



2026 School Plan for Student Success

PREAMBLE

Vision – Every student will make continuous progress in literacy and numeracy while reporting feeling positively connected to at least two adults.

Values

- **Community**, to ensure everyone feels they belong
- **Kindness**, to ensure everyone feels valued and cared for
- **Routines**, to help everyone feel safe by knowing what to expect.

Quinson Elementary serves approximately 250 students, including a large international population, with 107 students receiving English Language Learning (ELL) support. Approximately 41% of our student population identifies as indigenous. Our school's strengths include a strong sense of community and teamwork, positive relationships and connectedness, targeted interventions and specialized education supports, land-based learning opportunities, assessment-driven instruction, and social-emotional learning supports.

SCHOOL LEARNING GOAL

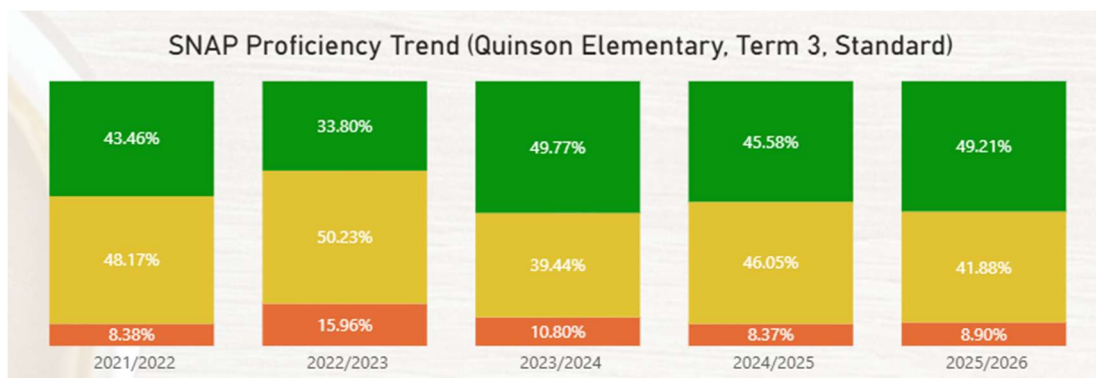
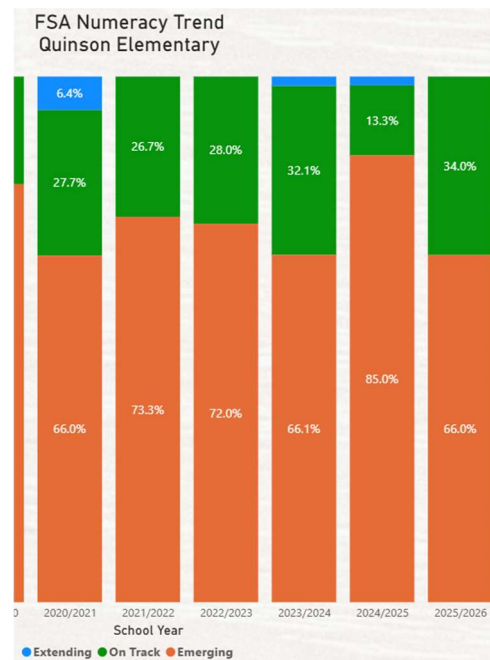
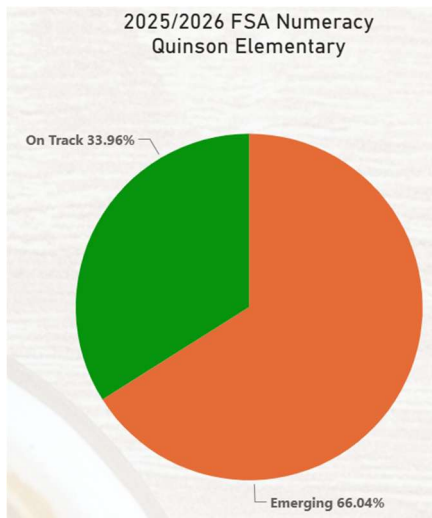
GOAL for 2026-2027 - Increase numeracy levels for ALL students with a specific focus on Indigenous Students, Children and Youth in care, and students with exceptional needs

Continue to strengthen Tier 1 literacy instruction through consistent, evidence-based practices and data-informed responses to student progress, using DIBELS and QPS data to identify needs, guide instruction, sustain momentum, and improve literacy outcomes for all students.

RATIONALE

- Lack of consistency with numeracy instruction and assessment from kindergarten to grade 7
- Students using negative statements about math revealing low confidence in numeracy
- Students questioning when they will use numerical concepts being covered, students shut down when math lessons begin, reduce math avoidance (bathroom breaks, drinks etc.)
- Reduce finger counting when students enter intermediate years
- FSA and SNAP Data indicative of most of our students NOT being on track for their current grade
- Seeking a practical and informative screener, like DIBELS, for numeracy to target areas of intervention and monitor academic progress
- Building fluency around the language of "math"





STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL

Numeracy

Tier 1 – Universal Supports

Quinson is implementing a whole-school approach through Cale Birk's Observable Impact approach to identify what high-quality numeracy instruction should look like for students, teachers, and school

leadership. We are strengthening classroom instruction through the use of technology, including laptops and iPads, and protecting 15 minutes daily for Fact Fluency practice. Key Concept Mapping from Kindergarten to Grade 7 will help prioritize essential areas of the curriculum at each grade level. We will also strengthen communication with families through curriculum progression maps that outline upcoming areas of learning.

Teachers will receive consultation, resources, and support from the District Numeracy Teacher, with some classrooms using MyMathPath to supplement numeracy instruction. Quinson will also partner with Ron Brent Elementary to observe and learn from their implementation of Fluency in Five, a program designed to improve students' fact fluency. The Primary Intervention Teacher will focus on building the capacity of CUPE staff by strengthening their confidence and skills in using numeracy strategies to support student learning.

Tier 2 – Targeted Supports

Land-Based Learning Assistance will provide additional support for students in Grades 5–7, while Learning Assistance teachers will provide numeracy support for students across all grade levels. The Intermediate Learning Assistance Teacher will work alongside the Support Team to identify students who would benefit from targeted Tier 2 numeracy interventions and coordinate appropriate supports based on student needs.

Literacy

Quinson will continue to provide 30 minutes of targeted literacy intervention, informed by DIBELS and QPS assessment data. This approach ensures that literacy supports are responsive to individual student needs and that instruction targets specific areas for growth. The Primary Intervention Teacher will also focus on building the capacity of CUPE staff by strengthening their knowledge, confidence, and use of effective literacy skills and strategies to support student progress.

MONITORING for IMPACT – Student Learning Change

Quinson will continue to use DIBELS and Quick Phonics Screener (QPS) data to monitor individual student progress in literacy and identify the supports needed to promote growth. Student progress will be reviewed at four checkpoints throughout the year: September, January, April, and June. These assessments will inform student groupings and adjustments to intervention blocks, ensuring supports remain responsive to individual learning needs.

The Observable Impact process will be embedded into staff meetings throughout the year. Staff will identify what they should see and hear from students, teachers, and school leaders as high-quality numeracy instruction and new supports are implemented. Staff will bring evidence of student learning and instructional practice in numeracy to these meetings to monitor impact, reflect on progress, and identify opportunities to adjust and strengthen our approach.



To strengthen numeracy assessment and intervention, one of our Kindergarten teachers is participating in the Kindergarten to Grade 2 Numeracy Pilot, trialing a numeracy screener to help identify student needs and inform targeted supports. The Fluency in Five program also includes a fluency screener to identify individual student levels and areas requiring additional support in fact fluency. In partnership with Curriculum and Innovation, Quinson will further explore and trial a numeracy screener developed in Saskatchewan to help inform instructional planning and targeted numeracy interventions:

<https://saskmath.ca/math-screeners/>

REFLECTIONS and OUTCOMES

Ongoing reflecting throughout the year on both numeracy and literacy progress.