



# Buckhorn Elementary School Plan 2022-2023

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At Buckhorn Elementary we are grateful to be 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.

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

**MISSION** Buckhorn students strive to be BRAVE: Bold, Resilient, Accountable, Versatile, and Empathetic and student, staff and families are recognized as a contributing, connected members of our school community.



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## VALUES



## ABOUT OUR SCHOOL

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 where parents, grandparents and extended families are invited to participate. Families are welcome partners in their children’s education and form the backbone of the school. Buckhorn has an active Parent Advisory Committee who are involved as school volunteers, fund-raise for special events, support extra-curricular activities and are welcome to share input into school operations. Along with a focus on quality academic programs, Buckhorn elementary staff value community and connection and foster student engagement and belonging through academic supports, both inside and outside the classroom, extra-curricular activities, leadership opportunities and social awareness events.



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## **ENGAGEMENT PROCESS** with staff, parents and students

Our school community is currently evaluating our school goals and engaging our students, staff and parent/guardian community in this process is critical. As a result, we will be continually looking for feedback from our school community to help guide decision making and ensure all voices are heard and represented. Throughout the 2022/2023 school year, we will be doing a number of activities to engage our community. We will start by presenting our goals at our October PAC meeting, as well as sending out a parent survey in early October. We will revisit these goals to discuss progress in January, and June. School goals will be review by staff throughout the year at monthly staff meetings and focussed working sessions.

Our school plan is a living document and we will continually review our school goals and revise them as our knowledge and understandings based on school and district student data, as well as feedback from partner groups and rights and stakes holders.

## **DISTRICT DIRECTIONS**

Our District has recently undergone an engagement and feedback process with the intention of developing a new Strategic Plan. Through that process, 4 directions were identified as priorities over the next 5 years. These overarching ideas, identified below, will also guide our goals at Buckhorn Elementary.

### **Truth and Reconciliation**

Committing to the Truth and Reconciliation Calls to Actions implemented throughout our system to ensure a healthier future for Indigenous learners and a system that acknowledges and teaches Canada's true history.

### **Equity of Access**

Responsive systems providing accessible educational opportunities for all students to achieve their goals with a specific focus for our Indigenous learners, our children and youth in care, and our students with diverse abilities.

### **Wellness**

Culturally safe, caring, inclusive learning communities, where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff, and families.

### **Learning**

Engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities.



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

Goal	Strategies	Measures	Progress Update
<b>Truth and Reconciliation</b>			
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?	Achieved
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?	In progress
<b>Wellness</b>			
Goal	Strategies	Measures	Progress Update
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	Survey	In progress
To create a bin for each division with tools to increase sensory safe calming practices available to all learners.	1.Using framework for Mind Up curriculum 2.CD player Egg timer, sparkle glue bottle, sage, mindful board, rocks	Discussion at May staff meeting	Achieved and requiring replacement materials
<b>Equity of Access</b>			
To enhance the school library and home reading books so that every child has something engaging to read at home.	1. 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	Tally	Achieved



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	<p>to the public library,          2. promote class trips to public library to          3. Purchase high demand chapter books, graphic novels, novels for school library with school wide understanding that sometimes books are lost and damaged          4. Purchase approx. 400 PM Benchmarks level 4 – 22 for at home reading</p>		Achieved \$8300 allocated and purchased
To create understanding of why class wide inclusive transportation on a school bus matters for all learners.	<p>1.Scanning for information          2.Focusing our efforts</p>	<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>	Class wide inclusive transportation was utilized for two field trips and school wide for one.
<b>Learning</b>			
<p>To enhance story-telling and oral language opportunities as pre- writing activities.          To put passion back into story-telling.</p>	<p>1. FPPL provocation kit used in collaboration with Prep teacher          2. Smart Learning partner A/B talk</p>	<p>Fall and Spring school wide writing assessment          Did students improve?</p>	In progress
To create capacity for SNAP math number sense and operations strategies with Grade Two to Seven students.	<p>1.November professional learning day          2. Request presentation from district numeracy teacher at staff meeting</p>	<p>Fall and Spring school wide numeracy and operations assessment          Did students improve?</p>	Achieved

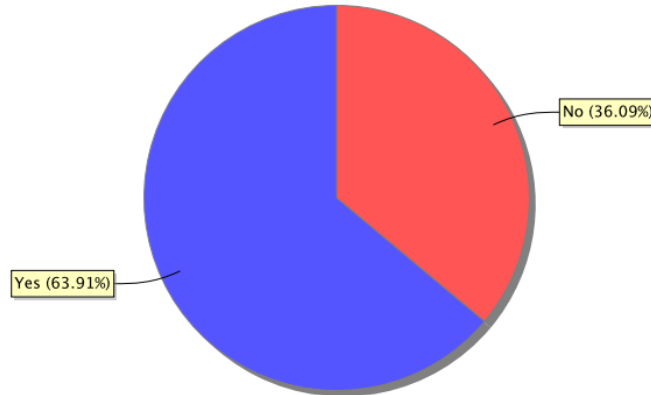
[..\Buckhorn Outcomes and Reflection.pdf](#)



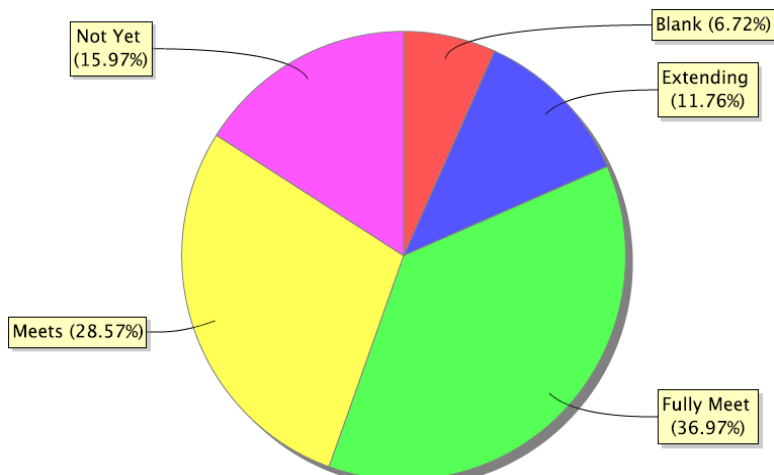
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## OUR DATA : Student data update June 2022

Reading – on track

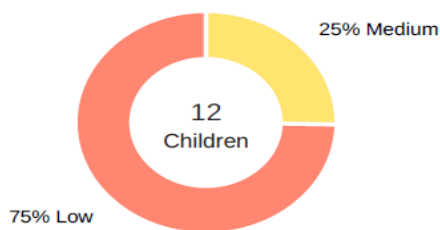


Writing

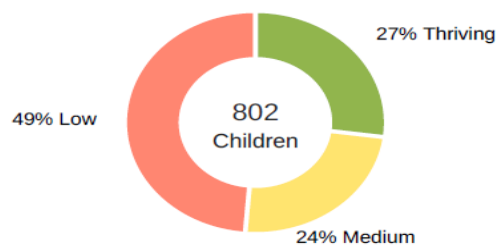


## Middle Years Developmental Instrument survey

BUCKHORN ELEMENTARY



PRINCE GEORGE





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Percentage of children reporting the presence of an asset

