



**Central Okanagan
Public Schools**

Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

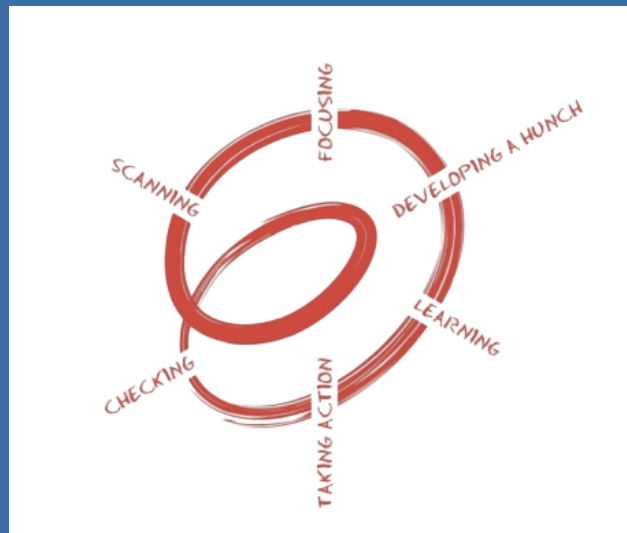
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

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





School Community Student Learning Plan



Central Okanagan
Public Schools
Together We Learn

School

Peachland Elementary

School Year

2025-2026

Principal

Lisa Wilson

Vice Principal



Student Population

178



ELL

9



Indigenous

23



Children in Care

2



SPED

13



School Level

Elementary School



Grades

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



School Based Teachers

8



Family of Schools

Westside Family of Schools



School Type

English



Administrators

1



School Based Support Staff

3



School Learning Story

Background

Guiding Principle
We are a community of empowered learners where everyone belongs and is valued for their contributions.

Peachland Elementary School is the only public educational facility in the quiet, rural, lakeside community of Peachland, British Columbia, which has a population of approximately 5,000 residents. Our school currently enrolls 178 students, approximately 10% of whom identify as having Indigenous ancestry. The majority of students who begin their schooling in Peachland remain at the school through to the end of Grade 5.

Our families and local community are strong partners in education and consistent supporters of our school. Peachland Elementary is an integral part of the social fabric of the community. Our school population reflects a diverse range of socio-economic backgrounds, and we are committed to celebrating this diversity while fostering a culture of inclusion, belonging, and respect.

School Scan

How we will gather Evidence

We used and will continue to use a variety of ways to gather and analyze evidence, both with the whole population and in small groups. We use empathy interviews, school and provincial data, and student surveys. Many of the adults in our school have participated in gathering evidence on learning.

- In the first week of November 2021, we asked all our students the four important scanning questions:
- 1. Can you name two people who believe that you will be successful in life? This question is important because students need adults who believe in them to feel safe and confident to learn.
 - ?2. What are you learning and why is it important? Learners need to know what they are learning and why it is important because they take value, understand and remember what they learn and can use it in their life.
 - ?3. How is it going with your learning? We hope all students will be lifelong learners and enjoy learning. We also hope they can explain why their learning is going well with evidence.
 - ?4. What are the next steps in your learning? Our students need to be able to explain their goals and how they can reach them.

Type of Student learning	Description	Trends and Patterns
Empathy Interviews	All students were scanned with the 4 Spirals questions	Students were not all able to identify 2 or more adults who believe in them in November of 2022. Students knew they were learning but not able to identify why it was important. This information contributed to the development of the Belonging goal
Empathy Interviews	With Healthy Schools team in May 2022	Students interviewed had mixed feelings on being connected and feeling belonging in the community, at the school level and in their outside community in May of 2022.
Student Achievement Data	FSA data on numeracy	Student were highly unsuccessful in the numeracy section of the FSA in the 2021-22 school year and this is why we chose the numeracy goal. Each year the results improve.
Other	MDI with grade 5 students	PLE students were significantly more at risk than other district schools in 2022 and this is the reason for the Belonging goal.
Student Learning Surveys	Grade 4 learning survey	Depending on cohort year, results can vary but we believe this is a valuable perspective from the children each year.

Student Learning Priority 1

Focusing

▲Patterns and Trends from the School Scan

Results from our November and June scans, the Grade 4 Learning Survey, and the Grade 5 Middle Years Development Instrument (MDI) (2022) indicate that some students do not yet feel that at least two adults at our school believe in their future success. We are committed to ensuring that every student feels supported and valued by caring adults within our school community, as this sense of connection is foundational to student well-being and learning.

In the spring of 2025, further data analysis revealed that 31% of students were at the emerging or developing level in reading and numeracy. In response, we expanded our focus on belonging to include academic belonging, recognizing that students are more likely to feel a sense of connection and confidence when they are able to access and engage meaningfully with the curriculum.

▲Student Learning Goal 1:

All children will feel belonging as learners and as community members at PLE.

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	Friendship groups run by our Inclusion Teacher.	We provide targeted opportunities for students who would benefit from additional support in conflict resolution, problem-solving, and interpersonal skills to participate in small groups that intentionally teach and strengthen these competencies. Our goal is to ensure that all students develop the skills needed to build and maintain positive, healthy relationships.
Qualitative	Participation in our noon hour clubs - Young Author's, Just Dance, Choir, Board Games, Soccer, Volleyball Intermurals and Basketball as well as skipping club, acting club, sketching at the beach club	There is a number of options for the children to choose and large numbers of students will participate as they feel welcome, seen, appreciated for their contributions and participation in the clubs. We have also developed the 'Eagle Guides' which is a group of grade 4 and 5 students who are in leadership roles within the school and take on the task of planning spirit days and running activities at lunch for grades K-3 students.
Quantitative	Grade 4 Learning Survey- belonging questions results	Our number of students who feel like they belong should increase to 100%.
Quantitative	Grade 5 MDI	All grade 5 students have the opportunity to participate. This group has been at the school the longest and should feel part of the community.
Qualitative	Breakfast Club Attendance and Conversation	All children feel welcome at the breakfast club and enjoy nourishing food while having positive connections with school mates and adults. A soft and welcoming start to the day.

Taking Action and Learning

Leading Professional Learning

At Peachland Elementary, professional learning has been intentionally focused on strengthening our understanding and practice to support student belonging, well-being, and engagement. Through ongoing learning in social-emotional learning, trauma-informed practice, emotional regulation, and inclusive instructional strategies, we have developed a shared understanding of how to create safe, supportive, and responsive learning environments. This work has been enriched through collaboration with educational leaders such as Leroy Slanzy, Jodi Carrington and Jessica Minahan, and local knowledge keepers including Elder Barnes and Jasmine Peone, deepening our awareness of connection, identity, and place. Our learning experiences have supported us in responding to diverse learner needs with empathy and consistency. In addition, whole-school artistic and cultural initiatives, as well as land-based and language learning, have strengthened both the collaboration among staff and collective efficacy. Ongoing collaboration time further supports staff in reflecting on practice, aligning approaches, and continuously improving in service of student success and belonging.

School Level Strategies Structures

At Peachland Elementary, a culture of belonging is intentionally cultivated through shared experiences, student voice, and meaningful connections within the school and broader community. Students regularly engage in collaborative, school-wide learning opportunities—such as cross-grade buddy activities, creative projects, land-based learning, and community partnerships—that foster connection, empathy, and a sense of collective identity. Opportunities for student leadership and agency are embedded throughout the school, with students contributing to decision-making, leading initiatives, and supporting daily routines in ways that reinforce their value within the community. Inclusive practices such as breakfast club, a variety of lunchtime clubs, intramurals, Youth Choir, Youth Council and the arts ensure that every student can find a place to connect and feel successful. Celebrations, performances, and community events further strengthen relationships among students, staff, families, and local partners. Together, these experiences create our PLE school environment where students feel seen, supported, and connected, and where belonging is an integral part of everyday learning.

Taking Action and Learning (cont)

▲ Classroom level Instructional Strategies

At Peachland Elementary, a sense of belonging is intentionally nurtured through daily classroom practices that prioritize connection, reflection, and student voice, directly supporting our guiding principle of being a community of empowered learners where everyone belongs and is valued for their contributions. Teachers embed community-building routines such as morning meetings, check-ins, and gratitude or sharing circles, creating consistent opportunities for students to feel seen, heard, and respected. Social-emotional learning is integrated throughout the day, including restorative practices, literacy connections, self regulation routines, and ongoing reflection on the Core Competencies, supporting students in developing self-awareness, empathy, and positive relationships. Students are also encouraged to explore and share their identities, fostering an environment where diversity is recognized and celebrated. Opportunities for connection extend beyond the classroom through cross-grade friendships and intergenerational experiences, helping students build meaningful relationships within the school and the wider community. Together, these practices support students in developing as empowered learners who feel a strong sense of belonging and understand that their contributions matter.

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)	Building a safe and supportive environment where all learners belong and feel valued.

Resource Type	Resource Description▲	Estimated Budget
Learning Resource	Children's Books to support SEL	225
Staffing, Supplies	Concert/ Talent Show Materials	1000
Professional Learning	Emotional Schools Visit	4000
Learning Resource	Feeling Seen Books	225
Professional Learning	Jasmine Peone Land Based Learning	3000
Learning Resource	Materials for special days of whole school learning	1000

Checking for Impact

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

Our data indicates that most students feel like they belong, and have a strong sense of happiness in their lives. We are getting better at building a sense of belonging but still not good enough although this year we are above the district averages.

We continue to notice that lack of sleep and nutritional challenges are evident and can impact learning.

We have successfully implemented another year of a robust Breakfast Club with funds from the President's Choice Program for Powerful Kids and will continue next year. We also used some funds to purchase hot lunch for our students on the brown bag program who do not ever receive hot lunch. This has made a significant impact on student sense of belonging.

We continue to connect with students and families with high absenteeism to see how we can get them to school more often. We make a conscience effort to remind students how happy we are to have them at school when they are in the building. This positive reinforcement has been effective.

In January 2025 Ms. Briggs completed a belonging scan with all children in the school. 164 students out of 170 could name at least 2 adults in the school who care about them. This is a huge success! We want to continue with this success and build upon it.

We are connected with the community of Peachland and we want the children to feel like they belong at school and within the community! We have several community organizations involved with the school, a local soccer coach sets up sports for the kids in the gym 2 days a week during the lunch hour, we have a Youth Council who meets with the Peachland Mayor several times a year. The Council brings issues or concerns to the Mayor. From this group, several concerns have been address throughout the year, including repainting of the school cross walk, the school sidewalk being extended this coming summer, youth volleyball offered at the community center and several others. This year we developed a Junior Choir who sang at the Mayor's birthday bash as well as at school performances, we have senior singers come and sing with our Kindergarten classes each week, and we have intergenerational gardeners supporting our grade 3 and 4 students to plant and harvest vegetables. This year we partnered with the local IGA and had a pancake breakfast for our whole community. We invited families to enjoy pancakes in the gym from 8:00-9:00. It was highly success in bringing our community together. We had a talent show this spring where students were encouraged to share their special gifts with the school. We had a wide variety of performances from a puppet show to a magician and many singers and dancers. We were not only proud of our performers but also proud of the school audience who encouraged and celebrated their class/school mates.

Recommendations for next steps for this School Student Learning Priority

- We will continue to offer our robust and successful breakfast club to all students.
- We will continue the family pancake breakfast.
- We will continue to offer a wide range of sports and arts clubs and opportunities to meet the needs of all learners so all children can find something that speaks to their needs and interest.
- We will continue to collaborate with our community partners, Intergenerational Gardeners, Land-based Learning, Youth Council, Soccer to support strong relationships between students and the community.
- We will have a full day learning session from Emotional Schools by Leroy Slanzy to develop common language around our social-emotional learning
- We will continue to engage in trauma-informed practice workshops to strengthen our understanding in order to continue to understand and be responsive to our student needs
- We will continue to be open to opportunities to partner with the community in ways that bring reciprocal opportunities to our students and the community.

Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan

Based on our school scans, Foundation Skills Assessment (FSA) numeracy data, and empathy interviews conducted since 2022, we identified that many students experience difficulty reflecting on their thinking and learning in numeracy. In particular, students have demonstrated challenges with perseverance when approaching complex problems and with explaining their thinking in multiple ways. Since this time, we have continued to monitor FSA data and classroom-based achievement, while engaging in ongoing empathy interviews to better understand and respond to student needs.

Student Learning Goal 2

All children will develop mathematical reasoning

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
Quantitative	Pilot the 2025-26 draft SD23 District Assessment Tasks	With a district wide universal assessment, it will help us know where our learners are at in a more standardized way than we've been able to do in the past.
Qualitative	Teachers sharing strategies at staff meetings	We have 2 teachers who worked with the LIT team this year and they shared some of their learning at a staff meeting and our Math lead for the school also shared some strategies at the staff meeting. These were very successful as teachers in the 'audience' have been taking up the strategies and using them with students.
Quantitative	FSA results for grade 4	This is a standardized assessment in our province so gives some good mathematical data. Impacts all students. 73% of grade 4 students scored meeting or exceeding in Fall 2025.
Quantitative	School based proficiency scales from Learning Updates.	Comparing year to year and term to term how the children develop and move through the proficiency scale in mathematics.
Qualitative	Monthly Math Number Talks and Problem Solving Tasks that are set out at the beginning of the month	All students have the opportunity to participate at their level teachers engage children in these tasks



Taking Action and Learning

Leading Professional Learning

Professional learning in numeracy at Peachland Elementary has focused on strengthening instructional practices that support mathematical reasoning, problem-solving, and conceptual understanding. Staff have engaged in learning with district specialists and facilitators to deepen their use of effective strategies, manipulatives, and approaches to computational fluency that emphasize flexible thinking over memorization. This work has been supported through collaborative structures such as staff discussions, shared problem-solving experiences, and consistent school-wide approaches. Participation in district initiatives, including the development of an elementary numeracy screener, has further strengthened staff understanding and practice, while increased access to hands-on resources has supported student learning.

In June 2025, staff identified key next steps to guide ongoing professional learning, including teaching skills and strategies within meaningful, context-based problems, strengthening connections to computational fluency, increasing intentional modeling of mathematical language and thinking, and incorporating math conferences to better understand and support student learning. This work reflects a shared commitment to improving student achievement in numeracy through intentional, consistent, and responsive instruction.

School Level Strategies Structures

School-level initiatives at Peachland Elementary have been designed to create a consistent and engaging approach to numeracy that supports the development of mathematical reasoning, real-world application, and student agency. The school has created a dedicated space for shared manipulatives and invested in a range of instructional resources and manipulatives, ensuring equitable access to tools that support hands-on, conceptual learning across all classrooms. Opportunities such as monthly school-wide math challenges and whole-school events foster a shared culture of problem-solving, while also encouraging students to take ownership of their thinking and approach to mathematics. Experiential learning initiatives, including financial literacy and entrepreneurship opportunities, provide authentic contexts for students to apply their learning and make meaningful decisions. In addition, collaborative structures such as lunch-and-learn model lessons support the ongoing development and alignment of instructional practices across grade levels. Together, these initiatives reinforce a cohesive, school-wide commitment to strengthening numeracy while empowering students as confident, capable learners.

Taking Action and Learning (cont)

Classroom level Instructional Strategies

At the classroom level, teachers at Peachland Elementary are implementing a range of instructional approaches that reflect a shared focus on developing mathematical reasoning, problem-solving, and student agency. Drawing on professional learning and expanded access to resources, teachers are increasingly designing open-ended, inquiry-based learning experiences that encourage students to explore multiple strategies and solutions. Instructional practices such as number talks, math discussions, multi-step problem solving, counting collections, and the use of vertical non-permanent surfaces are supporting students in communicating their thinking and engaging more deeply with mathematical concepts. Teachers are also integrating literacy strategies into numeracy instruction, strengthening students’ ability to explain and justify their reasoning. Access to frameworks such as Thinking Classrooms and curated resource collections has supported the reimagining of math instruction across grade levels, while the intentional use of manipulatives enhances conceptual understanding. In addition, partnerships with community educators provide students with opportunities to engage in rich problem-solving experiences that build perseverance and confidence. Together, these classroom practices support the development of flexible, reflective learners who are increasingly able to take ownership of their mathematical thinking.

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	The learning process, assessment for and of learning, a supportive and safe learning environment, and pedagogical skills. Meeting all students where they are at and move learning forward in numeracy.

Resource Type	Resource Description	Estimated Budget
Professional Learning	Lunch and Learn and Model Lessons	750
Learning Resource	Manipulatives for All to Share	2000
Learning Resource	Mathematical books	1500

Checking for Impact

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

Our data indicates that students are making progress in numeracy; however, continued, intentional focus is needed. The implementation of targeted instructional strategies has contributed to improved Foundation Skills Assessment (FSA) results. By embedding opportunities for students to talk about, represent, and apply mathematical thinking across subject areas and in real-world contexts, we are strengthening their understanding and ability to make connections. Moving forward, we will continue to refine these approaches, with an increased emphasis on student discourse, problem-solving, and flexible thinking to further support student growth in numeracy.

Our Lead Team at the school, lead by the district LIT team has been focusing on mathematics. The teachers shared some of their learning at a staff meeting as well as our 'Math Lead' teacher. Through this sharing the other classrooms teachers gained valuable insights into effective strategies to expand their tools in their math teaching toolkit.

All teachers used the draft district math assessment this year and provided feedback to the team.

In June 2026 members of the LIT team will be scanning all of our students to understand their belief in themselves as mathematicians and their use of strategies to effectively solve math problems. We look forward to receiving these results planning our response to them to continue to support our learners as developing mathematicians.

Recommendations for next steps for this School Student Learning Priority

Looking ahead, Peachland Elementary will continue to strengthen coherence and consistency in numeracy assessment and instruction by implementing the draft district math assessment framework. This will support the collection and use of meaningful and universal evidence of student learning to better identify strengths and areas of growth and support responsive teaching. Staff will continue to engage in collaborative structures, such as the monthly math challenge, to support common instructional practices and deepen student engagement in mathematical thinking and problem-solving. We will continue our partnership with Mr. Satoshi as he helps us stretch our thinking and provide open-ended, challenging problems to our students. We will also continue to expand and refine our shared collection of manipulatives and counting collections to ensure equitable access to tools that support conceptual understanding. Our PAC has generously donated funds for the purchase of an expanded collection of math manipulatives to build strong number sense in students rather than relying on memorization.



Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan

During our scan in the spring of 2025 we noticed that 43% of our students were emerging or developing in writing. We decided to add writing to our priorities.

Student Learning Goal 3

All children will develop a positive writer’s identity through skill development that fosters joy and proficiency in writing

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	Empathy interviews about Writer Identity	Interview all students asking, What do Writer's Do? Are you a Writer? How do you Know?
Quantitative	FSA Scores	Monitor Grade 4 FSA scores from the Writing Section
Quantitative	Proficiency scale data from Learning Updates	Collect data throughout the year to notice trends in writing proficiency



Taking Action and Learning

Leading Professional Learning

In May 2025 as a school team we identified the following learning areas that will help to support our students to develop their writer identity, joy and skills. These areas will make up our learning for the following school year(s).

- Teacher modeling - explicit teaching of writing
- Writing goals anchor writing instruction, assessment and goal setting
- Choice involved in most writing
- Skills taught in context of meaningful writing
- Conferencing

School Level Strategies Structures

At the school level, writing was identified as an area requiring focused attention based on our data, and became a priority for staff learning throughout the year. Professional learning during staff meetings and the Implementation Day was intentionally centered on strengthening writing instruction and assessment practices. Staff engaged in collaborative work to align assessment approaches, both with colleagues and with the district writing continuum, supporting greater consistency and clarity in how student writing is assessed. Building on this foundation, staff explored instructional strategies to support personal narrative and fiction writing, with a focus on enhancing student voice, writing structures, organization, and expression. This targeted and collaborative approach has supported a more cohesive and intentional focus on writing across the school.

Taking Action and Learning (cont)

Classroom level Instructional Strategies

At the classroom level, writing is a consistent and intentional focus, with students provided frequent opportunities to write across the week. Teachers use mini-lessons, modeled writing, and guided practice to explicitly teach writing skills and support student growth. Within this structured approach, student voice and choice are prioritized through purposeful invitations to write, helping to increase engagement and a sense of ownership. Writing goals are used to anchor instruction, feedback, and self-assessment, supporting students in reflecting on their progress and next steps. Students write for a variety of purposes and audiences, and their work is shared and displayed throughout the school, reflecting a strong and visible culture of writing.

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	The learning process, assessment for and of learning, a supportive and safe learning environment, and pedagogical skills

Resource Type	Resource Description	Estimated Budget
Professional Learning	Professional Development from Adrienne Gear	4000

Checking for Impact

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

In the first two terms our writing scores, according to the proficiency scale in the Learning Updates have improved by 5% for students who are receiving a proficient or extending grade on their report cards. We will continue to monitor these results for term 3. We've started the empathy interviews about Writer Identity, and so far 98% of the students see themselves as Writers. What we noticed was that in the students we've interviewed, there is a strong sense of student voice, they like that they can most often choose their own topics and they seem to enjoy writing both at home and at school. Students also see the value of writing as a form of communication, expressing their feelings, and how it helps them become better readers.

I think it was very beneficial to have Adrienne Gear work with our staff 4 times throughout the year. We all gained valuable instructional strategies and insights into teaching writing and this is evident in the risks and confidence teachers are taking and have as teachers of writing.

Recommendations for next steps for this School Student Learning Priority

Our next steps are to continue with a focus on writing. We will move from fiction writing to non-fiction writing while continuing to remain grounded in strong assessment practices, the writing goals, mini lessons, modeled writing and writing for purpose and audience. We want to continue to support children in maintaining a positive Writer Identity and finding joy and value in writing as they get older and the writing becomes more challenging.



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



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

The whole teaching staff attended an after school voluntary session on May 23, 2024 to review our Student Learning Priorities and add to our reflections and recommendations. That in itself is amazing. We are making good progress on both of our Priorities but will continue with both for the coming year. We still have progress to make. We have really tried to incorporate the learning we had with Jessica Minihan for our SBT and classroom strategies. This will take more time to bring into common practice. Our math priority really needs some hard data from an assessment tool to guide. We may go ahead of the district and use what we learn from Janice Novalkowski in Richmond district. Staff and students are keen learners and are seeing positive changes.

In the short time I have been at the school I can see and feel the sense of belonging among the children. They are and feel cared for and appreciate and participate in the diverse opportunities the teachers and staff offer them. As an example, the many clubs and activities that are offered during lunchtime to all grade levels as well as the choices afternoon and leadership opportunities for the grade 4 and 5 students. All these activities allow children to mix with other children in different classes so they feel part of a greater community and give them purpose in their days.

Each year the staff have continued to scan the students around belonging - asking them if they have 2 students and 2 children in the school who care about them and hope they succeed. 164/170 students could name 2 adults who care about them in the school. This is such a success!

The 2025 Grade 4 Student Learning Survey showed that children feel like school is a place where they belong 65%. This is positive and continues to be something that we can work on as a staff. In the same Student Learning Survey the results showed that children can name 4 or more adults who care about them as 62%. This is also very encouraging and continues to be an area to strive towards 100% results.

For numeracy - it is obvious it has been a focus in the school, especially with the Monthly Math Challenges! We will continue to work on developing strategies for the classroom that teachers can use to support student learning. In particular we will focus on developing more of a math mindset for learning to support resilient, critical thinkers who persevere. We will continue this work into next year and bring Kendra Jacobs in to work with us during lunch and learns as well as modelling lessons in the classroom to take the theory into action in an explicit and intentional way.

Before Ms. Briggs retired she compiled data from the academic areas and it is obvious that we will need to add writing to our priorities next year. We will continue to work on math and belonging and add writing.

The data is below.
Numeracy
Emerg Dev Prof Ext

8 45 95 22

IE= 4

Writing
Emerg Dev Prof Ext

20 54 76 22

IE=3

I am extremely proud of the sense of community we have continued to nurture at Peachland Elementary School. Not only as a whole school community but also with specific individual students. This year we have seen some very significant improvements in student behaviour because the children feel like they belong, they have strong friendships in the school, they have activities they care about, they are engaged in the learning and they know that many adults across the school care about them and their success.

We used the Observable Impact Model in staff meetings to gather information from the staff about what it would look like if we had achieved all 3 goals. This information will guide our next steps and will be shared with staff at the beginning of next year to frame our work in each goal for the year.

The MDI results show that our PLE students are above the district average in feeling happy with their lives and feeling that people care about each other at school. They also have very high results in feeling connected with their peers and feeling a sense of belonging at school. We will continue to work on feeling connected with adults at school. While our results are high, we can continue to work on this. I am also pleased to see that the results from PLE are much lower than the district average for both cyber and physical bullying.

I feel like we've made some very strong gains with our numeracy priority. I am very pleased that all teachers engaged with the draft numeracy district assessment this year. They all had very thoughtful and helpful feedback to share with the LIT team and overall were grateful for a universal assessment that helped guide their instruction both with the numbers, the thinking and the vocabulary that is necessary for children to be successful mathematicians. I am proud of our teachers for stepping up and sharing their knowledge and strategies with the staff at our staff meetings. I believe this not only shows a developing confidence with a variety of mathematical strategies but also shows a good sense of belonging among the staff when they agree to share with each other and feel comfortable doing so. The LIT members are planning to come in June to scan all of our students on their mathematical identity as well as their problem solving skills and confidence. These results will inform our next steps.

Finally, with our new writing goal. We spent quite a bit of time and funds on this area during the school year. I see a lot of gains made with the teachers feeling more confident in their abilities to teach writing and taking more risks with allowing students to have more voice and choice in their writing. We worked on assessment as well as all aspects of fiction writing this year. Next year, we will focus on non-fiction writing. The children have more confidence as writers and have more diverse skills in writing. In June we will complete writer identity reflections to understand our next steps in being responsive to our learners. Teachers have been interested in possibly hanging a continuum of writing samples in the hallway for all students to reference and use as a reflection tool to locate themselves as writers, reflect on their writing and plan their next steps.