



Spruceland Community School of the Arts School Plan for Student Success 2025-26

We respectfully acknowledge that School District 57 is on the unceded ancestral lands of the Lheidli T'enneh First Nations, McLeod Lake Indian Band, and the Simpcw First Nation.

About Us

Spruceland Community School of the Arts is a public choice program designed to foster the growth of all students intellectually, physically, emotionally, and socially by means of education through the arts. We are thrilled to be Prince George's first ever arts school! We are a multicultural school with almost half of our population identifying as having Indigenous ancestry, and the other half made up of people whose ancestors come from Nigeria, the Philippines, India, Iran, Korea and many other countries. We serve approximately 240 learners in Kindergarten to Grade 7. We take pride in the fact that our school is a "community" arts school meant to provide equitable educational opportunities in the arts for each of our students. As of September 2025, we are entering into our third year of this new arts programming.

We have three main tenets that make us unique. Our students enjoy:

- 1- weekly Instruction in Visual Arts, Music, Creative Movement (Dance), Drama
- 2- our annual Artist-in-Residence Program whereby established artists offer arts instruction, skill development, and other creative opportunities directly to students and teachers
- 3- Regular Arts Integration wherein elements of various different art forms are interwoven into other curricular instruction

Our Vision

Our vision statement is in progress.

Our Mission

Spruceland Community School of the Arts' mission is to develop creative and critical thinkers through equitable access to the arts and community engagement.

Engagement Process

Our engagement process gathers feedback from the community, staff members, and students regarding what they want from their experience at Spruceland Community School of the Arts. We share information through our school website, monthly newsletters, teacher communication, social media,

and monthly PAC meetings. Community input comes from surveys distributed to families, as well as parent/teacher interviews. We receive student input during assemblies, from our student leadership group, and from the Student Learning Surveys administered in Grades 4 and 7. Staff input comes from staff meetings, annual Fireside and Growth Plan chats, and various surveys throughout the year.

Cycle of Reflection

Data gathered from families, guardians, and caregivers—in addition to data gathered from student assessment and surveys—will inform our practices and ensure that we are on the path to meet our targets from 2021 to 2026.

Our process includes mid-year data collection, as well from the end of the year, and comparing that data to previous results. We will reflect on the effectiveness of our practice and as a staff collaborate to identify “what works” and “what doesn’t work.”

Truth and Reconciliation

Spruceland Community School of the Arts acknowledges the unceded ancestral land of the Lheidli T'enneh; we also respect the local Dakelh language and the culture of the area.

Year 1 and 2 Goals

- 1. To encourage meaningful engagement with the school's rightsholders in support of improving the school environment**
- 2. For students and staff to know, understand, and commit to upholding the Calls to Action as outlined by the Truth and Reconciliation Commission of Canada**

Strategies

Staff will:

- complete a self-reflective Indigenous Knowledge assessment to determine a baseline in terms of individual beliefs and attitudes towards Indigenous Peoples, as well as their knowledge of the history of local, regional, and national Indigenous communities
- create a personalized Growth Plan around Understanding Indigenous Knowledge with at least one goal that reflects Standard 9 from BC Teachers Professional Standards
- participate in professional learning about Truth and Reconciliation and the Calls to Action, as well as continuing using trauma informed approaches (*Valley of the Birdtail* book club, drumming group, Indigenous teachings and performances, use of Ross Greene strategies, etc.)
- collectively assume responsibility for caring about all aspects of school life for all of our students
- work with Lheidli Elders and an Indigenous artist—as well as the rest of our school community—to establish a new school logo reflective of our students and our continued commitment to TRC

Students will:

- create personalized Land Acknowledgments and understand the meaning behind them
- participate in Orange Shirt Day/Week of Truth and Reconciliation, assemblies, class activities, legend performances, projects with Indigenous Artist-in-Residences, drumming, and stories
- be able to answer annual questions regarding Truth and Reconciliation. Whole school questions include:
 - Why do we wear an Orange Shirt?
 - Why is September 30th a national holiday?
 - What can I do to participate in Truth and Reconciliation?
 - What does “Every Child Matters” mean?
- participate in restorative circles when working through problems at school
- learn a Dakelh “Word of the Week” on the morning announcements

The System will:

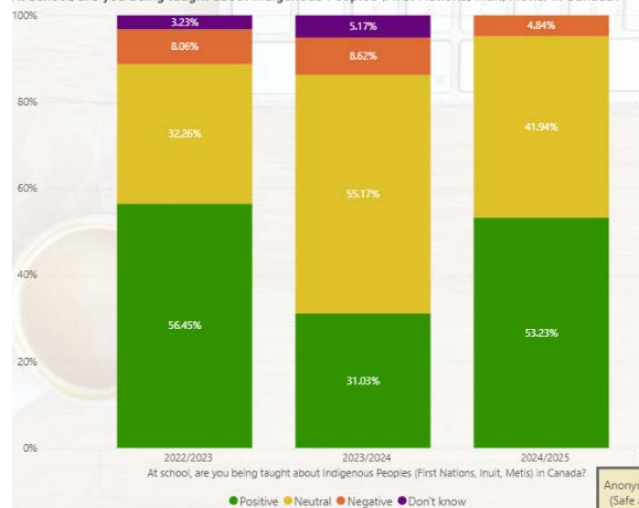
- increase the presence of Elders and Knowledge Holders in our school to work with students and staff in education about Residential Schools, local Indigenous culture and Indigenous languages, especially in terms of our Artists-in-Residence program
- offer opportunities for students to participate in community offerings, such as the *Too Beh Ts’ughuna* art exhibit being offered at Two Rivers Art Gallery this year

Success Measures:

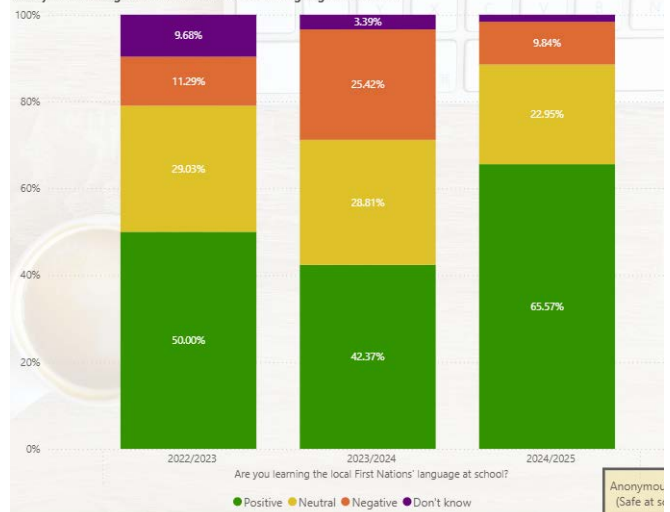
The provincial Student Learning Survey, administered annually in Grades 4 and 7, measures the percentage of students identifying that they are learning about Indigenous content in schools. We expect to see an increase of 10% or higher of students reporting they are learning about Indigenous Peoples in Canada in each year of this implementation plan, as well as whether they are learning Dakelh at SCSA. We will also measure success from data gathered from staff growth plans that will reflect staff capacity in terms of Indigenous knowledge, language, and culture.

At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?

At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



Are you learning the local First Nations' language at school?



Equity of Access

Spruceland Community School of the Arts provides accessible educational opportunities for all students to achieve their goals and to participate in all of our programming. We pay attention to the needs of our Indigenous learners, our children and youth in care, our students with diverse abilities, and our English language learners.

Year 1 and 2 Goals

- 1. To create a continuum of support in the school to ensure all students have access to personalized learning**
- 2. To enhance our learning environments to ensure students feel connected, engaged, and safe to take learning risks**

Strategies

Staff will:

- increase communication with students and families while developing personalized learning supports to remove barriers for success
- participate in professional learning about continuums of support at the school and district level
- participate in conditions for learning scans to ensure we are using evidence based strategies to best support all learners' needs
- provide student access to: CSC, YCWs, IEWs, ISW, Support/Resource teachers, and SOGI group to help increase sense of safety and connection
- meet regularly to make plans for all learners
- offer gardening and food growing opportunities through our Universal Nutrition Program

Students will:

- learn about diversity in our community
- identify their own strengths and stretches so that they can better understand their own learning needs
- identify strategies that help them to self-regulate and request supports when needed

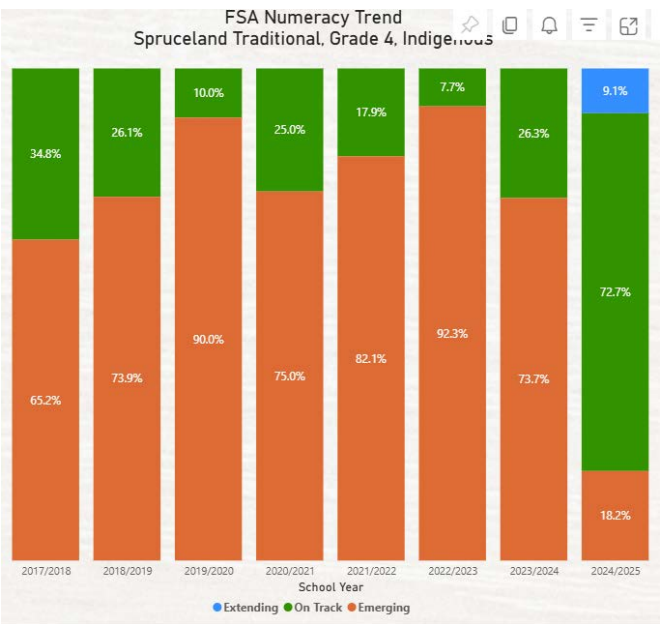
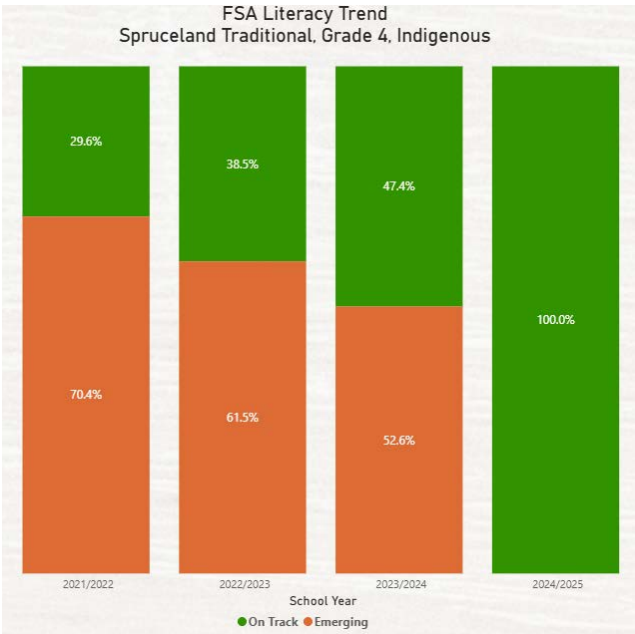
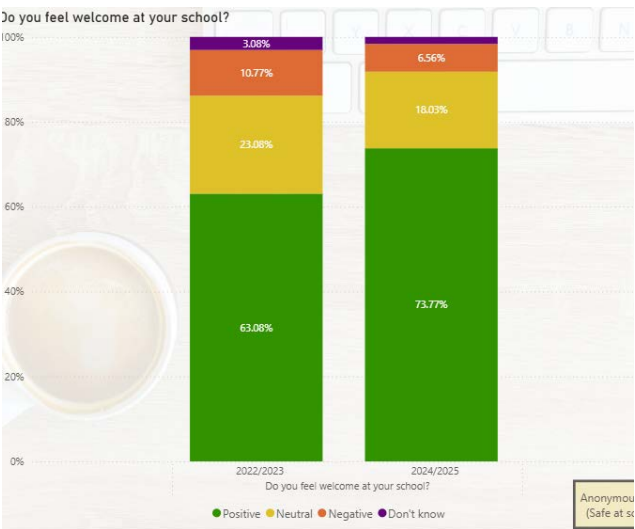
The System will:

- change inequitable structures (destigmatize access and reduce barriers to fees, food, clothing, etc.)
- continue to support our literacy program in which the needs of all students are assessed and explicitly taught to in a small group setting (30 mins, 4 times per week)
- start to develop new plans to enhance school wide numeracy instruction

Success Measures:

We will review the results of the Student Learning Survey, administered annually to Grade 4s and Grade 7s, and specifically consider student responses to the question "I feel welcome at school." We will also consider the results of our Foundation Skills Assessment (FSA), also administered in Grades 4 and 7, and

specifically, the progress of Indigenous students’ literacy and numeracy. We will expect to see an increase of 10% in each of these areas after targeted supports and interventions.



Wellness

Students need culturally safe, caring, and inclusive learning communities. At Spruceland Community School of the Arts, we support the mental health, the physical health, and overall well-being of our students, staff, and families.

Year 1 and 2 Goals

1. To support equity, diversity, inclusion, and belonging
2. To implement school-wide teaching of Social Emotional Learning and self-regulation skills to help students learn to care for their mental health

Strategies

Staff will:

- offer whole class and small group instruction on mental health literacies
- organize Rainbows, BBBS, Judo, and other programs to help support student self-regulation
- provide a sense of belonging for all students using various strategies such as pairing students with adults they feel most connected to
- provide after school programs to help students develop connections to learning and their school community while doing preferred activities
- participate in professional learning about trauma responsive schools and UDL
- collectively assume responsibility for caring about all aspects of school life for all of our students

Students will:

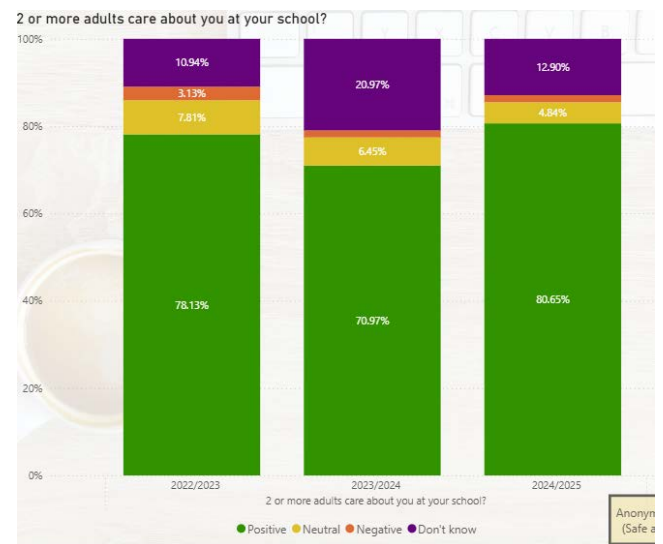
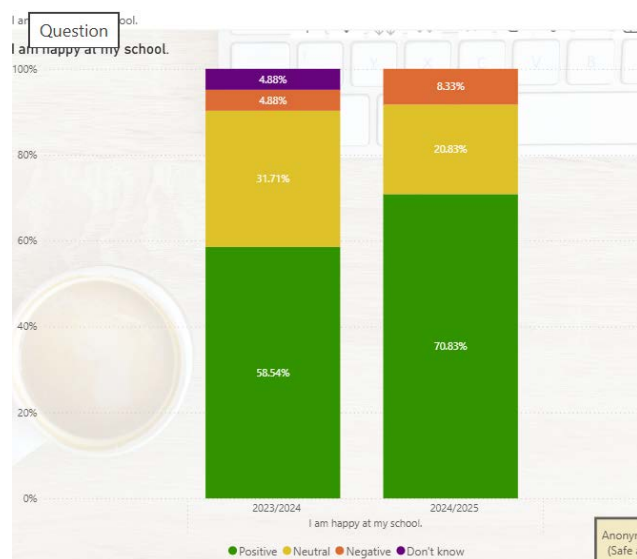
- identify at least two safe adults they can connect with
- identify ways they can care for their own mental health

The System will:

- encourage school-wide use of the Open Parachute program

Success Measures

Using the Student Learning Surveys again, our students in Grade 4 and 7 will indicate whether they are happy here. They will also indicate whether they feel two or more adults care about them at SCSA. We will be looking for a 10% increase in student satisfaction at school, and another 10% increase in students who feel that at least two or more adults care about them here.



Learning

Spruceland Community School of the Arts provides engaging and innovative learning opportunities with options and choice so that all students can be successful. Increasing student literacy and numeracy skills are priorities. We will implement specific strategies to support Indigenous learners, our children and youth in care, and our students with diverse abilities/disabilities.

Year 1 and 2 Goals

1. To increase literacy rates for all students and close the gap for Indigenous learners, children and youth in care, and students with diverse abilities/disabilities
2. To increase numeracy rates for all students and close the gap for Indigenous learners, children and youth in care, and students with diverse abilities/disabilities

Strategies

Staff will:

- participate in collaborative learning on Wednesday afternoons
- participate in the district DIBELS literacy assessment project
- participate in district initiatives aimed to improve instruction (sessions with Leyton Schnellert, Carole Fullerton, numeracy leads project, etc.)
- support equity in our school with professional development to provide intervention in both literacy and numeracy
- use different assessments to inform instruction in numeracy and literacy
- work with district resource teachers to shift mindsets from providing “work” to providing “learning opportunities” (Nick Hadfield, Kim Moore, Sarah McNeil, SLP suggestions, etc.)
- use effective literacy resources to improve student literacy (UFLI, Rewards, Heggerty, Read Naturally, *Read Alouds for all Learners*, etc.)

Students will:

- participate in small group literacy intervention 4 days/week
- learn to use manipulatives and have access to tools to aid in learning math
- practice fact fluency at every grade level in numeracy

The System will:

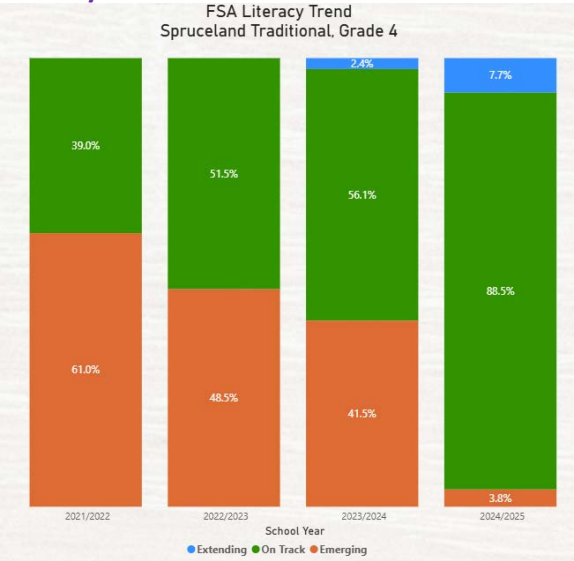
- continue to scan for evidence of learning in multiple ways (triangulation of data)
- review resources for both literacy and numeracy to ensure current and culturally responsive resources are being used with students
- administer a district numeracy assessment at each grade level to monitor students’ progress and inform practice
- administer a literacy assessment at each grade level to monitor students’ progress and inform practice

Success Measures

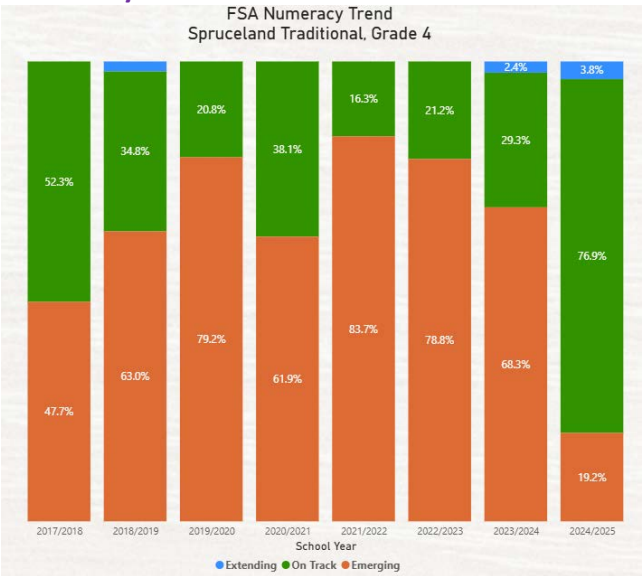
The Foundation Skills Assessment monitors our progress towards our literacy and numeracy goals. With enhanced focus on instruction and ongoing assessment, we expect to see a 10% increase on our Grade 4 and Grade 7 literacy and numeracy FSA results.

Grade 4

Literacy

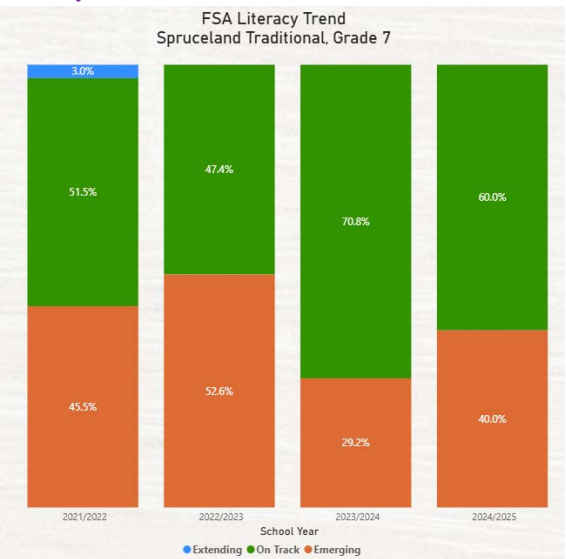


Numeracy

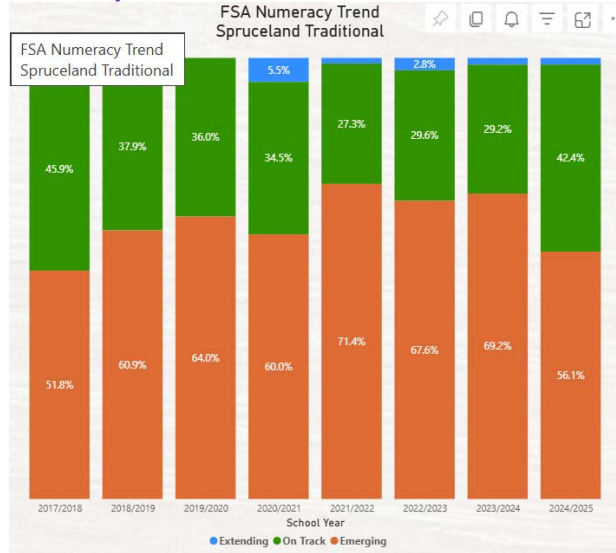


Grade 7

Literacy



Numeracy



Summary

Spruceland Community School of the Arts will review our strategic plan and our implementation plan on an annual basis, which will include a comprehensive engagement process with our community. Upon completion of our review, we will adjust our strategies to support our goals to meet district directions.

The continuous improvement cycle will ensure:

