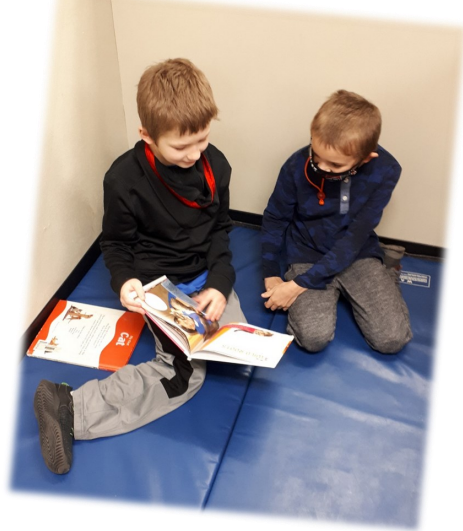




**2021-2024**

Voyageur Elementary  
1337 Lark Avenue  
Quesnel, B.C.  
V2J 4K5  
250-992-2613  
<https://voyageurelementary.weebly.com/>



## Our Story

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, executive function, 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.



## Our Focus

### SCANNING: Class Reviews:

#### What do we know about our Learners?

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.

We also know that 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 also 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 (as put forth by Janet Mort) are integral to the success of our learners.

#### Why does it matter?

The following abilities are integral to student success:

Successful learner Traits (Compassion, Strategic Thinking, Risk Taking, Industrious, Confident, Enthusiastic, Thoughtful, Creative) (Sue Bannister—<https://successfullearners.ca/about-successful-learners/>)

To be resilient

To self-regulate

To identify and explore personal strengths

To be (CASEL):

Self-aware

Socially aware

Good problem solvers

Self Managers

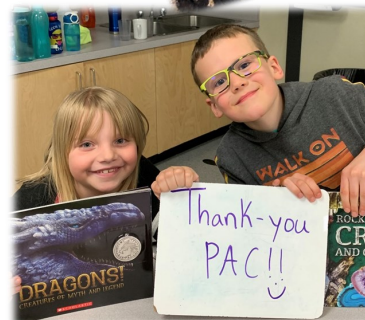
Good (Relationship Skills)

To know how to organize, plan, self-monitor and execute

To be successful readers

#### How do we know?

- 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, Regulation)



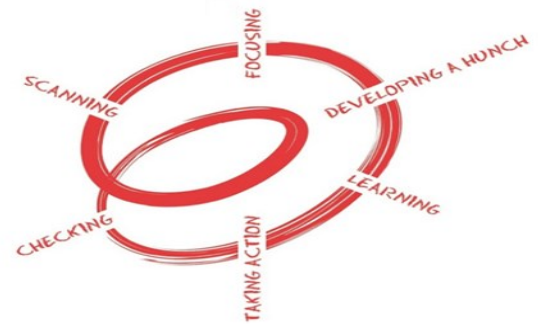
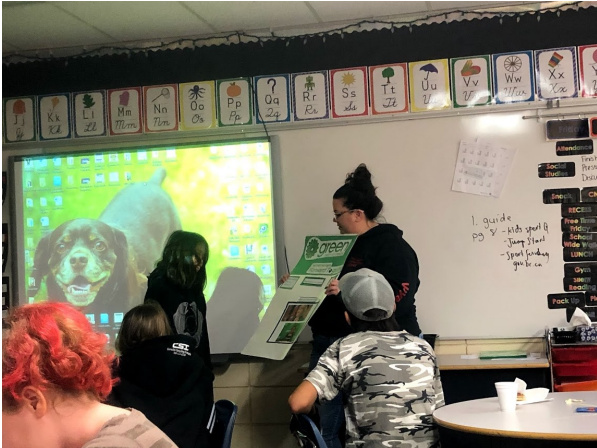
## FOCUSING:

We recognize that a shared commitment to fostering growth for student success in all aspects of the school environment (classrooms, hallways, gymnasium, library, playground and field trips) will have the greatest impact.

## DEVELOPING A HUNCH:

Many students have experienced adverse childhood effects (ACE). ACE can impact their ability to achieve success as a learner.

[http://www.aceresponse.org/give\\_your\\_support/ACEs-in-Education\\_25\\_68\\_sb.htm](http://www.aceresponse.org/give_your_support/ACEs-in-Education_25_68_sb.htm)



## Our Inquiry Question

*The staff at Voyageur is committed to engaging in Professional Development with a focus on best practices in the areas of Early Literacy Intervention, Core Competencies - including a focus on our local indigenous language and culture - Executive Function, Self-Regulation, Compassionate Schools, and Social Emotional Learning. With the staff's commitment to this Professional Development and our commitment to common language at our school, will our learners feel more connected and experience personal success and consequently academic success?*

### How will we know?

- Quantitative – student and staff surveys:
  - \* 2020/2021— Staff—Social Emotional Learning Survey, ARTIC  
Students—Connectedness,
  - \* 2021/2022—Staff—SEL Survey, ARTIC Survey  
Student— Successful Learner Traits Survey, Social Emotional Learning Survey, Connectedness
- Qualitative – ongoing scanning/conversations/SBT/Class Reviews/ Staff meetings, Equity Scan Committee
- Early literacy data (attached)
- Student self assessment of core competencies (Final Report Card)

**“We are in the midst of a revolution in educational thinking and practice. Scientific advances in a number of fields have established that the most critical factor in student achievement and well-being is self-regulation.”**

**-Dr. Stuart Shanker**



## Our Plan:

### *Voyageur Staff is committed to:*

- 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.

### *Voyageur staff are committed to engaging in ongoing professional development in the areas of:*

**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

How?

Professional Development with Sue Bannister <https://successfullearners.ca/about-successful-learners/>

Collaboration with District Cultural Language Teacher

Staff Book Clubs:

2019/2020—Lost in School (Ross Greene) focusing identifying lagging skills

Make connections with other professionals who have embarked on this journey



**Our Indigenous Learners:**

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

Goals:

**A) To improve on our communication with the homes of our indigenous learners**

How? Facebook page created October 2019, School Web page, January’s “Connect with families”, all primary teachers using class dojo, class dojo used with many of the intermediate classes, weekly news letters emailed home, put on school web page and posted on Facebook page.

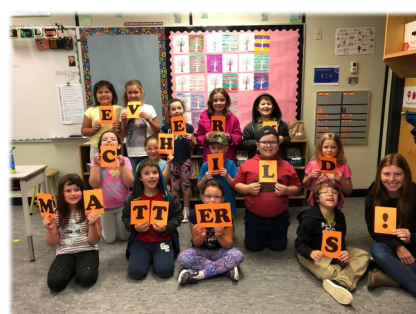
**B) To increase opportunities to share and learn the Southern Carrier Language. All students at Voyageur will learn the Carrier language for a wide range of animals and the number one to twenty by the end of the 2022/2023 school year.**

How? District Culture Teacher visited every class to teach the Carrier Language, Carrier Language Bins created and distributed to each class to teach Carrier Language, November 27, 2020 NI Day dedicated to planning for our indigenous learners and looking at available resources.

**C) To create more opportunities to welcome our indigenous families into our school.**

How? Host an annual ‘All About Me’ Family Gathering at Voyageur (informal invitation to visit student’s classrooms), annual Parent/Teacher Interviews , plan to host a culture day annually

**D) Making it Personal:** Staff are committed to a targeted process which looks at building on our indigenous learners’ success. By analyzing student strengths and stretches we are able to be more purposeful in our interventions. We have committed time to each staff meeting to critically look at our goals for our indigenous learners and evaluate the progress of the goals, to make changes if the goals are not being met, and to celebrate when the goals have resulted in student successes. In addition to time at monthly staff meetings, each teacher meets twice per year with a team consisting of Indigenous Education Support, Principal and Vice-Principal to evaluate the progress of goals and to discuss ways of working as a team to help the goals become a reality.



E) To ensure that our indigenous learners feel connected to at least one adult in our school.

How?

Indigenous Education Support – work with targeted aboriginal youth for Literacy, 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

Aboriginal Parent Survey Gathering annually

Sharing of artwork from Indigenous Artists in select classes

Visiting Indigenous Performing Artists

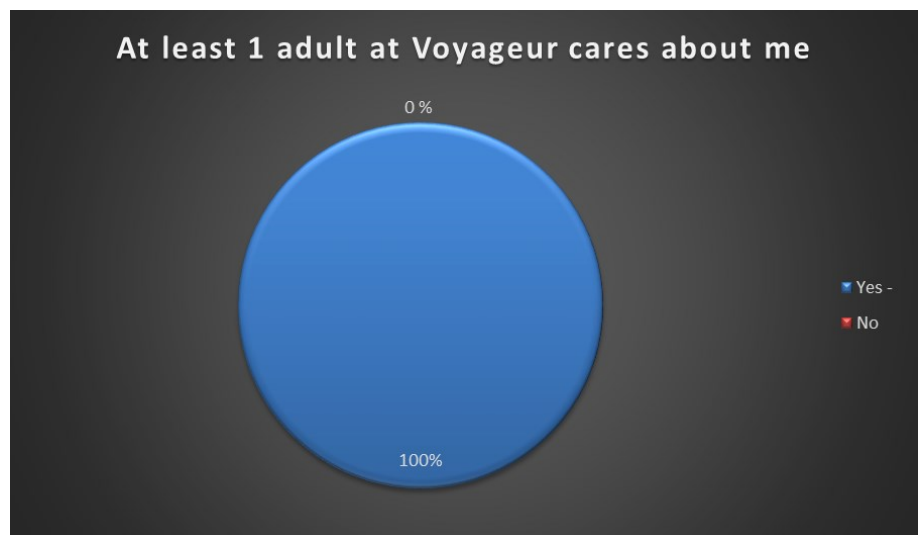
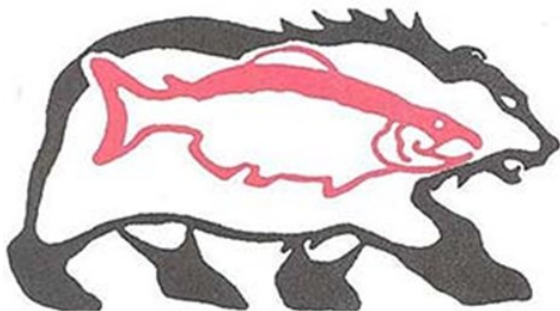
Go Girls Group

Homework Club

Girls' Group

Guitar Club

### Indigenous Learners at Voyageur: Data collected from October 2020



100 % of our Aboriginal students in Kindergarten  
—Grade 7 feel at least one adult at Voyageur  
cares about them.

**Voyageur staff recognize that it is integral that students feel connected to at least 1 adult in the school. The following is a list of the many activities, presentations that occur throughout the school year to ensure that students feel connected.**

Breakfast and Lunch Program

Successful Learner Traits Monthly Assemblies

Lunch time and after school intramurals

Volleyball/Basketball/Cross Country Running/Track and Field/Swimming/Downhill Skiing

School Wide Walks

Terry Fox Run

Orange Shirt Day Class Activities

Fire House Safety for Grade 3's

Performing Arts Presentations

Read-in/PJ Days

Spirit Days

Leadership/Pokemon/Drama Club

Positive Office Referrals

Basketball/Volleyball teams

Chess Club

Robotics Club

Halloween Celebration/Costume Parade/Cha Cha Slide

Christmas Sing A Long

Remembrance Day Ceremony

Aboriginal Day

Pizza Celebratory Luncheons

All About Me Sharing Day

Indigenous Education Support – Homework Club

Staff vs Students Basketball Game

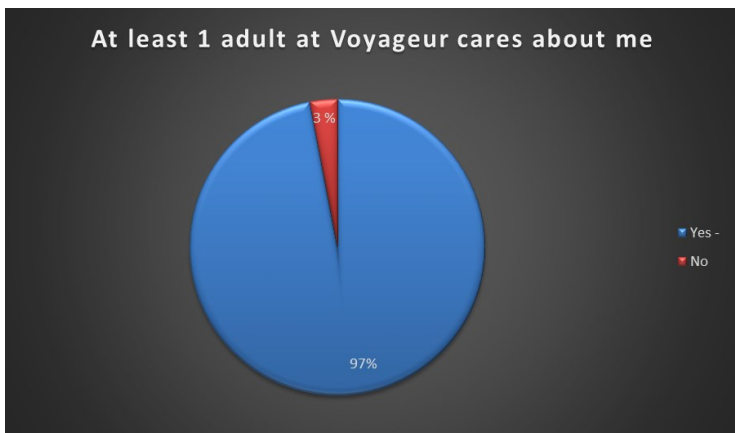
Buddy Classes

Jump Rope for Heart

Grade 7 year end celebration

Pink Shirt Day

After school Sports and Arts Initiative (DASH)



**Data Collected in October 2020 from all students Kindergarten—Grade 7 —97% of students feel connected to at least 1 adult in the school**



## Sharing Our Learning

### Parents

Staff will work towards helping our parents understand the trends identified, define them, how they affect our learners and our plan to help our students become more successful learners. We want to provide our parents the necessary information so they can be partners in improving the learning opportunities for their children.



### How?

Presentations to the PAC – sharing of information and learning opportunities

A series of Open House Opportunities to get input and feedback from our parents at various times throughout the school year (**Early Closure:** What makes Voyageur a Great School? What makes a Great School? **Indigenous Parent Gathering** in the spring for a survey)

Access to webinars on our Voyageur Facebook page





**Literacy Data for June 2021**

**Voyageur Elementary School**

**Early Literacy Interventions Include a tiered Intervention Process**

Tier 1 – In class reading instruction

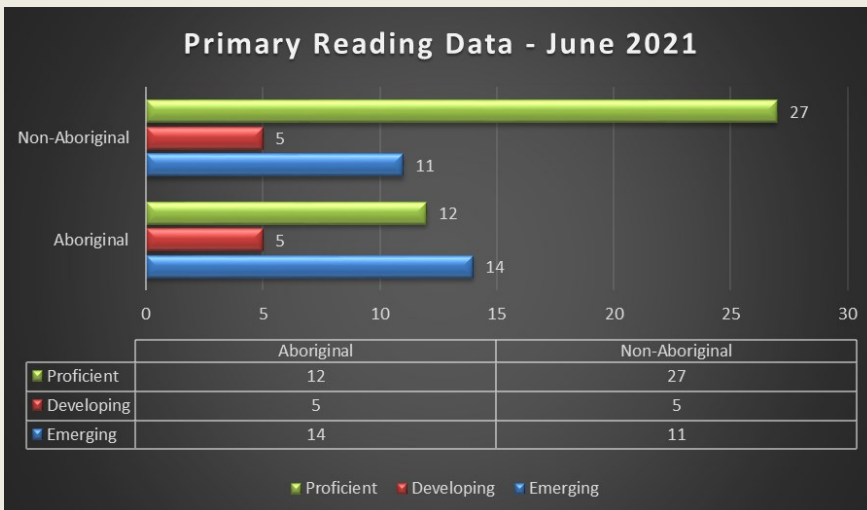
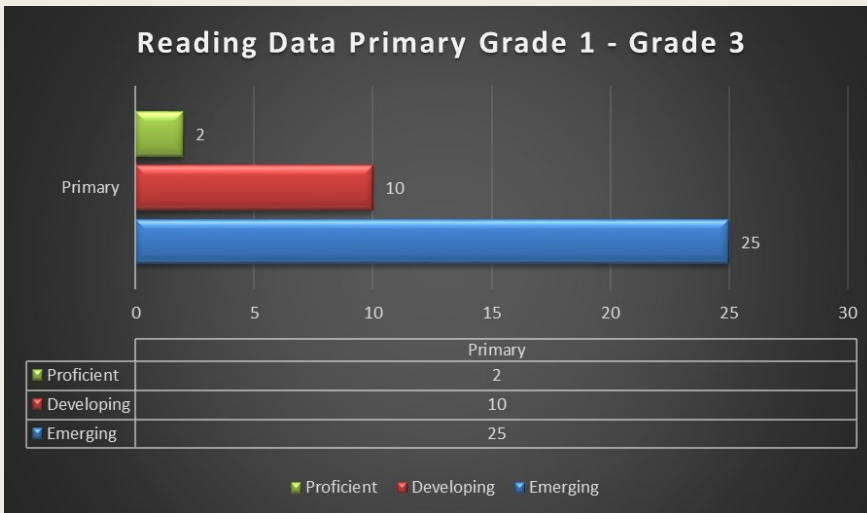
If students in Grade 1 & 2 are not yet meeting expectations in reading then:

Tier 2 – Learning Assistant Teacher - targeted intervention – small groups

Tier 3 – Early Literacy Teacher – targeted intervention – small groups

**Early Literacy Data for June 2021:**

**Primary – Grade 1 – Grade 3**



### Literacy Data for June 2021

#### Voyageur Elementary School

##### Intermediate Literacy Interventions Include a tiered Intervention Process

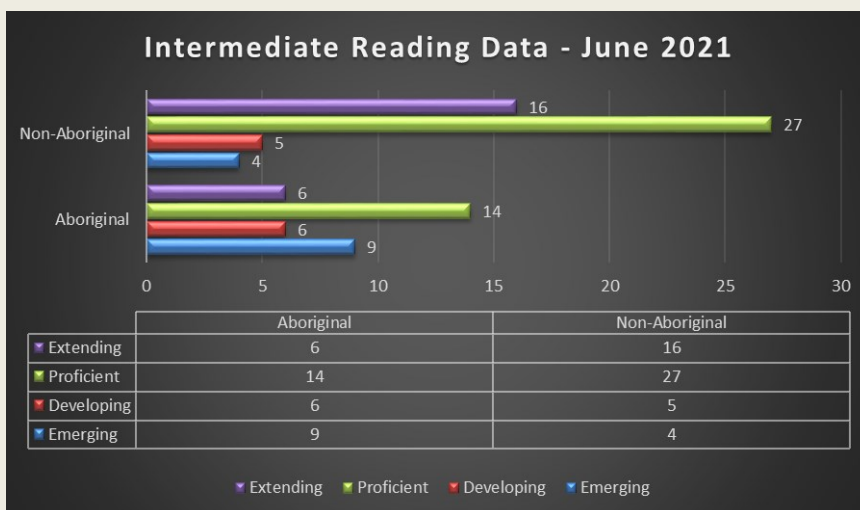
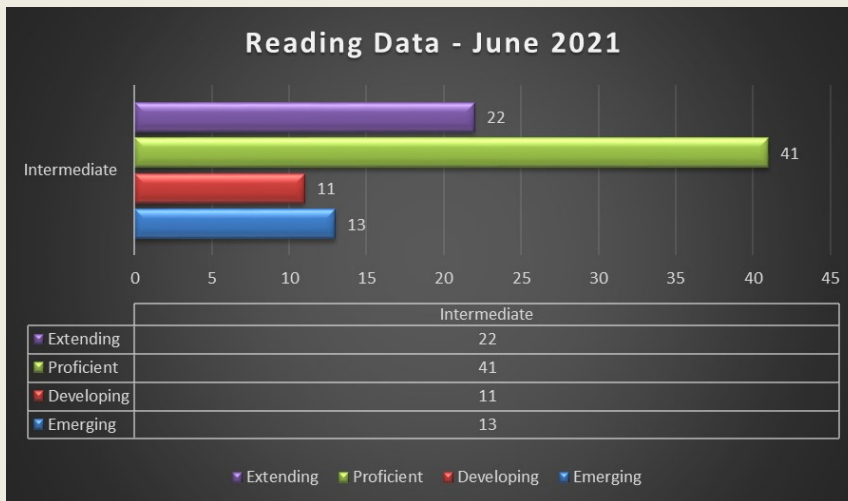
Tier 1 – In class reading instruction

If students in Grades 4–7 are not yet meeting expectations in reading then:

Tier 2 – Learning Assistant Teacher - targeted intervention – small groups

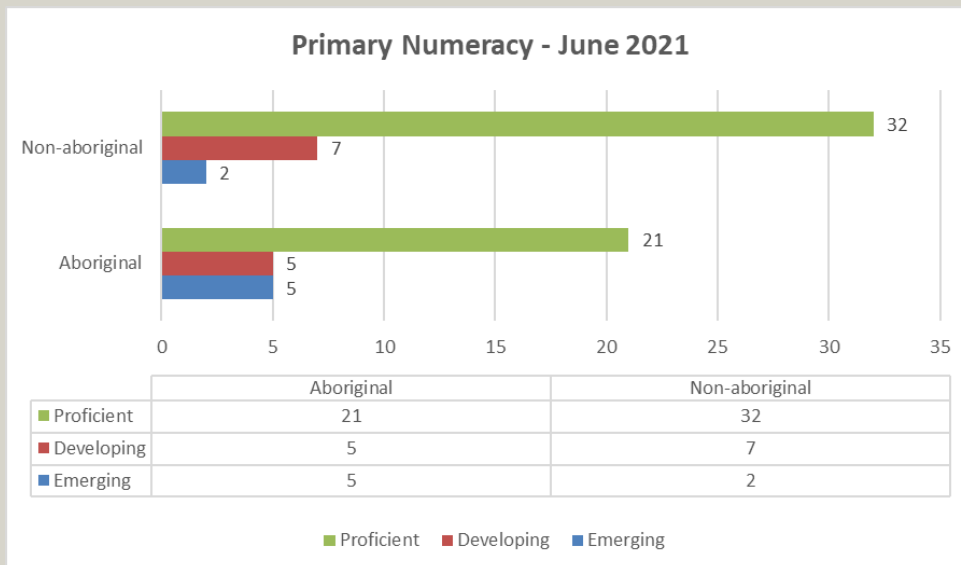
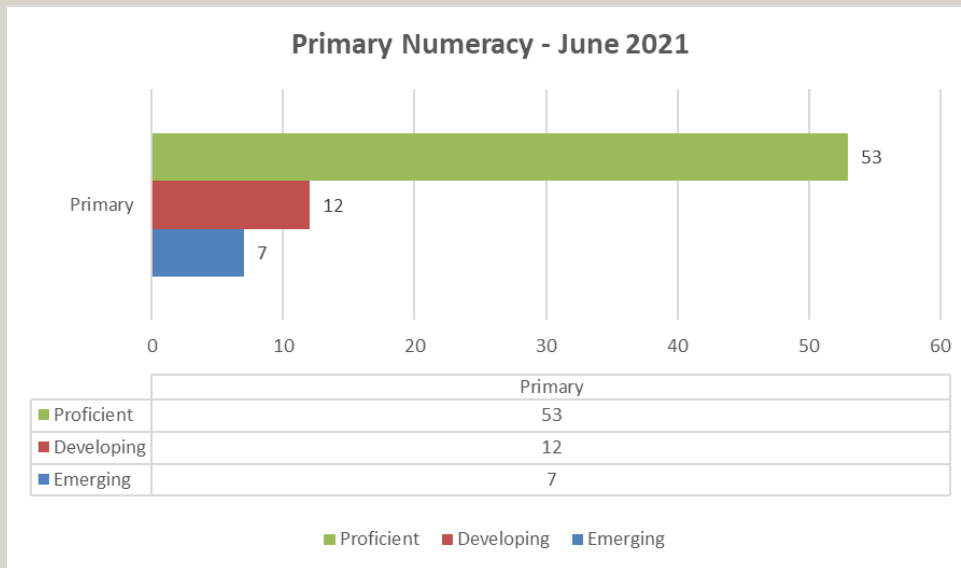
##### Intermediate Literacy Data for June 2021:

Intermediate—Grade 4—Grade 7



## Numeracy Data—June 2021

### Voyageur Elementary School



**Numeracy Data**

**June 2021**

**Voyageur Elementary School**

