



**Central Okanagan  
Public Schools**

Together We Learn

# School Community Student Learning Plan

## Vision:

Together We Learn.

## Purpose:

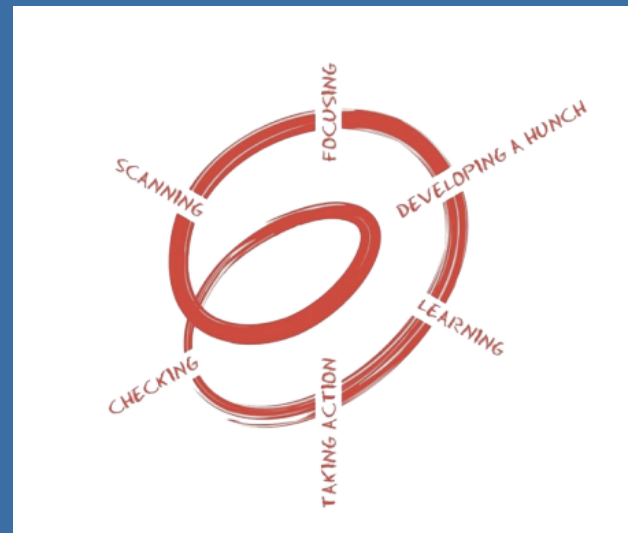
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

## Overarching Goal:

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

## Resources:

[District Strategic Plan](#)  
[Spirals of Inquiry Playbook](#)  
[Equity in Action Agreement](#)



**Equity in Action Agreement  
for Truth & Reconciliation**

**2020 - 2025**

Lil'wat - Sg'kw Resilience  
Sheldon Lewis / KSS Art Students / Timothy Moore, Art Teacher  
KSS Moral Project

Fostering Indigenous student success through the lens of equity



# School Community Student Learning Plan



Central Okanagan  
Public Schools  
Together We Learn

## School

Glenrosa Elementary

## School Year

All

## Principal

Stephanie Read

## Vice Principal



### Student Population

300



### ELL

8



### Indigenous

55



### Children in Care

0



### SPED

31



### School Level

Elementary School



### Grades

K Gr.1 Gr.2 Gr.3 Gr.4 Gr.5 Gr.6



### School Based Teachers

25



### Family of Schools

Westside Family of Schools



### School Type

Dual Track French Immersion



### Administrators

1



### School Based Support Staff

5



## School Learning Story

### Background

#### OUR HISTORY

The Glenrosa Elementary School became a necessity due to the population growth in the Glenrosa area. The children in the area were attending Westbank Elementary which was 'bursting at the seams'. Glenrosa Elementary began construction in 1974 on Webber Road. The completion date was tentatively set for March, 1974 but this was not achieved. During the time of construction of this school, the Glenrosa school population shared facilities with Westbank Elementary. Glenrosa students were able to share the classrooms and portables by being on 'shift'. Although the students shared all the facilities, they had their own principal, D. W. (Dan) Armstrong.

The school is constructed of large brick blocks and consists of sixteen classrooms, a gym and a library. The school was built in two phases. When first occupied it was an eight room school with a gymnasium, a library and two portables. This phase opened in the spring of 1975. In 1976, an additional eight rooms were added. As this new addition took shape, 250 young students attended classes in the original eight classrooms and made good use of the available playground. The population of this school doubled when the sixteen rooms came into full operation. Later, it was necessary to add two more portables to accommodate the still growing student population. Mr. Armstrong remained principal at Glenrosa Elementary until 1982.

The Grade seven students remained part of this school until September 1999 when they were assigned to Glenrosa Middle School. Then, in 2018, the grade six students joined the middle school as well. Now GRE is a K to 5 school.

Following Mr. Armstrong as Principals were Mr. Roy Gunn, Mr. Doug Green, Mr. Merv Reynolds, Mr. Gordon Greffen, Mr. Dennis Tetreau, Mrs. Brenda Leimert, Mr. Rob Tucker, Mr. Jim Klein, Ms. Donna Stathers, Mrs. Tamalee Middleton, Ms. Laurie Fraser, and current principal, Ms. Stephanie Read.

In September 2022, Glenrosa Elementary became Ecole Glenrosa and 7 classrooms of French Immersion students and teachers were added, almost doubling our population from 180 English to a total of 321 French and English students.

For the 2024/2025 school year, our population remains stable, and we continue to have a strong inclusive community. We have 300 learners with diverse strengths and abilities who are creative and motivated to learn. Our staff are caring, open-minded, flexible and responsive to students' needs. They are committed to meaningful collaboration and engaged in professional learning to create the best possible learning environments for all students. We have an engaged parent community who supports our school initiatives and events. We value our community and families as partners in education.



School Scan

How we will gather Evidence

Teacher Scan around reading pedagogy in classroom.

Type of Student learning	Description	Trends and Patterns
Student Achievement Data	Designated Students Students receiving emotional support from counsellor, ARC, SEL teacher, Indigenous Advocate Students on District Response Plans	Students with difficulties regulating their emotions, focusing on class or struggling with social skills experiencing learning gaps due to increased time out of class requesting support from school-based team.
Empathy Interviews	Class Review Meetings in October and in April to review class composition and needs, both academically and social emotionally.	RTI data suggests many of our students are having difficulty managing emotions and impulse control.
Student Achievement Data	Ed Plan Insight, GB+, PM benchmarks, ELP, Student Learning Summaries	Fifty percent of our students are reading above grade level. forty percent of students are writing above grade level in English and fifty percent of students are writing above grade level in French Immersion.
Student Achievement Data	Designated Students Students receiving emotional support from counsellor, ARC, SEL teacher, Indigenous Advocate Students on District Response Plans	



**Student Learning Priority 1**

**Focusing**

**Patterns and Trends from the School Scan**



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From the data collected it is evident that we have many learners struggling with reading. This is evident in both our English and French population.

**Student Learning Goal 1:**



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All students will demonstrate growth in reading. Our hope is for all students to enjoy reading and show growth in their reading confidence and reading skills.

Connections to [BC Curriculum](#) and our [Central Okanagan Public Schools Strategic Plan](#)

**Foundational Skills**





## Evidence of Impact

### What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Quantitative	Ed Plan Insight (GB+, PM benchmarks, ELP, Student Learning Summaries)	Every child in the school was represented in the data.
Qualitative	Scanned students from each grade	All grade levels were represented. A variety of reading levels were targeted (emerging, developing and proficient). Indigenous, ELL and resource students were all represented in the scan.



## Taking Action and Learning

### Leading Professional Learning

Staff have participated in many professional learning opportunities to shift pedagogy around best practices in reading. These opportunities included:

- Collaboration with colleagues and visits to other schools to observe reading lessons.
- Collaborative time built into our schedule to allow for teachers to learn with and from each other.
- District consultant (Early Learning Team) worked with staff to grow their reading pedagogy by offering a lunch and learn around Daily 5, working in classrooms with teachers, and providing resources and research to help understand the science of reading.

### School Level Strategies Structures

Staff has been working to build a balanced literacy program to support our learners. Things that have been put in place include:

- Working toward a consistent scope and sequence for phonological awareness and phonics.
- Using a common learning platform (University of Florida Institute, Haggerty)
- Collaborative Literacy Support Team (LAT, Classroom Support Teacher, Teacher Librarian)
- Data driven decision making - ED PPlan, RTI, SBT
- Reading club - targeted reading intervention for at risk learners offered before school. Both English and French students were supported by our LAT, Reading Support Teacher and CEA's/
- Revamped literacy resources - Investing in high-quality literacy materials and resources
- Super Readers Program - daily intervention for vulnerable readers using strategies that can be carried over into classroom work
- Literacy rotations in our French Immersion Primary classes that has involved our support team being in the classroom to provide instruction
- Purchased a variety of reading resources in both French and English that are accessible to students at home and at school.  
ex. Guided reading books, GB+ PM benchmark books, home reading books and online reading platforms
- Staff meetings focusing on reading level trends. Teachers worked collaboratively to identify common themes within different reading levels across the entire school population. This reinforced the need for a strong focus on a literacy based goal.
- Support for our Indigenous Learners provided by the Indigenous literacy teacher



**Taking Action and Learning (cont)**

**Classroom level Instructional Strategies**

- UFLI instruction within the classroom including independent work and adult led stations
- Guided reading within the classroom
- French Immersion Literacy Boxes which are differentiated for students in kindergarten
- Daily 5 and literature circles in our intermediate classrooms
- Je Decode
- Home reading programs: Raz Kids, Je lis

**Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)**

**District Strategic Plan - Priorities**

**Description**

**Resource Type**

**Resource Description**

**Estimated Budget**



## Checking for Impact

### Reflection on our collected evidence on our impact for this School Student Learning Priority

When looking at year end data (ED Plan, PM Benchmarks and Street Data), there was strong evidence to suggest our programs were working. We saw growth in our readers across the board. Primary teachers that were using the new phonics program reported huge successes in their readers and are excited to continue the learning for next year. Teachers are reporting improved assessment data, increased stamina, improvement in spelling and writing and an overall increase in self esteem for our learners.

All teachers were given collaboration time in May and June to meet as grade groups with the support of the District Early Learning Teacher to look at their data and celebrate the successes and plan for next steps.

### Recommendations for next steps for this School Student Learning Priority

Surveying students and parents to gather feedback on reading instruction and engagement in the fall.

Continue to align teaching pedagogy around phonics instruction. Bring new staff alongside and share the successes to keep the program moving forward.

Create a scope and sequence for reading in French and English that are aligned with the Florida Literacy Institute's Phonics Builder Program (UFLI) our teachers are using to enhance their instructional skills.

Continue with the morning 'Super Readers' block with all support staff reading with our most vulnerable readers everyday so that they get the consistent practice they need.

Provide school wide release time and collaboration in the early fall to plan for continued success.

Continue with collaboration time built into the schedule to allow teachers to come together and share their successes and their stretches.



## Student Learning Priority 2

### Focusing

#### Patterns and Trends from the School Scan

This priority is twofold. The first is building a community where everyone feels a sense of belonging. The second is recognizing that many of our students come to us with diverse experiences that influence their readiness to learn.

In September of 2022, our school welcomed 130 French Immersion students to our community. It was imperative that we spent time to bring our English and our French learners together as one school community. Careful planning around classroom placement, school wide events and communication has led to another successful year. We have continued to build community during the 2024-2025 school year with many school-wide events to bring the community together as a whole.

#### Student Learning Goal 2

Social Emotional Learning – continue to support and develop practices that promote self-regulation, self-awareness, belonging, and connection.

Connections to [BC Curriculum](#) and our [Central Okanagan Public Schools Strategic Plan](#)

#### Foundational\_Skills



## Evidence of Impact

### What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Qualitative	Class Review Meetings to discuss social emotional needs based on teacher observations.	All students were represented in the class review discussions with the School Based Team. Students in each class were identified as tier one, two or three learners.
Quantitative	Grade 5 MDI data.	All grade 5 students represented in the report. Results showed GRE students reporting their overall well-being below or equal to the school district results.



## Taking Action and Learning

### Leading Professional Learning

Inclusion Teachers have been providing weekly SEL lessons and snapshots for classroom teachers to use in classrooms. Dedicated time at staff meetings to discuss behaviour strategies and priority learners. Learning around trauma-informed practice.

### School Level Strategies Structures

We have continued to refine and add strategies to support our learners.

- Gathering Room and Indigenous Support
- SEL support from Inclusion Teachers and counsellor.
- CEA and Inclusion Teachers run social groups at lunch time.
- Targeted activities to promote social emotional well-being and kindness - bulletin boards with kind messages, spirit assemblies, celebration of kind acts.
- Community events to promote belonging - welcome back barbeque, planting a community garden, French Carnaval, Primary Play Day, Indigenous Games Day, Community Carnival

Weekly RTI (Response to Intervention) team meetings to coordinate and align responses to the SEL needs of students.



**Taking Action and Learning (cont)**

**Classroom level Instructional Strategies**

- We Thinkers
- RAK (Random Acts of Kindness)
- Collaborative problem-solving lessons
- SEL lessons in classrooms
- School Wide Language for peaceful problem solving

**Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)**

**District Strategic Plan - Priorities**

**Description**

District Strategic Plan - Equity & Excellence in Learning

**Resource Type**

**Resource Description**

**Estimated Budget**



## Checking for Impact

### Reflection on our collected evidence on our impact for this School Student Learning Priority

The year we saw many successes around continuing to build our community. We received positive communication from staff and parents around how comfortable people felt within our community.

We intentionally planned events to bring our community together both during school and afterschool.

- Spirit assemblies each month to come together as a community and share student talents and celebrate students doing the right thing!
- Buddy classes (primary & intermediate)
- French Carnaval
- Family Barbeque
- Community Carnival
- GMS French Immersion buddy classes with EGRE.

A strong sense of community and positive feelings of belonging are clear at Ecole Glenrosa Middle School.

In terms of student self-regulation, we are working directly with students who are struggling with self-regulation, and we are giving explicit instruction to develop self-regulation skills.

### Recommendations for next steps for this School Student Learning Priority

Redesign of our space in the school to create more calming areas for students who need a place to regulate.

Schoolwide and classroom focus in September on relationship building, classroom routines, boundaries and expectations. School-wide implementation of RAK (Random Acts of Kindness).

Strong focus on building classroom culture to support emotional needs and academic learning. Monthly spirit assemblies to continue to build community with an emphasis on character traits and fun.

Expand relationship between French Immersion and English students through the use of mixed leadership groups, buddy classes, and combined outdoor learning.

School

Glenrosa Elementary

## School Community Student Learning Plan



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### Student Learning Priority 3

#### Focusing

#### Patterns and Trends from the School Scan

#### Student Learning Goal 3

Connections to [BC Curriculum](#) and our [Central Okanagan Public Schools Strategic Plan](#)

#### Foundational Skills

School

Glenrosa Elementary



*School Community Student Learning Plan*



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**Evidence of Impact**

**What evidence will we collect?**

**Type of Evidence** **Short Description**

**Consideration of Equality Inclusion**

School

Glenrosa Elementary

*School Community Student  
Learning Plan*



Central Okanagan  
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**Taking Action and Learning**

**Leading Professional Learning**

**School Level Strategies Structures**

School

Glenrosa Elementary

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**Taking Action and Learning (cont)**

**Classroom level Instructional Strategies**

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

**District Strategic Plan - Priorities** Description

**Resource Type**

**Resource Description**

**Estimated Budget**

**School**

Glenrosa Elementary 

*School Community Student  
Learning Plan*



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**Checking for Impact**

**Reflection on our collected evidence on our impact for this School Student Learning Priority**

**Recommendations for next steps for this School Student Learning Priority**

School

Glenrosa Elementary

## Student Learning Priority 4



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### Foundational Skills

### Patterns and Trends from the School Scan

### Student Learning Goal 4

School

Glenrosa Elementary 

## *Evidence of Impact for Priority 4*



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**Type of Evidence** **Short Description**

**Consideration of Equality Inclusion**



**Leading Professional Learning**

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**School Level Strategies Structures**

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**Classroom level Instructional Strategies**

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**District Strategic Plan - Priorities**

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**Description**

**Resource Type**

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**Resource Description**

**Estimated Budget**



**School**

Glenrosa Elementary 

**Checking for Impact for Priority 4**



**Central Okanagan  
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**Reflection on our collected evidence on our impact for this School Student Learning Priority**

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**Recommendations for next steps for this School Student Learning Priority**

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## Principal Reflection

We have continued to focus on our two learning priorities during the 2024-2025 school year. Recognizing that effective instruction is key to literacy improvement, we have invested in professional development for both our English and French Immersion teachers for the utilization of a common literacy program (UFLI). In the 2025-2026 school year we intend to implement the same literacy program in French Immersion. Teachers will participate in a teacher-led professional development day during the summer. Targeted intervention both in and out of the classroom have led to increased literacy results and confidence in reading for our learners. Teacher collaboration, in addition to parent and student participation, played a significant role. Next steps for the 2025-2026 school year will shift our focus from reading to writing. Data shows us that many of our students are not meeting grade level expectations for writing.

We have made progress toward supporting our students social-emotional development and coming together as a community. We have embedded SEL lessons in the classroom, we offer safe spaces for students to land when they need space and time to self-regulate, we have a variety of school community events throughout the year, and we celebrate individual successes and talents at monthly spirit assemblies. Next steps for the upcoming school year will be to continue to focus on fostering a sense of belonging and kindness within our school and community.

During the 2023/2024 year, we have continued to focus on our two learning priorities. Recognizing that effective instruction is key to literacy improvement, we invested in extensive professional development for our teachers and the utilization of a common literacy program. Targeted intervention programs both in and out of the classroom has led to an increase in our literacy scores and increased confidence in our learners. The collaborative culture among teachers and the active involvement of students and parents also played crucial roles. We have intentionally taken the time to come together and celebrate our successes and plan for next steps. Feedback from the community is positive and parents and teachers are excited about the progress they are seeing. Our second priority has also seen progress. By embedding SEL into our school culture, we have made significant strides in supporting our students' emotional and social development. As we move forward, we remain committed to enhancing our SEL practices, fostering an even more supportive and nurturing environment for our students.