

QUINSON ELEMENTARY SCHOOL

SCHOOL DISTRICT No. 57 (PRINCE GEORGE)

251 S. Ogilvie Street, Prince George, B.C. V2M 3M4 Tel: (250) 562-1161 · Fax (250) 562-410

OUTCOMES and REFLECTIONS

School Plan for Student Success 2021-2022

AUDIENCE	METHOD of COLLECTION	LEVEL	ASSESSMENT TYPE
ALL Students	Performance-Based	Classroom	Reading
	Choose an item.	Choose an item.	Choose an item.
	Choose an item.	Choose an item.	Choose an item.
Indigenous Students	Performance-Based	Classroom	Reading
	Choose an item.	Choose an item.	Choose an item.
	Choose an item.	Choose an item.	Choose an item.
Students with disabilities or diverse abilities	Performance-Based	Classroom	Reading
	Choose an item.	Choose an item.	Choose an item.
	Choose an item.	Choose an item.	Choose an item.

School RESPONSE to the Data-Driven Dialogue

GENERATION What did you see?	INTERPRETATION What did you learn?	IMPLICATION What is your response?
Literacy scores are low for our primary students	As we looked at the data, we notice that our literacy rates steadily rise as we looked from the primary scores to the intermediates. This may suggest that our reading support models/instructional practices are helping to support struggling readers and that we are increasing the amount of students who are reading at grade level as move from primary to intermediate grades.	Continue using our current reading support model for primary students with the addition of a primary intervention support teacher. This teacher will support each primary class for roughly an hour a day with a specific focus on early literacy skills. -We will have also established a plan to have Curriculum and Instruction Teachers collaborate with our primary teachers once a week to model whole class literacy lessons, as well as working with each teacher to select 2-3 struggling readers to focus on and to strengthen teacher reading intervention methods.
There is a gap between Indigenous and Non-indigenous students in reading assessment results which needs to be addressed.	As we looked at the data, we notice that our literacy rates steadily rise as we looked from the primary scores to the intermediates. This may suggest that our reading support models/instructional practices	Continue using our current reading support model for primary students with the addition of a primary intervention support teacher. This teacher will support each primary class for roughly an

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	<p>are helping to support struggling readers and that we are making improvements with regards to closing the gap.</p>	<p>hour a day with a specific focus on early literacy skills. -We will have also established a plan to have Curriculum and Instruction Teachers collaborate with our primary teachers once a week to model whole class literacy lessons, as well as working with each teacher to select 2-3 struggling readers to focus on and to strengthen teacher reading intervention methods. -Having Christine Anderson work once a week with primary teachers with a specific focus on supporting indigenous students in the area of literacy. -Utilize our Indigenous Education Workers and Youth Care worker to support our Indigenous students in all aspects of their education.</p>

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	44%	54%
	Late Primary	Reading	26%	36%
	Early Intermediate	Reading	54%	64%
	Late Intermediate	Reading	66%	76%
	Choose an item.	Choose an item.		
Indigenous Students	Early Primary	Reading	10%	25%
	Late Primary	Writing	19%	34%
	Early Intermediate	Reading	29%	39%
	Late Intermediate	Reading	45%	55%
	Choose an item.	Choose an item.		
Students with disabilities or diverse abilities	Early Primary	Reading	0%	15%
	Late Primary	Reading	29%	39%
	Early Intermediate	Reading	0%	15%
	Late Intermediate	Reading	36%	46%
	Choose an item.	Choose an item.		

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Summary Statement and Reflections on Outcomes:

Our reading data shows that literacy needs to remain a focus at our school in the coming years, as a significant number of our students are not meeting expectations, as shown by our BAS reading assessments. However, Quinson staff has been focusing on professional development related to best practice instructional methods to support struggling readers, and new support models to support growth in this subject area. Our data does show that the strategies we are using to target reading is starting to be effective because each year (Early Primary-Late Intermediate), the number of students Meeting Expectations is increasing. It is critical that as a staff we continue to be diligent, focusing on the needs of students in our classroom so all students can meet a suitable level of success. In addition, Indigenous student population is performing lower than non-indigenous students. We need to continue to support Indigenous students specifically, utilizing the supports we have in the school to target areas of need and showcase areas of strength to build confidence and celebrate success.