**District Strategic Plan/School Learning Plan**

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| **DISTRICT STRATEGIC PRIORITY** | **EDUCATIONAL EXCELLENCE** | **COMMUNITY ENGAGEMENT** | **ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP** | **PHYSICAL HEALTH & MENTAL WELL-BEING** |
| **DISTRICT GOALS** | * Optimize innovative practices and learning opportunities. | * Deepen integration of Indigenous ways of knowing. * Foster relationships with community, parents and educational partners. | * Optimize infrastructure to support learning. * Foster environmental stewardship. | * Invest in the holistic well-being of our people. |
| **SCHOOL GOALS** | * In addition to benchmarking provide targeted supports to improve literacy results for all students. * Improve the overall literacy results for Indigenous learners | * To focus on and incorporate the First Peoples Principles of Learning into all aspects of teaching and learning. This year we are focusing on: “Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)”. | * To provide opportunities for students to connect with the local environment (With a focus on local indigenous knowledge). * To identify ways that our school can be more environmentally responsible in protecting our natural environment. | * To improve student mental health with a specific focus on:   + Self-Regulation   + Positive Relationships   + Resilience |
| **RATIONALE FOR SCHOOL GOALS** | * For the past 5 years staff have collected benchmark data at multiple points throughout the school year. Staff now feel the time is right to look beyond benchmarking to seek other more targeted assessments that will provide a more detailed and holistic view of Literacy to better inform their teaching practice. | * This principle reflects the Indigenous perspectives that everything is interconnected, that education is not separate from the rest of life, and relationships are vital. - Jo Chrona * Developing strong healthy relationships between teacher and learner. The relationship between teacher and learner is often considered one of the primary indicators of student success for First Nations, Métis and Inuit students. - <https://firstpeoplesprinciplesoflearning.wordpress.com/> | * Connection with the local environment benefits:   + Imagination and enthusiasm for learning   + Critical and creative thinking skills are enhanced   + Learning standards can be met for multiple subjects   + Healthy lifestyles are encouraged   + Strengthened sense of community   + Creates a stronger connection to our overall impact on the environment * As a society it is our collective goal to improve environmental sustainability for and engage in protecting our environment for future generations | * Based on the most recent data from the Grade 4 Student Learning Survey we have seen increased indications of relational aggression, lack of self-regulation and a rise in overall anxiety. By specifically targeting the areas of self-regulation, positive relationship and resilience we believe that we can have an impact on overall student social emotional well-being. |
| **ACTION PLAN** | * Establish a consensus on assessments for primary and intermediate * Collect data at multiple points throughout the school year * Interpret data to inform teaching and learning practices * Create resources based on the data * This work will be supported by the CST * Include screeners and diagnostic assessments to inform best practice | * Multiple staff meetings throughout the year focused on Indigenous Education * Increased cultural presentations within the school * School wide cultural activities   + Orange Shirt Day   + Truth and Reconciliation Week   + 10 Days of Truth   + Remember Me   + Downy Wenjack   + February Pro-D Day   + Moose Hide Campaign   + Metis Week   + Indigenous Day   + Seven Generation club * Teacher collaboration with Indigenous Support worker (ISW) * Presentations, inclusion of local indigenous people? * Pro-D at staff meetings | * Establish compost program * Establish recycling program beyond paper and plastic * Establish school garden * Eliminate disposable cups and cutlery * Water bottles for all students * Establish a school garden | * Inner explorer * We Thinkers * W.I.T.S * E.A.S.E * Sit Spots * Nature Walks * Extracurricular activities   + Leadership   + Choir   + Tone chimes   + Seven generation * Kids Yoga – Yoga mindfulness cards * Floor Designs -??(Name) * Pro-D at staff meetings * Group activities for younger students   + Arts, Music, reading Club, intermural Sports * Buddy Classes * Vanier Student Volunteers * Connection to Leadership program |
| **RESOURCES NEEDED**  **(INCLUDING BUDGET)** | * From School Learning Proposal   + $2000 on Intermediate reading materials   + $2000 for release time. This would allow the school to release groups of 3 teachers half days to work with CST to develop reading resources as well as time to interpret reading assessment data.   + $500 to purchase Heather Willms Reading Curriculum boxes for Primary teachers   + $500 to supplement intermediate writing program Excellence in Writing. | * More connection to locally developed Indigenous resources * Pro-D sessions, including at staff meetings | * Sponsor for water bottles * New dishes for staffroom * Compost buckets – Class to manage compost * Garden Supplies * Garden Fencing * Dishwasher in MPR | * Resources to support mental health * Professional development opportunities * School created framework for self-regulation, resilience that allows staff to use the same vocabulary when dealing with students * Possible PBIS? – positive behaviour System * District resource person? * Outdoor Sports equipment for breaks |
| **EVIDENCE AND DATA** |  |  |  |  |
| **REFLECTION** |  |  |  |  |
| **NEXT STEPS** |  |  |  |  |