

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

École Glenayre Elementary

2023-2024



Intellectual Development

Goal: See reflection section. Goal is multi-layered. Not enough room.

Rationale:

This was the start of examining our students' literacy skills, specifically reading. This process will continue in 2023.24 as we have analyzed our latest schoolwide reading assessments to inform our learning assistance. See reflection sec.

Planned Actions:

1. Revise the Central Okanagan Public Schools Early Literacy Essential Skills profile based on what we learned from our schoolwide reading assessments.
2. Focus on Heggerty and collaborating with other elementary schools on science of reading resources.
3. Use our Supportive Interventions document to highlight struggling learners which helps us plan for the following year with respect to our service model.

Indicators of Success:

1. CBAs year-over-year show improvement in both raw score. Teachers can speak to an improvement in their students with respect to our inquiry questions.
2. Number of Primary FRIMM students attending LA Grade 1 to Grade 2 to Grade 3 reduces in number.
3. ROIs demonstrate that fewer students are being brought forward due to literacy issues.
4. Year-over-year, we don't see a big jump in LA referrals at the beginning of the year (say October) compared with the end of June.

School Community Engagement Process:

Sharing of our APL goals with the PAC and to the greater parent community. Parents were encouraged to complete the survey entitled Action Plan for Learning - Community Connectedness and the Attributes of a Griffin.

Using our APL Committee, Team Leader Meetings and Staff Meetings to discuss our progress and analyze data to support how we move forward with our inquiry questions.



Life is like a camera.

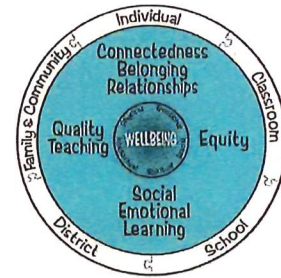
Focus on what's important,
capture the good times,
develop from the negatives
and if it doesn't work out, just
take another shot.

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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Human and Social Development

Area of focus:

Because we can't choose more than one response, Glenayre's is a combination of Feeling a Sense of Belonging and School Climate. There are interdependent and not mutually exclusive.

Planned Actions:

All action items below reflect the goal of enhancing our sense of belonging as a Glenayre Community in the house of the Griffins.

1. We will once again go through the process of creating a motto to ground us in collecting our staff. The motto continues to be Family Health Connection.
2. Enhanced team leader structure aimed at student leadership and voice; specifically, a team leader of student leadership, as well as a team leader of critical pedagogy overseeing the review of core resources that integrate perspectives from different ethnic and cultural groups and provide opportunities

Indicators of Success:

Graphics, as examples of artifacts, cannot be uploaded. Please see Appendix for the rest of this section.

School Community Engagement Process:

1. Parent Community. Information sharing using our weekly newsletter, specifically, the Principally Speaking section to outline the elements of our Action Plan for Learning (APL), but also to be very intentional in sharing what is being done during PD Days and Team Leader Meetings to address teaching and learning at Glenayre. This is the focus rather than making the APL the focus.

The rest is in the Appendix. No more



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Glenayre's focus is intimately connected to our Human and Social Development goal; specifically, to the notion of Feeling a Sense of Belonging. Compassionate Classroom Communities and Ongoing Professional Learning are at the core.

Planned Actions:

All action items below reflect the areas of focus above wherein the sense of belonging is enhanced via more profound perspective-taking within the FPPL.

Enhanced team leader structure wherein the team leader of critical pedagogy oversees the review of core resources that integrate perspectives from different ethnic and cultural groups and provide opportunities for students in content

Indicators of Success:

1. Staff being able to speak to the FPPL in their grade level curriculum and how a sense of place has been utilized in their classroom activities.
2. Increased collaboration with Danielle Krechy that connects to the idea of enhanced compassionate classroom communities.
3. Continued check-ins with Kim Morales, our Indigenous Youth Worker.

School Community Engagement Process:

Parent Community. Information sharing using our weekly newsletter, specifically, the Principally Speaking section to outline the elements of our Action Plan for Learning (APL), but also to be very intentional in sharing what is being done during PD Days and Team Leader Meetings to address teaching and learning at Glenayre. This is the focus rather than making the APL the focus.

2. School Community. Using our APL Committee, Team Leader Meetings and Staff Meetings to build capacity around the FPPL and identify compassionate classrooms.

3. Explicit curricular connections to Orange Shirt Day, Black Excellence Day.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Reflection

Intellectual Goal:

How can a school wide approach to explicit reading instruction allow every student to demonstrate grade level/IEP proficiency?

Primary How will explicit instruction of decoding skills increase reading accuracy of students?

Intermediate How to work on decoding skills while enhancing reading strategies (questioning, inferring, etc.) to improve comprehension of reading material in core content areas

Pat Summitt said, "people may not always remember what you say, but they will remember how you made them feel." This is the quintessential aspect of collaboration that is so often overlooked when looking at action plans, goals or some sort of external measure of success. Glenayre staff feel like school improvement is not something just to "get done" but rather something worth exploring despite the challenges that have happened and will continue. And this is because since May 2021, multiple meetings and discussions have occurred about our APL journey, as well as how we will achieve success with our inquiry questions.

Pat Summitt's fingertips were all over our school in 2022.23 as we pursued our first schoolwide reading assessment based on the Word Recognition aspect of Scarborough's Rope, with specific emphasis on the science of reading.

Signatures

Title	Name	Signature	Date
Principal	David Andrew Lloyd	<i>David Andrew Lloyd</i>	06.26.2023
Assistant Superintendent	Carey Chute	<i>Carey Chute</i>	06 29 2023

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Appendix

Planned Actions Continued

7. School Focus. Outdoor Sensory Pathway. Extension of our Self-Regulation Classroom. Indoor sensory pathway completed May 2021.
8. School/Community Focus. Sport Court and Community Garden initiative. PAC collaboration. Drawings for the Sports Court underway at the district level. Community Garden Service Request to be completed by the end of February.
9. School/Community Focus. Parents were encouraged to complete the survey entitled Action Plan for Learning - Community Connectedness and the Attributes of a Griffin.
10. Staff Focus. Creation of the EA Corner section of our monthly Staff Meetings. Fantastic way to include the knowledge of our EAs when discussing diverse learners within an environment of differentiated instruction.
11. School/Community Focus. Sport Court creation. Allows for more outdoor Physical Education and supports our active living theme of outdoor education during the pandemic. Collaboration between the Glenayre PAC, staff and students.
12. School Community Focus. Community garden. Collaboration between PAC and our Primary teachers to expand our teaching garden. Currently working on the dimensions and have been in contact with Megan Macdonald for some guidance.

Indicators of Success

1. We are all Griffins Word Cloud. Exists on our letterhead as a Header. I'd love to include the graphic but don't see able to in any area of the Appendix or in the final empty box of the appropriate section.
2. Connected Griffins Tessellations. Exists in our main hallway. I'd love to include the graphic but don't see able to in any area of the Appendix or in the final empty box of the appropriate section.
3. Ongoing indicators of success will include
 - a. Data collection on the number of students wearing Glenayre Wear during Glenayre days.
 - b. Classroom discussions about what it means to be a Griffin and if the Griffin attributes are actually being utilized to reflect on both positive behaviour and that which needs improvement.

School Community Engagement Process

2. Parent Community. Sharing of our APL goals with the PAC and to the greater parent community.
3. Parent Community. Parents were encouraged to complete the survey entitled Action Plan for Learning - Community Connectedness and the Attributes of a Griffin.
4. School Community. Using our APL Committee, Team Leader Meetings and Staff Meetings

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