



Dragon Lake Elementary School Growth Plan

2025/2026

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

September, 2025

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



SCHOOL INFORMATION

Dragon Lake Elementary currently enrolls 182 students from Kindergarten through Grade 7. A StrongStart early learning centre is also located within the school. Twenty percent of our learners have Indigenous ancestry. Our team of ~15 teachers, 8 support staff, 1 administrator, and multiple district professionals work extremely hard to provide a caring, inclusive environment for all students.

Our parents play a significant role at Dragon Lake. The Parent Advisory Council (PAC) meets regularly to discuss a variety of ways to support students, staff, and fellow parents/guardians at the school. PAC works hard to make it welcoming and inviting for parents to get involved with their child's 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, as well as demonstrate resilience and independence, will be better equipped to focus and learn.

Strength in literacy and numeracy is fundamental to lifelong success.

Partnership and communication with parents 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 accord 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

The Good Sport Code

I am a good sport and respect my classmates

I give my 100% best and I will never give up

Win or Lose... I have fun and play hard

I congratulate my opponent when they win
I love to win, but I do not brag



**AFTER ALL...
IT'S JUST A GAME**



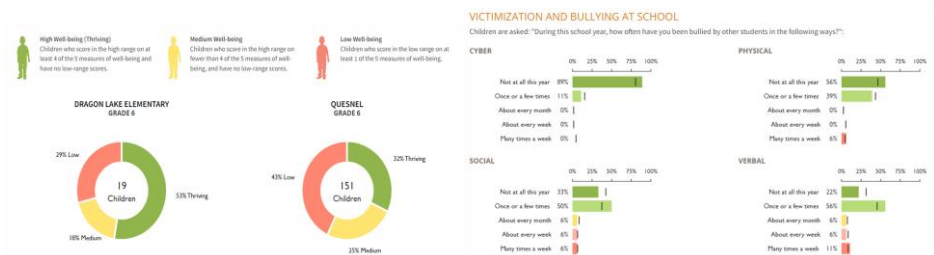
SUPPORTIVE SPACES – Mental Health and Well Being

To foster a sense of belonging and inclusion for all students in the school community, which allows students the freedom and safety to develop the knowledge, skills, and attitudes necessary for a happy, healthy life.

ACTIONS / STRATEGIES

- Teachers embed the SecondSTEP Program into their teaching with the support of our school counselor.
- We teach and promote the Core Competency "I can" statements to foster ownership of learning, engagement, and positive growth mindsets.
- We actively use the Successful Learning Traits by Sue Bannister as a competency-based framework to foster resilience, independence, and kindness in our students.
- Staff support activities that foster student interaction and inclusion.
- All classes engage in 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 and support awareness and understanding of the factors that contribute to positive well-being and mental health.
- We work daily to support students in peacefully and collaboratively problem-solving, and to use WITS to recognize what strategy is needed.
- We have monthly assemblies and extensive classroom work on expected routines and school behaviours using the programs listed above.

SPEAK TO THE DATA



Data from the Middle Year Development Index (MDI) last year indicated that students at our school experience a positive overall sense of wellbeing. We are happy and proud of this! We also saw in the data that our students are facing more social and verbal bullying than we want for them. As such, this year we are taking a very deliberate approach in supporting students in recognizing inappropriate verbal or relational interactions and holding students accountable for their words and actions. We are teaching about the roles and responsibilities of bystanders vs upstanders. We are also in the process of updating our Code of Conduct to reflect the support strategies being applied in our school and ensuring they are aligned with SD28 Policy.

Areas for growth in our Students:

- Empathy, compassion, & understanding the nuances of diversity and equity
- Perspective taking, conflict resolution & problem solving
- Self-regulation, working through emotions, escalate situations
- Fair play, healthy sense of competition, sportsmanship
- Resilience for discomfort or challenge (academic, social, emotional)



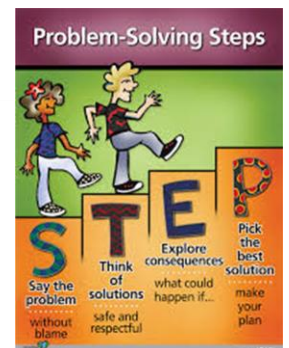
The Peace Process

Listen.

What happened?

How did you feel at the time? How do you feel now?

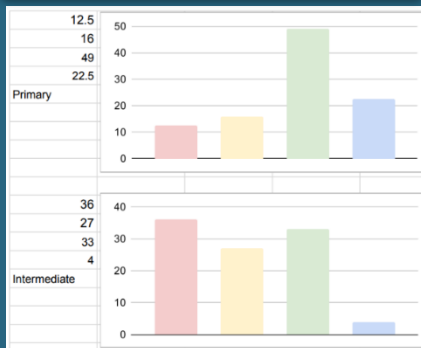
What do you need?



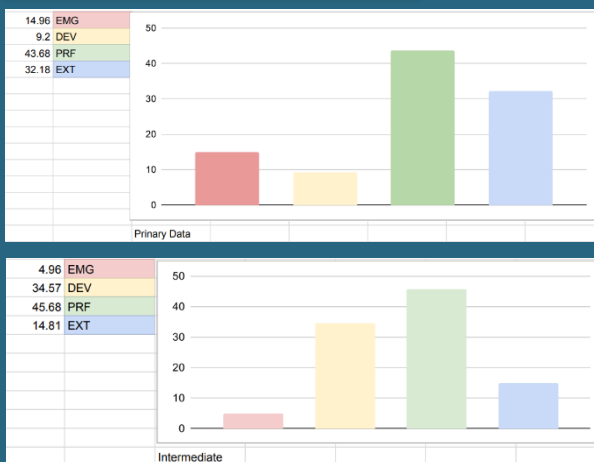
Rationale

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.

2023/2024



2024/2025



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.

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, small group instruction)
- 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 and increasing our intermediate resource inventory
- 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 in Primary – Phonetic based literacy assessment

MEASURES

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

Speak to the Data

During the 2024/25 school year, our educators focused on this goal by continuing our work in K-Grade 3 with UFLI platooning with continued success; moving more learners from developing to proficient and exceeding grade level expectations. In Grades 4-7, deliberate efforts were made to address the gaps in student literacy learning by engaging in intermediate literacy groups, and deliberate, focused phonics and phonemic awareness learning opportunities in Tier 1 (classroom-based) literacy programs. The data indicates that our efforts were successful in increasing intermediate literacy levels significantly.



RATIONALE

We continue to see gaps in students' deep understanding of math concepts.

We are tracking student numeracy achievement and are setting goals to improve the numeracy results of our K-7 students.



EQUITY & ENGAGEMENT – NUMERACY

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

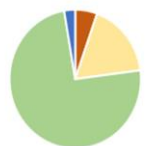
ACTIONS / STRATEGIES

- 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
- Explore what Tier 2 intervention strategies look like at our school

MEASURES

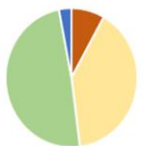
PRIME Assessment * SNAP Assessment * Foundational Skills Assessment

Primary Numeracy Data
2024/2025



EMG DEV PRF EXT

Intermediate Numeracy Data
2024/2025



EMG DEV PRF EXT

SPEAK TO THE DATA

We have found that for the past three school years, our data has largely remained the same. The majority of our students are at a proficient numeracy level for their grade level, yet 20-40% remain at a developing level. Our aim is to improve Tier 1 (classroom-based) numeracy instruction to address this on-going challenge. We also plan to begin adding Tier 2 in-class supports in numeracy learning experiences.



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, and hold leadership roles during our events.
- 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 (Smudges, Indigenous Culture Days, Talking Circles, Connecting to Our Land Whole School Project, 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 and Elders to teach and support students in cultural activities.
- Communication with families through newsletters, information posted on bulletin boards, IES updates and direct communication with families.

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.

