



Bouchie Lake Elementary School Growth Plan

2024-2025

School growth plans are aligned with the District's [Strategic Plan](#) with priority measures represented in the Framework for [Enhancing Student Learning Report](#).

September 30, 2024

School District 28 rests on the traditional lands of the Lhtako Dene.



SCHOOL INFORMATION

What Parents say about Bouchie Lake School

“The environment is a fun, caring, helpful place where I want my children to be.”

“Great student supervisors. Kids love that they are supportive and approachable.”

What our parents want for their children:

“World class education that prepares them to succeed....”

“A safe environment for our kids to learn and grow, free from fear of bullying, judgement, physical or emotional harm.”

“An environment that recognizes that each child has different needs and works with parents to support those needs.”

“Personal attention for each child whether they are emerging of extending in their learning.”

OUR SCHOOL STORY



Bouchie Lake School is located on Nazko Highway approximately 10 km west of downtown Quesnel. Our local area is semi-rural with a mix of acreages, ranches, and small farms.

The school has a population of 155 students from Kindergarten to Grade Seven. A Strong Start Early Learning Center and the Six Mile Daycare are also located within the school.

Our students come from diverse backgrounds and bring varied interests to our school community. The outdoors is important to our local families with quadding, camping, hunting, fishing being popular leisure activities. Many of our students are involved in 4H, and raising and riding horses.

Regardless of background or interest, the community members are very supportive of one another and of their school. Events such as Autumn Community Event, Winter and Spring Concerts, Solstice Celebration, Fun Days and many sporting and fundraising events are well attended, and parents and community members come to the school, eager to support us and our students.





SUPPORTIVE SPACES

Goals:

To improve student's feeling of generosity toward self and others; to improve school success, sense of belonging and connectedness, and promote a safe and respectful school climate for all students and staff.

To Create a respectful and non-threatening environment for all students, with opportunities to demonstrate leadership, cooperation, collaboration and appreciation for the environment.

RATIONALE



STOP – **THINK** – **DO**

THINK before you speak!

Is it ... True

Helpful

Inspiring

Necessary

Kind

Difficult Interactions with Others?

Keeps your WITS:

- *Walk Away*
- *Ignore*
- *Talk it Out*
- *Seek Help*

Problem Solving STEPS from 'SecondSTEP'

1. Say the Problem
2. Think of Solutions
3. Explore Consequences
4. Pick the Best Solution

ACTIONS

- School-wide implementation of the Second Step program. Direct teaching to strengthen student ability to learn, manage their emotions, have empathy, and solve problems.
- School-wide implementation of GoZen program, a social emotional skill building program through story.
- Annual NI Day scan of student connectedness to school staff, and commitments to foster improved sense of belonging for students
- Practice trauma-informed teaching strategies
- Use restorative practice for problem solving
- Consistent application of CARES in all areas of student life
- Use of sensory room for student regulation
- Provide opportunities for students to show leadership and demonstrate volunteerism
- Recognition and celebration of student success
- Continue whole-school activities that contribute to a sense of community such as whole school walks, talent show, winter concert, fun day, spirit days etc.

MEASURES

- Use of Second Step language and skills in the school
- Review of progress for student connectedness at January and June
- Anecdotal observation of self-regulation strategies being used

SPEAK TO THE DATA

Our MDI, EDI, staff and student belonging survey results indicate that while students feel connected to safe adults and children at home, some students are still building connection here at school. We continue to encourage healthy communication and collaborative problem solving "Peace Process" to foster resilience, care for self, others, and this place.

RATIONALE

In order to maintain the success that we have achieved and to ensure a strong sense of belonging for Indigenous students, we will continue to:

- recognize that connected students thrive
- build action plans for students who may not feel connected
- schedule academic support with Indigenous Education staff
- reading and homework club
- enjoy our Indigenous themed and authored books
- engage in Land-based learning
- learn from our Culture teacher and Dakelh language teachers
- Promote and provide authentic learning experiences that reflect Indigenous culture through elders and knowledge keepers
- Access methods of communication that are effective in reaching parents and caregivers of Indigenous students

SUPPORTIVE SPACES

EQUITY & ENGAGEMENT – LITERACY

Goal:

To improve literacy achievement for all students and foster a love of reading

ACTIONS / STRATEGIES

- Support tiered reading intervention in the primary grades
- Explore tired intervention strategies in all grades (i.e. platooning, team-teaching, peer mentorship)
- Utilize evidence-based literacy assessment tools for intermediate students
- Utilize reading/letter buddies in a focussed way
- Plan one read-in each term to celebrate literacy and reading
- Do D.E.A.R. (drop everything and read)
- Review and analyze June literacy data to plan specific and targeted programming
- Inform parents of summer reading loss and provide strategies for support

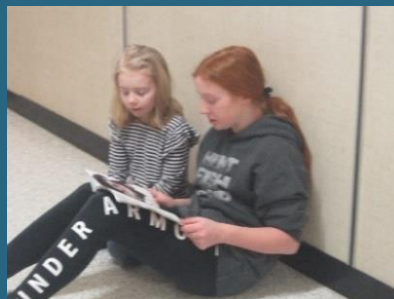
MEASURES

- Achievement data from report cards
- Leveled reading and comprehension assessments

SPEAK TO THE DATA

Our Literacy Data indicates that there is equity in learning between our indigenous and non-indigenous learners in literacy. This was a goal from the last three academic years that has been met at Bouchie Lake School. We will continue to monitor the data.

Our data from June 2024 indicates that in the primary grades 59% of our students meet the proficient or extending levels for literacy. In intermediate this percentage drops to 50%. Moving forward we will continue to support students to improve their literacy skills through small group interventions.



RATIONALE

Bouchie Lake CARES:

The CARES program is our ethical framework at Bouchie Lake School and it guides our communication, thinking, and personal and social learning.

In a good way, Bouchie Lake Community...

Cares for Ourselves

We are / I am ...

- ... Resilient
- ... Responsible
- ... Positive
- ... Courageous
- ... Reflective
- ... Inspired
- ... Organized

We are / I am Resilient:

- Take Risks
- Positive Growth Mindset
- Try New Things
- Extend Learning
- Persevere
- Flexible
- Power of YET
- Reframe Thinking



EQUITY & ENGAGEMENT – NUMERACY

Goals:

To improve math achievement for all students and to build positive attitudes towards math.

To develop students' positive growth mindset.

ACTIONS / STRATEGIES

- Utilize number buddies in strategic ways
- Primary math tubs to build conceptual knowledge first
- Professional development (Introduce strategies from David Costello)
- Cross-curricular integration of numeracy concepts
- Re-introduce Boxcars and One-Eyed Jacks card games to promote enjoyment
- Develop students' perceptions of their own learning and response to challenges (reframe thinking from "I can't", to "I can't YET")
- Build tolerance of uncertainty and risk-taking (perseverance)
- Developing Successful Learner Traits

MEASURES

Achievement data from report cards
Assessment using SNAP (Student Numeracy Assessment and Practice)

Student reflections in Core Competency documentation
Student Learning survey, school Belonging survey, and MDI data

SPEAK TO THE DATA

The data we collected in June 2024 indicates that 59% of primary students are proficient or exceeding grade level standards in numeracy. In the intermediate grades only 40% of students are proficient or exceeding grade level standards. We will be focusing on supporting students to develop computational fluency and understanding of mathematical concepts.



RATIONALE

Cares for Each Other

We are / I am ...

- ... Respectful
- ... Peaceful
- ... Helpful
- ... Compassionate
- ... Empathetic
- ... Kind
- ... Joyful

Cares for This Place

We are / I am ...

- ... Trustworthy
- ... Responsible
- ... Proud

We / I Contribute and

- Take Initiative.



CULTURAL COLLABORATION

Goal:

To incorporate Indigenous ways of knowing, doing, and being along with First People's Principles of learning in the curriculum and daily life of students.

Create a respectful and non-threatening environment for all students, with opportunities to demonstrate leadership, cooperation, collaboration and appreciation for the environment.

ACTIONS

Land-based Learning Sustainable planning project underway

- Outdoor Learning Space revitalization
- Gardening Areas & School beautification
- March with Arch
- Seeing the Curriculum Through an Indigenous Lens:
 - First People's Principles of Learning
 - Indigenous plant studies,
 - outdoor learning,
 - elder's visits (e.g. around food),
 - Arlene Horutko
 - 7 Grandfathers Teaching
 - Nature Club connection with the land,
 - school picnic/whole school field trip
 - Self-identity projects
 - Inclusion/Visibility of Indigenous Content
- Embrace Truth and Reconciliation throughout the year, including recognizing Orange Shirt Day
- Teach and use the Circle of Courage/Medicine Wheel Teachings as at School Wide SEL program and during Class Reviews for goal development
- Leadership opportunities for students through buddy activities, school jobs and Leadership Club
- Students will have opportunities to take responsibility for recycling, composting, and reducing waste. (i.e. use smaller waste containers in classes)
- Teach and support recycling of all materials accepted at the City recycling depot

MEASURES

- Photo documentation, anecdotal records, and student reflection of events and activities
- Student Learning Survey results from students and parents
- Anecdotal response to projects/events by parents and staff
- Anecdotal evidence from parents, staff and students about the climate of the school
- Tracking observations of CARES behaviours through anecdotal notes
- Reduction of garbage as noted by the school custodian
- Outdoor school ground free of litter

