



School: Glenwood Elementary - Goal 1

Principal: Michelle Davis

Director/Assistant Superintendent: Michael Scarcella

A. Goal (One goal per page)

Strengthening our Indigenous ways of knowing by examining overarching thematic constructs in the Equity and Action Plan, creating opportunities for staff learning, and developing meaningful actionable initiatives as a school.

B. Rationale

District level initiatives for Truth and Reconciliation and Deepening Indigenous Ways of Knowing have been a focal point in recent years. With the addition of Standard 9, we would like to explore tangible access points for our staff, students, and school community.

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

- Growth Plan Day focused on staff exploration of the 97 recommendations and creating a starting point for growth.
- Invited a Katzie elder to do a traditional welcoming on the land at the dykes.
- Analyzed data which emerged from staff collaboration, class reviews and dialogue.
- Staff in depth exploration of the students on the Aboriginal Education case load. We looked at strengths, stretches and connections.
- Providing meaningful opportunities for staff collaboration and school growth through professional development with key district staff (including anti-racism helping teacher and Aboriginal resource teacher)
- Collaboration with district librarian with access to appropriate resources
- Reaching out to Katzie elders or other Knowledge Holders to come in for a variety of school wide presentations.

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

- Comfort level of staff in developing, creating and sharing resources and class lessons with both Indigenous and anti-racism content.
- Students, families and staff will begin to see themselves through mirrors instead of walls as they are able to connect and relate to resources, materials and lessons.
- Connection with meaningful adults will increase for our Indigenous students as evidenced through the Middle Years Development Instrument (MDI), Learning Survey.
- As a school community we will honour the memory of an Indigenous student who touched the hearts of the Glenwood community by finding a culturally appropriate way to honour her.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Glenwood Elementary - Goal 2
 Principal: Michelle Davis
 Director/Assistant Superintendent: Michael Scarcella

A. Goal (One goal per page)

Looking at gaps in developmental and social skills due to the social malnourishment caused by the pandemic, while identifying lagging skills and creating inventions at the universal and targeted and intensive level.

B. Rationale

This year the school has continued to see a considerable gap in terms of where our students are at. Challenging behaviors due to dysregulation and a large spectrum of needs have made it difficult to find a middle ground for academically reaching all learners. Building on conversations and growth from last year, our team will continue to look at using universal design strategies and working together to identify the floor or access points for all students through collaborative conversations. Collaboration among staff is key as we work towards meeting the students where they are. This approach will help us create access points for all learners and adjust the floor especially at the intermediate level, while simultaneously continuing to create a safe, caring, supported and positive environment for staff, students and families.

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 6 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 Universal Design for Learning (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 education assistant) 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 Shane Safir's "Street Data"

Principal:

Superintendent:

Board Chairperson:

Date: