



Central Okanagan
Public Schools

Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

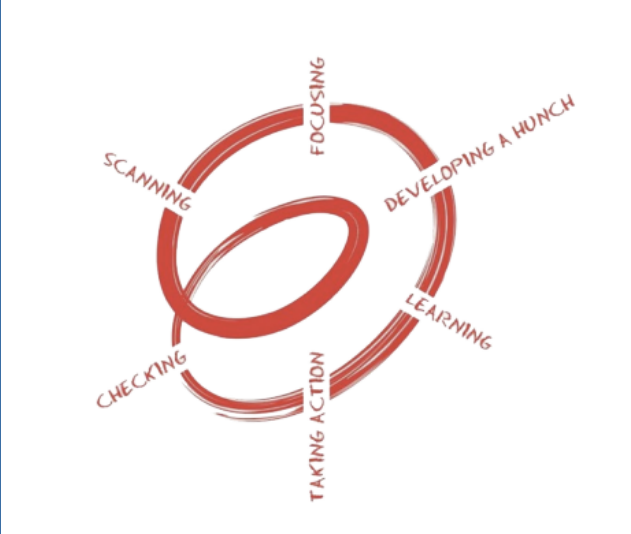
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

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

Sheldon Louis / KSS Art Students / Timothy Meyer, Art Teacher
KSS Mural Project

Lifeline - Siglow Resilience

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

2025-2026

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 2025/2026 school year, our population has declined slightly, but we continue to have a strong inclusive community. We have 265 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 May 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, Read Live data	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

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:

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

Literacy



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, Read Live) 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.
- School team worked with Learning Innovation Team around learner agency in literacy.
- French Immersion Team worked collaboratively with the implementation of Son-au-graphe in all primary classes.

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, Son-au-graphe)
- Collaborative Literacy Support Team (LAT, Classroom Support Teacher, Teacher Librarian)
- Data driven decision making - ED PLa, 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 CEAs
- Revamped literacy resources - Investing in high-quality literacy materials and resources
- Read Live and High Five Programs - 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+ and 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

-One-to-one and small group targeted reading intervention.

Taking Action and Learning (cont)

Classroom level Instructional Strategies

- UFLI instruction within the classroom including independent work and adult led stations
- Son-au-graphe in all primary French Immersion classes focusing on phonemic awareness, spelling, and oral language production
- 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
District Strategic Plan - Equity & Excellence in Learning	

Resource Type	Resource Description	Estimated Budget
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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, Read Live, PM Benchmarks, GB+ and Street Data), there is strong evidence to suggest our programs were working. We saw growth in our readers across the board. Primary teachers that were using the UFli phonics program and Son-au-graphe reported 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.

Recommendations for next steps for this School Student Learning Priority

- Continue to align teaching pedagogy around phonics instruction. Bring new staff alongside and share the successes to keep the program moving forward.
- Continue the Read Live and High-Five reading programs for our most vulnerable readers everyday so that they get the consistent practice they need.
- Continue with collaboration time built into the schedule to allow teachers to come together and share their successes and their stretches.
- Engage our parent community in how they can foster the joy of reading at home.
- Start to shift the focus to writing and how we can implement similar structures to those being used by the UFli and Son-au-graphe programs.



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 2025-2026 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

Literacy

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
Qualitative	Class Review Meetings to discuss social emotional needs based on teacher observations. Student self-report.	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. Grade 4 Student Learning Survey 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.

School

Glenrosa Elementary



School Community Student Learning Plan



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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 implemented the Random Acts of Kindness Program within our school, showcasing a different theme each month around the school. Each class did lessons around each theme and each theme was discussed at spirit assemblies.

- 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 to celebrate the students with Cub Claws for demonstrating the RAK theme for that month.
 - Buddy classes (primary & intermediate)
 - PAC Family Events (movie night, bingo night, Mother's Day event, community clean-up)
 - Community Carnival

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 by way of social stories and one-to-one instruction.

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. Continue with the 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.

Explicit instruction in class on what the word "belonging" means to them.

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





Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
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Taking Action and Learning

Leading Professional Learning

School Level Strategies Structures

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
District Strategic Plan - Equity & Excellence in Learning	

Resource Type	Resource Description	Estimated Budget
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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

Foundational Skills

Patterns and Trends from the School Scan

Student Learning Goal 4

Type of Evidence	Short Description	Consideration of Equality Inclusion
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Leading Professional Learning

School Level Strategies Structures

Classroom level Instructional Strategies

District Strategic Plan - Priorities

Description

Resource Type

Resource Description

Estimated Budget



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

Recommendations for next steps for this School Student Learning Priority

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.

As we reflect on the current school year, I am incredibly proud of the progress and growth we’ve seen across our school community. Our collective commitment to student success, well-being, and high expectations continues to make a meaningful difference.

One of the highlights this year has been the successful implementation of our Random Acts of Kindness program. This initiative has had a powerful and positive impact on our school culture, helping to create an environment where kindness, empathy, and respect are recognized and celebrated daily. It has been inspiring to see students actively “doing the right thing” and being acknowledged for their positive contributions, reinforcing the values we want to see flourish throughout our school.

In addition, our focus on literacy remains a key priority, and the data clearly shows that our reading programs are making a difference. Students are demonstrating measurable growth in their reading skills, and this progress is a testament to the dedication of our staff and the effectiveness of our instructional practices. We will continue to build on this momentum to ensure all students are supported in becoming confident, capable readers.

The continued implementation of the RAK program and our current reading programs is necessary to ensure our continued success as an inclusive school community where students feel seen, heard, and successful at school.