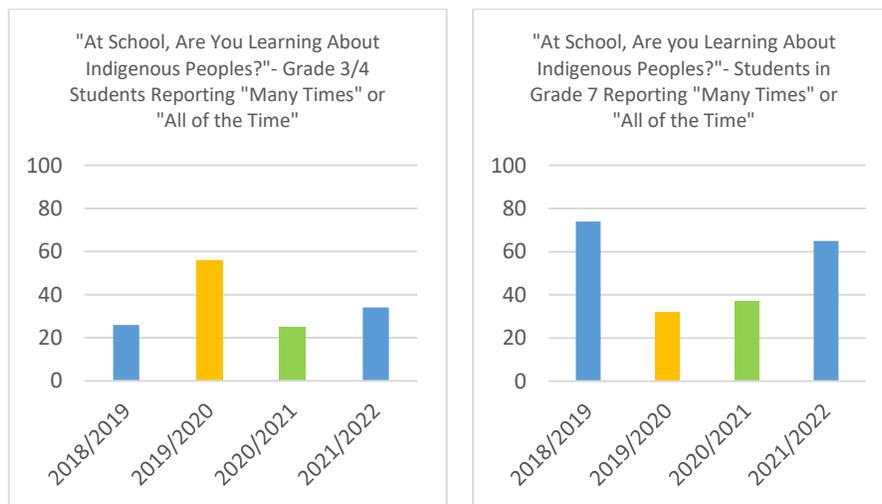
Year 1 and 2 Goals

1. **Increase the number of students who feel connected to their culture and identity, with a specific focus on our Indigenous students.**

- ♦ Formation of a Quinson Truth and Reconciliation Committee with representatives from a variety of stakeholders.
- ♦ Explicit teaching of Lheidli T'enneh history and culture
- ♦ Increase the number of land-based learning activities students are participating in
 - Utilize green spaces around our school (Moore's Meadow, Wilson Park, Rainbow Park)
 - Continuing to connect students with Reid Roberts' program to expose students to hunting and trapping.
- ♦ Invite Elders and Knowledge Holders in our schools to support and mentor staff in the education of Residential Schools, Indigenous culture, and Indigenous languages.
- ♦ Utilize our IEW's in classrooms to support the teaching of Residential schools.
- ♦ Focus on increasing student sense of belonging and knowledge of identity
 - Provide opportunities for students to explore their cultural backgrounds and celebrate the diversity within our school
- ♦ Review school resources to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens
 - Finding avenues to include the Dakelh language into various aspects of our school (signage, morning announcements, assemblies)
- ♦ Provide professional learning to staff about Truth and Reconciliation Calls to Action and Trauma Informed approaches

Success Measures

We will look to our Student Learning Survey administered at grades 4 and 7 to measure the % of students identifying that they are learning about Indigenous content in our school. We expect to see an increase of 10% or higher of students reporting they are learning about Indigenous and First Peoples in Canada in each year of this implementation plan.



Equity of Access

We acknowledge and appreciate the unique learning profile of each student we have the privilege of working with. It is our responsibility to ensure all students have access to quality educational opportunities with diverse supports to meet each student's needs.

Goals

- 1. Increase access to learning activities by reducing barriers for students, including using restorative practices and positive behavioural interventions, instead of exclusionary discipline methods.**

Strategies

- ♦ Increase our communication with students and families while developing personalized learning supports to remove barriers for their success.
- ♦ Clarify and communicate our process for addressing racism and discrimination within our system.
- ♦ Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens.
- ♦ Provide professional learning to staff about Continuums of Support at the school and district level.
- ♦ Continue to identify systems and structures that are not equitable and adjust or create systems and structures of equity.
- ♦ Continue to develop District Learners Supports to provide alternative learning opportunities for our students to personalize their learning paths

Success Measures

Since this is a new focus for our school, we do not have data in this goal area. However, we will be collecting data that looks at office referrals, suspensions, and our attendance rates in extra-curricular activities.

Safety, social-emotional support, and culturally sensitive and inclusive learning environments are critical for students to feel safe and confident in our school community. Providing all of our learners with mental health supports is essential to increasing the success of our students.

Goal

1. Enhance Mental Health Literacy understanding and support for students to feel safe and confident in our learning environment

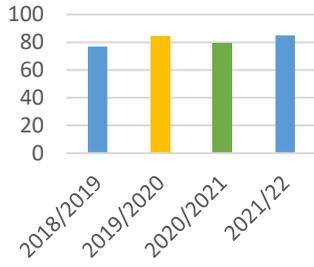
Strategies

- ♦ Offer a diversity of programming so students can find an avenue for self-confidence and sense of belonging through various experiences.
 - Afterschool Art and Sport Programming
 - Indigenous after school clubs and programming
 - Leadership program for grade 6 and 7 students
 - Opportunities for older students to be mentors for younger students
- ♦ Administer the MDI (Middle Years Development Instrument), at grades 5
- ♦ Continue to expand and enhance our SOGI club
- ♦ Communication with families to discuss needs of individual students
- ♦ Focus on relationships within our school to ensure all students have adults they trust and know adults care about them.
- ♦ Provide instruction for Mental Health Literacy to staff and students

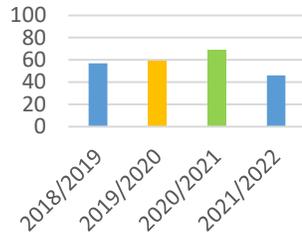
Success Measures

Our Student Learning Surveys for our Grades 4 and 7 students provide us with insight regarding how they feel about themselves and how they feel in our school community. Ensuring students feel connected and have a sense of belonging is critical in ensuring students are successful. Our goal was to see a 10% increase in students developing a sense of belonging, as well as feeling safe in our school. However, our results remained consistent this year and did not go up as we had hoped. This means we need to evaluate the supports we have in the school and be more explicit when connecting to students. We also want to see that students report that 2 or more adults in our school care about them. This increases our support network and shows us the systems we have in place are effective. We hope to see steady increases into the 2023 school year.

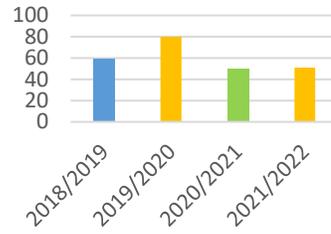
"Do you Feel Welcome at School?"- Percent of Grade 3/4 Students Reporting "Many Times" or "All of the Time"



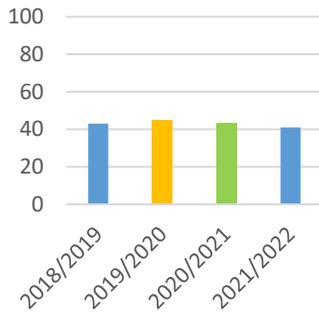
"Do you Feel Welcome At Your School?"- Percent of Grade 7 Students Reporting "Many Times" or "All of the Time"



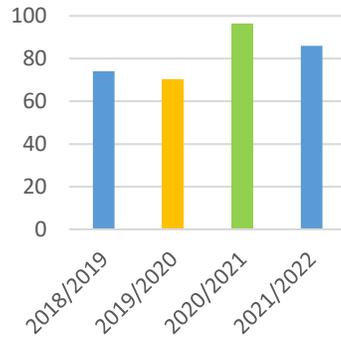
"Is School a Place Where You Feel Like You Belong?"- Percent of Grade 3/4 Students Reporting "Many Times" or "All of the Time"



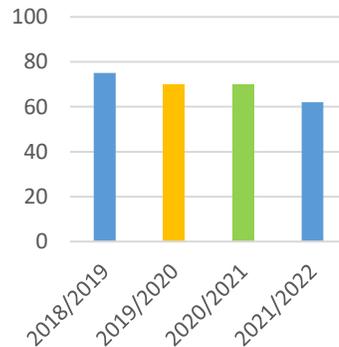
"Is School a Place Where You Feel Like You Belong?"- Percent of Grade 7 Students Reporting "Many Times" or "All of The Time"



"How Many Adults Care About You?"- Grade 3/4 Students Reporting 2 or More Adults Care About Them



"How Many Adults Care About You?"- Percent of Students in Grade 7 Reporting that 2 or More Adults Care About Them



Learning

We believe that literacy is an essential building block for student success. As a school community we are working to provide engaging, personalized learning so all of our students can show growth in reading and writing. Literacy is at the forefront of the support systems in our school and we will continue to apply specific strategies to support our learners.

Goal

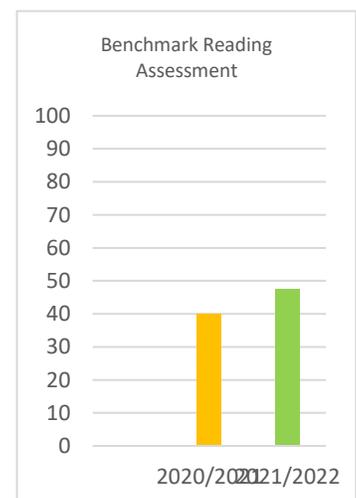
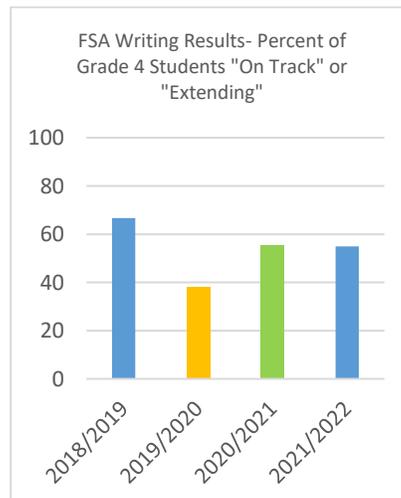
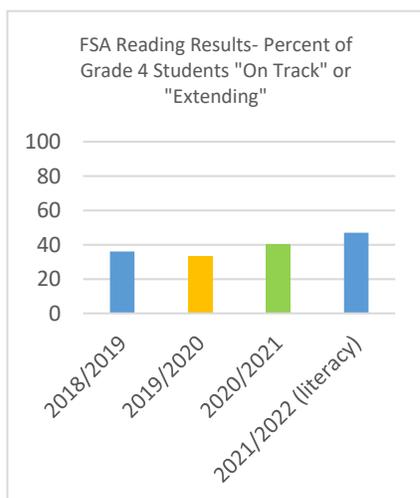
1. Increase literacy success for all students

Strategies

- ◆ Focus on data conversations so that the data we collect informs our actions in the school.
- ◆ We will continue to evaluate our support systems and structures to ensure the way we are implementing our supports are making a positive difference for our learners.
- ◆ Staff will engage in professional learning opportunities to enhance literacy instruction in our classrooms.
 - Our primary staff is committed to a 3 year project with Joyful Literacy
 - Monthly literacy resource meetings
 - Connecting our staff and students to district Literacy and Numeracy teachers to enhance classroom instruction
- ◆ We will include our IEW staff in our literacy intervention model to offer more support to our Indigenous learners
- ◆ Review resources for literacy in our school to ensure they are current and culturally responsive.
- ◆ Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens.

Success Measures

We will look to our Foundation Skills Assessment and BAS Literacy assessments to monitor our progress towards our goals. With enhanced focus on instruction, and ongoing assessment, our goal was to increase the number of students meeting expectations (on track or extending) in reading by 10% in the 2021-22 school year. We want to see the same growth in students in the 2022-23 school year. Our BAS scores school-wide showed that our reading scores went up about 8%. Students not demonstrating this growth will have enhanced supports put in place to ensure success.



Summary

- ♦ It is important to note that our school plan may be adjusted at various points during the school year to reflect the needs of our students. Discussing progress and ensuring the systems and supports we have in place is an essential part of improving success for our students and it is our goal to embed these processes into our school community and involve all stakeholders.