

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

École Glenayre Elementary

2025-2026



Intellectual Development

Goal: Using targeted explicit reading instruction improve literacy proficiency

Rationale:

A three year inquiry question was created around the use of the Science of Reading, now in its third year. Admin and staff reviewed data and CBA results each year.

Planned Actions:

- Continue to use school level adapted Essential Literacy skills profile to assess all students to ensure consistency
- Ensure sustainability of continued literacy support in French
- Financial support for additional literacy resources
- targeted classroom and LST support with a focus on decoding skills at the primary level

Indicators of Success:

- CBA results will show improvements
- referrals for learning assistance will decrease
- ROIs will show fewer literacy inventions needed
- SBT referrals for literacy related concerns will decrease
- students will report higher academic self concept and confidence

School Community Engagement Process:

- communication/sharing of literacy initiatives in the 'Principally Speaking' section of weekly school newsletter
- Principal's report in PAC meetings
- dedicated time in staff, team leader, and APL meetings to review and plan next steps and analyze data

K-3

Student Profile Portfolio



2023 École Glenayre Elementary Schoolwide Reading Assessment

Adapted from the Central Okanagan Public Schools Early Literacy
Essential Skills Profile

Child's Name: _____

ELL

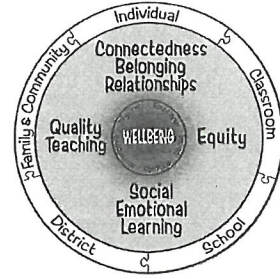
French Immersion

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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Human and Social Development

Area of focus:

Feeling a sense of belonging at school and fostering a positive school climate.

Planned Actions:

- intentional planning and support of school wide activities
- intentional use of restorative language to solve conflict
- schedule more school assemblies next year (2025/2026)
- continuing to have our Wednesday collaborative time build into our schedule
- hone our student leadership program to look for additional opportunities for buddies and mentoring

Indicators of Success:

- improved MDI response data on school belonging
- improved assembly engagement/behaviour
- less conflict reporting and office referrals
- increased engagement during school events and activities

School Community Engagement Process:

- communication to families in the 'Principally Speaking' section of weekly newsletter
- Principal's Report in PAC meetings
- discussion around common language and themes at staff, team leader and APL meetings



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Connect the First Peoples' Principles of Learning to our sense of belonging at school, and to the Core and Curricular Competencies

Planned Actions:

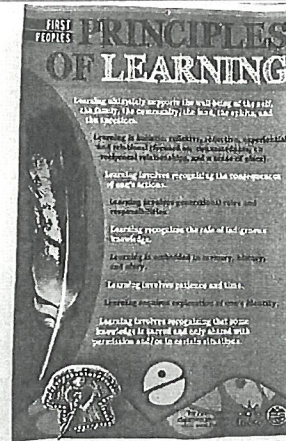
- bringing in authentic Indigenous speakers, resources and experiences
- start to explore the use of the 7 Sacred Teachings in a more intentional school wide and classroom level
- Continue to find ways to interweave the First Peoples Principles of Learning into the Core and Curricular Competencies

Indicators of Success:

- FPPL will become interwoven so that lessons and teachings in class will not be seen as 'lessons about Indigenous topics' but just lessons
- MDI data will show an increased sense of feeling of belonging
- student data will tell us that staff feel more comfortable incorporating FPPL into their teaching

School Community Engagement Process:

- Communication to families in the 'Principally Speaking' section of weekly newsletter
- Principal's report at PAC meetings
- dedicated time in staff meetings to share resources, strategies, lessons
- Involvement of Indigenous Ed Youth worker and Resource teacher



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

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École Glenayre Elementary

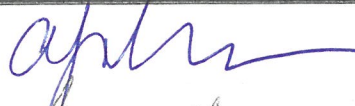

Reflection

Intellectual - Our learning services team feels continuing to use our school developed literacy skills profile assessment is the way forward, ensuring consistency between classes. All students were assessed in May 2025. This data informs our targeted supports for learning assistance in the fall and beyond. An emphasis on phonological awareness and decoding are important for our primary learners. MDI data shows 81% of Grade 4 students have a high academic self concept (better than the district average). The APL committee remain committed to staying focused on literacy going forward, however we are considering a comprehension based focus for intermediate level students as they are coming in with stronger decoding skills as a result of the three years of work put into this area of focus.

Human and Social - The importance of a positive school climate is the foundation for all our work. With work on improved assembly behaviour this past year, we plan to meet for assemblies more frequently, and with intention. MDI data showed 18% of Grade 4 students had a low feeling of school belonging, so there is still work to be done here. Discussion with the APL committee suggested looking into ways to foster increasing student independence is a direction we might like to go in the future for a Human and Social Development goal and focus.

Indigenous - During our Indigenous focus day, staff discussed wanting to include more authentic Indigenous presentations next year. Further use of the 7 Sacred teachings can connect to our school values and feeling of belonging and positive school climate. We want to find intentional ways to connect FPPL to core and curricular competencies at both class and school levels. We have big, beautiful schoolgrounds - perhaps this can be harnessed to help us find connection to a sense of place more intentionally.

Signatures

Title	Name	Signature	Date
Principal	Allison Johnson		2025-06-25
Assistant Superintendent	Carey Chute		2025-06-25

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