



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:

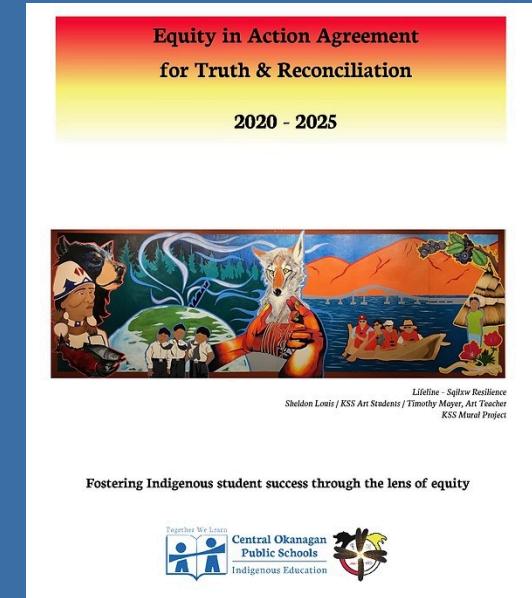
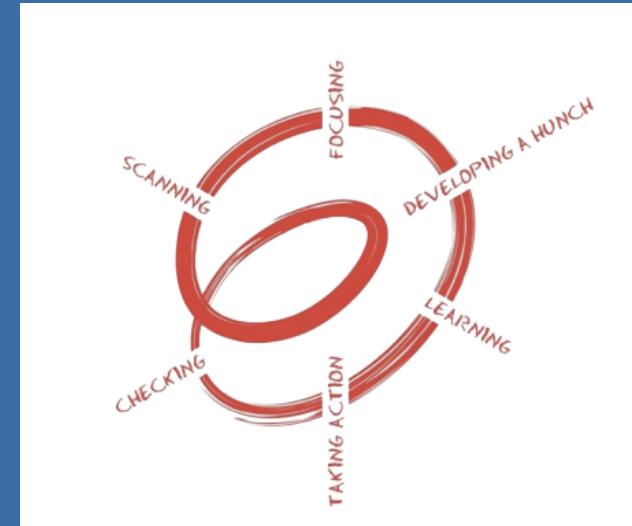
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)





School Community Student Learning Plan



Central Okanagan
Public Schools
Together We Learn

School

Peachland Elementary 

School Year

2024-2025 

Principal

Lisa Wilson

Vice Principal

 Student Population 175	 Children in Care 2	 School Level Elementary School	 School Type English
 ELL 6	 SPED 13	 Grades K Gr.1 Gr.2 Gr.3 Gr.4 Gr.5	 Administrators 1
 Indigenous 23		 School Based Teachers 8	 School Based Support Staff 3
		 Family of Schools Westside Family of Schools	



School Learning Story

Background

Guiding Principle- We are a community of empowered learners where everyone belongs and is valued for their contributions. (January 2022)

Peachland Elementary School is the only public educational facility located in the quiet rural, lakeside and lake-view community of Peachland, BC; with a population of approximately 5000 residents. Our school currently enrolls 175 students, 10% having an Indigenous ancestry. The majority of students who begin their schooling in Peachland stay with the school until the end of grade 5.

Our parents and local community have been excellent supporters for our school. Peachland Elementary is very much a part of the social fabric of this great community. Our community is very diverse, covering a wide range of socio-economic environments. As such, we do our best to both celebrate our diversities and to foster a culture of inclusion and acceptance.

**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 in November 2021 with the 4 Spirals questions	Students were not all able to identify 2 or more adults who believe in them. Students knew they were learning but not able to identify why it was important.
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.
Student Achievement Data	FSA data on numeracy 2021-2022	Student were highly unsuccessful in the numeracy section of the FSA.
Other	MDI with grade 5 students 2022	PLE students were significantly more at risk than other district schools.
Student Learning Surveys	Grade 4 learning survey	Depending on cohort year, results vary greatly.

**Student Learning Priority 1****Focusing****Patterns and Trends from the School Scan**

Results from our November and June scan, Grade 4 Learning Survey and Grade 5 MDI 2022, we still have students who do not feel that at least two adults at our school believe that they will be successful in life. We want all of our students to feel that they have adults in our community who believe that they will succeed. This is the building block of all other learning.

Student Learning Goal 1:

Belonging in community.

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
Quantitative	Grade 4 Learning Survey- belonging questions results	Our number of students who feel like they belong should increase to 100%.
Quantitative	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 Table conversations	



Taking Action and Learning

Leading Professional Learning

All staff was part of a learning session with Leroy from Merritt in school wide implementation of Play is the Way, October 2022. Two literacy sessions with Adrienne Gear, August 2022 and March 2023 on Powerful Understandings of Self, Community and the World. All staff had trauma informed practice training with Shelley Dickie in early 2023. Staff were gifted a copy of Feeling Seen by Jody Carrington and parts are reflected upon in staff meetings. Multiple opportunities in 2022 and 2023 to work with Elders Barnes on community, how we fit in the small and big picture. Jessica Minahan session at PLE and learning at staff meetings 2023-2024. Working together on a whole school performance Cirque de la foret. Whole school Nsyilxcen language, culture, land lessons with Jasmine Peone 2023-2024 and 2024-25. Working with our 3 Art Starts Artists- Zac Gauthier, Annabel Stanley and Sheila Dyer Spring 2024. Collaboration time on Thursdays with colleagues ongoing.

School Level Strategies Structures

Winter Concert co-written with students about Friend Ship December 2022. Whole school nature mural where all members of the community contribute a part on one of the connecting hallways inside the school, completed March 2023. Regular SEL lessons on building community. Regular whole school learning days, working with buddy classes, such as Most Magnificent Thing Cardboard Arcade, Minecraft Monday, Winter Science Day. Weaving with the whole school with Annabel Stanley spring 2024. Water project with all students at multiple sites. PAC celebrations. Choices Afternoons for our oldest students ongoing each term. Hikes in the forest regularly. Eye of the Eagle music video. Winter Carnivals. Baking with all classes. Term Celebrations with food and dance. Basketball team that played with other West Kelowna schools. Breakfast club for whole school available daily from 2023 and continues. Large number of clubs with diverse groups and offerings lead by staff including robotics club and battle of the books Choices Afternoon for 4 older classes Special Activity days planned with students- Minecraft/Pokemon/Sonic Day, PLE Halloween Haunted House, Carnival, Dress as a Teacher Day End of Term Celebrations- Piggy Jiggy Working with Peachland Wellness Centre for garden project 2024. and the intergenerational gardeners group in Spring 2025 Okanagan Nation Alliance salmon raising and release 2023-2024 and 2024-2025 Buddy Classes. Kindest Student of the month nominated by students, Rotary awards certificates. Games in the gym with Coach Randey from the community Monday, Wednesday and Friday Peachland Council presented Turner Field playground choices and students chose their favourite. Peachland Accessibility Awareness walk on May 16, 2024 with Councilors, Mayor and Board of Education Trustee.



Taking Action and Learning (cont)

Classroom level Instructional Strategies

Teachers integrate building community in their daily class structures, such as gratitude circles, opening circles, sharing circles and Morning Meetings
 SEL teacher has taught restorative justice lessons in circle to classes.
 Regular literacy activities that include how to build community.
 Reflection on Core Competencies as regular parts of the flow of the class.
 MBSS Art buddies with grade 12 Art students June 2024.
 Master gardeners help with intergenerational garden set up.
 Singing with Seniors and K/1 and performing in our Cirque de la foret May 30, 2024. Singing with Seniors continues in Kindergarten

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)	We want ALL members of our community to feel that they belong.

Resource Type	Resource Description	Estimated Budget
Professional Learning	Adrienne Gear	1000
Professional Learning	Elders Barnes sessions	3000
Learning Resource	Feeling Seen Books	225
Learning Resource	Materials for special days of whole school learning	1000
Staffing, Supplies	Nature Mural - artist and materials	7000
Staffing, Supplies	Winter Concert Materials	1000

Checking for Impact

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

Our data indicates that now all students feel like they belong, some feel disconnected in their own families. 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 have also noticed that lack of sleep and nutritional challenges impact learning.

We have implemented a Breakfast Club with funds from the President's Choice Program for Powerful Kids and next year a Feeding Futures grant for \$5000 will provide 5 hours of staffing to help with the food programs at our school.

We connected with all 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, Coach Randey sets up sports for the kids in the gym 3 days a week during the lunch hour, we have a student council who meets with the Peachland Mayor several times a year, we have senior singers come and sing with our Kindergarten classes each week, and we have intergenerational gardeners helping all classes to plant and harvest vegetables.

Recommendations for next steps for this School Student Learning Priority

We plan to host a Friendship Day in the fall. The goal of the day will be to spend time with someone who is not already your friend.

We also hope to expand out Buddy Program to provide an opportunity for buddy classes go on field studies together.

Another strategy will be to implement a Random Acts of Kindness Program to encourage students to be kind all day every day.

We will continue to explore additional community sports teams for students so they can play with new students and offer more after-school activities free of charge.

In addition, we will expand our outdoor learning spaces to encourage getting outside with different groups. This includes our new Intergenerational garden which will be planted and cared in

**Student Learning Priority 2****Focusing****Patterns and Trends from the School Scan**

Based on our scans in November and June, and FSA numeracy data, and empathy interviews with our Healthy Schools team, our students have great difficulty to reflect on their thinking and learning, specifically in numeracy. They lack perseverance to tackle problems and look for multiple ways of explaining their thinking.

Student Learning Goal 2

Mathematical reasoning for all students.

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	Possibly piloting SD 68 numeracy assessments	Will give a more BC standard instead of just our school results
Quantitative	FSA results for grade 4 - problem solving	This is a standardized assessment in our province so gives some good mathematical data to compare to others. Impacts all students
Qualitative	School based proficiency scales on learning updates.	All students proficiency scales are shared with staff, PAC and students during the year to see how we are doing. We have less emerging results in math than literacy.
Quantitative	Mathematical Monday visible learning Classroom conversations on problem solving	All students have the opportunity to participate at their level



Taking Action and Learning

Leading Professional Learning

Jennifer Cartwright from the district team worked with teachers twice during lunch and learn sessions on mathematical reasoning and resources, digital and manipulatives 2021-2022. Jennifer Carter from SD 22 worked with all staff on Implementation Day 2022 and April 2023 all day on mathematical reasoning with demo-lessons in primary and intermediate classrooms with reflection time built in with teachers.

Teachers have been given resources to implement mathematical reasoning instructional practices.

Two of our teachers are involved in the district elementary Numeracy screener development that will continue for the next decade.

Teachers at PLE worked together for selecting a Mathematical Monday problem for the whole school with a baking with Briggs prize, which includes math.

Mathematical Patterns in Nature kit and COTA DIG- teachers working together.

May 28 Janice Novalkowski math workshop.

School Level Strategies Structures

We are converting one of our PAC storage rooms into a numeracy resource room. The two teachers who are part of the district numeracy working committee are going to set up the room and resources. We have been purchasing useful mathematical reasoning tools in the past two years.

We are having a Mathematical Monday problem school wide for students to work on vertical surfaces, possibly cross-grade to work on possible solutions.

Whole School Mathematical Carnival April 2023

Whole school Cardboard Arcade April 2024- planning, creating and playing created games.

Biz Kids- entrepreneur program with financial literacy and business creation.

Organized math manipulatives in a room including grant funds to fill in gaps of resources.

Grade 5 cookie making and sale at Peachland Car Show- fundraiser.

School-wide Monthly Math Challenge

Math Lunch and Learn with Kendra Jacobs then model lessons to follow in a primary and intermediate classroom



Taking Action and Learning (cont)

Classroom level Instructional Strategies

Using the learning from the work with the Jennifers and all of the resources purchased in the past two years, teachers are trying to provide more open-ended mathematical problem solving approaches to teaching mathematics. Many teachers are regularly using number talks, multi-step problems, counting collections, vertical surfaces, math talks and combining literacy and numeracy routines. Teachers have been offered "Thinking Classrooms" resources to re-imagine their mathematical lessons and planning. During the April 17, 2023 session with Jennifer Carter, teachers were able to read and discuss what it means to have a current BC approach to teaching mathematics with the document presented during one of the district numeracy assessment working committee sessions. We are trying to use all the skills we have developed to teach literacy to transfer to numeracy instruction. Jennifer Poole- Coast Metro website for mathematical resources. Using the manipulatives in classes that were purchased this year 2024.

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 Looking to meet ALL students where they are at and move them forward in numeracy.

Resource Type	Resource Description	Estimated Budget
Professional Learning	Jennifer Carter Sessions	2000
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 improving in their numeracy skills, but more work needs to be done. We are finding that our focus on numeracy instructional strategies has improved student FSA results. Talking about math in multiple areas and times is helping student to make connections between math and other subject areas as well as to math and everyday life.

Recommendations for next steps for this School Student Learning Priority

Next year our plan is to implement the use of the district assessment tools to assess numeracy in a similar way to how we assess literacy.

We also hope to add a mathematical open-ended question of the month in addition to our established Mathematical Mondays routine.

We will continue to build an area in the school for a central storage spot that is organized for math tools and to continue to build our professional resources. Having all our math websites in one place for easy access.

We will dedicate some collaboration time to focus on math instruction and sharing what strategies and resources have been beneficial. We also plan to provide opportunities for staff to observe colleagues within the building or in other schools. This may include a staff field study to Nanaimo schools to see what they are doing in numeracy.

We will continue to look for resources that will help to incorporate Indigenous math concepts.

May 2025 - the district assessment tool continues to evolve. It was decided as a staff to not look at other districts to use their assessment tool since we are hopeful that an SD23 tool will be available in the Fall of 2025.

We will continue to keep this as a focus in our school and hope that the district assessment can help us pinpoint our student strengths and stretches and be responsive to them.



Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan

Student Learning Goal 3

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



Taking Action and Learning

Leading Professional Learning

School Level Strategies Structures

**Taking Action and Learning (cont)****Classroom level Instructional Strategies****Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)****District Strategic Plan - Priorities** **Description****Resource Type****Resource Description****Estimated Budget**



Checking for Impact

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

Recommendations for next steps for this School Student Learning Priority



Foundational Skills

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Patterns and Trends from the School Scan

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Student Learning Goal 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



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 Novakowski 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