

**School** Quadra

**“A goal without a plan is a merely a wish.”**

Antoine de Saint-Exupery

### **School Story**

Quadra is a magical place. A happy place. A learning place. We have embraced our literacy goal of striving to support every learner to be a confident reader before they leave for Middle School. 2021 marked the first year in a number of years where intense intervention had been implemented. We are very proud of the learning that has been done by both the adults and students in the building. We feel as though we are heading in a very positive direction. After the 2021 fall DIBELS screener was complete, our data showed us that 60% of our students were at risk in the red zone. More than half of our students' life chances were at risk. 58 students at Quadra were at risk. Due to covid and absences, not all students took part in the screener. Our Kindergarten students had just begun and the data was difficult to accurately collect for our youngest learners and they came out stronger than they actually were.

Troops... mobilized! We set up targeted intervention groups which have continued ever since.

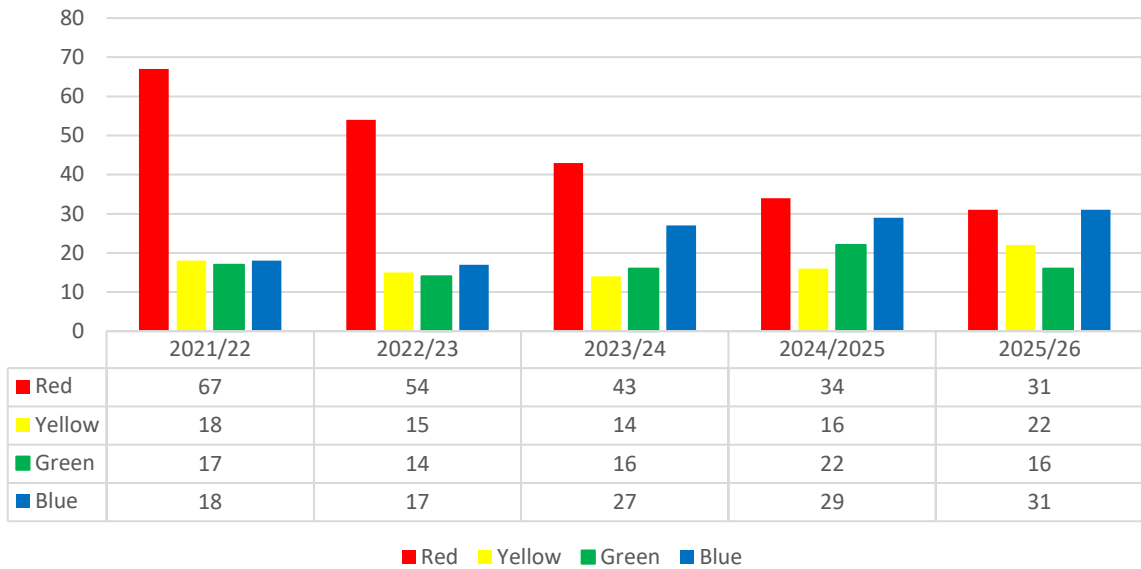
Routine check-ins with our students using the PRESS have occurred to see if our teaching was making a difference and helped us to better understand next steps. Our early primary teachers and intervention groups also began to incorporate the Heggerty phonemic awareness program, UFLI, and Fly Leaf into their routine.

Audra has been working consistently with our staff and I see the practice has changed. Classroom instruction is the foundation and key to our success. Our staff have been open to learning alongside Audra and the incredible efforts being made by our teaching and support staff is heartwarming. There has been much learning by ALL staff over the past few years.

Targeted, intentional instruction is happening.

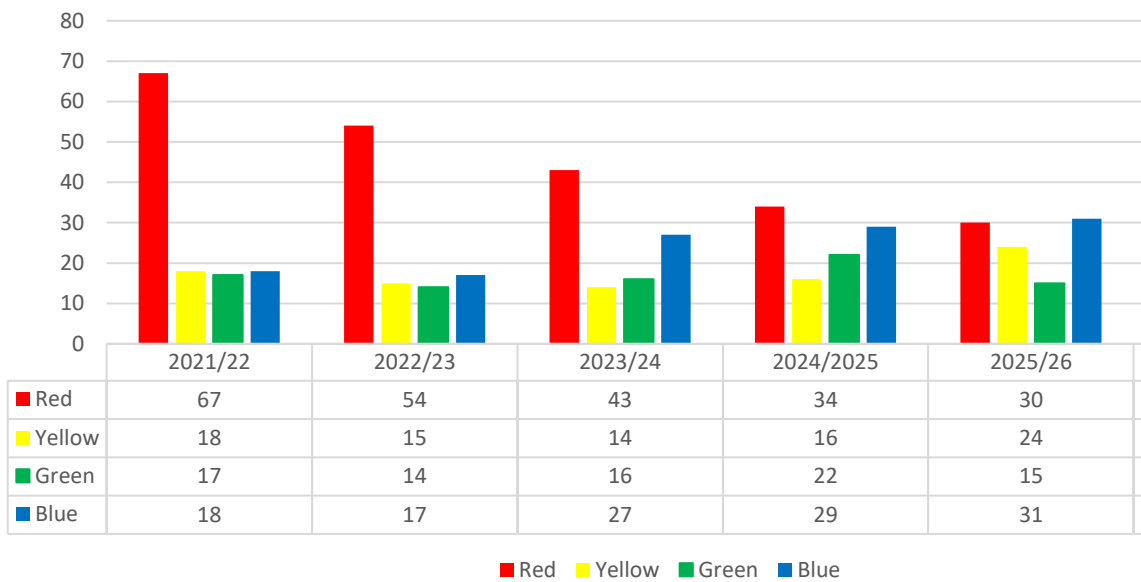
What we are noticing is slow and steady progress as we collaborate as a whole staff. Attached are graphs that show the incremental progress. Our big learning is that this change is slow. Very slow. Slower than we would hope. But... it is going in the right direction and our students are progressing.

### Quadra Dibels Data - 2022-2026 End of Year with grade 6



■ Red 
 ■ Yellow 
 ■ Green 
 ■ Blue

### Quadra Dibels Data - 2022-2026 End of Year without grade 6



■ Red 
 ■ Yellow 
 ■ Green 
 ■ Blue

#### Part Two

Our staff gathered in the Spring and highlighted some further areas we would like to dive deeper into including friendship dynamics (particularly with our intermediate girls), digital safety, mental health and anxiety, reading comprehension and basic numeracy skills.

It seems our students and families are becoming more and more anxious, with more need for counselling and support from our social worker. We have many programs offered through our support from Inclusive Ed and we hope to continue this.

Numeracy has risen as an area of need and has become more of a focus this year. Jessica has supported our staff and we are still at the beginning of this learning journey. We are excited about the developments with the Numeracy Framework and the assessment screeners to help us better understand where the gaps are.

### Goal

*What specifically are you trying to improve? Who benefits from choosing this goal? Have all learners in your school been considered in developing this goal? What connections to the strategic plan do you see? Are there interconnections?*

Our goals:

1. To continue to decrease the number of students in the red and yellow zones in every class and to be in line with the RTI model, having by the end of grade 5, 5% or less of our students in the red zone, 15% or less of our students in the yellow zone, and 80% or more of our students in the green and blue zones.
2. To increase mental math fluency, basic number sense and problem solving/critical thinking

### Reflection

Our literacy goal is a long-term goal. The progress we have seen the last three years is a start and we plan to build on our successes, as well as take a closer look at the few students who did not make the progress that we had anticipated. We also wish to add the focus in literacy on reading comprehension.

Our Numeracy goal is new and we will connect and take guidance from Jessica McConnell, our new numeracy coordinator. The first focus will be to help our staff gain professional development in this area as there has been very limited, if any, support in numeracy for many years. We have the Carole Fullerton resources and will make use of them over the year.

### Rationale

*Why have you chosen this goal? What quantitative or qualitative data leads you to this goal? How do you know this goal should be a priority? How does equity for all learners inform your goal? How is this goal different or build on what you have been doing?*

This is embedded in the school story.

## Connecting to the SD72 Strategic Plan

Our plan holds **student achievement** at its core. By increasing our literacy rates, students will be set up for greater success in all subject areas. This plan is all about gaining ground today to **set students up for greatness tomorrow** and in the years to come. Our plan holds **equity** for all at the foundational level... completely **student-centered**, built from and **meeting each student where they are at**. We have **every learner** in mind, from those who are deeply struggling to those who are excelling beyond grade level. Our **Indigenous students are supported** in our plan, not only in literacy groups with Non-Indigenous students, but also with our ELL/ESD teacher Jolie Shea who uses the screener and PRESS assessment to **target intervention** for the Indigenous students she supports. We have expanded our partnership into the community and have Indigenous and Non-Indigenous volunteers coming and reading with our students weekly.

### What would success look like?

*What data, both qualitative and quantitative, will tell the story of success? Use concrete and specific language as opposed to general and abstract. i.e., students' attendance has increased by 10% (concrete/specific) vs student engagement (general/abstract).*

Success will look like all students meeting the targets as outlined in the literacy framework as well as the phonological awareness skills in the DIBELS and PRESS screeners. Our goal is two-fold:

3. To continue to decrease the number of students in the red and yellow zones in every class and to be in line with the RTI model, having by the end of grade 5, 5% or less of our students in the red zone, 15% or less of our students in the yellow zone, and 80% or more of our students in the green and blue zones.
4. To increase our confidence in teaching and learning in the world of numeracy. More students meeting expectations in standard reporting (report cards).

### **Action and Monitoring plan**

*With the end in mind identify specific steps such as assessments, class reviews, processes, interventions, accessing coordinators, gathering resources and timelines that are needed to achieve your goal. What professional learning is required by school staff; inclusive of all staff? How will you know you are on the right track to achieving your goal? How will you measure your pace? What specific processes will you use to monitor your plan?*

We plan to continue targeted intervention, revisiting the DIBELS screener three times this year and also have the PRESS screener ongoing throughout the year to ensure we are targeting the missing pieces. Students will move fluidly through reading groups with the goal of reaching the green! These targeted intervention groups will be less due to loss of support with our admin going back into the classroom. This along with the volunteers who are also organized and supported by admin may not be able to occur next year. This unfortunately has been a powerful and integral part of our success. We will continue to offer as much support as our staff and schedules allow.

We plan to continue to work alongside Jessica to help us gain traction in numeracy. We also will be looking into collaborating with other elementary schools on pro-d days to allow for deeper math understanding and learning together with other same-grade teachers. Our hope for next year will be to be a host school if Carole Fullerton visits our district again.

### **Reflection**

June 2026

Our literacy data has been collected using the DIBELS once again. All but one of our students is included in the data (one on holidays till mid June). Our number of students at risk in the red continues to decrease, yet that decrease has slowed down. Of those students in grades 2-6 in the red, 34% of them are reading texts at grade level, just at a slower pace than expected at that grade. Of the students in the yellow, 100% of them are all reading text at grade level, however they read slower than expected at that grade. Fluency remains a focus for us. On the other end of the spectrum, our students who are exceeding expectations has jumped to 31% which is higher than our students in the red! Way to go team!

Another reason to celebrate, is that over the past four years, the number of students highly at risk in the red zone in DIBELS, has decreased from 54% to 30%.

### **Communicating the plan to your school community**

*How will you be communicating your plan with all school stakeholders? (Staff meetings, parents, PAC, students, community). What will consultation look like with the school stakeholders?*

We will be sharing our journey with our community as we move along. More details will be shared with our PAC and we will share our story on our new website for all to see.

### **Reflection**

**Principal Signature:** \_\_\_\_\_