Riverview 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

SD28 Quesnel
Together we can

OUR SCHOOL
STORY / JOURNEY

Riverview Elementary

Riverview Elementary is situated on the west side of the Fraser River in Quesnel, British Columbia. The student population is diverse and there are a wide range of learners. Approximately 45% of our student population has Indigenous ancestry.

The pillars of Riverview's success are "Responsibility, Respect, Caring and Learning". Riverview's staff have a clear understanding of our students and are committed to ensuring that students have what they need to be successful. Our staff are passionate and committed to the growth of all learners. This shared commitment and willingness to collaborate is allowing our staff to focus our efforts towards supporting student growth in all areas of life. Through our school planning committee, goals are set and new initiatives to support students and increase belonging are set.

SCHOOL INFORMATION

Riverview Elementary is a Kindergarten-Grade 7 school with approximately 170 students. We have a large, committed and caring staff consisting of 8 classroom teachers, 1 music teacher, 1 librarian, 3 support teachers, 2 youth care workers, 2 Indigenous support workers, 8 Education Assistants, a secretary and a Principal.

Our school is very fortunate to have a dedicated and active Parent Advisory Council to support student learning and help facilitate home-school collaboration.

In addition to classroom learning opportunities, our school provides students with access to important extra-curricular activities as well such as arts and sports initiatives.
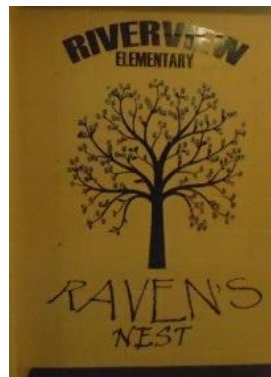
RATIONALE

Research is currently being completed around the topic of self-regulation. UBC's Dr. Kimberley Schonert-Reichl, has conducted multiple studies which show the importance of the social emotional development of students and our role as educators. According to research done by the Dalai Lama Centre at UBC, students who receive social emotional learning (SEL) instruction improved significantly in academic achievement.

Additional research out of the California Department of Education claims that, "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

SUPPORTIVE SPACES – Safety and Belonging

Fostering a sense of safety and belonging in the school community will lead students to develop the knowledge, skills, and attitudes necessary to be successful.

ACTIONS / STRATEGIES

-Many staff have participated in the EASE training (Everyday Anxiety Strategies for Educators).
-Staff refer to and teach a variety of strategies to build student competency in self-regulation.
- Staff use trauma informed practice to support and interact with students
-Staff apply knowledge and understanding of student behaviour to reframe student behaviour and support a trauma informed approach
- Staff support activities that foster student interaction.
- We work to provide rich opportunities to support social emotional learning and student-teacher connectedness throughout all the grades.
- There is ongoing work with students to help them learn how to problem solve with each other first, and then ask for support when needed.
We hope to develop in students an awareness and understanding of the factors that contribute to positive well-being and mental health.
We have classroom and whole-school discussions about expected and unexpected behaviour. We focus on building empathy and compassion and using a restorative approach to solving conflicts.

MEASURES

"What we measure gets better"

 – Peter Hollins

To help support the mental health and well-being of our students we will use data from a number of difference sources to best understand where our students are at, and what we need to do to support them moving forward. Data will be collected, reviewed and analyzed from the following sources:
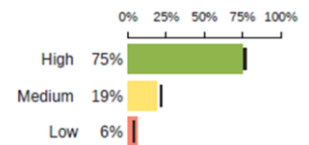
- School Belonging survey
- CHEQ
- EDI
- MDI

Well Being Index: The data to the right is taken from the MDI results relating to children's physical health and social and emotional development that are critical during the middle years.
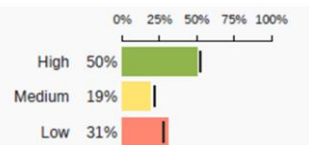
SPEAK TO THE DATA

Connectedness to adults at school

"At my school there is an adult who believes I will be a success"

	0%	25%	50%	75%	100%
High	75%				
Medium	19%				
Low	6%				

School Belonging

"I feel like I am important to this school"

	0%	25%	50%	75%	100%
High	50%				
Medium	19%				
Low	31%				

EQUITY & ENGAGEMENT - LITERACY

Strength in literacy is fundamental to life-long success. We are committed to ensuring that students increase their ability to acquire, construct and communicate in meaningful ways. We work hard to ensure our students are proficient in foundational literacy skills while they develop their ability, confidence and willingness to engage with all aspects of literacy.

RATIONALE

"Literacy means access to opportunities for life" – Lucy Project

Research tells us that students with lower levels of literacy skills experience increased levels of stress and feelings of isolation. These students also have a significantly higher chance of dropping out of school and entering the criminal justice system. Additionally, lower levels of reading proficiency mean worse health outcomes, fewer employment opportunities and higher rates of poverty as adults.

ACTIONS / STRATEGIES

- Tiered reading intervention
- Opportunity to take part in class reviews – identify class strengths and areas which need additional focus
- A variety of literacy strategies in all grades (i.e. platooning, "The Daily Five", literature circles, guided reading, side by side reading)
- A variety of literacy assessment tools for both primary and intermediate students
- Reading/letter buddies
- Review and analyze June literacy data to plan specific and targeted programming
- Ensure that levelled reading materials are readily accessible for all reading abilities
- Monitor to continually assess effectiveness and adjust interventions and supports accordingly
- Utilize school-based team to build support plans.
- Review literacy goals throughout the year
- Inform parents of summer reading loss and provide strategies for support
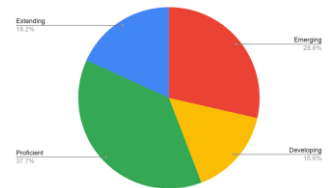- Use of research based skill building programs such as Heggerty and UFLI

MEASURES

"What we measure gets better"

– Peter Hollins

- PM Benchmarks – primary and intermediate
- Fountas & Pinnell Benchmark Assessments ~ Intermediate classes
- District literacy assessments (primary and intermediate
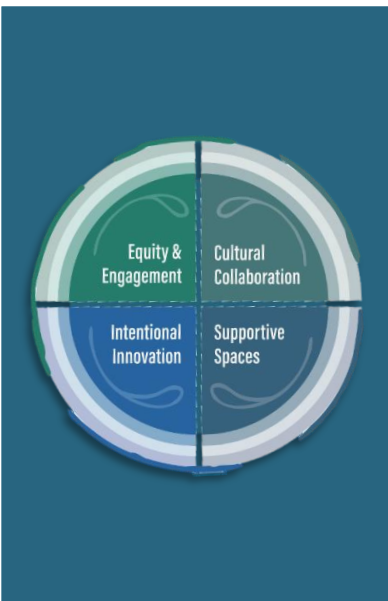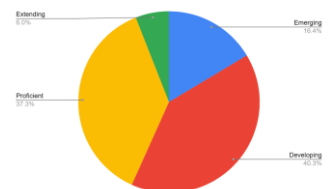- Writing samples
- Conferences
- Dibels

SPEAK TO THE DATA

Primary Literacy Data

Intermediate Literacy Data

EQUITY & ENGAGEMENT - NUMERACY

Staff are focused on ensuring that all students develop the skills needed to become proficient in numeracy skills that will allow them to competently create, apply and conceptualize mathematics in real world situations.

RATIONALE

Math study is an ideal starting point to break down social inequality, and empower individuals to build a smarter, kinder more equitable world – John Mighton

Mathmatician John Mighton argues that by learning math, we are teaching students to see patterns, think logically, draw analogies, understand cause and effect and perceive risk. These skills are foundational to student success both in school and in the "real world".

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 support plans.
- Review numeracy goals throughout the year
- Use of math games and programs to build math fluency
- Use of number talks, counting collections, and number of the day
- Engagement with Nikki Lineham
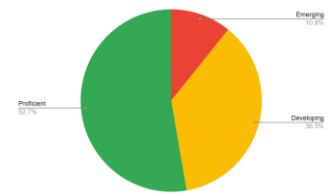- Use of Carol Fullerton and Christina Tondevold resources

MEASURES

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- SNAP assessment
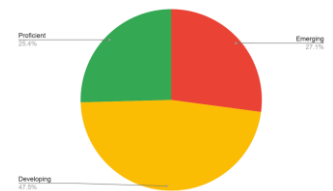- Skill based classroom assessments

SPEAK TO THE DATA

Primary Numeracy Data

Emerging 10.8%
Developing 36.5%
Proficient 52.7%

Intermediate Numeracy Data

Proficient 25.4%
Emerging 27.1%
Developing 47.5%

RATIONALE

The staff at Riverview Elementary understand our role and responsibility to ensure our Indigenous learners have equity in education. The First Peoples Principles of Learning are one important tool to help achieve this.

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.
- is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationship, and a sense of place).
- involves recognizing the consequences of one's actions.
- involves generational roles and responsibilities
- recognizes the role of Indigenous knowledge
- is embedded in memory, history and story.
- requires exploration of one's identity.
-involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

CULTURAL COLLABORATION – Enhancing Learning

We believe that it is important to provide rich opportunities to enhance learning for our Indigenous students knowing that these opportunities benefit all students as we move towards reconciliation. We focus on building student capacity for intercultural understanding, empathy, and mutual respect as outlined in the Truth and Reconciliation Calls to Action. These actions will create an increased sense of belonging and help support student achievement.

ACTIONS / STRATEGIES

- The First People's Principles of Learning will be reflected in the planning and teaching across all grades and curriculum.
- Focus on ensuring our Indigenous learners have opportunities to be part of cultural events within the community.
- Hold our Indigenous learners to the highest expectations of achievement.
- Create opportunities for our Indigenous youth to share in the teaching and learning of cultural aspects.
- Participation in Indigenous ceremonies and events
- Include local Dakelh, and Metis language in the signage around the school and in classes.
- Use of community leaders to teach and support students in cultural activities
- Communication with families.
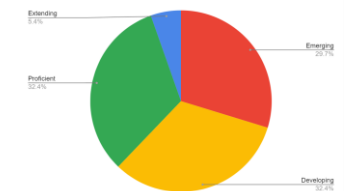
MEASURES

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- Attendance pattern analysis

- Achievement results (literacy, numeracy)

- Student belonging survey

- CHEQ

- EDI

-MDI

*data from each of these sources will focus on our Indigenous learners

SPEAK TO THE DATA

Primary Literacy Data

Intermediate Literacy Data