



**Central Okanagan  
Public Schools**

Together We Learn

## *School Community Student Learning Plan*

### **Vision:**

Together We Learn.

### **Purpose:**

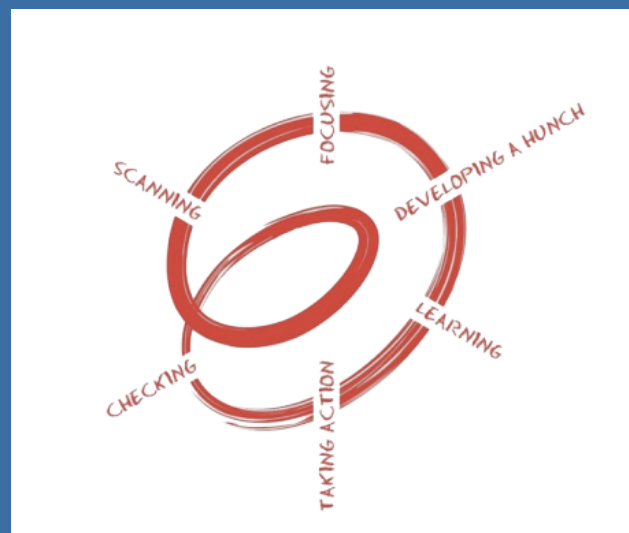
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

### **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

Ellison Elementary

## School Year

2025-2026

## Principal

Barrie MacLeod

## Vice Principal



### Student Population

187



### ELL

12



### Indigenous

32



### Children in Care

0



### SPED

24



### School Level

Elementary School



### Grades

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



### School Based Teachers

13



### Family of Schools

Rutland Family of Schools



### School Type

English



### Administrators

1



### School Based Support Staff

7



School Learning Story

Background

Ellison is a wonderful place for students and staff to come together to learn. With a vibrant school community that supports the needs of each of the unique learners at Ellison, students have a multitude of opportunities to explore their passions, set goals for themselves, and reach their full potential. As a school family, we recognize the importance of celebrating each individual learner and their accomplishments.

At Ellison, we believe in... Therefore, we value...

- Student centered classrooms - finding and following passions
- exploring new possibilities
  - getting curious about the world around us

- Emotions being integral to learning - relationships and connections
- creating a strong sense of belonging
  - being part of community

- Learning through collaboration - developing collective understanding
- coming together to solve problems

- Tasks being authentic and relevant - making connections and seeing the relevance of learning
- learning with a purpose

Our Mission:  
As a caring and innovative school community, we actively promote academic excellence, healthy lifestyles, empathetic citizenship, and lifelong learning.

School Scan

How we will gather Evidence

We have set up a survey for parents to gather current data on how things are going so far this year. We will adapt this for students so that we can reach a wider range and number of students. We have also been collecting feedback from the staff about how we are doing on each of our three learning priorities.

| Type of Student learning  | Description                                                                                                                                       | Trends and Patterns                                                                                                                                                  |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Other                     | Thought Exchange conducted to seek parent input on: What would you like to see at Ellison that would enhance your child's educational experience. | Parents are happy with learning at Ellison, and commented on the hands on and experiential activities, while we also focus on foundations such as literacy and math. |
| Student Learning Surveys  | Feedback that students provide on grade 4 satisfaction surveys.                                                                                   | Most children feel very connected to the community, to the staff, and to the school.                                                                                 |
| Pedagogical Documentation | Results in literacy achievement as documented in EdPlan insight.                                                                                  | By the end of Grade Five 71% of our students are proficient or extending in literacy, with only 6% emerging, and 24% are developing.                                 |

Student Learning Priority 1

Focusing

▲Patterns and Trends from the School Scan

The sense of community is strong at Ellison Elementary, and we know as a staff that we can always improve on a good thing. We are encouraging students to wear their Bulldog shirts or other gear every Friday. As a staff we looked at our own cultural competencies on the Implementation Day, and we want to go deeper into where our families are from, and how our backgrounds make us unique, but the celebration of similarities brings us together.

▲Student Learning Goal 1:

1. All students will develop a sense of belonging, connection, and identity at ELE.

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

▲Foundational Skills

Numeracy



Evidence of Impact

What evidence will we collect?

| Type of Evidence | Short Description                                            | Consideration of Equality Inclusion                                                                                 |
|------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Qualitative      | Conversations with parents and caregivers, community members | In person, email, and telephone conversations.                                                                      |
| Quantitative     | Student Learning surveys                                     | Grade Four students take the online survey with their teacher, a CEA, or the Learning Assistance teacher as needed. |
| Quantitative     | Middle Years Developmental Index surveys (MDI)               | Grade Five students take the online survey with their teacher, a CEA, or the Learning Assistance teacher as needed. |
|                  |                                                              |                                                                                                                     |



Taking Action and Learning

Leading Professional Learning

Success based opportunities for leadership, connections and athletics have been developed by our school team.

School Level Strategies Structures

System Wellbeing

Based on the belief that people thrive in situations that provide motivation and success, we have given students agency over their opportunities and increased support for our learning and conversations around moving forward to ensure a connection to the school and a feeling of value and support for each and every ELE learner.



Taking Action and Learning (cont)

Classroom level Instructional Strategies

Educators at ELE worked to implement SEL strategies into the everyday teaching they do and have embraced agency as a key strategy for increasing connectedness. Educators have worked on lesson design that improves student agency and engagement.

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

| District Strategic Plan - Priorities       | Description                                                                    |
|--------------------------------------------|--------------------------------------------------------------------------------|
| District Strategic Plan - System Wellbeing | Wellbeing of each and every member of the Ellison Elementary School Community. |

| Resource Type     | Resource Description          | Estimated Budget |
|-------------------|-------------------------------|------------------|
| Learning Resource | Learning materials for agency | 3000             |

Checking for Impact

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

During ongoing student surveying in empathy interviews with the school principal, 100% of students state that they feel connected to the school and that they have at least 2 adults who believe they will be successful.  
Student learning survey shows high levels of student connectedness and belonging.

Recommendations for next steps for this School Student Learning Priority

Continue to create opportunities for students to connect with the adults in the school, leadership opportunities for students, and daily activities that connect the students to our school.



Student Learning Priority 2

Focusing

▼Patterns and Trends from the School Scan

We continue to look for ways to include our new outdoor learning space, and are working closely with the Clubhouse Farm to find elements of their program that we could implement back at school. We have created provocation centers in our Math Lab to sparj creativity, and share new ways of learning Math. We also provide visiting groups such as the Earth Rangers, Andrew Allan, local authors, and local artists to help inspire wonder all of our students.

▲Student Learning Goal 2

2. All students will develop a sense of curiosity to explore their interests through experiential and hands-on learning activities.

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

▲Foundational\_Skills

Literacy

Numeracy

School

Ellison Elementary



School Community Student Learning Plan



Central Okanagan Public Schools

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Evidence of Impact

What evidence will we collect?

| Type of Evidence | Short Description        | Consideration of Equality Inclusion                                                      |
|------------------|--------------------------|------------------------------------------------------------------------------------------|
| Qualitative      | Empathy Interviews       | Including all learners, including Indigenous learners, in the empathy interview process. |
| Quantitative     | Student Learning surveys | Included and collated within the survey and display of results.                          |



Taking Action and Learning

Leading Professional Learning

How do we use the outdoor classroom to springboard our learning to engaging curious learners with more experiential learning opportunities.

School Level Strategies Structures

We are currently working on developing our outdoor learning space to provide more access and opportunities for outdoor experiential learning, while accessing the curiosity that comes from our children when in nature. We were very fortunate to have been part of the Strengthening Early Years Transition to Kindergarten grant this year.

Taking Action and Learning (cont)

Classroom level Instructional Strategies

ADST classroom challenges.  
Box building day - students challenged to innovate a product starting only with a box.  
Outdoor learning - connecting with our Ellison community and the Clubhouse Farm to learn on the land.

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 | We are innovating around the pedagogical core to create engaging and innovative learning experiences for students to develop their curiosity. |

| Resource Type | Resource Description | Estimated Budget |
|---------------|----------------------|------------------|
| Other         | Grant funding        | 15000            |

Checking for Impact

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

Students continue to describe hands on learning activities as their most impactful and memorable learning during empathy interviews with the school principal and in the student learning survey data.

▲ Recommendations for next steps for this School Student Learning Priority

Continue to learn as a staff about ways to engage our learners in developing a sense of curiosity through hands on experiential learning tasks.

School

Ellison Elementary



School Community Student Learning Plan



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Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan

We continually scan our students in reading and writing, and enter the data into EdPlan Insight to monitor student progress. While the data indicates we are doing well with reading levels, we hosted Adrienne Gear for a lunch and learn session to support our instruction in writing, and then had her return for in-class demo lessons, followed by a debrief with teachers and another lunch and learn session.

Student Learning Goal 3

3. All students will continually experience progression in their literacy competencies at ELE.

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      | Empathy Interviews                                        | Including all learners, including Indigenous learners, in the empathy interview process. |
| Quantitative     | PM Benchmarks, school wide write, Early Learning Profiles | All learners are included in the data.                                                   |
| Quantitative     | Student Learning surveys                                  | Included and collated within the survey and display of results.                          |



Taking Action and Learning

Leading Professional Learning

With support of ILT - Staff meetings and Implementation Day, and two lunch and learn sessions with Adrienne Gear, including a morning of demo lessons and a debrief. We also purchased many of her resources to use in class.

School Level Strategies Structures

EdPlan Insight - analysis of the data.  
Setting up a learning schedule with the support of the Instructional Leadership Team to include learning at staff meetings and Implementation Day.

Taking Action and Learning (cont)

▲Classroom level Instructional Strategies

As determined by professional learning plan.

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 | Professional learning and the resources to follow the recommended process for teaching writing. |

| Resource Type         | Resource Description         | Estimated Budget▲ |
|-----------------------|------------------------------|-------------------|
| Professional Learning | In person sessions and books | 3200              |

Checking for Impact

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

Student learning summaries, student learning surveys and empathy interviews all show student growth in their literacy competencies and a high level of satisfaction and enjoyment in this learning.

Recommendations for next steps for this School Student Learning Priority

Continue to learn as a staff about how to best support literacy competency learning for the K-5 learners at ELE.  
Continue to use school based team and our response to intervention model to identify learners and support students in need of extra supports in their literacy development.



Leading Professional Learning

School Level Strategies Structures

Classroom level Instructional Strategies

District Strategic Plan - Priorities

Description

Resource Type

Resource Description

Estimated Budget



Principal Reflection

While we continue to be above the district average in Literacy and a sense of belonging we are not satisfied with our success. We will continue to improve and focus on greater achievement in the goal areas. We will slightly change our direction and use more quantitative evidence to inform our understanding of academic achievement.

We have continued our positive results and have added to our story by reopening the Numeracy Lab and organized and executed our Numeracy Night. Quantitatively we have seen high achievement levels in intermediate students based on learning summary reports.

This has been a year of growing and learning at Ellison Elementary. We were proud to tell our story to the Trustee and Senior Management. We know that our literacy scores are above the district average, and our surveys tell us that students feel people care about each other (81%) and that they belong at Ellison (78%) well above the district average.