

## Blackburn Elementary School Plan 2021/22

Home of the Wolf Pack! Where we show how to be Prepared, Accountable, Cooperative and Kind!



We respectfully acknowledge that Blackburn Elementary resides on the unceded ancestral lands of the Lheidli T'enneh, on whose land we live, work, and play.

*“When you acknowledge the land, you are making a commitment to the day. The commitment and agreement to honour and respect each other and your environment.”*

Dr. Dustin Louie

### ***Our Vision:***

All students are prepared for each step of their life's journey with the skills, knowledge, options, and choices to be successful.

### ***Our Mission***

Through innovation, high standards, and culturally responsive care, we nurture and empower all students where they are to be proud, confident, and engaged lifelong learners.

### ***Our Values***

#### **Community**

We engage all members of our learning community through open and respectful relationships.

#### **Integrity**

We are ethical, fair and follow through on our commitments.

#### **Inclusion**

We ensure all students contribute and participate in all aspects of school life.

#### **Transparency**

We are open, honest and accountable for the decisions we make.

#### **Respect**

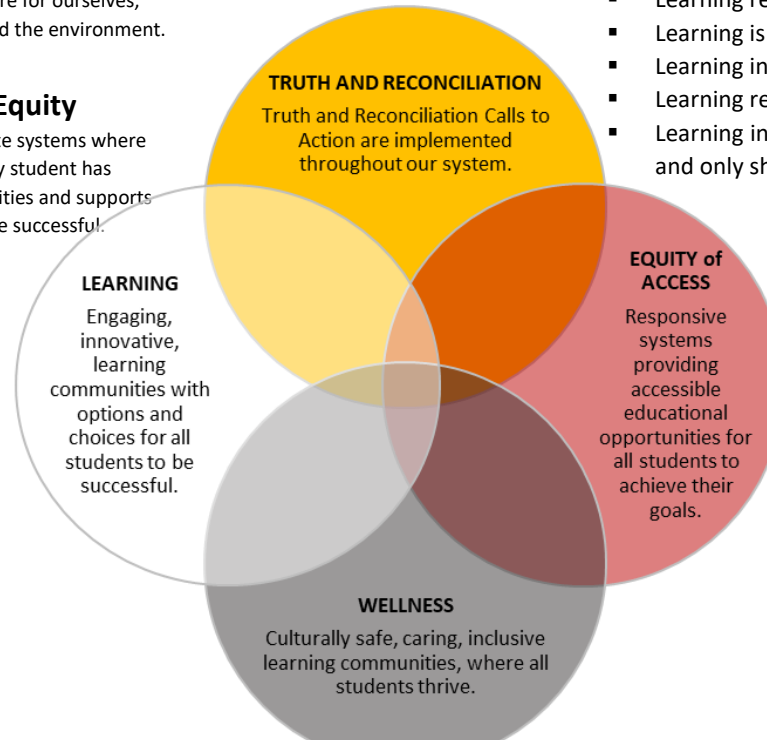
We demonstrate kindness and care for ourselves, others and the environment.

#### **Equity**

We create systems where every student has opportunities and supports to be successful.

#### ***First Peoples Principles of Learning are integral in all we do.***

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



## **About our School**

Blackburn Elementary School provides a vibrant inclusive learning community for all students. We are privileged to be located on the stunningly beautiful and unceded ancestral territory of the Lheidli T'enneh. Our rural setting allows us the luxury of being able to engage in many land-based activities. We are located right beside the Blackburn Community Hall, Blackburn Community Skate Park, Blackburn Community Ball diamonds, and Bittner Park. We have strong parent engagement through the Blackburn Elementary PAC who actively fund raise for the benefit of all our students. Our staff is committed to excellence in education, and are continuously engaged in professional learning to continue to support all learners in our classrooms. We have a staff wide commitment to social emotional learning and teaching students about self regulation, growth mindset, and the importance of COMMUNITY (our school wide theme for this year). Currently, we have an enrollment of approximately 267 students with 11 classroom Divisions.

In order to transform student learning, we believe that students must feel safe, valued and connected: socially, emotionally, and academically. We strive to meet student needs so that they feel welcome, supported and confident in our school community.

## **Strategic Planning Engagement Process**

Our school community began the difficult work of re-evaluating our school mission, vision, and values last year with the theme of *Kids with Grit* and we will continue that work this year with our theme of *Community*. Continued community engagement is necessary to continuously evaluate and improve our commitments to our students. With the ongoing and valuable lens of Truth and Reconciliation, we will be looking for feedback from our school community to help guide decision making and ensure all voices are heard and represented.

## **Truth and Reconciliation:**

*Truth and Reconciliation Calls to Action are implemented throughout our school.*

## **Goals:**

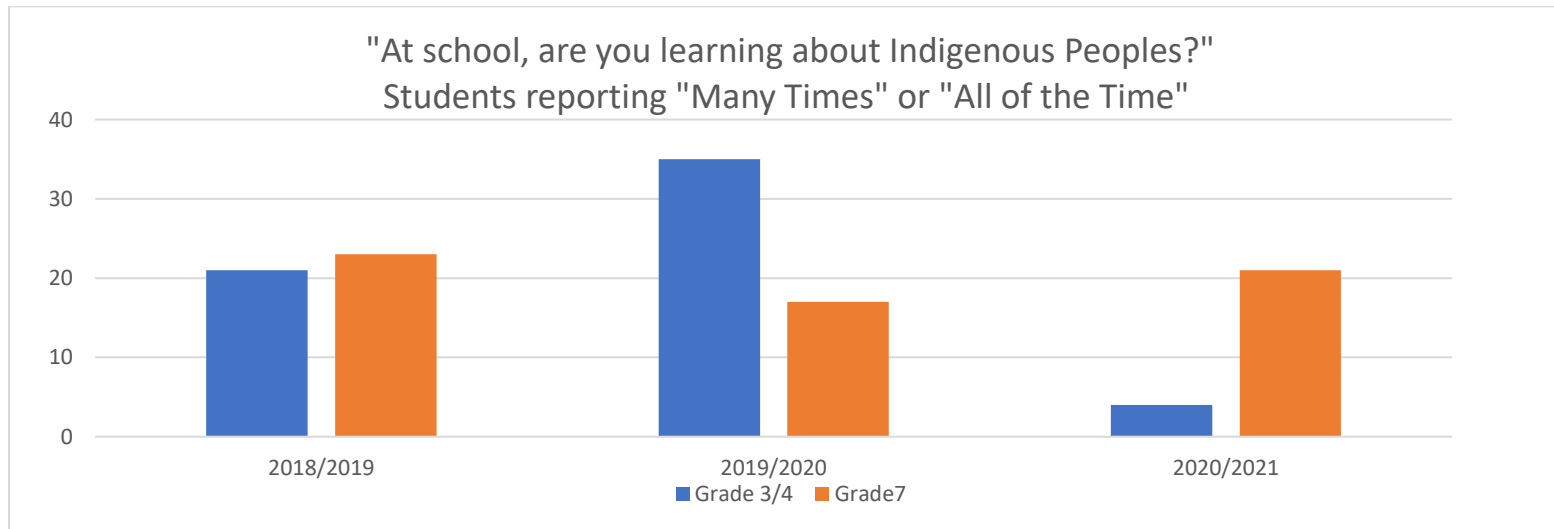
- 1. Create a process to have meaningful engagement with the school rightsholders and stakeholders in support of decolonizing the school environment**
- 2. Ensure staff and students are working to honour and implement Indigenous ways of knowing and being in our school**

**Strategies:**

- Increase our communication with students, families, school rightsholders and stakeholders through a school website and Facebook survey, Open House, and the Student Learning Survey
- Engage the school and community in an environmental scan for welcoming spaces and decolonizing the school environment
- Increase engagement through in-person and ZOOM PAC meetings, and weekly newsletters inviting community feedback
- Utilize the wording in the “*Spirit Bear’s Guide to the Truth and Reconciliation Commission of Canada Calls to Action*” with all students school wide
- Engage in staff discussions examining the TRC Calls to action

**Success Measures:**

- School Website and PAC Facebook page survey results
- Student Learning Survey to measure an increase of at least 10% of students identifying that they are learning about Indigenous content in school
- Capture cultural experiences through a visual data collection



### Equity of Access:

Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities.

### Goals:

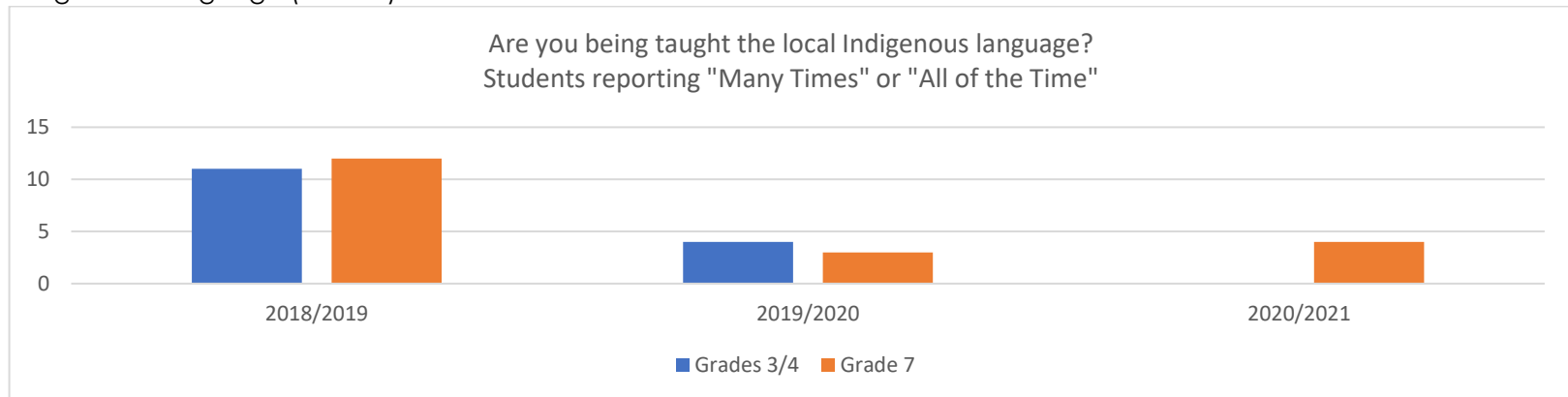
1. **Enhance our learning environment to build diverse supports for students to feel connected, engaged and safe to take learning risks.**
2. **Enhance Indigenous practices and strategies school wide such that they are embedded and utilized for school wide learning**

### Strategies:

- Create Indigenous spaces (inside and out) where students, staff and local community can gather and learn
- Continue to identify systems and structures that are not equitable and adjust or create systems and structures of equity
- Utilize school wide announcements to implement daily use of the land acknowledgement with a focus on the commitment we are making to each other and our environment, learn and use Dakelh language through "word of the day," and using Dakelh greetings and introductions when meeting new people

### Success Measures:

- Create a record of the Dakelh language learned over the school year and provide a copy to families as a year-end take home document
- Student Learning Survey to measure an increase of at least 10% of students identifying that they are being taught the local Indigenous Language (Dakelh)



**Wellness:**

Culturally safe, caring, inclusive, learning communities, where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff and families.

**Goals:**

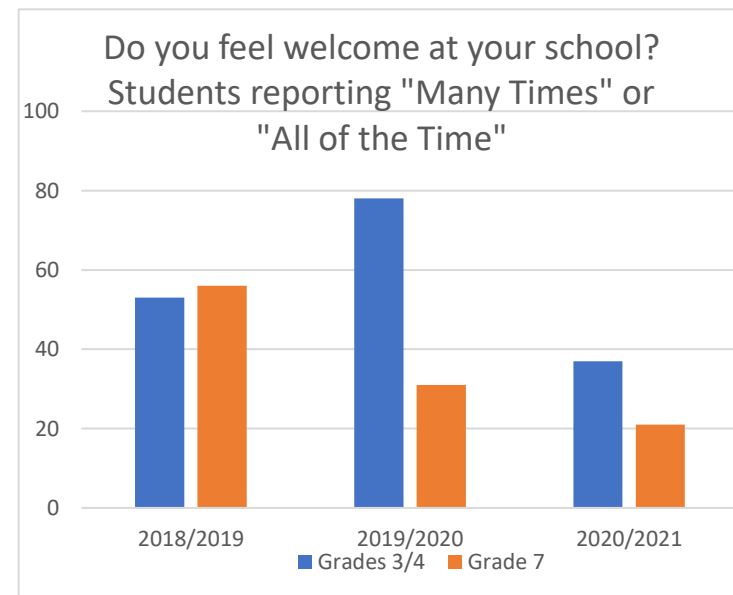
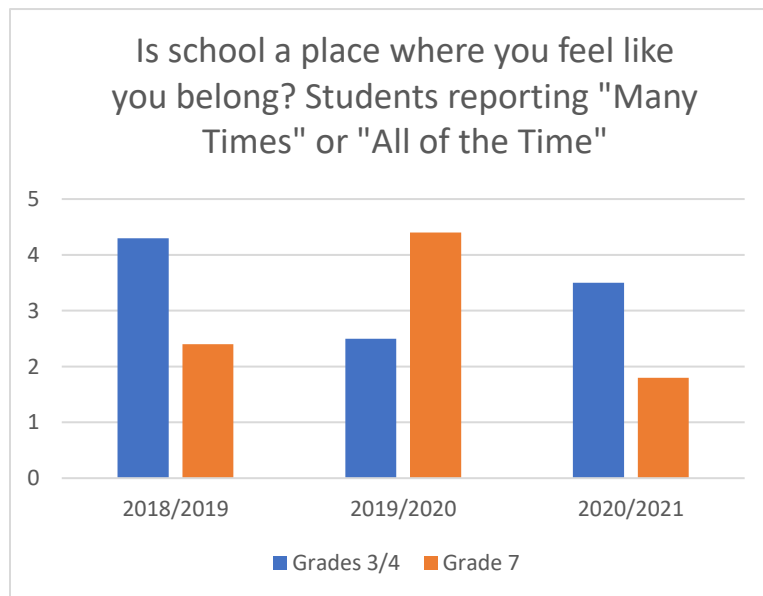
1. **Create a school wide approach to support equity, diversity, inclusion and belonging**
2. **Enhance trauma informed practice within our school.**

**Strategies:**

- Implement the use of the medicine wheel as a “check-in” system for both staff and students on a monthly, weekly and daily basis
- Utilize restorative circles, healing circles, sharing circles and family circles as strategies for community wellness

**Success Measures:**

- Student Learning Survey to measure an increase of at least 10% of students identifying that they feel welcome at school and that school is a place that they feel they belong



## Learning:

Engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities

## Goals:

- 1. Increase literacy rates for all students and close the gap for Indigenous learners, children and youth in care and students with diverse abilities/disabilities**

## Strategies:

- Have regular data dialogue with staff to identify high risk learners and intervention strategies based on the RTI model.
- Move away from data as information towards data that informs action.
- Review resources to ensure only current and culturally responsive resources are being used
- Participate in the Rural School Project to build educators' literacy capacity and understanding within, across, and beyond the curriculum.

## Success Measures:

- Foundations Skills Assessment to monitor progress towards our goal of increasing the number of students on-track or extending expectations by 10%. Students not demonstrating this growth will receive enhanced support.

