



Central Okanagan
Public Schools

Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

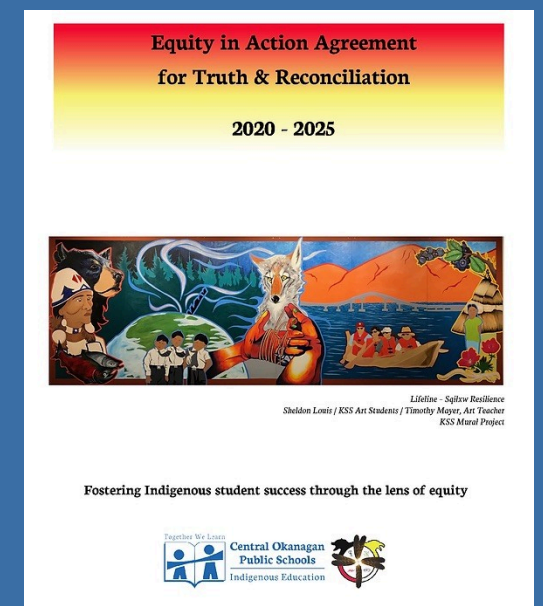
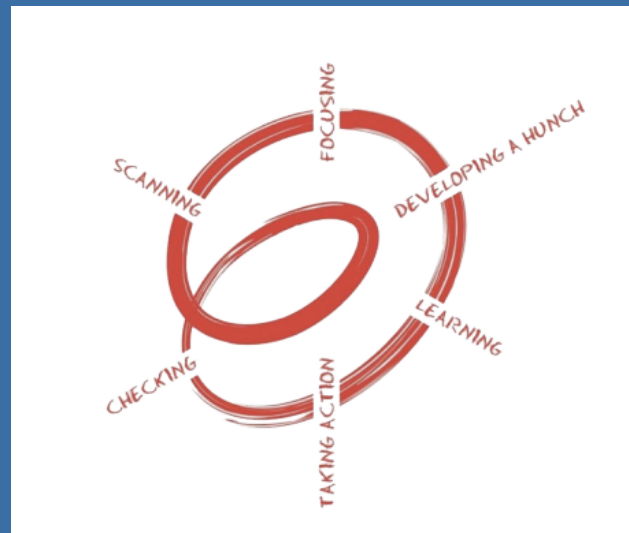
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

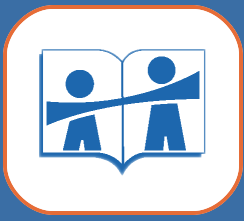
Overarching Goal:

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](#)





School Community Student Learning Plan



Central Okanagan
Public Schools
Together We Learn

School

Webber Road Elementary

School Year

2025-2026

Principal

Jamie McEvoy

Vice Principal



Student Population

224



Children in Care

0



ELL

18



SPED

44



Indigenous

50



School Level

Elementary School



Grades

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



School Based Teachers

10



Family of Schools

Westside Family of Schools



School Type

English



Administrators

1



School Based Support Staff

3



School Learning Story

Background

OUR STORY

Our day begins early at Webber Road Elementary. Enthusiasm abounds as last minute preparations for each day ensure the safety, learning, and well-being of each of the children. It is true that we support a diversified community of learners. Our underlying school philosophy is based on a whole child approach, with wrap-around support. We take much of our day-to-day operation from some elements of the First People's Principles of Learning.

CENTERING LEARNER AGENCY

Our district's strategic focus is centered on learner agency, which goes beyond voice and choice to include a sense of Identity, Belonging, Inquiry, and Efficacy. This work is anchored in Shane Safir's research-based framework, reflected in her books *The Listening Leader*, *Street Data*, and *Pedagogies of Voice*. Agency thrives when learners see themselves as capable and valued, when their cultures and experiences are reflected in the classroom, and when they are supported to take meaningful action in their learning. By aligning around this vision, we will achieve our shared goal of nurturing students who are curious, capable, caring, and prepared to engage thoughtfully with the world around them.

FIRST PEOPLE'S PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Our team is vast, empathetic, and supportive of all of our learners. We work with community supports of an ARC worker, Strong Start, RCMP, Breakfast Clubs of Canada, Metis Society, and Westbank First Nations.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Embedded in our instructional practice, is room for hands-on learning, experimentation, building, project-based learning, and for student reflection and self-assessment. Many classes take advantage of having a creek nearby for studies in indigenous plants and the environment.

Learning involves recognizing the consequences of one's actions. Students are involved in conversation, discussion, restorative actions, and problem solving when they find themselves in need of dealing with the consequences of their actions.

Learning involves generational roles and responsibilities; Learning recognizes the role of indigenous knowledge; Learning is embedded in memory, history, and story.

Learning involves patience and time.



School Scan

How we will gather Evidence

During Implementation Day 2025, staff spent the day reflecting on where we have come from and the previous years' work on Writing and SEL. We analyzed Shane Safir's Agency framework, looking carefully at each of the domains of Identity, Belonging, Inquiry, and Efficacy. Using Cale Birk's Observable Impact Model, we answered four questions: What would we observe our students doing? What would we observe you as an educator doing? What learning experiences would we observe in our learning environments? What would you observe your team (administrators and SBT) doing? These questions helped us dig deep into the learning experiences we aspire for our Indigenous learners, our ELL learners, and our learners with diverse needs. We aligned our goals under Safir's domains of Identity, Belonging, Inquiry, and Efficacy. We agreed on gathering RTI information and writing achievement from Ed Plan Insight and conducting pre and post empathy interviews with our students.

Type of Student learning	Description	Trends and Patterns
Student Achievement Data	Webber Road uses RTI for the social and emotional well-being for students, and for writing achievement.	Still have a lot of students in Tier 2 and 3
Empathy Interviews	The staff asked students at the beginning and end of the year the following questions: -How do you feel about writing? -What excites you about writing? -What is "tricky" about writing? -What is your writing goal? Teacher Observations:	All staff went through the process - The Essential question was, "What's going on for our Learners?"



Student Learning Priority 1

Focusing

Patterns and Trends from the School Scan

While scanning the staff, the patterns and trends that have emerged were the writing skills were developing. Pre-Empathy Interviews showed that many students did not feel highly engaged or successful as writers. Students indicated in their goals that they knew areas of focus for improvement but were not confident on how to reach those goals.

Student Learning Goal 1:

The staff will continue to go deeper into 'why' and 'what' we can do to improve student's writing skills. In task design with low floor, high ceiling, we will tease out what that looks like in Identity, Belonging, Inquiry, and Efficacy.

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	Pre and Post Empathy Interviews	Samples of students from each class
Qualitative	Teacher anecdotal records and reports	All Learners
Quantitative	Ed Plan Insight	All Learners
Quantitative	Observable Impact Model and Learner Agency Model	All Learners



Taking Action and Learning

Leading Professional Learning

Staff continued to focus in on writing processes and tasks to go deeper into what the barriers were. As trends were observed, our RTI team collaborated with teachers to design tasks following the UDL principles and meet all of our learners. A team of teachers also participated in the district's Community of Practice where we met a few times a year to co-learn, co-plan, and co-teach, drawing on research-based pedagogies and practices.

School Level Strategies Structures

We built on the structures that we had last year: Teachers have collaboration time with members of our RTI team. Through observations and data collections, areas of growth were identified, and resources were provided to work through those growth areas. In addition, a team of teachers worked with District ILT and the West Side community of practice.



Taking Action and Learning (cont)

Classroom level Instructional Strategies

Classroom level instructional strategies that focused on the writing process were key. This year, classrooms have been implementing various shifts in pedagogical practices to enhance writing skills. Teachers are focusing on making writing interesting and clear by working on conventions and incorporating fact, imagination, and memory. They emphasize different stages of writing, such as curly, letter, and book stages, and using tools like portable word walls and writing guidelines. Beginning sight words, phonetic spelling, and mini lessons in writer's workshops are being introduced. There is a focus on building sentences, providing more adult support through modeling, and using alternative methods like stamps and touch clicks to show learning. Basic fine motor skills, pre-writing skills, and Fix it Grammar Usage are being reinforced. Teachers are returning to basics with foundational literacy skills, using heavy scaffolding to gradually release responsibility. They are showing increased examples of correct writing, engaging in repeated practice of skills, and incorporating verbal retells to strengthen writing proficiency.

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

District Strategic Plan - Priorities	Description
Equity in Action Agreement - Pedagogical Core	

Resource Type	Resource Description	Estimated Budget
Other		



Checking for Impact

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

The implementation of new pedagogical practices in writing is making a meaningful impact on student learning. Teachers are observing progress in various areas. Our collaboration model initiative has contributed to all students self-starting with no lag time and decreased frustration, ensuring that everyone is actively engaged in writing. These practices are laying strong foundations for future writing development, with the hope that they will be carried forward to subsequent grades, enhancing students' writing skills and overall literacy.

After co-creating goals through the Observable Impact Model, we could see trends where students' engagement, interest, and excitement increased throughout the year. Co-learning, co-planning, and co-teaching increased our collective efficacy which is demonstrated in the outcome of student achievement and core competency development.

Recommendations for next steps for this School Student Learning Priority

To further improve student learning experiences and outcomes at Webber Road Elementary, the next steps include continuing to provide rich writing opportunities and maintaining current efforts. Teachers will seek additional educational content and resources to enhance the writing program beyond existing materials. Emphasis will remain on strengthening the foundations of writing, and a whole school scope and sequence of writing goals will be developed to ensure cohesive and comprehensive writing instruction across all grades.

This was the first year that teachers had dug into Shane Safir's framework of Learner Agency. Part of our work was investigating what each of the domains meant in relation to each student and each learning task. Further work in this area would be a beneficial next step. Evidence for this was documented by a few teachers who were in the community of practice group. In these classrooms, there was particularly rich evidence of Identity, Belonging, Inquiry, and Efficacy for students in writing.

A trend that was documented in the empathy interviews was that while students could describe their writing goals, knowing their next steps was not as obvious to them. Student goal setting and learning targets would be an appropriate next step in writing and would incorporate the four domains of Learner Agency.



Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan

School Student Learning Priority #2 is: Problem Solving Skills, and Self-Awareness.

Student Learning Goal 2

Staff want to continue to lean into strategies that will stretch our learners to develop better skills to solve simple problems. In addition, they want to focus on self-awareness. We will continue the school wide approach of the GIFTS problem solving model.

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	Learning on the Land out at our creek	Students will practice self-regulation strategies while learning on the land.
Qualitative	The Voices program has been hired to come into our school	Students will gain a stronger understanding of the self-identity, how to resolve peer conflict, and the importance of taking care of self.



Taking Action and Learning

Leading Professional Learning

Our Inclusion Teachers have collaborated alongside classroom teachers to design and implement SEL lessons throughout the year. Through professional learning time, a focus on self-awareness, Truth and Reconciliation, and who we are will take place.

School Level Strategies Structures

Teachers have collaboration time with members of our RTI team. Through observations and data collections, areas of growth were identified, and resources were provided to work through those growth areas.



Taking Action and Learning (cont)

Classroom level Instructional Strategies

This year, teachers have co-planned SEL lessons to meet the needs of learners as they arise. They have collaborated with our RTI team and continued to implement GIFTS. In addition, some of our classrooms have increased their time learning on the land. The creek allows for a number of positive opportunities to learn about themselves (self-awareness), building on taking responsibilities, and increasing their social-emotional skills.

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

District Strategic Plan - Priorities **Description**

Equity in Action Agreement - Pedagogical Core

Resource Type	Resource Description	Estimated Budget
Learning Resource	Voices program	\$1500



Checking for Impact

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

After our Grade Fours and Fives participated in the Voices Program, there was an increase in implementing positive problem-solving strategies independently. Students who spent time at the creek, overwhelmingly reported an increase in positive social emotional well-being and self-awareness.

Recommendations for next steps for this School Student Learning Priority

At Webber Road, we will continue the Voices Program for our intermediate students. Furthermore, we will be leaning into these strategies with our Primary students.

As a whole school, we will continue to use the GIFTS model for problem solving. We find this encourages students to independently problem solve and gives them a voice to feel heard when they are facing challenges.



Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan

The school learning priority #3 is : Relationships

Student Learning Goal 3

Again, staff want to enhance our learning with staff to better create relationships

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

Foundational Skills

School

Webber Road 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



Taking Action and Learning

Leading Professional Learning

SEL Teacher and Indigenous Advocate (Debbie DeHoog and Michelle Tobin) traveled to AS Matheson to observe and develop a plan to convert our Gathering room into a calming zone.

School Level Strategies Structures

Our plan is to incorporate the 4 Food Chiefs



Taking Action and Learning (cont)

Classroom level Instructional Strategies

* Lesson plans by teacher/SEL teacher/Counsellor and Indigenous Advocate (Social Emotional Plans)

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

District Strategic Plan - Priorities

Description

Equity in Action Agreement - Learning Environment (School Culture)

Resource Type

Resource Description

Estimated Budget

Learning Resource

Co Creating Lesson Plans



Checking for Impact

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

*Please ignore Priority #3 - We have decided to focus on (two) priorities.

Recommendations for next steps for this School Student Learning Priority

*Please ignore Priority #3 - We have decided to focus on (two) priorities.



Principal Reflection

This year, the staff at Webber Road have demonstrated exceptional pedagogical work through the School Community Learning Plan. Their efforts have been centered on meeting each child's needs to ensure holistic development. The Learning Plan has been meticulously aligned with the Overarching Goal and Strategic Plan, the Equity in Action Agreement, the 7 Principles of Learning, and the First People's Principles of Learning, with a strong emphasis on evidence of learning.

A notable achievement has been the growth of students' writing achievement through our pedagogical shifts at all levels. In addition, continuation of the Voices Program for intermediate students is valued and we will be extending to primary students, reflecting a commitment to these effective strategies across all grade levels. This approach underscores the dedication to fostering an inclusive and thriving educational environment for every student at Webber Road.

Our School Learning Plan focus on writing has had a meaningful and positive impact on student learning this year. The implementation of new pedagogical practices, combined with a strengthened collaboration model, has resulted in noticeable improvements in student engagement, confidence, and independence as writers. Teachers consistently observed that students were able to self-start writing tasks with no lag time and with significantly reduced frustration. These routines and shared practices have laid strong foundations for future writing development, and we are optimistic that these gains will continue as students move through subsequent grades.

Through the Observable Impact Model, teachers co-created goals and documented clear trends showing increased student interest, excitement, and ownership in writing. Co-learning, co-planning, and co-teaching contributed to a stronger sense of collective efficacy among staff, which is reflected in improved student achievement and growth in core competencies. This year also marked our first exploration of Shane Safir's Learner Agency framework. Teachers in the community of practice gathered rich evidence of Identity, Belonging, Inquiry, and Efficacy emerging in students' writing behaviours, demonstrating early but meaningful progress in this area. Empathy interviews revealed that although students could articulate their writing goals, they were less clear about their next steps for improvement. This indicates a need to strengthen student goal setting, learning targets, and clarity around success criteria. Looking ahead, we will continue to provide rich writing opportunities, develop a whole-school writing scope and sequence, and deepen our work in Learner Agency to support students in understanding themselves as writers.

Our second learning priority, Problem Solving, also showed positive growth this year. Staff expressed a strong desire to continue leaning into strategies that stretch learners to develop stronger skills for solving simple problems, while also building greater self-awareness. The school-wide use of the GIFTS problem-solving model has supported students in approaching challenges with increased independence and confidence. After our Grade 4 and 5 students participated in the Voices Program, we observed a notable increase in students implementing positive problem-solving strategies on their own. Students who spent time at the creek also overwhelmingly reported improved social-emotional well-being and heightened self-awareness, reinforcing the value of experiential learning opportunities. Next year, we will continue the Voices Program for intermediate students and begin intentionally incorporating these strategies with our primary learners to build a consistent K-5 foundation.

As a whole school, we will continue using the GIFTS model to support independent problem solving and ensure students feel heard when navigating challenges. Our next steps include strengthening explicit instruction in self-awareness, expanding problem-solving routines across all grades, and continuing to embed opportunities for students to practice these skills in authentic contexts. By maintaining our focus on both writing and problem solving, we are well positioned to continue improving student learning outcomes and fostering confident, capable learners at Webber Road Elementary.