

Blackburn Elementary School Plan 2025-2026

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.

It is our honour to walk alongside local Indigenous communities in educating their children.

"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

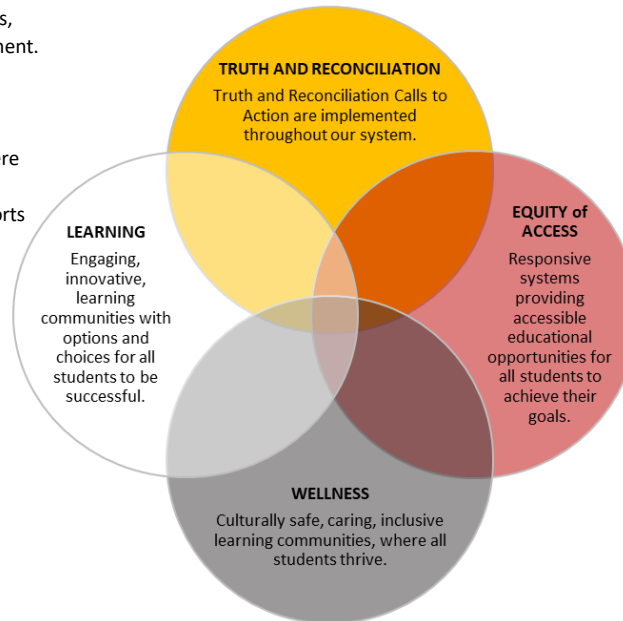
We are open, honest and accountable for the decisions we make.

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 Us

Blackburn Elementary School provides a vibrant inclusive learning community for all students. We are privileged to be located on the stunningly beautiful and uncaded 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 consent, self regulation, growth mindset, and the importance of relationship. Currently, we have an enrollment of approximately 241 students with 10 classroom divisions and 24 staff members dedicated to supporting our students' learning journeys.

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.

Engagement Process

Our school community began the difficult work of re-evaluating our school mission, vision, and values four years ago with the theme of *Community* and we continued that work with the theme of *Relationship*. Relationships are at the centre of all community growth and making commitments to our community of learners can only be done by building relationship with all members. Community engagement is necessary to 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. We will use an online and paper survey, communication through our PAC and Class Dojo, in order to facilitate this ongoing discussion.

Truth and Reconciliation

Blackburn Elementary School staff, students and families acknowledges the land we are on and respect the local language and culture of the area.

Goals

- 1. Increase the number of students who feel connected to their culture and identity, with a specific focus on Indigenous students.**
- 2. Schoolwide commitment to Truth and Reconciliation and upholding the Calls to Action to ensure a healthier future for our Indigenous learners and those children living in care.**

Strategies

Students will:

- Participate in restorative circles when working through problems at school
- Participate in Circles as regular practice
- Participate in land-based learning opportunities in their local environment
- Learn and use a Dakelh “word of the week” based on the seasonal rounds
- Participate in student led announcements that utilize the Dakelh Language
- Learn the Land Acknowledgment in Dakelh and understand the importance of personalizing it

Staff will:

- Increase communication with students and families, through Class/School Dojo
- Indigenize and decolonize the learning resources used at Blackburn
- Increase adult understanding about Truth and Reconciliation and the Calls to Action and Trauma Informed practice
- Provide ongoing opportunities to share the Dakelh language within our school community, learn and use a “word of the week”, Indigenize bulletin boards, assemblies and communication by including and using learned Dakelh language
- Schoolwide focus on the Dakelh Holistic Lifelong Learning Model

Strategies for System and Structure quality:

- Purchase culturally appropriate resources and eliminate those that are not
- School wide assemblies that focus on the Dakelh Holistic Learning Model and the Seasonal Rounds

- Support the creation of an outdoor classroom and community gathering place that includes a fire pit and “naturalized” seating

Success Measures:

The provincial Student Learning Survey (SLS), administered in grades 4 and 7, measure the percentage of students identifying that they are learning about Local First Nations (Figures 1 & 2), Local First Nations' language (Figure 3 & 4), and Indigenous Peoples (First Nations, Inuit Metis) in Canada (Figures 5 & 6), in school. We expect to see a sustained increase in students reporting that they are learning about Indigenous and First Peoples in Canada for each year of this plan.

All Learning resources purchased will be based on their alignment with Truth and Reconciliation, Equity of Access, Wellness or Learning. We continue to increase our resources authored by, or about, people who meet these new standards.

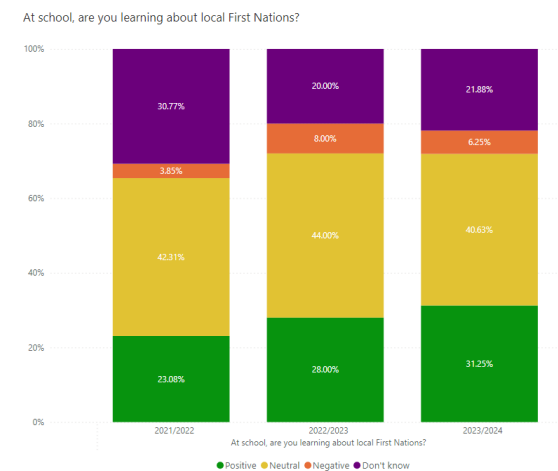


Figure 1SLS Grade 4

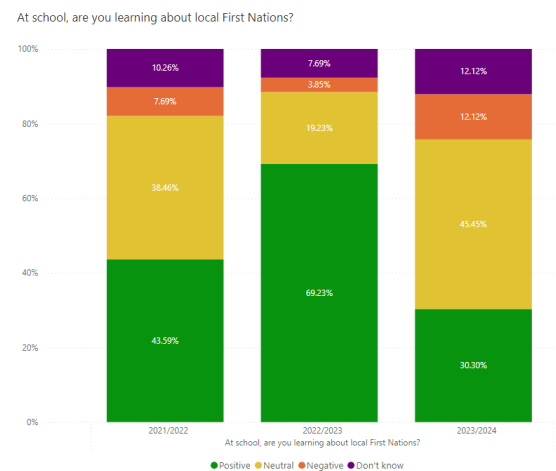


Figure 2Figure 1 SLS Grade 7

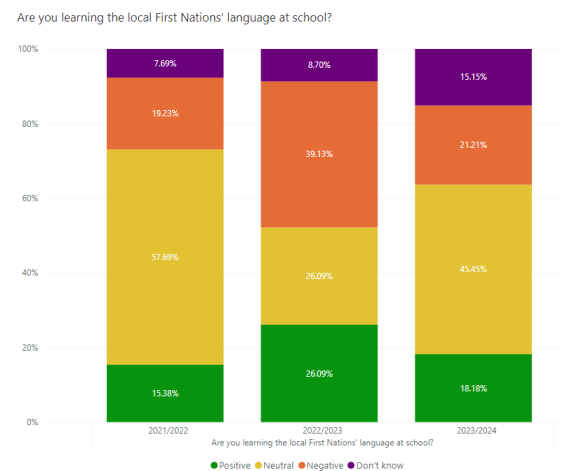


Figure 3 SLS Grade 4

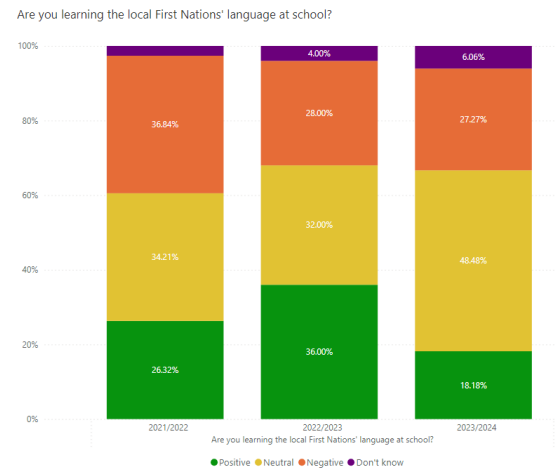


Figure 4 SLS Grade 7

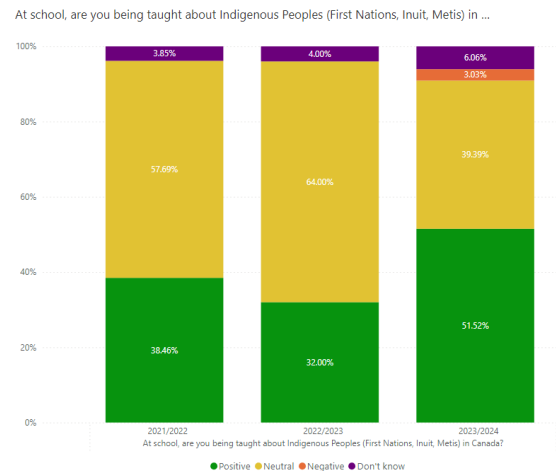


Figure 5 SLS Grade 4

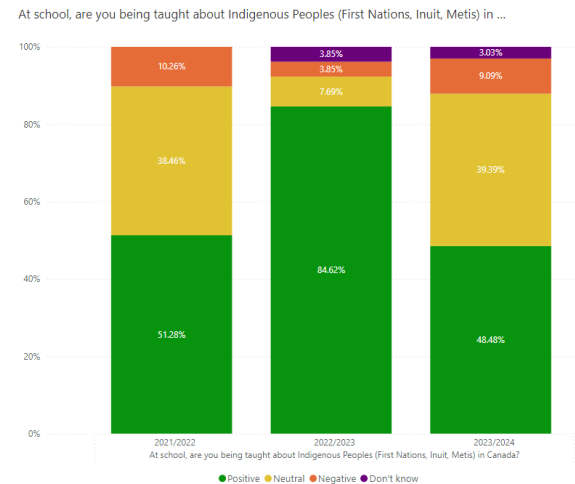


Figure 6 SLS Grade 7

Equity of Access

Blackburn School will provide 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. We recognize and appreciate the unique learning profiles of all students and will ensure that they have multiple access points to exceptional and innovative learning opportunities.

Goals

1. **Enhance our learning environment to build diverse supports for students to feel connected, engaged and safe to take learning risks.**
2. **Identify and remove barriers that allow students to engage in learning that fulfills personal goals and leads to individual success.**

Strategies

Students will:

- Learn about diversity in our community
- Utilize self identified spaces, resources, and strategies that lead to self-regulation
- Use the Dakelh Values as a model for personal success

Staff will:

- Create learning opportunities that empower and support ownership of their personal learning journey
- Increase our communication with students and families while developing personalized learning supports to remove barriers for student success
- Provide student access to spaces and resources to meet their individual basic needs
- Enhance and develop staff ability to use and assess with UFLI, Heggerty, DIBELS, SNAP and other District recommended assessment tools
- Participate mental health training opportunities

Strategies for Systems and Structure Quality:

- Create Indigenous spaces (inside and out) where students, staff and local community can gather and learn
- Identify school practices that are not equitable and eliminate them (fees, food, dress codes)
- Develop a breakfast program that is available for all students
- Improve our process for addressing racism and discrimination within our system

Success Measures:

We will review the results of the Student Learning Survey, specifically student responses to “I feel welcome at school,” (Figure 7 & 8) & “I feel like I belong at school” (Figure 9 & 10). We expect to see a sustained increase in each of these areas of the School Plan.

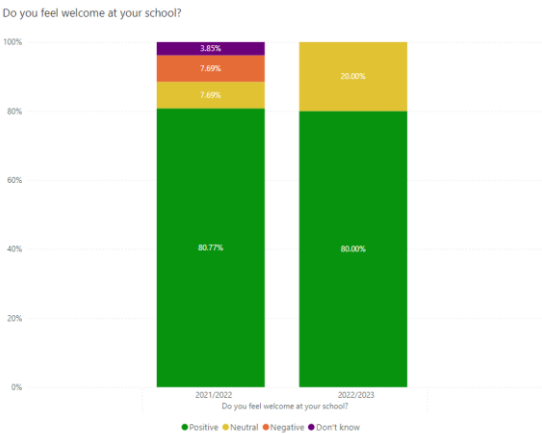


Figure 7 SLS Grade 4

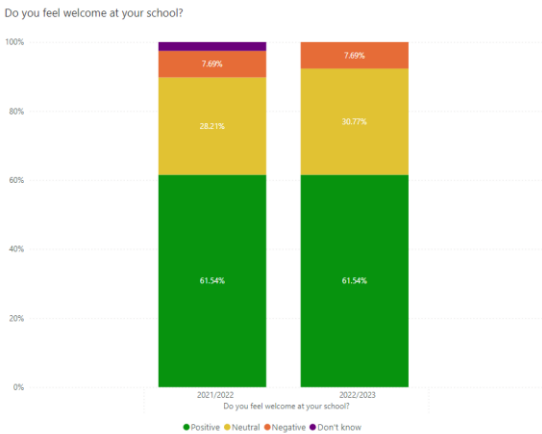


Figure 8 SLS Grade 7

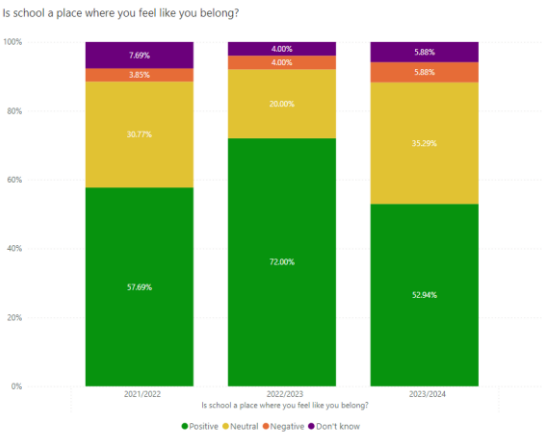


Figure 9 SLS Grade 4

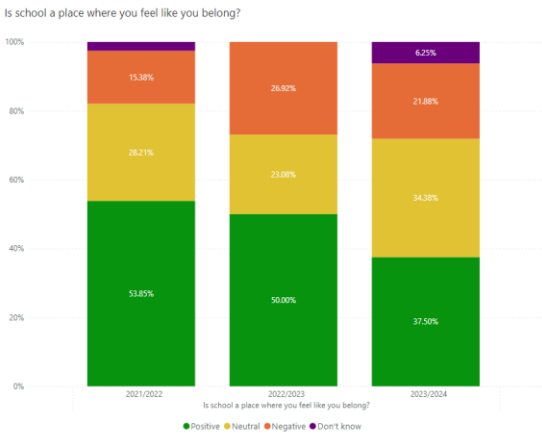


Figure 10 SLS Grade 7

Wellness

Blackburn School strives to be a culturally safe, caring, inclusive learning community, where all students thrive. For this to happen there will be an emphasis on mental health, physical health and overall well-being for students, staff, and families.

Goals

1. **Utilize mental health literacy, focussing on its implementation so students feel safe, confident and have a sense of belonging in our learning environment.**
2. **To create a space where individuals feel safe to discuss, reflect, and problem solve in a respectful manner**

Strategies

Students will

- Participate in groups to foster growth and skill development in self-regulation, peer relationships, and conflict resolution
- Participate in whole class and small group discussion using the lessons from Open Parachute, Be Good People, etc.
- Access safe spaces to focus on their self-identity i.e. Wolf Den, Bear Den, SOGI club, Athletics, Fine Arts
- Identify at least 2 safe adults that they can connect with and that will advocate for them when asked/needed
- Identify 2 ways they can care for their own mental health and wellness

Staff will

- Integrate SEL Lessons into their regular class instructions
- Utilize restorative circles, healing circles, sharing circles and family circles as strategies for community wellness
- Focus on transitioning students in our schools from grade to grade, and between Blackburn and PGSS
- Foster a sense of belonging for all students by building connection: staff/student, staff/family, student/community

Strategies for System and Structure Quality:

- Hire a Youth Care Worker to support staff and student connection and wellness
- Evaluate school routines and procedures ensuring they meet the needs of students rather than “traditions in the building”
- Establish a soft start routine for all students in need

- Value all learning as strength, not just that which is “academic” in nature

Success Measures:

The Student Learning Survey for our Grade 4 & 7 students reports the number of students that can “identify 2 or more adults who care about them,” (Figure 11 & 12) and the number of students “who feel like they belong at school,” (see Figures 9 & 10 previous page). We expect to see a sustained increase in all 3 of these areas over the 2 years of this School Plan.

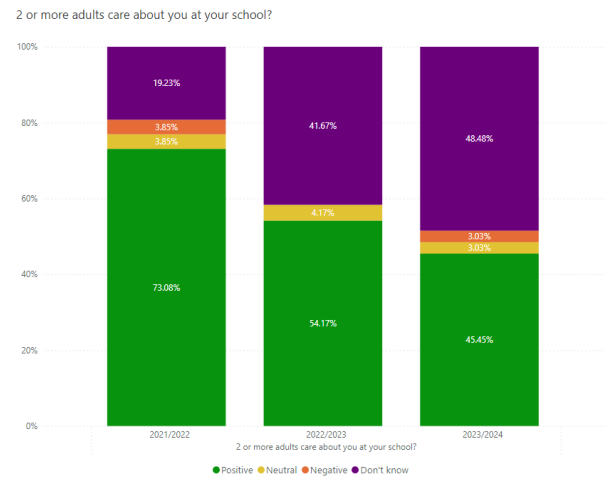


Figure 11 SLS Grade 4

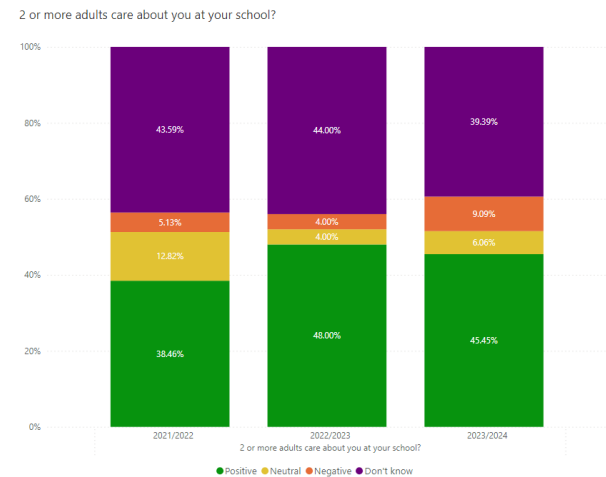


Figure 12 SLS Grade 7

Learning

Blackburn School strives to be an engaging, innovative, learning community with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates 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.

Goals

- 1. Increase literacy and numeracy rates for all students and close the gap for Indigenous learners, children and youth in care and students with diverse abilities/disabilities.**
- 2. Provide learning opportunities where students can make choices and decisions about their learning based on their self-identity, interests, and goals**

Strategies

Students will:

- Participate in literacy and numeracy intervention when identified
- Access supports for learning by request or when offered
- Learn to use manipulatives and have access to tools to aid in numeracy acquisition
- Set personal learning goals – short and long-term
- Engage in land-based learning opportunities provided within the local community

Staff will:

- Increase use of formative assessments to inform literacy and numeracy practice and provide appropriate next steps in learning
- Review resources to ensure only current and culturally responsive resources are being used
- Use district required assessments to identify learning needs and make appropriate and timely referrals to SBT and ESBT (DIBELS, Numeracy SNAP, Writing snapshot)

Strategies for System and Structure Quality:

- Review resources for both literacy and numeracy to ensure current and culturally responsive resources are being used
- Support opportunities to look for evidence of learning in multiple ways & learning environments
- Use district Literacy and Numeracy assessment results, at each grade level, to monitor students' progress and inform practice and intervention needs.

- Utilize students' self-assessments of Core Competencies when considering next steps and intervention practices

Success Measures:

Along with the Student Learning Survey (SLS) to monitor how students view their own learning for grades 4 & 7, we use the BAS reading assessment, the Writing SNAP (BC Performance Standards) and the Numeracy SNAP assessment, schoolwide, to monitor our students' progress towards our School Literacy and Numeracy goals. We expect to see a sustained increase in our schoolwide Literacy and Numeracy results, each year of this School Plan.

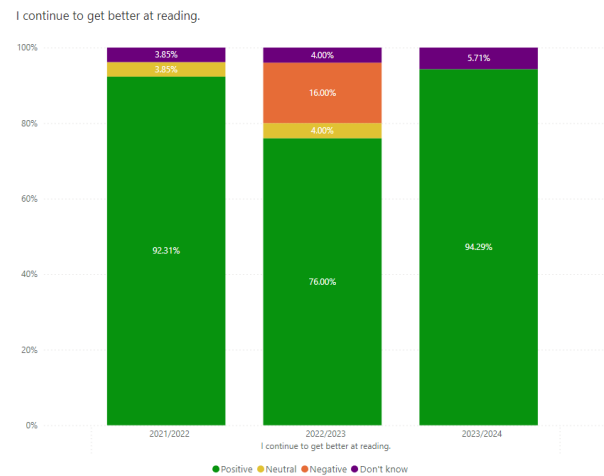


Figure 13 SLS Grade 4

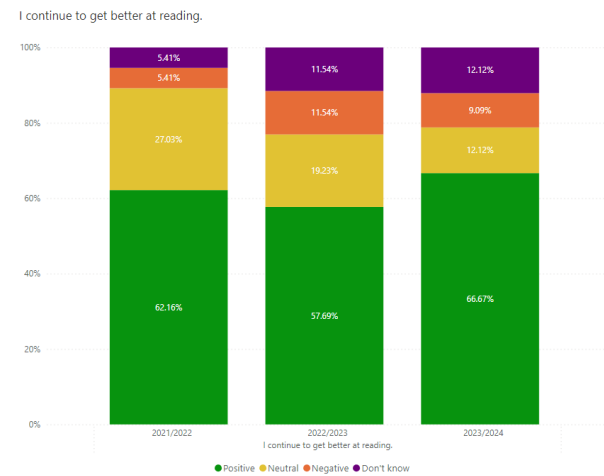


Figure 14 SLS Grade 7

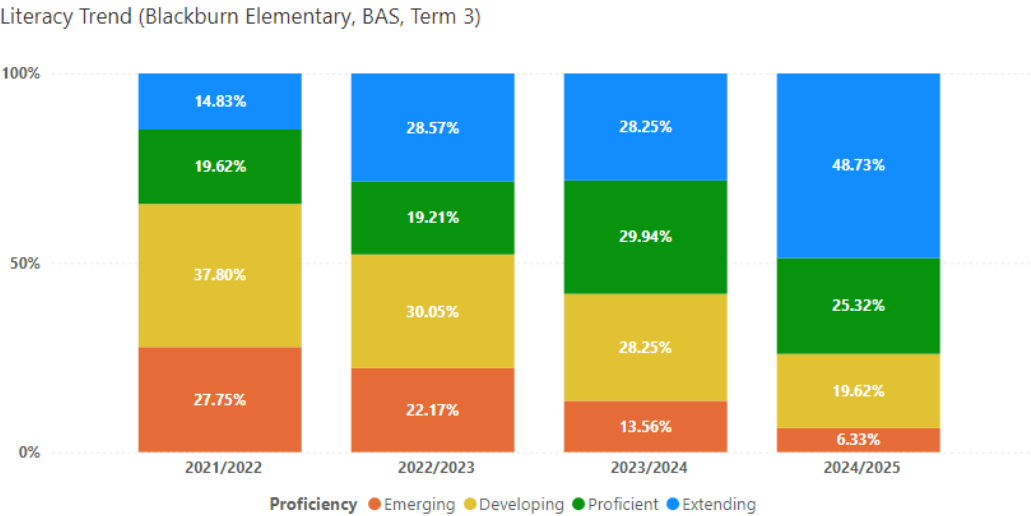


Figure 15 Literacy Data (All Blackburn Students)

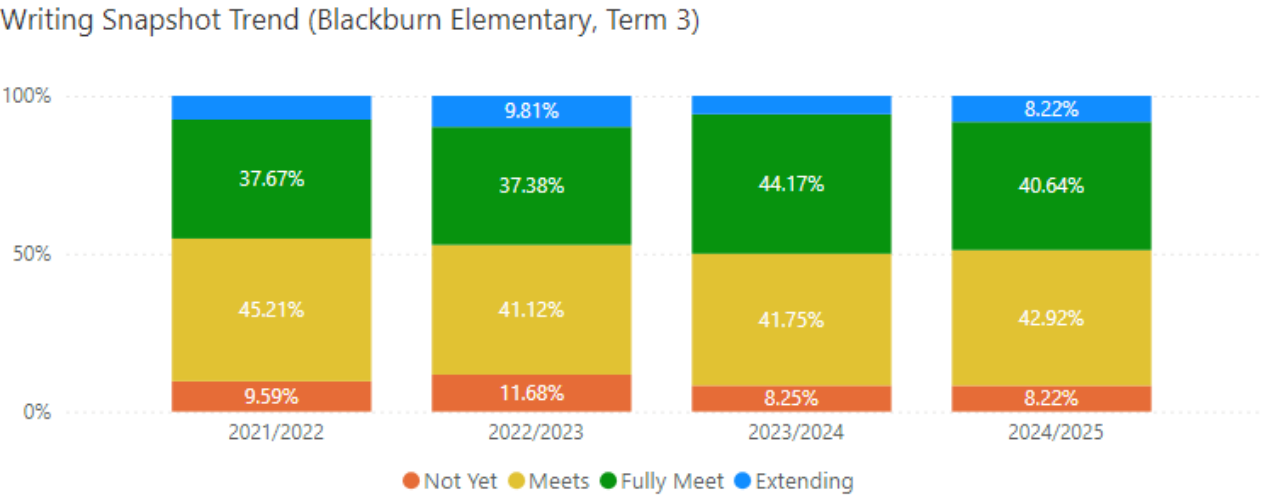


Figure 16 Writing Data (All Blackburn Students)

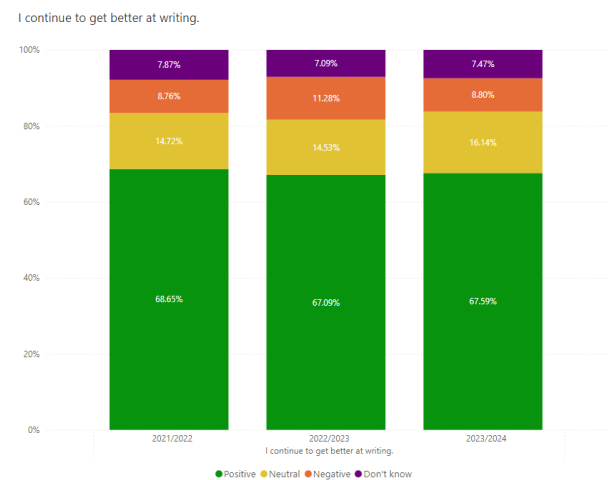


Figure 17 SLS Grade 4

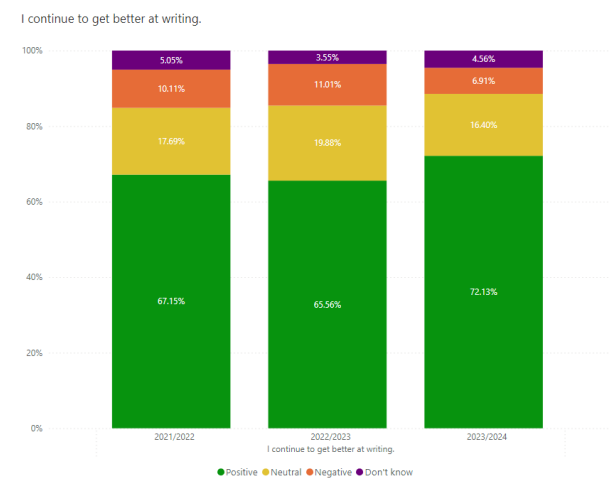


Figure 18 SLS Grade 7

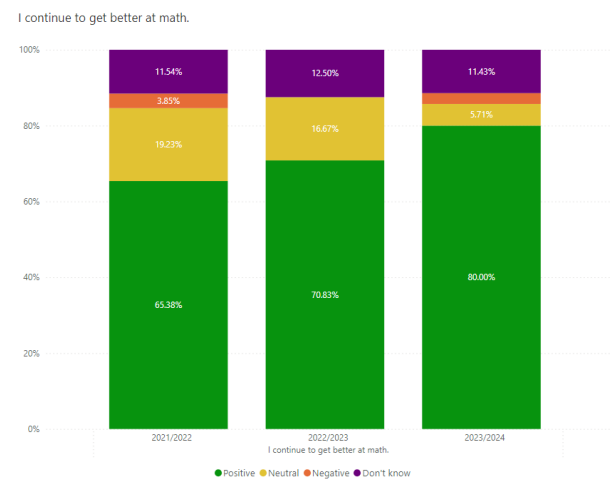


Figure 19 SLS Grade 4

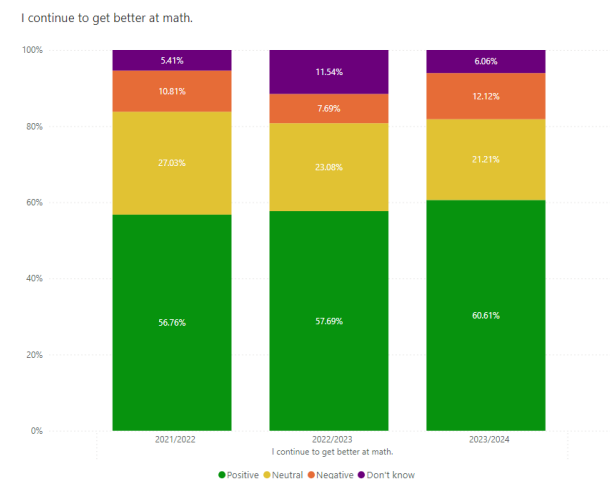


Figure 20 SLS Grade 7

2024/2025 Numeracy Results (Blackburn Elementary, Term 3, Standa...

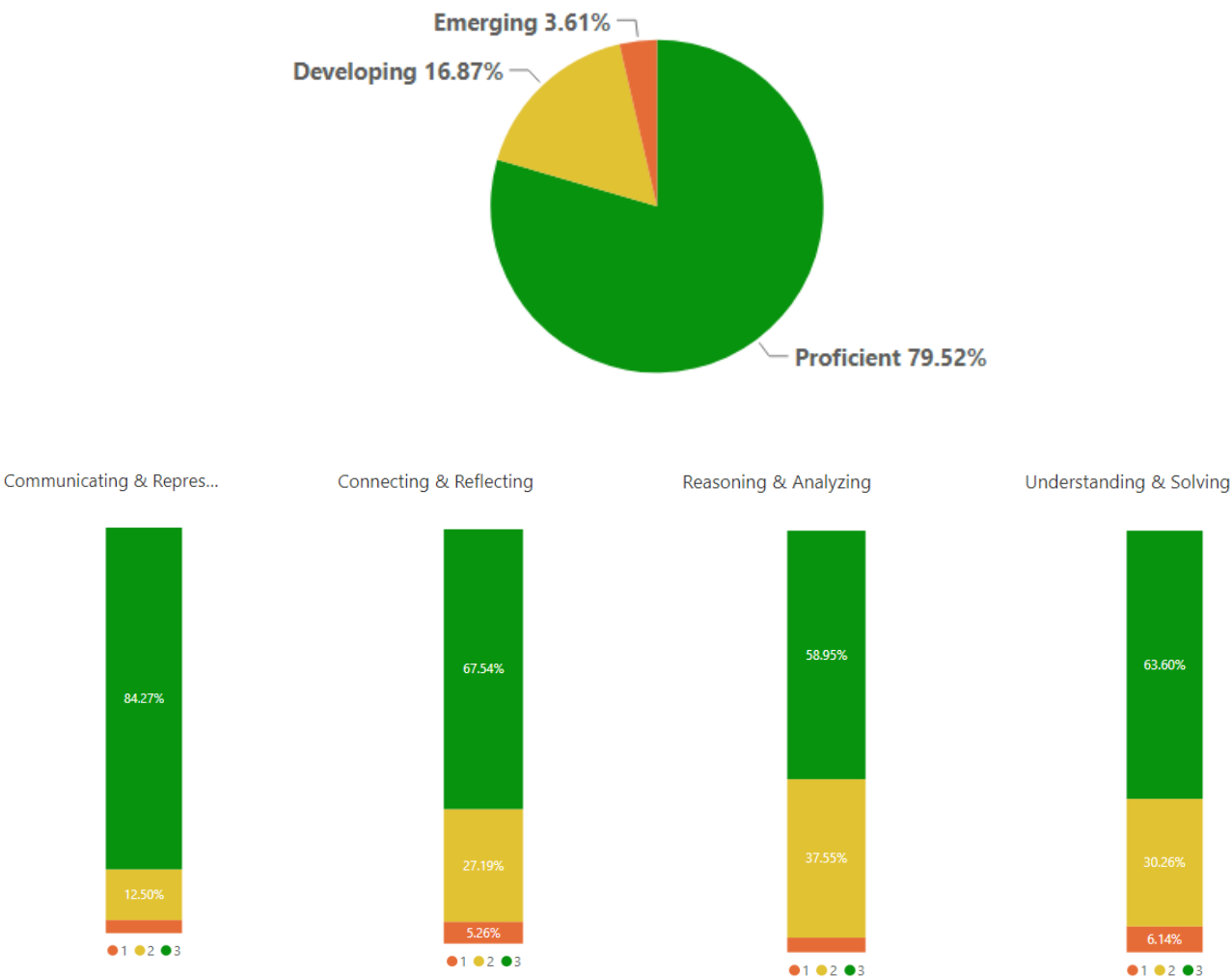


Figure 21 2024-2025 SNAP Assessment (All School)

2023/2024 Numeracy Results (Blackburn Elementary, Term 3, Standa...

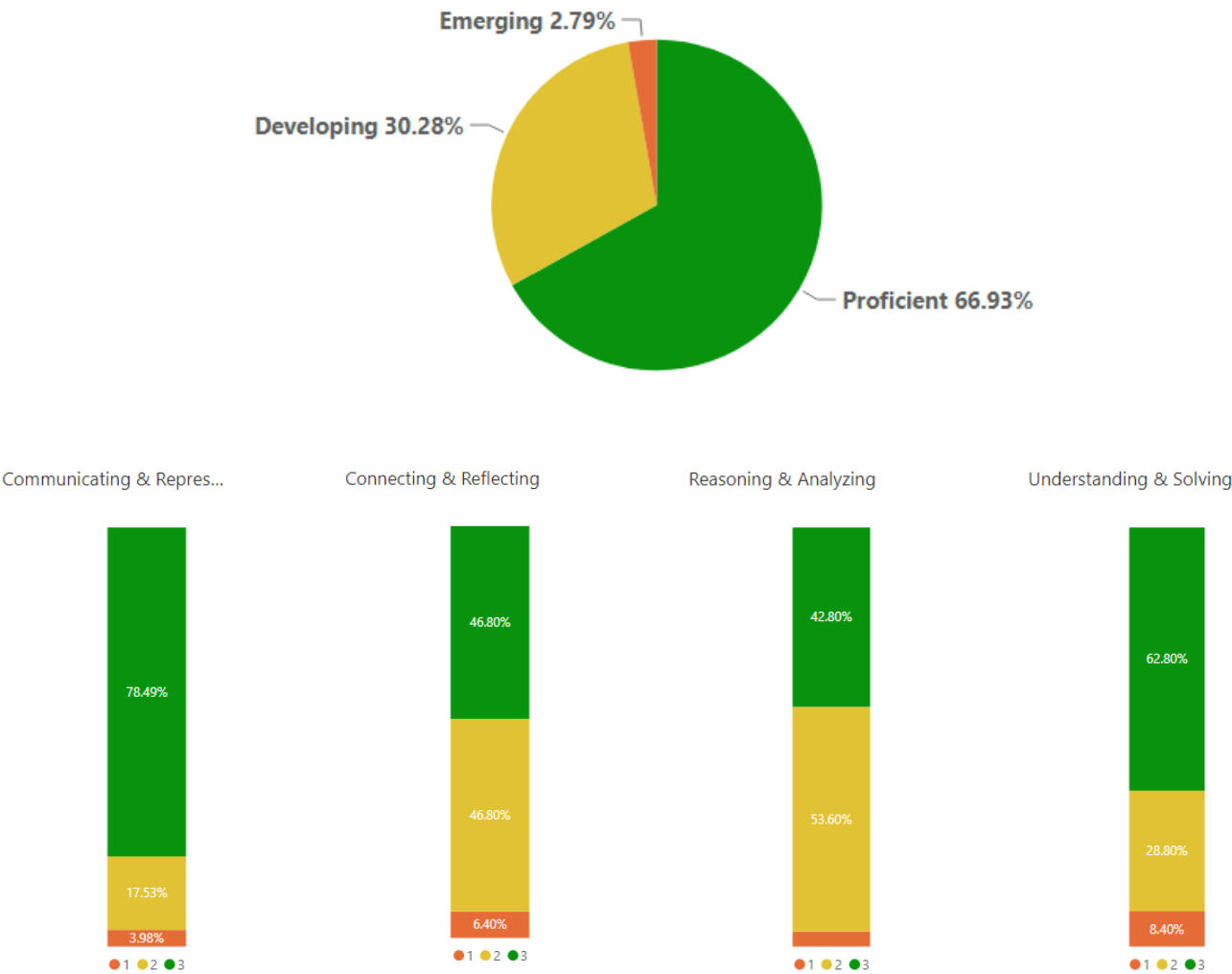


Figure 22 2023-2024 SNAP Assessment (All School)

Summary:

We will review our Strategic Plan and our Implementation Plan on an annual basis. This review will include a comprehensive engagement process with our community. Upon completion of our review, we will adjust our strategies to support our goals toward the District Directions. This continuous improvement cycle will ensure that we are continually working towards setting students up as life-long learners who embrace learning opportunities that will lead to their individual and societal success.