



**Central Okanagan
Public Schools**

Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

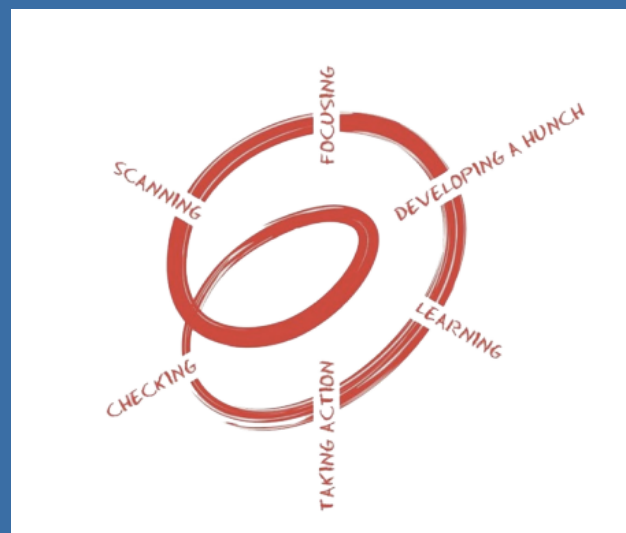
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

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

Rutland Elementary

School Year

2025-2026

Principal

Mark Watson

Vice Principal

Rochelle Popoff



Student Population

450



ELL

104



Indigenous

42



Children in Care

0



SPED

42



School Level

Elementary School



Grades

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



School Based Teachers

23



Family of Schools

Rutland Family of Schools



School Type

English



Administrators

2



School Based Support Staff

15



School Learning Story

Background

Rutland Elementary School serves approximately 450 students from Kindergarten through Grade 5 within the open catchment area of Rutland. At RLE, we remain committed to fostering a school of excellence where every individual is a learner, is valued, and has a voice. We believe all members of our community can achieve success and reach their full potential. Our focus continues to be on developing strong foundational skills and core competencies so that each student thrives both now and in the future. Central to our work is authentic community engagement, understanding the diverse strengths and needs of our learners, and ensuring students are at the heart of all decisions.

Over the past several years, Rutland Elementary has maintained a strong focus on the design and implementation of rich learning tasks to support success for all learners. This work is grounded in the First Peoples’ Principles of Learning and the OECD’s Seven Principles of Learning. Our staff continues to collaborate and refine high-quality instructional practices, recognizing that thoughtful task design drives engagement, achievement, and equity. Through shared learning and collective efficacy, we are building consistency across classrooms and increasing confidence in both our learners and our staff. For the 2025–2026 school year, our work was guided by three key priorities:

- Extending students’ numeracy abilities through quality instructional practices
- Extending students’ literacy abilities through quality instructional practices
- Nurturing a Caring Community

This year, our thinking was influenced by Pedagogies of Voice (Shane Safir), as we explored the connections between identity, belonging, efficacy, and inquiry. This work helped us more intentionally center student voice and better understand how learners build confidence and see themselves as capable. As the year progressed, our “Caring Community” priority naturally evolved into a deeper focus on Fostering a Culture of Agency and Belonging. While a strong sense of community remains a strength, we have come to see that belonging is foundational to agency, and that when students feel they belong, they are more willing to take risks, engage, and persist. Our focus has shifted toward empowering students as active participants in their learning while continuing to build a connected and supportive school environment. We are committed to creating a culture where students, staff, and families feel safe, respected, valued, and heard. By strengthening student voice, choice, and leadership, alongside authentic partnerships with families, we are creating the conditions for learners to develop confidence, ownership, and a sense of purpose. We are encouraged by the progress we are seeing across all three priority areas. This work is interconnected and is supporting growth in student learning, well-being, and engagement. As we look ahead to the 2026–2027 school year, we will continue to build on this momentum, with a clear sense of hope and confidence in our direction and a continued focus on numeracy, literacy, and fostering a culture of agency and belonging at Rutland Elementary.

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:

For the 2025–2026 school year, our work was guided by three key priorities:

- Extending students’ numeracy abilities through quality instructional practices
- Extending students’ literacy abilities through quality instructional practices
- Fostering a Culture of Agency and Belonging

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
Quantitative	Written Learning Update Data	We are in the early stages of analyzing changes in student Performance Scale results in numeracy, with a focus on identifying patterns and trends that will inform next steps in learning. This work is closely connected to developing student efficacy, as we support learners in understanding learning targets, monitoring their own progress, and taking greater ownership of their growth.
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 Evidence supported that differentiation was necessary in order to stretch the learning/thinking of our students

Taking Action and Learning

Leading Professional Learning

Staff learning teams across all grade levels have been actively engaged in collaborative professional learning to support student achievement in numeracy. Our approach continues to be guided by the OECD’s Seven Principles of Learning, the design and implementation of rich mathematical tasks, and the instructional practices outlined in current research. This year, our work has been further strengthened through the integration of the Agency Framework (Safir), supporting educators in making intentional connections between student voice, identity, efficacy, and inquiry within numeracy learning. This lens has helped shift our practice toward creating more inclusive, responsive, and empowering learning environments. We have also benefited from our partnership with the Rutland Zone Learning Innovation Team, which has supported cross-school collaboration, shared inquiry, and the development of consistent, high-impact instructional strategies. In addition, staff have been working with the District Numeracy Toolkit to deepen their understanding of evidence-based approaches and to refine practical strategies that support student thinking, problem solving, and engagement. Professional learning has been shared and extended through staff meetings, Lunch and Learns, and Implementation Days, providing ongoing opportunities for collaboration, reflection, and collective efficacy. Staff members are also aligning their Professional Growth Plans with our school learning priorities, ensuring that individual and collective learning remains focused on improving student outcomes in numeracy.

School Level Strategies Structures

At Rutland Elementary, our school-level structures are intentionally designed to support collaboration, consistency, and the continuous improvement of instructional practice in numeracy. A key structure this year has been the organization of staff into three learning teams: Early Primary, Primary, and Intermediate. These teams have engaged in focused, ongoing collaboration and have partnered closely with the Rutland Zone Learning Innovation Team to explore new instructional approaches, deepen their understanding of student learning, and inquire into effective numeracy practices. This learning has been shared back with the whole staff, strengthening collective efficacy and ensuring a cohesive, school-wide approach to numeracy instruction. Professional learning continues to be embedded throughout our school structures. Staff regularly share promising practices through staff meetings, Lunch and Learns, and Implementation Days, with a focus on rich mathematical tasks, responsive instruction, reflection, and the use of the District Numeracy Toolkit. This ongoing, job-embedded professional learning supports teachers in refining their practice and responding to student needs. An important addition this year has been our “Spotlight on Numeracy” series, which has strengthened our connection with families. Through this initiative, we have partnered with families to celebrate and support numeracy learning at home—for example, inviting families to share photos of their children engaging in numeracy in everyday contexts. This has helped build awareness of numeracy beyond the classroom and reinforced the importance of home–school partnerships in supporting student success. We continue to explore opportunities to extend learning through targeted supports and enriched experiences, while maintaining a strong focus on high-quality classroom instruction as the primary driver of student achievement.

Classroom level Instructional Strategies

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

As we look at our evidence, we are starting to see some encouraging signs in both student learning and engagement in numeracy. Through looking at student work and Performance Scale (Written Learning Update) data, there are early indications that students are building a stronger understanding of number sense and are finding more ways to show their thinking. In classrooms, teachers are noticing that more students are willing to talk about their math, explain their strategies, and take part in discussions. This has been a shift. Our focus on rich tasks and giving students space to share their thinking is making a difference. We are also seeing students become more aware of what they are working toward and what their next steps are, which is helping build confidence and a sense of efficacy.

At the same time, our learning this year has helped us better understand that rich tasks alone are not enough. We are seeing the importance of strong, consistent instructional practices alongside those tasks—such as explicit instruction of key concepts, ongoing formative assessment, and opportunities for mathematical discourse. Teachers are beginning to build more consistent language, routines, and use of visual models, which is supporting clarity for students, particularly for our ELL and emerging learners.

There are also signs that students are beginning to apply their learning in different ways, especially when tasks ask them to think more deeply or connect to real situations. The work we’ve done around responsive and differentiated instruction, as well as using the numeracy toolkit, is helping teachers better meet students where they are and provide both support and challenge.

We are also recognizing the need to continue creating frequent opportunities for practice and transfer, and to build strong classroom environments where students feel safe to take risks, make mistakes, and see themselves as capable mathematicians.

This is still early work, and there is more to do to bring consistency to these practices across all classrooms. However, the direction feels positive. We are seeing growth not just in skills, but in how students approach math; students are more willing to try, to share, and to persist. Our continued focus on agency, belonging, and strong instructional practice is beginning to show up in meaningful ways.

Recommendations for next steps for this School Student Learning Priority

As we move forward, the goal is to stay the course and continue building on what’s starting to work. We will keep focusing on strong, consistent instructional practices, while deepening our work with the Agency Framework (Safir). A big part of this is helping students see themselves as capable learners—understanding their goals, recognizing their growth, and knowing what to do next.

An important next step is being more intentional in supporting both student and family efficacy. When students understand their learning and feel confident in taking next steps—and when families feel informed and able to support that learning—we see a stronger impact. Continuing to build this sense of efficacy is critical, especially as we work to stretch learners and support them in reaching new levels.

Ongoing staff learning will continue to be important. We’ll keep using staff meetings, Lunch and Learns, and Implementation Days to share ideas and learn from each other. Our learning teams will also continue their work with the Learning Innovation Team and the District Numeracy Toolkit, helping to bring more consistency across classrooms.

We want to keep creating time and space for teachers to plan together, reflect, and look at student work, so we stay aligned and responsive to what students actually need. Using evidence—both reporting data and what we see in student work—will continue to guide our next steps.

We also see value in continuing to build connections with families, using things like Spotlight on Numeracy to keep learning visible and to support math beyond the classroom.

Overall, the focus is simple: keep building confidence, keep challenging students, and keep supporting them—and their families—in taking the next steps.

Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan

When we look at our school scan, we continue to see some clear patterns in early literacy. There is ongoing work needed in foundational skills—things like phonological and phonemic awareness, letter knowledge, vocabulary, and print awareness. At the same time, we are also seeing a growing need to strengthen reading comprehension and oral language, especially as students move through the grades.

The data reminds us that we have a wide range of learners, and not all students are coming with the same level of readiness. Some students still need targeted support with the basics—sound-letter connections, high-frequency words, building fluency, and comprehension. We are also noticing that stamina and engagement in literacy continue to be important, and that consistent, daily exposure to good instruction really matters.

In the intermediate grades, writing continues to be an area to focus on. Students need support with getting their ideas down, organizing their thinking, and communicating clearly. Strengthening the connection between reading and writing is also something we want to keep building on.

Overall, this reinforces the need for responsive teaching—meeting students where they are, while also giving them opportunities to stretch. It also connects to our work around agency, making sure students have a voice in their learning and are building confidence in themselves as readers and writers.

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

Together We Learn

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.
Qualitative	Student and Family voice from scans	Students and families are telling us that engagement and choice matter, and that learners need continued support to build confidence and skills in reading and writing.

School

Rutland Elementary



School Community Student Learning Plan



Central Okanagan Public Schools

Together We Learn

Taking Action and Learning

Leading Professional Learning



This year, our literacy work really centered around learning together and learning from each other. One of the biggest shifts was bringing staff from Early Primary, Primary, and Intermediate together as one learning team, alongside our work with the Learning Innovation Team. That structure made a difference—it gave us time and space for real conversations about practice and helped build more consistency across the school. We’ve stayed grounded in evidence-based practices, particularly with our continued work in UFLI. We’re seeing that having common language and consistent routines is helping, especially for our ELL and emerging learners. There’s more clarity for students, and we’re starting to see that show up in both their skills and their confidence. Our work this year was also shaped by the Agency Framework (Safir). This has helped us think more intentionally about how identity, belonging, and efficacy show up in literacy. In classrooms, it’s starting to look like students having more voice, understanding their learning, and seeing themselves as capable readers and writers. We also had a number of teachers involved in the COTA inquiry work, focusing on mentor texts. That gave staff a chance to dig deeper into reading and writing instruction, and importantly, they shared that learning back with the group. That piece—staff learning and then sharing—has really helped build momentum. Professional learning wasn’t separate from the work—it was part of what we were doing all year through staff meetings, planning time, and ongoing conversations. Staff have also started to align their Professional Growth Plans with our school priorities, which is helping us stay focused. We also made an effort to bring families into the learning through Spotlight on Literacy. It’s a simple idea, but it helped make literacy visible at home and strengthened that connection with families. Overall, it feels like we’ve made good progress. There’s more consistency, more collaboration, and a shared sense that we’re moving in the right direction together.

School Level Strategies Structures



At Rutland Elementary, our school structures are really about creating consistency, collaboration, and confidence for both students and staff. This year, one of the biggest shifts has been moving toward more cross-grade collaboration, rather than working in separate groups. Bringing staff from different grade levels together—alongside our partnership with the Learning Innovation Team—has helped deepen conversations and given us a better understanding of how literacy develops across the school. It’s helped us be more aligned and intentional in our approach. A big focus continues to be UFLI in the primary grades, and we’re seeing the benefits of having common language and routines. This has been especially helpful for our ELL and emerging learners, giving them the clarity and repetition they need, while also building their confidence. We’ve also been growing our work with Story Workshop, particularly around writing. It’s been great to see students develop their ideas, take risks, and start to see themselves as writers. There’s more engagement, and more pride in their work. Staff are continuing to use a mix of data and what they see in the classroom to guide instruction and respond to student needs. Targeted supports are still an important part of the work, making sure students who need extra help are getting it. Our “Spotlight on Literacy” has also been a simple but effective way to connect with families and celebrate what’s happening at home and at school. Overall, we’re seeing things move in the right direction—more connection across grade levels, stronger collaboration, and most importantly, growing confidence in our students as readers and writers. Overall, we are seeing increased consistency in practice, stronger collaboration, and growing confidence in our learners as readers and writers.

Classroom level Instructional Strategies

1

In classrooms, our literacy work is becoming more intentional, responsive, and focused on building confidence in all learners. Teachers are using what they see every day in the classroom to guide their next steps. Ongoing assessment and student work help identify who needs more support and what that support should look like. Targeted interventions are in place, and we are seeing them make a difference, especially for our ELL and emerging learners. There continues to be a strong focus on foundational skills, particularly through UFLI in the primary grades. Having those clear and consistent routines is helping students build skills and, just as importantly, feel more confident. At the same time, approaches like Story Workshop are giving students real opportunities to develop their ideas, use their voice, and start to see themselves as writers. We are also noticing a shift with our work around the Agency Framework. Students are becoming more aware of what they are learning and what their next steps are. There are more opportunities for voice, choice, and reflection, and students are starting to take more ownership of their learning. A big focus is continuing to stretch all learners. This means making sure students are supported where needed, but also challenged to keep growing. Through clear learning intentions, ongoing feedback, and time to reflect, students are building a stronger sense of confidence and efficacy. Overall, classrooms are moving in a positive direction. There is more consistency, more responsiveness to student needs, and we are seeing students become more engaged and confident as readers and writers.

District Strategic Plan - Priorities

1

District Strategic Plan - Equity & 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 look across our data, we are seeing steady growth in foundational literacy skills, particularly through ESGI, classroom evidence, and report card data. The consistency we’re building with UFLI is making a real difference, especially for our ELL and emerging learners—both in terms of skill development and their confidence as readers. In classrooms, we’re also noticing positive shifts in engagement and student voice, especially in writing. Approaches like Story Workshop, writing conferences with rubrics, and the use of mentor texts are giving students more opportunities to develop ideas, take risks, and start to see themselves as writers. There’s a growing sense of ownership, with more students understanding what they’re working on and what their next steps are. At the same time, our evidence is also helping us identify areas where we need to be more intentional. In the intermediate grades, we are seeing some students plateau in reading comprehension and written expression. While foundational skills are improving, not all students are yet making the deeper shifts needed to engage with more complex texts or communicate their thinking clearly in writing. This is an important area for us to address moving forward. From a staff perspective, this has been a year of strong growth in collaboration and shared practice. Working as a cross-grade team with the Learning Innovation Team has helped bring more alignment to what we’re doing, and there’s a real openness to sharing, reflecting, and adjusting practice together. We’re also seeing more family engagement, especially through Spotlight on Literacy, which is helping keep learning visible and connected beyond the classroom. There’s still work to do, but overall, things are moving in the right direction. We’re not just seeing growth in skills—we’re starting to see a shift in confidence and identity, with more students seeing themselves as capable readers and writers.

Recommendations for next steps for this School Student Learning Priority

As we move forward, our next steps must focus on building greater consistency across classrooms, while continuing to strengthen student confidence, voice, and overall literacy development. This work is critical as students move through the system, and it is essential that we are not only building skills, but also intentionally building students’ belief in themselves as learners. We will continue to support shared leadership, with staff playing an active role in guiding this work and sharing effective practices. Protecting time for authentic collaboration will remain a priority, both within our school and through our ongoing partnership with the Learning Innovation Team. Professional learning will remain grounded in high-impact instructional practices, including the continued implementation of UFLI in the primary grades and a focus on consistency across classrooms. We will also deepen our work with Story Workshop, writing conferences, and mentor texts, supporting students in developing their ideas, voice, and identity as writers. We will also be more intentional in our use of instructional time, ensuring that students have increased and meaningful opportunities to engage in reading, writing, and oral language throughout the day. Maximizing time for authentic literacy experiences will be an important next step in building both skill and confidence. A key next step is continuing to embed the Agency Framework in meaningful and intentional ways. This includes a clear and focused effort to build student and family efficacy. Students need to understand their learning, be able to identify their next steps, and believe they are capable of achieving them. This cannot be left to chance—we must be deliberate in how we develop efficacy in our learners. This work is essential if we are to stretch students, support them in reaching new levels, and ensure they are prepared for the transitions ahead. At the classroom level, we will maintain a strong focus on targeted supports for students who need them, while also ensuring that all learners are being challenged. Using evidence—including ESGI, classroom work, and report card data—will continue to guide instructional decisions and next steps. We also see a continued need to strengthen reading comprehension, particularly in the intermediate grades, ensuring students are able to think deeply about texts and apply their understanding in meaningful ways. Finally, we will continue to strengthen our connections with families, building on initiatives like Spotlight on Literacy to make learning visible and to support families as active partners in their child’s learning. The urgency of this work is clear. Our focus must remain on building consistency, deepening practice, and being intentional in developing student efficacy—ensuring all learners leave us not only with strong literacy skills, but with the confidence and ownership needed to take their next steps successfully.

School

Rutland Elementary



School Community Student Learning Plan



Central Okanagan Public Schools

Together We Learn

Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan

Our school scan continues to show that a strong sense of community is a real strength at Rutland Elementary. Students and families consistently share that they feel welcomed, supported, and cared for, and this continues to be an important foundation for learning across the school. At the same time, our thinking has shifted this year. We are realizing that this work goes beyond just having a caring community—it’s about intentionally building agency and belonging. It’s not only about students feeling safe, but about them feeling known, confident, and connected to their learning. Through student voice and staff reflection, we are hearing clearly that students are more engaged when they have choice, voice, and ownership, and when they see themselves reflected in their learning. We’re also noticing that students who feel a strong sense of belonging are more willing to take risks, persevere, and see themselves as capable learners. An important part of this shift is building efficacy. Both students and families are beginning to see themselves as active partners in learning. Students are becoming more aware of their goals and next steps, while families are looking for meaningful ways to stay connected and support learning at home. Our scan also continues to reinforce how important these family and community connections are. Initiatives like our spotlight series have shown how powerful it is when learning is shared beyond the classroom—it builds both engagement and confidence. Overall, this work is growing. Caring relationships continue to be a strength, but we are now being much more intentional about building agency, identity, belonging, and efficacy as key conditions for student success.

Student Learning Goal 3

Fostering a Culture of Agency and Belonging to Meet the Needs of Our Learners

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

Foundational Skills



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Quantitative	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 2025-26 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

This year, our professional learning in this area has been a real point of growth and has helped shape the direction of our work across the school. Grounded in the Agency Framework (Safir), we committed to ongoing learning and reflection to better understand where agency currently exists at RLE; and where we need to be more intentional in growing it. Through staff meetings, collaborative conversations, and dedicated learning time, we have been working to unpack what identity, belonging, efficacy, and inquiry actually look like in our classrooms. This has helped move the work beyond ideas and into action. There is more clarity, a shared language, and a stronger sense of purpose in what we are doing. There has been a noticeable shift in staff. This work has brought people together and helped connect our three priorities in a meaningful way. We are seeing growing levels of confidence, hope, and resiliency; not just in students, but in staff as well, as we continue to build environments where learners feel capable, valued, and supported. Staff have also aligned their Professional Growth Plans with this work, helping keep agency and belonging at the centre of both individual and collective learning. Overall, this has been important work for us. It is starting to show up in classrooms and across the school, and it is helping shape a culture where students and staff feel a stronger sense of voice, purpose, and possibility.

School Level Strategies Structures

At Rutland Elementary, we are being intentional about how we build agency and belonging across the school. This has meant strengthening what we already do well, while also taking a closer look at how we reflect and honour the diversity within our community. We continue to prioritize whole-school and community events that bring people together in meaningful ways. These moments matter as they help students feel connected, seen, and valued; they also play an important role in building a positive and inclusive school culture. There has been a more focused effort on celebrating who we are as a school community. We are creating more opportunities to recognize and honour the different identities, backgrounds, and experiences of our students and families. This is helping build understanding, respect, and a sense of pride across the school. A key part of this work is partnering with our community to better support student learning. This is not just about what we plan or say; it is about the actions we take and how well we listen to our community voice. Taking time to hear from students and families, and responding in meaningful ways, has been an important shift for us. It means respecting our differences, learning from each other, and celebrating our successes together. We are also being more intentional about creating leadership opportunities for students across the school. Students are taking on roles in assemblies, announcements, big buddies, and on the playground. These opportunities help build agency, confidence, and a sense of belonging. Students are starting to see that they are valued members of the school community and that their voice matters. We see this as a key lever in moving all of our priorities forward. We continue to use tools like Seesaw to keep families connected to learning, helping make what happens in classrooms more visible. This supports stronger engagement and reinforces that learning is a shared responsibility between home and school. Our partnership with PAC also remains important. Working together helps ensure that what we are doing reflects our community and creates meaningful opportunities for families to feel connected and involved. Overall, these structures are helping us build a stronger sense of connection and purpose across the school. We are seeing students who feel they belong and who are more willing to engage, take risks, and see themselves as capable learners.



Taking Action and Learning (cont)

Classroom level Instructional Strategies

At the classroom level, this work is becoming more intentional and is showing up more clearly in the daily experience of students. There is a focus on creating spaces where students feel connected, known, and ready to learn. Simple, consistent routines at the start of the day are helping build that sense of belonging and set a positive tone. A big part of this year has been taking the time to step back as a staff and ask important questions: Where does agency already exist in our school? What does it actually look like in classrooms? How do we keep growing it? That thinking is beginning to show up more clearly in practice. We are seeing more opportunities for student voice and choice. Students are sharing ideas, reflecting on their learning, setting goals, and having more input into their classroom community. This is helping build confidence and ownership, and students are starting to see themselves as active participants in their learning. There is also a continued effort to connect learning beyond the classroom. Whether through community partnerships or real-world connections, students are beginning to see themselves as part of something bigger. This strengthens both engagement and belonging. Communication with families continues to be important. Seesaw is helping make learning more visible and is strengthening the connection between home and school. It is making it easier for families to support and celebrate their child’s learning. We are also continuing to work alongside Indigenous advocates and settlement workers to support the diverse needs of our students and families. This helps ensure classrooms are welcoming, inclusive, and reflective of the students we serve. Overall, we are seeing positive movement. More students feel they belong, more students are showing confidence, and more are taking ownership of their learning. This is the kind of work that will continue to move all of our priorities forward.

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
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Checking for Impact

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

When we look across the school, we are seeing clear signs that this work is making a difference in terms of connection and engagement. Student attendance has improved, and we see this as more than just numbers; it reflects that students are feeling a stronger sense of belonging and want to be at school and part of what’s happening. We are also seeing increased parent engagement. Families are connecting through school events, classroom communication, and initiatives like our spotlight series. This is helping strengthen the partnership between home and school. Hosting our Community Learning Plan Conversation in April was an important moment for us. It gave us the opportunity to share our learning, reflect on where we are at, and celebrate our progress with families and District staff. Feedback around events like Kindergarten Entry, ELFF Night, Earth Day, and Harmony Day has been very positive. These events continue to play an important role in building community, celebrating who we are, and creating spaces where families feel welcome and connected. At the same time, we recognize there are still ongoing needs within our community, both financially and in terms of support. This continues to shape our work and reminds us that belonging is built through our actions, how we respond, and how we support our families. Overall, we are moving in the right direction. We are seeing stronger connections, increased engagement, and more students and families who feel they belong at Rutland Elementary. There is good momentum, and we have something meaningful to build on.

Recommendations for next steps for this School Student Learning Priority

As we move forward, the focus is to stay grounded in what is working, while being more intentional and consistent in how we grow agency and belonging across the school. This work needs to move beyond ideas and be visible in our daily practice. We will continue to build on classroom structures and routines that support connection and a strong start to the day, recognizing the impact this has on student readiness, confidence, and sense of belonging. At the same time, we need to keep asking ourselves: Where is student agency visible, and where do we need to create more space for it? Strengthening student leadership opportunities will be an important next step. Expanding roles such as assemblies, announcements, big buddies, and playground leadership will help more students see themselves as valued contributors to the school community. This work will continue to support all of our priorities. We will also continue to strengthen our partnerships with families and the broader community. This means not just sharing information, but listening and responding to community voice in meaningful ways. Seesaw will remain an important tool, and we will continue to look for simple, authentic ways to involve families in learning and decision-making. Our connections with partners such as Rutland Middle, Rutland Senior Secondary, UBC-O, PacificSport Okanagan, and the Métis Society will continue to grow. These experiences help students see themselves as part of a larger community and open up more opportunities for engagement. As this work develops, we also see opportunities to share our learning more broadly and work alongside partner schools. We will continue working with Indigenous advocates and settlement workers to ensure our practices remain inclusive and responsive to the students and families we serve. A continued area of focus will be embedding the Agency Framework, supporting students in developing identity, belonging, and efficacy. This means helping students understand their learning, recognize their growth, and take ownership of their next steps, while also supporting families in feeling connected and confident in that process. Our goal is to keep building a school where students feel they belong, believe in themselves, and take an active role in their learning.

Leading Professional Learning

School Level Strategies Structures

Classroom level Instructional Strategies

District Strategic Plan - Priorities

Description

Resource Type

Resource Description

Estimated Budget

Principal Reflection

This year at Rutland Elementary has been one of steady growth, reflection, and, most importantly, increasing clarity around our direction as a school. Across our three priorities—numeracy, literacy, and our evolving focus on agency and belonging—we are seeing meaningful shifts. These shifts are not only in achievement data, but in how students are beginning to see themselves as learners. The work we are doing matters deeply—it is about preparing our students not only for middle school and secondary, but equipping them with the skills, confidence, and sense of self needed to move forward and ultimately live fulfilling, meaningful lives.

In both numeracy and literacy, evidence shows that students are building stronger foundational skills, supported by more consistent instructional practices across the school. At the same time, the more important shift is in confidence and efficacy. Students are increasingly willing to take risks, share their thinking, and stay with challenging work. They are beginning to understand their learning, recognize their growth, and take ownership of their next steps. This development of efficacy is critical if we are going to stretch learners and support them in reaching new levels, particularly as they transition through the grades.

The work around common practices—UFLI in literacy and rich tasks in numeracy—has helped bring a greater level of alignment across classrooms. This consistency is making a difference, especially for our ELL and emerging learners, who benefit from clear structures, language, and expectations. At the same time, approaches like Story Workshop and mentor texts are helping students build voice, identity, and a stronger sense of themselves as learners. A powerful part of our learning this year has been taking the time to ask: Where does agency live in our school? What does it look like when it is truly present? And how do we grow it? This ongoing reflection has helped move our work beyond intention toward more deliberate action. We are beginning to see agency show up in classrooms, in student leadership opportunities, and in how students engage with their learning—but we also know there is more work to do to ensure this is consistent across the school.

What gives me confidence moving forward is the strength of our staff team. There is a shared sense of responsibility for all learners, and a willingness to reflect, adjust, and continue to grow practice. Our professional learning, grounded in the Agency Framework (Safir), has helped focus our work on the connections between identity, belonging, efficacy, and inquiry. This has created greater coherence across our priorities and a stronger sense of purpose. There is a growing sense of hope, confidence, and resiliency among staff, and this is translating directly into classrooms.

We are also seeing the impact of this work across our school community. Student attendance has improved, and family engagement is increasing. Events such as Kindergarten Entry, ELFF Night, Earth Day, and Harmony Day, along with initiatives like our spotlight series, are helping strengthen connections and build a sense of belonging. Hosting our Community Learning Plan Conversation in April was an important opportunity to share our learning, listen, and reflect together as a community.

At the same time, we must remain grounded in the realities of our context. There are still ongoing needs within our community, and this work requires continued responsiveness, care, and attention. Belonging and agency are not achieved through words alone—they are built through our actions, our consistency, and our willingness to listen and respond.

As we look ahead, there is a clear sense of both urgency and optimism. A natural next step for our staff will be to share their learning beyond RLE, working with partner schools to extend the impact of this work. Our team has a great deal to offer, and this is an opportunity to contribute more broadly while continuing to learn alongside others.

We will continue to deepen our work in numeracy and literacy, while intentionally growing agency, belonging, and student voice across the school. There is strong evidence that we are on the right path. This is important work. It is hopeful work. And it is making a meaningful difference for our learners.

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In both numeracy and literacy, evidence shows that students are building stronger foundational skills, supported by more consistent instructional practices across the school. At the same time, our understanding of quality instruction has deepened. We recognize that strong learning comes from a balance of clear, explicit teaching alongside opportunities for students to think, apply, and communicate their understanding. The more important shift is in confidence and efficacy. Students are increasingly willing to take risks, share their thinking, and stay with challenging work. They are beginning to understand their learning, recognize their growth, and take ownership of their next steps. This development of efficacy is critical if we are going to stretch learners and support them in reaching new levels, particularly as they transition through the grades.

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