

Buckhorn Elementary School

School Plan for Student Success

2025-2026



We respectfully acknowledge Buckhorn Elementary resides on the unceded, ancestral lands of the Lheidli T'enneh First Nations. It is our honour to walk alongside our indigenous communities in educating our students.

Our Vision:

All students are prepared for each step of their life's journey with the skills, knowledge, options and choices to be successful.

Our Mission:

Through innovation, high standards and culturally responsive care, we nurture and empower all students where they are to be proud, confident, and engaged lifelong learners.

Our Values:

Community

We engage all members of our learning community through open and respectful relationships.

Integrity

We are ethical, fair and follow through on our commitments.

Inclusion

We ensure all students contribute and participate in all aspects of school life.

Transparency

We are open, honest and accountable for the decisions we make.

Respect

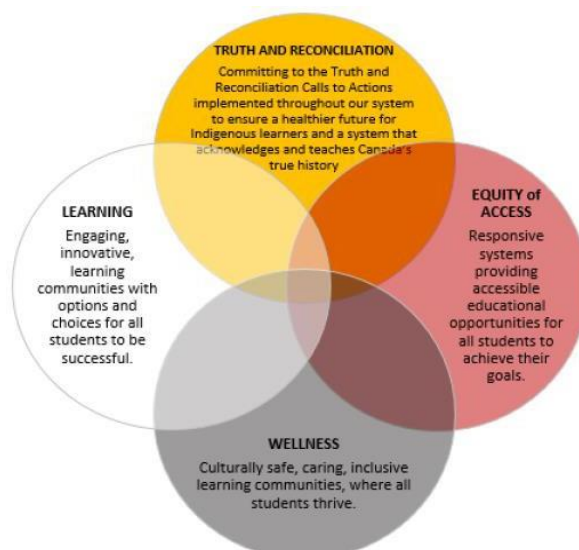
We demonstrate kindness and care for ourselves, others and the environment.

Equity

We create systems where every student has opportunities and supports to be successful.

First Peoples Principles of Learning are integral in all we do.

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning involves recognizing the consequences of one's actions.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred



ABOUT OUR SCHOOL

Buckhorn Elementary resides on the unceded ancestral lands of the Lheidli T'enneh First Nations. It 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.

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 2025/26 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 reviewed 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 3 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.

Truth and Reconciliation

Buckhorn Elementary is continuing our journey to address the Truth and Reconciliation Commission of Canada's Calls to Action for Education. For the 2025 – 2026 school year, Buckhorn is committed to realizing the call to action of building student capacity for intercultural understanding, empathy and mutual respect.

Goal:

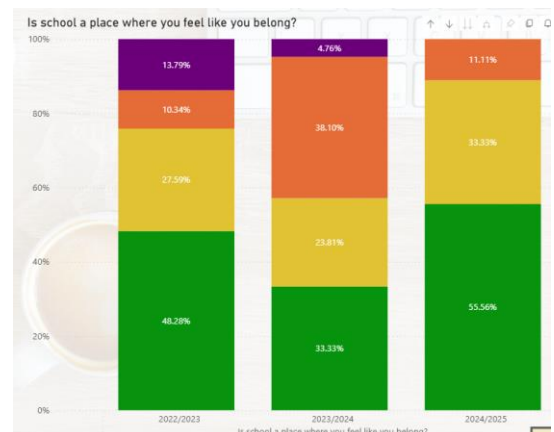
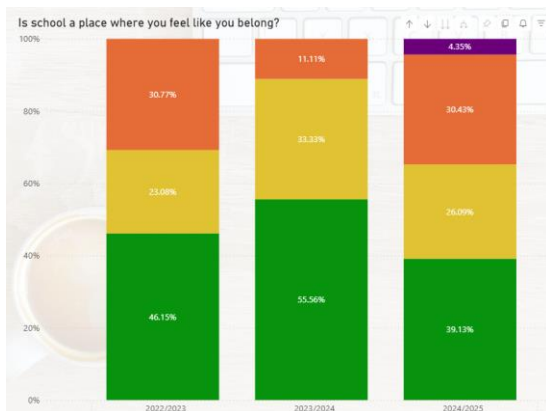
1. To ensure Indigenous students feel supported, respected, and empowered by providing culturally safe spaces within the school.

• Strategies

- Designate specific areas in the school as culturally safe spaces where Indigenous students can gather, reflect, and engage with Elders or Indigenous leaders
- Incorporate Indigenous designs, symbols, and materials into these spaces, ensuring they reflect Dakeelh culture and provide a sense of belonging and safety
- Invite Indigenous Elders and community members to co-create these culturally safe spaces and offer ongoing support through mentorship, traditional teachings, and storytelling
- Incorporating Indigenous perspectives into daily teaching and classroom management

• Success Measures

- Data from the Student Learning Survey will be reviewed in order to identify the following
 - Student feedback and engagement through regular surveys and student focus groups to assess their sense of safety and belonging
 - Monitor cultural safety in the classroom by monitoring the integration of culturally safe practices
 - Analyze student attendance, academic engagement, and well-being data among Indigenous students to assess the long-term impact of these culturally safe spaces.



Wellness

Supportive and emotionally safe school environments where all students feel mentally and emotionally well, are critical for student success. Buckhorn Elementary will endeavor to do this through the promotion of student voice through focus groups and addressing / educating our students and staff on identity-based harassment.

Goal:

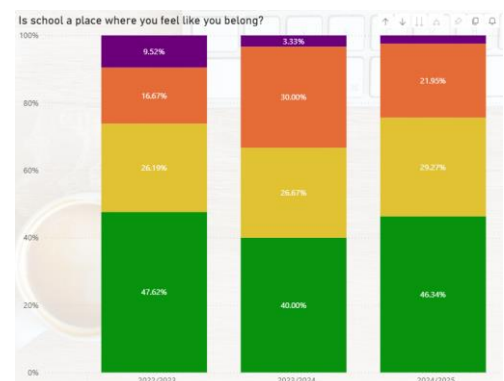
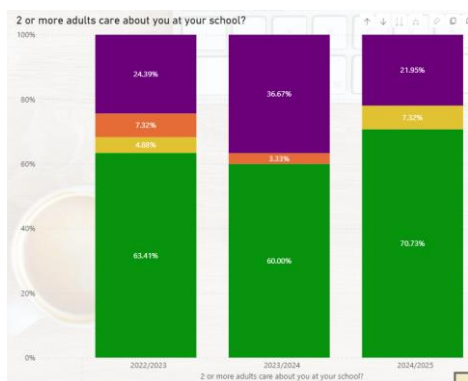
To promote student wellness by amplifying student voice.

Strategies

- Continued use of intermediate rotations during the week, with Mental Health Literacy being taught to all intermediate students.
 - Use of mental health literacy blocks to allow students to experience a variety of wellness activities
- Create designated wellness rooms where students can practice mindfulness, relaxation, and access social / emotional support in a culturally safe, respectful, and inclusive environment.
- Incorporate Indigenous and other cultural healing practices, such as talking circles or traditional mindfulness activities, into the wellness room offerings.
- Integrate a school-wide anti-harassment guide that specifically addresses identity-based attacks (e.g., racism, homophobia, transphobia, ableism) as threats to student well-being
- Form student wellness focus groups to gather insights directly from students about their well-being and a sense of belonging at school.

Success Measures

- Administer well-being surveys to gauge how students perceive the school's efforts to address identity-based harassment and to measure improvements in their overall sense of safety and mental wellness.
- Track participation in student wellness focus groups and analyze feedback on how supported students feel in terms of their emotional and mental health.
- Monitor the number of identity-based incidents reported



Equity of Access

Buckhorn Elementary will provide equitable access to high-quality instruction for all students by utilizing varied assessment strategies (conversations, observations, and products) and implementing a robust Multi-Tiered System of Support (MTSS) with an emphasis on Tier 1 supports for all learners.

Goal: Enhance Equity in Assessment and Instruction through Tier 1 Support and Inclusive Assessment Strategies

Strategies

- Ensure Tier 1 instruction (core classroom teaching) is inclusive and differentiated to meet the diverse needs of all students.
- Use universal design for learning (UDL) principles to design lessons that provide multiple means of engagement, representation, and expression, ensuring that all students can access the curriculum.
- Implement a triangulated assessment approach, incorporating conversations, observations, and products as part of a comprehensive assessment strategy.
- Strengthen the use of Tier 1 supports within the MTSS framework to ensure that all students receive high-quality, evidence-based instruction.
- Use universal screening tools to regularly assess all students' progress in literacy, numeracy, and social-emotional development, identifying those who may need additional support.
- Implement regular data review meetings where teachers, support staff, and administrators analyze student performance data from conversations, observations, and products to make informed decisions about instruction and support.

Success Measures

- Monitor student performance data from universal screenings, formative assessments, and classroom observations to assess the effectiveness of Tier 1 instruction.
- Analyze the distribution of Tier 2 and Tier 3 interventions to ensure that most students are succeeding with Tier 1 support, reducing the need for more intensive interventions.
- Track the number of students requiring Tier 2 and Tier 3 interventions and analyze this data to determine whether the majority of students are benefiting from strong Tier 1 instruction.
- Use disaggregated data to monitor the progress of marginalized student groups in comparison to their peers, ensuring that Tier 1 supports are closing achievement gaps.

Learning

We believe that literacy and numeracy are the core skills necessary for student success throughout their years in the education system. As a school, we are focusing on ensuring equitable access to learning for all students through a robust multi-tiered system of support, with strong focus on ensuring strong Tier 1 interventions. Through these strategies, we will continue to support our learners through their development of literacy and numeracy skills.

Goal 1: Increase literacy success for all students

Strategies

- Participation in the School District 57 pilot project using the DIBELS screener in order to gain understanding of individual students literacy skills while helping to inform teacher instruction.
- Collection of student data three times yearly, in order to inform decision making.
- Shared literacy time throughout the school from Kindergarten to Grade 3, where students will work within a structure using small group instruction in order to teach to students level.
- Use of hand2mind's guided phonics program from K-3 to support instructional needs as provided from DIBELS.

Success Measures

- Review / discussion of data from DIBELS in order to focus on student growth within the school year
- PM Benchmark Assessment in the spring of 2025
- Use of historical / current FSA data to track progress long term
- Use of data informed decision making in order to best allocate resources

Goal 2: Increase numeracy success for all students

Strategies

- Use of the district SNAP assessment to measure student understanding / growth
- Small group instruction for guided math groups
- Emphasis on the problem-solving process in math, encouraging students to explore multiple strategies for solving problems, collaborate with peers, and reflect on their problem-solving processes. Integrate this approach into daily math lessons across the school by starting each lesson with a problem.

Success Measures

- Reviewing historical and current FSA Data
- Review of teacher grade book data every 6-8 weeks in order to determine student success
- Measure growth through the use of the district wide SNAP assessment
- Use of data informed decision making in order to best allocate resources

