



Dragon Lake Elementary School Growth Plan

2024/2025

School growth plans are aligned with the District's [Strategic Plan](#) with priority measures represented in the Framework for [Enhancing Student Learning Report](#).

September, 2024

School District 28 rests on the traditional lands of the Lhtako Dene.



SCHOOL INFORMATION

Dragon Lake School enrolls 180 students from Kindergarten through Grade 7. A StrongStart early learning centre is also located within the school. Thirteen percent of our learners have Indigenous ancestry. Our team of 14 teachers, 10 support staff, and 4 student supervisors work extremely hard to provide a safe, caring, and inclusive environment for all students.

Parents and caregivers play a significant role at Dragon Lake. The Parent Advisory Council (PAC) meets monthly to discuss a variety of ways to support students, staff, and fellow parents/caregivers at the school. The PAC supports the learning and growth of Dragon Lake students through fundraising that provides access to additional educational opportunities outside the school. The PAC also helps to organize events that contribute to the positive culture of the school.

OUR SCHOOL

STORY / JOURNEY



Dragon Lake Elementary is a public school in School District #28, Quesnel, BC. The school is situated south of Quesnel city centre, and is near Dragon Lake on the traditional territory of the Southern Carrier First Nation; in particular, the L'htako Dene First Nation.

At Dragon Lake We Believe That:

Fostering a sense of belonging in the school community will lead students to develop the knowledge, skills and attitudes necessary to contribute to a healthy lifestyle and society.

Students who are able to self-regulate will be better equipped to focus and learn.

Strength in literacy and numeracy is fundamental to lifelong success.

Partnership and communication with parents and caregivers is vital to ensuring a positive and productive environment for student learning.



Rationale



According to research done by the Dalai Lama Centre at UBC, students who receive social emotional learning (SEL) instruction improved significantly in academic achievement.

When students' basic physiological and psychological needs (safety, belonging, autonomy, and competence) are satisfied, they are more likely to:

- Become engaged in school
- Act in accordance with school goals and values
- Develop social skills and understanding
- Contribute to the school and community
- Achieve academically

THINK before you speak!

*Is it ...True
Helpful
Inspiring
Necessary
Kind*



SUPPORTIVE SPACES – Mental Health and Well Being

Fostering a sense of belonging in the school community will lead students to develop the knowledge, skills, and attitudes necessary to contribute to a healthy lifestyle and society.

ACTIONS / STRATEGIES

- Staff participated in EASE training (Everyday Anxiety Strategies for Educators).
- Staff are working to embed the Second Step Program into their teaching with the support of a school counselor.
- Staff has committed to teaching and promoting the Core Competency “I can” statements to foster ownership of learning, engagement, and positive growth mindsets. Staff refer to the language of Successful Learning Traits - a competency-based framework.
- Staff support activities that foster student interaction.
- We have started a school wide “soft start” to each day.
- We work to provide rich opportunities to support social emotional learning and student-teacher connectedness throughout all the grades.
- There is ongoing work with students to help them learn how to problem solve with each other first, and then ask for support when needed.
- We hope to develop in students’ awareness and understanding of the factors that contribute to positive well-being and mental health.
- We have classroom and whole-school discussions about expected and unexpected behavior
- We collaboratively solve problem restoratively using the Peace Process.

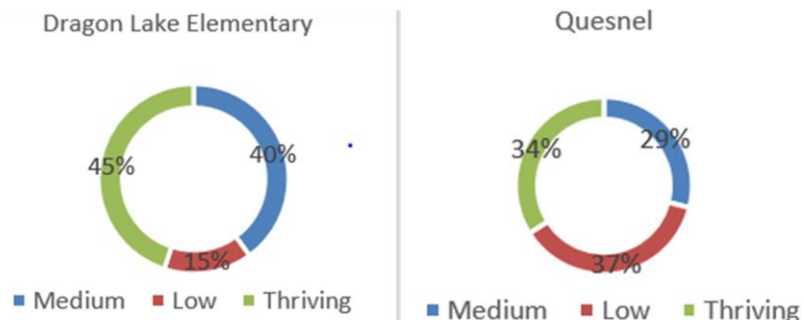
MEASURES

We will continue to use the Student Learning Survey, Dragon Lake student survey, MDI, EDI as a way to reflect on our practice.

Use of Core Competencies and student self-reflection will also provide us with informative data.

Well Being Index: The data indicated below is taken from the MDI results relating to children’s physical health and social and emotional development that are critical during the middle years. Scores from the 5 areas of Optimism, Happiness, Self-Esteem, Absence of sadness and general health are combined and reported by the categories of well-being.

SPEAK TO THE DATA



EQUITY & ENGAGEMENT – LITERACY

Strength in literacy is fundamental to lifelong success.

Students will meet or exceed grade level expectations in reading and writing by June of school the year.

Rationale

As literacy is a foundational life-long skill, we believe that all children should have the opportunity to develop proficient skills in all areas of literacy development.

Currently, our Kindergarten to Grade 4 students have achieved proficiency in literacy development. Our Grade 5 to Grade 7 students are working towards proficiency with Tier One and Two Literacy intervention support with classroom teachers, Learning Assistance teachers, and SD28 Helping Teachers. This is a priority this year as the data indicates that we have a large gap in literacy skills in the intermediate grades.

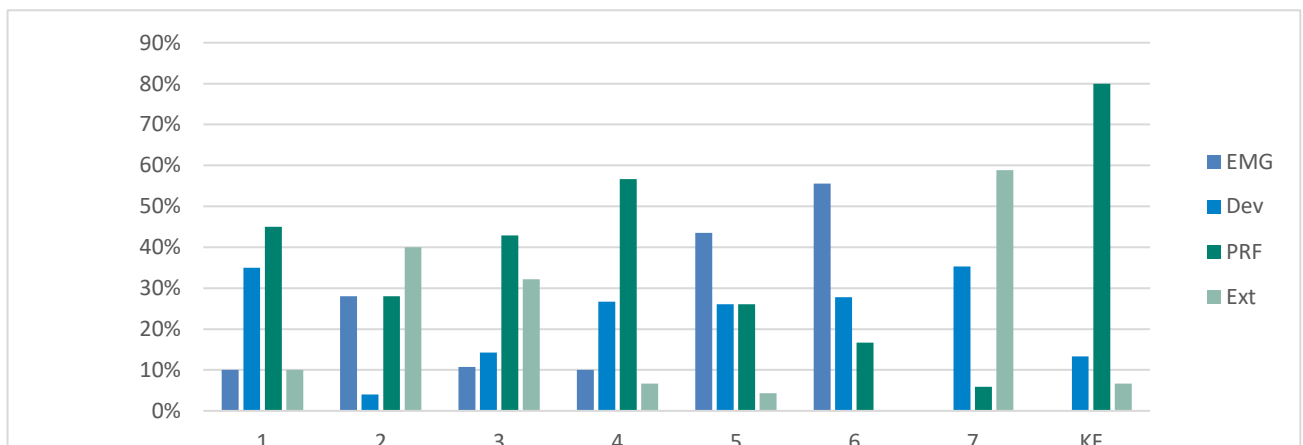
ACTIONS / STRATEGIES

- Support tiered reading intervention in the primary grades
- Class reviews – identify class strengths and areas which need additional focus
- Utilize evidence-based literacy strategies in all grades (i.e. platooning, “The Daily Five”, literature circles, guided reading)
- Utilize evidence-based literacy assessment tools for both primary and intermediate students
- Utilize reading/letter buddies in a focussed way
- Review and analyze June literacy data to plan specific and targeted programming
- Ensure that levelled reading materials are readily accessible for all reading abilities
- Monitor to continually assess effectiveness and adjust interventions and supports accordingly
- Utilize school-based team to build plans of support, or “success plans for individual students to meet their specific needs”
- Review literacy goals throughout the year
- Inform parents of summer reading loss and provide strategies for support
- Use of the Haggerty – Phonetic based literacy assessment

MEASURES

- PM Benchmarks – primary and intermediate
- Fountas & Pinnell Benchmark Assessment ~ Intermediate classes
- Kindergarten Assessment
- BC Foundational Skills Assessment

SPEAK TO THE DATA



RATIONALE

Teachers have seen an increase in student's lack of a solid understanding of math concepts.

We will continue to track student numeracy achievement so that we can set goals to improve the numeracy results of our K-7 students.



MEASURES

- FSA assessment
- PRIME Assessment
- SNAP assessment

EQUITY & ENGAGEMENT – NUMERACY

Students will meet or exceed numeracy expectations for grade level learning outcomes.

ACTIONS / STRATEGIES

- Class reviews – identify class strengths and areas which need additional focus
- Utilize evidence-based numeracy assessment tools for both primary and intermediate students
- Review and analyze June numeracy data to plan specific and targeted programming
- Monitor to continually assess effectiveness and adjust interventions and supports accordingly
- Utilize school-based team to build plans of support, or “success plans for individual students to meet their specific needs”
- Review numeracy goals throughout the year
- Use of math games and programs to build math fluency
- Use of Number Talks, Counting Collections, Number of the Day
- Engagement with Nikki Lineham
- Use of Carol Fullerton resources

INTENTIONAL INNOVATION

Students will have learning opportunities that increase engagement, allowing them to demonstrate their learning in a variety of innovative ways, and help them use technology in safe and productive ways that share knowledge and promote collaboration.

ACTIONS / STRATEGIES

- Take learning outside
- Include use of the Wilde Trails in daily learning experiences
- Participate in Land-based learning field trips like Gavin Lake Forest Education
- Implement robotics, coding, and Ozobots in the classroom
- Integrate music, drama, dance, and visual art in daily and weekly classroom activities
- Engage in cross-curricular learning opportunities
- Implement hands-on, project-based learning
- Invite guest speakers, experts, and Elders into the learning environment
- Engage in multiple intelligence learning and self-expression



RATIONALE

The staff at Dragon Lake understand our role and responsibility to ensure our Indigenous learners have equity in education, and that we have a great responsibility as we move toward reconciliation.

The First People's Principles of Learning

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationship, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of Indigenous knowledge.

Learning is embedded in memory, history and story.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



CULTURAL COLLABORATION

To provide rich opportunities to enhance learning for our Indigenous students knowing that these opportunities benefit all students as we move towards reconciliation, having the highest expectations for students.

Building student capacity for intercultural understanding, empathy, and mutual respect. As outlined in the Truth and Reconciliation Calls to Action.

ACTIONS / STRATEGIES

The First People's Principles of Learning will be reflected in the planning and teaching across all grades and curriculum.

- Ensuring our Indigenous learners have opportunities to be part of cultural events within the community.
- Holding our Indigenous learners to the highest expectations of achievement.
- Creating opportunities for our Indigenous youth to share in the teaching and learning of cultural aspects.
- Participation in Indigenous ceremonies (Moose Hide campaign, 215, Truth & Reconciliation Day).
- Include local Dakelh, and Metis language in the signage around the school and in classes.
- Use of community leaders to teach and support students in cultural activities (Joanne Moiese – Star blanket, Sheila Gilpin - Lahal Stick game, Lori Donald – Metis Association - Michif, Clayton Gauthier – Art.)
- Communication with families through newsletters, information posted on bulletin boards, IES updates and direct communication with families.

MEASURES

Students will feel welcome, safe and connected to their school community. We will continue to analyze data collected in the student learning survey, and Dragon Lake student survey.

Students will meet or exceed literacy expectations for each grade level.

We will use assessments such as the FSA, PM, F&P.

Students will meet or exceed numeracy expectations for each grade level.

We will use assessments such as the FSA, PRIME Math assessment.

SPEAK TO THE DATA

Do you feel welcome at Dragon Lake?

Are you able to get help from someone at school if you need it?

	Responses	percentage		Responses	percentage
All the time	82	46%	All the time	67	38%
Most of the time	62	35%	Most times	21	35%
Sometimes	29	16%	Sometimes	47	27%
Never	4	2%	never	1	>1%