



**Central Okanagan
Public Schools**

Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

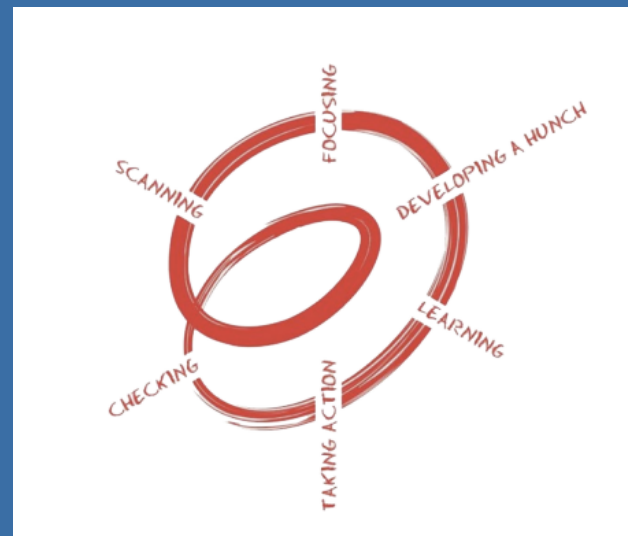
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

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 Lewis / KSS Art Students / Timothy Moore, Art Teacher
KSS Moral Project

Fostering Indigenous student success through the lens of equity



School Community Student Learning Plan



Central Okanagan
Public Schools
Together We Learn

School

South Kelowna Elementary

School Year

All

Principal

Jasmine Lemon

Vice Principal



Student Population

269



Children in Care

1



School Level

Elementary School



School Type

English



ELL

10



SPED

19



Grades

K Gr.1 Gr.2 Gr.3 Gr.4 Gr.5 Gr.6



Administrators

1



Indigenous

35



School Based Teachers

12



School Based Support Staff

3



Family of Schools

Central Family of Schools



School Learning Story

Background

South Kelowna Elementary School (SKE) has a population of 269 students who come from diverse backgrounds and stories. SKE is situated approximately ten kilometers south of downtown Kelowna, amid a semi-rural orchard area. Three school busses and one city bus service our school. Our present facility opened in 1997, after extensive renovations and additions, and now features thirteen classrooms, a full-size gymnasium, multi-purpose room, library, flexible learning classroom, community-size kitchen and eighteen acres of grounds that are shared with the City of Kelowna. Our site is often described as "beautiful" and we feel fortunate to be part of a modern, attractive school in such a lovely setting. South Kelowna Elementary is a very inviting place to learn and work. It is the school in the heart of the community where many of our teachers, staff and parents also attended elementary school!

South Kelowna Community Recreation began with a part-time facilitator and offered approximately 50 programs throughout the year. This group has grown substantially and presently provides many programs for children. For example, the current after-school care program is highly subscribed, and deeply appreciated by our families, as it provides reliable, high-quality, relationship-driven care every day.

South Kelowna Elementary initiated a joint-use agreement with the City of Kelowna in 1998. Our facility is now the "hub" for community activities and is one of "Kelowna's best kept secrets". We are nestled on 18 acres of pristine beauty and savor the uniqueness that we are blessed with. What makes us so special is our program's focus on recreation, culture and education leading to stronger families and healthier communities.

Community programs in schools bring together many partners to offer a range of supports and opportunities. Teachers partner with local community businesses such as Meadow Vista for inquiry-science based programs and McMillan Farms for agricultural experiences. Regardless of a family's economic, ethnic or family circumstances, we believe that everyone deserves access to recreational opportunities. The SKE PAC supports a range of out-of-school field studies and in-school learning experiences for our students, which has a significant impact on our students' connections to our land, the building of new knowledge, and their excitement for learning. The contributions of the PAC, and our families, is one of the defining features of South Kelowna, which is like a small town in the city.



School Scan

How we will gather Evidence

Evidence to be assessed includes recent FSA results, MDI results, school-based scans, EdPlan Insight data (especially literacy), as well as street data such as student learning tasks, classroom assessments, and class trends. Collecting information from a wide variety of sources will ensure that the learning experience of our diversity of learners (including priority students) will be reflected and included.

Type of Student learning	Description	Trends and Patterns
Other	A selection of students in grades 3 to 6 were scanned in March 2025 regarding their perceptions and feelings towards numeracy, critical thinking, and ability to problem-solve.	Students at SKE generally have a positive attitudes towards Math, and enjoy specific topics such as multiplication and fractions. They are not cohesive around collaboration, with a variety of opinions present. They have a superficial understanding of perseverance, and are not readily able to identify strategies that help them problem-solve or work through challenges.
Student Learning Surveys	Completed student learning surveys from Ministry of ECC	<p>Grade 4 Student Learning Survey Interim Results:</p> <ol style="list-style-type: none"> Academic Confidence Trend: Many Grade 4 students express confidence in their academic abilities, indicating a positive self-concept regarding their learning and skills. Pattern: This confidence is reflected in students' belief that they can learn the skills taught in school and their overall interest in academic activities. School Climate Trend: Students generally perceive the school climate positively, with many reporting that they feel safe and cared for at school. Pattern: Positive interactions with teachers and peers contribute to a supportive and engaging learning environment, enhancing students' sense of security and belonging. Peer Relationships Trend: Strong peer relationships are evident, with students reporting feelings of belonging and friendship intimacy. Pattern: Positive peer interactions are vital for social and emotional development, helping students feel connected and supported by their classmates. Physical Health & Well-being Trend: Students report regular healthy habits such as eating breakfast and getting good sleep, although there is room for improvement in overall health perceptions. Pattern: Encouraging healthy lifestyles and physical activity can further enhance students' well-being and academic performance. Bullying & Victimization Trend: Some students report experiences of bullying, including physical, social, verbal, and cyberbullying. Pattern: Addressing bullying and promoting a safe and inclusive environment is crucial to ensure all students feel secure and valued at school. These trends highlight areas of strength and opportunities for improvement, guiding efforts to enhance the learning experience and well-being of Grade 4 students.
Other	MDI - grade 5 students completed the Middle Years Development Instrument, which captures students' social-emotional development and well-being in relation to the BC Ministry of Education's Personal and Social Competencies.	<p>Five key trends for South Kelowna Elementary (SKE) students based on the 2024/2025 MDI report:</p> <ol style="list-style-type: none"> Well-being Levels Trend: A significant portion of students (41%) report low well-being, indicating challenges in areas such as optimism, happiness, self-esteem, and general health. Implication: This suggests a need for targeted interventions to improve overall well-being and support students who may be struggling.



Student Learning Priority 1

Focusing

▲ Patterns and Trends from the School Scan

Based on the Informal Student Numeracy Survey Results (SKE, March 2025), several dominant attitudes towards numeracy learning among SKE students can be identified:

Positive Attitudes

Enjoyment of Specific Math Topics:

Multiplication: Many students find multiplication enjoyable, especially when working with friends or using tools like Prodigy and Kahoot. They appreciate the ease of counting by specific numbers (e.g., 2, 5, 10) and the challenge it presents.

Fractions: Students express a fondness for fractions, finding them both easy and slightly challenging. They enjoy activities involving mixed and improper fractions.

Addition: Addition is favored for its simplicity and ease compared to other operations like subtraction, multiplication, and division.

Engagement in Fun Activities:

Interactive Tools: Tools like Prodigy, Kahoot, and Mathnasium are popular among students for making learning fun and engaging.

Group Work: Working in groups and participating in competitions are seen as enjoyable and helpful for staying focused and engaged.

Challenges and Overcoming Them

Mixed Feelings About Group Work:

While some students enjoy group problem-solving for the collaborative aspect, others prefer individual work due to concerns about group dynamics and differing opinions.

Strategies for Learning

Seeking Help:

When stuck, students commonly ask teachers, friends, or use online resources to find solutions. They also break down problems into smaller parts to make them more manageable.

Use of Tools and Visual Aids:

Students use rulers, multiplication charts, whiteboards, and finger counting to assist with solving problems.

Pride in Accomplishments

Mastery of Specific Skills:

Students express pride in mastering multiplication, division, and fractions. They feel accomplished when they can solve problems they previously found difficult.

Future Learning Goals:

Many students have clear goals for their next steps in math learning, such as tackling more advanced topics like exponents, algebra, and geometry.

▲ Student Learning Goal 1:

To ensure learner confidence and success for each of our learners by:

Focusing on number sense fluency, mathematical problem-solving and critical-thinking skills

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	Teachers observed students as they worked on finding solutions by noting frustration levels, questions, rate of completion, perseverance, mindset, and engagement.	Teachers observed significant progress in these areas, with students becoming more confident and better at explaining their thinking. The emphasis on growth mindset has helped students take risks and embrace challenges, showing increased resilience and persistence. Collaborative learning has improved, with students working together effectively. Consistent support from CEAs and staff has been beneficial. Teachers suggest involving families to build resilience and stamina. Overall, students' mathematical skills and growth mindset have improved, with suggestions for enhancing consistency and collaboration in support models.
Qualitative	Survey of staff in regards to their students' progress on this learning priority.	Teachers generally feel that students have made significant progress in number sense fluency, mathematical problem-solving, and critical-thinking skills, though there is always room for further improvement.
Quantitative	Learning Update Data indicating achievement levels for Numeracy	Schoolwide data for Numeracy shows that for Terms 1 and 2, 3.39% of learners are Emerging, 20.68% are Developing, and 75.93% are Proficient or Extending.
Quantitative	A random selection of gr 3, 4, 5 and 6 students were surveyed about their attitudes and perceptions of their math learning.	<p>Based on the Informal Student Numeracy Survey Results (SKE, March 2025), several dominant attitudes towards numeracy learning among SKE students can be identified:</p> <p>Positive Attitudes Enjoyment of Specific Math Topics:</p> <p>Multiplication: Many students find multiplication enjoyable, especially when working with friends or using tools like Prodigy and Kahoot. They appreciate the ease of counting by specific numbers (e.g., 2, 5, 10) and the challenge it presents. Fractions: Students express a fondness for fractions, finding them both easy and slightly challenging. They enjoy activities involving mixed and improper fractions. Addition: Addition is favored for its simplicity and ease compared to other operations like subtraction, multiplication, and division. Engagement in Fun Activities:</p> <p>Interactive Tools: Tools like Prodigy, Kahoot, and Mathnasium are popular among students for making learning fun and engaging. Group Work: Working in groups and participating in competitions are seen as enjoyable and helpful for staying focused and engaged. Challenges and Overcoming Them Perseverance:</p> <p>Students often mention overcoming challenges by practicing, asking for help, and using visual aids. They highlight the importance of not giving up and trying different strategies to understand difficult concepts. Mixed Feelings About Group Work:</p> <p>While some students enjoy group problem-solving for the collaborative aspect, others prefer individual work due to concerns about group dynamics and differing opinions. Strategies for Learning Seeking Help:</p> <p>When stuck, students commonly ask teachers, friends, or use online resources to find solutions. They also break down problems into smaller parts to make them more manageable. Use of Tools and Visual Aids:</p> <p>Students use rulers, multiplication charts, whiteboards, and finger counting to assist with solving problems. Pride in Accomplishments Mastery of Specific Skills:</p> <p>Students express pride in mastering multiplication, division, and fractions. They feel accomplished when they can solve problems they previously found difficult. Future Learning Goals:</p> <p>Many students have clear goals for their next steps in math learning, such as tackling more advanced topics like exponents, algebra, and geometry. Overall, the survey results indicate that SKE students have a generally positive attitude towards numeracy learning, with a strong preference for interactive and collaborative activities. They value perseverance and the support of peers and teachers in overcoming challenges.</p>



Taking Action and Learning

Leading Professional Learning

Two of our staff stepped up as Numeracy leads this year, and attended learning sessions with the ILT, alongside the principal. This group brought the learning back to the staff during staff meetings, presenting a variety of strategies, techniques and structures that could be applied at any level. Implementation Day had a significant focus on this priority, with guest presenter Kendra Jacobs leading the staff through a series of activities that stretched their thinking. Staff divided into collaborative groups based on shared curiosities and engaged in a cycle of learning together, through a combination of staff meeting time, collaborative time and classroom instruction. They explored a variety of modalities, including the use of manipulatives, vertical learning, low floor/high ceiling tasks, along with more traditional methods of instruction in order to further their students' progress.

Implementation Day: afternoon learning with Kendra Jacobs, local teacher and independent consultant from Mathematizing 24-7 led us through a learning session designed around creating accessible learning opportunities (low floor/high ceiling) for students.

Staff collaboration time was offered at 3 separate staff meetings, along with a 1/2 day of collaborative learning and planning. Requested resources based on each small group's interests were purchased for use in the classroom, included wipebooks, manipulatives, and instructional guides.

School Level Strategies Structures

Staff observed through conversations, students showing their learning and thinking and summative results that there were lagging skills with numerical problem solving. Staff see a value in emphasizing the importance of building strong foundational math skills, especially for younger students like kindergarteners.

Learning Assistance/Classroom Support: our part-time classroom support teacher regularly supported in classrooms, especially in Term 2 as needed, to assist with instruction, alongside our Indigenous Advocate, Inclusion Teacher and Counsellor.

Classroom teachers partnered up to offer parallel learning experiences, debriefing with each other in order to celebrate successes, identify challenges, and modify approaches as needed.



Taking Action and Learning (cont)

Classroom level Instructional Strategies

Place Value Concepts: Addressing gaps in understanding place value concepts beyond the twenties.

Mathematical Problem-Solving

Collaborative Problem-Solving: Encouraging students to work together to solve problems and share responsibilities without conflict.

Small Group & Centres

Vertical Learning

Explaining Thinking: Helping students not just find the correct answer but also explain their thinking and reasoning to others.

Critical-Thinking Skills

Resiliency in Problem-Solving: Developing students' ability to persevere with math tasks, especially when they encounter difficulties or make mistakes.

Challenging Tasks: Pushing students to challenge themselves and use the skills and strategies they have learned.

Action to address this priority can include:

Integration Across Subjects: Weaving math and numeracy tasks into various elements of the school day beyond just the dedicated math block.

Balance in Instruction: Finding a balance between direct teaching of mathematical concepts and one-off problem-solving activities. Through student self-reflections, students expressed challenges in solving "word problems", clarifying the problem, and sticking with challenges over time rather than giving up.

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	continue to develop a holistic definition of success for each learner, with a focus on personalizing the learning journey

Resource Type	Resource Description	Estimated Budget
Professional Learning	Building Thinking Classrooms/Pam Harris books	250
Professional Learning	Kendra Jacobs	800
Learning Resource	Wipebooks/Manipulatives	250



Checking for Impact

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

At this time, students are sharing that they feel confident and positive towards numeracy and numeracy challenges, and we can see that in their attitudes towards participating in class learning activities as well. They can identify multiple strategies to solve challenging problems, and express a willingness to try new learning. They also demonstrate a need to more deeply develop critical thinking abilities, going beyond the surface to assess their own understanding (metacognition). They are surprisingly resistant to collaborative work and group learning, which is curious.

Recommendations for next steps for this School Student Learning Priority

Numeracy has been a learning priority at SKE for the last several years. The results we see from student achievement lead us to believe that it may be time to focus our efforts on another area, based on what teachers are observing and experiencing with their students. However, this does not mean we leave our numeracy focus behind. Instead, we should maintain the good practices and innovations that have been embraced.



Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan

Empathy interviews with students, alongside observed anecdotal data (qualitative evidence) showed that students understand a variety of strategies for addressing challenging learning, but struggle to stay engaged in challenging tasks. They do not have an internalized understanding of the strategies that can be used to tackle challenges, nor the persistence over time to stick with hard things consistently.

Staff agreed that building stamina for learning would build deeper resilience to a broad range of challenges that students may face in their lives

Students often mention overcoming challenges by practicing, asking for help, and using visual aids. They highlight the importance of not giving up and trying different strategies to understand difficult concepts, but struggle to put this into practice.

Staff see that the following are key areas to address:

Growth Mindset

Encouraging Risk-Taking: Helping students understand that mistakes are part of the learning process and encouraging them to take risks and try new strategies

Positive Self-Talk: Promoting the use of growth mindset language and strategies, such as positive self-talk and the power of "yet".

Stamina for Learning

Building Endurance: Explicitly teaching students what stamina looks like, feels like, and how to build it during learning tasks.

Vertical Learning Opportunities: Providing opportunities for students to work through challenges and find multiple ways to solve problems.

Resiliency to Challenge

Perseverance: Developing students' ability to persevere through difficult tasks and challenges.

Emotional Regulation: Helping students recognize when they need to regulate their emotions and providing strategies for deep breathing and self-regulation.

Student Learning Goal 2

To ensure learner confidence and success for each of our learners by:

- Promoting, nurturing and developing a growth mindset, stamina for learning and resiliency to challenge

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
Quantitative	MDI survey	The MDI report for South Kelowna Elementary reveals positive trends in students' growth mindsets, stamina for learning, and resiliency to challenge. A significant portion of students exhibit high levels of optimism (45%), self-esteem (76%), and happiness (79%), indicating a strong growth mindset. However, 32% of students report low absence of worries, suggesting some struggle with anxiety. Short-term self-regulation is moderate, with 40% of students scoring high. Despite these challenges, students demonstrate resilience, with 71% feeling a strong sense of peer belonging and 81% having high friendship intimacy. Overall, while students show promising growth in mindset and resilience, there is room for improvement in managing worries and enhancing self-regulation.
Qualitative	Survey of staff in regards to their students' progress towards this learning priority	Teachers observed significant progress in students' willingness to take risks, embrace challenges, and persist through difficulties. Many students are developing better self-regulation and emotional awareness. The focus on growth mindset has helped students see mistakes as part of the learning process and build confidence. However, some students still need support in building stamina and resilience consistently. Overall, the responses indicate positive trends in fostering a growth mindset and resilience, with room for further improvement.
Quantitative	stamina charts (for reading skill development, numeracy skills)	Stamina tracking charts provide quantitative data for teachers to see the learning trajectory of each student - what they are able to do and achieve from the beginning of an assessment cycle to the end. This is accessible for all students as it is individualized.
Qualitative	Observations outside during play times, during classroom learning activities and structured learning environments in and out of the classroom and school.	Staff are aware of all students mindsets as we encourage ongoing 'growth mindset' and kindness culture at our school. Some examples of collaborating with peers include solving mathematical learning (counting collections, making thinking visual and Peter Liljedahl - Building Thinking Classrooms), literacy provocations, physical education, lunch time floor hockey or gym activities facilitated by Eagle Guides. We were able to open up playground use in Term 3 as students were showing readiness to playing in mixed grade groups.
Quantitative	Student Learning Survey	A significant portion of students demonstrate a strong growth mindset, with many expressing confidence in their ability to learn and succeed. The survey indicates that students are developing stamina for learning, as they are willing to persist through challenges and continue trying even when tasks are difficult. Additionally, students show resilience by adapting to setbacks and maintaining a positive attitude towards their learning journey. Overall, the results suggest that Grade 4 students are building essential skills that contribute to their academic and personal growth, with a focus on perseverance, confidence, and adaptability.



Taking Action and Learning

Leading Professional Learning

Books:

Co-Regulation Handbook: Creating Competent, Authentic Roles for Kids with Social Learning Differences, So We All Stay Positively Connected Through the Ups and Downs of Learning: this book was provided to each CEA with opportunities to review and discuss chapters at CEA meetings through the school year

Powerful Thinking : Engaging Readers, Building Knowledge, and Nudging Learning in Elementary Classrooms by Adrienne Gear: This book was provided to each teachers, with opportunities to discuss and review at staff meetings and Implementation Day

Building Thinking Classrooms: a small group of staff collaborated on integrating these strategies into their practice; the books were provided as needed

The Anxious Generation (Jonathan Haidt): staff encouraged to explore this book; conversation with PAC & intent for PAC to offer parent learning

School Level Strategies Structures

Inclusion Teacher/Counsellor Small Groups: PEERS and Friendology small groups offered to approximately 75% of classes, with students chosen through conversation with classroom teachers/observations/parent request

Classroom Support Teacher: this part-time teacher met with classroom teachers (especially primary, early intermediate) to identify lagging skills in relation to this learning priority. Skills were explicitly taught to priority students and then these small groups presented the same activity or lesson to their classes.

Fine Motor Skills Group: students primarily supported by CEAs for a variety of reasons meet weekly to take part in a fine motor skills group, teaching them persistence, task initiation, and group work. They meet in a space that requires them to work together, to accommodate for each other, and to communicate.

SCREAM program for grade 6 students, highlighting self-discovery and awareness, preparation for young teenagehood, and personal growth.

Schoolwide Assemblies and Activities: Meaghan Hackinen, ultra-cyclist joined our school for two presentations on the commitment and perseverance it takes to set an athletic goal and work to achieve it. She shared her story of completing a bike race from Banff to the Mexican border, including her challenges, struggles, wins, and some humorous moments.



Taking Action and Learning (cont)

Classroom level Instructional Strategies

We saw that cultivating a growth mind set by welcoming mistakes was an opportunity for learning which resulted in a positive shift in student attitudes. Promoting our motto - Sharing Kindness Everyday

Small Problem/Big Problem: this language was used across our school community directly in response to the various small group learning opportunities provided by our IT/Counsellor/Classroom Support people.

Calm Corners: continuing from the previous year, classroom teachers maintained "calm corners" for students to access as needed

Grade 6 Leadership Program: All of our grade 6s participate as lunch monitors daily, as well as co-create and lead monthly learning sessions on various topics such as Integrity, Peacefulness, Gratitude. These lessons are built with their voices, and then shared with all classes. After the activity, students support younger learners in their class, and demonstrate the skills in question.

Collaborative Learning: Encouraging students to work collaboratively and support each other in their learning.

Family Involvement: Involving families in building resilience and stamina in their children by providing them with information and strategies.

Counsellor, Resource teacher, CEA's, LAT and administrators working together to support students in their daily lives through conversations, small group activities, peer/family and classroom support.

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 building resilience and perseverance so students can find success over time

Resource Type	Resource Description	Estimated Budget
Professional Learning	Co-Regulation Handbook: Creating Competent, Authentic Roles for Kids with Social Learning Differences, So We All Stay Positively Connected Through the Ups and Downs of Learning	130
Other	Eagle Guide Supplies	0 (PAC funded)
Professional Learning	Powerful Thinking : Engaging Readers, Building Knowledge, and Nudging Learning in Elementary Classrooms	532



Checking for Impact

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

Our students express an understanding and appreciation of growth mindset as a concept. They readily use phrases such as "I don't understand this yet". Observations show that in academic challenges, as well as relationships, they need a significant amount of support in persevering through a challenge or problem, and identify that when faced with these hurdles, they feel stress or worry.

Students do not have a vocabulary of strategies that they can use to solve problems. We see a degree of individual helplessness and a lack of initiative at times, in relation to perseverance. We are pleased by the academic progress our students are showing, but concerned by their persistent worries and the low emotional results evident on the student learning survey (grade 4) and MDI (grade 5).

Recommendations for next steps for this School Student Learning Priority

We can target the explicit instruction of strategies for problem-solving and addressing personal challenges. The positive outcomes evident from the small group opportunities (PEERS, Friendology) are strong, and we see a need to continue these groups for our learners moving forward.

We are called to look carefully at the emotional lives of our students, their connections with each other, and to focus on helping them develop a positive outlook about their futures.

Fostering an ability to collaborate effectively, to compromise and be flexible, to accommodate for each other, and to be generous in our friendships is another area of growth for our students.



Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan

Reviewing the MDI (Middle Years Development Instrument) our Gr. 5 results showed a decline in feeling connected to each other and our staff. Overall, while a significant portion of students at South Kelowna Elementary are thriving emotionally, physically, and mentally, there are areas of concern, particularly with sadness, worries, and physical activity levels. The student learning survey (Gr. 4s) showed a stronger connection to school staff, but still some lagging areas. These include a focus on physical activity, supports processing emotional challenges, and assistance with growing self-regulation skills. Observations indicated that providing students with learning environments where opportunities to engage in small groups through cooperative learning would benefit social emotional well-being, resilience and promote relationships amongst all students.

Student Learning Goal 3

To ensure learner confidence and success for each of our learners by:
-Approaching and supporting our learners through a holistic lens, recognizing the interconnectedness of mental, physical and emotional wellness

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

Foundational Skills



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Qualitative	Anecdotal observations of areas of playground/field in use; who is using them.	We maintained our Eagle Guides program which began in the spring 2024 with a focus on developing leadership skills amongst Intermediate students so they can support healthy active play and the building of relationships with younger grade peers. Building these connections will further our goal of encouraging interconnectedness, and positive high regard within our student population, encouraging wellness for all.
Quantitative	Number of incidents reported by NHS and teachers after recess breaks of concerns and conflicts between students.	We continue to observe challenges with game play (soccer, football) among certain cohorts. Playground equipment incidents are down, but field activity challenges are consistent.
Qualitative	Observing interactions between students through partner classes and students playing outside during lunch and recess breaks showed the connections between students.	All students engage in recess and lunch time outside play activities. For term 1 and 2, students played on separate, alternating playgrounds based on primary or intermediate. For Term 3, we saw readiness for mixed grade groups to play together, and this has been successful.
Qualitative	Participation in Eagle Guide Program	Eagle Guides are grade 4 and 5 students who receive some training to support younger peers with playground activities and problem solving. We have 30 or so students who volunteer weekly to assist with this, with excellent commitment and follow-through
Qualitative	Survey of staff in regards to their students' progress towards this learning priority.	Teachers have noticed significant progress in students' emotional regulation and overall well-being. Many students are better at managing their emotions and taking care of their physical health. The focus on creating a supportive classroom environment has helped students build strong relationships and a sense of community. However, some students still need ongoing support in social-emotional regulation and resilience. Overall, the responses highlight positive trends in fostering a holistic approach to student wellness, with room for further growth.



Taking Action and Learning

Leading Professional Learning

Creating school and classroom cultures that support children's personal and social competence requires everyone to be involved.

CEA staff provided with "Co-Regulation Handbook: Creating Competent, Authentic Roles for Kids with Social Learning Differences, So We All Stay Positively Connected Through the Ups and Downs of Learning"

Teaching Staff provided with "Powerful Thinking: Engaging Readers, Building Knowledge, And Nudging Learning in Elementary Classrooms"

School Level Strategies Structures

School level strategies and structures include, but are not limited to the following:

Creation of "Eagle's Nest" regulation & small group space: This low-sensory space is available as a regulation zone, a quiet place for supported learning opportunities, and as our location for fine motor small group activities

Revitalization of counselling office with improved layout and sensory materials (varied lighting, soft textures, visually non-stimulating space)

PEERS, Friendology, Small Group sessions: all classrooms reached through these supports depending on the term.

Arc Clinician: 6 priority students supported throughout year on a weekly basis, with a focus on improving their wellness; Indigenous Wellness Worker connected to 1 student, and 2 students referred to HRVY program, with one continuing successfully.

Physical Literacy Sessions with Andrea Locke (Health Promoting Schools): classroom teachers signed up to have this program delivered to their classrooms in the fall; she is returning this spring with focus on outdoor activities

Harmony Day Schoolwide Potluck: with a focus on inviting families in to celebrate culture, this was intended to recognize each students' individual story and connection to others

Pink Shirt Day Assembly: schoolwide gathering to reinforce message of acceptance and kindness, co-created and facilitated with student leaders

Schoolwide Pancake Breakfast: another opportunity to celebrate our schoolwide community with a shared meal and fun.

Revitalization of the Gathering Room: new tables, new location with a window and view to nature; naming of the Squirrel Club, where students participate in recess activities with the Indigenous Advocate

PAC-supported field studies, enabling a wide variety of physical activities: in-line skating, Airhouse trampoline, sailing, kung fu, Kelowna Gymnastix. All SKE students have had their PHE program enhanced through these opportunities.

Monthly optional staff themed potlucks: a monthly opportunity for staff to share a meal together based on a fun theme like "childhood faves" or "go global"

Staff Kindness Celebrations: we have a dedicated bulletin board for staff to share kudos and thanks with each other; time is provided at every staff meeting for this

Parent supported floor hockey: Two SKE parents volunteered their time to support floor hockey as a lunchtime activity for interested students



Taking Action and Learning (cont)

Classroom level Instructional Strategies

Classrooms actively utilize practices such as gratitude circles, and opening morning meetings to promote relationships within the classroom.

Gr 4/5 class: participation in "Get the Facts" alcohol, cannabis, tobacco and vaping products virtual presentation

Ongoing support of student collaboration through practice, modeling, reflection

Nature-based learning: walking field trips, trips to Mission Creek Park & other outdoor experiences, tree touches, nature villages), field studies

Building a "calm corner" area in each classroom to support emotional regulation and management.

Identifying students for small group supports (a friendship social group, students participating in activities with our Indigenous Advocate)

Ongoing collaboration and consultation with Student Support Services team, including SBT referrals, requests for consultant support, OT, SLP, etc... along with involving parents with intention to ensure we do all that we can to help students flourish and thrive.

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) Maintaining a focus on the wellness of our students from the inside out, so that they can be in a learning mindset who each and every day.

Resource Type

Resource Description

Estimated Budget

Other	Eagle Guide Supplies	0 (PAC funded)
Professional Learning	Physical Literacy Learning with Andrea Locke	0 (school-district program)
Staffing, Supplies	Calm corner classroom supplies	100
Staffing, Supplies	Furniture for sensory spaces	1000



Checking for Impact

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

The MDI and Student Learning Survey showed that our students are not thriving in this area as much as we would have expected. While we see positive interactions and cross-grade connections on the playground, we also see repeated challenges with interpersonal relationships, perspective-taking and empathy. We see students using the skills being taught in their classrooms during our SEL lessons, and we see them also using the "calm corners" as one way to navigate personal challenges and emotional regulation.

We see that there is a need to maintain a focus on holistic wellness, although we may revise this as a distinct learning priority, and move it towards being the lens through which we view our students.

Recommendations for next steps for this School Student Learning Priority

Embracing our school motto of "sharing kindness everyday" and actively teaching interpersonal skills, as well as "just-in-time" learning as needed will help us move towards achieving this goal. Utilizing our School Support Team and School-Based Team structures, so that we approach and recognize each student as a whole learner, rather than looking only at academic or SEL pieces will help us deepen our holistic understanding. Additionally, we will continue to develop our Eagle Guides program so that students are empowered to be part of the solution in regards to peer relationship challenges, and to develop strong relationships across classes and grades.

If we are able to maintain consistency with our student support services team, we will be starting the next school year ahead, as our team will know the students collectively and individually, and we will be able to design specific and targeted opportunities to support them from the beginning.

School

South Kelowna Elementary 

Student Learning Priority 4



Central Okanagan
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Foundational Skills

Patterns and Trends from the School Scan

Student Learning Goal 4

School

South Kelowna Elementary ▾

Evidence of Impact for Priority 4



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Type of Evidence **Short Description**

Consideration of Equality Inclusion



Leading Professional Learning

School Level Strategies Structures

Classroom level Instructional Strategies

District Strategic Plan - Priorities



Description

Resource Type **Resource Description** **Estimated Budget**



School

South Kelowna Elementary 

Checking for Impact for Priority 4



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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



Assistant Superintendents Reflection And Next Steps

SKE has made significant strides in enhancing students' attitudes toward mathematics and numeracy over the past several years. Additionally, the school has successfully improved students' mathematical skills, including fluency, problem-solving abilities, and critical thinking skills. These positive outcomes directly contribute to students' self-perception as capable mathematicians.

Your school's Social-Emotional Learning (SEL) priorities, which focus on student stamina for learning and resilience in the face of challenges, align seamlessly with your third priority of approaching students through a holistic lens. Additionally, your school has implemented various strategies to enhance students' social-emotional learning skills.

Congratulations on a great job creating an excellent learning situation for the students at SKE and for creating learning priorities that will provide a clear focus for the 2024-2025 school year.

Principal Reflection
