



2026-2027 School Plan for Student Success

PREAMBLE:

We acknowledge that Buckhorn Elementary is located on the unceded ancestral lands of the Lheidli T'enneh First Nation. Here in our rural community, surrounded by forests and mountain views, we are grateful to learn and grow on this land and commit to respecting it and the people who have always called it home.

Buckhorn Elementary is a close-knit rural community school located just south of Prince George, serving many multigenerational families. It is known for its warm, welcoming, and supportive environment, where parents, grandparents, and extended family members are active partners in school life. This strong involvement, along with an engaged Parent Advisory Committee, helps create a family atmosphere and fosters a deep sense of belonging. Staff prioritize building relationships and supporting student growth through classroom learning, extracurricular activities, leadership opportunities, and community-focused events.

Academically, Buckhorn Elementary demonstrates strong student success, particularly in literacy. Teachers consistently use effective Tier 1 literacy practices aligned with district standards, and student achievement data, including FSA and DIBELS, shows that learners are meeting or exceeding expectations. While literacy remains a sustained strength, the school is expanding its focus to include numeracy, ensuring that proven practices continue while building capacity for further student growth.

SCHOOL LEARNING GOAL

Our goal is to strengthen students' foundational number sense and mathematical thinking so that they become more confident, engaged, and capable problem solvers. Students will develop a deeper understanding of numbers and learn to use that understanding to choose strategies, explain their thinking, make connections, and persevere when solving mathematical problems.



RATIONALE

CONVERSATIONS WITH STAFF/COMMUNITY

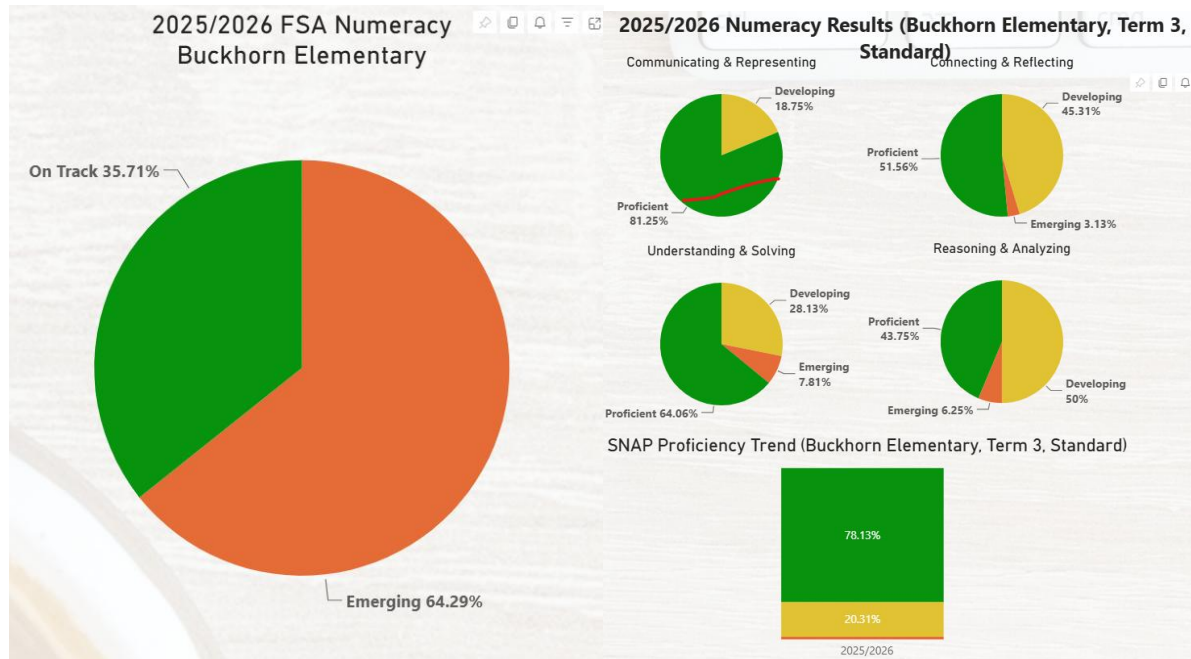
- Summary of Findings:
 - Staff shared that students are often disengaged during numeracy lessons, especially when tasks lack variety or rely heavily on worksheets.
 - Teachers expressed a strong desire for more hands-on, differentiated learning experiences and regular formative check-ins to support confidence and risk-taking.

CLASSROOM/SCHOOL OBSERVATIONS

- Summary of Findings:
 - Observations showed that students were most engaged when lessons included movement, hands-on materials, collaboration, and opportunities to make choices.
 - In many classrooms, limited feedback opportunities and inflexible instructional routines reduced student ownership and participation in numeracy learning.

DATA AND EVIDENCE

- Summary of Findings:
 - Evidence indicates that students struggle with problem solving, particularly when tasks require multiple steps or strategic thinking.
 - Trends show that when students experience varied, interactive tasks and receive timely feedback, they demonstrate increased confidence and pride in their numeracy work.



STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL

EACH OF OUR STUDENTS	OUR STUDENTS SAYING THINGS LIKE... (aka/STUDENT SPEAK)	OUR EDUCATORS	TASKS AND ASSESSMENTS THAT INCLUDE	SUPPORT FROM OUR SCHOOL LEADERS
S1. Demonstrate critical thinking and problem-solving through multiple strategies and real-life applications.	SS1. I can find a problem, think of different ways to solve it, choose the best one, and explain why I picked it. I can also show how my solution connects to something in real life	E1. Model diverse problem-solving strategies using manipulatives, visuals, and technology.	T1. Design engaging, real-life problems that connect to student interests.	L1. Ensure the systems, resources, and schoolwide practices that enable deep, real-world problem solving, including investing in essential tools and regularly celebrating authentic student thinking.
S2. Use mathematical	SS2. I can use math words,	E2. Facilitate student-led	T2. Incorporate hands-on tools	L2. Build consistent

language and visuals to explain thinking.	numbers, and pictures to show how I solved a problem and explain my thinking.	discussions and scaffolded learning.	like manipulatives and visual aids.	schoolwide communication and visual reasoning practices by promoting shared discourse routines across grades and ensuring every classroom is equipped with tools that support clear mathematical thinking.
S3. Collaborate effectively in group settings and take ownership of learning.	SS3. I can work well with others by listening, sharing ideas, and helping my group. I take care of my own learning by staying focused, asking questions, and finishing my work carefully.	E3. Differentiate instruction through small groups, partner work, and independent tasks.	T3. Use collaborative structures such as think-pair-share and group problem-solving.	L3. Cultivate a schoolwide culture of collaboration by creating flexible learning environments, modeling teamwork in staff practices, and consistently celebrating shared problem-solving and student leadership.
S4. Show confidence, self-advocacy, and pride in accomplishments.	SS4. I can speak up when I need help or have an idea, try my best even when	E4. Integrate real-world and nature-based contexts to enhance	T4. Include journaling, number talks, and experiential learning	L4. Promote student agency and meaningful real-world learning by

	things are hard, and feel proud of what I've learned and done	relevance.	opportunities.	creating regular opportunities for students to showcase their growth and by supporting feedback practices that build reflection, perseverance, and a growth mindset.
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To increase student engagement, confidence, and achievement in numeracy, staff will strengthen consistent Tier 1 numeracy practices across classrooms, with a particular focus on foundational number sense and mathematical thinking.

- At Buckhorn Elementary School, we will meet students where they are in their learning and provide the instruction and support they need to grow. In our K–7 multigrade classrooms, numeracy instruction will focus on building strong foundational skills, confidence, problem solving, communication, and student engagement.

Tier 1: Strong Instruction for All Students

All students will receive consistent classroom instruction designed to provide both support and challenge. Staff will:

- use hands-on, visual, interactive, and real-world learning experiences;
- explicitly teach foundational literacy and numeracy skills and strategies;
- provide opportunities for students to talk about, explain, and represent their thinking;
- use flexible groupings to respond to different learning strengths and needs;
- provide choice, appropriate challenge, and multiple ways for students to access and demonstrate their learning; and



- use regular classroom assessment and feedback to adjust instruction and determine next steps.

Tier 2 and Tier 3: Additional Support When Needed

- Some students will need additional instruction or more time to develop specific skills. Based on assessment information and classroom observations, staff will:
- provide targeted small-group instruction for students who need additional practice or support;
- provide more individualized and intensive support when needed;
- regularly monitor student progress and adjust supports based on what is working; and
- collaborate with classroom teachers, support staff, education assistants, administration, and families to support student success.

Supporting Every Learner

- We will regularly look at student learning information to understand both individual needs and broader patterns across groups of students. This will help us identify and respond to possible barriers to learning and ensure students have equitable opportunities to be successful.
- Supports will be based on each student's strengths and demonstrated learning needs. Staff will consider student identity, background, experiences, interests, and sense of belonging when creating learning opportunities that are accessible, relevant, and engaging.

Assessment and Collaborative Practice

- Common classroom, district, and provincial assessments, where appropriate, will be used alongside student work, classroom observations, and conversations with students. This information will help staff identify strengths, determine areas for growth, plan instruction, and monitor student progress.
- Staff will regularly collaborate to:



- review student work and assessment information;
- discuss student progress and determine next instructional steps;
- share effective literacy and numeracy strategies and resources; and
- strengthen consistent instructional practices across our K–7 classrooms.

MONITORING for IMPACT – Student Learning Change

Student numeracy growth will be monitored in October, January, March, and June using district and provincial assessments, classroom-based assessments, student work, teacher observations, and, for participating K–2 classrooms, the 2026–2027 K–2 Numeracy Screener Pilot. Staff will collaboratively review evidence of student growth in foundational number sense, mathematical thinking, and problem solving to identify strengths and areas requiring further support.

Information gathered through these monitoring checkpoints will be used to adjust classroom instruction, flexible groupings, and Tier 2 and Tier 3 supports. Staff will also use student work and assessment data to identify effective instructional strategies and strengthen consistency in Tier 1 numeracy practices.

As the K–2 Numeracy Screener is being piloted this year and benchmark expectations have not yet been established, results will be used primarily to identify student strengths, areas of need, and instructional next steps. Year-end evidence will be used to evaluate the impact of our numeracy strategies and identify priorities for the following school year.

REFLECTIONS and OUTCOMES

This section will be completed in June 2027 following a review of numeracy assessment data, student work, classroom observations, and other evidence of learning.

Staff will reflect on:



- growth in students' foundational number sense, mathematical thinking, engagement, confidence, and perseverance;
- students' ability to explain their thinking, use multiple strategies, and solve problems;
- the effectiveness of Tier 1 instruction and targeted supports; and
- instructional practices that should be continued, strengthened, or adjusted for 2027–2028.
- Evidence of success will include student growth in foundational numeracy and mathematical thinking, increased confidence and engagement, and greater consistency in hands-on, responsive, and differentiated numeracy instruction across classrooms.

