



Spruceland Community School of the Arts 2026 School Plan for Student Success



PREAMBLE

Spruceland Community School of the Arts is a K-7 public choice school centrally located in the Spruceland area of Prince George. Our 240 learners are fortunate to dance, design, act, and make music in this beautiful school situated on the traditional, unceded, and ancestral territory of the Lheidli T'enneh. At SCSA we are committed to offering students artistic and academic opportunities so they can create, question, and make purposeful choices; use strategies when challenged, and reflect on their growth as learners. We pride ourselves on being a vibrant and inclusive multicultural community wherein we want all students to find success and joy in their learning, and connection with those around them.

Some strengths of our school include our unique arts programming, which consists of regular artist-in residence-opportunities for staff and students to learn specialized art forms from experts; weekly instruction in music, visual arts, creative movement, and drama for all learners, as well as an ongoing intention to meaningfully integrate arts learning with other curricula. Additionally, we have a robust literacy program, rich gardening opportunities, a devoted PAC that hosts multiple incredible family friendly and community events annually, as well as a Community Schools Coordinator who facilitates engaging after school programs. Lastly, though our arts school is still relatively new, we have now hosted numerous art shows and performances highlighting our growth and learning. We are enormously proud to be Prince George's first ever arts school! We are the Spruceland Sparrows!



SCHOOL LEARNING GOAL

By June 2027, at least 80% of K–7 students will meet or exceed grade-level expectations for mathematical fact fluency, demonstrating increased accuracy, efficiency, and flexibility in their use of number strategies. We will use the Foundation Skills Assessment (FSA) for Grades 4 & 7, as well as the Student Numeracy Assessment and Practice (SNAP) for K-7, and grade level curricular assessments to monitor and assess student progress. We will also consider student self-assessment of increased numeracy skills using the Student Learning Survey (SLS) in Grades 4 & 7 to gauge improvement.

RATIONALE

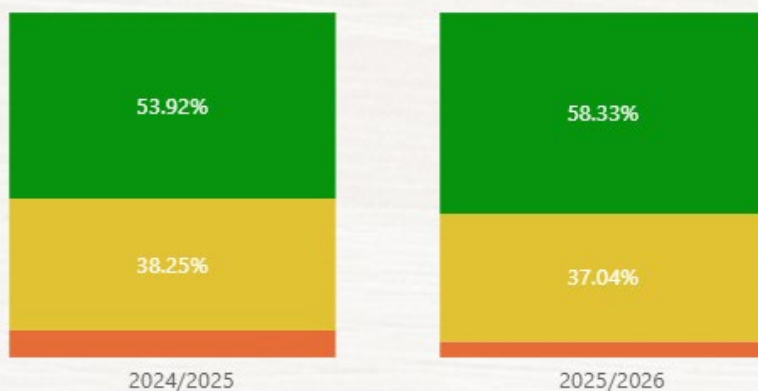
When students can recall or efficiently derive basic addition, subtraction, multiplication, and division facts, they have more mental capacity available for reasoning, problem-solving, and learning increasingly complex mathematics. Strong fact fluency supports more complex mathematics, builds confidence, and enhances flexibility with numbers.

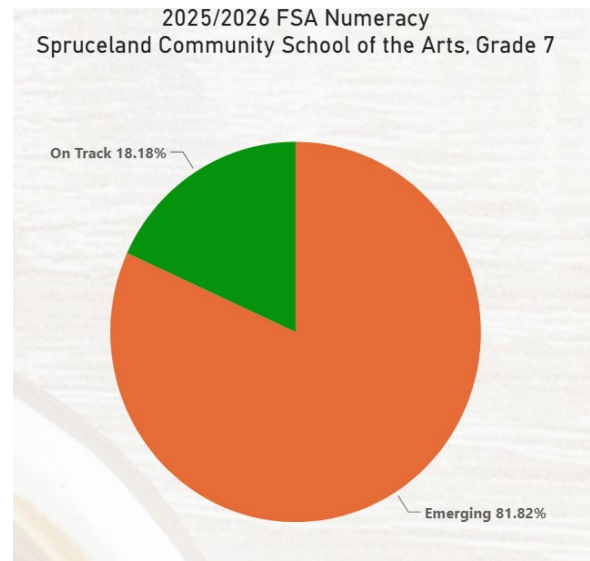
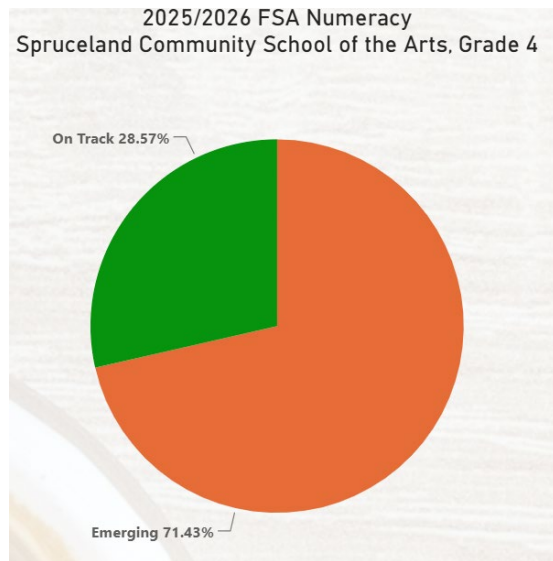
SNAP screening data indicates that a significant number of students in Grades K-7 are developing or emerging in their number sense and operations; though the number of students with proficient understanding is trending upwards at 58% from 54% at the end of last year, almost half of our learners' assessed numeracy skills are still lagging. When specifically looking at Indigenous students' results on this assessment, the number drops to 49% student proficiency at the end of last year, while only 23% of our students with Diverse Needs and Abilities reached a proficient level.

Similarly, our FSA data suggests that our Grade 4 and Grade 7 students are overwhelmingly emerging in their numeracy skills as measured by this assessment. Only 29% of students in Grade 4, and 18% of students in Grade 7, were assessed as being "on track" in numeracy. Indigenous learners fared a bit better overall with 33% on "on track" in Grade 4, whereas 100% of Grade 7 Indigenous students were "emerging." Only 50% of students with Diverse Needs and Abilities in Grade 4 were "on track," and that number dropped to 29% of those students in Grade 7.

Lastly, results from the Student Learning Survey (SLS) further suggest that only 60% of our students' self-report that they feel they are improving in math. This information, along with the aforementioned SNAP and FSA data, suggests that most SCSA students require additional numeracy support, including those with special education designations and those students who are Indigenous.

SNAP Proficiency Trend (Spruceland Community School of the Arts, Term 3, Standard)





STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL

TIER 1 – universal fact fluency instruction (all students)

Students will: actively participate in daily numeracy instruction and activities.

Staff will: dedicate time daily to explicitly developing fact fluency; use high yield instructional routines; differentiate to meet the needs of diverse learners.

Monitoring: staff will utilize resources available to monitor progress (including progress reports from Xtra Math, and Acadience and Facts on Fire screeners), as well as completing other formative and summative assessments.

TIER 2- targeted small-group interventions (some students)

Students will: participate in additional small group weekly interventions.

Staff will: deliver small group instruction focused on improving fact fluency.

TIER 3- intensive interventions (individual students)

Students will: engage in focused intervention matched to their diagnostic needs with Resource Teachers or Indigenous Education Workers once a week.

Staff will: provide 1:1 or very small group instruction weekly; consult with District Numeracy/Resource teachers as needed; collaborate with classroom teachers and families.



MONITORING for IMPACT – Student Learning Change

CHECKPOINTS	ASSESSMENTS/EVIDENCE	ADJUSTMENTS
September	Identify school goal and student needs.	Discuss our collective “why” and what it is we want to see students doing differently if we are successful in our fact fluency goal.
October - December	Gather baseline data. Grade 4 & 7 FSAs administered. SNAP administered; data entered by end of December.	Meet to discuss intervention groupings and review initial progress.
January-April	SLS completed with Grade 4 & 7s; review current student data to monitor student progress.	Meet to discuss intervention groupings and review progress.
April - June	Review collective end of year data. SNAP administered; data entered by end of June. Compare progress between SNAP assessments. Review FSA data.	Meet to discuss intervention groupings, review progress, discuss adjustments needed and next steps for next September’s goal.

REFLECTIONS and OUTCOMES

To be updated.