

School Community Student Learning Plan

School: HMS



**Central Okanagan
Public Schools**
Together We Learn

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

- Central Okanagan Public Schools Strategic Plan 2021 - 2026
- Spirals of Inquiry Playbook (Halbert & Kaser, 2017)
- SD23 Equity in Action Agreement for Truth & Reconciliation 2020 - 2025

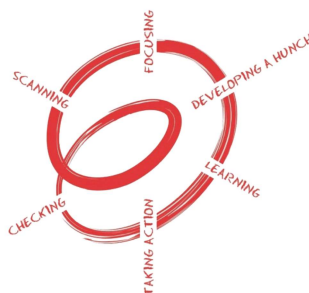


Illustration: Splice Graphics
Shelley Leach / K23 Art Studio / Timothy Moore, Art Teacher
K23 Music Project

Fostering Indigenous student success through the lens of equity



School Overview

School Information

School*

H.S. Grenda Middle

School Year

2024-2025

School Level

Middel School

School Type

Dual Track French Immersion

Family of Schools*

Lake Country/Mission Family of Schools

Overall Student Population

497

Student Population Indigenous

85

Student Population, Children in Care

2

Student Population, SPED

81

Student Population, ELL

10

Additional School Information

Principal

Rob Aviani

Vice Principal

Vice Principal

Tonia MacGregor

Grade

- ☐ K
- ☐ Gr.1
- ☐ Gr.2
- ☐ Gr.3
- ☐ Gr.4
- ☐ Gr.5
- ☒ Gr.6
- ☒ Gr.7
- ☒ Gr.8
- ☐ Gr.9
- ☐ Gr.10
- ☐ Gr.11
- ☐ Gr.12

Number of Administrators

2

Number of School-Based Teachers

29

Number of School-Based Support Staff

25

Additional Staff

Staff	#
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School Learning Story

School Learning Story

Background

École H. S. Grenda Middle School (HMS) is located in beautiful Lake Country, BC on the unceded Traditional Territory of the Okanagan Syilx People. Nestled amongst orchards, parks, and lakes, the school has been built to embrace the natural beauty that surrounds it with its large windows and wide open spaces.

On September 7th, 2021, we were thrilled to welcome our first group of students to the school. In the opening year we welcomed new grade 6 and 7 students from the surrounding feeder schools. On September 6th, 2022 we expanded to the current grade 6, 7, and 8 grade configuration. As a dual track French Immersion and English school, we pride ourselves as being a vibrant and unique school; one that builds strong communities, cultivates curious learners, and ignites individual passions.

École H.S. Grenda Middle School was named after a long time educator and resident of the Lake Country Community, Hank Stanley Grenda. Hank was known as gentle a giant with high expectations. He worked tirelessly to find career pathways for each learner he worked with, ensuring each learner left high school with "dignity, options, and purpose" (Halbert & Kaser, 2017, p. 18).

School Organization and Structure

Each of our HMS learners are welcomed into one of our 4 learning communities, Ocean, Lake, Waterfall, and Creek. These learning communities are comprised of grade 6, 7, and 8 students, support teachers, and classroom teachers. Students start their day in community in mixed grade groups and are regrouped multiple times during the day depending upon their areas of strength and growth, their areas of passions, and their grade level areas of study. It is common for students to be in mixed grade groupings for inquiry projects, exploratory courses, and integrated studies. Community teachers take the lead role in their academic areas of expertise and work collaboratively to design high level tasks that develop students' competencies and foundational skills. As students are in their most formative years, we believe and research supports, that when students are in community they are able to develop a strong sense of belonging, build healthy trusting relationships, and continue to grow both intellectually and socially.

Sample Student Timetable

Each community at HMS has a general timetable for the school year that includes dedicated time in the gymnasium, exploratory rooms, and community. Below is a sample schedule for the upcoming 2024 - 2025 school year. Each communities timetable allows for extended time blocks for students to engage in deep learning through inquiry while developing their foundational numeracy and literacy skills.

Passion Exploration

Every Wednesday, students at HMS are regrouped into their Passion Exploration groups. Twice a year students have the option of choosing an area of passion to study. These choices are developed from data that has been collected about areas of study they would like to explore. Below are some photos of some of the amazing passions students are engaged in. Passion selection booklets are shared with students and families so that they can see the upcoming offerings at HMS.

Our Learning Journey

Ecole H. S. Grenda Middle School currently is wrapping up the first year of our five-year learning plan. The 2024-25 school year is our transition year. During this stage, we build our team as well as the capacity of our educators in achieving our learning priorities through the lens of our collective belief in learning. "At École H S Grenda Middle School, we believe learning is a lifelong personal journey. It involves collaboration, risk-taking, reflection, and connection. Our goal is to foster curiosity, creativity, and personal growth in a safe, inclusive community both in school and on the land."

Exploratory Experiences

Students have the opportunity to explore a variety of Exploratories which may include Food Studies, Visual Arts, Performing Arts, and Outdoor Education. Below are a few photos of students in action.

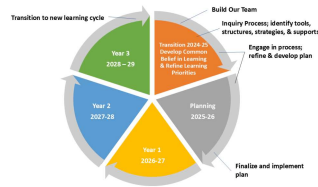
As adult learners we have three pillars that help guide the decisions we make at the school.

- 1) Evidence Based: Our team is committed to professional learning and using empathy cycles to inform the decisions we make to ensure all students reach their full potential.
- 2) Collaborative Learning Culture: We know that we are better together and therefore make decisions that align with this belief. From how we schedule and organize the school to creating our school's leadership team, each decision ensures we honour this belief.
- 3) It's all about the Students: We believe that each child has endless potential, is strong and is capable. Each decision we make always comes down to what is best for the students, not what is best for the adults.

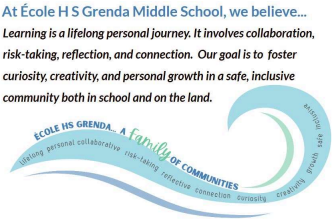
As we continue to grow our community of learners we have committed to be reflective practitioners, continually looking at evidence to ensure we are making enough of a difference for our students. We welcome you to come and visit the school and learn alongside us!

Supporting Documents and Media

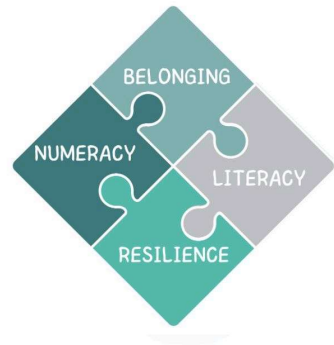
2025-2026 Sample Schedule.pdf	49.2KB
five year plan HMS.png	64.27KB



HMS Collective Belief in Learning.JPG	78.38KB
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learning priorities.JPG	32.03KB
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Online Resources

Please ensure each URL has "https://" at the beginning

Title	URL

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.

During 2024-25, HMS used the Spirals of Inquiry approach of scanning to conduct a thorough school scan to better understand our learning environment and identify areas for improvement. This process included empathy interviews with current and former students, staff, and families, providing valuable insights into the experiences and perspectives of the school community.

Using the information gathered from the empathy interviews and data analysis, we mapped out next steps. They focused on identifying common beliefs within the school community to ensure a shared vision and understanding, planning professional learning opportunities for staff, and developing actionable steps towards achieving our learning priorities.

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

Type of Student Learning Evidence	Description of Evidence	Describe Trends and Patterns
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Empathy Interviews

New principal did empathy interviews with staff upon entry.

The staff expressed a desire for strong leadership and support. They expressed a need for the new principal to bring fresh ideas, pride, and a sense of family to the school. Staff emphasized the importance of being visible, approachable, supportive, and consistent. They also highlighted the need for autonomy and trust, balanced with clear direction and follow-through.

The staff expressed a desire for increased focus on community and connection, including building a cohesive school-wide culture.. Staff believe that a supportive environment enhances their ability to design teaching and learning. They also stressed the importance of understanding and addressing student behavior, promoting social-emotional learning, and creating a respectful environment.

Staff are dedicated to making student-centered decisions and helping students become kind, caring, and capable individuals. They recognize the diverse needs of their students, including those who are vulnerable, and are committed to supporting their growth and development. They also expressed a need for professional learning and support to maintain a high level of enthusiasm and effectiveness.

Empathy Interviews

Principal did empathy interviews with HMS students

Students expressed a strong desire for positive relationships and connections with staff and peers. They want to meet new people and build meaningful relationships within the school community.

Students highlighted the importance of staff being fair, approachable, and understanding. They also mentioned challenges with bullying, and they indicated a need for support in navigating it.

Students want learning to be fun, hands-on, and varied. They appreciate activities that involve different communities, outdoor learning, and maintaining clubs, electives, and special events like Pizza Wednesdays. They also expressed interest in learning about history and its connection to current events.

Empathy Interviews	Principal did empathy interviews with parents	Parents emphasized the need for clear and consistent communication from the principal and the school. They appreciate school and community newsletters and recognize the difference in communication styles between elementary and middle school. They also expressed a desire for opportunities to connect with staff to build relationships. Parents want the school leadership to be accessible, adaptable, and approachable. They value a principal who makes an effort to understand how the school works, the nuances of the students, and the well-being of students, staff, and families. They also appreciate when the principal seeks to understand student behavior and provides support. Parents value the opportunities for students to explore new things, such as exploratories and passions. However, they also noted that some students feel isolated from other communities within the school, indicating a need for fostering connections and inclusivity.
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Empathy Interviews	Principal and vice principal visited George Elliot to do empathy interviews with former HMS students	Former students appreciated the welcoming and supportive staff, the sense of community, and the engaging school spirit. They felt cared for and supported by teachers who personalized learning, challenged them, and helped them when they struggled. Students enjoyed the new building with its technology, the open and flexible learning spaces, and the variety of learning opportunities such as passions, exploratories, and outdoor learning. They valued the chance to learn in a community with both younger and older students. Former students emphasized the importance of developing good work habits, being organized, and setting goals. They noted the significant jump in difficulty from middle school to high school, particularly in math, and advised current students to be prepared for harder work and to make a good impression on staff. They also highlighted the need for meaningful tasks, clear feedback, and consistent behavioral expectations to help them succeed in high school.
Student Achievement Data	Schoolwide Write from 2023-24	41% of student met, fully met or exceeded expectations
Student Achievement Data	2023-24 FSA	Literacy - 61% of students are "on track" Numeracy - 42% of students are "on track"
Student Achievement Data	Learnng Update Information from June 2024	Literacy - 47% of students achieved extending or proficient Numeracy - 54% of students achieved extending or proficient

Other	Attendance	Attendance has improved from the 2023-24 to 2024-25 school years. Looking at data from September to April, the number of student absence and lates entered in MyEducation BC from the 2023-24 to 2024-25 school years has decreased 24%.
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Focusing

Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

School Student Learning Priority 1

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

The data from the school scan show that this learning priority is a strength of HMS. We will continue to focus on this priority since sense of belonging in middle school is crucial as it helps students feel accepted and valued, which boosts their self-esteem and motivation. It also fosters positive relationships with peers and teachers, creating a supportive learning environment. This sense of community can significantly enhance academic performance and overall well-being.

School Learning Priority 1 (?)

Belonging. Strengthen each learner's sense of identity, well-being, and community.

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

Connection to BC Curriculum and our Central Okanagan Public Schools Strategic Plan 2021 - 2026

Foundational Skills

Curricular Competencies

Core Competencies

- ☐ Communication
- ☐ Creative Thinking
- ☐ Critical Thinking
- ☒ 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
 - ☐ Explain/recount and reflect on experience and accomplishments
- ☒ Social Awareness and Responsibility
 - ☒ Contributing to community and caring for the environment
 - ☐ Solving problems in peaceful ways
 - ☐ Valuing diversity
 - ☐ Building Relationships



Evidence of Impact

- Learning Priority 1
- Learning Priority 2
- Learning Priority 3
- Learning Priority 4
- Learning Priority 5
- Learning Priority 6

School Student Learning Priority 1

School Learning Priority 1 (?)

Belonging. Strengthen each learner's sense of identity, well-being, and community.

What evidence will we collect?

Type of Evidence (?)	Short Description of Evidence	Describe the Pattern and Trends in the Evidence (?)
1 Qualitative	Empathy interviews with students	During our empathy interviews we will ensure that our data set includes students that represent our whole school population. At HMS we have a large community of Indigenous students as well as a large community of students who are on a Ministry Individual Education Plan. Additionally, our Indigenous Advocate, Resource Teacher, and Learning Assistance Teachers will be part of this process alongside the classroom teachers. We will look at the data as a whole as well look at the patterns and trends emerging from each of the groups of students.
2 Qualitative	Empathy interviews with former HMS students	Empathy interviews with former students provide valuable feedback on their experiences, helping schools identify strengths and areas for improvement. They demonstrate the school's care for its students and can reveal patterns that inform better policies and practices. Additionally, positive feedback can boost staff morale and affirm the value of their efforts.
3 Qualitative	Empathy interviews with parents	Empathy interviews with parents help middle schools build trust and strengthen relationships with families. They provide a holistic understanding of the community's needs, guiding decisions that better support students. Additionally, these interviews foster a collaborative environment, encouraging parents to share their experiences and insight.

4	Qualitative	Empathy Interviews with staff	Staff can provide valuable insights into students' social-emotional wellbeing because they observe students daily and can identify changes in behavior. Early detection of emotional distress allows for timely intervention, preventing more serious issues. Understanding students' wellbeing helps create a supportive environment that addresses academic and emotional needs. This fosters trust and engagement among students. Staff feedback can also inform the development of effective social-emotional learning programs tailored to students' needs.
5	Qualitative	Pedagogical Documentation	During our Curricular Lead and Staff Meetings, our HMS educators will bring traces of practice and evidence from their classroom communities for teams to analyze, discuss, and pattern. We will be mindful to include data from our Indigenous support team, and our Inclusive Education team.

Taking Action and Learning

[Learning Priority 1](#)[Learning Priority 2](#)[Learning Priority 3](#)[Learning Priority 4](#)[Learning Priority 5](#)[Learning Priority 6](#)

School Student Learning Priority 1

School Learning Priority 1 (?)

Belonging. Strengthen each learner's sense of identity, well-being, and community.

Leading Professional Learning (?)

Community of Practice with Shane Safir: We currently have a team of teachers learning side-by-side with our sister school, GESS, about the equity transformation cycle. Our group has chosen to look at how we can support students at the margins to feel connected and to further develop a sense of belonging in our Lake Country community of schools.

Lake Country Admin Learning Meetings: In the late fall of 2022, our Lake Country Admin team was brought together around the book *Community: The Structure of Belonging* by Peter Block. This professional learning group leveraged this book along with the collective efficacy of the group to support the learning happening in our family of schools.

K-12 Lake Country/Mission Community of Practice: This is a new professional learning group that has come as a result of collaboration across our middle and secondary schools. It has now expanded to K-12.

Incorporating Indigenous Ways of Learning: Wayi Wah! Indigenous Pedagogies, Jo Chrona

School Level Strategies and Structures (?)

- *Schoolwide Connect4 Sessions - students from each of our school's learning communities are mixed for lessons which support school culture and connectedness as well as socioemotional well being.
- *Teaching students about kindness and how to be a good friend
- *Teaching students how to identify and recognize bullying
- *Opportunity to reflect on how we can support Truth and Reconciliation
- *Feeding Futures & Morning Breakfast programs
- *Spirit Days, Harmony Day Activities, Grenda Games, Cross Community Potlucks
- *Mental Health Awareness (Ice Bucket Challenge)
- *School Clubs (Athletics, Battle of the Books, Passions, School Sports, Robotics Club, Band, Choir, Dance)
- *School Curricular Leader Team - we continue to grow our school curricular leader team to include all staff that would like to be part of this team to lead learning at HMS
- * Implementation of cross community collaboration time with our support team - 50 minute block of time within the HMS schedule that allows for teachers cross our communities to come together to co-plan, co-teach, and co-learn
- * Weekly Wave - implementation of a school wide structure that showcases individuals across the communities
- * Passion Exploration - 100 minute block of time within the school schedule that allows students to explore their individual passions and connect with new teachers, mentors, and students
- * Grade 8 Elective - a special block of time for grade 8 students to to reconfigure with other grade 8 students across the school to build connections, further explore their interests and make new connections
- * Development of a Leadership Team & regular community gatherings
- * Inclusive Spaces for all Learners (Cove, Shore, Gathering Room, Diversity Club)

Classroom-level Instructional Strategies (?)

- * Implementation of Pedagogies of Agency and Inclusion
- * Built in community connection time at the start of each school day
- * Re-imagining our middle/high school transition for our students at the margins

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	Our aim is to provide equitable access to high a standard of excellence in learning.
Equity in Action Agreement - Learning Environment (School Culture)	Our aim is to provide inclusive learning environments for all our HMS learners.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Staffing, Supplies	Increase in Curricular Leader Staffing	5000
Professional Learning	TTOC Release Training	2500

Checking for Impact

Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

School Student Learning Priority 1

School Learning Priority 1 (?)

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5 Qualitative	Pedagogical Documentation	During our Curricular Lead and Staff Meetings, our HMS educators will bring traces of practice and evidence from their classroom communities for teams to analyze, discuss, and pattern. We will be mindful to include data from our Indigenous support team, and our Inclusive Education team.

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

As we are just coming to the end of our third year at HMS, we now have a group of students who will move on from École H.S. Grenda Middle School to George Elliot that spent a full three years at middle school in a community of learners. Throughout the year we have been collecting a variety of evidence to see how we are doing as we move towards strengthening this competency for all students.

Below are the patterns from the data that relate to this priority:

- Students are reporting an increased sense of belonging to the greater École H.S. Grenda Middle School community.
- According to the Student Learning Survey, 70% of students report that they are satisfied with their ability to make new friends and meet people at school.
- According to the Student Learning Survey, 86% of students report that they can identify two or more adults at HMS who care for them.
- According to the Student Learning Survey, 84% of students report that they feel welcome at school.
- According to MyEducation BC attendance data, there has been 24% student attendance improvement in the 2024-25 school year as compared to the 2023-24 school year.
- HMS students report they feel like they belong and are cared for
- Almost every student reported that they feel respected by adults in the building; however, a significant number of students reported there is room for improvement in students respecting each other and the adults in the school
- HMS students feel that school is a safe place to be

Recommendations for next steps for this School Student Learning Priority (?)

- *Continue with school structures which mix students from different communities, including Connect4, Grade 8 Elective, Passions, and Community Potluck.
 - *Continue school wide socioemotional lesson topics, including student expectations, teaching kindness and bullying recognition, mental health awareness, digital citizenship.
 - *Continue to welcome a large curricular leader team with representation from each of our four learning communities, Exploratories, and Student Support.
 - * Continue to use built in collaboration time for all teachers across communities to come together to share practice and learn from one another.
 - * Focus on pedagogies of agency and inclusion.
 - * Schedule regular check-ins with student panels to collect evidence of this learning priority. This will provide opportunities for us to gather data, learn from our students, and learn from one another.
 - * Access ILT support for all communities to support the learning of all our HMS teachers.
 - * Intentionally create learning opportunities for staff to experience opportunities to strengthen their sense of identity, well-being, and community. We believe that if staff have a strong sense of identity, well-being, and community and experience learning opportunities for themselves to strengthen this competency, then they will be better prepared to support their students with developing and strengthening this competency.
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Plan Reflection

Date

7/12/2024

Assistant Superintendent's Reflection and Next Steps

Date

7/12/2024

Principal Reflection

As we come to the end of year three, we recognize how lucky we are to be learners at HMS. Our team of student learners has shown great growth this year, and are becoming more and more confident in who they are as individuals. Our evidence, both qualitative and quantitative, shows learners are recognizing their individual strengths and stretches and have made great strides in their ability and willingness to work collaboratively to solve complex problems. We also need to celebrate the small wins we are seeing in students understanding of foundational skills. From learning updates to learning surveys, from classroom assessments to student reflections, students are reporting they are getting stronger and building their fluency in numeracy. This will continue to be an area that our team focuses on and builds their pedagogical repertoire to ensure they are meeting and continuing to grow all HMS learners. Meeting these diverse needs is a challenge, but cycles of co-planning, co-teaching, and co-learning, and implementing practices of pedagogies of agency will continue to improve the learning for all.

As students continue to show strong evidence of strengthening their identity, well-being, and community, we will lean into the new evidence that broadens this priority. Students are asking for opportunities to learn more about the environment, and their impact on it. Additionally, they are keen to engage in and learn more about the land, local Indigenous People, and their rich culture.

We will continue to work with our adult learners, and focus on using evidence to inform our decisions. Using more regular check-ins, and documenting the learning and voices from both student and adult learners will help us make adjustments to ensure we are making progress towards our priorities and also help us celebrate and honour the small wins.

Date

7/3/2025

Principal Reflection

As we wrap up my first year as principal of École H.S. Grenda Middle School, we find ourselves filled with gratitude for the journey that the students, staff, and families have taken together. This year has been one of listening, learning, and laying the foundation for shared beliefs rooted in our four learning priorities: belonging, resilience, literacy, and numeracy.

Early in the year, we heard clearly from staff that there was a strong desire for coherence around school culture and pedagogies of agency and inclusion. That message became the focus our work, and the staff should be applauded for the progress we've made in building a more connected and collaborative school environment. Throughout the year, our collective belief in learning has been a powerful compass. It has guided our decisions, shaped our actions, and reminded us that every student can thrive when we intentionally work together.

One of the most heartening developments has been seeing students from different learning communities organically mixing with peers, forming friendships and learning relationships beyond their learning communities. This sense of belonging is not only visible in our hallways and playgrounds but also in the way our staff have embraced cross-community professional learning, sharing strategies and deepening our collective practice.

We've also been intentional to partner more closely with families, helping them feel more connected to their children's education. Whether through our Celebrations of Learning, music concerts, or improved communication, we want Lake Country to be proud of their only middle school.

Looking ahead to next year, we are excited to welcome new staff into our school, ensuring they feel supported and aligned with our shared values. We are also committed to continuing our momentum by taking concrete, action-oriented steps toward achieving our learning priorities. With a strong foundation in place, we are well-positioned to deepen our impact and continue growing as a learning community.

Submit

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