



**Central Okanagan
Public Schools**

Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

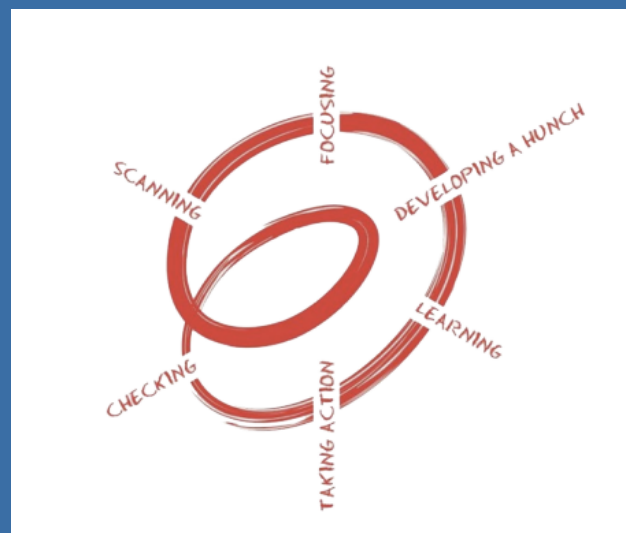
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

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

Rose Valley Elementary

School Year

2025-2026

Principal

Steve Labrie

Vice Principal



Student Population

261



ELL

5



Indigenous

21



Children in Care

0



SPED

31



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

11

School

Rose Valley Elementary



School Community Student Learning Plan



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School Learning Story

Background

Rose Valley Elementary School (RVE) is nestled in the hills of West Kelowna where it backs on to protected forest park lands and endless hiking trails. We are so grateful to be able to learn and play on the traditional unceded territories of the Syilx Okanagan Peoples. The neighbouring pond brings life to the area, and the abundance of field and forest space allows students to run, play, explore, and inquire. We are a Kindergarten to Grade 5 school with approximately 261 students.

School growth plans reflect a strong focus on B.C.'s Re-Designed Curriculum, particularly the Core Competencies, as well Central Okanagan Public School's Attributes of a Learner: Learner, Thinker, Collaborator, Innovator, and Contributor. This year we are focusing on improving our literacy skills across grade levels, adding explicit phonics instruction from K - Gr. 5. We are also learning how to better increase learner empathy, personal and social responsibility through explicit, Indigenized lessons and school structures. We are intent on supporting our staff and students as they try to "Live in a Good Way".

School Scan

How we will gather Evidence

At RVE we will gather data in a number of ways:
School scanning - empathy interviews of staff, students and community.
Assessment Data - ELP, FSA, PM assessments, SWW, etc.
SLSurvey data, MDI data will also factor into our analysis

With this evidence we will support and refine our 2 school priorities for the next year.

Type of Student learning	Description	Trends and Patterns
Empathy Interviews	Teacher Scans: Staff observations of student learning needs in core competency areas	Students displaying need for growth in empathy and responsibility; staff notes confirm frequency, as well as SLS and MDI data.
	Behavioural referrals/incidents	Students are indicating overall increased levels of confidence as readers, with all scanned indicating they can, and know how to, improve as readers and writers.
	Through process of Indigenization, connections made between FPPL and core competencies	Students are demonstrating increased understanding of school expectations and understandings around "How to Live in a Good Way".
	Student scans on 2 school priority areas.	
Student Achievement Data	K-5 Classroom teacher triangulated data/LA teacher specific assessment data of primary/ELP	At the start: Students K-5 struggling with phonemic awareness and phonics skills. Shows up in their literacy proficiency and achievement. Teachers note that this is a problem impacting most learning tasks.
	RVE school support staff assessed sample groups across the school in relation to Literacy improvements. This data included the ELP phonics assessment, Words their Way evaluations.	Where we are: Students are showing fairly homogenous improvement in their understanding of phonics (word parts), increasing their ability to problem solve words they don't know, and increasing their overall proficiency as readers and writers.

Student Learning Priority 1

Focusing

▲ Patterns and Trends from the School Scan

School data has shown us that our students continue to need more direct, explicit literacy instruction - specifically, phonics, phonemic awareness, and spelling skills. This has come through in many of our sources of data, from teacher scanning, to student assessments. This need is pervasive K-5 in our school population.

▲ Student Learning Goal 1:

To increase phonemic awareness skills and phonics knowledge in all our learners to improve reading, reading confidence, writing and spelling skills in order for our learners to better understand themselves and provide equitable access to the world around them.

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	ELP Data (Phonics section) Reporting data WTW Inventory	Whole school participation, teaching specific skills in response to data (explicit instruction at Tier 1 level) At present the trending is positive. We are seeing collective understanding in our student population in relation to the phonics instruction. The WTW assessment describes an increase in the student's ability to encode new words and their parts.
Qualitative	Scanning data - Student improvements in literacy based classroom tasks	Specific instruction for all learners; tasks accessible for diverse learners with multiple entry points and ways to show learning Students are describing more confidence and ability to read words they don't already know.
Quantitative	Phonemic awareness assessment data - LA teacher	Cross section of diverse learners assessed LA teacher seeing positive growth with her UFLI, PM and ELP data

School

Rose Valley Elementary



School Community Student Learning Plan



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Taking Action and Learning

Leading Professional Learning

- Phonics/Phonemic awareness explicit instruction
- Continued UFLI in-service
- Implementation Day focus 23/24
- Literacy intervention teacher-led in-service and collaboration

School Level Strategies Structures

- UFLI continued in-service at staff meetings
- Collaborative practice
- Lunch instructional planning meetings
- Scope and sequence (Time and expertise)
- Mentoring by/collaboration with Literacy Intervention teacher
- School wide assessment plan for Priority 1 completed and being used
- Collaboration between LAT (K.Dodds), Inclusion Teacher (S. Mustard), literacy intervention teacher (LDI) (D.Neer) on ways to support staff and student learning;
- SBT referrals to the district reading program (High Five): 11 RVE students in the full program; 5 students supported by the program's CEA;



Taking Action and Learning (cont)

Classroom level Instructional Strategies

- School-wide alignment of practice using a systematic and explicit phonics program (UFLI), which is one of the key areas of development of foundational literacy skills;
- Responsive intervention within classrooms;
- Collaboration with LAT and LDI teacher to model and to deliver whole-class explicit and systematic phonics instruction (UFLI);
- Collaboration with LAT to deliver supported Tier 2 interventions both in and out of the classroom; decisions based on data and in consultation with the classroom teachers, using a consistent, systematic approach.

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	Adds Tier 1, 2, and 3 level instruction and interventions for all our readers

Resource Type	Resource Description	Estimated Budget
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Checking for Impact

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

Student scanning has demonstrated increased confidence in their own abilities as readers. Almost all scanned feel they are where they should be as readers, and all scanned have indicated they feel they have grown as readers this year. All have indicated they feel they know they can now improve as readers given time and practice. Almost all reference that they know how they can do this.

Teacher scanning indicates significant confidence in the intervention program and its efficacy. They are indicating they themselves are more confident addressing the literacy needs of their learners. This is particularly striking in the comments of Intermediate teachers. The teachers also indicate the following:

- Increased student confidence as readers and writers in relation to other years
- Increased transference and application of skills demonstrated by students to new tasks in relation to other years
- Increased proficiency in spelling in relation to other years

With the creation and Implementation of a school wide assessment plan in relation to Priority 1, we have been able to track growth with pre-mid and post test assessments.

Increased student ability to problem solve and persevere through their reading and writing processes in relation to other years

Improvement in WTW inventory assessment in relation to pre-tests and past years

Data-driven: Quantitative (ELP, WTW, Intermediate reading and writing assessments) and qualitative (scanning) data show progress toward proficiency in spelling (encoding) and reading (decoding). Cross-sections of student data, including varied student abilities within a classroom, as well as samples from primary and intermediate students, showed that students started the year with a wide range of understanding of phonics concepts (image of start of year data). Through a multi-tiered system of support (MTSS) approach, the mid-year results show alignment of student understanding with the focus of teaching practice (image 2: mid-year data).

In short, the assessments have demonstrated growth in the student's abilities to attack words they don't know by looking at the word parts. This adds to their toolkits as readers. It is making a difference.

Recommendations for next steps for this School Student Learning Priority

Continue to support through "lunch planning", staff meetings and support staff co-planning/teaching

Assess impact on reading in the Fall after a summer off, then re-assess at end of year again

Continue to work with the High Five literacy intervention teacher. This will include co-planning, co-teaching and observing other colleagues.



Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan

Student difficulty seeing how their actions can impact others - not just individuals, but how their actions can cause ripples in the whole, or portions of, the student body
A growing curiosity in Indigenization in our community, and a needed focus on the beauty and wisdom of Indigenous culture and teachings

Student Learning Goal 2

To continue to grow our community’s understanding of the First Peoples Principles of Learning and leverage that understanding to positively impact our learners’ understanding and demonstration of the core competencies of social awareness and responsibility.

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	Efficacy of 3 Jumps School Wide Expectations plan; scans; teacher anecdotal comments; student understanding	More uptake and efficacy as students and staff come to common understanding of language and process
Qualitative	Teacher observations/data on student displaying empathy and responsibility for their own actions Behavioural data/observations	Include cross section of learners; ensure instruction is accessible for all students; culturally relevant and approved information around Indigenization/FPPL
Qualitative	Empathy Interviews - students	Include cross section of learners
Qualitative	Class meetings/circles	All learners given opportunity - teacher documented



Taking Action and Learning

Leading Professional Learning

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Anona Kampe In-service
Staff Meeting FPPL and Captik
Implementation Day with IndigenEyez facilitator: focus on decolonization, implicit bias and Indigenization
IndigenEYEZ year long in-service with 6 RVE staff
2 RVE staff involved in SSHRC grant in-service, 6 in the SSHRC Symposium as learners and presenters
Implementation Day 2025/26 - IndigenEyez returned for more learning

School Level Strategies Structures

▲

Building common language, framework to assess , instruct and support responsively
Modelling
Common behavioural reflection tools for students
Staff Meeting in-service
School wide Indigenized behavioural response and reflection structure (3 Jumps) co-constructed with staff and Anona Kampe
3 Jumps Behavioural Prompt

School

Rose Valley Elementary



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Taking Action and Learning (cont)

Classroom level Instructional Strategies

- Specific instruction
- Matrix
- Use of Captik in proactive and responsive ways
- 3 Jumps usage to work on decision making, empathy, responsibility

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

Students in most classes are able to utilize the language of the captik? in reference to their thinking about their daily interactions with each other and their development of targeted aspects of character.

They are familiar with the 3 Jumps approach to problem solving, and know what is being asked of them when this structure is utilized. It is being used by staff across all contexts, and in circumstances requiring individual, group and whole class intervention.

Teachers anecdotal comments support an increase in understanding of the captik and confidence working with them with students after having been in-serviced in ways to utilize captik proactively and responsively with their students.

Students scans indicate an increase in focus on their own responsibility for the land, themselves and and each other.

Class meetings in circle are in use in the majority of our classrooms. They are used to collaboratively solve problems and proactively establish baseline positive behaviours.
Gr. 4 SLS indicates increase in student empathy and in awareness of the needs of others.
Gr. 5 MDI reports empathy scores well above district average.

Recommendations for next steps for this School Student Learning Priority

We have enlisted the staff of IndigenEyez to work with us on this Priority at Implementation Day in October 2026.
We will reach out to Indigenous Education for support to work with teachers here to align the localized FPPL with designated core competencies.
Student scans will continue and we will focus on ways to bring our community into our learning of the FPPL and decolonization.
We will continue to develop our experience with the 3 Jumps structure.
We will continue to operate under the inquiry and priority of learning to "Live in a Good Way".
We are looking at expanding this focus and establishing norms for "Learning in a Good Way".
We will refine our practices to specifically target empathy next year.

Principal Reflection

This year we were able to achieve measurable growth in relation to our two priorities. In terms of our phonics priority, we established a school wide assessment plan that showed student growth across grade levels. We will continue to refine this assessment plan next year as we enter a third year with this priority. We will also continue explicit instruction for staff in UFLI at staff meetings and lunch and learns. Our students are showing they are benefiting and growing as readers as a result of this focus.

We are also moving forward with our second priority, increasing out staff knowledge and experience, resulting in co-created changes in some of our whole school practices that reflect this priority and our values. Our students are thriving with these new practices and they now have an understanding of the consistent school based language in relation to them. We continue to move forward on the path to Indigenization and Reconciliation in an authentic and meaningful way.

5/27/26

This year we continued on our journey with our two Priorities, delving deeper, taking time and reflecting on our practices in these areas. Staff are feeling well grounded in UFLI as a component of their literacy program, and are now looking to delve into more guided practice around "the finer points". Our students continue to grow and show positive results in their literacy skills.

We are continuing to focus on Indigenization, and how to more effectively utilize our 3 Jumps practice across all grade levels as we establish common language around behaviour and responsibility.

We have decided that empathy needs further focused intervention as we seek to nurture this core competency in our students. As such, we have changed some of our language with students to highlight this particular habit of mind. We are looking for a captik to look further into this through story.