



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

## A. Goal (one goal per page)

### Goal 1: Foster a Strong School Community

- Develop initiatives and activities that enhance the sense of belonging and togetherness among students, staff, and parents within our school community.

## B. Rationale

Expanding upon our previous objective of nurturing students' social-emotional growth and addressing identified literacy and numeracy disparities, this year, our primary emphasis is on fostering a sense of school community and promoting teacher collaboration. Our hope is that building an increased sense of community and staff togetherness will help teachers feel more supported and empower them in tackling the diverse learning needs of our students.

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

- Weekly relief of teacher grade groups for collaboration time.
- Weekly group check-ins by grade groups with support staff, educational assistants, curriculum teachers, and administrators for dialogue and growth (in place of individual teacher check-ins/weekly student-based teams by referral only).
- Teacher-led staff meetings to share resources and skills.
- School-based professional development days focusing on building inter-grade collaboration and community.
- Child Care Worker/Counselor-led multigrade cooking initiative.
- "Coffee and Conversations" sessions.
- Monthly morale-boosting initiatives (e.g., "Lucky Ducks").
- Extracurricular team-building activities (e.g., Bootcamp).

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

- Increased instances of staff eating together at recess/lunch (for both primary and intermediate staff).
- Collaborative practices such as team teaching, quad squads, student exchanges, and group field trips.
- Enhanced collaborative activities between intermediate and primary, including buddy programs and literacy/numeracy groups.



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**A. Goal (one goal per page)**

Goal 2: Close perceived gaps in the literacy/numeracy of our student population.  
 • Reduce literacy and numeracy gaps in our student population by implementing effective strategies and programs to support all learners and address academic disparities.

**B. Rationale**

Building on our goals of fostering a sense of school community and promoting teacher collaboration, we aim to take steps towards effectively addressing and bridging the learning gaps within our student body.

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

- Weekly relief of teacher grade groups for collaboration time.
- Weekly group check-ins by grade groups with support staff, educational assistants, curriculum teachers, and administrators for dialogue and growth (in place of individual teacher check-ins/weekly student-based teams by referral only).
- Teacher-led staff meetings to share resources and skills.
- School-based professional development days focusing on building inter-grade collaboration and community.
- Child Care Worker/Counselor-led multigrade cooking initiative.
- Extracurricular team-building activities (e.g., Bootcamp).
- Collaborative practices such as team teaching, quad squads, student exchanges focused on assessments practices and diversification of learning material to create entry points for all students
- Staff-led portions of monthly staff meetings to share assessment practices and learning materials

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

- Staff working together to share ideas/resources to address the perceived gaps (both across classrooms and grade levels).
- Formative and summative assessments.
- Tracking of hard data (e.g., Rise and Lalilo).
- Parents will be provided with opportunities to broaden their understanding of the curriculum through informational brochures detailing different subject matters and samples from the performance standards.
- Students will be more engaged in learning when staff are meeting them where they are at, by offering them various learning opportunities and environments. This engagement will be indicated by an increased number of students being calm, alert and ready to learn.
- We acknowledge the principle that learning takes patience and time as stated in the First Peoples Principles of Learning. Recognizing the importance of learning from the land, staff will offer students increased opportunities to be outside through increased outdoor education programs.