

Bouchie Lake Elementary School Growth Plan

2025-2026

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, 2025

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 or extending in their learning."

OUR SCHOOL STORY

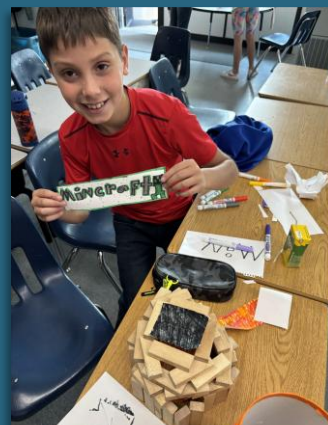


Bouchie Lake School is located on Nazko Highway approximately 10 km west of downtown Quesnel. Our local area is semi-rural with a mix of acreages, ranches, and small farms.

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 and staff members, 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'

Say the Problem

Think of Solutions

Explore Consequences

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 to create a place of belonging and connection.
- Explicit teaching and visual reminders of expectations.
- 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

- Tracking incidents with students to follow trends.
- 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 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

EQUITY & ENGAGEMENT – LITERACY

Goal:

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

ACTIONS / STRATEGIES

- Support science-based literacy instruction and assessment
- Explore tiered intervention strategies in all grades (i.e. platooning, team-teaching, peer mentorship) Whole class instruction (tier 1) to benefit all students as well as small group (tier 2) and individualized support for targeted students on an IEP with academic goals associated with literacy (tier 3)
- Utilize reading/letter buddies in a focused way
- Plan school wide read-ins to celebrate literacy and reading
- Review and analyze June literacy data to plan specific and targeted programming
- 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
- Plan a family literacy night to promote the love of reading with families

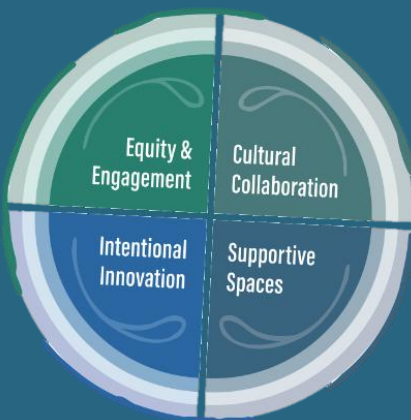
MEASURES

Achievement data from report cards
Reading and comprehension assessments
Early Literacy screeners

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.

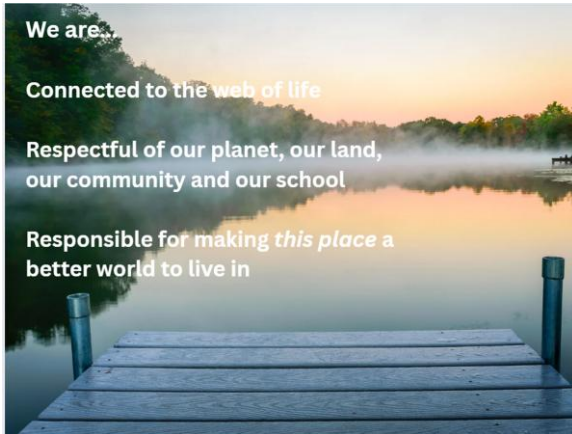
Our data from June 2025 indicates that in the primary grades 60% of our students meet the proficient or extending levels for literacy. In intermediate this percentage drops to 42%. Moving forward we will continue to support students to improve their literacy skills through small group interventions.



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.



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, math centers, manipulatives and exploration bins to build on conceptual knowledge
- Professional development (eg: strategies from David Costello)
- Cross-curricular integration of numeracy concepts
- Use 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"); Develop Successful Learner Traits
- Assess number sense using SNAP
- Review and analyze June numeracy data to plan specific and targeted programming
- Plan a family numeracy night to promote learning with community families

MEASURES

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

SPEAK TO THE DATA

The data we collected in June 2025 indicates that 61% of primary students are proficient or exceeding grade level standards in numeracy. In the intermediate grades only 48% 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

We show we care by...

Participating in recycling in a good way

Cleaning after ourselves every day

Helping with classroom clean up and routines

Taking care of all school materials and supplies

Being proud of keeping the schoolyard clean and green

Being respectful of each other, things and creation

Being kind and respectful for all living and non-living around us



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
- March with Arch
- Seeing the Curriculum Through an Indigenous Lens:
 - First People's Principles of Learning
 - Indigenous plant studies,
 - outdoor learning,
 - Arlene Horutko for Carrier Language and culture
 - Nature Club connection with the land,
 - Self-identity projects
 - Inclusion/Visibility of Indigenous Content
- Embrace Truth and Reconciliation throughout the year, including recognizing Orange Shirt Day
- Teach and use the 7 Grandfathers teaching, Circle of Courage/Medicine Wheel Teachings as at School Wide SEL program and during Class Reviews for goal development
- Student teams based on the 7 Grandfathers Teaching to build connection and belonging.
- 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