



École Red Bluff/Lhtako Elementary is located on the traditional territory of Lhtako Dené Nation in Quesnel, BC. The school was built in the late 1950's and has grown to a thirteen classroom school. We are a dual track French Immersion School. We have seven classes in English and six in French. We have nearly 300 students with diverse cultural backgrounds. One third of our students have Indigenous ancestry, and we are very proud

of our namesake and territorial roots of the Lhtako Dené.

This document is a review of our beliefs and goals we have for student success. Our teachers and support staff work together collaboratively to reach common goals and support our students' growth. This plan for student success is not static and will be reviewed regularly by staff for its relevance and success. Changes will be made as necessary from the cycle of review and to ensure the plan is reflective of our desired outcome for student success.

École Red Bluff/Lhtako Plan for Student Success

Our Beliefs

We Believe/Nous croyons

- ♦ in making a deliberate effort to accept and recognize every student and their strengths (KNOWN) /à faire un effort délibéré pour accepter et reconnaître chaque élève et ses forces.
- ♦ all students have a right to be safe, physically and emotionally, free to express themselves and be comfortable taking risks (SAFE)/que tous les élèves ont droit au sentiment de sécurité, physiquement et émotionnellement. Ils sont libres de s'exprimer et d'être à l'aise de prendre des risques.
- ♦ fostering a strong sense of identity through acceptance and exploration of diverse cultures helps students become grounded (GROUNDED)/à développer un sens d'identité, avec l'acceptation et l'exploration de diverses cultures, aidant les élèves à être bien établis



During the 2016/17 school year, a planning committee was struck that included staff, parents and students. The elementary French Immersion program had recently moved to École Red Bluff/Lhtako Elementary, and new bonds between the programs, staff, students and parents were forming. Some of this incredible planning work culminated in the following beliefs that are still a good representation of how we view our students and the importance of our school being a true place of belonging and learning for everyone.

- ♦ caring adults can help students become more mindful of their thoughts, feeling and actions (GROUNDED)/que les adultes attentionnés peuvent aider les élèves à devenir conscients de leur pensées, sentiments et actions
- ♦ in providing opportunities for student-driven learning experiences and assessment practices that reflect their individual styles and talents (EMPOWERED)/à fournir des opportunités dirigées par les étudiants pour des expériences d'apprentissage et pratiques d'évaluation qui reflètent les styles et talents individuels.
- ♦ in the joy of learning, helping students take pride in their growth and the confidence to share their learning with others (CELEBRATED)/à la joie de l'apprentissage, à aider les étudiants à être fiers de leur croissance personnelle et à la confiance de partager leurs apprentissages avec les autres.



École Red Bluff/Lhtako Plan for Student Success

Our Goal for Student Success

In addition to our District and the Ministry of Education's Framework for Enhancing Student Achievement, our staff have identified a personalized goal for our students. Our goal is derived from an in depth analysis of how we can achieve equity for our Indigenous students. From extensive work with the District, community partners, staff and students, we've identified a goal that is empowering for our Indigenous students and non-Indigenous students alike. We finalized this goal in the 2019/20 school year where actions and follow through were disrupted upon the advent of the Global Pandemic and Suspension of in-class Instruction in April, 2020. We have resumed this work with fine tuning and a greater understanding of how to realize its action and fulfillment.

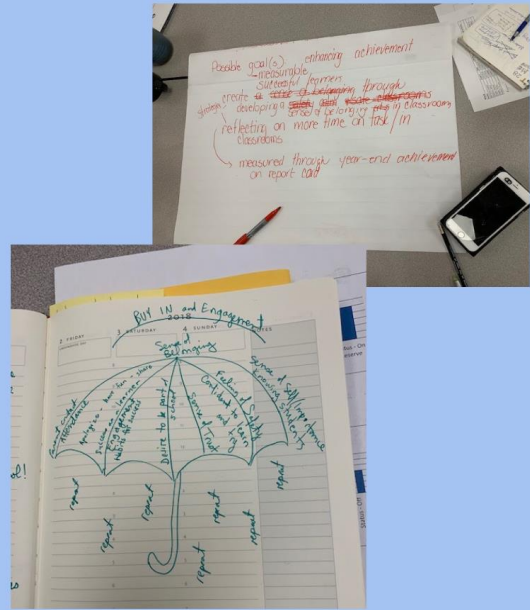
2020/21 Goal for Student Success

Our Goal

[is to] Develop successful learners by creating a sense of belonging in our classrooms. This will result in increased time on learning tasks and greater time spent in the classroom.

We Believe

Students who feel they belong to a classroom and school community are more likely to engage in time on tasks. The greater engagement we see in learning activities will correlate to enhanced student achievement across the curriculum.



Goal Reference: Truth & Reconciliation Commission's (TRC) Calls to Action

"63. iii. Building student capacity for intercultural understanding, empathy, and mutual respect."

Our goal of developing successful learners is through relevancy in our instruction and in the classroom. Achieving a sense of belonging for our students requires us to adhere to the TRC's Calls to Action for Education. Our actions for achieving a sense of belonging for our students are built around ensuring that our instruction includes education on the history and significance of the Residential School System, and that we regularly utilize Indigenous teachings and worldviews in our curriculum and visibly throughout our school and classrooms.

Having a sense of belonging realized for all learners allows us to target our goal to our students' ability and provide them with the direct teaching and experience they require to be successful learners. This is a personalized action and requires us to look at what are the integral teachings required for each learner to be successful. For some students, simply greater organization and communication will move them to the next step, for others, they may require targeted support to self-regulate their emotions so learning is a tangible experience. This requires us to analyze our school, class, and individual students strengths and needs.

During the 2023/2024 academic year, school staff will continue to engage in ongoing professional development learning about equity in Education for Indigenous students and how students can truly have a sense of belonging in the classroom. We have learned from Kevin Lamoueaux who's trauma informed lens on creating belonging in the classroom and in the school became a common professional talking point for us.

School Programs and Plans that Support Student Well-Being

Social & Emotional Learning

Our teachers utilize a trauma informed lens when working with our students and when collaborating with one another. This thinking is at the heart of how to create a Sense of Belonging for all students. Lessons from Kevin Lamoureux helped to deepen our thinking. We understand that teaching comes from a place of compassion for all learners, and that we need to ensure as adults that we manage our own affect so we can be a person of grounding and calm for our children.

Many of our teachers used the Second Step Program that integrates Self-Regulation/Social/Emotional teaching throughout the curriculum. Staff also use tools like the Mental Health/Anxiety Curriculum, EASE, MindUP and Zones of Regulation. All of these tools complement our staff's implementation of Social and Emotional Learning. In addition to these programs, we teach our students from a Growth Mindset to help everyone realize their potential and ability to grow as learners.

Literacy & Reading Intervention

Our school prioritizes the development of reading and literacy skills at an early age. Students in their primary years who are not yet reading at grade level, are provided with additional small group instruction by Early Literacy and Learning Assistant Teachers. This is in addition to the literacy and reading instruction that is provided by the classroom teacher to all students. Reading instruction is taught from Kindergarten through Grade 7, however the focus for reading shifts deeper into Reading for Information/Comprehension as students get older and have the basics of how to read text.

School Based Team and Class Review

Our school has a School Based Team of professionals who meet regularly to take actions that support student achievement. The School Based Team includes our Resource Teacher, Learning Assistant Teachers, Counsellor, Indigenous Education Support, School Administration and Classroom Teacher representatives. Classroom teachers can refer students to our team where we can brainstorm ways to help the student. This can include ideas on how the classroom teacher can use strategies for deepening learning in the classroom, referring to specialists (e.g., Speech & Language), and seeking further assessment for the child. Our partnership includes families and we often plan school team meetings with families. We see the growth of our students and their success as a school, family and community approach.

Twice a year, our School Based Team invites classroom teachers to a Class Review Meeting. During this meeting, our classroom teacher identifies strengths and needs (stretches) of their class as a whole. We help the teacher determine goals and to make instructional decisions that are based on the students' strengths and stretches. We also look at individual student needs and to ensure we're doing everything we can for those students. This process empowers the classroom teacher for instructional planning, and builds a team of professionals around every student.

Data Collection

Specific data we will collect to determine the effectiveness of our plan includes academic achievement indicators (grades, performance evaluations), and how the students' learner attributes and growth are indicated through report card comments and anecdotal evidence.

École Red Bluff/Lhtako Plan for Student Success

Goals for Enhancing Student Learning

Goal 1 - Improve Students' literacy skills

- Students will meet or exceed literacy expectations for each grade level.
 - measure - FSA, PM, F&P, DRA, ADRT

Goal 2 - Improve Achievement Rates for our Indigenous Students

- Students will feel welcome, safe and connected to their school.
 - measure - student learning survey, ÉRBL student surveys
- Students will meet or exceed literacy expectations for each grade level.
 - measure - FSA, PM, F&P, DRA, ADRT
- Students will meet or exceed numeracy expectations for each grade level.
 - measure – FSA, Prime Math and Vancouver Island Numeracy Assessment

Goal 3 - Increase Socially Responsible Behavior (this includes belonging, well-being, mental health)

- Students will feel welcome, safe and connected to their school.
 - measure - student learning survey, ÉRBL student surveys



School Achievement Data

We analyze student achievement data and look specifically at the Achievement of Children and Youth in Care, Indigenous Students and Children with Diverse Abilities more carefully as per the Ministry of Education and Childcare - Framework for Enhancing Student Learning. The breakout data for the entire District is available at www.sd28.bc.ca

ÉRBL Literacy Data by Grade-June 2023

English

	Emerging	Developing	Proficient	Extending
Kindergarten	4	6	4	0

	Emerging	Developing	Proficient	Extending
Grade 1	8	5	13	2

	Emerging	Developing	Proficient	Extending
Grade 2	9	11	19	7

	Emerging	Developing	Proficient	Extending
Grade 3	11	9	12	6

	Emerging	Developing	Proficient	Extending
Grade 4	8	12	10	5

	Emerging	Developing	Proficient	Extending
Grade 5	9	8	15	3

	Emerging	Developing	Proficient	Extending
Grade 6	5	9	17	4

	Emerging	Developing	Proficient	Extending
Grade 7	2	8	25	0

French

	Emerging	Developing	Proficient	Extending
Kindergarten	0	2	17	0

	Emerging	Developing	Proficient	Extending
Grade 1	0	2	11	0

	Emerging	Developing	Proficient	Extending
Grade 2	1	9	11	4

	Emerging	Developing	Proficient	Extending
Grade 3	7	6	3	4

	Emerging	Developing	Proficient	Extending
Grade 4	6	4	0	7

	Emerging	Developing	Proficient	Extending
Grade 5	4	4	4	2

	Emerging	Developing	Proficient	Extending
Grade 6	3	6	3	1

	Emerging	Developing	Proficient	Extending
Grade 7	2	3	7	0

ÉRBL Literacy Data by Grade-June 2022

English

	Emerging	Developing	Proficient	Extending
Kindergarten			13	

	Emerging	Developing	Proficient	Extending
Grade 1	9	3	11	

	Emerging	Developing	Proficient	Extending
Grade 2	1	2	9	1

	Emerging	Developing	Proficient	Extending
Grade 3	5	4	7	2

	Emerging	Developing	Proficient	Extending
Grade 4	4	9	7	1

	Emerging	Developing	Proficient	Extending
Grade 5	1	8	9	2

	Emerging	Developing	Proficient	Extending
Grade 6	9	6	5	3

	Emerging	Developing	Proficient	Extending
Grade 7	6	9	9	

French

	Emerging	Developing	Proficient	Extending
Kindergarten			13	

	Emerging	Developing	Proficient	Extending
Grade 1	2	4	15	4

	Emerging	Developing	Proficient	Extending
Grade 2		6	11	5

	Emerging	Developing	Proficient	Extending
Grade 3	4	4	5	1

	Emerging	Developing	Proficient	Extending
Grade 4	9	3	5	

	Emerging	Developing	Proficient	Extending
Grade 5	1	7	4	1

	Emerging	Developing	Proficient	Extending
Grade 6	2	3	5	4

	Emerging	Developing	Proficient	Extending
Grade 7	2	3	11	