



**Central Okanagan
Public Schools**

Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

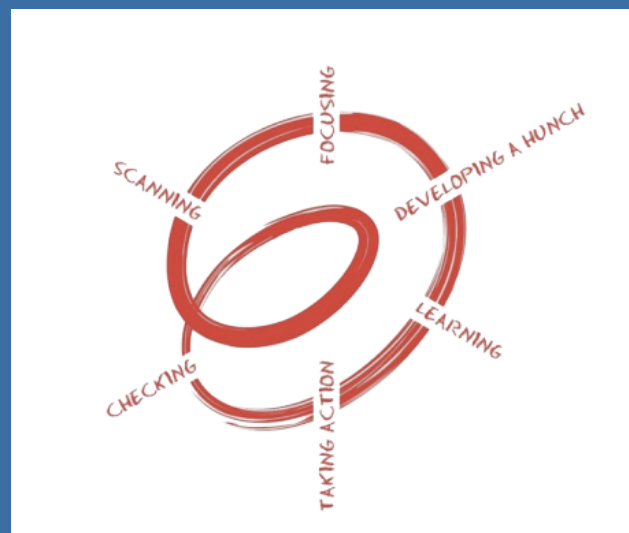
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

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

Pearson Road Elementary

School Year

2025-2026

Principal

Jasmeet Virk

Vice Principal



Student Population

295



ELL

139



Indigenous

16



Children in Care

0



SPED

39



School Level

Elementary School



Grades

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



School Based Teachers

16



Family of Schools

Rutland Family of Schools



School Type

English



Administrators

1



School Based Support Staff

6

School Learning Story

Background

To meet the diverse learning needs of every student at Pearson Road, we believe it is essential to engage in a schoolwide scan as curious leaders committed to understanding the real needs of our learning community. As Kaser & Halbert (2017) remind us, “without data you are just another person with an opinion.” The staff at Pearson Road Elementary consistently demonstrate a strong sense of community, mutual respect, and a deeply student-centred practice. Our educators are flexible, collaborative, responsive to student voice, and grounded in the belief that “inquiry is about being open to new learning and taking informed action” (Kaser & Halbert, 2017). This mindset has enabled us to learn and grow together.

Over the past several years, our team, including classroom teachers, support teachers, administrators, students, and families, has engaged in multiple Spirals of Inquiry scans.

- 2020–21 Student Scan: Students expressed pride in the school’s diversity and a strong sense of inclusion. This was encouraging, as identity and belonging are foundational to student agency. Safir & Dugan (2021) note that agency requires students to feel that their core identity—how they learn, know, and exist in the world—is valued. Tunison (2007) similarly warns that “lack of identity, lack of voice, and low self-esteem” can harm the learning spirit.
 - 2021–22 Student Scan: Results highlighted strong social-emotional connections to school. Students shared overwhelmingly positive feedback about their experiences, with kindness emerging as a major theme (35% identified it as the best part of PSE). Over 90% of students named two or more adults they felt connected to. Students reported feeling safe, having a sense of belonging, and experiencing cultural pride.
 - Learning Experience Feedback: Every student (100%) identified something they wanted to learn—ranging from cultural knowledge and advanced math to arts, sports, technology, and coding—and expressed confidence in their ability to learn. This collective curiosity became the foundation of our next learning focus.
- In 2022–23, staff deepened their understanding of how to nurture curiosity. Through Lunch & Learn sessions, educators explored inquiry literature and developed resources, including provocation tables, lesson ideas, library support, and land-based learning opportunities, to spark student curiosity.

During the 2023–24 school year, staff examined street data alongside Pearson’s MAP and satellite data. FSA and ELP results revealed the need for a more comprehensive literacy program to ensure students meet grade-level benchmarks. Given our diverse community and high number of English Language Learners, we prioritized oral language development to create equitable access to learning. Through Lunch & Learns, staff explored oral language research and collaboratively developed classroom lessons and activities. This work aligned naturally with our school goals of curiosity and literacy.

At the start of 2024–25, a staff scan reaffirmed our commitment to Curiosity and Literacy. We recognize that meaningful change requires sustained focus over time. As a Kin SHIFT school, several staff members are also engaged in the district’s Indigenizing Learning initiative. The broader staff expressed a desire to deepen their own learning to meaningfully integrate Indigenous perspectives into the curriculum. This led to Lunch & Learn sessions facilitated by our Lead Learner Teachers, where staff studied Braiding Sweetgrass and engaged in Syilx storytelling with Elder Randy.

As a result of this learning, in 2025–26, we collectively decided to prioritize Indigenizing our school culture by shaping our Social Emotional Learning and School Conduct around the Four Food Chiefs. This work is embedded in monthly assemblies and classroom practice.

As part of our continued literacy work, we set up collaboration time at the start and end of the school day so teachers could work together on literacy needs. John Hattie’s meta-analysis identifies Collective Teacher Efficacy as having a powerful effect size ($d = 1.57$) on student achievement. Our collaboration time is intentionally aligned with our literacy goals. Teachers analyze school data (FSA scores, ESGi data, EdPlan Insight reports, report cards) and work in grade teams to address identified needs. In 2024–25, teachers deepened their use of UFLI resources and supported one another through co-teaching and mentoring. In 2025–26, a group of lead teachers began applying the district’s writing continuum and guided colleagues in adopting this practice.

Student voice collected in March 2026 showed strong pride in their literacy growth. Students articulated what they were learning, what they could now do, and how they planned to use their strategies to continue improving. This pride is reflected in their work, and our ESGi and FSA scores show positive trends—affirming our belief that collective efficacy and common language are powerful drivers of student learning.

As part of our Curiosity goal, staff also explored the district’s numeracy assessment tools. During October 2025 Implementation Day, the district team introduced the tool, and we extended this learning through Lunch & Learn sessions throughout the year. Teachers examined the tool and have integrated it into their classroom practice.

School Scan

How we will gather Evidence

2022-2024:
A schoolwide inquiry led by the School Community Student Learning Planning Team showed overwhelmingly positive student feedback, which informed our learning priorities. Students highlighted kindness (35%), strong relationships with adults (over 90% named two or more trusted adults), and feelings of safety, belonging, and cultural pride. All students (100%) identified with something they wanted to learn and expressed confidence in their ability to learn. This strong curiosity, combined with the continued need to strengthen literacy, now guides our ongoing learning journey.

2024–25:
A staff scan at the start of the school year reaffirmed the commitment to continuing the school’s long-term focus on Curiosity and Literacy. Staff expressed a strong desire to deepen their understanding of Indigenous ways of learning so they could more meaningfully Indigenize their teaching. Review of FSA and ELP data further confirmed that literacy should remain a priority. Ongoing staff scans throughout the year helped ensure that the school’s efforts stayed aligned with the learning goals identified by the school community.

2025-26:
A strong sense of positive momentum developed among teachers as they collaborated on reading and writing, and the data reflected this growth. To understand how students felt about their literacy journey, two surveys—one on reading and one on writing—were conducted in Spring 2026. Results showed that students take great pride in their work, understand their next steps, and value having agency in both reading and writing. They appreciated having a wide range of books that match their interests and spoke highly of having a voice and choice in their writing.

Type of Student learning	Description	Trends and Patterns
Student Achievement Data	PM Benchmarks- ongoing FSA Results - ongoing ELP Overview - ongoing ESGI - Ongoing	We have seen an improving trend over the past few years. We still have significantly low literacy (PM, ELP, FSA) in grades 1-4. Language barriers due to high ELL numbers are a significant factor. A significantly larger number of students speak another language at home, and almost half of the students are designated ELLs.
Pedagogical Documentation	Student Writing Samples Student Numeracy Samples	The samples (uploaded) reflect the use of meaning pedagogical strategies for teaching and their positive effect on student learning.
Student Learning Surveys	Survey results MDI Survey (2022-2023) MDI Survey (2024-25) Student Learning survey(2024-2025) MDI (2025-2026) Student Learning survey(2025-2026)	In the latest MDI and Ministry survey, the previous trend of positive relationships with school (friends, staff and the school environment) continues. There is high optimism, high self-esteem and self-efficacy reflected in student responses.
Student Achievement Data	1- Spiral Scans school-wide(200-2021) 2- Subset interview groups (2021-2022) 3- Staff Scan (2024-2025) 4- Student Scan- Reading (2025-2026)	1- Every student (100%) indicated that there was something they wanted to learn - growth mindset - curiosity, which led to the Priority of Curiosity for PSE. 2- Students feel they belong and are cared for. 3- Staff were satisfied with the school goals set and wanted to continue to work on them. Staff were also curious about how to Indigenize their learning. 4 &5 - Students across all grade are taking a lot of pride in the growth in literacy.

Student Learning Priority 1

Focusing

▲ Patterns and Trends from the School Scan

Evidence here from the scans from last tab. Every student (100%) indicated that there was something more they wanted to learn (Cultural knowledge and awareness, Advanced Math, Arts, Literacy, Animals, Sports, Listening, Technology, French, Careers, Music, & Coding), and that they were capable of learning. A need for continued literacy development was identified by students to support their exploration of curiosities.

▲ Student Learning Goal 1:

All students will continually progress in literacy competencies and confidence.

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	Student Scans 2026	We see the joy of learning and agency amongst the students, and the positive impact of the collective efficacy of the staff
Qualitative	Student writing samples 2026	The samples reflect growth and agency.
Quantitative	ESGi data from 2025-2026	Reflects student growth
Quantitative	ELP data from 2024-25 showing the trends in reading	Growth in student learning
Quantitative	Writing samples from through out the year (2024-25)	Growth in student learning

Taking Action and Learning

Leading Professional Learning

- The Oral Language Book - The Literacy Place (Cameron and Dempsey)
- Implementation Day and follow-up collaboration with The Literacy Place (Cameron and Dempsey)
- Book Club - Learning Journey - See SCLP Learning Plan
- Angela Stockman - Inclusive Literacy Environments
- Heidi Mesmer - Responsive Literacy Instruction
- Various Sources - Curiosity
- <https://oxford-review.com/the-5dc-dimensions-of-curiosity-and-the-curious-people/>, <https://toddkashdan.com/wp-content/uploads/2018/02/Curiosity-5DC-measure-Kashdan-et-al.-2017.pdf> , <https://theconversation.com/how-to-keep-kids-curious-5-questions-answered-189512> , https://drive.google.com/file/d/1ZJ5xn_PMKxwd6LaDWcjRwmsTIB0h-0ly/view
- UFLI program
- Working on the Writing Continuum with the District Innovation Team

School Level Strategies Structures

- SCLP Team - leading learning team
- IndigenEYEZ
- Staff Learning Meetings
- Oral Language Book Club
- Design Team Self-Reflection Curiosity
- ELP Collaborative Conversations
- Embedded Collab time at school for teachers to work on literacy goals
- Collaborating with Middle school
- UFLI lunch & Learn with ILT
- supporting parents with home reading strategies
- Building the book inventory to support student interest and readability
- Developing a Writing Continuum

Taking Action and Learning (cont)

Classroom level Instructional Strategies

- Provocation Bin Design and Acquisition
- ELP Pilot Team
- Oral Language Prioritization - The Oral Language Book
- Oral Language Learning Strategies - practiced and reflected upon in the team
- PLC - The Literacy Place
- Decodable books
- Reorganizing Home Reading Material
- Tech support with speech-to-text
- Adaptive writing tools and materials

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	Meeting Learners where they are

Resource Type	Resource Description	Estimated Budget
Professional Learning	Collaboration Release Time/ Lunch and Learn Sessions	2000
Learning Resource	Materials and Resources	4000



Checking for Impact

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

Our evidence both quantitative (PM Benchmarks, ELP, SWW, AIPs) and qualitative (pedagogical documentation, anecdotal collections and student scans) have indicated that our students have undeveloped oral language skills that are impacting their ability to progress their literacy skills. Simply put, it is hard to teach a student to read with nonsense words.

In our exploration of Oral Language Classrooms, we quickly identified the need for intentional instruction around speaking and listening. If they are not talking, they are not learning. Speaking and listening come before writing and reading. Our engagement in a professional learning journey with the support of the authors of The Oral Language book out of NZ (Sheena Cameron and Louise Dempsey, The Literacy Place) has been the focus of our 2023-24 learning.

In our staff reflection, teachers shared multiple sources of evidence of the Oral Language work we have been doing having a positive impact on student learning progress:

- capacity and readiness to orally share
- frequency of intentional oral language in the classroom learning context
- Literacy rates (PM benchmarks, AIP, ELP, etc.)
- Teacher self-reflection of strategies they are using regularly has grown significantly
- Teacher assessment of intentionality of Oral Language Structures

Teacher anecdotal documentation/reflection:

"I'm really looking forward to having a more overarching plan for next year. It really did work, kids really love it." K/1 Teacher

"Some of the tools we have been using for these oral language activities, we should be intentional in their use right from the beginning of the year to build skills that will be helpful for our year plan." 4/5 Teacher

"I've really noticed that students are noticing that speaking and listening is a job as valuable as reading and writing. We need to help them to continue to recognize the value of these competencies." ELL Teacher

Teachers are noticing higher student engagement in reading with new books being put in the home reading bins.

Teachers are noticing improvement in writing with the increased use of Decodable books for instructions.

Recommendations for next steps for this School Student Learning Priority

-Teacher Teams have self-organized a Pro-D Day in August of 2024 to continue this learning and co-create curriculum to support the continued progress of Oral Language.

-Teachers have also identified their goal to create a Scope and Sequence for the Oral Language learning/development.

-Continue to design learning opportunities for staff to grow capacity and understanding of the foundational aspect of Oral Language.

- Teacher Teams will organize a PRO-D Day in August of 2025 to continue to work on UFLI

- In the next school year(2025-26) will continue to work with the district team in learning sessions to work on UFLI

- In the next school year a more concerted effort will be made to work with parents so they can be more involved in the home reading.



Student Learning Priority 2

Focusing

▼Patterns and Trends from the School Scan

Every student (100%) indicated that there was something they wanted to learn (Cultural knowledge and awareness, Advanced Math, Arts, Literacy, Animals, Sports, Listening, Technology, French, Careers, Music, & Coding), and that they were capable of learning. It was this theme of curiosity and desire for continued learning that we focused our attention and learning journey on.

▲Student Learning Goal 2

Curiosity and wonder lead us to new discoveries about ourselves and the world around us. As such, it is critical that all students will continue to develop their sense of curiosity, regularly designing and reflecting on their learning.

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	Frequency of engagement in conversation or utilization of the curiosity self-reflection artifact	Utilization of any/all modifications needed for all students to access the artifact
Qualitative	Oral and written evidence from Land Based Learning experiences	Students are growing in their curiosity about Indigenous knowledge and about the land
Qualitative	Student Participation the the Pearson Pawsitive program	Reflects students' understanding and connections with the attributes of the Four Food Chiefs
Quantitative	Frequency of engagement in provocation activities	Consideration of learning environment and alternative spaces needed



Taking Action and Learning

Leading Professional Learning



- Trevor Mackenzie Inquiry Mindset
- Trevor Mackenzie Inquiry Assessment
- Lead Learner facilitated Curiosity Learning Sessions - collaborative learning sequence
- Book Study- Braiding Sweetgrass
- KinSHIFT

School Level Strategies Structures



SCLP Team - leading learning
No-Book Book Club - Design Thinking Prototyping of Curiosity Self-Reflection Artifact
Lunch & Learn Book Study to grow in our understanding of Indigenous knowledge

Taking Action and Learning (cont)

Classroom level Instructional Strategies
Provocation Design and Acquisition Four Food Chiefs - SEL/character connections Curiosity Self-Reflection Artifact and foundational understandings utilized in curricular design Land- based Learning- Curiosity around FPPL, Indigenous knowledge, nature

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
Learning Resource	Provocation Design and acquisition	5500

Checking for Impact

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

Through student scans and classroom observations most students were observed or indicated opportunities to engage in provocation activities and/or identify curiosity connections. All classrooms have explored the language and put into practice the curiosity self-reflection artifact. Student reflection data indicated an ability to be reflective of their personal curiosities. All students scanned were able to give examples of their curiosity within learning tasks.

Documentation of Lead Learning Team Feedback

“Very proud of the learning that we have done together this school year. It has changed the way I view learners and learning. I feel very connected with my colleagues on this growth . We have a shared vision and understanding and use common language around inquiry and curiosity.”

“As adult learners we have really unpacked curiosity. I was not expecting to change my understanding of curiosity. It has really shifted. I also have tangible concrete examples of how this impacts the learning environment and truly individualize learning for our students.”

“I really appreciate our shift in thinking around Assessment to Reflection. This was a philosophical shift and so important in understanding our role in a competency based curriculum. Values and importance, doesn’t always relate to marks and traditional report cards.”

“I look back at the work we've done with great amount of pride. We have learned so much. I'm impressed with our growth and understanding of our learners and what drives them. I think this work has really helped us to connect to our students and differentiate and individualize what we do for them. A real turning point for me was shifting from assessing to helping students build their personal reflective skills.”

“I love how incredibly curious our students are and this work was driven by their voices in our student scan. WE ARE CURIOUS. I am really looking forward to starting the school year off with this. Making it foundational in our learning.”

“I think this work has helped us to ask the Homa question, “Who holds the POWER?” And I think we are headed in the right direction of amplifying our students in their reflections of themselves..”

Recommendations for next steps for this School Student Learning Priority

Relaunch at beginning of the year as a foundation Self-Reflection Tool and alignment for curiosity language school wide. Continued process...



Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan

Student Learning Goal 3

Foundational Skills

School

Pearson Road Elementary



School Community Student Learning Plan



Central Okanagan Public Schools
Together We Learn

Taking Action and Learning (cont)

Classroom level Instructional Strategies

Connections to the priorities in the District Strategic Plan and/or Equity in Action Agreement

District Strategic Plan - Priorities

Description

Resource Type

Resource Description

Estimated Budget



Leading Professional Learning

School Level Strategies Structures

Classroom level Instructional Strategies

District Strategic Plan - Priorities

Description

Resource Type

Resource Description

Estimated Budget

Principal Reflection

Our learning journey in 2025–2026 was strengthened by the foundations built the previous year. Embedded collaboration time, staff-meeting learning, and Lunch & Learn opportunities brought teachers together to examine data, share pedagogy, and expand their instructional toolkit. Student surveys in Spring 2026 showed that learners are just as enthusiastic and focused as their teachers about their growth in reading and writing.

At the same time, our shared commitment to a common SEL language—rooted in local Syilx knowledge and the Four Food Chiefs—has been deeply rewarding for staff and students alike. Looking ahead, teachers have already mapped out their literacy learning plans for next year, and we will continue nurturing curiosity while deepening our understanding of local Syilx knowledge as part of our collective growth.

As the 2024-25 approaches it end, it is gratifying to see the journey we have been on and the accomplishments we have made. We have focused on learning as a staff this year, keeping in mind our school goals. Creating an embedded collaboration time for literacy within the bookend of the days has allowed for the teachers to reflect, learn together, co-plan, and co-teach. This is bringing common language into the classrooms and we are already noticing a difference in student engagement and performance. Being curious about Indigenous knowledge through Lunch & Learn sessions will hopefully lead to intentional embedding the FPPL in our way of being at Pearson. We will continue on the path of building collective efficacy next year to enhance the learning of all learners at PSE.