



**Central Okanagan
Public Schools**

Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

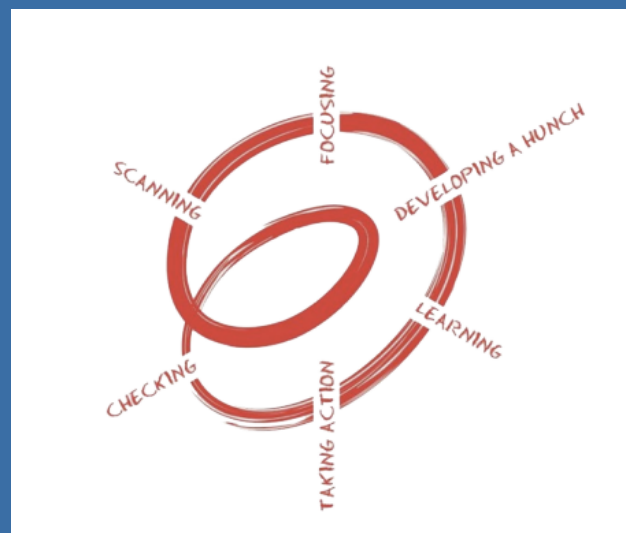
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

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

Shannon Lake Elementary

School Year

2025-2026

Principal

Peter Gallo

Vice Principal

Melissa Pastinelli



Student Population

423



ELL

42



Indigenous

53



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

26



Family of Schools

Westside Family of Schools



School Type

English



Administrators

2



School Based Support Staff

20

School Learning Story

Background

History of Our School

Shannon Lake Elementary was opened in September 1993 in the middle of a growing residential subdivision approximately 4 km from the town center of West Kelowna. The initial school population was 278, growing to approximately 400 students by 2019. Currently we have a student population of 423.

Strong Music and Library programming provide enrichment for all students, and are both greatly appreciated in our wider community. A 0.8FTE Indigenous Student Advocate provides cultural programming, academic support if required and acts as a liaison between home and school. An inclusion Teacher provides instructional supports for designated students and works closely with both classroom teacher and our Certified Education Assistants (CEAs).

The school is fortunate to have a very active and supportive Parent Advisory Committee (PAC). Fundraising activities include hot lunch, family fun fairs, barbecues, and movie nights. Funds raised are allocated to the school in consultation with staff to support teaching and learning through additional field trips and the purchase of resources and technology. In the summer of 2019, a new state-of-the-art playground was installed at our school thanks to the PAC and a grant from the BC Government. Parents and community members are also active in supporting student learning through supportive partnerships between home and school, and as classroom volunteers. An active and committed School Community includes parents, teachers, both administrators and students working together to set learning priorities and ensure growth and success for each student.

Our school’s close proximity to Shannon Lake Regional Park provides valuable opportunities for land-based learning throughout the year. Teachers regularly take classes off campus to engage in meaningful, hands-on learning experiences connected to the natural environment. Through seasonal changes, students learn alongside their peers and buddy classes while exploring outdoor education activities. In the spring, students may also have the opportunity to participate in introductory fishing experiences.

School Scan

How we will gather Evidence

In May 2025 we scanned the teaching staff and a sample of students at all grade levels.

The staff survey asked teachers to reflect about whether writing and belonging were still focuses within their instruction, and what direction teachers thought we needed to pursue next.

We also scanned students about their favourite areas of learning, their feelings about learning numeracy and strengths and stretches in this area.

The information collected from these surveys suggested that we pursue a new Student Learning Priority with a Numeracy focus. We invited teachers to be part of a committee to engage in this process. We built a collaborative team that included 2 Primary and 2 Intermediate teachers, members of the district LIT and both Administrators.

The team determined that we needed to collect more data from the teaching staff in order to create a Numeracy Student Learning Priority.

At staff meetings, we shared numeracy data and asked more questions to collect the staff voice.

Type of Student learning	Description	Trends and Patterns
Empathy Interviews	Writing and Belonging continue to be key priorities for the staff at SLE. Through the interview process, staff also identified a growing interest in developing a shared focus on numeracy to support student learning and achievement.	The responses suggested that we need a more balanced focus that include Literacy, Numeracy and Social Emotional Learning.
Empathy Interviews	A large sample of students (153) across all grade levels (K-5) were interviewed. The questions were about their subject interests and their feelings about learning mathematics	The data collected showed that 22% of students surveyed said that math was their favorite subject. It also showed that 57% like learning math and another 37% like learning math sometimes.
Pedagogical Documentation	Seesaw Student journals writing samples from different genres collected over the year	Teachers and students continue to post artifacts using seesaw or use assessment for learning to conference with students and parents.

Student Learning Priority 1

Focusing

▲Patterns and Trends from the School Scan

The information collected from these surveys suggested that we pursue a new Student Learning Priority with a Numeracy focus. We invited teachers to be part of a committee to engage in this process. We built a collaborative team that included 2 Primary and 2 Intermediate teachers, members of the district LIT and both Administrators.

The team determined that we needed to look at both qualitative and quantitative student numeracy data and collect more data from the teaching staff in order to create a Numeracy Student Learning Priority Statement.

Throughout the year, at staff meetings, we shared numeracy data and asked more questions to collect the staff voice.

▲Student Learning Goal 1:

Here are the draft student learning priority statements that were presented at the May 2026 staff meeting. Our next step is to take the staff feedback and finalize the SLP to align with all voices.

Option 1
Learning Priority Statement:
Grounded in the principles of learner agency, all staff and students at Shannon Lake Elementary are committed to fostering confident, curious, and resilient mathematicians.
How We Will Achieve This:
Through inclusive and engaging math experiences—including rich tasks, play-based learning, making thinking visible, real-world connections, and encouraging risk-taking—staff and students will create meaningful access points for all learners to further develop their mathematical thinking.

Option 2

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	Students report about specific strands or topics in math	Students indicated that they liked certain topics in math as opposed to discussing mathematical processes or strategies.
Quantitative	FSA results indicate that 78% of students are on track. The District average is 68%	On track is developing, proficient and extending.
Qualitative	Staff voice	In analyzing the data, staff will provide their input
Quantitative	WLU data showed that 20-30% of SLE students at each grade level are emerging or developing	As the students progress through the grades, the % of students that are emerging increases



Taking Action and Learning

Leading Professional Learning

Learning that the members of the SLE numeracy committee engaged in this year.

- Shane Safir agency learning series
- Community of Practice with other West Kelowna Elementary Schools
- Pro-d
- K-2 Numeracy Assessment Online Course
- Gr. 3-9 Numeracy Assessment Online Course

Planning Meetings with LIT

- Implementation Day
- The morning was spent exploring numeracy strategies with the LIT

School Level Strategies Structures

- Through staff meetings the Numeracy committee shared resources and strategies that could be used in the classroom
- PGP
- the majority of teachers doing a PGP had a math focus
- Pro-d
- K-2 Numeracy Assessment Online Course
- Gr. 3-9 Numeracy Assessment Online Course



Taking Action and Learning (cont)

Classroom level Instructional Strategies

The following were shared at staff meetings that could be put right into classroom lessons:

- vertical tasks
- concept circles
- number talks
- math games

Instructional practices

- Engagement through games tasks, real life connections
- Allowing voice and sharing
- Collaboration between kids
- Strategic groupings
- Entry points for all
- Model then release
- Whiteboards
- Manipulatives
- Open ended activities

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	Intentional Design of Learning - Empower each learner and co-create experiences from their questions, passions, and interests.

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

The process of creating a new SLP has helped create excitement around numeracy for both staff and students. We are early in our journey; however, our team has noticed that teachers are trying new activities with their students and there is an increase in willingness, collaboration and communication.

Recommendations for next steps for this School Student Learning Priority

As mentioned above our next step is is to take the staff feedback and finalize the SLP to align with all voices. We will continue to work with our numeracy committee to plan learning and collaboration opportunities for the staff.



Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan

The trend at Shannon Lake Elementary is continuing to show all students feeling a sense of belonging.

Student Learning Goal 2

Students, parents and staff to feel a sense of belonging.

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

Foundational_Skills

Literacy
Numeracy



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Qualitative	Through school based empathy interviews we determined that students feel belonging is a good area to focus.	Through school based empathy interviews we determined that students feel belonging is a good area to focus.
Quantitative	Community engagement in our PAC meetings	Through building a strong and inclusive relationship the PAC and the school leaders have developed community events, fundraising and school fun
Qualitative		



Taking Action and Learning

Leading Professional Learning

School Level Strategies Structures

During the 2024–2025 school year, the administrative team introduced the WITS program at the Welcome Back Assembly as part of our ongoing commitment to building a positive and inclusive school culture. The program provided staff and students with a shared language and consistent strategies for problem solving and conflict resolution. Classroom posters and targeted lessons supported ongoing reinforcement of the WITS framework throughout the year. Staff regularly referenced the WITS strategies when supporting students in resolving conflicts and navigating social situations, helping to build consistency in language and expectations across the school community.

Building on this foundation, the 2025–2026 school year began with a Welcome Back Assembly centred on belonging and community. Students reviewed the WITS strategies and reflected on how these tools contribute to creating a safe, respectful, and inclusive learning environment for all. This continued focus on belonging and shared problem-solving strategies has helped strengthen students’ sense of connection, responsibility, and positive peer interactions within the school.

Classroom level Instructional Strategies

District Strategic Plan - Priorities Description

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

As we reflect on our school community learning plan we have identified that while we continue to be a high performing school we still need to focus on ensuring the students academic and social development are monitored and plans are refined to meet the needs of our school community.

Qualitatively, the feedback from the school community is that Shannon Lake is a wonderful learning community. we will continue our goal to have every student and family feel a sense of belonging be working with all of our community partners and engaging our parents in the process.

▲Recommendations for next steps for this School Student Learning Priority

1. To refine the sense of belonging we will be developing a plan to increase opportunities for intermediate students to further develop their social emotional learning



Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan

Student writing and reading showed that in relation to the writing screener (sww) that 86% met or exceeded expectations. Our goal is to have 92 % meet or exceed in these foundational skills.

Student Learning Goal 3

Student learning of writing will continue to be a priority and the performance or writing tasks will continue to improve,

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	MDI and school wide survey	In our ongoing goal to ensure every learner feels valued and connected in our school we continue to receive data from the MDI that the students at SLE are connected and valued above the District average.
Quantitative	SWW and report card evidence	The evidence of student learning indicates that we are a high performing school but we still have room to grow.
Qualitative	Through school based empathy interviews we determined that students feel belonging is a good area to focus.	Through school based empathy interviews we determined that students feel belonging is a good area to focus.
Qualitative	Through school based empathy interviews we determined that students feel writing is a good area to focus.	All indigenous learners recognized writing as an area that they could improve and focus their attention



Taking Action and Learning

Leading Professional Learning

Our professional learning has continued through the year at staff meetings and lunch and learns. Many of the staff and administrators also chose to do book studies on literacy. This was all kicked off at our Implementation meeting where we worked as a staff on the benchmarks and writing continuum for the school.

School Level Strategies Structures

We have our writing continuum, learning meetings, and additional classroom support for our academic needs funded out of our school budget.

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
District Strategic Plan - Equity & Excellence in Learning	Learner success is achieved through personalized learning, timely supports and culturally relevant interventions.-Continue to develop a definition of success for each learner with a focus on personalizing the learning journey (success criteria will be learner-specific and holistic);-Use multiple points of evidence to assess the learning needs of Indigenous learners;

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

As we reflect on our school community learning plan we have identified that while we continue to be a high performing school we still need to focus on ensuring the students academic and social development are monitored and plans are refined to meet the needs of our school community.

The impact of our work is most evident in our increase in both quantitative and qualitative measures for our learning priorities. While not a measure listed above it is important to look to provincial assessments to triangulate and focus school achievement. Shannon Lake writing performance has continued to increase year over year in spite of a global pandemic. As a school we have improved our provincial ranking above many schools in the province.

Recommendations for next steps for this School Student Learning Priority

1. To improve our writing abilities we have made school wide provocation bins and will continue to expand our knowledge of assessment for learning.
2. To examine more qualitative and quantitative data to check and focus for the future.



Principal Reflection

This school year was focused on the development of a School Student Learning Priority Statement grounded in collaboration, evidence-informed practice, and the authentic voices of students and staff. To support this work, a representative committee was established consisting of two intermediate teachers, two primary teachers, two administrators, and members of the district Learning and Innovation Team (LIT). This collaborative structure ensured a variety of perspectives and expertise informed the process throughout the year. The committee worked intentionally to gather and reflect upon both staff and student perspectives related to mathematics learning. Multiple sources of quantitative and qualitative data were analyzed, including Foundation Skills Assessment (FSA) results, written learning updates, empathy interviews, and surveys. Emerging trends and themes were shared back with staff alongside guiding questions that encouraged deeper reflection and dialogue. Through this cyclical and collaborative inquiry process, the school was able to meaningfully capture the experiences, perceptions, and aspirations of both students and staff in the creation of a shared learning priority statement. In addition to this inquiry work, committee members participated in professional learning opportunities to deepen their understanding of student agency and numeracy instruction. This included participation in professional development sessions led by Shane Safir focused on student agency, as well as involvement in a numeracy Community of Practice with other West Kelowna schools. These opportunities strengthened the committee’s capacity to lead meaningful conversations around student learning and instructional practice. As a whole staff, continued efforts were made to strengthen numeracy instruction through ongoing professional development and collaborative sharing of effective strategies during staff meetings. On the school district implementation day, the Learning and Innovation Team provided staff with additional numeracy strategies and resources to support classroom practice. Staff also engaged in learning focused on Indigenous approaches and perspectives in mathematics instruction, helping to broaden understanding of culturally responsive and inclusive teaching practices. Throughout the year, further strategies, resources, and examples of practice were shared during staff meetings, reinforcing a culture of collaborative professional growth. As a staff, we are in the process of finalizing the wording of a School Student Learning Priority Statement that authentically represents the collective voices of students and teachers. The process not only established a shared direction for student learning in numeracy, but also strengthened collaborative inquiry, professional learning, and a collective commitment to improving student success. Looking ahead to next year, staff will focus on further connecting the School Student Learning Priority Statement to the school district’s focus on learner agency. This work will support students in developing greater ownership, voice, and engagement in their learning while continuing to strengthen instructional practices in numeracy across the school.

This school year has been one of observation, as it is the first year for both members of the administration team at Shannon Lake Elementary School. As we reflect on our School Community Student Learning Plan this year, we’re filled with gratitude for the dedication and care our staff and families bring to supporting student success across our K–5 community. Currently there are two school-wide priorities—improving student writing and fostering a culture of belonging—that have been central to our planning, instruction, and conversations throughout the year.

In literacy, our focus on writing has opened important dialogue among staff about instructional strategies and student progress. While we’ve seen some positive steps, our recent staff scan confirmed a shared belief that writing continues to be an area needing deeper focus and consistency. Some teachers have started implementing the UFLI (University of Florida Literacy Institute) program, which is helping strengthen foundational literacy skills and will support students as they build confidence and fluency in writing.

Our literacy goal this year focused specifically on improving student writing. This work has led to rich professional conversations and instructional shifts across classrooms. A dedicated working group of teachers met regularly throughout the fall to dive deeper into this priority. These educators collaborated to share successes, explore challenges, and exchange ideas to strengthen their writing instruction. Their goal was to elevate their practice by learning from one another. As part of this work, the group met with the district Instructional Leadership Team (ILT) to examine writing templates and procedures that could support consistency and clarity across grade levels.

On the social-emotional side, we’ve seen encouraging growth through the implementation of the WITS program. By providing the common language, this resource has helped students build their capacity to solve problems, navigate conflicts, and demonstrate kindness in everyday interactions. It’s been wonderful to witness students using the WITS strategies in real time, reinforcing the importance of empathy and positive communication. Along with WITS, we have held assemblies that cover topics of being an upstander and being kind.

In the area of social-emotional learning, we have taken a responsive and layered approach, using both data and student experiences to guide our next steps. Lessons were chosen based on administrative observations, conversations with teachers, and patterns noticed through student visits to the office. Throughout the school, various SEL lessons have been delivered to help students build connections and strengthen relationships. In Grade 5, lessons on compassion focused on key ideas such as how our words and actions impact others, recognizing that we may not always know what someone else is going through, and strategies to avoid “flipping our lids.” In Grade 3, “street data” indicated a need for explicit teaching around empathy, responsibility, and healthy relationships. Grade 2 teachers requested support around building resiliency, and a targeted series of lessons were delivered to help students develop skills in managing emotions, problem-solving, determination, growth mindset, and positive self-talk. Some Grade 1 teachers reached out for support around expected and unexpected behaviours and navigating friendships. Currently, one early primary classroom is actively engaging with the Zones of Regulation framework to help students better understand and communicate their emotions and how those emotions connect to physical responses.

Recently, we conducted school-wide scans of both staff and students to gain insight into how we’re doing and where we need to go next. Staff feedback emphasized that while writing and social-emotional learning remain priorities, we also need to begin focusing more intentionally on math. This was echoed in our student survey, where we asked students about their favorite subjects and their experiences with math. Many students expressed enjoyment of math but also shared some of the challenges they face—ranging from confidence to understanding certain concepts. Students also offered helpful suggestions on what would support their growth in math, such as more hands-on learning, games, small group instruction, and opportunities to explain their thinking.

As we look ahead, our next steps will include continued growth in writing and social-emotional learning, while beginning to shape a school-wide focus on mathematics. We are excited to build on what we’ve learned this year and work together as a staff to ensure every student feels confident, supported, and challenged in their learning.