



# Lakeview Elementary



## School Growth Plan 2022-2025

School District 28 (Quesnel)







## Our Story

Lakeview Elementary is located south of Quesnel a few minutes walk from the western banks of Dragon Lake. Our school hosts 230 students from Kindergarten through to Grade Seven. Our playground weaves its way through tall evergreens whose canopy provides our students with both shade from the elements and a sense of wonderment. Our students enjoy participating in our many extracurricular activities including our organized sports teams, the After School Sports and Arts Initiative (ASSAI), floor hockey club, and our homework club to name a few.

Lakeview is more than a school, Lakeview is a community of learners who come together in the pursuit of knowledge. A place where curiosity, agency, risk-taking and collaboration take centre stage. We pride ourselves in our ability to form lasting connections between staff, students, community and caregivers. The power of this connection is evident in that we have many second and third generation Lakeview students attending. Several of our staff members are former Lakeview students who have returned to help guide the next generation of future life long learners.

We focus on creating an inclusive environment in which all students are provided with the supports they need to grow to be successful life long learners and to become active within their community. Our Parent Advisory Council, parents and caregivers take an active role in supporting this healthy development through their partnership with





## Measures

At Lakeview we understand that in order to teach and learn, we must have strong connections and a sense of belonging. We survey our students each year to hear from them about their sense of belonging. Our staff also works at reaching out to students who we feel may not be as connected as others in order to make them feel welcome and known. Our school based data and MDI data show our successes. We see the growth in individual students and we review the effectiveness of our strategies with specific individuals and plans to support their social-emotional wellbeing. We are providing our Indigenous learners with relevant and respectful opportunities to thrive. We see their positive engagement in school and make sure that their identity is represented within the halls, classrooms and culture of the school.



**Our learners** are diverse, and we celebrate this regularly. To ensure equity in education we aim to understand differing life stories and get to know who our students are. With this knowledge we strive to create a supportive learning environment that allows all students to experience success. We endeavor to have all of our students leave Lakeview equipped with the tools needed to experience success as lifelong learners. We meet students where they are at and work from there. Student achievement is maximized by teachers collaborating to provide students with many opportunities to exhibit their strengths. We aim to develop

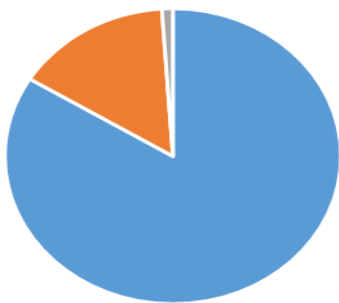
### How do we do this?

We notice, name and nurture leadership and core competencies within our students. All of our learners thrive when their way of being and culture is celebrated. Creative scheduling and buddy classes allow flexibility for students to excel. We celebrate and incorporate Indigenous ways of knowing and being. The First Peoples Principles of Learning are woven into planning and instruction designing. We value the science of traditional ecological knowledge and embrace outdoor, land-based education as we help learners explore our natural world. We value that important relationships are built by sharing the culture and artistic expression of our students. Students receive instruction from the district Dakelh language instructor, and learn interesting and local facts about our Indigenous community through school announcements and trivia.

### How do we know when we are successful?

Measuring the effectiveness of our goals is important. We are learners just the same as our students are. Learning is reflective and we should be reflecting on the outcomes and consequences of our goals. We are seeing the positive impacts in our students and the overall tone and sense of belonging among everyone. We will continue to work towards a sense of belonging and connection for all learners, especially those who may need more support.

I know the adults at Lakeview care about me



■ 3+ Adults  
■ 1 - 2 adults  
■ 0 Adults

School Belonging Survey 2022

# Inclusion

At Lakeview we strive to meet the needs of all students by ensuring that we are responsive, accepting, respectful and supportive of a diverse set of educational needs. We work to remove barriers through the establishment of supports and the introduction of tools to help students experience equity in their education. We believe in tier one interventions that see strategies and supports implemented at the classroom level. Many of these tools become universal supports for all student to call upon as they progress through their educational journey and beyond.

Our classrooms are based on a common learning environment model where “students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the students’ regular instruction hours and may include classrooms, libraries, gym, performance theatres, music rooms, cafeterias, playgrounds and the local community. A common learning environment is not a place where students with intellectual disabilities or other special needs learn in isolation from their peers (Inclusive Educa-

## Inclusive Learning Environments

- Enable each student to fully participate in the learning environment that is designed for all students and is shared with peers in the chosen educational setting;
- Provide a positive climate, promote a sense of belonging and ensure student progress toward appropriate personal, social, emotional and academic goals;
- Are responsive to individual learning needs by providing sufficient levels of support and applying student-centred teaching practices and principles.
- Common learning environment: an inclusive environment where instruction is designed to be delivered to students of mixed ability and with their peer group in the community school, while being responsive to their individual needs as a learner.

\*Inclusive Education Canada



# Success for all students—Literacy

## Literacy and Numeracy Goal

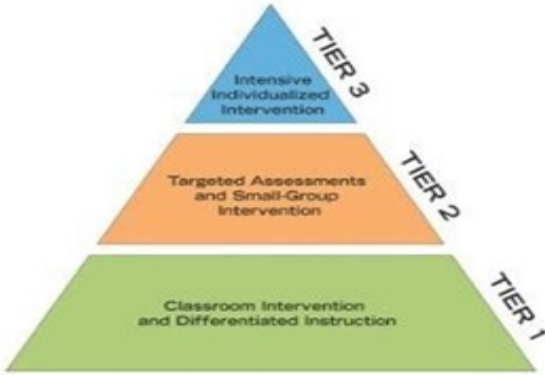
### GOAL 1a) - To improve students' literacy and numeracy skills

Our goal is to continually improve our students' ability to read and write, year over year, with specific attention on our Indigenous students and our students with diverse abilities.

- measure—FSA, PM Benchmarks, F&P, DRA, DART, Performance Standards and classroom assessments).

1b) Our goal is to continually improve our students' understanding and competence in numeracy year over year with specific attention to our Indigenous students and students with diverse abilities.

- measure - FSA , Vancouver Island Numeracy Assessment, PRIME Math Assessment

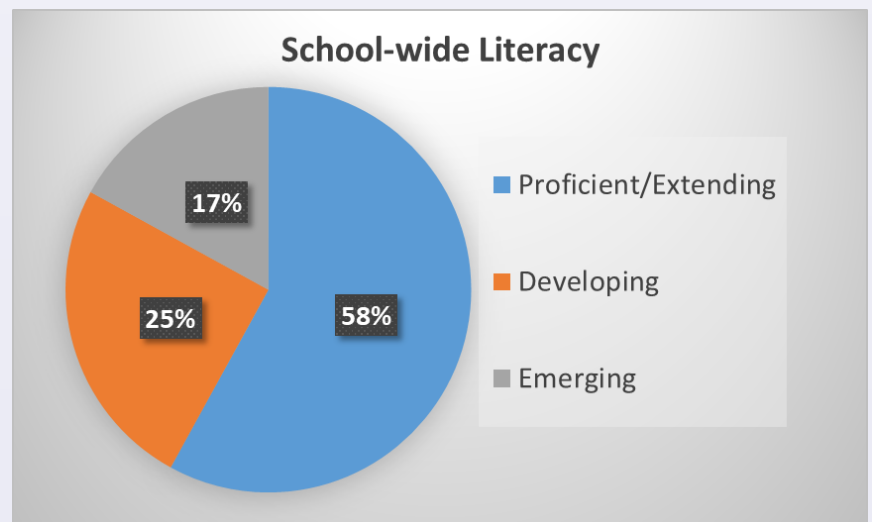


During the pandemic we have noticed slower progress with our learners, especially those just learning how to read. The impacts of lost instructional time in 2020, a major increase in student absences and other factors have had an impact on our success story.

We have been working hard to make gains and are making literacy a priority. We have worked on structures and systems that will give teachers more time to collaborate on best practices and intentionally schedule time to discuss our school goals and how to move them forward.

## Early Literacy Intervention

School District 28 (Quesnel) provides a tiered Early Literacy Intervention program. Early literacy teachers, Learning Assistance teachers and classroom teachers work together to ensure students in grades 1 – 3 receive reading intervention as needed. Classroom teachers provide reading instruction for all students. If a student is not meeting expectations they are given additional reading instruction with the support of the Early Literacy and Learning Assistance teachers. Educational support staff may also support reading instruction, including our Indigenous Education support.







# Truth and Reconciliation

The staff at Lakeview recognize that we hold a position of great responsibility as a partner in the journey towards reconciliation. We strive to ensure that our Indigenous learners have equity in education. Our strategies are developed through reconciliation and aim to ensure our Indigenous learners are held to the highest expectation of achievement.

Our Indigenous learners do better when we offer families more ways to communicate. At Lakeview we connect home and school through Indigenous content in school newsletters, information posted on school bulletin boards, the inclusion of the local Dakelh language in school announcements, signage around the school and regular communication on student progress and school events. We track and evaluate our success through student self-evaluations of Indigenous education experiences in school, communication with our families and by analyzing assessment data.

We are moving forward with Calls to Action 62 and 63 by incorporating Indigenous knowledge, curriculum on residential schools, Indigenous contributions to Canada and integrating Indigenous knowledge and teaching methods into classrooms.

## Indigenous Enhancement Goals

- Students will feel welcome, safe and connected to their school.
  - measure - student learning survey, Lakeview student surveys
- Students will continually improve literacy expectations for each grade level and strive for proficiency or excellence.
  - measure - FSA, PM, F&P, DRA, ADRT
- Students will continually improve numeracy expectations for each grade level and strive for proficiency or excellence.
  - measure - FSA , Vancouver Island Numeracy Assessment, PRIME Math Assessment

## First Peoples 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, relational (focused on connectedness, on reciprocal relationships, 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.





# Success for all Learners—Personal and Social Competencies

The social and emotional wellbeing of our students is paramount therefore we ensure that we create an environment that fosters the healthy development of students’ social and emotional competencies. “Social and emotional competencies include children’s ability to recognize, understand and effectively respond to emotions, manage stress and be optimistic. They also include showing concern for others, sustaining healthy relationships and making effective personal and social decisions (Weissberg, Durlak, Domitrovitch, & Gullota, 2015)”. At Lakeview we work with our parents, caregivers and community partners to help set the foundation for strong social and emotional wellbeing to take root. This is based on the promotion of positive personal and cultural identity, personal awareness and responsibility and social responsibility.

Our goal is to ensure that all students feel welcome, safe and connected at Lakeview. We will measure this through student self-assessments, the MDI, and the Student Learning Survey.

Positive Personal and Cultural Identity

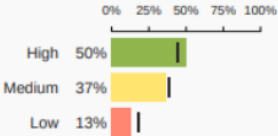
Personal Awareness and Responsibility

Social Responsibility

## 2021/2022 Personal and Social Competency data (MDI).

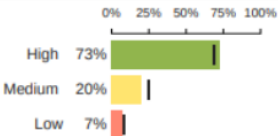
### SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."



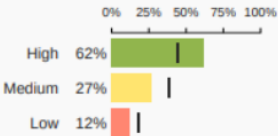
### RESPONSIBLE DECISION-MAKING

Responsible decision-making is about understanding the consequences of one's actions and making good choices about personal behaviour. e.g., "When I make a decision, I think about what might happen afterward."



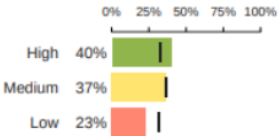
### SELF-AWARENESS

Self-awareness is the ability to recognize one's emotions and thoughts while understanding their influence on behaviour. e.g., "When I'm upset, I notice how I am feeling before I take action."



### PERSEVERANCE

Perseverance refers to determination. It means putting in persistent effort to achieve goals, even in the face of setbacks. e.g., "Once I make a plan to get something done, I stick to it."





# Enhancing Student Learning

## Review of our Goals

### Goal 1 - Improve Students' literacy skills

#### GOAL 1a) - To improve students' literacy and numeracy skills

Our goal is to continually improve our students' ability to read and write, year over year, with specific attention on our Indigenous students and our students with diverse abilities.

- measure—FSA, PM Benchmarks, F&P, DRA, DART, Performance Standards and classroom assessments).

1b) Our goal is to continually improve our students' understanding and competence in numeracy year over year with specific attention to our Indigenous students and students with diverse abilities.

- measure - FSA , Vancouver Island Numeracy Assessment, PRIME Math Assessment

### Goal 2 - Indigenous Enhancement Goals

- Students will feel welcome, safe and connected to their school.
  - measure - student learning survey, Lakeview student surveys
- Students will continually improve literacy expectations for each grade level and strive for proficiency or excellence.
  - measure - FSA, PM, F&P, DRA, ADRT
- Students will continually improve numeracy expectations for each grade level and strive for proficiency or excellence.
  - measure - FSA , Vancouver Island Numeracy Assessment, PRIME Math Assessment

### Goal 3 - Increase Socially Responsible Behavior

(belonging, well-being, mental health)

- Students will feel welcome, safe and connected to Lakeview.
  - measure - student learning survey, Lakeview student surveys

### Goal 4-Core Competencies

- Students will develop and embrace the core competencies to become successful life-long learners and to be active participants in their community.
  - measure- student self-assessments, FSA, MDI



Click on the link for additional breakout data from 2021-2022

[https://docs.google.com/document/d/1x\\_BDNWDBByKGpNVqeg2ZvNrndD\\_uwNBIm6\\_Jj-qbcqzY/edit?usp=sharing](https://docs.google.com/document/d/1x_BDNWDBByKGpNVqeg2ZvNrndD_uwNBIm6_Jj-qbcqzY/edit?usp=sharing)

## Lakeview Elementary

1525 Beryl Road

Quesnel, BC

V2J 4L8

250-747-2009

<http://www.lakeview.sd28.bc.ca/>

