School Community Student Learning Plan

District Overview

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
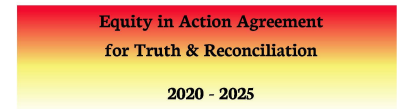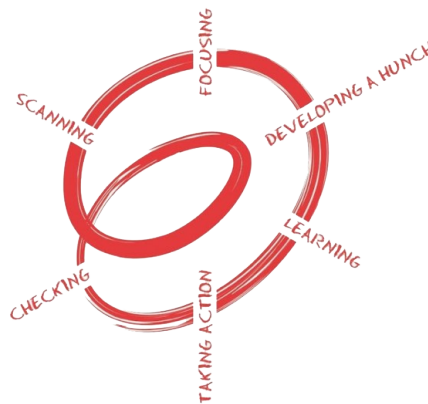
School Overview

School: Glenrosa Elementary
School Year: 2023-2024
School Level: Elementary School
School Type: Dual Track French Immersion
Family of Schools: Westside Family of Schools
Overall School Population: 319
Student Population Indigenous: 68
Student Population, Children in Care: 0
Student Population, SPED: 36
Student Population, ELL: 8

Principal: Laurie Fraser
Grade:
☑ K
☑ Gr. 1
☑ Gr. 2
☑ Gr. 3
☑ Gr. 4
☑ Gr. 5
Number of Administrators: 1
Number of School-Based Teachers: 22

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 too. 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 and currently, Ms. Laurie Fraser.

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 2023/2024 school year our population remains stable and we have built a strong inclusive community. We have 321 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. 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

Describe how you (and your team) will gather and analyze a variety of evidence to understand the current state of student learning in your school.

*Be sure to consider how you will gather and analyze evidence to understand the current learning experience of your Indigenous learners, your learners with diverse needs, your learners in care, and any other priority group of learners within your school community.

Teacher Scan around reading pedagogy in classroom.
Student scan to see how students felt about reading

Breakdown of Student Learning Evidence Collected During the School Student Learning Scan:

Type of Student Learning Evidence	Short Description	Further Details
Empathy Interviews	Six students per class were asked four questions about reading. 1. How does reading help you? 2. Do you read at home? Do you read with someone at home? 3. How do you feel about reading? 4. What do you find tricky about reading?	• Decoding is hard • Sounding out words is hard • Meaning of words is hard • French learners have difficulty with decoding and pronounciation • Not a clear pattern around home reading • Emergent readers at the older levels are not reading at home • Developing readers occasionally read at home • Proficient readers are self motivated to read at home • More French learners are reading at home consistently • Majority of students report that they like reading
Student achievement data	Ed Plan Insight (GB+, PM benchmarks, ELP, Student Learning Summaries	Fifty percent of our students in Tier 2 and 3, reading below grade level. Forty percent in Tier 3 with significantly lower reading scores.
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.
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 (what is the current state of student learning at your school based on your 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.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

☑ Strength-Based - stretches ALL learners (all learners can see themselves within the goal)

☑ Meaningful - is a key area of priority for student learning connected to the district's overarching goal.

☑ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development

☑ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies

☑ Triangulated - involves collecting a variety of evidence to inform our progress

Connections to BC Curriculum and our District's Overarching Goal:

Core Competencies

☑ Communication
  - ☑ Aquire interpret, and present information
  - ☑ Explain/recount and reflect on experience and accomplishments
☑ Creative Thinking
  - ☑ Novelty and value
  - ☑ Generating ideas
  - ☑ Developing ideas
☑ Critical Thinking
  - ☑ Analyse and critique
  - ☑ Question and investigate
  - ☑ Develop and design

Communication
C
1. Connect and engage with others
2. Acquire, interpret, and present information
3. Collaborate to plan, carry out, and review constructions and activities
4. Explain/recount and reflect on experiences and accomplishments

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Critical Thinking
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1. Analyze and critique
2. Question and investigate
3. Develop and design

Positive Personal & Cultural Identity
PS
1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities

Personal Awareness & Responsibility
PS
1. Self-determination
2. Self-regulation
3. Well-being

Social Responsibility
PS
1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. Building Relationships

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
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.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Ed Plan Insight (GB+, PM benchmarks, ELP, Student Learning Summaries	Every child in the school was represented in the data.

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 and 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 PLan, 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

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

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.

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 formalize writer's workshop as part of our daily literacy rotations.

Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

This priority is two fold. 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 populations together as one community. Careful planning around classroom placement, school wide events and communication led to a successful year. We have continued to build community during the 2023-2024 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.

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☑ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development

☑ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies

☑ Triangulated - involves collecting a variety of evidence to inform our progress

Core Competencies

☑ Communication
- ☑ Connect and engage with others

☑ Positive and Personal Cultural Identity
- ☑ Relationship and cultural contexts
- ☑ Personal values and choice
- ☑ Personal strengths and abilities

☑ Personal Awareness and Responsibility
- ☑ Self-determination
- ☑ Self-regulation
- ☑ Well-being

☑ Social Awareness and Responsibility
- ☑ Contributing to community and caring for the environment
- ☑ Solving problems in peaceful ways
- ☑ Valuing diversity
- ☑ Building Relationships

Communication
1. Connect and engage with others
2. Acquire, interpret, and present information
3. Collaborate to plan, carry out, and review constructions and activities
4. Explain/recount and reflect on experiences and accomplishments

Creative Thinking
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1. Analyze and critique
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Social Responsibility
1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
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Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Street Data from teachers MDI results	

Taking Action and Learning

Leading Professional Learning:

Lead Social Emotional Learning Teacher has 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 about trauma and how we can support our learners with trauma backgrounds

School Level Strategies and Structures:

We have continued to refine and add strategies to support our learners.
- Gathering Room and Indigenous Support
- Zen Den and SEL support
- SEL Teacher and Counsellor run support groups for anxiety and pre-teen empowerment
- Targeted activities to promote social emotional well being and kindness - bulletin boards with kind messages,
assemblies, celebration of kind acts.
- Community events to promote belonging - welcome back barbeque, planting a community garden, French Carnival,
Primary Play Day, Indigenous Games Day
- Direct lessons around Zones of Regulation. Students are able to name emotions and

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

Classroom-level Instructional Strategies:

Zones of Regulation
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	

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.
- Theme assemblies each month with lessons that carried over into classrooms
- Immersion and English classes buddied up to do activities together
- French Carnival
- Family Barbeque and Fun Fair

A strong sense of community and positive feelings of belonging are abundant 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. Zones of Regulation is used school wide and there was direct instruction for classes who had new staff.

We also implemented a common language around peaceful problem solving called 'GIFTS'. This language was taught and reinforced through school wide assemblies and classroom 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.

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.

Plan Reflection

Principal Reflection:

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.