

2025-26 School Framework for Enhancing Student Learning

School: QQS

Principal: Sean Walsh

Our Story/Our Learners

- QQS is a close-knit and culturally rich learning community built on strong partnerships between staff, families, and the Snuneymuxw First Nation.
- The school emphasizes connection to language, culture, and land through daily Hul'q'umi'num' instruction and land-based learning opportunities.
- Learners thrive in a supportive, inclusive environment where each student's strengths and interests are recognized and celebrated.
- Staff, Elders, and community members work collaboratively to nurture the whole child—academically, socially, emotionally, and culturally.
- QQS fosters a sense of belonging and pride among learners through community events, cultural performances, and shared celebrations of student growth and identity.

What We Know About Our Learners Based on Satellite Data

- Literacy Data (District Reading Assessments):
 - Current baseline (2024–25) indicates 65% of K–3 students are reading at or above grade level.
 - The goal is to increase this to 85% by June 2026 through targeted interventions and consistent use of science-based literacy instruction (e.g., UFLI).
 - Data is monitored through reading benchmarks, R/Y/G tracking, and teacher assessments.
- Student Learning Survey:
 - Learners express strong connections to their school and community, with high engagement during cultural and language-based learning.
 - Students report feeling supported by teachers and enjoy learning
- Report Card and Classroom Data:
 - Anecdotal and assessment data show students demonstrate growth in confidence, communication, and social-emotional skills, particularly when learning is connected to culture and community.
 - Students who receive targeted reading and language support show measurable progress throughout the year.
- Language and Cultural Learning (Emerging Data):
 - Baseline (2024–25): Hul'q'umi'num' is primarily used during scheduled lessons.
 - Target (2026): Daily use of Hul'q'umi'num' across all classrooms for greetings, songs, and common expressions, with 100% staff participation.
 - Early indicators show increasing student confidence and pride in using the language in daily routines.

Goals for 2025 – 26

Goal 1

Student Success

Increase literacy success rates for all

School specific goal:

Ensuring **every K-3 student reads at or beyond grade level** through targeted instruction and interventions. Literacy is a foundational life skill, and fostering a love for reading empowers our students, strengthens our community, and sets them up for lifelong success.

Strategies to meet the goal:

- Tracking reading levels for every student using district reading assessments to monitor growth.
- All teachers implement science-based reading programs, such as UFLI, to support literacy development.
- Our Inclusion Support Teacher (Joanne Hobday) oversees student reading levels and organizes leveled reading groups.
- A district literacy coordinator supports teachers in developing effective, research-based reading instruction.
- SFN provides funding for training sessions and high-quality, leveled reading resources that support personalized literacy development.
- Reading support is provided by teachers, EAs, the principal, community volunteers, parents, student teachers, and Child & Youth Family Workers (CYSFWs).
- A retired principal leads weekly reading groups and runs an after-school sports program for Grades 3-7.
- Community involvement: Practicum students, volunteers, and family members contribute time to support literacy development.
- One-on-one reading sessions with the principal, who encourages progress and recognizes student efforts by handing out bookmarks.
- Specialized community supports, such as Speakeasy (speech & language pathology) and SET-BC (Special Education Technology BC), provide on-site assistance for students with additional needs. These resources are made possible through QQS's unique co-governance model.
- Student teachers from various programs work with QQS learners, leading targeted reading groups and providing additional literacy support.

How will you know:

We will see growth through multiple indicators of student progress and engagement:

- Increased percentage of students reading at or above grade level on district literacy assessments.
- Individual student growth tracked through classroom assessments and reading level data.
- Greater student confidence, motivation, and engagement in reading activities.
- Positive feedback from students, families, and community volunteers on reading enjoyment.
- Teachers demonstrate consistent use of science-based literacy practices (e.g., UFLI).

Target Based on Current Data

- Current Baseline (2024–25): 65% of K–3 students reading at/above grade level.
- Target (June 2026): 85% of K–3 students reading at/above grade level.
- Emerging/Developing Students: Achieve at least one full year of reading growth per year through targeted interventions and support.

Data to Monitor and Demonstrate Growth

Quantitative (Map Data):

- Pre- and post-results from district common formative literacy assessments.
- R/Y/G (Red, Yellow, Green) progress monitoring data.
- UFLI tracking tools and reading-level benchmarks recorded throughout the year.

Qualitative (Street Data):

- Teacher observations and conversations during collaboration and planning meetings.
- Student check-ins and conferences, especially for Emerging/Developing and priority learners.
- Anecdotal records from EAs, volunteers, and student teachers supporting reading groups.
- Family feedback from literacy events and home reading partnerships.

Goal 2

Truth and Reconciliation

Increase graduation rates for students: who identify as Indigenous, who have disabilities and diverse abilities, and/or are Children and Youth in Care

School specific goal:

Establishing a **Hul'q'umi'num' immersion program** rooted in language, culture, and a deep love for the land. Language revitalization is essential to the **Snuneymuxw Nation** and our school district, as it strengthens identity, fosters healing, and continues the important work of our Elders.

Strategies to meet the goal:

- Daily language lessons at the Language Center for each class, led by Jerry Brown, Colleen Manson, George Seymour, and Thomas Johnny.
- Teachers and Education Assistants (EAs) participate in lessons to strengthen their own Hul'q'umi'num' skills.
- Land-based learning experiences that connect to Snuneymuxw culture, with discussions in Hul'q'umi'num'.
- Focus on everyday language development, including numbers, colors, greetings, daily commands, weather patterns and kind words, all reinforcing uy'sqwalawun.
- School-wide language promotion, with staff integrating Hul'q'umi'num' through songs, greetings, and simple daily communication.
- Annual participation in the Hul'q'umi'num' Language Showcase at Ladysmith Secondary School.
- A Hul'q'umi'num'-themed Winter concert, where students showcase their learning through songs and performances, followed by a community dinner to strengthen connections.

How will you know:

We will see growth when language and culture are meaningfully embedded in daily school life:

- Students show increased confidence, fluency, and pride in using Hul'q'umi'num'.
- Daily and authentic use of Hul'q'umi'num' across classrooms, hallways, and playgrounds.
- Staff fluency and comfort grow as they model language use alongside students.
- Strengthened sense of belonging and cultural identity among Indigenous learners.
- Community and Elder feedback reflects appreciation for revitalization efforts.
- Improved student engagement and attendance through cultural connection and pride.

Target Based on Current Data

- Baseline (2024–25): Hul’q’umi’num’ primarily used during scheduled lessons and select cultural activities.
- Target (June 2026):
 - Hul’q’umi’num’ used daily in all classrooms for greetings, songs, and common expressions.
 - 100% of staff participating in Hul’q’umi’num’ learning opportunities.
 - Students can understand and use 20+ common Hul’q’umi’num’ words/phrases confidently.
 - Increased family and community participation in language and cultural events.

Data to Monitor and Demonstrate Growth

Quantitative (Map Data):

- Pre- and post-assessments of student Hul’q’umi’num’ vocabulary and comprehension.
- Staff participation logs for language learning sessions.
- Tracking frequency of classroom language use (greetings, commands, routines).
- Student self-assessments of confidence and comfort using the language.

Qualitative (Street Data):

- Teacher reflections and collaboration discussions on integrating language and culture.
- Student check-ins, particularly for Indigenous and priority learners, to gauge belonging and engagement.
- Elder and community feedback from events, lessons, and cultural gatherings.
- Observational notes from classrooms and land-based learning sessions.
- Family input gathered through community dinners, language showcases, and surveys.