

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

École Glenayre Elementary

2026-2027



Intellectual Development

Goal: To use targeted, explicit reading instruction to improve overall literacy

Rationale:

Staff (both English and French) feel strongly about continuing to focus on literacy as a school wide intellectual development goal

Planned Actions:

- direct reading instruction using UFLI (English) and Sonographe (FRIMM) on a school wide level
- continued use of Essential Literacy Skills Profile (school adapted) for all students to ensure consistency
- financial support for additional classroom and LST supports (levelled books, programs, etc)

Indicators of Success:

- CBA and literacy skills profile results will show improved scores
- referrals for learning assistance and SBT request will decrease
- ROIs will show fewer literacy interventions needed over time
- students will report greater confidence in literacy and an increased academic self-concept (MDI)

School Community Engagement Process:

- September Pro D focus day (in house) will be dedicated to a focus on literacy
- setting aside time during staff meetings, team leader meetings and other Pro D days to review data to help inform next steps
- communication to parents through Principal's report at PAC meetings and Principally Speaking section of the weekly newsletter

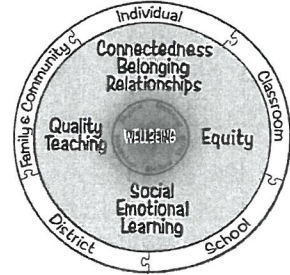
Student Profile Card	
2023 École Glenayre Elementary Schoolwide Reading Assessment Adapted from the Central Okanagan Public Schools Early Literacy Essential Skills Profile	
Child's Name: _____	
ELL	
French Immersion	

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **École Glenayre Elementary**

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Human and Social Development

Area of focus:

Fostering a positive school climate and creation of a culture of belonging at Glenayre

Planned Actions:

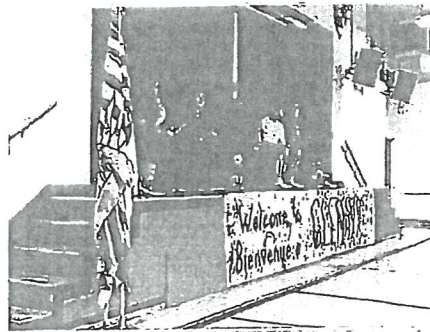
- continue with our goal of having more school gatherings/assemblies
- find additional ways for our student leadership team to take ownership and have voice in school values/activities
- maintain our collaborative time in the Wednesday schedule to allow staff the opportunity to meet and plan
- use of restorative practices and language in conflict resolution

Indicators of Success:

- students being able to 'own it and make it right' of their own initiative without adult intervention
- improved MDI reponse data on sense of feeling of belonging at school
- less conflict reporting and office referrals
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School Community Engagement Process:

- ongoing discussions with PAC president about possible guest speakers/in-school activity opportunities we would like to bring in
- continued creation of common values and language for staff and students to use at school



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Connecting the First Peoples' Principles of Learning to the Core and Curricular Competencies, and explore our connection to the land/place

Planned Actions:

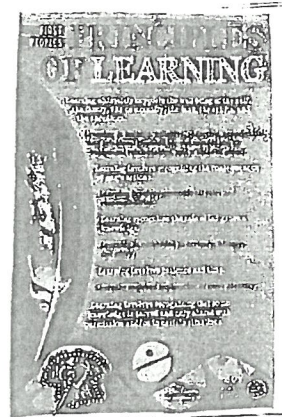
- students will spend time outside with teachers and peers, exploring and connecting to the land
- continue to use circles and class/community meetings as ways to connect, share, and problem solve
- seek out opportunities to invite authentic Indigenous speakers and performances to our school

Indicators of Success:

- FPPL will become interwoven so that lessons and teachings in class will not be viewed as 'lessons about Indigenous topics' but just lessons
- student data will tell us that staff feel more comfortable incorporating FPPL and Indigenous topics into their teaching
- students will see our school grounds as an extension of their classrooms and school building

School Community Engagement Process:

- dedicated time in staff meetings and pro d days to share ideas and resources
- consultation with Indigenous Education Youth Worker
- Principal's report at PAC meetings
- communication to families in the Principally Speaking section of the weekly newsletter



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

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École Glenayre Elementary

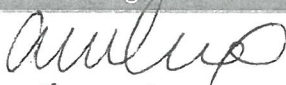
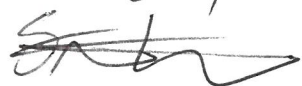
Reflection

Intellectual Development - Teachers were polled on their preference for a focus area for our Intellectual goal, and the response was overwhelmingly in favour of continuing to focus on literacy. Teachers have seen a marked, positive improvement in students' decoding skills during the years of focus on Literacy skills. While decoding has improved, teachers are now looking at turning some focus to reading comprehension, fluency, and written output skills. Staff are keen to use UFLI and Sonographe programming to provide consistency across classrooms.

Human and Social Development - Last year's MDI data showed 18% of Grade 4 students had a low feeling of belonging at school. This year, the MDI data showed a drop to 11%. We will continue to build on this improvement trend by working as a school to develop a framework of care, common values, and opportunities for leadership and mentorship.

Indigenous Learners and Indigenous Ways of Learning - During the April Indigenous Focus Day, staff spent time exploring how the First Peoples' Principles of Learning are easily interwoven into the Core and Curricular Competencies. It was reassuring to staff that many of the things they do and ways they teach already honour the FPPL. There is a keen interest to focus on connection to land - we have a beautiful school grounds, and teachers are interested in activities such as gardening, nature walks and outdoor circles.

Signatures

Title	Name	Signature	Date
Principal	Allison Wilcox		Sept 21, 2026
Assistant Superintendent	Stephen Whiffin		SEPT 21, 2026

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