



Central Okanagan
Public Schools

Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

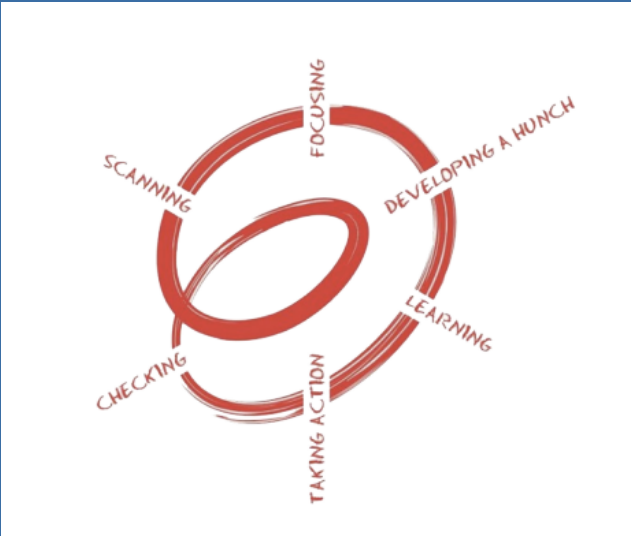
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

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

Fostering Indigenous student success through the lens of equity



Central Okanagan
Public Schools
Indigenous Education





School Community Student Learning Plan



Central Okanagan
Public Schools
Together We Learn

School

Glenrosa Middle School

School Year

2025-2026

Principal

Bobbi Hunter

Vice Principal

Adam Miller



Student Population

757



ELL

5



Indigenous

134



Children in Care

1



SPED

148



School Level

Middel School



Grades

Gr.6 Gr.7 Gr.8 Gr.9



School Based Teachers

50



Family of Schools

Westside Family of Schools



School Type

Dual Track French Immersion



Administrators

2



School Based Support Staff

27



School Learning Story

Background

École Glenrosa Middle School (GMS) welcomed its first students in 1994. At that time, GMS was a Junior High School supporting learners in Grades 8, 9, and 10. Continued community growth resulted in a school expansion, and in 1999 a third floor was constructed. Currently, École Glenrosa Middle School is home to approximately 750 students in Grades 6, 7, 8, and 9.

École Glenrosa Middle School has a special relationship with our sister school, Chubu University Haruhigaoka Junior High School, in Kasugai, Japan. Each February for the last 24 years, we have hosted approximately 100 staff and students from Japan. For four nights, Japanese students are billeted in our community, allowing families to share Canadian culture and our way of life with our honoured guests. In 2017, with support from our sister school, GMS students began travelling to Kasugai, Japan for a week of cultural growth and learning within a Japanese school setting.

We continue to grow as both a school and a community and are proud to be a dual-track school supporting both French Immersion and Late French Immersion programs. We also have a thriving Hockey Academy for Grades 6–9 that has supported student athletes for over a decade, including a newly renovated Strength and Conditioning room completed in 2024–25. In addition, GMS was approved for a new Outdoor Education Academy for Grade 9 students in 2024 and successfully launched the program during the 2024–25 school year.

At GMS, we believe in meeting the unique developmental and academic needs of adolescent learners by balancing strong academic opportunities with a deep focus on belonging, connection, and wellbeing. The Attributes of the SD23 Learner, BC Core Competencies, and the SD23 vision, Together We Learn, continue to influence teaching and learning throughout our school. Our goal is to create meaningful, engaging, and collaborative learning experiences that help students reflect on their strengths, areas for growth, and their role within the larger community.

Over the last two years, our school has intentionally focused on strengthening school culture and ensuring GMS is a safe, welcoming place where everyone feels they belong. Through extensive collaboration with students, staff, curricular leaders, our Learning Innovation Team, and the wider school community, we developed a renewed school belief statement and motto centered on the values: Be Kind, Be Curious, Be Brave, Belong.

This work became more than a slogan; it became a foundation for decision-making, relationship building, student leadership, and learning throughout the school. Guided by the belief to “make the positives so loud, they drown out the negative” (G. Couros), we reimagined our approach to school culture by creating intentional opportunities for student voice, celebration, and connection.

As part of this work, GMS established a school-wide leadership focus and embedded a monthly “Culture Corner” initiative that highlights diverse holidays, cultural events, identities, and learning opportunities throughout the year. This initiative is student-led and reflects our shared commitment to inclusivity, belonging, and creating spaces where all students feel seen, valued, and represented.

Throughout 2024–25, we also worked to strengthen communication and connection with our community by redesigning the GMS website, enhancing our social media presence, and improving communication systems with families and staff. Through regular storytelling, celebrations of learning, and intentional communication practices, we aimed to highlight the incredible work happening within our classrooms and strengthen the connection between school and home.

In addition, our curricular leaders and Learning Innovation Team played an essential role in supporting our three school learning priorities throughout the year. Through collaborative inquiry, professional learning, and ongoing reflection, staff worked together to strengthen instructional practices, deepen student engagement, and support innovative, responsive learning environments for all students.

As part of this work, GMS also developed and embedded a school-wide Social Emotional Learning (SEL) curriculum within our FLEX classes throughout the 2025–26 school year. This work focused on proactively supporting student wellbeing, self-awareness, regulation, belonging, relationships, and communication skills through consistent and developmentally responsive learning opportunities. By embedding SEL into regular school structures, we aimed to create a shared language and collective commitment to supporting the whole child while strengthening classroom and school culture.

At the end of each school year, GMS celebrates learning through our annual Presentations of Learning (PLOs). During this process, students reflect on and share their growth connected to the Attributes of the SD23 Learner and the provincial Core Competencies, supported by evidence from both their school experiences and personal lives. Our PLO process has evolved into a meaningful celebration of student voice, reflection, and mentorship. Students not only present their own learning, but also observe, support, and mentor one another throughout the process, helping build confidence, communication skills, and a deeper sense of community and belonging.

We continue to grow opportunities for families and community members to engage with and experience student learning alongside us, while ensuring the process remains authentic, supportive, and centred on student growth and connection.

School Scan

How we will gather Evidence

At GMS, we use the Spirals of Inquiry framework to support teacher inquiry, reflection, and responsive instructional practice in classrooms. This framework helps staff examine what is happening for learners, consider what may be contributing to those experiences, engage in professional learning, take action, and check the impact over time.

To better understand our current state as a school, we relied heavily on Shane Safir’s work with Street Data, Pedagogies of Voice and empathy interviews to gather evidence directly from students. This approach helped us listen more intentionally to student experiences, particularly around belonging, representation, connection, wellbeing, and student agency.

Rather than relying only on achievement data or adult assumptions, empathy interviews allowed us to better understand how students experience GMS and what they identify as important to their learning and sense of belonging. During the 2023–24 school year, GMS participated in a Shane Safir working group alongside several other school districts across British Columbia. This team, consisting of two administrators and three teachers, deepened our understanding of student voice, empathy interviews, and the importance of student agency in school improvement planning. Through this work, our team explored ways to better understand and respond to the experiences of marginalized and underrepresented learners within our school community.

Building upon this learning, GMS continued to intentionally focus on student agency throughout the 2024–25 and 2025–26 school years. Staff worked collaboratively through Curriculum Leadership and Learning Innovation Team structures to gather evidence and respond to student voice in meaningful ways. Through empathy interviews and classroom conversations, students consistently communicated a desire to see themselves more fully represented within the school community and learning environment. Students identified belonging, connection, representation, and positive relationships as important contributors to their engagement and success at school.

This evidence directly influenced the continued development of our school culture work and our renewed school belief statement and motto: Be Kind, Be Curious, Be Brave, Belong. As a school community, we have intentionally embedded this work into leadership opportunities, SEL learning, Culture Corner initiatives, celebrations of learning, and daily school experiences to strengthen belonging, inclusivity, and student agency throughout GMS.

Student agency has remained a central focus within this work. Student leadership groups have played an active role in shaping school culture and strengthening belonging at GMS. In particular, the Student Matters group has become an important part of promoting anti-racism, student voice, and inclusive practices within our school community. Students involved in this work have collaborated with the grade 9 leadership team to enhance school culture, support learning opportunities connected to equity and belonging, and create authentic opportunities for student leadership and advocacy.

The impact of this work has continued to expand beyond GMS. Student Matters members have connected with our elementary feeder schools through presentations and mentorship opportunities and are now helping lead the planning of first-week-of-school activities and spirit week initiatives focused on inclusion, anti-racism, connection, and belonging. They have also connected with MBSS to seek out a teacher representative to continue on with the work they started at GMS. This work reflects our continued commitment to creating learning environments where all students feel represented, valued, empowered, and connected within the school community.

As part of our ongoing commitment to supporting student wellbeing and student agency, GMS developed and embedded a school-wide Social Emotional Learning (SEL) curriculum within

Type of Student learning	Description	Trends and Patterns
Empathy Interviews	Shane Safir working group data with students who identify as another race. Interviews were conducted with 3 staff members over a period of 4 weeks. 3x/year Interviews were recorded and transcribed.	Students don't feel they belong Students don't feel successful at school Students find school and the time at school too long and boring Math, writing, and reading were identified as difficult for many of our students.
Student Achievement Data	Foundation Skills Assessment School Wide Write Whole Class Reading Assessment Teacher assessments	Overall students are lagging behind their same age peers when it comes to reading and writing. Teachers report students have difficulty meeting standards with reading and writing
Student Learning Surveys	Student Learning Surveys	Grade 7 data from 2022-23 as well as regional grade 5 data from our four feeder schools
Student Learning Surveys	Middle Years Development Index	Grade 7 data from 2022 -2023, 2020-21, 2019-20, and 2018-19, as well as regional Grade 5 data and Grade 5 data from our four feeder schools.
Empathy Interviews	One on one and focus group conversations in which students, families and staff are invited to contribute feedback to inquiry questions	Empathy interviews are more frequently conducted with students and student group multiple times per year. School staff provide ongoing, formative, descriptive feedback in a continuous manner throughout the year through, both formally and informally through curricular leaders and in empathy interviews. Parents are engaged in this process annually.
Pedagogical Documentation	Staff engaged in a collaborative, year-long inquiry to co-create a refreshed school vision and motto. This process was led by admin and our Curriculum Leadership team, who guided staff through intentional reflection and dialogue. Together, we identified core values, developed foundational belief statements, and shaped our "This We Believe" framework; all grounded in the strengths and identity of our learning community. We are now one step away from finalizing our collective vision, belief statements, and a new GMS motto following our final feedback session in May.	A strong pattern emerged this year around community voice, identity, inclusivity and belonging at GMS. Students in grades 6–9 were surveyed early in the year about what they wanted our school to look like, sound like, and feel like, helping shape a shared understanding of what it means to be a Jaguar. Staff engaged in multiple reflective cycles, using inquiry-based prompts to explore the values and conditions that best support student learning and well-being. Input from our PAC and broader parent community reinforced themes of inclusion, connection, and reimagined what our school could be. A final round of student engagement is underway, as we invite learners to co-create a school logo that reflects their voice; incorporating meaningful colours and symbols that represent the evolving identity of GMS.

Student Learning Priority 1

Focusing

▲Patterns and Trends from the School Scan

Our literacy assessment in early 2024, and the SWW indicated our students were behind in their reading and writing skills. As such, we developed a plan to improve confidence in reading and writing as well as competence and focus on literacy practices across the curriculum.

2025-26 Patterns and Trends – Literacy Across the Continuum

Through our literacy assessments and collaborative inquiry processes, GMS identified several important trends and patterns related to student learning in literacy across Grades 6 and 7. The data demonstrated a wide range of literacy skill development within classrooms, particularly in reading comprehension.

Using our Continuum of Supports framework, staff were able to identify students requiring additional targeted intervention, particularly those learners identified within Tier 3 supports. This process allowed us to move beyond generalized classroom observations and utilize specific literacy evidence to better understand student strengths and areas requiring further support.

In response to this evidence, our Literacy Support Teacher worked collaboratively alongside classroom teachers to identify students requiring targeted literacy intervention. Students received additional small-group and individualized support throughout the school year focused on strengthening foundational literacy skills, confidence, comprehension, writing development, and overall engagement in learning.

As the year progressed, staff observed positive growth among many students receiving intervention support. Students demonstrated increased confidence, greater willingness to engage in literacy tasks. Teachers also reported that students receiving targeted support were increasingly able to transfer literacy strategies back into classroom learning environments across curricular areas.

The literacy assessment process also highlighted the importance of collaborative instructional planning and responsive teaching practices. Staff recognized that differentiated literacy instruction, continuum-based supports, and targeted interventions were essential in supporting diverse learners and improving student achievement outcomes. This work reinforced the importance of ongoing assessment, collaboration, and student-centred approaches to literacy instruction across the school community.

▲Student Learning Goal 1:

Literacy Across the Curriculum

- District Strategic Plan Alignment:
- Equity and Excellence in Learning – Empower each learner to follow their strengths and passions.
 - Intentional Design of Learning – Design learning experiences grounded in powerful learning principles.
 - Collaborative Professionalism – Implement effective, job-embedded professional learning.

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
Qualitative	Collaborative Resource Development. Creation of a shared online literacy resource hub by Curriculum Leaders and staff	Staff collaboration and feedback demonstrated a need for consistent tools and cross-curricular literacy support, leading to stronger shared practices and resource alignment.
Qualitative	Interviews with Teachers: Interview teachers individually to understand their perspectives on students' literacy	Discuss the strategies they employ in their classrooms, the challenges they face, and their perceptions of competence and confidence. These insights can provide a deeper understanding of the classroom dynamics that can influence literacy development
Quantitative	Support Teacher Collaboration Support teachers embedded in classrooms for targeted literacy instruction and planning	Co-teaching efforts resulted in increased staff confidence in addressing student literacy needs and more personalized support for struggling readers and writers.
Qualitative	Focus Group Discussions with Students:	Conduct focus group discussions with students from various grades and literacy levels. what makes them feel confident, and what resources or strategies have been helpful. Analyze the discussions to identify common themes, insights, or patterns that
Quantitative	Literacy Assessment Data School-wide reading and writing assessments conducted in Grades 6–8 by Literacy Lead	Assessment data revealed wide variation in reading and writing abilities, identifying clear pockets of need for targeted intervention and differentiation across grade levels.



Taking Action and Learning

Leading Professional Learning

Admin led learning priority focused CL meetings for our group, leading and modelling best practice to align with our student learning priorities

Specific CL's role aligned with our GMS Learning Priorities and they were tasked with leading learning through a structure we embedded to support learning with teachers. This structure was to: Engage, Support, and share the Success and use this framework to further our school learning priorities.

Curriculum leaders offered lunch time working sessions, as well as provided professional development at staff meetings and Enrichment days to further our common understanding of literacy across subject areas, and supported this within the new reporting order and assessment.

Built a common framework for literacy across grade levels and subject areas

School Level Strategies Structures

- Literacy support teachers and CEA to work with struggling readers
- RT support for students who require adaptations with literacy
- SBT weekly meetings to address student in need of literacy support and next steps/strategies
- Development of our GMS Literacy Across the Curriculum website and resources
- Ongoing professional learning opportunities at staff meetings



Taking Action and Learning (cont)

Classroom level Instructional Strategies

- Literacy structures in classrooms including small reading groups, targeted reading intervention, and in class support for teachers to work in classrooms.
- Technology to assist readers with appropriate reading material and differentiate reading levels
- Use of the GMS Continuum of Supports Tier 1 and Tier 2
- GMS Literacy Across the Subjects resource

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

Throughout the 2025–26 school year, GMS continued refining our approach to literacy assessment and intervention in order to better understand student learning needs and provide more responsive support structures for learners. This year, our literacy focus intentionally centered on Grades 6 and 7, allowing staff to deepen assessment practices and more effectively identify students requiring additional support in reading and writing development.

Using literacy assessment data alongside our Continuum of Supports framework, staff were able to identify students requiring targeted Tier 3 and Tier 4 interventions. Through collaborative conversations involving classroom teachers, the Literacy Support Teacher, Student Support Services staff, Learning Assistance Teachers (LAT), and administration, individualized and small-group support plans were developed for students requiring additional intervention.

The Literacy Support Teacher worked directly alongside identified students throughout the course of the school year to provide targeted literacy instruction and support. As a result of this intentional and collaborative approach, staff observed significant growth for many learners, particularly in the areas of reading confidence, comprehension, engagement, and willingness to participate in classroom learning opportunities. The process also strengthened collaboration between classroom teachers and support staff, helping ensure interventions remained responsive and connected to classroom learning experiences.

This work reinforced the importance of early identification, collaborative planning, differentiated instruction, and targeted intervention when supporting literacy development across the curriculum. The evidence collected throughout the year demonstrated that responsive and intentional literacy supports positively impacted both student achievement and student confidence as learners.

Moving forward, GMS recognizes the value and impact of this work and hopes to continue expanding literacy assessment and intervention opportunities across additional grade levels. At this time, staffing realities and available resources may impact the scope of expansion; however, staff continue to see literacy instruction and intervention as a critical component of student success across all curricular areas.

As part of our ongoing inquiry process, all staff and GMS teams, including Curriculum Leaders, Student Support Services, counsellors, LAT, resource teachers, and administration, are asked to provide feedback and reflection related to our three school learning priorities each year. This collaborative feedback process helps guide future planning, identify next steps, and ensure our school learning priorities remain responsive to the evolving needs of students and the broader school community.

Recommendations for next steps for this School Student Learning Priority

Focus on the following inquiry questions as they relate to literacy across the continuum priority:

1. What is going on for our learners?
2. How do we know?
3. Why does it matter?

Our literacy committee will review data from this year in order to support our teachers next year. We will align our learning goals with a CL who oversees that portfolio to provide mentorship and learning throughout the year. Continue with the evidence based framework of engage, support, success model with our Curriculum Leaders.

Using our CEAs to help support with reading-strategies training. Continue building our continuum of support for literacy, focusing on the universal point of the continuum. Use the data to reflect and refine our learning priorities for next year. Improve communication system between support staff and classroom teachers with daily reading support.

Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan

Given the cumulative data from our school scan, belonging and connection surfaced as lagging areas specific to the social emotional learning needs of our students at GMS. We continued with this learning priority for 2024-25.

2025-26 - Patterns and Trends – Connectedness, Belonging, and Social Emotional Learning

Evidence gathered through empathy interviews, student reflections, SEL activities, classroom observations, student voice conversations, and school-wide initiatives demonstrated several important trends and patterns related to student wellbeing, connectedness, and belonging at GMS.

Students consistently identified relationships, representation, inclusion, and opportunities for voice and leadership as critical factors in helping them feel safe, connected, and engaged at school. Many students expressed a greater sense of belonging when they saw themselves reflected within the culture of the school and when opportunities existed for authentic participation, leadership, and connection with peers and staff.

The implementation of the school-wide SEL curriculum within FLEX classes also highlighted increasing student awareness and understanding of the CASEL competencies, particularly in the areas of self-awareness, relationship skills, and social awareness. Teachers observed that students became increasingly comfortable engaging in conversations related to emotions, regulation, identity, communication, and belonging throughout the course of the year.

School-wide initiatives such as Culture Corner, Student Matters, anti-racism learning opportunities, spirit week planning, and leadership activities also contributed to increased student agency and engagement across the school community. Staff observed that students involved in these opportunities demonstrated increased confidence, advocacy, empathy, and ownership in shaping positive school culture.

Overall, the evidence suggested that intentional SEL instruction, culturally responsive practices, student-led initiatives, and a strong focus on belonging positively impacted student wellbeing, engagement, and connection at GMS. The data reinforced the importance of continuing to prioritize student agency, inclusive practices, and relationship-centred learning environments to support both student success and overall school culture.

Student Learning Goal 2

All learners will feel a part of a learning community where they feel connected and a sense of belonging at school. We will foster a school environment where all learners feel valued, safe, and connected through student-led and culturally responsive initiatives.

- District Strategic Plan Alignment:
- Inclusive Learning Cultures – Build supportive, culturally relevant environments that create belonging.
 - Family and Community Engagement – Engage families and students in meaningful, relational learning.
 - System Wellbeing – Nurture a sustainable and inclusive school culture.

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

Foundational_Skills

Literacy
Numeracy



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Qualitative	Student-Led Initiatives Creation of "Student Matters" and "The Common Ground groups to support identity, inclusion, and peer connection. Leadership students lead action oriented lessons for school around inclusivity and culturally responsive teaching.	These initiatives created safe spaces and increased visibility for student leadership, identity expression, and advocacy, improving school-wide culture and community engagement
Qualitative	Equity Working Group Participation Involvement continued from Shane Safir working group, including learning and planning with a team of teachers and admin	Team reflections showed increased understanding of how to amplify student voice, particularly for marginalized populations, guiding the launch of "Student Matters."
Quantitative	Student and Family Feedback School-wide surveys and staff consultations on school culture, values, and belonging	Survey results consistently highlighted belonging, kindness, and inclusivity as core values. Input shaped the school's new vision, motto, and student-led initiatives.
Qualitative	Empathy interviews and student voice conversations conducted through Curriculum Leadership, Learning Innovation Team structures, and Shane Safir Pedagogies of Voice work.	Students consistently identified belonging, relationships, representation, and opportunities for student agency as key factors influencing engagement and connection at school. Students expressed a desire to see themselves more reflected within the culture and learning environment of GMS.
Qualitative	Conduct Empathy Circles or Listening Sessions:	Implementation: Organize sessions where small groups of students come together to share their feelings, experiences, and stories about their sense of belonging and connection within the school. Facilitators can guide the discussion using open ended questions. Insight Gathering: Listen for recurring themes, emotions, and narratives. Understand what factors contribute to a student feeling connected or disconnected and identify any factors that contribute to a student feeling connected or disconnected and identify any common themes from groups.



Taking Action and Learning

Leading Professional Learning

Curriculum leaders offered lunch time working sessions, as well as provided professional development at staff meetings and Enrichment days to further our common understanding of students sense of belonging and how to create a culture of learning and psychological safety.

Our work with Shane Safir and "Street Data" and "Pedagogies of Voice" enhanced our learning and we continued our work around inclusive practices with our Student Matters, Common Ground, Equity Club, Culture Corner, and Leadership program and initiatives.

GMS CL's and SEL team built a curricular framework for SEL for GMS. We embedded an SEL block into our flex block for the 2025-26 school year.

Sharing student's stories of belonging (or not) with the larger community and creating conditions for change and urgency within our school staff.

Celebrating our journey through the GMS Instagram account - and making our journey visible to our community and parents.

Redesigning our GMS website to share and enhance communication, introducing Smore (newsletter platform) to enhance parent communication.

School Level Strategies Structures

Creation of a GMS working group to support student safety and belonging, and to make connections with all of our students, particularly those who identify as diverse or marginalized.

Specific CL's role aligned with our GMS Learning Priorities and they were tasked with leading learning through a structure we embedded to support learning with teachers. This structure was to: Engage, Support, and share the Success and use this framework to further our school learning priorities.

Continuum of supports created by a group of staff to address how we can support belonging and safety and inclusivity within our school, classrooms and community.



Taking Action and Learning (cont)

Classroom level Instructional Strategies

Student-Led Norms and Agreements - Teachers co-create classroom expectations with students to reflect shared values around respect, inclusion, and belonging, often aligned with school-wide vision and motto work. This was done at the beginning of the year with students in our "Spirit Week" led by Leadership students.

Circle Time and Community Building - Regular classroom circles or morning meetings are used to build connection, celebrate student voice, and check in emotionally.

Student Voice and Choice - Learners are given meaningful choices in their learning (topics, partners, formats), reinforcing autonomy and engagement.

12 GMS teachers involved in work around student agency and inquiry with the LIT, Shane Safir and involved in the CARE projects (Climate Action Ripple Effect)

Classroom Anchors to Reinforce Belonging - Visual cues that align with the GMS motto of Be Kind, Be Curious, Be Brave, Belong” school signage, inclusive book displays, and the new school Culture Corner visuals and @GMSLeadership instagram are used to reinforce school-wide messages.

Inclusive Curriculum and Representation - Learning materials and examples reflect diverse cultures, experiences, and perspectives, helping students see themselves in the learning.

Peer Support and Mentorship - Classes collaborate with Student Matters Group and Leadership students to support activities like classroom buddies, safe spaces, or common ground conversations.

Responsive SEL Integration - Teachers embed check-ins, emotion vocabulary, and problem-solving strategies into daily routines to support students' social and emotional needs.

Restorative Practices - starting the work around teachers using restorative conversations or conferencing to address conflict and build mutual understanding.

Collaborative Displays and Storytelling - Students co-create bulletin boards or digital stories that celebrate their experiences, values, and sense of belonging at GMS.

Connections to the priorities in the District Strategic Plan and/or Equity in Action Agreement

District Strategic Plan - Priorities Description

District Strategic Plan - System Wellbeing	This work supports and strengthens student well-being, fostering inclusive learning environments and allowing opportunities for student agency.
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Resource Type	Resource Description	Estimated Budget
Professional Learning	Shane Safir books	\$600.00

Checking for Impact

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

Our staff are invested in making GMS a more positive space. This year as a whole, we focused on making the positives so loud, it drowned out the negatives. We celebrated each meeting with small and big wins, we shared movies at the end of each month as a celebration at each staff meeting, PAC meeting and showcased many of our successes on Instagram. Moving forward, we need to make sure we are asking students how they feel, what they need to see, and involve them in the action plan.

The same goes for our staff. GMS typically has a high turnover so many new teachers will join our staff. We plan on having each new teacher at GMS mentored with another teacher/CL who can help to support their learning around our priorities. Focus on the following inquiry questions as they relate to literacy across the continuum priority:

- 1. What is going on for our learners?
- 2. How do we know?
- 3. Why does it matter?

Our Culture/Leadership committee will review data from this year in order to support our teachers next year. We will align our learning goals with a CL who oversees that portfolio to provide mentorship and learning throughout the year. Continue with the evidence based framework of engage, support, success model with our Curriculum Leaders.

Continue to have student led initiatives as part of the work that leads our school towards a more inclusive, safe, and culturally responsive community.

Recommendations for next steps for this School Student Learning Priority

- Focus on gathering evidence to gain a deeper understanding of the following:
- 1. Sending survey's out to our families for feedback
 - 2. Continue celebrating the positives, and making it visible and embedded in our culture, with a focus on our motto: Be Kind, Be Curious, Be Brave, Belong.
 - 3. Prioritizing mentorship in our school and creating opportunities for our younger/older students to come together to create lasting memories and projects to make GMS a more inclusive school.
 - 4. Share, and celebrate students and their accomplishments. Provide opportunities and continue to work with students to lead and mentor our younger students.



Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan

Given the cumulative data from our school scan, a focus on the social-emotional development of students through a responsive, tiered framework of care and embedded SEL practices

Student Learning Goal 3

Focus on the SEL development of our students through a responsive, tiered framework of care (Continuum of Supports) and embedded SEL practices.

- District Strategic Plan Alignment:
- System Wellbeing – Implement wellness initiatives and foster supportive relationships.
 - Equity and Excellence in Learning – Provide equitable access to supports for all learners.
 - Intentional Design of Learning – Co-create experiences that foster holistic development.

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

Foundational Skills

Numeracy

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Qualitative	Conduct Empathy Circles or Listening Sessions:	Conduct focus group discussions with students from various grades and numeracy levels. what makes them feel confident, and what resources or strategies have been helpful. Analyze the discussions to identify common themes, insights, or patterns that
Qualitative	Continuum of Supports Framework Development of a Tier 1, 2, 3, 4 intervention and support guide for SEL, learning, and behaviour	The CoS identified gaps and strengths in existing practices. Staff appreciated the clarity of the new framework and its alignment with current school-wide supports.
Qualitative	Frequency and nature of referrals and team meetings addressing student behaviour, learning, and SEL	Increased referrals pointed to rising regulation and SEL needs, particularly in Tier 2–3. Case notes and meeting outcomes showed stronger team-based problem-solving and intervention use.
Qualitative	Interviews with Teachers: Interview teachers individually to understand their perspectives on students' literacy	Discuss the strategies they employ in their classrooms, the challenges they face, and their perceptions of and confidence in math and numeracy related activities, as well as skills. These insights can provide a deeper understanding of the classroom dynamics that can influence literacy development
Qualitative	Staff Collaboration & Feedback. Staff input gathered during CL team meetings, planning sessions, and post-intervention reflections	Staff noted improved awareness of SEL tools, more consistent use of interventions, and increased support when planning for complex student needs



Taking Action and Learning

Leading Professional Learning

- Admin led learning priority focused CL meetings for our group, leading and modelling best practice to align with our student learning priorities
- Curriculum leaders offered lunch time working sessions, as well as provided professional development at staff meetings and Enrichment days to further our common understanding of literacy across subject areas, and supported this within the new reporting order and assessment.
- Co-created a common framework for literacy across grade levels and subject areas - the GMS Literacy Across the Curriculum website/resources
- Co-created an SEL curriculum based on SD23's work and the Casel SEL competencies.

School Level Strategies Structures

- Creation of a GMS working group to support student safety and belonging, and to make connections with all of our students, particularly those who identify as diverse or marginalized.
- Specific CL's role aligned with our GMS Learning Priorities and they were tasked with leading learning through a structure we embedded to support learning with teachers. This structure was to: Engage, Support, and share the Success and use this framework to further our school learning priorities.
- Continuum of supports co-created by a group of staff to address how we can support belonging and safety and inclusivity within our school, classrooms and community. This framework specifically addresses SEL at the Tier 1, 2, 3 and 4 levels.
- Framework for embedding effective SEL lessons into classrooms.

Taking Action and Learning (cont)

Classroom level Instructional Strategies

Daily or Weekly Emotional Check-Ins - Teachers use visual tools (e.g., mood meters, “How are you feeling?” boards, Google Forms) to gauge student emotional readiness and tailor their support accordingly.

Co-Regulation Practices - Teachers model and co-practice breathing techniques, movement breaks, and grounding exercises to help students develop emotional regulation skills.

Safe Spaces or Calm Corners - Classrooms have designated quiet spaces students can access independently to reset, reflect, or self-regulate as part of Tier 1 supports.

Embedded SEL Language and Routines & use of the GMS SEL framework - SEL vocabulary (e.g., empathy, resilience, self-awareness) is intentionally integrated into classroom conversations, feedback, and reflections.

Explicit Instruction of SEL Skills - Standalone mini-lessons or weekly class meetings focus on empathy, managing stress, self-advocacy, or goal-setting, often co-designed with support teachers. We followed up with activities for Mental Health Awareness week based on the districts resources provided.

Personalized Learning Supports - In collaboration with SBT, BST, SEL or LAT, classroom teachers differentiate tasks, allow for breaks, and modify assignments based on student regulation needs.

Recognition of Strengths and Stretches - Positive reinforcement, strength-based conferencing, and “High Fives” given out by teachers each week, these are some ways to acknowledge and celebrate SEL progress as much as academic achievement.

Collaborative Planning with Support Staff - Teachers work alongside support teachers, CEAs, and counsellors to co-plan lessons or check-ins based on emerging student needs.

Connections to the priorities in the District Strategic Plan and/or Equity in Action Agreement

District Strategic Plan - Priorities	Description
Equity in Action Agreement - Learning Environment (School Culture)	

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

Throughout the 2025–26 school year, GMS intentionally strengthened our approach to supporting student wellbeing, belonging, regulation, and engagement through two interconnected areas of work: the continued implementation of our Continuum of Supports framework and the development of a school-wide Social Emotional Learning (SEL) curriculum grounded in the CASEL competencies.

The GMS Continuum of Supports functions as a living and working framework used to guide collaborative decision-making related to academics, behaviour, wellbeing, and SEL supports for students. Rather than serving as a curriculum, the continuum helps staff align resources, identify levels of support, and make responsive decisions based on what we know about learners and the resources available within the school community. The framework is regularly utilized during collaborative meetings with teachers, support staff, administration, families, and district personnel to help ensure supports remain student-centred, responsive, and aligned across the school.

The implementation of the Continuum of Supports has strengthened staff collaboration and created greater consistency in how supports are identified, discussed, and implemented for students requiring varying levels of intervention. This work has helped staff move toward more proactive and responsive approaches when supporting students academically, socially, emotionally, and behaviourally.

Separate from the continuum framework, GMS also developed and implemented a school-wide SEL curriculum designed specifically for our school community. This curriculum was collaboratively created by CL's, and select, willing teachers to support the developmental and social-emotional needs of GMS learners. The curriculum focused on intentionally teaching self-awareness, self-management, social awareness, relationship skills, and responsible decision-making through structured and consistent learning opportunities.

To support implementation, the SEL curriculum was embedded into one FLEX block each week throughout the school year. This provided students with dedicated and predictable opportunities to engage in conversations and learning related to regulation, wellbeing, identity, relationships, coping strategies, communication, and belonging.

Throughout the implementation process, staff reflected regularly on student engagement, participation, regulation, and overall wellbeing within FLEX and classroom environments. Evidence gathered through teacher observations, student reflections, empathy interviews, and collaborative discussions demonstrated that students benefited from having intentional opportunities to explicitly learn and practice social-emotional skills within supportive classroom communities.

This work reinforced a shared understanding among staff that proactive SEL instruction is both important and necessary. Staff recognized that many students require intentional opportunities to develop regulation strategies, communication skills, and self-awareness in order to fully engage in learning and feel successful at school.

Recommendations for next steps for this School Student Learning Priority

Moving forward, my hope is that GMS will continue refining both the Continuum of Supports framework and the school-wide SEL curriculum to ensure our practices remain responsive, inclusive, and student-centred while continuing to strengthen belonging, wellbeing, student agency, and overall school culture.

Principal Reflection

Throughout the 2025–26 school year, GMS remained deeply committed to our three school learning priorities: literacy across the curriculum, effective SEL strategies to support student learning, and strengthening school culture, belonging, and community connection. Reflecting upon this work, I am incredibly proud of the intentional collaboration, reflection, and commitment demonstrated by staff in support of our learners and school community.

One of the most significant areas of growth this year was the refinement of our literacy assessment and intervention practices. By intentionally focusing literacy assessments within Grades 6 and 7, staff were able to better identify students requiring targeted support and respond more proactively through our Continuum of Supports framework. The collaborative work between classroom teachers, the Literacy Support Teacher, Student Support Services, LAT, and administration resulted in meaningful interventions and noticeable growth for many learners, particularly in the areas of reading confidence, comprehension, engagement, and participation in learning. This work reinforced the importance of collaborative planning, differentiated instruction, and responsive support structures in improving outcomes for students.

Our work around Social Emotional Learning also became an important and foundational component of the school year. Through the collaborative development of a school-wide SEL curriculum grounded in the CASEL competencies, staff intentionally embedded opportunities for students to develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making within FLEX classes each week. The implementation of this curriculum demonstrated the value of proactively teaching regulation, communication, and wellbeing strategies rather than solely responding during times of dysregulation or crisis. Evidence gathered through student voice, teacher reflections, and classroom observations demonstrated positive impacts on student engagement, connection, confidence, and overall school culture.

Equally important was the continued development of our school culture work grounded in our new school belief statement and motto: Be Kind, Be Curious, Be Brave, Belong. Over the past two years, this work has evolved from a vision into a lived commitment reflected throughout the school community. Student agency remained central to this work, particularly through empathy interviews, student leadership opportunities, Culture Corner initiatives, Student Matters, anti-racism learning, and school-wide celebrations that intentionally focused on belonging, representation, and connection. Students consistently communicated the importance of feeling seen, heard, valued, and represented within their school environment, and staff worked intentionally to respond to this evidence through culturally responsive and relationship-based practices.

The creation and implementation of the GMS Continuum of Supports also represented an important milestone for the school community. This framework became a living and working document used collaboratively by staff to guide conversations and decisions related to academics, behaviour, SEL, and responsive student supports. The continuum strengthened alignment between teams and provided greater consistency in how supports were identified, discussed, and implemented across the school.

Throughout this process, the work of our Curriculum Leaders, Learning Innovation Team, Student Support Services team, counsellors, LAT, resource teachers, classroom teachers, and support staff was invaluable. Their willingness to engage in collaborative inquiry, reflect on practice, respond to student voice, and remain focused on improving outcomes for students has had a significant overall impact on the growth and progress of learners at GMS.

As we look ahead to the 2026–27 school year and welcome a new principal to GMS, I believe there is strong momentum and a solid foundation already in place to continue this important work. While there are always next steps and opportunities for growth, I am confident that the systems, structures, relationships, and shared commitments developed over the past several years will continue to support positive outcomes for students and strengthen the overall school community.

Most importantly, this work has reinforced the belief that when students feel safe, connected, supported, represented, and empowered within their school environment, they are more willing to engage, take risks in their learning, and experience success. I am deeply grateful to have been part of this journey alongside such caring, reflective, and committed educators and learners at GMS.

Principal Reflection GMS School Learning Priorities

At Glenrosa Middle School, our learning priorities include:

- Literacy Across the Curriculum,
- Effective SEL Strategies to Support Student Learning, and
- Improving School Culture and Community

These continue to serve as a foundation for driving meaningful, schoolwide growth. Rooted in our recently developed values of Be Kind, Be Curious, Be Brave, Belong, these priorities have guided our planning, professional collaboration, and daily practice.

This year, we have focused on aligning our systems and structures to deepen collective understanding and action. As we look to next year, we are building intentionally around our values. We have embedded a dedicated SEL block into the weekly schedule to ensure all students receive consistent, proactive emotional and social support. We’ve also reimaged our Enrichment model to offer more inclusive, student-centered learning opportunities that celebrate curiosity and belonging.

To foster instructional leadership, we are developing portfolios for Curriculum Leaders and emerging leaders, with a focus on mentorship, collaboration, and capacity building. A structure of Engage, Support, Success aligned the work of our CL team and provided opportunities to leverage their strengths and teacher and student impact. These portfolios are designed to make leadership learning visible and support system-wide instructional improvement. In literacy, our staff is engaged in ongoing conversations around embedding effective literacy practices into every classroom, supported by a Continuum of Supports. This approach emphasizes shared responsibility for literacy growth, using the expertise of support teachers as one component of a broader, collaborative framework. Moving forward, our goal for 2025-26 is to create a Continuum of Supports for each of our three Learning Priorities.

We are also encouraged by what we’re seeing in our school culture. Suspensions related to drugs, alcohol, vaping, and physical aggression have decreased significantly, and overall suspension numbers are lower than in previous years. These improvements speak to the strength of our SEL work, our clear expectations, and the commitment of our staff to building trusting relationships with students.