

District Strategic Plan/Ecole Puntledge Park School Learning Plan

DISTRICT STRATEGIC PRIORITY	EDUCATIONAL EXCELLENCE	COMMUNITY ENGAGEMENT	ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP	PHYSICAL HEALTH & MENTAL WELL-BEING
DISTRICT GOALS	<ul style="list-style-type: none"> Optimize innovative practices and learning opportunities. 	<ul style="list-style-type: none"> Deepen integration of Indigenous ways of knowing. Foster relationships with community, parents and educational partners. 	<ul style="list-style-type: none"> Optimize infrastructure to support learning. Foster environmental stewardship. 	<ul style="list-style-type: none"> Invest in the holistic well-being of our people.
SCHOOL GOALS	<ul style="list-style-type: none"> At Puntledge we work to encourage and support staff with the development of innovative practices that support and develop Literacy strategies for our students. 	<ul style="list-style-type: none"> We believe it is vital to promote and pursue opportunities to partner and work together with our greater community to build relationships and embed authentic and long-lasting learning experiences for our students. At Puntledge we included Indigenous knowledge and perspectives into daily teaching and learning experiences. 	<ul style="list-style-type: none"> At Puntledge we want our students to develop the Social Emotional Skills to be successful learners and we believe the outdoors and environmental learning plays a key role. We work to maximize the natural surroundings of the school and teach outdoors and to teach about the outdoors. We are working with our community partners and PAC to build a garden for the school 	<ul style="list-style-type: none"> At Puntledge we want our students to develop positive physical and mental health habits and to develop the Social Emotional Skills to be successful learners.
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> We have identified gaps in our students learning through the documentation of reading scores and through class spelling and writing assessments. 	<ul style="list-style-type: none"> We believe it is vital to promote and pursue opportunities to partner and work together with our greater community to build relationships and embed authentic and long-lasting learning experiences for our students. 	<ul style="list-style-type: none"> At Puntledge we want our students to develop the Social Emotional Skills to be successful learners and we believe the outdoors and environmental learning plays a key role. Nutrition and food stability are important to learn from a young age. Besides the natural environment we also want students to learn about the cultivated environment. 	<ul style="list-style-type: none"> Social-emotional learning is vital for students because it teaches them crucial life skills, including the ability to understand themselves, develop a positive self-image, take responsibility for their actions, and forge relationships with the people around them.
ACTION PLAN	<ul style="list-style-type: none"> All Reading level scores are recorded to create a baseline. Literacy is identified as a goal based on results. School Based Pro-D Sept 2. 3 out of 5 groups focus on literacy and establish goals and action items for the Professional Development side. All teachers are given class based results Class reviews change format to focus on those needing the most supports. Move to Assess, observe, communicate twice a year with a clear simple and consistent snapshot. Clear grade level breakdowns fast activities that are laid out easy Continuity of sounds Beginning of the year assessments as baselines 	<ul style="list-style-type: none"> Moccasin Trail Food Bank Walk Arden Creek Restoration Cross-Country Run Lake Trail Leadership students come to help Puntledge students Puntledge students visit Lake Trail for speakers. Puntledge created a book walk and displays in the community forest. Pro-D opportunity in February to support all staff. Working with ISWs to learn some words in Kwak'wala Indigenous plants and uses specifically for Morrison creek. Learning about the different nations in Bc/Canada Elder visits when possible 	<ul style="list-style-type: none"> Regular use of the Outdoor classroom Lush Valley 2 classes spend the first hour outside every morning. School garden Committee including PAC input created. District consulted on the location of the garden and the resources needed to create a fenced area. Grant obtained to help support the building of the planter boxes Work order for fencing approved in consultation with the garden committee. Continue our learning about the Arden creek restoration work. Garden built and connection with the trades program at Vanier to build the garden beds. 	<ul style="list-style-type: none"> Social thinking group created. Leadership for peer support Increased outside time to improve mental health. Ease delivered by teachers and the school counselor Sharing circles for younger students and trusted adults for older students. Check-ins during staff meetings to see where needs are and create supports Multiple staff initiatives to feel connect when we have had to stay apart for a significant portion of the year. Support for inner explore and the use in schools. The stability of the staff has also created an interwoven support network. Without the previous

	<ul style="list-style-type: none"> • Same snapshots assessments starting K up same format • Child appropriate word lists for sounds • Intense Reading support program involving a whole school support work to support and target the grade 2/3 levels in English and the grade 2 in Immersion 	<ul style="list-style-type: none"> • Use of the LRC and indigenous kits. • Work to build and create authentic resources in French • Backpack Buddies - food bundles for vulnerable students to bring home. Weekly frequency • BC Fruit and Vegetable Program - fruit and vegetable program for all students - monthly frequency • Glacier Newcomers Alliance - food and money donation supporting vulnerable learners • 	<ul style="list-style-type: none"> • Earth week. • Garden finished and fully planted. 	<p>relationships we would have had a much harder time weathering the storms.</p> <ul style="list-style-type: none"> • The extra time outside (admin) has allowed many social conflict issues to be resolved without missed classtime.
RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none"> • Continue to fund the Je Lis program to support immersion students at school and at home. • Purchase more guided reading books as students are having more time to read with adults • Funds to support the afterschool reading program run by EAs (English and French) 	<ul style="list-style-type: none"> • Allocate some of the Federal French budget to building local resources. 	<ul style="list-style-type: none"> • PAC has fundraised for the garden. • Grants obtained • Continued district support to maintain the momentum. 	<ul style="list-style-type: none"> • We have been able to fully use the Youth and Family Support Worker and the 0.2FTE increase in counselling effectively.
EVIDENCE AND DATA	<ul style="list-style-type: none"> • Student achievement Spread Sheet 	<ul style="list-style-type: none"> • Most of our Action items are also the evidence. For example, the food bank walk for Wenjack was planned and executed. 	<ul style="list-style-type: none"> • Most of our Action items are also the evidence. The garden and the work being done. 	<ul style="list-style-type: none"> • Fewer suspensions and behavioural referrals.
REFLECTION	<ul style="list-style-type: none"> • Allowed everyone to feel invested in the success of the students • All students made significant gains over what would have been expected as baseline improvement. 	<ul style="list-style-type: none"> • With school resources stretched we need to continue to connect with community partners to support not only the child but the family as well. • The use of our Youth and Family Support worker has helped tremendously. 	<ul style="list-style-type: none"> • The natural environment is less intensive way to enjoy the outdoors. • The garden will need full school buy in in order for it to be maintained and further developed over the years • With the garden we are concerned about vandalism (so far not an issue) • We have created a community based watering system and VP has been working with after school "visitors" so they are aware of the hard work. 	<ul style="list-style-type: none"> •
NEXT STEPS	<ul style="list-style-type: none"> • Continue next year and try to expand beyond the targeted grade level. 	<ul style="list-style-type: none"> • We want to continue to do what we do and to incorporate the first peoples principals of learning into our school goals. • We also want to continue to develop authentic local resources in French. 	<ul style="list-style-type: none"> • Include the school community in some of the decisions as we continue to move forward so it feels like a whole school project from start to finish. 	<ul style="list-style-type: none"> • We will have the supports of the counsellor and the YFSW next year. • After surveying staff we also will once again run the double recess creating more space and time for students.