



Bouchie Lake Elementary School
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Plan for Student Success 2019-2020

What Parents say makes Bouchie Lake Great:

"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 exceeding expectations or not yet meeting expectations."



Our Bouchie Lake Community

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 approximately 160 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 the Winter Concert, Spring Concert, as well as sporting and fundraising events are well attended, and parents and community members come to the school, eager to support us and our students.

***What students say makes
Bouchie Lake great:***

Respect

Caring

Friendship

Kindness

Including all students

Breakfast Club

Computers

Events – talent show

Helping others

Sports

Fun

Learning

Community Connections

*Our school welcomes
partnership with local
community groups, including:*

*Bouchie Lake Community
Association*

*Bouchie Lake Recreation
Commission*

*Friends of Bouchie Milburn
Society*

*Bouchie Lake Volunteer Fire
Department*

Parent Advisory Council (PAC)

Our PAC is small in size but big in heart and support! They meet on the first Tuesday of every month and are invaluable support for us at Bouchie Lake School. In 2017 they took up the BCAA challenge and won our new playground and outdoor classroom, worth over \$110,000.

In addition to annual support for all of our major field trips such as skiing and swimming, our PAC supports three professional performances through the ArtStarts program, and helped with the purchase of a new crash mat.



Bouchie Lake C.A.R.E.S.

The C.A.R.E.S. program has been a cornerstone at Bouchie Lake for many years. It continues to drive the core belief program at Bouchie Lake School and guides our discussion of expectations and behaviour. C.A.R.E.S. stands for five values:

**Caring,
Achievement,
Respect,
Encouragement
Safety**

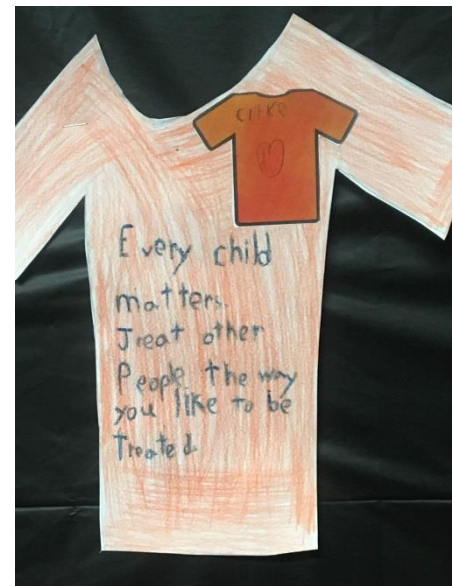
Each of these values is applied to different environments within the school-classroom, hallways/washrooms, playground, gym and assemblies. Teachers and staff model the expected behaviour in their daily interaction. The goal is safety and the recognition that every individual has the right to a school where we respect each other's property, culture, beliefs, values, and ideas.

Students are recognized for showing C.A.R.E.S. immediately with tickets, on daily announcements, and again at monthly assemblies.

Healthy Living and Social Responsibility

Students at Bouchie Lake are involved in varied and far-reaching activities that demonstrate healthy living, love of literacy, social responsibility and respect for diversity:

- Environmental Awareness
- Terry Fox fundraising
- Breakfast Club program
- Buddy classes (reading, word recognition)
- Scholastic Book Fair
- RAZ Kids reading program
- IXL Math program
- Early Literacy
- Tending the school garden
- Participation in National Indigenous day celebrations
- Participation in Orange Shirt Day
- Homework Club
- Reading Club
- Volleyball, basketball, track, cross country running
- School jobs program



What we know about our students:

24% are of First Nations or Metis ancestry

Teachers estimate that 74% of all students are well connected to other teachers outside their classroom, but only 54% of Indigenous students likely have this same level of connection and belonging.

Primary Indigenous learners were 16% lower in language arts scores than the school average last year.

This shrinks to 7% lower by the intermediate grades.

This tells us that our early literacy interventions and other school strategies to support literacy in the primary grades are working.

Indigenous Learners

We recognize the privilege of having our school on the traditional territory of the Lhtako Dene First Nation and strive each day to honour and respect the culture and beliefs of all Indigenous students.

Our school has high literacy and math achievement rates, but we know the average is lower for Indigenous students.

Specific practices at Bouchie Lake to close this achievement gap for these students include:

- recognizing that students connected to adults at school do better
- developing action plans for students who may not feel connected
- scheduled academic support with Indigenous Education staff
- reading and homework club
- building our library of Indigenous themed and authored books
- place-based learning in the medicine garden, and Walking

Curriculum

• regular class visits by the Indigenous Culture teacher and the Dakelh language teacher

- Our Indigenous Education Support Worker is our lead in providing:
- Social/Emotional support
- Academic support, including homework club and reading club
- Welcoming traditional story tellers and elders into our classrooms
- Communication with families of Indigenous children
- Leadership through the “Honor Your Health” challenge



School Goals for Student Success 2019-2020

Goal 1 – Student Achievement

1A Literacy: To improve literacy achievement for all students.

Strategies:

- Support tiered reading intervention in the primary grades
- Explore tiered intervention strategies in all grades (i.e. platooning)
- 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



Measures:

Fully meeting or Exceeding in Language Arts	June 2018		June 2019	
	All Students	Indigenous Students	All students	Indigenous Students
Primary K-3	84%		57%	41%
Intermediate 4-7	86%	91%	85%	78%

- achievement data from report cards
- PM Benchmarks – primary and intermediate
- K Assessment

Actions:

- Review and analyze June literacy data to plan specific and targeted programming
- Book room assessed for needs to ensure leveled reading material for tiered intervention
- Review literacy goals throughout the year
- Inform parents of summer reading loss and provide strategies for support
- Utilize google read and write to support students to fully engage in their learning

1B Math: To improve Math Achievement for all students and to build positive attitudes towards math.

Strategies

- Utilize number buddies in strategic ways
- Implement Math Their Way in the primary grades
- Professional development (Zoom sessions in math)

Measures

Fully meeting or Exceeding in Math	June 2019	
	All Students	Indigenous students
Primary K-3	67%	64%
Intermediate 4-7	86%	78%

- achievement data from report cards

Actions

- Utilize number buddies in strategic ways
- Implement Math Their Way in the primary grades
- Professional Development – Nicky Lineham
- Re-introduce Boxcars and One-Eyed Jacks as potential buddy activity – create enjoyment
- Mathemagician events – team problem solving

Goal 2 – Student Engagement, Belonging and School Connectedness

2A Social Emotional Learning: To improve school success, connectedness and promote a safe and respectful school climate for all students.

Strategies

- School-wide implementation of the Second Step program beginning in September 2019. Through direct teaching, students will learn the skills that strengthen their ability to learn, manage their emotions, have empathy, and solve problems.



2B Engagement: How can we implement the Applied Skills and Technology Curriculum in ways that enhance student engagement? Student engagement leads to an increased sense of belonging at school

Strategies

Focus on activities that involve students in their learning through authentic experiences such as:

- Coding
- Project-based learning
- Place-based learning (garden, outdoor classroom, local excursions i.e. Claymine trails)
- Accessing student passions through genius hour
- Team problem solving
- Celebrate and showcase individual skills, talents and interests through an “I am an expert” fair

Indigenous Focus

- 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

Actions

- In the fall of 2019, generate a list of students who would benefit from one-to-one connection with a staff member. Match with staff members, who will in turn connect with those students outside the classroom on a regular basis.
- Empower coding lead-teachers to guide and instruct staff
- Be knowledgeable about trauma-informed teaching strategies

Measures

- Student self-assessment/survey on engagement and belonging
- Anecdotal response to projects/events by parents and staff
- Parent survey on engagement/belonging (satisfaction survey)
- Student surveys (satisfaction survey; school-based checklist for participation in homework club, reading club, school jobs, floor hockey, DASH, track and field, volleyball, choir, chess club, cross-country running)

Goal 3 – Social Responsibility

3A - Create a respectful and non-threatening environment for all students; a positive and non-threatening school environment is a contributing factor to improved student achievement.

3B – Build a positive school culture where students feel connected to at least one adult in the School.

3C – Provide students with multiple opportunities to demonstrate leadership, cooperation and collaboration.

Strategies

- School-wide implementation of the Second Step program
- Consistent application of C.A.R.E.S. principles and expectations
- Recognize student success at monthly assemblies
- Recognize appropriate student behaviour through ‘Gotcha’ program
- Provide opportunities for students to show leadership and demonstrate volunteerism
- Continue whole-school activities that contribute to a sense of community – whole school walks, talent show, winter concert, fun day

3D – Students will have an increased understanding of and appreciation for the environment

Strategies

- Students will have opportunities to take responsibility for recycling, composting, reducing
- Students will be more responsible for recycling their personal snack/lunch packaging
- Parent education about “why” we are sending home recyclables that we don’t have the facilities for within the school
- Continue to encourage water consumption using refillable water bottles while discouraging juice/sugared drinks
- Worm composting
- Smaller waste containers in classes