



School: Glenwood Elementary

Principal: Michelle Davis

Director/Assistant Superintendent: Michael Scarcella

A. Goal (One goal per page)

As part of the annual class review process, many common themes emerged. This year we are diving deeper into our mission statement for both staff and students. Our goals this year are to build connections and community within our classroom learning environments and in our school community as a whole.

B. Rationale

During our growth planning day, staff identified three main components that they need to feel safe and supported. These will be displayed in our hallway as part as our Glenwood Growth Tree, modeled after the district tree. The roots consist of: 1. Connection (to be included in a community); 2. Collaboration (to be a part of an inclusive team); and 3. Care (to be seen, heard, valued, and appreciated). If there are systems and processes in place to acknowledge these three key areas, staff will be able to focus on the diverse and challenging needs in their classroom.

C. Action Plan (List specific actions, school level and district level resources or structures used)

As part of the annual class review process, many common themes emerged. Due to our current situation, students have experienced a learning loss, which has had an impact on their developmental, emotional, and academic skills. We almost need to start back at the beginning and take care of basic needs first before students are able to focus and process any academics. We chose to focus on what staff and students need to feel safe and supported. When staff feel safe and supported, they are able to give students what they need to feel cared for. We will foster a caring community and build confidence in our students. We will continue to focus on school-wide self-regulation strategies (zones, WITS, Mind-Up, PBSP, restorative justice etc). We are also going to

D. Evidence / Data (How will you measure success?)

- Middle Years Developmental Index
- Student Learning Surveys
- Monthly review of classroom reviews at check-in meetings
- Common language heard throughout the school
- Hands-on behaviours decrease (office referrals decrease)

Principal:

Superintendent:

Board Chairperson:

Date:



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With COVID-19 protocols shifting, we are able to group students in creative ways in order to meet the diverse learning needs seen in all classrooms. The staff are able to take a collaborative approach to teaching students again.

B. Rationale

This school year has seen a considerable gap in where students are at. Challenging behaviours due to dysregulation and a large spectrum of needs has proven difficult to find a middle ground in how to academically reach all learners. Rather than have multiple plans for individual students, the staff will look at using universal design strategies. Teachers are working together to identify the floor or access points for all students through collaborative conversations with the school team and the Learning Services helping teacher. Collaboration among staff is key as we work towards meeting the students where they are at.

C. Action Plan (List specific actions, school level and district level resources or structures used)

Literacy development was one of the main themes that emerged from the annual class review process. Staff will work collaboratively with the literacy helping teacher to develop good fit strategies for their class. The RISE reading intervention program will target readers significantly below grade level for six weeks before moving on to the next group. Staff will work collaboratively with the learning services helping teacher to design class-wide systems to reach all learners using UDL strategies. Staff learning at staff meetings will showcase staff every month and something they are doing in their classroom. For example, place-based learning (show outdoor learning bins and ideas for your class), writing development (show story workshop cart, and literacy discussion with literacy helping teacher), numeracy (math stations across the grades), learning through play, collaborative support model (how to utilize not just your support teacher or EA) etc.

D. Evidence / Data (How will you measure success?)

- Resources being used across grades to meet needs of all learners -
- Staff sharing ideas at staff meetings/pro-d days
- Effective use of supports/itinerant staff
- Students will be engaged in good fit activities
- Intermediate reading assessment
- Primary reading assessment
- Performance standards/assessments/report cards
- Student Voice, using strategies from Shan Safir's "Street Data"

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