



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



Central Okanagan  
Public Schools  
Indigenous Education





# School Community Student Learning Plan



Central Okanagan  
Public Schools  
Together We Learn

## School

Rutland Elementary

## School Year

All

## Principal

Mark Watson

## Vice Principal

Rochelle Popoff



### Student Population

450



### Children in Care

0



### School Level

Elementary School



### School Type

English



### ELL

90



### SPED

42



### Grades

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



### School Based Teachers

23



### Administrators

2



### School Based Support Staff

15



### Indigenous

42



### Family of Schools

Rutland Family of Schools



School Learning Story

Background

Rutland Elementary School serves 450 students from Kindergarten through Grade 5 within the open catchment area of Rutland. At RLE, we are committed to fostering a school of excellence where every individual is a learner, valued, and heard, and where everyone believes in their potential for success. We emphasize the development of strong foundational skills and core curricular competencies to ensure each child thrives holistically, both now and in the future. Our approach is rooted in authentic community engagement, understanding the needs and aspirations of our learners, and placing students at the center of their educational experience.

In recent years, Rutland Elementary has prioritized the design of rich tasks to achieve success for all learners. This initiative is grounded in research, incorporating the First Peoples' Principles of Learning and the OECD's Seven Principles of Learning. Our staff has utilized these principles to define high-quality tasks, with equity and excellence as our guiding objectives. We recognize that task design is a key predictor of performance and that true accountability lies in the tasks students are assigned. Understanding the positive impact of collective efficacy on student learning, we have leveraged the expertise of our colleagues, fostering collaboration and sharing of rich tasks.

For the 2024-25 school year, a new "Caring Community" Learning Priority has emerged at RLE. Evidence highlights "Caring Community" as a significant strength at Rutland Elementary and underscores the importance of an engaged community in student success. Establishing and nurturing a caring community is foundational to student achievement, and we are committed to maintaining this priority. We believe that by continuing to build authentic partnerships with parents and the community, we can enhance student engagement, achievement, and overall well-being.

School Scan

How we will gather Evidence

The Learning Priorities for Rutland Elementary are informed by student achievement data, parent and staff scans, pedagogical documentation, and empathy interviews. These sources collectively highlight the areas that require focused attention to enhance student learning and success. We will continue to adjust and expand our community scans, and data collection to support the learning experience for all students, including our English Language Learners, Indigenous Learners and learners with diverse needs, by ensuring that we gather and analyze a variety of evidence to understand the current state of student learning. This comprehensive approach allows us to identify and address the unique needs and strengths of each student group, fostering an inclusive and equitable learning environment.

Learning Priorities:

- Nurturing and Extending a Caring Relationship with Our Community to Meet the Needs of Our Learners
- Extending Students' Numeracy Skills through Quality Instructional Practices
- Extending Students' Literacy Skills through Quality Instructional Practices

| Type of Student learning  | Description                                                                                                                                                                                                                                                                                                                                                           | Trends and Patterns                                                                                                                                                                      |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pedagogical Documentation | Teachers recorded observations of student learning during numeracy or literacy rich tasks. Teachers focused on the questions: 1. What are the strengths that you learners show? 2. How could you build on those strengths? 3. What types of evidence could you use? 4. What do you prioritize for your students to know, be able to do, and understand in the future? | Areas that came across as a focus for next steps were: Foundational Number Sense in Numeracy, Clear Expression of Content and Meaning in Writing, and Confidence in both of those areas. |

Student Learning Priority 1

Focusing

▲Patterns and Trends from the School Scan

Our scanning process indicated a few significant trends around numeracy. Specifically, we recognize the extensive range of learning styles and needs of our students. From students requiring additional support with their basic number sense, their understanding of mathematical concepts, high frequency math operations, and their problem-solving fluency. Connected to this are additional factors including student stamina, exposure time on numeracy (impacted by pandemic complications). We are seeing trends in our intermediate students requiring additional supports with their mathematical reasoning and application, as evidenced in our data collection.

▲Student Learning Goal 1:

Extending Students' Numeracy Skills through Quality Instructional Practices

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

▲Foundational Skills

Numeracy

Evidence of Impact

What evidence will we collect?

| Type of Evidence | Short Description                                 | Consideration of Equality Inclusion                                                                                                                                                             |
|------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Qualitative      | Pilot Work with District Numeracy Assessment Tool | Students are able to see where they are at and what their next steps are to set goals and move their learning forward.                                                                          |
| Quantitative     | Grade 4 FSA Results                               | Increased student participation has improved validity of this data. Evidence indicates students will benefit from differentiated instruction to extend their numeric problem solving strategies |
| Quantitative     | Classroom assessments and Reporting Documents     | Evidence pointed to the numeracy as a growth area for learning<br>Evidence supported that differentiation was necessary in order to stretch the learning/thinking of our students               |
|                  |                                                   |                                                                                                                                                                                                 |

Taking Action and Learning

Leading Professional Learning

Our approach to professional learning is guided by the OECD's 7 Principles of Learning, the implementation of Rich Math Tasks, and the strategies outlined in Building Thinking Classrooms by Peter Liljedahl. Additionally, we actively participate with the District Numeracy Team to enhance our practices.

Staff Development: We share promising strategies and insights through various platforms, including staff meetings, Lunch and Learns, and Implementation Days. These sessions are designed to foster collaboration and continuous improvement.

Professional Growth Plans: Staff members are now developing their Professional Growth Plans, aligning them with our School Learning Priorities. This ensures that our collective efforts are focused on achieving our educational goals and enhancing student outcomes.

School Level Strategies Structures

Professional Development and Collaboration: Provide ongoing professional development for teachers, incorporating strategies from "Building Thinking Classrooms" by Peter Liljedahl. Share promising practices through staff meetings, Lunch and Learns, and Implementation Day. Engage with the District numeracy team for collaborative support.

Extended Learning Opportunities: Offer after-school tutoring, math clubs, and summer programs to increase exposure time on numeracy, bridging gaps caused by pandemic-related disruptions.

Parental Involvement and Support: Encourage parental involvement through workshops and informational sessions, providing resources to help parents support their children's numeracy learning at home.

Regular Assessment and Feedback: Implement regular assessment and feedback mechanisms to monitor student progress in numeracy. Use this data to inform instructional practices and make necessary adjustments to support student growth.

OECD 7 Principles of Learning: Incorporate the OECD 7 Principles of Learning to create engaging and effective learning environments that promote student motivation, active engagement, and personalized learning.

Taking Action and Learning (cont)

Classroom level Instructional Strategies

- Differentiated Instruction: Implementing tailored lesson plans and activities to address varying levels of number sense, mathematical concepts, and problem-solving skills, accommodating diverse learning styles and needs.
- Rich Math Tasks: Utilize rich math tasks that challenge students and promote deep thinking and problem-solving. These tasks should be designed to cater to various skill levels and promote a deeper understanding of mathematical concepts.
- Technology Integration: Integrate technology tools such as educational software, online math games, and interactive platforms to reinforce mathematical concepts and problem-solving skills.
- Collaborative Learning Environments: Foster collaborative learning environments where students can work together on math problems and projects. This approach can enhance mathematical reasoning and application through peer support and shared learning experiences.
- Building Thinking Classrooms: Implement strategies from "Building Thinking Classrooms" by Peter Liljedahl to create a classroom environment that encourages critical thinking, collaboration, and active learning in mathematics.

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 |             |

| Resource Type         | Resource Description         | Estimated Budget |
|-----------------------|------------------------------|------------------|
| Professional Learning | Building Thinking Classrooms | 975.00           |



Checking for Impact

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

Teachers reported that most students demonstrated promising progress in their understanding of number sense. While many students initially could articulate their strategies for overcoming challenges, a few were uncertain. Data indicates that students are beginning to share their approaches to problem-solving more confidently.

Additionally, early indications suggest improvements in students' ability to apply mathematical concepts in various contexts, such as real-world problem-solving and collaborative tasks. There are also encouraging signs of growth in students' fluency with basic math operations and their ability to reason mathematically. The integration of rich tasks and differentiated instruction appears to be contributing positively, ensuring that all learners are appropriately challenged and supported. While this is still early work, the initial signs are encouraging and suggest a positive trajectory.

Recommendations for next steps for this School Student Learning Priority

Refine the Goal: Continue to refine our numeracy goal with the lens of working through the book Building Thinking Classrooms. This resource provides valuable strategies for fostering a culture of thinking and problem-solving in mathematics.

Staff Development: Provide ongoing opportunities for staff development to enhance instructional practices. This includes professional learning sessions, observations, and the implementation of promising strategies. These opportunities can be shared through staff meetings, Lunch and Learns, and Implementation Days.

Collaborative Practices: Encourage collaborative practices among teachers to share insights and effective methods. Facilitating regular discussions and collaborative planning sessions will help in the consistent application of high-quality instructional strategies.

Monitoring and Feedback: Establish a system for monitoring student progress and providing feedback. Utilize data to inform instructional decisions and ensure that interventions are effectively supporting student growth.

Community Engagement: Seek opportunities for authentic community involvement to support numeracy development. Engaging parents and community

Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan

Our school scan revealed several significant patterns and trends in student learning, specifically in early literacy acquisition. We identified key growth areas including phonological awareness, alphabet knowledge, vocabulary development, and print awareness. Additionally, we recognized the need to focus on reading comprehension and expressive language skills.

The scan highlighted the diverse learning styles and needs of our students. For instance, some students require additional support with phonological and phonemic awareness, high-frequency words, and fluency. Factors such as student stamina and exposure time to literacy, impacted by pandemic-related disruptions, also emerged as areas of concern.

Furthermore, our data collection indicated that intermediate students require additional support with writing skills. These insights underscore the importance of differentiation to effectively challenge and stretch all learners, ensuring that each student receives the support they need to succeed.

Student Learning Goal 2

Extending Students' Literacy Skills through Quality Instructional Practices

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

Foundational\_Skills

Literacy  
Numeracy

School

Rutland Elementary



School Community Student Learning Plan



Central Okanagan Public Schools

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Evidence of Impact

What evidence will we collect?

| Type of Evidence | Short Description        | Consideration of Equality Inclusion                                                                                           |
|------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Quantitative     | FSA data                 | Teachers are able to see where each student is at and what their next steps are to set goals and move their learning forward. |
| Quantitative     | Student Learning Updates | Teachers are able to see where each student is at and what their next steps are to set goals and move their learning forward. |
| Quantitative     | ESGI Data                | Students are able to see where they are at and what their next steps are to set goals and move their learning forward.        |
|                  |                          |                                                                                                                               |



Taking Action and Learning

Leading Professional Learning

When we look at individual student data, we are seeing improvements in foundational skills as measured by Early Learning Profiles, and now ESGI, and reporting documents. There is growing excitement among staff for the opportunity to authentically collaborate with colleagues within the school and beyond, including through school visits. We have also observed increased consistency in staff practices, particularly in the use of common language and focused resources. Additionally, parent engagement and student attendance have improved. Collaborative practice among staff is expanding, and we anticipate further pedagogical changes as we continue our journey with initiatives such as UFLI and Inquiry. Staff have begun to develop their Professional Growth Plans around our School Learning Priorities.

School Level Strategies Structures

Individual student data shows growth in foundational skills. Data indicates that Tier 3 literacy interventions are helping students, especially our English Language Learners (ELL) and Indigenous learners, to improve their reading levels. Although we are in the early stages with some of the data, recommendations for next year include:

- Continuing to support the morning reading club and other literacy initiatives.
- Implementing targeted interventions to address specific literacy needs.
- Encouraging reflective practices among teachers to respond to student needs effectively.
- Utilizing data to inform instructional strategies and monitor student progress.
- Continue with UFLI at the Primary levels

### Classroom level Instructional Strategies

- Implementing targeted interventions to address specific literacy needs.
- Encouraging reflective practices among teachers to respond to student needs effectively.
- Utilizing data to inform instructional strategies and monitor student progress
- Focus on instructional practices that stretch all learners

## District Strategic Plan - Priorities

District Strategic Plan - Equity &amp; Excellence in Learning

| Resource Type         | Resource Description                         | Estimated Budget |
|-----------------------|----------------------------------------------|------------------|
| Professional Learning | Powerful Writing Structures by Adrienne Gear | 650.00           |

Checking for Impact

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

When we examine individual student data, we observe significant growth in foundational skills as measured by SGI and reporting documents. This data not only highlights areas of improvement for all students but also helps identify specific interventions needed for individual students. There is a growing enthusiasm among staff for authentic collaboration with colleagues within the school and beyond, including through school visits. Increased consistency in staff practices, particularly in the use of common language and focused resources, has been noted. Additionally, parent engagement and student attendance have improved. Collaborative practices among staff are expanding, and we anticipate further pedagogical advancements as we continue our journey with initiatives such as UFLI and Inquiry, Powerful Writing Structures by Adrienne Gear, and the increased utilization of Loose Parts and Story Workshop to support the writing process.

Recommendations for next steps for this School Student Learning Priority

Next steps at the school level for this School Student Learning Priority include:

- Shared Leadership: shared leadership in guiding school priorities to foster a collaborative and inclusive environment.
  - Authentic Collaboration: Create opportunities for staff to collaborate authentically with colleagues within the school and beyond, including through school visits.
  - Professional Development: Support staff in accessing timely learning resources and professional development opportunities to enhance their instructional practices.
  - Community Involvement: Seek opportunities for authentic community involvement and agency to strengthen the school's connection with its community.
  - Targeted Resources: Allocate resources strategically to support our identified priorities.
- Individual student data shows growth in foundational skills, with Tier 3 literacy interventions proving effective for English Language Learners (ELL) and Indigenous learners. Recommendations for next year include:

- Early Primary Level: Continue utilizing the UFLI (University of Florida Literacy Institute) literacy instruction program to teach foundational skills necessary for proficient reading and spelling.
- Targeted Interventions: Continue implementing targeted interventions to address specific literacy needs.
- Story Workshop: Explore "story workshop" as a structure to support writing development.
- Reflective Practices: Encourage reflective practices among teachers to respond effectively to student needs.
- Data Utilization: Utilize data to inform instructional strategies and monitor student progress.
- Reading Comprehension: Explore reading comprehension strategies for intermediate students to enhance their understanding and engagement with texts.



Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan

Evidence points to the "Caring Community" as a relative strength at Rutland Elementary. Additionally, evidence indicates that an engaged community is a critical factor in the success of our students. Establishing and nurturing a caring community at Rutland Elementary is foundational to student success and has always been a cornerstone of our practice. This year, we are explicitly stating it as a priority as we explore new ways to strengthen this relationship and its associated benefits to student learning. We believe we can continue to leverage authentic parent and community partnerships to increase student engagement, student achievement, and overall student and family well-being.

Student Learning Goal 3

Nurturing and Extending a Caring Relationship with Our Community to Meet the Needs of Our Learners



Evidence of Impact

What evidence will we collect?

| Type of Evidence | Short Description                 | Consideration of Equality Inclusion                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quantitative     | MDI Results                       | Review MDI data as it pertains to student wellness                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Qualitative      | Observations                      | We are witnessing an increase in parent participation in school wide events. We suggest that this involvement will lead to gains for all of our learners. This year staff community events included; Welcome Day, Celebrations of Learning, Parent Teacher Conferences, Winter Concert, Earth Day, ELFF Night, Harmony Day Activities, Welcome to Kindergarten Activities. Staff have continued to have a high degree of participation in these beyond the bell activities. |
| Quantitative     | Parent engagement %'s with SeeSaw | This is relatively new and we will be reviewing the frequency and quality of parent engagement in the 2024-25 school year. SeeSaw allows us to track usage from families                                                                                                                                                                                                                                                                                                    |
| Qualitative      | Scans                             | We continue to scan our families and hearing positive feedback regarding the climate we are fostering. We also hear from our families the significance of a safe community                                                                                                                                                                                                                                                                                                  |
| Quantitative     | Student Attendance                | Student attendance is improving. We will continue to monitor this particularly for our vulnerable families. We recognize that there are many barriers to attendance and that a positive supportive community can engage to support these families to overcome the barriers                                                                                                                                                                                                  |



Taking Action and Learning

Leading Professional Learning

Professional Reading: Insights from Gregg Behr's book, When You Wonder, You're Learning: Mister Rogers' Enduring Lessons for Raising Creative, Curious, Caring Kids, may guide our thinking. This resource provides valuable lessons on fostering creativity, curiosity, and caring in our students.

Collaborative Learning Opportunities: Facilitate collaborative learning opportunities within the school, among a network of schools, and with district specialists. These opportunities will enable staff to share best practices, engage in professional dialogue, and implement innovative strategies to enhance student learning.

Staff have begun to develop their Professional Growth Plans around our School Learning Priorities.

School Level Strategies Structures

- Maintain Current School Events: Continue with existing school events to foster a culture of belonging among students, staff, and parents.
- Utilize SEESAW for Parent Communication: Encourage the use of SEESAW to enhance parent communication and support student learning effectively.
- Collaborate with PAC: Partner with the Parent Advisory Council (PAC) to develop a thematic, organized calendar that aligns with our Core Competencies of Thinking, Communication, Personal and Social Responsibility.

Taking Action and Learning (cont)

Classroom level Instructional Strategies

To support our priority of nurturing and extending a caring relationship with our community to meet the needs of our learners, we have implemented the following strategies:

- Schedule Adjustment for 2024-25: Introducing a 25-minute community-building soft start in classrooms each morning to foster a sense of belonging and connection.
- Community Partnerships: Strengthening horizontal connections with community partners such as Rutland Middle School, Rutland Senior Secondary, UBC-O, PacificSport Okanagan, and the Métis Society.
- Community Engagement through SEESAW: Continuing efforts to engage the community in supporting student learning via the SEESAW platform.
- Redesigning Community Engagement Events: Revamping our community engagement events to better involve and support our stakeholders.
- Family Partnerships: Establishing true partnerships with families to address and support the needs of students.
- Indigenous Advocates: Collaborating with Indigenous advocates to ensure culturally responsive support for our students.
- Settlement Workers: Providing support for recent immigrant families, including after-school programs focused on enhancing English language skills for both students and their families.

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 |             |
| District Strategic Plan - Family & Community Engagement   |             |

| Resource Type | Resource Description | Estimated Budget |
|---------------|----------------------|------------------|
|---------------|----------------------|------------------|

Checking for Impact

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

Increased Parent Engagement: Evidence indicates a rise in parent engagement, contributing to a more connected school community.

Improved Student Attendance: There has been a noticeable improvement in student attendance, reflecting the positive impact of our initiatives.

Engaging Extension Activities: Extension activities beyond regular school hours have successfully engaged parents, fostering a collaborative environment.

Positive Feedback on Events: Changes to Kindergarten Entry, ELFF Night , and Earth Day have been well received by parents and staff.

Support for Harmony Day: Both parents and staff have provided positive feedback regarding the school climate and have recognized the efforts made to support our Harmony Day Celebration.

Community Needs: Data highlights a significant level of need within our community, both financial and otherwise, underscoring the importance of our ongoing support initiatives.

Recommendations for next steps for this School Student Learning Priority

As our priority of nurturing and extending a caring relationship with our community is new for 2025-26, we will be maintaining and expanding the following initiatives:

Schedule Adjustment for 2024-25: Continue the 25-minute community-building soft start in classrooms each morning to foster a sense of belonging and connection.

Community Partnerships: Strengthen horizontal connections with community partners such as Rutland Middle School, Rutland Senior Secondary, UBC-O, PacificSport Okanagan, and the Métis Society.

Community Engagement through SEESAW: Enhance efforts to engage the community in supporting student learning via the SEESAW platform.

Redesigning Community Engagement Events: Further revamp our community engagement events to better involve and support our stakeholders.

Family Partnerships: Deepen partnerships with families to address and support the needs of students.

Indigenous Advocates: Continue collaborating with Indigenous advocates to ensure culturally responsive support for our students.

Settlement Workers: Expand support for recent immigrant families, including after-school programs focused on enhancing English language skills for both students and their families.

These recommendations aim to build on our current successes and ensure that our community remains actively involved in supporting our learners.

School

Rutland Elementary



*Student Learning Priority 4*



Central Okanagan  
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**Foundational Skills**



**Patterns and Trends from the School Scan**



**Student Learning Goal 4**



School

Rutland Elementary



Evidence of Impact for Priority 4



Central Okanagan  
Public Schools  
Together We Learn

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

At Rutland Elementary School, we have worked hard as a team to create a learning environment where each child develops the foundational skills and competencies to thrive holistically throughout their lifetime. We do this by intentionally designing learning experiences grounded in the First People's Principles of Learning, and OECD(Organization for Economic Co-operation and Development) principles of learning. We used the Spirals of Inquiry structure to gather data to develop our School Learning Priorities for the 2023-2024 school year. Through the scanning process, we uncovered what was going on for our learners, and from that data, Rutland Elementary focused on two learning priorities this past school year. Our first learning priority is Written Literacy, where our focus was for all students to demonstrate progress in their ability to create and construct text to clearly communicate meaning. In Numeracy, our second learning priority was that all students will demonstrate progress in their understanding of numbers through rich task design.

Throughout the year, there were numerous professional learning opportunities for teachers to work together and grow in their collective efficacy. Teachers used mentor texts to guide their instruction and plan for intellectually engaging, high ceiling, low floor, rich tasks. There were multiple check-in points where we analyzed what was going on for our learners and, as reflective practitioners, responded to those needs. In our most recent feedback loop, teachers noted success for both learning priorities. We have also seen an increase in our student's abilities to describe their next steps in their learning journey in these two areas. As we transition to a new principal, we are looking forward to next year where we will focus on sustaining the momentum that we have created and going deeper in both of these areas.

At Rutland Elementary School, our commitment to nurturing and extending a caring relationship with our community, alongside our focus on enhancing students' numeracy and literacy skills through quality instructional practices, has shown promising growth. Teachers have observed progress in students' understanding of number sense, with many students beginning to articulate their problem-solving strategies. Early indications also suggest improvements in students' ability to apply mathematical concepts in various contexts, such as real-world problem-solving and collaborative tasks. There are signs of growth in students' fluency with basic math operations and their ability to reason mathematically, supported by the integration of rich tasks and differentiated instruction. While this work is still in its early stages, the initial signs are encouraging and suggest a positive trajectory. Individual student data reveals growth in foundational skills, as measured by ESGI and reporting documents. This data highlights areas of improvement for all students and helps identify specific interventions needed for individual students.

There is a growing enthusiasm among staff for authentic collaboration with colleagues within the school and beyond, including through school visits. Increased consistency in staff practices, particularly in the use of common language and focused resources, has been noted. Additionally, parent engagement and student attendance have improved, fostering a more connected school community. Collaborative practices among staff are expanding, and we anticipate further pedagogical advancements as we continue our journey with initiatives such as UFLI and Inquiry, Powerful Writing Structures by Adrienne Gear, and the increased utilization of Loose Parts and Story Workshop to support the writing process.

Feedback regarding changes to ELFF, the Halloween Family Dance, and Earth Day has been well received by parents and staff. Positive feedback from parents and staff regarding the school climate and recognition of the efforts made to support our Harmony Day Celebration further underscore the success of our initiatives. Data highlights a significant level of need evolving within our community, both financial and otherwise, underscoring the importance of our ongoing support initiatives.

Next Steps: Moving forward, we aim to stretch all learners in numeracy and literacy through targeted strategies and quality instructional practices. Additionally, our new priority of nurturing a caring community is an exciting opportunity, and we look forward to exploring the possibilities it brings.