



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

All

Principal

Bobbi Hunter

Vice Principal

Adam Miller



Student Population

678



Children in Care

1



School Level

Middel School



School Type

Dual Track French Immersion



ELL

5



SPED

148



Grades

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



Administrators

2



School Based Teachers

50



School Based Support Staff

31



Indigenous

107



Family of Schools

Westside Family of Schools



School Learning Story

Background

Ecole 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. Community growth resulted in a school expansion. In 1999 a third floor was constructed. Currently, Ecole Glenrosa Middle School is home to approximately 700 students in Grades 6, 7, 8 and 9.

Ecole 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 host approximately 100 staff and students from Japan. For four nights, we billet Japanese students in our community, sharing Canadian culture and our way of life wit our honoured guests. In 2017, with support from our sister school, GMS students began traveling to Kasugai, Japan for a week of cultural growth and experience in a Japanese school.

We continue to grow as a school and community and are now a proud dual track school, supporting both French Immersion and Late French Immersion programs. We have a thriving Hockey Academy for grades 6, 7, 8 and 9 for over a decade, with a new vision and a newly renovated Strength and Conditioning room (2024-25) for athletes. As well, we were approved for an Outdoor Education Academy for Grade 9 students in 2024, and implemented this at the start of the 2024-25 school year.

We believe in meeting age-appropriate, adolescent student needs by balancing academic goals with developmental needs. The Attributes of the SD23 Learner and the curriculum's Core Competencies influence teaching and learning with the intention of developing student metacognition ("thinking about their thinking") around their own learning strengths and areas of growth, and to be reflective on their learning process. Our goal is to make this learning applicable to the lives of our students by designing engaging instructional strategies and experiences, usually focused on school-wide, collaborative, learning experiences.

Over the last two years, we have focused on making school culture and having a safe, welcoming school where everyone belongs. We have encouraged and celebrated students and focused on a motto of "make the positives so loud, it drowns out the negative". (G. Couros) With this simple idea, we have reimaged our school culture, created a school wide leadership focus, embedded a Culture Corner that teaches and shares different holidays, events and learning each month. This initiative is student-led, and mirrors our beliefs we have co-created with students and staff, around belonging and inclusivity.

At the end of each school year, parents/guardians/family members are invited to join us to take part in our annual Presentations of Learning. All students will present on their personalized progress on the Attributes of the SD23 Learner and provincial Core Competencies supported by evidence from school and personal lives.

School Scan

How we will gather Evidence

At GMS, we utilize the Spirals of Inquiry framework to gather and analyze evidence. This approach comprises six interconnected phases: scanning, focusing, developing a hunch, new professional learning, taking action, and checking. These phases are not linear; we often engage in multiple domains simultaneously, exploring various inquiry questions in real time throughout the year.

During the 2023–24 school year, we participated in a Shane Safir working group alongside several other school districts in British Columbia. This group, consisting of two administrators and three teachers from GMS, met from November to May. The collaboration was instrumental in deepening our understanding of the contexts surrounding our diverse and marginalized learners. With Shane Safir's guidance, we developed a plan tailored to GMS, focusing our inquiry on supporting these student populations.

Building upon this work, in the 2024–25 school year, we initiated an inclusive community called "Student Matters." This initiative aligns with our overarching theme of 2024-25, "You Belong." Students from this group co-created an additional support group named "The Common Ground," designed to provide a safe and welcoming space for peers seeking connection and support.

Also in the 2024–25 school year, aligning with the SD23 Strategic Plan - Equity and Excellence in Learning and our goal to empower learners to develop foundational skills and core curricular competencies, we implemented a school literacy assessment for Grade 6-8. Our Literacy Lead teacher assessed reading and writing skills for students in grades 6 through 8. The data collected from these assessments enabled us to better plan and differentiate instruction for our learners. With the support of our Curriculum Leaders, teachers collaborated to create an online literacy web site, reinforcing our commitment to teaching literacy across the curriculum.

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 reimaged 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.

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

Staff were asked to share feedback around literacy priorities and engage in learning, no matter their subjects taught. Through feedback from surveys and CL evidence of learning with all our educators, we were able to see where to scaffold supports for our staff in the building. We established support and mentors for new teachers based on their level of need. We worked with our resource and LAT teachers to develop literacy website and our CoS that worked to support students at all levels. We included discussions around next steps for learning next and asked staff to align/share their own professional learning goals with us next year in order to best support them in our learning environment and setting. Students were asked for feedback around their own learning as they participated in self reflections 3 times/year and assessed where they were at with their learning in POL presentations.

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.

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	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.

School

Glenrosa Middle School



School Community Student Learning Plan



Central Okanagan Public Schools

Together We Learn

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" enhanced our learning and we continued our work around inclusive practices with our Student Matters, Common Ground, Equity Group, and Leadership program and initiatives.

Built a common framework for SEL for GMS. Are embedding an SEL block into our timetable 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.

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.

Classroom Anchors to Reinforce Belonging - Visual cues such as “You Belong” 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

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

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 wins, we shared movies at the end of each month as a celebration at each staff meeting, PAC meeting and showcased many of our success 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
 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 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.

Built a common framework for literacy across grade levels and subject areas - the GMS Literacy Across the Curriculum website/resources

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

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 - 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 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 - Pedagogical Core	

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

Our commitment to supporting the social-emotional well-being of students has been reinforced through the intentional development of our GMS Continuum of Supports (CoS). The CoS has provided a shared framework that clearly defines Tier 1–4 strategies, interventions, and referral pathways, improving our team's ability to respond effectively and consistently to a wide range of student needs.

Evidence from SBT, LAT,, Resource teachers, Advocate, Behaviour teacher, and Counsellor, is that our meetings reflect a growing culture of collaborative problem-solving, with staff more regularly attending to individual learners. Increased referrals and consultation have also signaled a greater awareness among staff of our to team. Our team is available to address challenges, reducing reactive responses and building capacity of our teachers in the classroom.

While the CoS remains a working draft, it is already serving as a unifying document that aligns our support systems and fosters clarity and consistency in our school-wide approach to student wellness. The evidence suggests that we are moving toward a more responsive, tiered system of care, with a focus on both early intervention and collaborative, wraparound support.

This year’s work has laid a strong foundation. Continued refinement of the CoS, paired with professional learning and classroom-based SEL integration, will be key to sustaining momentum and deepening impact in the years ahead.

Recommendations for next steps for this School Student Learning Priority

School

Glenrosa Middle School



Student Learning Priority 4



Central Okanagan
Public Schools
Together We Learn

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
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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

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 reimagined 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.

Looking ahead, we remain focused on building a school where students are known, celebrated, and supported. Whether through spirit events, student spotlights, or weekly and monthly celebration video updates shared through Instagram and other platforms, we are creating ways for students to see themselves as an important part of the GMS community.

Together, we are working toward lasting, systemic change; one built on relationships, responsiveness, and a shared belief in the potential of every student. We want every student to know, understand and feel what it means to be a GMS Jaguar, and to be proud of their school, and community.

