

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Glen

2022-2023



## Intellectual Development

Goal: Literacy

### Rationale:

How might school-wide focused literacy strategies impact both reading comprehension and reading responses?

### Planned Actions:

We are planning to increase student learning by engaging in school-wide Reader's Responses and then assessing those responses via competencies following the model set out by Katie White ("The Little Hummingbird") We will also incorporate literacy strategies into our staff meetings as we explore Indigenous and SEL texts to support our other APL goals.

### Indicators of Success:

Student improvement between first and second school-wide Reader's Response and CBAs.

Class reviews

FSA Results in Reading indicating that our students are able to comprehend and respond to text.

### School Community Engagement Process:

Awareness and strategy development via:

Staff meetings

PAC meetings

Dept meetings

Pro-D

Assemblies

Displayed student work

Resources

Support of MST team



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STRATEGIC GOAL #1

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## Human and Social Development

### Area of focus:

How might a school-wide focus on common language lead to improved individual self-regulation?

### Planned Actions:

Collaborate with Learning Services to develop a common understanding of language and lessons to support our goal

Work in partnership with MST team to develop our understanding of RULER approach  
In September survey students on the strategies they use to self-regulate; repeat in May

### Indicators of Success:

Increased student strategy bank as per survey

Teacher reflections

Class reviews

### School Community Engagement Process:

Awareness and strategy development via:

Staff meetings

PAC meetings

Dept meetings

Pro-D

Assemblies

Displayed student work

Resources



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STRATEGIC GOAL #2

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## Indigenous Learners and Indigenous Ways of Learning

### Area of focus:

How might we weave local Indigenous culture and Ways of Being into our daily practice?

### Planned Actions:

Collaborate with Learning Services to share and further develop our awareness of the FPPL as well as our role in reconciliation.

Actively develop staff awareness of local history and culture of the Coast Salish Peoples Work in partnership with Indigenous team to develop our understanding and practice.

### Indicators of Success:

Student awareness of Indigenous culture  
Teacher reflection

### School Community Engagement Process:

Awareness and strategy development via:  
Staff meetings  
PAC meetings  
Dept meetings  
Pro-D  
Assemblies  
Displayed student work  
Resources

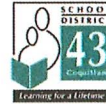


## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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## Reflection

This year our staff discussed and selected three goals for our APL. We took part in initial activities to lay foundation for our goals and assist us in moving forward. This included working with the Learning Services department and Mentoring Support Teachers. Our APL goals were shared with families through PAC correspondence.

Work on our Intellectual Goal included a school-wide reading response to "The Little Hummingbird". All classes participated. Baseline data of reading comprehension and response, using a competencies-based assessment tool, was collected. This data has begun to shape plans for reading instruction and we will work next year with Learning Services' ELL support teachers to improve pedagogy specifically for English Language Learners. We will also continue to work with Learning Services' Mentoring Support Teachers to improve universal reading pedagogy.

Our Human and Social Development Goal focused on creating a common language for self-regulating behaviour strategies centered around the concept of "Best Self". Using SEL literary resources, the RULER concept of emotion-recognition and self-regulation was implemented. A "Best Self" anchor bulletin board was created to help students learn to think about how their "Best Self" might look, sound and feel in different situations, and what their "Best Self" might do. Next year we will implement a student self-assessment of strategies.

Our Indigenous Learning Goal was revisited and modified in the Spring. Site-specific dialogue that occurred in partnership with the curriculum department informed our revision. After reflecting upon the First Peoples Principles of Learning we recognize that we need to deepen our understanding of our role in the reconciliation process. To this end, we will work with the Indigenous Education department to better understand our role, the history, and the culture of the Coast Salish peoples, so that we can meaningfully embed the FPPL into our daily practice.

## Signatures

Title	Name	Signature	Date
Principal	Nicole Daneault	<i>Nicole Daneault</i>	June 30, 2022
Assistant Superintendent	<i>Robert Tarbrance</i>	<i>R. Tarbrance</i>	<i>June 30, 2022</i>

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