



Voyageur Elementary Plan for student success

2023-2026

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

June 2024

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



SCHOOL INFORMATION

1337 Lark Avenue
Quesnel, BC V2J 4K5

Phone: 250-992-2613
Fax: 250-992-2623

Principal: Jan Bauer
Vice Principal: Sonia Baidwan
Secretary: Lisa Audet
Secretary: Melissa Winofsky



OUR SCHOOL

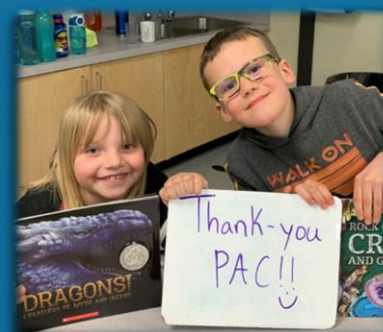
THE STORY/JOURNEY

Voyageur Elementary is a Quesnel public school with approximately 250 students from kindergarten to grade seven. The city of Quesnel lies on the Fraser River between Williams Lake and Prince George. Quesnel is situated upon the traditional territories of the Lhtako Dene First Nation.

Voyageur is committed to creating and sustaining an inclusive environment which aims to meet the social-emotional and academic needs of all its students.

Voyageur recognizes that diversity is a defining characteristic of healthy and strong communities and organizations. As such Voyageur seeks to include multiple (and new) perspectives in a team-based approach to problem solving. Staff is committed to collaboration in a variety of ways; School Based Team, Individual Education Plans, class reviews, staff meetings, ongoing professional development on the topics of core competencies and the Successful Learner Traits, self-regulation and compassionate schools' practices.

Our parents play a large role at our school at both the individual level and school community level. Specifically, the Parent Advisory Council (PAC) supports the learning and growth of Voyageur students through activities such as fundraising and organizing school events. All parents of Voyageur students have a voice as they are all members of the Voyageur PAC.



SUPPORTIVE SPACES

We know that we have a highly diverse population with a range of strengths and stretches that create a unique learning environment. Voyageur learners are also very accepting of differences and are kind to each other.

RATIONALE

We know that many of our learners can face stretches in the areas of persistence and resilience.

We notice that our learners have difficulty with being in a calm state which is especially apparent during transitions in classrooms and outside.

We recognize that learners need support with organizing, planning and completing activities.

Also, it is apparent from our reading data that tiered intervention strategies that use best practices are integral to the success of our learners.

ACTIONS/STRATEGIES:

Successful learner Traits (Compassion, Strategic Thinking, Risk Taking, Industrious, Confident, Enthusiastic, Thoughtful, Creative)

- To be resilient
- To self-regulate
- To identify and explore personal strengths
- Self-aware
- Socially aware
- Good problem solvers
- Self Managers
- Good (Relationship Skills)
- Ensuring that all of our students feel connected to at least 1

MEASURES:

- Classroom observations
- Reading data
- Childhood Experiences Questionnaire (CHEQ)
- Early Development Index (EDI)
- Middle Years Development Index (MDI)
- Class reviews
- School Based Team
- Surveys (Connectedness, Successful Learner Traits have a monthly focus and Regulation)

SPEAK TO THE DATA:

This year we will be tracking our data and results on our assessments to create a baseline for further review and reflection.



EQUITY & ENGAGEMENT - LITERACY

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.

ACTIONS/STRATEGIES:

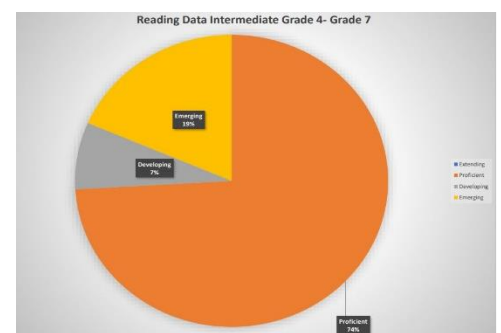
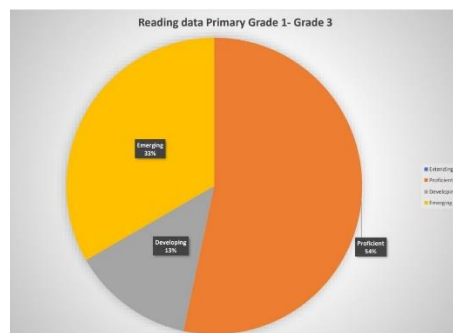
- Using Tiered intervention to ensure that our students are reading at Grade level by the end of Grade 3.
- Ensuring that students in Grades 4-7 continue to grow in their reading skills.
- Ensuring that students in all grades are continuing to grow in their literacy skills.
- Ensuring that all of our students feel connected to at least 1 adult in our school.
- Self-Regulation/VARC Framework – Staff has access to an in-house Lead Learner for Workshops and/or online resources.
- Social Emotional Learning - Staff has accessed CASEL framework and use other SEL learning approaches. Second Step.
- Resource to support SEL learning in the classroom.
- Executive Functioning – Staff has access to an in-house Lead Learner for Workshops and/or online resources.
- Compassionate practices – Staff has access to an in-house Lead Learner for Workshops and/or online resources.
- Ongoing exploration, application of stress-sensitive approaches within our school community.

MEASURES:

- PM Benchmarks – primary and intermediate
- Fountas & Pinnell Benchmark Assessment ~ Intermediate classes
- K Assessment
- FSA



SPEAK TO THE DATA:



EQUITY & ENGAGEMENT - NUMERACY

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

RATIONALE

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

2024-25

This year we will establish a baseline for data reflection.

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
- Use of Carol Fullerton resources, Math picture books

MEASURES:

- FSA assessment
- SNAP assessment Will be done in the Fall and in the spring

SPEAK TO THE DATA:

This year we will be tracking our data and results on our assessments to create a baseline for further review and reflection.



CULTURAL COLLABORATION

Voyageur staff is committed to providing enhanced opportunities to ensure our Indigenous students have opportunities to succeed.

RATIONALE

The staff at Voyageur 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 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.

ACTIONS/STRATEGIES:

- To improve on our communication with the homes of our indigenous learners.
- To increase opportunities to share and learn the Southern Carrier Language.
- To create more opportunities to welcome our indigenous families into our school.
- To ensure that our indigenous learners feel connected to at least one adult in our school.

MEASURES:

- Indigenous Education Support – work with targeted Indigenous youth for Literacy, Numeracy and cultural activities.
- District Culture Resource Teacher – accessed by Voyageur teachers
- Language – introduction of Southern Carrier language in all of our classes, commitment by staff to teach animals and numbers 1-20 in Southern Carrier Language
- A school-based team process that works together to identify any students that may need extra help
- Indigenous Parent Survey and/or Gathering to make connections to the school
- Sharing of artwork from Indigenous Artists in select classes
- Visiting Indigenous Performing Artists (Clayton Gauthier, Michelle Stoney, Rayne Ravenburg)
- Student groups such as Leadership, Chess, DND, sports teams

SPEAK TO THE DATA:

