

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Glen

2025-2026



Intellectual Development

Goal:How might school-wide focused literacy strategies and routines positively imp

Rationale:

Glen has a high ELL population with many being Level 1 and 2 learners. Literacy, specifically reading, is an area of struggle for not only these students but also many others at all levels.

Planned Actions:

To continue our use of school-wide strategies and routines
To delve further into learning about and implementing UFLI at the primary level
To share our collective learning and observations with one another
To continue to collaborate with district staff in support of our goals
To provide and facilitate collaboration opportunities for teachers
To continue with full service support model, push in and pull out service

Indicators of Success:

Student improvement between beginning and end of year CBAs
Class Reviews/Collaboration and converstaions
Teacher observations and anecdotal evidence
ELL student improvement
Learning Updates

School Community Engagement Process:

Awareness and knowledge of strategies and routines:

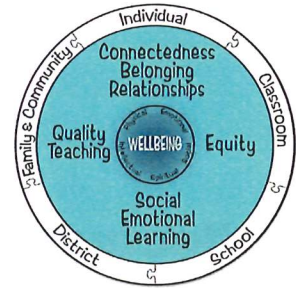
- Staff meetings
- PAC meetings
- Department meetings
- Pro-D opportunities
- Assemblies
- Displayed student work
- Resources
- Support of MST team

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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Human and Social Development

Area of focus:

How might reframing and recognizing misbehaviour as "stress" behaviour help us as a staff to better understand our students' social and emotional needs. Focusing on "Co-regulation" over "Co-Escalation" leading to eventual "Self-Regulation".

Planned Actions:

Use Stuart Shanker's 5 Steps to Self-Reg and 5 domains of stress as a framework for better understanding our "reframe".
Developing Learner Profiles for ALL students
Have students and teachers reflect on their individual stressors and self-regulation tools
Restorative practice
Schoolwide common language
Tier 1 Classroom supports and strategies

Indicators of Success:

Strengths based language and perspectives
Teacher reflections
Decrease in office referrals/visits
Decrease in recess/lunch conflicts
Class Reviews
Positive classroom communities

School Community Engagement Process:

Awareness and strategy development via:

- Staff Meetings
- PAC Meetings
- Department Meetings
- Pro-D
- Assemblies
- Student work displays
- Student and Teacher conversations
- modelling of supports and strategies

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

How might we increase our collective connectedness to the land, delving deeper into the FPPOL with a focus on connectedness, reciprocal relationships and sense of place.

Planned Actions:

Continue to actively develop staff awareness of local history and culture of the Coast Salish Peoples

Developing school values that connect to our area of focus (connectedness, relationships and sense of place)

Consider using available grant monies to possibly create more outdoor learning and gathering spaces (rock circle, communal gardens, outdoor classroom, outdoor learning supplies/resources)

Booking Indigenous groups/performers

Indicators of Success:

More students and teachers learning outside and through play

Student awareness of Indigenous culture

Teacher and student reflections

Continued collaboration with Indigenous Education department

School Community Engagement Process:

Awareness and strategy development via:

- Staff Meetings
- PAC Meetings
- Department Meetings
- Pro-D
- Assemblies
- Displayed student work
- Grade Group collaborations
- Resources
- Invite parents/families with ancestry into the school to teach, read, etc.

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

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Reflection

Our goals have been a collaborations of efforts between admin, staff and students. Through staff meetings, Pro-D, surveys and conversations, all voices were encouraged to provide thoughts, feedback and insight into the development of and changes to our schoolwide goals. We believe our goals are collaborative, meaningful and informed.

Last year, the staff decided through a vote, that we would make a slight adjustment to our Indigenous Learners and Ways of Knowing goal by shifting our learning towards connectedness to the land around us and how we might discover this through increased play and outdoor experiences. This year, we have begun to incorporate Indigenous stories and traditions into our numeracy teaching and learning. This will be a focus for the next school year.

This year, we adjusted our Human and Social Development goal to focus on reframing language, perceptions and approaches viewing misbehaviour as stress behaviour in order to better meet the social-emotional needs of our student population. Learning more about "Co-Regulation" as opposed to moving straight into "Self-Regulation" will also be a focus for our school.

Signatures

Title	Name	Signature	Date
Principal	Nicole Daneault		July 2, 2025
Assistant Superintendent	Paul McNaughton		July 3, 2025

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