



**Central Okanagan
Public Schools**

Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

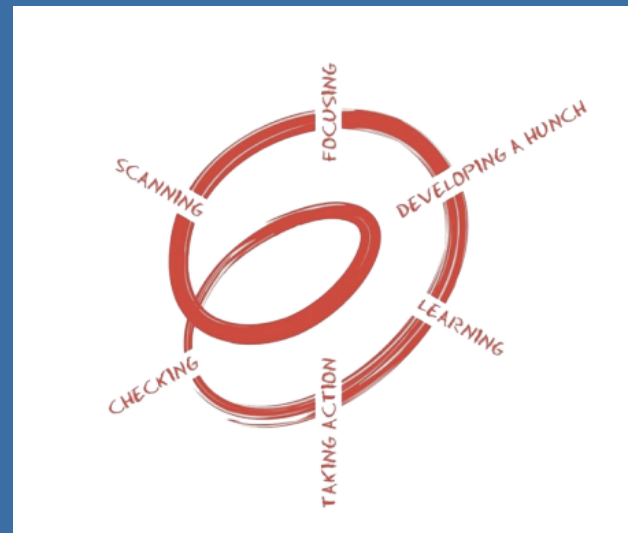
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

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](#)

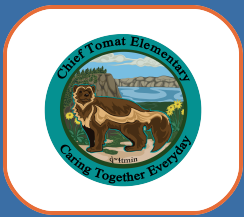


**Equity in Action Agreement
for Truth & Reconciliation**

2020 - 2025

Lil'wat - Sg'hw Resilience
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

Chief Tomat Elementary

School Year

2025-2026

Principal

Jennifer Adamson

Vice Principal



Student Population

298



ELL

26



Indigenous

56



Children in Care

2



SPED

41



School Level

Elementary School



Grades

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



School Based Teachers

19



Family of Schools

Westside Family of Schools



School Type

English



Administrators

1



School Based Support Staff

1



School Learning Story

Background

Chief Tomat Elementary is a K-5 school in the Westside family of schools within the Central Okanagan Public Schools. We have 308 students and 14 classes. The diversity of our students and community is our strength, where we learn from and alongside one another. The mascot of CTE is the wolverine and as CTE Wolverines we "take care of ourselves, others and the land". At CTE, we are "Caring Together Everyday". We pride ourselves on being "welcoming wolverines" with a caring staff dedicated to making a difference for children.

We are grateful and honored to be on the traditional, unceded territory of the Okanagan Syilx people. Our school is located at the base of Mount Boucherie, with beautiful views of Okanagan Lake and Mission Hill winery. We are grateful to be on such beautiful land where we often see deer and on a quick walk in the neighborhood, we can be surrounded by the flowering arrow-leaf balsam root and Saskatoon berry bushes.

We are proud neighbors of the Westbank First Nations (WFN) and have a Local Educational Agreement with WFN to support our WFN students and families. We are honoured to be Westbank First Nation's School of Choice. As a school, we are working on learning more about the culture, language and teachings of the Okanagan syilx people. As we work towards the "Equity in Action Agreement for Truth and Reconciliation", we are striving for equity and empowering each learner to thrive holistically. We are taking opportunities to embed and foster the nsyilxcen language of the Okanagan syilx people in our school, as well as embedding the First Peoples Principles of Learning into our learning.

We work hard to ensure that each learner is thriving in many ways. This includes a breakfast program available for all students, an alternative lunch recess where students may choose to go to STEM bins or Intramurals and are working to ensure that each student can identify at least two caring adults in the school. Our staff, including our support teachers, work hard to build connections and learn about each students' strengths and growth areas in order to best support each individual student and their unique gifts and needs. This includes our Indigenous learners, learners with diverse needs, and a growing number of multi-lingual learners, some of who are just beginning to learn English.

Learning is at the heart of what we do and teachers differentiate to teach students where they are at, and what each student's next step would be. We focus on the district's Attributes of a Learner, the OECD Principles of Learning, the First People's Principles of Learning and research-based best practices to plan and deliver learning experiences and instruction that follow the BC Ministry of Education's curriculum.

Ensuring safety for our students is a top priority and we are frequently reviewing expectations and the code of conduct as a school. We teach our students what it looks like to take care of each other, and themselves, and what to do when problems arise.

We love sharing with our community what has happened each week at CTE. The CTE Community Connections Newsletter is emailed out each week, highlighting upcoming events, as well as the learning and opportunities that our students have had. It is full of pictures of our amazing students!

We are fortunate to have many partnerships to support and enhance the learning and social-emotional well-being of our students. This includes the Beyond the Bell program through the YMCA, Boys and Girls Club, WFN, Child and Youth Mental Health, HRVY through Childhood Connections and ARC.

This past year, in the fall of 2025, we opened an additional building, with 7 classrooms and an Inclusive Education space. Through a variety of grants, we were able to create a Story Workshop space, based on the Okanagan syilx creation story of the Four Food Chiefs. Here students learned through play and developed their oral story telling skills. Another focus this year for our school was to learn from and on the land more, increase the biodiversity of the school grounds and learn nsyilxcen, the language of the Okanagan syilx people.

At Chief Tomat, we are proud to be CTE Wolverines where 'we take care of ourselves, each other and the land' in different ways.



School Scan

How we will gather Evidence

As a school, we are regularly reviewing many different forms of evidence, as well as having ongoing staff conversations at staff meetings. Our Response To Intervention (RTI) team and School-Based Team (SBT) regularly review the data and evidence in EdPlan Insight (PM Benchmarks, ELP, SWW, etc.) to know where our students are at and where support and intervention are needed. As a staff, we look at evidence from the various surveys from the Ministry or UBC (FSA, Student Learning Survey, MDI, EDI) to understand the strengths and growth areas for our students and school.

In the spring of 2023, a group of staff conducted a round of Student Empathy Interviews with the goal of finding evidence of student experience at Chief Tomat - both academically and socially. Furthermore, in June of 2024 we have scanned students through an online game called Kahoot. This gave us information around belonging, how many adults students feel cared by and how successful students are feeling in different subject areas. This also gave us information to make decisions around our Wolverine Family groups and community assemblies.

During the 2024-25 school year, we have continued to focus on our reading goal and have used quantitative data to determine our progress. By looking at a variety of evidence, both qualitative and quantitative, the staff decided to prioritize our Writing goal. This came through looking at student work, what students had to say about writing, as well as data from EdPlan Insight (school wide write and writing continuum assessments).

Listening to the voices of our students and one another on staff is another way we understand our learners and their needs and strengths.

Type of Student learning	Description	Trends and Patterns
Student Achievement Data	Using EdPlan Insight to gather and analyze data, especially for Reading and Writing.	When examining our ELP data and PM benchmarks, we notice that our grade 1s and 2s struggle the most. There are some gaps in learning that are being identified.
Empathy Interviews	Spring 2023- team of teachers, along with the principal, developed a set of empathy questions to ask all students in the school. This included questions aligned with the key questions from the Spirals of Inquiry model.	<p>Students were generally able to identify adults in the school who believed in them and who they trusted. Most students felt a sense of belonging within their class, but not necessarily as a whole school.</p> <p>Students had a bit of trouble explaining their learning and why it was important. The answers were often connected to a particular academic topic, and lacked broader understandings of why it was important.</p> <p>While many students felt comfortable and safe with their peers, there was a group that expressed their challenges with socializing and not feeling connected to their peers. Students expressed not feeling very connected across the school, with other students or teachers.</p>
Student Learning Surveys	Grade 4s, their caregivers and staff have the opportunity to respond to this survey which the staff reviews at a staff meeting to see where our strengths and growth areas are.	As a school, our students mostly feel like they belong, are happy, feel welcomed and connected to adults. We are especially interested in if our student's feel a strong sense of connection and belonging; if they are connecting to Indigenous learning and if they feel confidence as learners. These areas have been noted in the past as growth areas.
Other	<p>Anecdotal evidence from teachers and their observation of their students, particularly where students tend to struggle the most</p> <p>Teachers also completed a survey about how their students were doing in writing and what they saw was the greatest need to help students grow in Writing.</p>	<p>After looking at many types of evidence (FSA, SWW, ELP, surveys), and based on their own observations and insights, most teachers determined that writing should be the priority for 2024/2025 and then again for 2025/26.</p> <p>Teachers felt that if they could align their assessments and expectations, this would help them to know what their students needed to become better writers.</p>



Student Learning Priority 1

Focusing

Patterns and Trends from the School Scan

Our student data, along with anecdotal evidence from students, teachers and families, shows that our focus on intervention with students who require extra support in reading has been very successful. Using the PM benchmark data has been crucial in prioritizing our support and focusing staff time and effort where it can have the most impact possible. We have seen students make huge gains in their reading level and we had a number of students make double-digit improvements in their PM benchmark level. Prioritizing specific staffing to this intervention work has been a critical part of providing this support for our students.

The majority of students are improving in their reading level. We are still working on having more students reading at grade level. In September of 2024, 64% of students were reading fluently at grade level, 9% were developing and 27% were emerging. In September of 2025, 65% of students were reading fluently at grade level, 10% were developing and 25% were emerging

Student Learning Goal 1:

All students will grow in their reading skills and read at grade level.

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
Quantitative	PM Benchmarks will give us data to see if students are growing in their ability and/or reading at grade level	We need to consider the materials that are provided and if they are culturally inclusive. For example, we should be providing Indigenous texts to read and practice from. Our Response to Intervention (RTI) includes our Indigenous Advocates to ensure that all Tier 3 readers are getting support.
Qualitative	Street data that includes conversations with teachers, students and parents/caregivers	Evidence is collected and discussed with the Indigenous Advocate and/or the Indigenous Early Learning teacher. Tier 3 students are prioritized and have targeted support from the RTI team. Indigenous advocates are included in collecting the evidence and student thoughts.
Quantitative	Data from FSAs, Student learning survey	Data is collected and reviewed with the RTI and SBT teams, including our Indigenous Advocates. We will need to interpret this satellite data with a understanding and awareness of family cultural backgrounds. Our Indigenous advocates, ELL, SEL and LAT teachers help the team make sense of this data in light of culture, language, diversity and inclusion practices.



Taking Action and Learning

Leading Professional Learning

While we have seen great development in our students' reading skills, there is still work to be done while focusing on continually creating greater equity for each of our learners. Our staff continues to use levelled and decodable resources, and dive into promising instructional practices including the incorporation of more phonemic awareness instruction in classrooms. As we continue to focus work on our assessment and, thus, having specific data to focus our instruction, we will need to continue to provide opportunities to support this assessment and ensure that the data is being used as an instructional tool itself.

Over the 2023/2024 school year, we:

- held lunch 'n learns with Parvina Panghali of the district Early Literacy Team
- looked at implementing UFLI more across the school
- Staff attended the ELP 2.0 zoom in anticipation of next year and using the digital platform
- Looked at RTI and how to respond to student needs in each of the Tiers
- Collaborated as a staff on building a Response to Intervention strategies list for each of the Tiers

Over the 2024/25 school year, we:

- Continued to build upon our knowledge of effective RTI practices for Reading
- Continued to support teachers in learning about, and the implementation of ESGI, ELP 2.0, UFLI, Heggerty and using decodables
- Supported new learning support staff and Inclusion Teachers with professional learning around the ELP

Over the 2025/26 school year, we:

- Continued to build upon our knowledge of effective RTI practices for Reading
- Many teachers decided to do their Professional Growth Plan on UFLI. This was supported by lunch and learns, collaboration time to view other teachers implementing UFLI and collaborating on the implementation, and purchasing resources for UFLI
- Many teachers wanted to learn more about Secret Stories, after seeing the success of using it in a different class; a lunch and learn was held and resources purchased; collaboration time was used so that teachers could see Secret Stories in action in the classroom and meet to discuss best practices

School Level Strategies Structures

Sine the fall of 2023, we have looked at a variety of qualitative and quantitative evidence, from all different levels of data sources (FSA, MDI, ELP, observations, SWW, PM benchmarks, EdPlan Insight, conversations, etc.). From this evidence, it became clear that reading needed to continue to be a focus and the staff narrowed it down to "All students will grow in their reading skills and read at grade level."

Over the 2023/2024 school year, we have done this work in a variety of ways:

- The Response To Intervention (RTI) team of educators regularly reviews the data in EdPlan to create plans of support. The teacher support team ensures that all Tier 3 students receive pull-out support multiple times a week.
- We have introduced the language of RTI to the staff and have been working to ensure that teachers understand how to support Tier 1, 2 and 3 learners in their classroom.
- We co-created as a staff a RTI chart of strategies for teachers to use to support the diverse learners in their classes.
- Invited in Parvina Panghali in to talk to teachers about using UFLI to support phonics and reading instruction.
- held lunch 'n learns with Parvina Panghali of the district Early Literacy Team
- looked at implementing UFLI more across the school
- Staff attended the ELP 2.0 zoom in anticipation of next year and using the digital platform
- Looked at RTI and how to respond to student needs in each of the Tiers
- Collaborated as a staff on building a Response to Intervention strategies list

Over the 2024/25 school year, we:

- Continued to build upon our knowledge of effective RTI practices for reading
- Continued to support teachers in learning about, and the implementation of ESGI, ELP 2.0, UFLI, Heggerty and using decodables
- Identified Tier 1, 2 and 3 readers through class review meetings, and regular review of reading data in EdPlan
- Adjusted our reading support every term based on the need of our students; focused each term on different classes and Tier 3 students
- Met monthly as a RTI team to ensure all Tier 3 readers were being supported as well as to review reading data
- Shared reading data regularly at staff meetings
- Invested in more decodable readers for students
- Started a morning Reading Club using LIF funds and CEA support; 10 students were invited and 8 attended regularly
- Had parent and community volunteers come to read with students
- We were fortunate to have an Indigenous Literacy teacher support students twice a week and were able to secure funding from Jordan's Principle for a full-time teacher to support 7 identified students who were struggling with their academics (mostly literacy) and their social-emotional wellbeing
- ensured that there was a quick and effective system across the school for CEAs and support staff to pull students to read with and review sight words

Over the 2025/26 school year, we:

- Continued to build upon our knowledge of effective RTI practices for Reading
- Assessed all grade 1 and 2 students for UFLI Reading Intervention Groups: there was a common time for grade 1s and a separate time for grade 2s, 4 times a week, where students would be taught in their UFLI groups according to their skill level; Tier 3 grade 3s were also included if it worked. Students were regularly re-assessed and moved into different groups as needed. This allowed for smaller groups, and for targeted literacy intervention
- Identified Tier 1, 2 and 3 readers through class review meetings, and regular review of reading data in EdPlan; any student not growing in their reading level was focused on, and usually a SBT meeting held with the family
- Adjusted our reading support every term based on the need of our students; focused each term on different classes and Tier 3 students



Taking Action and Learning (cont)

Classroom level Instructional Strategies

We have created an entire chart of Reading Instruction Strategies for teachers based on the Response to Intervention (RTI) model, having broken the strategies down into best practices to support Tier 1, 2 and 3 readers. This includes:

- Heggerty
- UFLI
- Secret Stories
- Using decodables
- Small group instruction
- Guided reading
- Daily 5
- Home Reading
- Extra time of support needed for student in Tier 2 and Tier 3 as well as a base line of 90 minutes of literacy each day for all learners

In each class we have supported reading by implementing and/or supporting: home reading programs, targeted support for the most struggling readers, individualized support for priority students, reading bins for volunteers and school staff to quickly be able to provide reading practice and support, providing release time for teachers to assess their students' reading levels

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities

Description

District Strategic Plan - Equity & Excellence in Learning	We are doing all that we can as a school, and through our SBT and RTI structures, to ensure that every student thrives and grows as a reader; Design learning experiences grounded in powerful learning principles (e.g., First Peoples Principles of Learning, OECD Principles of Learning, Equity in Action for Truth and Reconciliation) to foster the holistic development of each learner's competencies.
Equity in Action Agreement - Learning Environment (School Culture)	We work to provide an inclusive learning environment; use a variety of texts, including ones with Indigenous content and written by Indigenous authors; Confident learners will have a strong sense of belonging and identity within each learning environment. A lot of the targeted literacy support for Indigenous learners happens in the Gathering Room, with Indigenous resources
Equity in Action Agreement - Pedagogical Core	We work to provide rich learning tasks for all students to access; Embed the First Peoples Principles of Learning (K-12); Ensure Indigenous worldviews are incorporated into classrooms and embedded into school culture; Continue to build capacity through ongoing and authentic learning opportunities to develop skills and deepen understanding of Indigenous peoples, language and culture / teachings, aligning with the First Peoples Principles of Learning and Indigenous ways of knowing and being.

Resource Type	Resource Description	Estimated Budget
Learning Resource	Manipulatives and books to support UFLI and reading instruction	2000
Professional Learning	Training and meeting to support professional learning	1000



Checking for Impact

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

In September of 2024, 64% of students were reading fluently at grade level, 9% were developing and 27% were emerging. In April of 2025, 63% of students were reading fluently at grade level, 3% were developing and 24% were emerging. 91% of students had demonstrated a growth in reading level and there was an average of 4 PM reading levels over the year. The 9% of students who didn't show growth are 19 students - 15 of whom weren't re-assessed because they were already proficient in reading, 1 who is a new English Language Learner and 1 who has special needs and is difficult to assess. At the time of this update, final reading assessments have not been completed. Once students are assessed for their current reading level, usually in June, the staff will reflect on this data and use it to celebrate success and determine next steps for the fall.

In September of 2025, 65% of students were reading fluently at grade level, 10% were developing and 25% were emerging. In April of 2025, 70.5% of students were reading fluently at grade level, 16% were developing and 13% were emerging. 93% of students had demonstrated a growth in reading level and there was an average of 4 PM reading levels over the year. The 7% of students who didn't show growth are 13 students - some of whom are already proficient and reading at grade level, some of whom weren't reassessed. For those who haven't shown growth, and are at Tier 3, we have had SBT meetings for. At the time of this update, final reading assessments have not been completed. Once students are assessed for their current reading level, usually in June, the staff will reflect on this data and use it to celebrate success and determine next steps for the fall.

At this point, our focus on this priority will continue. While we have seen development in our students' reading skills, there is still work to be done while focusing on continually creating greater equity for each of our learners. Most of our students have increased in their reading levels and many have attained or approached grade level. What we have noticed is that we have very few students who aren't at grade level in grade 4 and 5 and that the most Tier 3 readers are in grade 1 and 2.

Recommendations for next steps for this School Student Learning Priority

Our staff continues to use levelled and decodable resources, and dive into promising instructional practices including the incorporation of more phonemic awareness instruction in classrooms. We will continue to guide our support, practice and learning from the needs of our students and meet regularly to review the reading levels in EdPlan Insight.

For 2024/2025, we supported teachers to implement UFLI, and the ELP 2.0, including the digital ESGI version. Our Inclusion Teachers worked with classroom teachers to support Tier 1 and 2 instruction and to help students develop their reading skills.

For 2025/26, we will continue to use the RTI model of support to ensure that our struggling readers get more, targeted reading instruction. To do this, we will prioritize LAT support to grade 1-3 and try to have this support not be during the class reading instruction, so that these students get more reading instruction. We are looking at expanding our reading volunteers and how to engage families more in supporting reading practice at home.

For 2026/27, we will continue to use the RTI model of support to ensure that our struggling readers get more, targeted reading instruction. We will build on the growth and success of implementing UFLI Intervention through grade skill groups. We will be ensuring that grade 1 and 2 teachers have common UFLI blocks so that targeted intervention can occur and that the LAT, librarian and Inclusion Teacher are also teaching a group. We will prioritize LAT



Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan

This priority began to develop during the 2022/2023 school year – as a hunch in response to a number of indicators that showed our students struggling to build and put into practice social and emotional skills. To further support these indicators, a small group of staff took on the task of completing empathy interviews of our Chief Tomat students in an effort to determine if our hunch was correct. The empathy interview results also provided evidence of the need to focus on continuing to develop a school environment where students truly feel that sense of safety and belonging.

With a new principal starting in the fall of 2023, the staff took a look at who we are, and who we wanted to be as CTE Wolverines. Through empathy interviews with some parents and staff, it became apparent that a stronger sense of community was desired at CTE, as well as communication. The staff came up with "CTE = Caring Together Everyday". We wanted to strengthen the sense of identity and belonging at the school. We decided that CTE Wolverines "care for themselves, others and the land." This has framed our learning and goal to include taking care of self (regulation, growth/learning mindset. etc), others (the golden rule, code of conduct, THINK before we speak, using our WITS, etc) and the land (land acknowledgements, stewardship, etc).

During the school year of 2023/24, we tried to have weekly Wolverine Assemblies and monthly Wolverine Family Group activities. In the spring of 2024, students were surveyed, and staff gave feedback, that these opportunities to come together regularly as a school community should continue. During these assemblies and family group times, we focus on different skills and ways for students to take care of themselves, others and the land.

We were also able to determine that over 92% of students felt that 2 or more adults at school cared for them.

Student Learning Goal 2

All students will learn the skills to take care of themselves, others and the land.

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	Conversations with students, including empathy interviews	When having conversations with our students, we will invite the Indigenous advocates, CEAs and other support staff to participate and help to help ensure inclusion, sensitive and a feeling of safety. Data is collected and reviewed with the RTI and SBT teams, including our Indigenous Advocates, as well as with the whole staff. We need to interpret this data with a understanding and awareness of family cultural backgrounds. Our Indigenous advocates, ELL, SEL and LAT teachers help the team make sense of this data in light of culture, language, diversity and inclusion practices.
Quantitative	Student surveys - We hope to survey our students at the beginning and end of the year to determine need and effectiveness of lessons and school initiative	When having conversations with our students, we include the Indigenous advocates, CEAs and other support staff to participate and help to help ensure inclusion, sensitive and a feeling of safety. Data is collected and reviewed with the RTI and SBT teams, including our Indigenous Advocates, as well as with the whole staff. We need to interpret this data with a understanding and awareness of family cultural backgrounds. Our Indigenous advocates, ELL, SEL and LAT teachers help the team make sense of this data in light of culture, language, diversity and inclusion practices.
Quantitative	Student Learning Surveys, MDI	Data is collected and reviewed with the RTI and SBT teams, including our Indigenous Advocates, as well as with the whole staff. We need to interpret this satellite data with a understanding and awareness of family cultural backgrounds. Our Indigenous advocates, ELL, SEL and LAT teachers help the team make sense of this data in light of culture, language, diversity and inclusion practices.



Taking Action and Learning

Leading Professional Learning

We embed this learning into our staff meetings as well as in our whole school assemblies so that we are all learning together with our students about what it means to take care of ourselves, others and the land.

In 2023/24:

- our Implementation day was to name, notice and nurture ways that we: take care of ourselves, take care of our students; take care of each other and how we can take care of the land through writing personalized land acknowledgements
- a group of teachers decided to do their PGP together to read and implement strategies in "The Behavior Code Companion" to learn strategies they could use to support dysregulated students, especially those with anxiety. This learning will be shared with the entire staff.

During the 2024/25 school year:

- many teachers attended a lunch and learn on the importance of decolonizing and indigenizing our school, curriculum and classrooms; this supports equity and all learners thriving
- many teachers attended 2 lunch and learns to learn how to include nsyilxcen in their classrooms; we have been learning and teaching that "taking care of the land" means taking care of the Okanagan syilx people as language and the land are so closely related. Furthermore, taking care of the Okanagan syilx people means learning more about them and taking care of their language.

During the 2025/26 school year, we have continued to focus on equity, decolonization, indigenizing our school and bringing syilx culture and brilliance into CTE. This included a focus on land-based learning as a way to support our learners, connect to the land and honour the Okanagan syilx peoples.

- we have planned to have 2 nsyilxcen lunch and learns
- a group of 6 staff participated in kinSHIFT for their PGP to work with other schools to syilxify ourselves, practice and school
- Implementation Day was focused land acknowledgements and land-based learning; an elder was invited to open the day and share about reconciliation. Two teachers helped to plan and lead the learning for writing land acknowledgements and taking classes to the forest. As a staff we went to the forest twice. Each teacher was challenged to get their class on the land at least once.

School Level Strategies Structures

As a new principal starting in the fall of 2023, we looked at a variety of qualitative and quantitative evidence, from all different levels of data sources (FSA, MDI, ELP, observations, SWW, PM benchmarks, EdPlan Insight, conversations, etc.). Based on this evidence, social-emotional learning, behavior and regulation became a top priority. One thing that became clear in the evidence was that students felt a sense of safety and belonging in their class, but not throughout the entire school. We had also been working as a staff on who we are as "CTE Wolverines" and came up with "CTE = Caring Together Everyday" and "CTE Wolverines take care of themselves, others and the land". We decided that this would become our goal as all students were being taught what it means to be a CTE Wolverine and that it fits the goals of the Social-Emotional Learning.

We have done this work in a variety of ways. We have also had to change and adapt to the needs of our students:

- Daily reminders through announcements and conversations that "We are Welcoming Wolverines at CTE where we are Caring Together Everyday. We take care of ourselves, others and the land".
- SBT and RTI meetings to discuss how to support specific students who struggle with regulation, social- emotionally, and with behaviour.
- Priority Westbank First Nations (WFN) students are brought to the Community Table so that the school (admin, advocate) can partner with WFN and work together to support these students.
- Whole school "Wolverine" assemblies at least twice a month to teach and focus on one of the 3 ways Wolverines care (for themselves, others or the land). For example, we had an assembly on using kind words, what to do if you need help, taking care of the land
- Wolverine Family Groups started in the winter of 2024 to try to connect our students with more adults and students in other classes. Every month, students get into their assigned family group (we have 4 main families, each broken into 2 smaller groups) to get to know one another and complete an activity.
- There is a group of teachers (CTE's CTE = CTE's Community Team Enthusiasts!) who meet to plan and discuss the Wolverine Assemblies and Family Groups.
- We have worked hard to have very clear and well communicated expectations for behavior, as well as supports in place for priority students who struggle (gathering room, Wolverine break cards, adult check-ins, etc.).
- We updated and communicated the Code of Conduct with staff, families and students. This, which includes behaviour expectations, is reviewed with the staff annually, and at staff meetings as needed. It is reviewed after every break as a school (min. 3 times a year) and referred to often with classes, students and families as needed. We have created a small sheet of expectations and safety rules for all staff to be able to be aligned, consistent and work as a team.
- STEM bins at lunch for students who struggle with the unstructured time of recess; in STEM, students may work on social skills in a small group.
- In the spring when we noticed the older students were struggling more, we have implemented lunchtime intramurals to work on sportsmanship and getting along with others, as well as self-regulation. It also provides another connection with other staff
- Every child is given a free Wolverine T-shirt if they want one; Wolverine day is every Friday to promote belonging and culture.
- We have brought in Indigenous elders, knowledge keepers and story tellers

Additionally, in the school year of 2024/25 we:

- hired a local singer-songwriter to work collaboratively with classes to create a school song based on "Caring Together Everyday" and "CTE Wolverines take care of themselves, others and the land"; during this process, students were able to articulate our identity as CTE Wolverines.
- hired a local Okanagan syilx artist to redesign our logo based on our identity as CTE Wolverines, with student input during a Family Group activity
- were able to secure funding from Jordan's Principle for a full-time teacher to support 7 identified students who were struggling with their academics (mostly literacy) and their social-emotional wellbeing
- have started to implement the "Super Flex" program to classes (especially early primary) while teachers have collaboration time; the hope is to expand this throughout the school next year.
- reviewed the MDI data with our Grade 5 students and they were guided to discover themes and suggest next steps. One thing they suggested was not allowing shows on during lunch so that students could connect with one another more.

Additionally, in 2025/26, we:

- took the advice from the grade 5 student's suggestions after reviewing the MDI data with them in June 2025 and "cancelled" shows during lunch time, other than Fridays as a treat or class reward.
- scanned all students in grades 2-5 in the fall of Sept. 2025. One question asked was how many adults at CTE they felt cared for them. Any student who could not identify at least 2 was (confidentially) shared during our School Based Team meeting and 2 SBT members chose to really show love and care to that student.
- partnered with MBSS to create a music video of our Wolverine song and bought t-shirts for everyone to wear to increase our school pride and identity that at CTE we are "Caring Together Everyday" and the CTE Wolverines take care of themselves, others the land and our school.



Taking Action and Learning (cont)

Classroom level Instructional Strategies

On top of whole school strategies throughout the year, we have been responsive to the needs of our students in a variety of ways in the classroom or in grade-level groups:

- Classrooms have a sense of belonging, welcoming, connection and safety
- Morning meeting, soft starts and class meetings for students to connect with teachers and each other
- Gathering room scheduled to be open at 8:00 for students to check in and connect
- Students writing land acknowledgements/welcomes
- Breakfast and snack available to all students throughout the day
- Social-emotional lessons by classroom teacher or Inclusion Teachers
- Lessons on vaping, social-media, cell phone use
- RCMP Liaison officer lessons

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	Ensure Indigenous worldviews are incorporated into classrooms and embedded into school culture; continue to build c through ongoing and authentic learning opportunities to develop skills and deepen understanding of Indigenous peopl language and culture / teachings, aligning with the First Peoples Principles of Learning and Indigenous ways of knowir being; foster Nsyilxcen language instruction in schools; continue to foster community relationships through ongoing collaboration.
Equity in Action Agreement - Learning Environment (School Culture)	Reflect a strong culturally-appropriate Indigenous presence in each school; incorporate appropriate physical represent Indigenous culture with the learning and teachings around those artifacts both embedded in school cultural values and understood by the school community; acknowledge Okanagan Syilx Territory as a regular practice including assemblie meetings and gatherings and ensure an acknowledgment of the Territory is displayed at each District site; ensure Nsy local Indigenous language presence in all schools; ensure quality, culturally relevant space or Gathering Rooms in eve for both students and families to foster belonging, identity and connection to school.
District Strategic Plan - Family & Community Engagement	Focus on student learning and school improvement through relational trust; develop a welcoming culture built on rela mutual trust, openness, and transparency.
District Strategic Plan - Equity & Excellence in Learning	Value the unique identities and diverse contributions of each learner; build supportive, culturally relevant learning environments that create belonging, well-being, inclusivity, safety, and community; reflect the belief that each learner capable, competent, and full of curiosity; empower each learner and co-create experiences from their questions, pass interests; design learning experiences grounded in powerful learning principles (e.g., First Peoples Principles of Learni Principles of Learning, Equity in Action for Truth and Reconciliation) to foster the holistic development of each learner' competencies.

Resource Type	Resource Description	Estimated Budget
Other	Supplies for Wolverine Family Groups	2000



Checking for Impact

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

We need to continue to make social and emotional learning a priority in our school. We have regularly monitored the impacts that we are making in this area through a series of indicators, surveys, empathy interviews, etc. to better understand the challenges that our students are facing and how we might continue building a school environment that addresses these challenges.

In the fall of 2025, students in grades 2-5 were asked a variety of questions through a simple on line Kahoot survey. 93% of students indicated that they usually or always feel like they belong and are welcome at school; 92% could identify at least 2 adults who care about them. We would like to re-do this survey in June to see how we have improved, with the goal being 100% of students having a sense of belonging and feel that at least 2 adults care for them.

According to our MDI results, students are reporting a "low wellbeing" (40% low wellbeing in 2025/26; 30% in 2024/25; 37% in 2024/23) and we have dipped below the above the district average for students who are thriving (CTE: 38% thriving; district 42% thriving).

From observations and conversations, students seem to be really enjoying the Wolverine assemblies, family groups and other school identity initiatives. Many visitors have commended our school for being welcoming and have noticed a positive school community and atmosphere.

Furthermore, there has been a noticeable decrease in referrals to the office throughout the day, as well as during break times. A large part of this is building and communicating expectations for all staff and students. We have noticed that staff feel more respected by students. This could be in part to our work at building up our school community as well.

Recommendations for next steps for this School Student Learning Priority

We plan to look at this priority at our May 2026 staff meeting to see if it needs to be a continued priority, and then deeper review it in the fall of 2026. We have seen a lot of growth, and will continue to do all the school-wide and classroom strategies even if we didn't have it be a School Student Learning Priority. It might be that we specifically focus on belonging or student happiness/optimism as these results came below district averages on the MDI. It is something that we would want to investigate further

We will be conducting empathy interviews and surveys with our students to determine our success and next steps. In June of 2026, we hope to review the MDI results with our grade 5 students to further understand what more we can do as a school to support their overall wellbeing.

We plan to assess whether our Wolverine Family Groups are having the impact we had desired, and if not, how can we support belonging and community at CTE.

Our Inclusion Teachers will work with classroom teachers to support students to develop their social-emotional skills and to co-plan and co-teach to address these needs.

I'd like to see how we can involve families in building a stronger school community, possibly through conversation and surveys.

We plan to look at this priority at our May 2026 staff meeting to see if it needs to be a continued priority. We have seen a lot of growth, and will continue to do all the school-wide and classroom strategies even if we didn't have it be a School Student Learning Priority.

In the fall of 2026, we would like to invite students to give feedback on what they would like our assemblies and family groups to focus on; we would also like to ensure that each student can name at least 2 adults that care about them. This will be done through surveys as well as interviews.



Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan

In the school year of 2023/34, after triangulating evidence from observations, School Wide Write and student work, teachers noticed a need to prioritize writing. Teachers also provided their observations and thoughts as to student strengths and stretches when it comes to writing. When scanning students, only 57% of students saw themselves as writers, and only 9% saw writing as their strength.

In the fall of 2025, teachers began the process of identifying what they believed would make the most impact on student writing. This was based on what teachers saw in their students' writing, what they observed in the classroom and other anecdotal evidence. The top 3 factors teachers believed would make the most difference are: students setting individualized, personalized writing goals; aligning assessment and communicating student learning and using the writing continuum to assess and communicate student learning.

Looking at the data from our Kahoot questions in the fall of 2025, we saw that, for students in grades 2-5, only 57% of them said that they are "writers" (identity as a writer), only 60% of students say they like Writing and only 47% know how to become a better writer.

Student Learning Goal 3

All students will see themselves as writers and grow in their ability to communicate clearly.

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
Quantitative	EdPlan Insight data - School wide writes	During the SWW, we invite the Indigenous advocates, CEAs and other support staff to participate and help to ensure inclusion, sensitive and a feeling of safety. Data is collected and reviewed with the RTI and SBT teams, including our Indigenous Advocates, as well as with the whole staff. We need to interpret this data with an understanding and awareness of family cultural backgrounds. Our Indigenous advocates, ELL, SEL and LAT teachers help the team make sense of this data in light of culture, language, diversity and inclusion practices.
Quantitative	Proficiency Scale for Writing on Learning Updates	Data is collected and reviewed with the RTI and SBT teams, including our Indigenous Advocates, as well as with the whole staff. We need to interpret this data with an understanding and awareness of family cultural backgrounds. Our Indigenous advocates, ELL, SEL and LAT teachers help the team make sense of this data in light of culture, language, diversity and inclusion practices.
Qualitative	Student interviews - We hope to survey our students at the beginning and end of the year to determine student feelings towards writing	We will invite the Indigenous advocates, CEAs and other support staff to participate and help to help ensure inclusion, sensitive and a feeling of safety. Data is collected and reviewed with the RTI and SBT teams, including our Indigenous Advocates, as well as with the whole staff. We need to interpret this data with a understanding and awareness of family cultural backgrounds. Our Indigenous advocates, ELL, SEL and LAT teachers help the team make sense of this data in light of culture, language, diversity and inclusion practices.
Quantitative	Student surveys - We hope to survey our students at the beginning and end of the year to determine student feelings towards writing	We will invite the Indigenous advocates, CEAs and other support staff to participate and help to help ensure inclusion, sensitive and a feeling of safety. Data is collected and reviewed with the RTI and SBT teams, including our Indigenous Advocates, as well as with the whole staff. Need to interpret this data with a understanding and awareness of family cultural backgrounds. Our Indigenous advocates, ELL, SEL and LAT teachers help the team make sense of this data in light of culture, language, diversity and inclusion practices.



Taking Action and Learning

Leading Professional Learning

For the 2024/2025 school year:

- There was an invitation to all teachers to be a part of the Leading Writing Team; 7 teachers joined to determine our focus, and lead what the next steps should be towards this priority
- For Implementation Day we had Heidi Anne Mesmer teach us about Writing strategies
- We continued to look at Writing Power (Adrienne Gear), Story Workshop and other resources
- We reviewed the section of "The Behavior Code Companion" that talks about and gives strategies for students who struggle with Writing with all teachers (this will move into next year, if needed)
- Teachers from the district Leading and Innovation Team came to help teachers implement a variety of pedagogical practices including morpheme magic (a spelling and word work program for intermediate grades); writing through play and story workshop; a lunch and learn about Story Workshop and loose parts was attended by many teachers
- a group of teachers went to visit Davidson Road Elementary school to see Story Workshop in action

For the 2025/26 school year:

- Adrienne Gear attended our October Staff meeting to talk about Writer's workshop, assessment and writing goals
- Lunch and Learns for UFLI and Secret Stories targeted both reading and writing instruction and building teachers toll box of strategies and skills
- Collaboration time was provided for teachers to learn the new district Writing progressions, as well as to calibrate their assessment practices
- A few teachers worked with the Learning and Innovation team around this writing priority through the lens of Student Agency. The focus narrowed to Story Workshop, which fit perfectly with the creation of our Four Food Chief Story Workshop room. Teachers also focussed on oral storytelling, documentation, as well as sylxifying their Writing practice
- Teachers co-created a RTI pyramid of interventions in writing during a staff meeting and shared what was working well in their class for writing instruction for tier 1, 2 and 3 writers

School Level Strategies Structures

This will be continue to be determined as we focus on what the needs of our students are.

For 2023/2024:

- Some teachers, as a part of their PGP, read "The Behavior Code Companion"; a section that talks about and gives strategies for students who struggle with Writing.

For the 2024/2025 school year:

- For Implementation Day we had Heidi Anne Mesmer to teach us about Writing strategies.
- We created collaboration time and opportunities for teachers to look at student writing and effective practices to support our priority. This time was given for teachers to create an aligned assessment document, based on the district K-5 Writing Continuum.
- We were fortunate to have an Indigenous Literacy teacher support students twice a week and were able to secure funding from Jordan's Principle for a full-time teacher to support 7 identified students who were struggling with their academics (mostly literacy) and their social-emotional wellbeing
- Teachers use a variety of resources including Writing Power (Adrienne Gear), Story Workshop and others.
- Our Inclusion Teachers worked with small groups of students, who were identified by their classroom teacher, to work a specific skills
- We continue to use the data from EdPlan Insight, SWW, conversations and empathy interviews to determine the needs of our learners

For 2025/26:

- Collaboration time set aside in the school schedule to allow teachers to learn the new district Writing progressions, as well as to calibrate their assessment practices and discuss what was working for their students and class
- Looking at the data from our Kahoot questions in the fall of 2025, we saw that, for students in grades 2-5, only 57% of them said that they are "writers" (identity as a writer), only 60% of students say they like Writing and only 47% know how to become a better writer. As a school, we set our priority for our work around writer's identity and personal writing goals. As a school, we changed they way we spoke "You are all writers" and started to give writing prizes for students who met their writing goal (called the CTE Oscar in Writing). Students were also invited at any time to share their writing with the principal.
- Time at staff meetings to share what was working well and how to ensure that every student had a writing goal so they knew how to become a better writer.
- Teachers also shared at staff meetings what they were doing to see the most success in Writing.



Taking Action and Learning (cont)

Classroom level Instructional Strategies

- Students setting individual goals and reflecting on where they are and what their next steps are in writing
- Inclusion Teachers supported in classrooms for writer's workshop, story workshop or literacy stations
- Loose-Parts and Story Workshop
- Adriene Gear's Writing Power
- Intermediate teachers collaborating to implement a new spelling/word study program called "Morpheme Magic" (2024/25)
- Daily writing prompts in classrooms
- Choice in writing topics
- UFLI and Secret Stories

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities

Description

District Strategic Plan - Equity & Excellence in Learning	Value the unique identities and diverse contributions of each learner; Build supportive, culturally relevant learning environment that create belonging, well-being, inclusivity, safety, and community; Reflect the belief that each learner is capable, competent, and full of curiosity; Empower each learner and co-create experiences from their questions, passions, and interests; Design learning experiences grounded in powerful learning principles (e.g., First Peoples Principles of Learning, OECD Principles of Learning, Equity in Action for Truth and Reconciliation) to foster the holistic development of each learner's competencies. Implement effective job-embedded professional learning opportunities; Utilize inquiry approaches to build cultures of reflective and culturally responsive practices.; Cultivate networks that foster shared understandings in order to grow our collective efficacy and adaptive expertise.
Equity in Action Agreement - Pedagogical Core	Embed the First Peoples Principles of Learning (K-12); Continue to build capacity through ongoing and authentic learning opportunities to develop skills and deepen understanding of Indigenous peoples, language and culture / teachings, aligning with the First Peoples Principles of Learning and Indigenous ways of knowing and being.
District Strategic Plan - Family & Community Engagement	Develop a welcoming culture built on relationships, mutual trust, openness, and transparency; Effectively communicate with families and partners.
District Strategic Plan - Transformative Leadership	Create shared understanding around powerful teaching and learning so that innovative and sustainable learning environments can continue to be built; Use evidence and research to guide decisions, routines and practices that support all learners; Embed Indigenous ways of learning and knowing.
Equity in Action Agreement — Learning Profiles	A lot of the targeted literacy support for Indigenous learners happens in the Gathering Room, with Indigenous resources; Continue to develop a definition of success for each learner with a focus on personalizing the learning journey (success criteria will be learner-specific and holistic); Use multiple points of evidence to assess the learning needs of Indigenous learners. Story workshop sometimes focusses on Indigenous learning and stories. containing natural elements

Resource Type	Resource Description	Estimated Budget
Learning Resource	Professional Books	1000
Professional Learning	Implementation Day	1000
Professional Learning	Releasing teachers to visit and learn from other teachers around the district	2000



Checking for Impact

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

As this priority is relatively new to our school, we have just begun collecting evidence to review.

Our Leading Learning Writing Team has met it's goals in terms of setting a priority and suggesting ways to work towards it. One step, was to collaborate in grade groups to better understand assessments and align our expectations for students' writing. This was achieved. We also started a structure to allow for teacher to collaborate to calibrate assessments and further their work in aligning expectations.

2024/25: At the time of this report, students had not yet completed the School Wide Write, nor had teachers inputted proficiency scales for the year end writing assessment, so we were unable to see the growth through these assessments for the third term and entire year. However, we were able to look at Term 1 and Term 2 learning updates from all grades. In Term 1, there were 19% of students emerging in writing, 38% developing and 43% proficient. In Term 2, there were 19% of students emerging in writing, 58% developing and 46% proficient. This was not significant improvement over the 2 terms and we will continue to focus on this priority.

2025/26: At the time of this report, we have looked at how our Learning Updates in Writing compare across the district for term 2. At CTE, 42% of our learners are proficient in Writing, where as in the district, it's 49% of learners are proficient. In June of 2026, we will do another Kahoot to asses how our learners feel about writing.

Recommendations for next steps for this School Student Learning Priority

In the fall of 2026, we will continue looking at the best way to scan our students to see if they believe that they are writers and interview them to learn more about their beliefs. To help students see themselves as writers, we may: invite community members in to have them share when and how they write (ex. doctor, police, athlete), build writing skills and story telling skills through story workshop, work to implement best teaching practice and RTI intervention in writing.

We will look at our Writing practices and assessments and work to align with the District Writing Proficiency assessments, provincial K-5 Cross Curricular Literacy Proficiency Descriptors and provincial K-4 Language Arts Foundational Learning Progressions.

We will also continue looking at how having students set individual writing goals can improve their overall writing, including seeing themselves as writers. This will include student interviews, students surveys and writing samples.

Finally, we have booked Adrienne Gear for a school Pro-D on one of the summer Pro-D days in August. We will also explore resources recommended by the Learning and Innovation Team.



Principal Reflection

We continue to see growth and successes from our students. One thing I am most proud of, is the commendations and compliments that we get from parents, community member and district staff. They range from how well behaved, respectful and polite our students are to the great learning that they see happening at CTE. Parents and caregivers are proud and excited for the growth that they see in their children, and I have heard many times how much our students love coming to school and that they are "thriving" here from families.

One thing I am most proud of is the successes we are seeing in Reading. Most of our students (93%) are showing growth in their PM Reading levels. Those who aren't (7% = 13 students), the School Based Team, teachers and support staff have plans in place for further intervention or assessments to determine if there is more going on for these struggling readers. A huge part of this growth, we believe, is that targeted phonics instruction during UFLI groups for our primary students and Tier 3 Intermediate students. We will continue this next year as well and structure our days and weekly plans and prep schedule to accommodate the UFLI groups.

For our writing priority, we are feeling that this still needs to be a priority. I believe that we are on the right track with helping students to have individual writing goals so that they see themselves as writers and know how to improve. We are building writer identity in various ways, but we need to more specific in the strategies and pedagogies used to teach s writing and how we build skills in writing.

My hunch is that our "students will learn the skills to take care of themselves, others, the land and our school" has run its course, and needs a refresh. All of our students were able to name ways that they care for themselves, others and the land. In the fall, I'd like our staff to scan our students around learner agency, specifically efficacy, and more specific core competencies.

We also need to begin looking at the district numeracy assessment that is in draft as numeracy across the school hasn't been scanned or a focus at CTE.

Overall, we have experience growth, improvement and success for our students. I am proud of our school, our staff, and especially our students.

Recently, I have celebrated with students their jump in reading levels. One boy, previously a non-reader, was so excited to tell me he had jumped 8 levels while another student exclaimed he had jumped 6. Although they may not be reading a grade level, they have experienced success and are proud of their hard work. We are still working towards our goal of having all students read at grade level, but have succeeded in having almost all students improve in their reading skills, as evidenced by their PM levels. Having noticed that there are more emergent readers in the early years, we plan on focusing our support, in terms of LAT support, teacher support, reading volunteers and resources in the early grades (1-3). We will continue to regularly review reading data and use the RTI pyramid of support to target specific students.

As CTE Wolverines, we take care of ourselves, others, the land and our school. We are proud of our identity and our work to build our school community. This year, this is evident in the song the students co-created and the new logo they helped design. Students are being courageous to sing, drum, speak and dance at our Wolverine assemblies where we teach skills and ways to take care of ourselves, others and the land and school. Although we have noticed a continued improvement in school culture (less office referrals, comments made by guests, etc.), we are looking for ways to capture this growth. One thing we have celebrated through MDI survey is that our students have reported an increase in wellbeing and more grade 5 students are thriving. We will continue to work to ensure that every student can identify 2 adults in the school that they are connected to by identifying students who can't name 2 adults, as well as digging into what makes students feel cared for at school.

Our Writing priority has just been developed this year, with a focus on identifying what exactly our goal would be ("All students will see themselves as writers and grow in their ability to communicate clearly"). As writing is so complex, with many different factors (spelling, printing, idea generation, focus, anxiety, etc.), it has taken our team a while to really determine what our next steps will be. We have been going slow to go fast. This year, we have focused on staff development and co-creating assessments and aligning writing expectations for each grade level. We don't yet have the data to know if this has transferred to student writing. Some teachers have also started using Story Workshop more frequently, and the students are loving it! Next year, my hope is to focus on what research says is best practice for writing, including: having students create individual writing goals to work towards, story workshop, writer's workshop, etc. We will also start the year by survey students to see if they believe they are writers and to determine why that might be. This will help to provide us with our next steps, which we will check for the following spring.