



# Framework for Enhancing Student Learning

## Buick Creek School 2025-2029

Updated October 2025

### Buick Creek School is:

- A place where students feel safe and welcome and are actively engaged in academic as well as personal learning.
- A technology-rich educational community where students, teachers, support staff and parents work together to learn and grow.
- An inclusive school that encourages and celebrates personal responsibility for both learning and social interaction within the school community and beyond.

The core values that Buick Creek School subscribes to are:

**Respect ~ Compassion ~ Honesty**  
**Responsibility ~ Relationships ~ Community**

Goal 1: Increase Literacy Rates

Goal 2: Improve Student Engagement in the 'At Home' Blended Learning Portion of the Buick Creek School Program



## Introduction

Buick Creek School is a small rural school located 73km north of Fort St. John. Current enrollment is approximately 28 students from Kindergarten to Grade 8 with room to accommodate Grade 9. The school utilizes a blended learning model whereby mathematics instruction is delivered by teachers from the Key Learning Centre, in Fort St. John, for Grades 4 to 9. Other core academics and electives are delivered by teachers directly at Buick Creek School. The Primary program (Gr. K-3) is delivered entirely through direct instruction by a teacher at Buick Creek School. Fridays are reserved for home-learning under the blended model with teachers providing work and/or online support to students remotely. The onsite teachers are supported by 1 EA working with students at all grade levels. Educational technology plays a very significant role in student learning under the Buick Creek Blended model, and it is leveraged to provide consistency in learning environments as students transition between home learning and in-school learning. Hardware such as iPads, PC desktops, classroom smart-displays and stylus-tablets coupled with software such as Mathletics, JollyPhonics, RazKids, Gizmos and others are the tools teachers and students leverage to make learning not only possible but successful in this unique delivery model. The use of this technology allows KLC to support the student's academic diversity more seamlessly in mixed grade classes from 4-9. The



*Students working on their digital assignment*



*Students working with JollyPhonics at stations.*

current state of the Buick Creek Blended model is the result of several years of development from the initial parent-volunteer traditional distributed learning to a full core academic support from KLC to the current school-based teacher-directed, EA supported multi-grade multi-modal thematic model. Significant input from the community has helped ensure that this model better functions within the cadence of the rural/agricultural needs of the area.



*Badminton at Buick School! Gym time is always appreciated!*



## Framework Development Process

Administration, teachers, support staff, students and community members make up the stakeholders at Buick Creek School. Through consultation with stakeholders, goals are set and methods of gathering evidence are established. Formal annual review occurs in September each year as well as informal review opportunities throughout the year as stakeholders meet. Framework presentations to the School Board occur annually.

## What the Evidence Told Us



*Project Based Learning is an integral part the program.*

The KLC/Buick Creek School alliance began in 2019/2020 as a parent-directed Distributed Learning delivery model. The parents at Buick Creek elected to hire two of the parents to act as support for the program and the students worked together from the Buick Creek Arena under their direction with instruction and assessment being provided by the Key Learning Centre in a modified Distributed Delivery style. Anecdotally parents reported substantial growth in both literacy and numeracy across all grade levels. More importantly, perhaps, were the reports that their students liked going to school and were excited about learning! The Buick Creek Blended Program ran officially for the first time during the 2020/2021 school year. Staffing concerns and a functional review of the effectiveness of the KLC Hybrid delivery model indicated a need for changes to be made to the teacher staffing model. Efforts have been made to hire teachers local to Buick Creek in the hopes of establishing continuity in curricular delivery as well as assessment. Significant effort was put forward in the logistic development of the program as well as in the establishment and growth of a sense of community. During the course of the year informal assessment by teachers also indicated a consistent improvement in reading, writing, mathematic capacity and engagement, however, it was noted that much work was still needed to ensure continued improvement in the future. An improved focus on data-gathering in support of educational goals will be practiced as the program matures. Focused participation in Provincial Assessment and District Assessment programs in Literacy and Numeracy are a priority for this and coming years.

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*Students connect to KLC for instruction via the internet. Instruction is a blend of in-class and online.*



## Focus

**A focused multi-partner approach to measurably improve reading participation and literacy levels.**

### Goal 1: Increase Literacy Rates

#### Objective 1.1: Improve student scores on district literacy assessments

#### Key Strategies

- Use SD73 Reading Assessment tool for Grades 4 – 9
- Utilize PM benchmarks for Kindergarten – Grade 3
- Practice buddy-reading, silent reading and in-class reading strategies
- Utilize Heggerty and 'Words Their Way' programs for all students from Gr. K-9



*Primary students working on Words Their Way*



*Digital tools such as Mathletics, Heggerty, JollyPhonics, RazKids and Epic are used to support student learning in the Blended Learning Program*

#### Targets

- All students will improve literacy scores by at least one grade level by June 2029.
- 'Shoot for the Moon' – all students are reading at or above grade level by June 2026.

#### Targeted Resources

- Part-time engagement of EA support specifically targeted towards assisting teachers with ongoing literacy assessment (informal) and literacy improvement strategies.
- Specific focus on improving home reading to support skills learned in class.
- Improve access to print and digital media specifically for reading development both in school and at home.





## Objective 1.2: Increase student and parent engagement in home-reading activities

### Key Strategies



*Students working with Joy Hanna using Literacy Support on the projector.*

- Communicate regularly with parents to celebrate the *reading-at-home* program
- Measure and assess home-reading (data gathering)
- Celebrate successes in class (prizes)
- Formalize a tracking tool to measure home reading participation
- Tracking (Back and Forth) form indicating Title read, # of pages read, time spent reading, summary of read content and parent signature/comment.
- Teacher accounting based upon parent reporting and student comprehension assessment of home reading as well as assessment of reading in class.

### Targets

- Parents and students will actively participate in the 'at-home' reading program 5 of 7 days per week as measured by the tracking tool within 6 months of program initiation.
- Ongoing participation levels remain at 5 of 7 days or greater.

### Targeted Resources

- Growth of the library at Buick Creek School to include a larger quantity of 'student interest' reading content for all grade levels in both digital and print format.
- Development and implementation of 'Home Reading' tracker.



## Goal 2: Improve Student Engagement in the Blended Learning Portion of the Buick Creek School Program

### Objective 2.1: Improve student activity levels during the 'at-home' phase of the Blended Learning Program

#### Key Strategies

- Restructure student practice / extension assignments to be done between Friday and Sunday.
  - Paper and/or digital to accommodate internet availability.
  - Regular checks to ensure that home access to learning takes place.
- Encourage and check for home reading taking place during the 'at-home' phase.
- Utilize Project Based Learning (PBL) strategies to make the 'at-home' activities more relevant to the student's home experience.
- Ensure activities are tied between curricular goals and student interest at home.

#### Targets

- Student check-in during the Friday 'at-home' phase improves to 80%.
- Completion of assigned practice work done during the 'at-home' phase improves to 80%

#### Targeted Resources

- Development and implementation of a daily 'Home Communication' book.
- Tracking tool for student participation rates in the Blended Learning portion of the Buick Creek School Program



*Students working together to solve problems.*



## Objective 2.2: Improve parent involvement at all stages of the Blended Learning Program

### Key Strategies

- The use of Google Forms (and/or paper agendas) as a communication tool between the classroom and the parent.
  - Require parent signature or email for assignment completion verification.
- Restructure assignment / extension activities to include parent involvement.
  - Address home-life scenarios within the assignments and activities.

### Targets

- Bidirectional parent communication (email, telephone or agenda) to occur a minimum of twice weekly.

### Targeted Resources

- Development and implementation of a daily 'Home Communication' book.
- Teacher tracking tool for 'Home Communication' participation by parents

