



Parkland Elementary School

5016 Bjornson Rd, Quesnel, B.C. V2J 6X7

Telephone: (250) 992-5922

Fax: (250) 992-5542

Principal: Mrs. Sue Saip

Plan for Student Success

*At Parkland Elementary we value education.
We respect ourselves, others, & the environment.*

*We gratefully acknowledge that our school resides on the
traditional territory of the Lhtako Dene Nation.*

WE BELIEVE:

- *in working together*
- *that education is important*
- *in respecting people, their needs, and their feelings*
- *in personal safety, respecting property and the environment*

Who We Are

[Parkland Elementary](#) is a rural school of approximately 55 students and 14 staff. We are located just outside of Ten Mile Lake Provincial Park. Our school is unique because of our small, close-knit community and the outdoor opportunities just beyond our doors. Our students come from unique backgrounds and offer diverse interests and experiences to our community. Many of our students are second or third generation Parkland students.

Our parent community play a significant role and meet as a Parent Advisory Council (PAC) monthly to discuss a variety of ways to support the school as a whole. The PAC discusses the learning and growth of Parkland students and ways to fundraise to provide additional education opportunities outside of the school. The PAC is very passionate about contributing to the positive culture of the school and help to organize many traditional school events such as the Terry Fox Run and Pancake Breakfast, Halloween Dance and School Luncheons. Partnership and communication with parents is vital to establishing and maintaining a positive learning environment.

Our District Vision

All students in the Quesnel School District will grow and learn; the success of our students is at the core of all our decisions and actions. Collaboration and evidence-based conversations will inform our work in assessment, instruction, and intervention so that all students will experience academic, social and emotional growth, and ultimately, their transition into adulthood is nurtured. Our advocacy on behalf of each student will make School District #28 a district where engaged students become critical thinkers and responsible citizens.



Our School Community Values

- We value nature, outdoor learning, and kinesthetic (physical) experiences.
- We value rigorous academics, as well as artistic expression.
- We value a strong sense of belonging for all students, as well as equity and accessibility in our school so that all students have an equal chance for success depending on their needs.
- We value Indigenous ways of knowing and strive to include these into our daily experiences.

Research has shown that taking children outside for free and unstructured play results in students who are more cooperative, happier, and healthier. Children who engage in “playtime – especially unstructured, imaginative, exploratory play – is increasingly recognized as an essential component of wholesome child development” (Louv 48). We believe and embrace this by giving Parkland students many outdoor learning and exploration activities throughout the year. Every week we have enjoyed Forest Friday where the whole school ventures across the street to explore, play and enjoy nature. Some classes have also accessed the forest during the week for time outside. The whole school also participated in Parkland Winter and Summer Games. We also provide students the opportunity to participate in cross country running, gardening, outdoor PE, community walks and hiking through Ten Mile Provincial Park. Our students thrive while engaged in the large number of place and nature-based activities in the school yard, and across the street in the forest, no matter what the season.

We believe that part of a healthy, balanced lifestyle is learning to work collaboratively and co-operatively through conflict and that we are more successful with our relationships and learning when we regulate our minds and bodies. Creating a supportive emotional environment for positive discipline conversations allows students to look at their behaviour collaboratively with a staff member. Students use their WITS when dealing with conflict. We work to make amends and mindfully approach similar incidents in the future. We use the [Successful Learner Traits](#) and Growth Mindset as a whole school to further explore and express the [Core Competencies](#).

Louv, Richard. “Last Child in the Woods.” New York, New York, 2008.



Student Learning & Reporting

Parkland Elementary teachers communicate student learning using a Competency Based approach. We also invite students into the school, with their parents during our Open House and Conferences. Together with parents/caregivers and their teacher, students have the opportunity to reflect on their strengths and areas for growth and create attainable academic or social-emotional goals.

In addition to a Competency Based approach, Parkland students are encouraged to take ownership of and personal accountability for their learning by connecting the work that they are doing to their everyday lives. We do this through the inclusion of personal inquiry projects and high-quality work. We have noticed that students are more engaged with their learning when it relates to their lives.

We want students to begin to understand how they learn best, and what steps are needed in order to produce their best work.



Our Goals:

1. Increased student achievement in Literacy and Numeracy:

- a. Literacy: We are aware of our student's literacy levels and use culturally relevant and diverse teaching strategies to continue to grow. We will know this by using assessment for learning, both formative and summative (e.g. PM Benchmarks, Fountas & Pinnell, anecdotal records, and DRA for assessing Reading Levels) consistently throughout the year.

By having students set goals for themselves allows the student to focus on achieving those goals and increases the likelihood for students to use strategies that will help improve their learning. During read-alouds, students are encouraged to predict, reflect, and make connections. Students are also encouraged to explore what forms of reading they enjoy by having access to a variety of literature. This includes graphic novels, magazines, comic books, novels, picture books and on-line articles. We also provide Indigenous and high interest/low vocab literature. We have made efforts to instill a love of reading for all students, including having a Read-In and Read-a-thon. We also look for ways to give student extra opportunities to read during the week.

We will look at improvements in [PM Benchmarks](#) which will indicate improvements in literacy (Grade Level achievement for all students). We are focusing on students who are reading below grade level and provide Tier 1, 2 and 3 interventions through increased ELT and LA interventions, Daily 5 exploration, UFLI, and other classroom programs. Additional literacy support will be provided to Indigenous students in order for all students to be reading at grade level, in accordance with SD28 goals to improve literacy skills.

- b. Numeracy: We will increase mathematical thinking and communication (number sense and operations). We recognize that mathematics is integral to every aspect of daily life, and therefore provide real life applications. Mathematical skills are essential for solving problems in most areas of life and are part of human history. Numbers are a language, just like drawings and words.

We address our numeracy goal by finding opportunities to find the enjoyment of math; as such we infuse playfulness and fun by finding numbers, patterns, and shapes in nature and by using a variety of programs and technologies such as manipulatives, JUMP Math, math games, board and card games.

We are using the SNAP Math assessment tool for students to demonstrate and communicate their mathematical growth and understandings.



- c. Social Emotional Learning (SEL):

Students will achieve social emotional wellbeing through positive interpersonal experiences and relationships that are founded on First Peoples Principles of Learning and supported by the many SEL programs at Parkland (Growth Mindset, EASE, Zones of Regulation, Second Step). Students participating in SEL programs demonstrate improved classroom behavior, an increased ability to manage stress, and more positive attitudes about themselves, others, and school.

We will continue to enhance relationships to engage all students, especially vulnerable learners. Strategies and resources used to support students also include Individualized Behaviour Support Plans, Co-Regulation curves, and Multi-age groupings to create leadership, belonging, and team spirit through a variety of celebrations and activities throughout the school year. A school counsellor is available as needed. Students learn about the interconnected structures of the brain

and how emotions are at the core of our existence. Emotions are not just feelings, but also carry a physiological component.

When students can personalize their learning and actualize the Successful Learner Traits, they then empower themselves to set learning goals and understand how the Core Competencies will build their capacity as students. We will also engage in more projects with a Social Responsibility focus that will allow students to understand their place in society, and the social and emotional reward from contributing to their community.

We will know that students have been successful when they are able to match a goal to a competency and be able to fulfill that goal. We will also recognize improved relationships and sense of place and belonging in the school community. This will be reflected in the Student Learning surveys, School Belonging Survey, and the MDI.

d. Integrating Indigenous Worldviews & Perspectives:



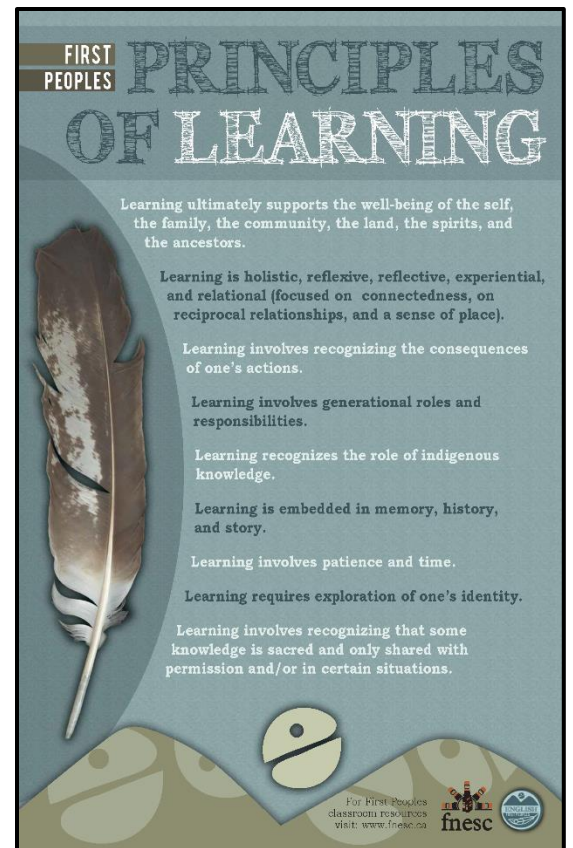
We will continue to incorporate First Peoples Principles of Learning in the lived experience at our school for all students with the extensive existing programs in place. We plan to increase the amount of suitable Indigenous curriculum resources accessible to teachers and students. We will celebrate and publicize our efforts in assemblies & concerts, newsletters, and other points of parent contact. Indigenous ways of knowing and principles of learning are embedded in all subject areas. Carrier language is included in daily morning announcements, school newsletters, and on bulletin boards. Students receive academic support from the Indigenous Education Support Worker (IESW) 2 days per week which is connected to classroom learning and provide cultural experiences and lessons from the Carrier Language Teacher. We strive to identify learners who need extra connection and make focused, intentional, and positive connections.

We will know we have reached our goal through on-going Data Collection using the MyEd Summative Report – English Language Arts and Mathematics, PM Benchmarks (Literacy) and FSAs – Foundation Skills Assessments - in Literacy and Numeracy for Grade 4 and 7 students.

Overall, how will we know we have been successful in achieving our goals?

In order to determine the success of our School Growth Plan, we will be looking for feedback from our parents and caregivers, community members, students, and staff. Feedback will be sought out in a number of ways including surveys, PAC meetings, and most importantly open and honest conversations.

We look forward to hearing from you!



September 23, 2025