



Buckhorn Elementary School Plan 2021-2022

At Buckhorn Elementary we are grateful to be working and learning on the unceded ancestral lands of the Lheidli T'enneh First Nation whom have been part of these lands for at least 9 000 years. On Lheidli T'enneh's ancestral lands we honour them in their Dakelh dialect: **Lheidli T'enneh hubeh keyoh whuts'odelhti. Nts'ezla hubeh yun ts'uwhut'i, ts'uzt'en ink'ez ts'unuwhulyeh.** We respectfully acknowledge the unceded ancestral lands of the Lheidli T'enneh, on whose land we live, work and play.

Buckhorn Elementary is a community school with students from multigenerational Buckhorn families that enjoy the warm, friendly and encouraging environment. Our teachers and support staff work to ensure all our students are successful. Situated on the outskirts of Prince George City limits, the school size and rural setting help promote a supportive family atmosphere. Parents are invited to participate. Parents are welcome partners in their children's education and form the backbone of the school. Parents are involved as helpers with the lunch program, fund-raisers for special events, and are welcome to share input into school operations.

Along with quality academic programs, Buckhorn elementary staff offer educational supports, a variety of extra-curricular activities, leadership club, social awareness events, and drama opportunities.

MISSION Buckhorn students strive to be BRAVE: Bold, Resilient, Accountable, Versatile, and Empathetic

VISION Buckhorn elementary strives to provide a unique learning experience combining aspects of our rural community with 21st century technology, exploration of new places and adventure play that prepares students to graduate with options.

We are proud to learn about our ancestry.



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ENAGAGEMENT PROCESS with staff, parents and students

Creating the school mission, vision and goals:

1. Teachers and support staff Tuesday September 7, 2021
2. Teachers and support staff Monday September 15, 2021
3. Teachers Wednesday September 22, 2021

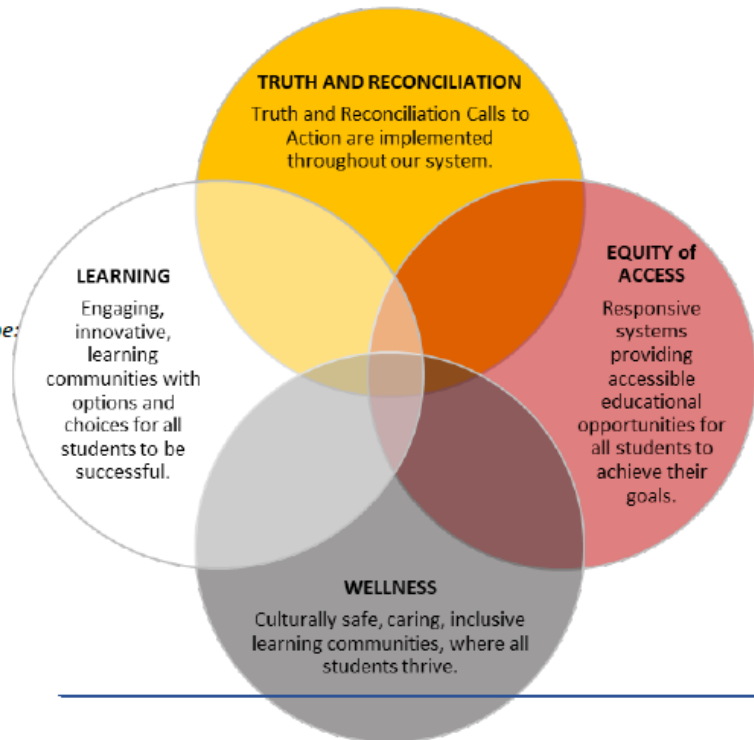
Sharing the initial planning in concrete and clear language and receiving feedback in order to make changes

1. Teachers and support staff along with Leidli T'enneh Knowledge Keep Clifford Quaw Friday September 24, 2021
2. Parents Monday September 27, 2021
3. Students in Grade Four, Five, Six and Seven Tuesday September 28, 2021

Reviewing at each monthly staff meeting and PAC meeting

Our District Directions

For the next five years, our priorities will be:





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OUR DATA

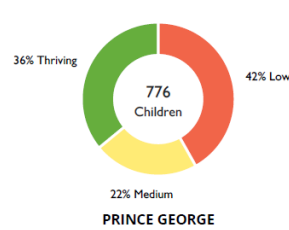
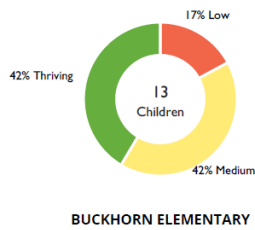
27/02/2018

Buckhorn Elementary - Grade: 4 MDI Report
WELL-BEING INDEX

The Well-Being Index consists of measures relating to children's physical health and social and emotional development that are of importance during the middle years: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

-  **High Well-Being (Thriving)**
Children who are reporting positive responses.
-  **Medium to High Well-Being**
Children who are reporting neither positive nor negative responses.
-  **Low Well-Being**
Children who are reporting negative responses.






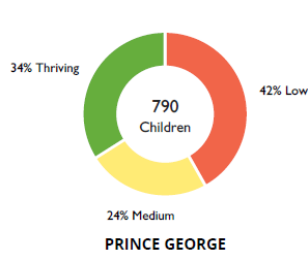
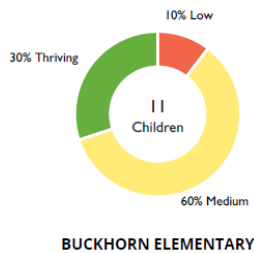
1/2018

Buckhorn Elementary - Grade: 7 MDI Report
WELL-BEING INDEX

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Do you feel welcome at your school?

2016/17	8	67	-1	9	69	5
2017/18	14	82	12	10	71	12
2018/19	5	50	-25	11	58	1
2019/20	11	85	13	6	46	-13
2020/21	10	71	0	13	76	19

Is school a place where you feel like you belong?

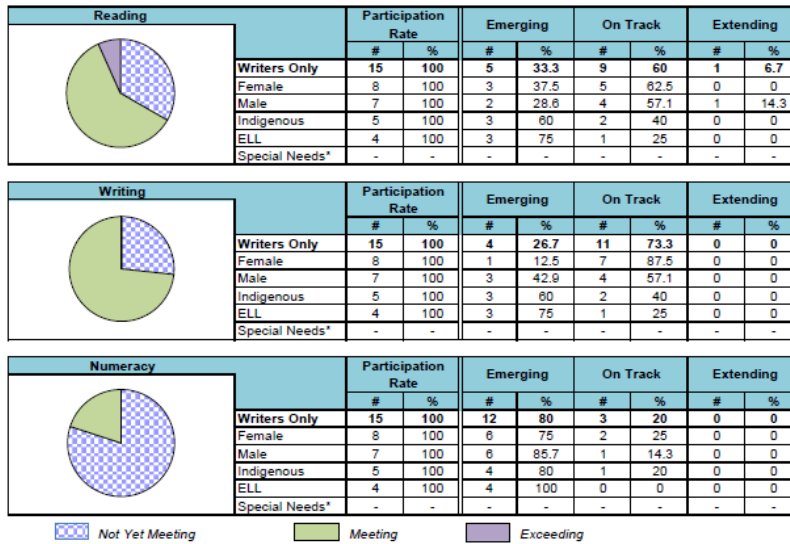
2016/17	3	25	-30	6	46	-7
2017/18	11	65	11	7	50	5
2018/19	7	70	13	10	53	7
2019/20	5	38	-16	4	31	-14
2020/21	7	50	0	10	59	16



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Foundation Skills Assessment 05757007 - Buckhorn Elementary - Writers Only

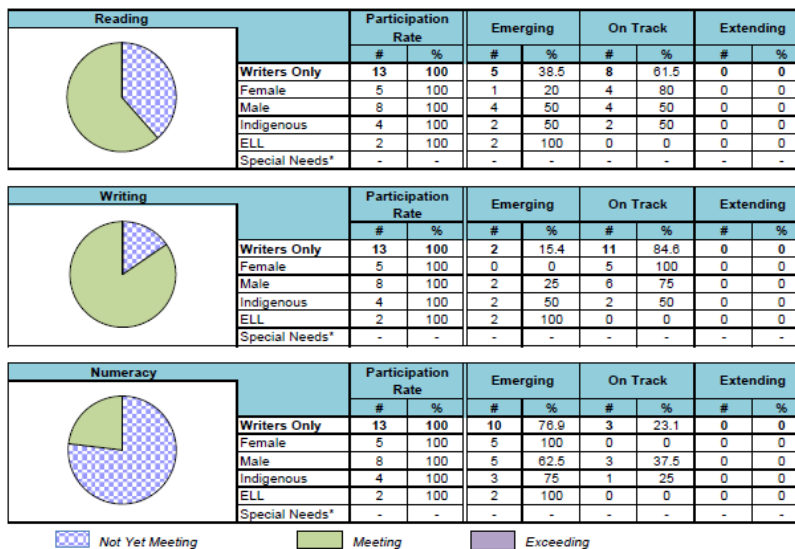
Grade 4 - 2019/20



*Note: Special Needs includes all students identified in 11 categories (ie. excludes gifted)

Foundation Skills Assessment 05757007 - Buckhorn Elementary - Writers Only

Grade 7 - 2019/20



*Note: Special Needs includes all students identified in 11 categories (ie. excludes gifted)



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OUR SCHOOL GOALS *in the next year will be:*

Truth and Reconciliation	Wellness	Equity of Access	Learning
To enhance the morning Dakelh word by placing written Dakelh around the school.	To enhance the school wide activities so that every learner finds a passion, each age, athletic, artistic, social emotional etc	To enhance the school library and home reading books so that every child has something engaging to read at home.	To enhance story-telling and oral language opportunities as pre- writing activities. To put passion back into story-telling.
To create a monthly school wide focus on the first Friday of the month in response to the calls to action: student capacity for intercultural understanding, empathy, and mutual respect, language, culture and impact of residential schools	To create a bin for each division with tools to increase sensory safe calming practices available to all learners.	To create understanding of why class wide inclusive transportation on a school bus matters for all learners.	To create capacity for SNAP math number sense and operations strategies with Grade Two to Seven students.

Goal	Strategies	Measures
Truth and Reconciliation		
To enhance the morning Dakelh word by placing written Dakelh around the school.	IEW to support student leadership students doing morning announcement	Is the Dakelh language visible to all entering the building?
To create a monthly school wide focus on the first Friday of the month in response to the calls to action: student capacity for intercultural understanding, empathy, and mutual respect, language, culture and impact of residential schools.	IEW, each teacher and principal will lead one monthly focus	Each first Friday of the month the school community will be invited to wear Orange shirts and will focus on one key aspect of the Call to Action. Student Learning Survey Did students learn about Truth and Reconciliation?
Wellness		
Goal	Strategies	Measures
To enhance the school wide activities so that every learner finds a passion, each age, athletic, artistic, social emotional etc	Survey students to identify passions Student leaders to facilitate clubs at lunch	Student survey completed May 2022, Which clubs and or extracurricular did you join?



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<p>To create a bin for each division with tools to increase sensory safe calming practices available to all learners.</p>	<ol style="list-style-type: none"> Using framework for Mind Up curriculum CD player Egg timer, sparkle glue bottle, sage, mindful board, rocks 	<p>Survey teachers and EAs as to how often bin is utilized from November 21 – May 2022 Did students learn to self regulate?</p>
<p>Equity of Access</p>		
<p>To enhance the school library and home reading books so that every child has something engaging to read at home.</p>	<ol style="list-style-type: none"> Create a bingo card of different ways to support home reading Encourage students to fill up card in second term ie read to my pet photo, read to my grandparent photo, trip to the public library, promote class trips to public library to Purchase high demand chapter books, graphic novels, novels for school library with school wide understanding that sometimes books are lost and damaged Purchase approx. 400 PM Benchmarks level 4 – 22 for at home reading 	<p>How many students turn in bingo card and how many squares did they fill?</p>
<p>To create understanding of why class wide inclusive transportation on a school bus matters for all learners.</p>	<ol style="list-style-type: none"> Scanning for information Focusing our efforts 	<p>Do school staff and families understand options? What is the expense to PG compared to another school location? How can students be considered for a courtesy ride?</p>
<p>Learning</p>		
<p>To enhance story- telling and oral language opportunities as pre- writing activities. To put passion back into story-telling.</p>	<ol style="list-style-type: none"> FPPL provocation kit used in collaboration with Prep teacher Smart Learning partner A/B talk 	<p>Fall and Spring school wide writing assessment Did students improve?</p>
<p>To create capacity for SNAP math number sense and operations strategies with Grade Two to Seven students.</p>	<ol style="list-style-type: none"> November professional learning day Request presentation from district numeracy teacher at staff meeting 	<p>Fall and Spring school wide numeracy and operations assessment Did students improve?</p>