

School Community Student Learning Plan

School: QGE



Central Okanagan Public Schools
Together We Learn

District Overview

Vision

Together We Learn.

Purpose

To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources

- o Central Okanagan Public Schools Strategic Plan 2021 - 2026
- o Spirals of Inquiry Playbook (Halbert & Kaser, 2017)
- o SD23 Equity in Action Agreement for Truth & Reconciliation 2020 - 2025

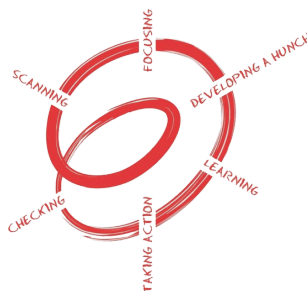


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Shelvia Lantz / 2021 Art Students / Family Matters, Art Teacher
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Fostering Indigenous student success through the lens of equity



School Overview

School Information

School*

Quigley Elementary

School Year

2025-2026

School Level

Elementary School

School Type

English

Family of Schools*

Rutland Family of Schools

Overall Student Population

281

Student Population Indigenous

51

Student Population, Children in Care

3

Student Population, SPED

34

Student Population, ELL

45

Principal

Michelle Newman

Vice Principal

Vice Principal

Grade

- K Gr.1 Gr.2 Gr.3 Gr.4 Gr.5
- Gr.6 Gr.7 Gr.8 Gr.9 Gr.10 Gr.11
- Gr.12

Number of Administrators

1

Number of School-Based Teachers

14

Number of School-Based Support Staff

3

Additional Staff

Staff	#
Teacher Librarian	1
Certified Education Assistant	7
Social Emotional Learning Teacher	0
Learning Assistant Teacher	1
Counselor	1

Additional School Information

School Learning Story

School Learning Story

Background

Quigley Elementary School is a vibrant and welcoming community school located in a quiet residential neighbourhood in the heart of Rutland. Serving approximately 280 students from Kindergarten to Grade 5, Quigley is comprised of 11 diverse and dynamic classroom divisions.

Our school community is known for its kindness, caring nature, and strong sense of support. We are fortunate to have an active and dedicated Parent Advisory Council (PAC) that plays a vital role in enriching the school experience through a wide range of engaging events, initiatives, and fundraising efforts.

Quigley is proud to be a growing hub of cultural and social diversity. We serve families from a wide variety of backgrounds and support students with a broad spectrum of strengths, abilities, and learning needs. Our inclusive environment fosters a sense of belonging for all students.

In recognition of the varied needs within our community, we offer a school-based breakfast and lunch program and provide weekly grocery support to a number of families. These initiatives are part of our commitment to ensuring that every student has access to the resources they need to thrive.

We are also honoured to have a growing Indigenous student population. Our staff is committed to embedding Indigenous perspectives and ways of knowing into our teaching practices, learning experiences, and school culture in meaningful and respectful ways.

Quigley benefits from a spacious and adaptable facility, which has enabled us to develop several innovative learning environments. In recent years, our staff has reimaged and repurposed several areas of the school to create a Learning Hub, a STEAM (Science, Technology, Engineering, Arts, and Math) room, a Reboot Room focused on self-regulation and well-being, and a beautifully designed outdoor courtyard.

At Quigley, we are committed to fostering a nurturing, inclusive, and forward-thinking educational environment where every child is supported to grow, discover, and succeed.

Supporting Documents and Media

[Learning Priority Reflection Summary \(End of 2026\).pptx](#)

2.37MB

Online Resources

Please ensure each URL has "https://" at the beginning

Title

URL

School Scan

Describe how you (and your team) will gather and analyze a variety of evidence to understand the current state of student learning in your school.

*Be sure to consider how you will gather and analyze evidence to understand the current learning experience of your Indigenous learners, your learners with diverse needs, your learners in care, and any other priority group of learners within your school community.

To understand the current state of student learning, a collaborative team of educators worked together to collect and analyzing multiple sources of evidence. This process is grounded in the belief that learning is relational, holistic, and strengthened through story, reflection, and shared experience.

We draw on a variety of evidence to build a comprehensive picture of student learning, including ELP data and classroom-based assessment data, and observations of engagement. Student voice is also gathered through empathy interviews and ongoing classroom conversations that highlight learner experience.

To ensure we understand the learning experiences of Indigenous learners, learners in care, and students with diverse needs, we intentionally examine both quantitative and qualitative evidence. This includes patterns of engagement, belonging, and access to learning opportunities with student stories and lived experiences remaining central to the process.

Staff reflections, collaborative conversations, and team discussions support shared sense-making. Together, we identify patterns, strengths, and areas for growth, which informs responsive instructional practices and strengthens consistency in assessment through the use of shared reading assessments.

Families were also able to share their understanding of their students reading. A survey was conducted and a strong response was received. Additionally conversations with parents at PAC meetings and other parent events were collated.

This ongoing cycle ensures that evidence is used not only to measure learning, but to deepen understanding and support all students in growing as confident, capable, and self-regulated readers.

We gathered data from a wide-range of sources throughout the school year, inclusive of FSA results, Student Learning Surveys, MDI results, empathy interviews, a comprehensive survey of parents, report card, ELP data, class reviews, PAC and faculty meeting conversations, teacher observation of student learning.

Breakdown of Student Learning Evidence Collected During the School Student Learning Scan:

Type of Student Learning Evidence	Description of Evidence	Describe Trends and Patterns
Student Achievement Data	Foundation Skills Assessment Scores (literacy portion)	<p>2025-2026 Results indicate that Quigley is doing well on this measure of grade four overall literacy skills.</p> <p>Of those students who wrote the assessment 82% are on-track, 12% are extending, and 6% are emerging.</p>

Empathy Interviews

Student/teacher surveys, classroom discussions and one-on-one interviews

Teachers shared that while some students are demonstrating strong growth and confidence in their reading skills, others continue to struggle and require additional support. Staff expressed a strong interest in digging deeper into instructional practices, interventions, and supports to better meet the needs of all learners and ensure every student has the opportunity to succeed as a reader.

Student Achievement Data

PM Benchmark Scores

Reading data indicates that achievement in the early grades is trending lower than expected, particularly in foundational literacy skills. Staff have also noted a strong connection between reading performance and the growing number of English Language Learners (ELL) in the school. Many students are developing both language acquisition and early reading skills simultaneously, highlighting the importance of targeted literacy instruction, vocabulary development, and supports that meet the diverse needs of learners.

Other

Parent Survey

The Initial Parent Survey was conducted in the late fall of 2025. 105 responses were received indicating an engaged parent community. The following key take aways were noted:

Strengths

High family engagement
Positive student attitudes toward reading
Regular reading occurring in most homes

Needs

Increased consistency for some students
More equitable access to adult-supported reading
Clear, shared reading strategies across grades

Data-Supported Focus

Increase frequency, consistency, and confidence in reading for all students — especially those who currently read less often.

Focusing

Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

School Student Learning Priority 1

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?)

- Over 50 students receiving personal invitations to attend summer reading at the library due to be significantly below grade level expectations re: PM benchmarks
- Teacher anecdotal comments and concerns over students overall reading abilities
- A need for a systemic, school-wide approach to teaching reading

School Learning Priority 1 (?)

Students will improve their reading skills (decoding and comprehension) and feelings of joy when reading.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below)

- Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- Meaningful - is a key area of priority for student learning connected to the district's overarching goal
- Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- Triangulated - involves collecting a variety of evidence to inform our progress

Connection to BC Curriculum and our Central Okanagan Public Schools Strategic Plan 2021 - 2026

Foundational Skills

Literacy

Curricular Competencies

Core Competencies

- Communication
 - Connect and engage with others
 - Acquire interpret, and present information
 - Collaborate to plane, carryout, and review constructions and activites
 - Explain/recount and reflect on experience and accomplishments
- Creative Thinking
 - Novelty and value
 - Generating ideas
 - Developing ideas
- Critical Thinking
 - Analyse and critique
 - Question and investigate
 - Develop and design
- Positive and Personal Cultural Identity
 - Relationship and cultural contexts
 - Personal values and choice
 - Personal strengths and abilities
- Personal Awareness and Responsibility
 - Self-determination
 - Self-regulation
 - Well-being
 - Explain/recount and reflect on experience and accomplishments
- Social Awareness and Responsibility
 - Contributing to community and caring for the environment



- Solving problems in peaceful ways
- Valuing diversity
- Building Relationships

Evidence of Impact

Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

School Student Learning Priority 1

School Learning Priority 1 (?)

Students will improve their reading skills (decoding and comprehension) and feelings of joy when reading.

What evidence will we collect?

Type of Evidence (?)	Short Description of Evidence	Describe the Pattern and Trends in the Evidence (?)
1 Quantitative	FSA results	FSA literacy results are holding strong with 82% of students on-track, 12% extending, and 6% emerging. This yearly assessment will be reviewed in November 2026.
2 Quantitative	PM Benchmark data	As of term two (March 2026) 63% of students were at or above the PM benchmark indicated for their grade. Almost all students made some progress with a small number staying stagnant and not showing growth. Students who participated in additional programming such as reading with a Project Literacy volunteer or a parent volunteer all demonstrated growth in their PM reading scores.
3 Quantitative	Written Learning Updates	Written Learning Updates are meant to give a more rich picture of student reading skills; decoding, comprehension, engagement with a variety of text, and yet the correlation between PM Benchmark scores and scores on Written Learning Updates is very high.

4 Qualitative	Student empathy interviews	<p>Initial Interviews indicated:</p> <ul style="list-style-type: none"> -Emotional engagement is critical: Reading should feel safe, enjoyable, and rewarding. -Choice and interest matter: Students read more when they can pick books they like. -Comfortable environments help focus: Encourage quiet, cozy, distraction-free spaces. -Explicit strategy instruction supports learning: Teach decoding, context clues, rereading, and visualization. -Family and teacher modeling is powerful: Seeing adults read or reading together boosts motivation and skill. -Celebrate progress and competence: Reinforce that students can overcome challenges and become confident readers.
5 Qualitative	Parent Survey	<p>With 105 responses from families the following key take aways were noted:</p> <p>Strengths</p> <ul style="list-style-type: none"> High family engagement Positive student attitudes toward reading Regular reading occurring in most homes <p>Needs</p> <ul style="list-style-type: none"> Increased consistency for some students More equitable access to adult-supported reading Clear, shared reading strategies across grades <p>Data-Supported Focus</p> <p>Increase frequency, consistency, and confidence in reading for all students — especially those who currently read less often.</p>

Taking Action and Learning

Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

School Student Learning Priority 1

School Learning Priority 1 (?)

Students will improve their reading skills (decoding and comprehension) and feelings of joy when reading.

Leading Professional Learning (?)

Organize staff learning sessions focused on topics such as phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies.

Create opportunities for teachers to meet regularly to analyze student reading data, share instructional strategies, examine student work, and plan targeted interventions together.

Support teachers through modeling effective literacy practices, co-teaching lessons, and offering feedback to strengthen reading instruction across classrooms.

Lead staff in using reading assessment data to identify student needs, monitor progress, and develop responsive supports and intervention plans for struggling readers.

Work with staff to establish common approaches to reading instruction, guided reading, vocabulary development, and reading interventions to ensure consistency and continuity for students across grade levels.

School Level Strategies and Structures (?)**1. Schedule Regular Literacy Collaboration Time**

Build dedicated time into staff meetings and collaboration blocks for teachers to discuss reading instruction, share strategies, review student progress, and plan interventions together.

2. Develop a Tiered Reading Intervention System

Organize targeted support for struggling readers through small-group interventions, reading support blocks, educational assistants, or literacy support teachers.

Students in need of additional support were identified along with the best support required. Students who needed intensive supports were provided it (LAT, IT, CEAs). Students in need of minor additional support were partnered with other supportive adults (parent volunteers, Project literacy volunteers, CEAs, non-enrolling teachers and staff). A tracking system was implemented school wide to be sure that students were being read with according to their goals.

3. Provide Ongoing Instructional Coaching and Peer Observation

Encourage teachers to observe one another, participate in demonstration lessons, and engage in coaching cycles focused on effective literacy practices.

4. Build Consistency in Literacy Instruction

Develop shared expectations and common instructional routines for areas such as Heggerty, phonics instruction, read-alouds, and comprehension strategies across classrooms.

5. Increase Student Access to Engaging Reading Materials

Expand classroom libraries, ensure diverse and high-interest texts are available, and promote independent reading opportunities throughout the school day. Targeting funding to support student readers. Surveying the resources currently in the school to identify gaps and then fill them.

6. Strengthen Family Partnerships Around Reading

Provide families with simple reading strategies, including a literacy night (grade 1), take-home resources, and regular communication about how they can support reading development at home. Additionally supporting at home reading with whole school contests and incentives.

7. Monitor Progress Through Data Reviews

Hold regular school-based team meetings to review literacy data, celebrate growth, identify students needing support, and adjust intervention plans.

8. Celebrate Reading Across the School Community

Promote a positive reading culture through reading challenges, buddy reading programs, author visits, assemblies, and school-wide literacy events.

Classroom-level Instructional Strategies (?)**1. Provide Explicit Reading Instruction**

Teach phonics, decoding, vocabulary, fluency, and comprehension strategies directly through clear modeling, guided practice, and gradual release of responsibility.

2. Use Small-Group Guided Reading or Intervention Groups

Group students based on reading needs and provide targeted instruction and practice at their instructional level.

3. Incorporate Daily Read-Alouds and Shared Reading

Model fluent reading, comprehension thinking strategies, vocabulary development, and engagement with a variety of texts.

4. Differentiate Reading Instruction

Adjust texts, supports, pacing, and tasks to meet the diverse learning needs and abilities within the classroom.

5. Use Ongoing Formative Assessment

Regularly assess reading skills through observations, running records, fluency checks, and comprehension conversations to guide instruction and intervention.

6. Teach and Practice Reading Comprehension Strategies

Explicitly teach skills such as predicting, questioning, summarizing, visualizing, and making connections while students read.

7. Build Vocabulary Throughout the Day

Intentionally teach new vocabulary in reading, writing, and content areas using discussion, visuals, and repeated exposure.

8. Create Structured Opportunities for Independent Reading

Provide regular time for students to read self-selected, appropriately leveled texts to build stamina, fluency, and enjoyment of reading.

9. Incorporate Partner and Collaborative Reading Activities

Use buddy reading, literature circles, and discussion groups to increase engagement, oral language, and comprehension.

10. Provide Positive Feedback and Goal Setting

Help students set reading goals, track progress, celebrate growth, and build confidence as readers.

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
District Strategic Plan - Equity & Excellence in Learning	Ensuring all learners are maximizing their learning capacity
District Strategic Plan - Family & Community Engagement	Engaging all students and parents in opportunities to improve the learning community

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Staffing, Supplies	Additional librarian time 0.2FTE	8000
Learning Resource	learning resources, texts, on-line subscriptions	5000
Staffing, Supplies	Staffing to run summer reading program	2000

Checking for Impact

- Learning Priority 1
- Learning Priority 2
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- Learning Priority 6

School Student Learning Priority 1

School Learning Priority 1 (?)

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- Choice and interest matter: Students read more when they can pick books they like.
- Comfortable environments help focus: Encourage quiet, cozy, distraction-free spaces.
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5 Qualitative Parent Survey

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Needs

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- Clear, shared reading strategies across grades

Data-Supported Focus

Increase frequency, consistency, and confidence in reading for all students — especially those who currently read less often.

Reflection on our collected evidence on our impact for this School Student Learning Priority (?)

Reflection on our collected evidence demonstrates a strong collective commitment to improving literacy outcomes for all students through more aligned, intentional, and evidence-informed reading instruction. Staff feedback highlighted both existing strengths and areas for continued growth, with educators identifying the importance of establishing a consistent Kindergarten to Grade 5 reading framework supported by common language, shared instructional practices, and a clearly defined progression of reading skills.

The evidence also revealed a growing shift toward more structured and explicit literacy instruction, including increased implementation of phonics-based approaches such as UFLI, while continuing to value rich comprehension practices, student engagement, and meaningful reading experiences. Teachers emphasized the need for targeted intervention supports for struggling readers, improved use of assessment data to guide instruction, and stronger alignment between phonics, fluency, and comprehension development.

Collaboration emerged as a critical factor in improving student learning. Staff consistently identified the need for protected time for collaborative planning, cross-grade alignment, and shared professional learning opportunities. There was also a strong recognition that improving reading outcomes requires strengthened home-school partnerships, equitable access to engaging reading materials, and school-wide structures that support both teachers and students.

Overall, the collected evidence reflects a staff that is deeply reflective, collaborative, and committed to building a cohesive literacy approach that supports all learners. The next phase of this work will focus on translating these identified priorities into consistent school-wide practices, targeted supports, and ongoing professional learning to ensure measurable growth in student reading achievement.

Recommendations for next steps for this School Student Learning Priority (?)

The following recommendations will ensure continued growth:

1. Continue with a school-wide approach to reading and ensure staff new to the school are provide with adequate training, resources, and collaboration time.
 2. Consider ways to increase teacher collaboration time between grade groups and school wide. Provide a framework and clear expectations for collaboration time and the connection to our school learning priority.
 3. Continue to support family literacy initiatives.
 4. Continue to celebrate small wins and amplify teacher leaders.
 5. Explore opportunities to connect with others around the district leading this work.
-

Plan Reflection

Date

7/16/2024

Assistant Superintendent's Reflection and Next Steps

Date

5/20/2026

Principal Reflection

As a new principal to Quigley Elementary, my reflection on our school community's learning priority highlights a strong collective commitment to improving literacy outcomes for all students through intentional, evidence-informed reading instruction. Staff feedback identified the importance of developing a consistent Kindergarten to Grade 5 reading framework with shared language, common instructional practices, and a clear progression of reading skills.

Evidence also showed a growing shift toward more structured and explicit literacy instruction, including increased use of phonics-based approaches such as UFLI, while continuing to value comprehension, student engagement, and meaningful reading experiences. Staff emphasized the need for targeted interventions for struggling readers, stronger use of assessment data to inform instruction, and greater alignment between phonics, fluency, and comprehension development.

In the last few weeks, I have also observed several teachers engaging with the Learning Innovation Team around writing and how engaging learners through different genres and writing tasks can positively impact reading and engagement. As we plan for professional learning opportunities and partner with the LIT, we will target literacy skills through both the reading and writing lens. I will continue to work alongside staff, students, and families to strengthen literacy skills and foster a lifelong joy of reading for every learner.

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