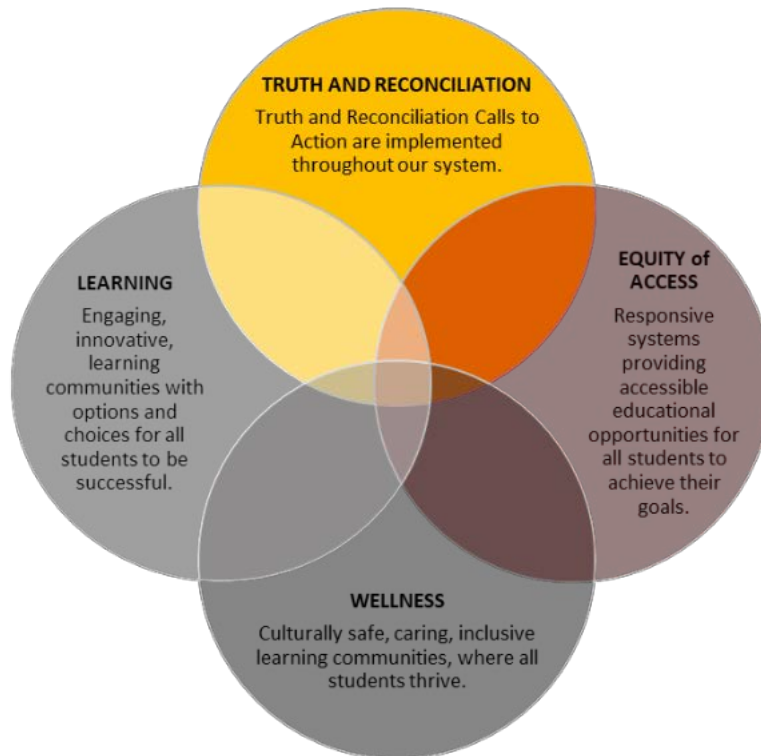


Quinson Elementary School Plan 2025-2026

GOALS, STRATEGIES, AND OBJECTIVES





About our School

Quinson Elementary resides on the unceded ancestral lands of the Lheidli T'enneh First Nations. Quinson spent the 2024-2025 year narrowing in on 3 core values to establish the foundation and inform all decisions we make in the school. We have also aligned these values to the Dakelh Holistic Lifelong Learning Model:

- o **Value - Routines** Improve our Learning and Academic Progress
 - Dakelh objective: I understand my responsibilities as a student at Quinson to my community, my environment and my family.
- o **Value - Community** Creates a Sense of Belonging
 - Dakelh objective: I know my strengths, I know how to work with others, and I know how to help people.
- o **Value - Kindness** is the foundation of all our interactions
 - Dakelh objective: I understand how to respect all living things and I know how to be kind to people who are different than me.

We are a school comprised of around 255 students from Kindergarten to Grade 7. In addition to implementing all aspects of British Columbia's Curriculum in our classrooms, Quinson offers a variety of engaging extracurricular programs to meet and support the needs of our students. We have a robust meals program catering to our students at breakfast and lunch every day. In addition to this, the school offers support for all students' social emotional well being in the form of 2 Indigenous Education Support Workers located in our Indigenous Education room, two full time Youth Care Workers, and an Indigenous Education Social Worker supporting our families with the highest needs. We also maintain an onsite school counsellor. On top of these services we have a Community Schools Coordinator and a

robust music program for all students in Kindergarten to Grade 7. Quinson has a dedicated Parent Advisory Committee (PAC) who meets once a month at 6:30pm in our Library Learning Commons. The PAC supports the Quinson community by organizing hot lunches for students, field trips, movie nights, and family fun nights. Our PAC fundraises in order to enhance the learning community and opportunities for students in our school. Quinson offers an expansive After School Sports and Arts Initiative for all students including activities and clubs organized by our Community Schools Coordinator. To transform student learning, we believe students must feel safe and connected to our school; a secure sense of belonging both socially and emotionally.

All of our teachers maintain high-standards for academic learning while grounding their teaching practice in supports for students social emotional well-being. We strive to meet the needs of every student so they see themselves reflected in all aspects of their school life; to ensure all students feel like supported, confident, contributing members of the Quinson 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 2025/2026 school year, we will be doing a number of activities to engage our community.

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.

Learning

We believe that literacy is an essential building block for student success. As a school community, we will commit to all students making progress in their literacy skills in the 2025-2026 academic year. We have enthusiastically been using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Assessment to inform our targetted Levelled Literacy Intervention model throughout Kindergarten to Grade 7. We began this intervention model in February of 2025 and feel there was much success in a short period of time. We will continue to use this model (using the DIBELS assessment to inform small group intervention, 30 minutes a day, 5 days a week) again this year.

Goal

1. Increase literacy success for all students

Strategies

- * DIBELS Pilot Project – use the DIBELS assessment to identify and implement specific areas for measurable, targeted Levelled Literacy Intervention throughout Kindergarten to Grade 7.
 - o The data is gathered from the DIBELS assessment to inform small group interventions blocks supported by Education Assistants and Teaching Staff. Students are grouped according to the level in which the DIBELS (and where necessary, the QPS – Quick Phonics Screener) highlights as their current working at level. This creates multi-age groupings of students. Education staff (Education Assistants and Teaching Staff) provide targeted intervention for each small group according to their academic capacity for 30 minutes 5 days a week.
- * Staff will engage in professional learning opportunities to enhance literacy instruction in our classrooms
 - o Most of our primary staff is committed to using UFLI in their classrooms
 - o Our Kindergarten classrooms are using Sunform to teach phonics and gather literacy data and inform levelled literacy intervention
 - o ALL staff are committed to using DIBELS to assess student learning/understanding and, through ongoing data conversations, provide targeted intervention to support improvement in literacy
 - o Connecting our staff and students to District Literacy and Numeracy teachers to enhance classroom instruction
- * Our Learning Assistance Teacher is focusing on combining Learning Assistance and land-based learning to further indigenize and decolonize the approach to learning assistance and supporting the engagement and academic progress of the students he is case managing
- * Incorporate the new Low Level High Interest Intervention Books purchased last year to support in ensuring our intermediate students are continuing to be engaged in literacy material (High Interest) and still have access to the content.

Success Measures

We will be using DIBELS, QPS and Sunform to monitor our progress towards our literacy goals. In addition to this, we will also enlist the support of the District Literacy Teacher to guide our staff through using the DIBELS assessment effectively to enhance specific and strategic targeted intervention for all students through Kindergarten to Grade 7. With enhanced focus on instruction, and ongoing assessment, our goal is to increase the number of students meeting expectations (on track or extending) in reading in the 2025-2026 academic year.

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 in the success of the education of our children.

Truth and Reconciliation

Quinson Elementary is continuing our journey to address the Truth and Reconciliation Commission of Canada's Calls to Action for Education. We are committed to learning about and understanding our local history in exploring the Dakelh Holistic Lifelong Learning Model.

Goals

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

Strategies:

- * Explicit teaching of Lheidli T'enneh history and culture
- * We have aligned our 3 core values to the Dakelh Holistic Lifelong Learning Model. Each month there will be a focus on one of the 3 values connected to a learning objective from the model (see below). The focus will rotate as the year progresses.
 - o **Value - Routines** Improve our Learning and Progress
 - Dakelh objective: I understand my responsibilities as a student at Quinson to my community, my environment and my family.
 - o **Value - Community** Creates a Sense of Belonging
 - Dakelh objective: I know my strengths, I know how to work with others, and I know how to help people.
 - o **Value - Kindness** is the foundation of all of our interactions
 - Dakelh objective: I understand how to respect all living things and I know how to be kind to people who are different than me.
- * Increase the number of land-based learning activities students are participating in
 - o Learning Assistance teacher identifying students at risk of disengaging from school as well as at risk in literacy and numeracy to be a part of his Land Based Learning program every Friday. Students will engage in outdoor learning activities in the morning at various locations around Prince George and return to school to apply their knowledge to curricular work when they return to school.
- * 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 the Dakelh Holistic Lifelong Learning Model and the history of Canada's Residential Schools
- * Focus on increasing student sense of belonging and knowledge of identity
 - o Provide opportunities for students to explore their cultural backgrounds and celebrate the diversity within our school
 - o Celebrate diversity by hosting the 2nd annual Multi-Cultural Fair at Quinson
- * Review school resources continue decolonizing the resources and delivery of the curriculum to allow academics to be learned through a cultural and inclusive lens
 - o Finding avenues to include and incorporate the Dakelh language into the culture of our school (signage, morning announcements, assemblies, and more frequently in classrooms)
- * 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 5% or higher of students reporting they are learning about Indigenous and First Peoples in Canada, including local First Nations people in each year of this implementation plan. This increase in results can only happen if we are intentional about explicitly teaching about First Nations culture and language throughout the day.