

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Glen Elementary

2026-2027



Intellectual Development

Goal: Develop assessment & teaching practices to improve students' numeracy skills

Rationale:

Glen has spent several years focusing on improving students' literacy skills. We have a robust set of assessments and resources to support this goal. Staff would like to develop the same practices in the area of numeracy.

Planned Actions:

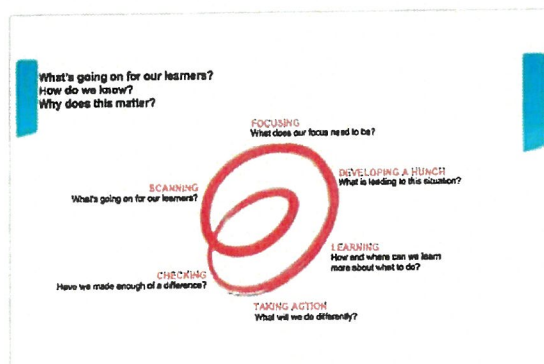
- Use a Spiral of Inquiry model to determine what areas of need students have and to explore what resources, practices, and assessments can best address the needs.
- Develop a Numeracy sub-committee to begin the inquiry process
- Use pro-d days to focus on numeracy
- Begin looking at various resources that could support our goals
- Work with district staff to support our inquiry

Indicators of Success:

- Staff are able to identify 1-2 key numeracy competencies that consistently appear as areas of need
- Staff develop a set of practices and assessments to address students' needs
- Students' skills and understanding in numeracy improve

School Community Engagement Process:

- Spend time on Pro-d and staff meetings on our inquiry
- Sub-committee and grade-group meet to identify and work on various aspects of our goal
- Connect with district and specialists, and/or guest speakers to support or work
- Share progress with parents

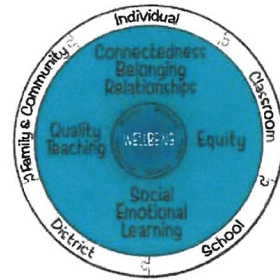


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: Glen Elementary

*Increasing Success in
Life for All*

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Human and Social Development

Area of focus:

Teaching explicit self-regulation skills and concepts to help students self-regulate to support improved learning and social connections.

Planned Actions:

- Use Stuart Shanker's "5 Steps to Self-Reg" and "5 Domains of Stress" as a framework for better understanding
- Explicitly teach the "5 Domains of Self-Reg" to students
- Teachers use proactive regulation strategies in classrooms (predictable routines, sensory supports, co regulation).
- Use school-wide common language

Indicators of Success:

- Students can identify and describe their stressors
- Students independently use self-regulation strategies during learning and social situations
- Staff consistently use common school wide language connected to self-reg concepts
- Increased use of proactive regulation strategies in classrooms (predictable routines, sensory supports, co regulation)
- Improved student engagement and participation
- Academic growth for students previously impacted by stress or behaviour challenges

School Community Engagement Process:

- Pro-D Days, and sub-committee meetings
- Student development via direct classroom instruction and school-wide projects/events (i.e. Student-Led Conferences, class bulletin boards, morning announcements)
- Newsletter
- Website
- Assemblies (student & parent connections)
- PAC Meetings



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

School: Glen Elementary

**Increasing Success in
Life for All**

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Embedding Indigenous ways of learning in teachers' daily routines and curriculum lessons.

Planned Actions:

- Increase regular, intentional outdoor learning experiences across all grades to strengthen students' connection to land and place
- Embed circles, storytelling, and soft starts as common instructional practices
- Prioritize relationship-building and student voice by slowing instructional pace and creating space for connection and reflection

Indicators of Success:

- Classes engage in outdoor learning on a consistent schedule
- Circles are used regularly for learning, community-building, and problem-solving.
- Students report feeling known, heard, and valued.
- Behaviour incidents related to dysregulation or disconnection decrease.
- Students engage in hands-on, experiential tasks connected to land and culture.

School Community Engagement Process:

- Ensure Indigenous learning resources, practices, and experiences are visible, accessible, and shared by all students and staff.
- Commit to Indigenous learning as an ongoing, evolving practice through professional learning, partnerships, and school-wide initiatives.



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

School: Glen Elementary

*Increasing Success in
Life for All*

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Glen Elementary

Reflection

The APL goals and action plans continue to be a collaboration of ideas and feedback amongst our staff. We reviewed and discussed this year's goals during Pro-D days and staff meetings in this last term.

Our Indigenous goal was first reviewed during our Indigenous Focus Day. The summary of those discussions revealed that: (1) Our Indigenous goal is becoming routine, visible, and shared, rather than symbolic or occasional. (2) The vision is for deep integration across subject areas, not add-ons.

Our Human & Social Development goal continues to be based around Stuart Shankers' "5 Steps to Self-Regulation." Our aim is to make the language and practice of strategies more explicit for both teachers and students.

Our Intellectual Development goal is new this year. We want to use the Spirals of Inquiry model in year 1 of our goal to help us identify students' strengths and stretches in the area of numeracy skills. Our goal is to help students feel more confident when engaged in numeracy curriculum.

Signatures

Title	Name	Signature	Date
Principal	L. Ryan		July 2, 2026
Assistant Superintendent	Paul McNaughton		July 2, 2026

DIRECTIONS 2025: ACTION PLAN FOR LEARNING
School District No. 43 (Coquitlam)

School: Glen Elementary

**Increasing Success in
Life for All**