



**Central Okanagan  
Public Schools**

Together We Learn

# School Community Student Learning Plan

## Vision:

Together We Learn.

## Purpose:

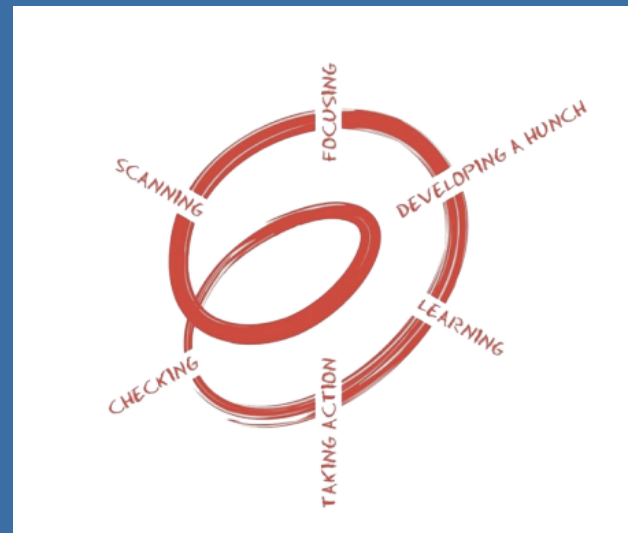
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

## 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**

Lil'wat - Sg'low Resilience  
Sheldon Lewis / KSS Art Students / Timothy Moore, Art Teacher  
KSS Moral Project

Fostering Indigenous student success through the lens of equity



# School Community Student Learning Plan



Central Okanagan  
Public Schools  
Together We Learn

## School

Helen Gorman Elementary

## School Year

2025-2026

## Principal

Jessica Anjos

## Vice Principal



### Student Population

224



### Children in Care

5



### ELL

5



### SPED

26



### Indigenous

30



### School Level

Elementary School



### Grades

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



### School Based Teachers

11



### Family of Schools

Westside Family of Schools



### School Type

English



### Administrators

1



### School Based Support Staff

20



## School Learning Story

### Background

#### Our History

Helen Gorman Elementary is situated on the ancestral, unceded and traditional territory of the Okanagan Sylix People. Helen Gorman Elementary has a rich and vibrant legacy in our community. Our current building site was created in 1992 and named in honour of Helen Irene Gorman who resided in the Glenrosa area from 1916 until her passing. She attended the one room school in Glenrosa as a student herself until Grade 8. Helen went on to complete her high school diploma through correspondence and at the age of 18, Ms. Gorman returned to the Glenrosa School as the sole teacher, where she continued educating the minds of students until the school closed in 1942. After 41 years of teaching, in 1972, Ms. Gorman retired and continued to be an active volunteer at school functions until at the age of 85. We are very proud that our school is named after such an incredible person who cared so deeply for others and always saw the good in everyone. We will continue to honour her by endeavoring to make Helen Gorman Elementary a school to always be proud of.

We are a small rural school set in Upper Glenrosa 8km from Telemark Nordic Ski Club with a strong working relationship with many community agencies including the BGC Okanagan who support our school with both a preschool and after school care program. In our 2024-2025 school year, Helen Gorman Elementary has a population of 224 student across 11 divisions in a single floor building surrounded by pine trees and rolling hills offering a memorable outdoor learning space for our students to grow and shape themselves. Our staff consists of 11 enrolling classroom teachers with the support of 7 non enrolling teachers who are both full time and part time in their roles, 7 certified education assistants, two administrative assistants, and one administrator. We are committed to supporting the needs of our students and families and continuing to build connections with our school community.

#### Our Learning Story

The team of educators at Helen Gorman Elementary are a dedicated group of individuals committed to supporting the students in our community. We actively seek opportunities to deepen our relationship with each other and fellow educators across our district as we build our professional network to foster student agency in our own school. We believe that there is value in thinking about our learning story as a complex and connected tapestry. Each of us is an important strand and the more we braid our strands together, the more our diversity can support us to build inclusive learning environments.

HGE has embarked on a multi-year journey to embrace the Response to Intervention Model (RTI) to meet the needs of each learner. We are taking mindful steps to reflect on our beliefs so we are able to strive to grow into them. By reflecting upon our practices, routines and evidence of learning, we are able to fully engage in a transformative connection that will support us as educators as well as the learners in our building. We continue to examine developing structures and strategies to better transition our youngest learners into our school. We have been looking closely at the social emotional wellbeing and learning within the curriculum and designing our environments that will support all children as they make such a pivotal transition in their short lives. With explicit learning intentions, students are learning to communicate what they are able to do, what they are working on and where they need further support.



## School Scan

## How we will gather Evidence

In the 2025–2026 school year, Helen Gorman Elementary engaged in a focused effort to strengthen both student and educator understanding of mathematics across all grades, with an intentional emphasis on developing confident, flexible mathematical thinkers who can reason, problem-solve, and apply their learning in meaningful contexts. This work aligns closely with the BC Curriculum's focus on developing curricular competencies—such as reasoning and analyzing, understanding and solving, and communicating and representing—which support students in building deep, transferable mathematical understanding. As a school community, we remain deeply grounded in our shared belief statement about learning: "We believe that learning is a lifelong journey of curiosity, risk-taking, and growth embedded within our foundational skills. Deeper learning happens through connection, perseverance, and reflection."

Drawing on multiple sources of evidence—including classroom reviews, teacher empathy interviews, and ongoing observations of student learning—we identified an opportunity to sharpen our focus within foundational skills, particularly in numeracy, while continuing to strengthen our social and emotional learning practices. To ensure our next steps are informed by authentic and lived experiences, we are prioritizing the collection of "street data" through intentional engagement with our parent community, seeking insights into how learning and progress are experienced beyond the classroom. In addition, we will continue to centre student voice by engaging five learners from each grade in a consistent set of targeted questions, allowing us to better understand their perspectives, sense of growth, and connection to their learning.

Type of Student learning	Description	Trends and Patterns
Other	Class Reviews and Empathy Interviews with Educators around our Social Emotional Learning Priority	A key focus for social-emotional development is strengthening students' digital literacy skills to support safe and healthy engagement with social media. We are also supporting students in developing greater awareness of their physical and emotional cues so they can recognize and respond effectively when they begin to feel dysregulated.
Other	Class Reviews and Empathy Interviews with educators regarding our Numeracy Priority	A key area of focus is supporting students in developing a stronger ability to clearly communicate and represent their thinking when solving mathematical problems.
Pedagogical Documentation	PM Benchmark Data	72% of our students are proficient or extending in their reading abilities as of Term 2 for the 2025-2026 school year.
Student Achievement Data	Report Card Data for numeracy	71% of our students are proficient or extending in their numerical abilities based on Written Learning Updates.
Student Achievement Data	Report Card Data for Writing	58% of our students in grades K-5 are proficient or extending writers.



**Student Learning Priority 1**

**Focusing**

**Patterns and Trends from the School Scan**

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Staff, students, and families share a deep pride in the school’s history and its strong sense of community, and they all continue to work together in prioritizing students’ social-emotional well-being in a constantly changing world.

**Student Learning Goal 1:**

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How can we support the social and emotional wellbeing of our school community so that our students develop skills to promote self-awareness and self-regulation and are able to contribute to positive school culture?

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	The number of counselling or behavioural issues referred to the office.	Our Indigenous advocate often helps support indigenous learners when facing behaviour or counseling issues. We also could include how many times the advocate was able to support the child.
Quantitative	Middle Years Development (MDI) results. The MDI is a self-report questionnaire that asks children in Grade 5 about their thoughts, feelings and experiences in school and in the community. The MDI is compiled by the Human Early Learning Partnership at UBC.	Other than to ask students if they self-identify as Indigenous, the MDI does not narrow findings to explore the findings of our Indigenous learners.
Qualitative	Conduct a series of empathy interviews with students at the beginning and mid-point of the year.	Ensure that Indigenous students have an opportunity to participate in the empathy interview process. Also, make an effort to see how the experiences of our Indigenous learners might be from our general population.



## Taking Action and Learning

### Leading Professional Learning

Our Parent Advisory Council continues to be an incredibly dedicated and valued partner in supporting the social-emotional development of our students, while also recognizing the growing need for parent learning in this area. This year, we co-hosted a parent book study centered on *The Anxious Generation* by Jonathan Haidt, where families gathered to view and discuss key themes from his work. The response was overwhelmingly positive, with strong feedback highlighting both the desire and urgency to build greater awareness around the impact of social media on children and youth. As a result, we are planning to offer a follow-up evening next year and are exploring ways to bring some of these ideas into practice, including the possibility of a before-school "play club" to encourage independence, social connection, and unstructured play. We are also remaining curious about how to incorporate elements of the Let Grow initiative, which promotes opportunities for children to build confidence and resilience through age-appropriate independence.

In addition, we hosted an informative parent evening focused on digital safety, led by Community Safety Advisor Simran Sidhu and Constable Ryan Rode. This session provided families with practical strategies and tools to help protect children from digital risks, while also increasing awareness around topics such as cyberbullying, navigating online friendships, concerns related to online gaming, and the use of social media platforms. Together, these opportunities reflect our shared commitment to strengthening partnerships with families and supporting the well-being of students both in and beyond the school environment.

As part of their Professional Growth Plans, several teachers engaged in focused learning to deepen their understanding of strategies that support students with ADHD. Through professional reading, collaboration, and reflective practice, they explored approaches to enhance attention, self-regulation, and engagement in the classroom. This learning has supported the creation of more responsive and inclusive learning environments that better meet the diverse needs of all learners.

### School Level Strategies Structures

Our commitment to social-emotional learning remains at the center of our work as a school community. As a team, we continue to ground our practices in trauma-informed approaches that honour the whole child and recognize the importance of students' lived experiences. Our School-Based Team remains both responsive and proactive, meeting biweekly to review caseloads, monitor student progress, and address emerging needs with care and intention.

As part of our ongoing Response to Intervention framework, we conducted comprehensive class reviews at the end of September to inform early supports, and again in March to ensure we were responsive to evolving student needs as we entered the final term. This structured approach allows us to remain reflective, data-informed, and aligned in our support strategies across the school.

A significant enhancement to our support system this year was the addition of a 0.2 FTE counsellor, complementing our existing 0.4 FTE allocation and 0.2 FTE ARC clinician. This increased capacity proved to be one of the most impactful successes for our school community. It enabled more targeted and intentional support, particularly through small group interventions focused on developing lagging social-emotional skills, including building and sustaining friendships, understanding emotional responses within peer dynamics, and fostering empathy.

The impact of these small group learning experiences has been notable. Growth was observed not only by educators but also by the students themselves. Feedback indicated that students demonstrated an increased ability to take accountability for their actions and developed a more grounded sense of self. This reflects the meaningful difference that intentional, relationship-centered support can make in strengthening students' social-emotional well-being and overall success.



**Taking Action and Learning (cont)**

**Classroom level Instructional Strategies**

Another highlight this year to promote our Social Emotional Development was a series of mini-lessons led by our school counsellor in one intermediate classroom as a pilot, with plans to expand next year. Through this work, students were introduced to the Strengths, Hope, and Resourcefulness Program for School Mental Health (SHARP-SMH), an evidence-based, positive psychology approach developed through research at the University of Alberta. The program focuses on helping students identify and build on their personal strengths, develop a sense of hope for the future, and access internal and external resources to navigate challenges. Grounded in over 25 years of research, SHARP-SMH integrates flexible, classroom-based practices that support well-being, resilience, and academic success, while fostering a learning environment where both students and educators see themselves as capable and hopeful contributors to their community.

**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	These initiatives and practices align closely with the System Wellness component of the Central Okanagan Public Schools District Strategic Framework by promoting the holistic development of students' physical, mental, and emotional well-being. The focus on social-emotional learning, trauma-informed practices, and restorative approaches supports a healthy and inclusive school environment where students feel safe, valued, and connected. Additionally, the integration of movement-based regulation, SEL toolkits, and cultural practices emphasizes the importance of balancing emotional self-regulation with physical activity and mindfulness. Overall, these efforts contribute to building a supportive, well-rounded system that fosters resilience, empathy, and engagement across the school community.

Resource Type	Resource Description	Estimated Budget
Learning Resource	SEL Toolkits; Pathways	4000



## Checking for Impact

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

This year's work in social-emotional development has strengthened a more coordinated, responsive, and evidence-informed approach to supporting student well-being at Helen Gorman Elementary. Through consistent use of trauma-informed practices and a structured Response to Intervention model, staff have been able to identify needs early, monitor progress over time, and provide increasingly targeted supports through both classroom-based strategies and small group interventions.

The expansion of counselling and clinical support capacity significantly enhanced this work, allowing for more intentional, relationship-centered interventions focused on core social-emotional skills such as peer relationship building, emotional awareness, and accountability. A key impact has been the visible and self-reported growth in students' ability to regulate emotions and take ownership of their actions, reflecting deeper internalization of these skills.

At the same time, strengthened partnerships with families have extended this learning beyond the school. Parent engagement opportunities and digital safety learning have helped build shared understanding of the challenges students face in an increasingly complex digital world, while also generating strong interest in strategies that promote independence, resilience, and healthy development.

Overall, this year's work reflects meaningful progress toward a more integrated system of support where student well-being, family partnership, and instructional practice are increasingly aligned.

### Recommendations for next steps for this School Student Learning Priority

A key focus area to strengthen Social Emotional Development in 2026–2027 will be the introduction of the Interoception program developed by Kelly Mahler. This evidence-informed, body-based approach supports students in developing awareness of their internal body signals—such as changes in energy, tension, or comfort—which are foundational to understanding emotions and building self-regulation skills. The program follows a developmental sequence of recognizing body signals, connecting them to emotions, and identifying actions that support regulation, helping students move beyond memorizing strategies to truly applying them in real-life situations. Implementation will be led by our Inclusion Teacher, who will deliver whole-class lessons across the school while also providing targeted small-group coaching for students requiring additional support. By fostering curiosity, honoring individual experiences, and building a personalized “toolkit” of regulation strategies, this approach strengthens student independence, engagement, and overall well-being.



## Student Learning Priority 2

### Focusing

#### Patterns and Trends from the School Scan

A continued area of growth is the need to more intentionally bring forward student voice in their reflections on learning, particularly in helping students clearly express their understanding, identify next steps for extending their learning, and develop greater confidence in setting meaningful, realistic personal learning goals.

#### Student Learning Goal 2

How can we help students go deeper with their learning and help them identify how they can improve? How can parents be involved in a dialogue about their children's progress? How do we better communicate student learning?

#### 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	Conduct empathy interviews with students. Ask students: (1) What are you learning about? (2) Do you know how you can improve your learning? (3) Do you get feedback on your learning?	Include the Indigenous advocate in the empathy interview process.
Quantitative	Conduct empathy interviews with parents. Ask parents: (1) What does your child enjoy most about learning (school)? (2) What sort of learning experiences does your child enjoy most? (3) How is your child doing with their learning? Do you know how you can support them in their learning?	Include the Indigenous advocate in the empathy interview process.
Quantitative		



## Taking Action and Learning

### Leading Professional Learning

This year, we intentionally narrowed our focus within this priority to more deeply support Grade 5 students receiving Learning Assistance Services and supported by Individualized Education Plans, with the Learning Assistance Teacher acting as their case manager. A key area of emphasis was strengthening students' ability to articulate their learning, reflect on their growth, and increasingly develop their student voice throughout the year. Through structured reflection opportunities, targeted goal-setting, and ongoing conferencing, students were supported in building confidence in describing their progress and identifying next steps in their learning. This work also played an important role in preparing students for a successful transition to middle school by fostering greater self-awareness, independence, and ownership of their learning journey.

### School Level Strategies Structures

As part of our ongoing commitment to refining our practices within our learning priority of Communicating Student Learning, we made a purposeful shift this year in our Year-End Individualized Education Plan (IEP) meetings for Grade 5 students. To further center student voice and support meaningful transitions, students were invited to participate in the first portion of their meetings alongside the HGE Learning Assistance Teacher (LAT), GMS LAT, classroom teacher, and parents.

During the opening 10 minutes, students were introduced to the GMS LAT, engaged in dialogue, and shared their "My Voice" reflections from their Year-End IEP Summary. Guided by this document, they highlighted key accomplishments, strategies that support them as learners, areas for growth, and their hopes for middle school. This intentional structure created space for authentic student voice, fostered early relationship-building, and provided valuable insight into each learner beyond written documentation.

The impact of this shift was significant. The GMS LAT noted the value of "putting a face to the student" and gaining a deeper understanding of their strengths and needs, while students expressed increased confidence and appreciation for being included in the process. In addition, sharing the draft IEP with families in advance allowed meeting time to focus on meaningful, strengths-based conversations that support a successful transition.

This evolution in practice reflects our continued growth toward more inclusive, student-centered approaches that elevate learner agency, strengthen partnerships, and ensure each student is supported with intention and care.



## Taking Action and Learning (cont)

### Classroom level Instructional Strategies

A key classroom-level instructional strategy that emerged from this work is the intentional use of structured student voice protocols to support reflection and goal setting in learning. Students are guided to engage in “My Voice” reflections, where they identify key accomplishments, learning strategies that support them, areas for growth, and personal goals for future learning. Through consistent conferencing and scaffolded prompts, students are supported in articulating their thinking, developing self-awareness, and building confidence in describing their learning journey. This practice strengthens student agency by positioning learners as active participants in reflecting on and communicating their progress, while also deepening their readiness for transitions and future learning contexts.

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

### District Strategic Plan - Priorities

### Description

District Strategic Plan - Family & Community Engagement	This work aligns closely with the Family Engagement focus of the Central Okanagan Public Schools Strategic District Framework by actively involving families in the learning journey through meaningful, student-centered dialogue. Practices such as student-led conferences and goal-setting conversations strengthen the partnership between home and school, ensuring parents are informed and engaged in their child’s progress. By promoting transparency and collaboration around reflection and growth, we are building a shared responsibility for student success rooted in trust and open communication.
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### Resource Type

Professional Learning

### Resource Description

Professional Literature

### Estimated Budget

2000



## Checking for Impact

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

This year's intentional shift in Grade 5 Year-End IEP meetings reflects meaningful growth in our practice within the priority of Communicating Student Learning. By inviting students to participate in the opening portion of their meetings, we created a purposeful structure that elevated student voice and positioned learners as active contributors in conversations about their strengths, needs, and next steps. The use of "My Voice" reflections provided a scaffolded entry point for students to share their learning journeys, while also supporting them in articulating strategies that help them succeed and expressing their hopes for middle school.

The impact of this change was both relational and instructional. It strengthened early connections between students and the GMS Learning Assistance Teacher, while also deepening adults' understanding of each learner beyond documentation alone. Students demonstrated increased confidence and ownership in sharing their perspectives, and families benefited from more focused, strengths-based conversations. Overall, this shift represents an important step toward more inclusive and student-centered practices that enhance transition planning, strengthen collaboration, and meaningfully embed student voice in the communication of learning.

### Recommendations for next steps for this School Student Learning Priority

A key next step is to expand this practice beyond Grade 5 IEP meetings by embedding structured student voice and reflection routines across additional grade levels and key transition points. Building on the success of the "My Voice" reflections, staff can develop consistent, scaffolded opportunities for students to regularly articulate their strengths, learning strategies, goals, and next steps within classroom assessment practices and student-led conferences. This expansion would further strengthen student agency, deepen consistency in communicating learning across the school, and ensure that student voice is meaningfully embedded as a core element of all transition and reporting processes.



**Student Learning Priority 3**

**Focusing**

**Patterns and Trends from the School Scan**

This year, our goal was to strengthen student learning in numeracy by supporting the development of strong foundational skills and building confident, flexible mathematical thinkers across all grades.

**Student Learning Goal 3**

How can we best support our learners to be fully proficient in the foundational skills across the grades?

**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	How do HGE's PM Benchmark and Early Learning Profile results compare to other schools?	How do our Indigenous students results compare to all of our students?
Quantitative	How do HGE's School Wide Write results compare to other schools?	How do our Indigenous students results compare to all of our students?
Quantitative	What percentage of our students are able to achieve a Proficient or Extending standing on their report card in English Language Arts?	How do our Indigenous students results compare to all of our students?
Quantitative	What percentage of our students are able to achieve a Proficient or Extending standing on their report card in Numeracy?	How do our Indigenous students results compare to all of our students?



## Taking Action and Learning

### Leading Professional Learning

As part of the continuation of our learning journey in support of developing numeracy across the grades, at the beginning of the school year during our Implementation Day, we engaged in the Observable Impact Model and considered the question: what would it look like, sound like, and feel like if we are successful in fostering learner agency within our numeracy priority? In response, we identified that students would be actively collaborating, sharing and honoring diverse ideas, asking thoughtful questions, and drawing on prior knowledge to problem solve. They would take risks, work both independently and collectively, apply a range of strategies, and demonstrate a sense of value, ownership, and goal setting in their learning. As educators, we would be facilitating rather than directing—using open-ended questions, modeling thinking, and co-learning alongside students while providing guidance, structure, and responsive support. Learning environments would reflect this shift through inclusive, multi-entry experiences that encourage risk-taking, embrace mistakes as part of learning, and promote rich discussion through open-ended tasks with multiple pathways and solutions, all grounded in building on students' existing understanding.

Additionally, during the morning of learning, staff engaged in a reflective process using the Making Thinking Visible routine, Compass Points. This structure invited educators to consider their Excitements (E), what Struck them (S), what they are Wrestling with (W), and what they Need (N) as they continue to develop their numeracy practices. This reflection created space for honest dialogue, shared understanding, and a deeper examination of both opportunities and challenges within our collective work. Below are the key expressions of reflection for each:

E = Excitements

1. Playful and Courageous Math Learning – Excitement about bringing more play, curiosity, and exploration into numeracy; saying “yes” to ideas and creating space for multiple ways of thinking.
2. Connection and Collaboration – Appreciation for shared resources, online tools, and time to connect with colleagues to deepen practice and learning.
3. Authentic Thinking and Whole-Child Growth – Interest in assessing and encouraging genuine mathematical thinking that builds curiosity, confidence, and creativity across learning areas.

S = Struck

1. Value of Struggle and Productive Discomfort – Realization that real thinking happens when students have time to struggle and that not knowing is part of authentic learning.
2. Teacher as Co-Learner – Recognizing that teachers don't need to have all the answers; modeling curiosity, risk-taking, and the courage to make mistakes.
3. Math as Play and Ownership – Understanding that math can be playful, empowering, and joyful when learners take ownership through exploration and inquiry.

W = Wrestle

1. Balancing Exploration and Curriculum Demands – Tension between playful, inquiry-based learning and the need to cover content and assess outcomes.
2. Encouraging Risk-Taking and Resilience – Challenge of helping students (and teachers) move past fear of failure and embrace the struggle as growth.
3. Assessment and Practical Implementation – Wrestling with how to measure thinking and curiosity while managing time, readiness levels, and classroom realities.

N = Needs

1. Time and Space for Deep Thinking – Need for time to plan rich questions, gather materials, and allow students to think and explore.
2. Resources and Tools – Access to manipulatives, vertical boards, curated math challenges, and organized digital links to support implementation.
3. Collaboration and Confidence – Desire to learn with colleagues, try new approaches together, and feel supported in letting learning be “messy” and creative.

Building on this foundation, our Implementation Day served as a springboard for deeper, sustained work in numeracy through a partnership with our Learning and Innovation Team. Six educators expressed interest in engaging more intensively in this learning and worked closely with Jennifer Davis and Kristi Langlois throughout the year. Together, they explored a wide range of open-ended tasks, instructional routines, and responsive strategies, including the use of rich problems, manipulatives, and models of practice that emphasized student thinking, inquiry, and multiple entry points. This collaborative approach not only strengthened classroom practice but also helped to build shared language, confidence, and coherence across grades.

### School Level Strategies Structures

At the school level, several structures and strategies were instrumental in supporting our numeracy learning focus this year. Our Implementation Day work using the Observable Impact Model helped establish a shared vision of what effective numeracy instruction and learner agency should look, sound, and feel like across classrooms. This was further strengthened through reflective practices such as Compass Points, which created space for authentic professional dialogue and collective sense-making. Ongoing partnership with the Learning and Innovation Team provided sustained, job-embedded professional learning for a cohort of teachers, building consistency in practice, shared language, and instructional coherence across grades. In addition, regular School-Based Team collaboration, structured class reviews, and end-of-year reflection using a T-chart supported a responsive, evidence-informed approach to planning and monitoring student learning.

**Taking Action and Learning (cont)**

**Classroom level Instructional Strategies**

At the classroom level, instructional practices that had the greatest impact included the consistent use of rich, open-ended numeracy tasks and routines such as 3-act tasks, number talks, esti-mysteries, and concept circles. The integration of manipulatives, vertical surfaces, and collaborative problem-solving structures supported students in making their thinking visible and engaging in meaningful mathematical discourse. Teachers increasingly emphasized risk-taking, productive struggle, and multiple entry points, which encouraged student agency and confidence as mathematical thinkers. Learning environments that prioritized inquiry, real-world connections, and flexible thinking pathways contributed to stronger engagement and deeper conceptual understanding across classrooms.

**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	Our work in numeracy is deeply aligned with the Central Okanagan Public Schools District Strategic Framework, specifically its focus on equity and excellence in learning. By prioritizing inclusive, low-barrier entry points to math tasks and emphasizing student voice, agency, and conceptual understanding, we are ensuring that all learners are meaningfully engaged and supported. This intentional shift in practice promotes equitable access to high-quality learning experiences while cultivating confident, capable mathematical thinkers across our school community.
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**Resource Type**

**Resource Description**

**Estimated Budget**

Learning Resource

Manipulatives

4000



## Checking for Impact

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

As we approached the end of the year, staff reconvened to reflect on our collective progress and identify next steps by considering the question: How can we best support our learners to develop strong numeracy proficiency by building and sustaining foundational mathematical skills across Kindergarten to Grade 5? Using a T-chart structure, educators captured both celebrations and areas for continued growth, offering a clear picture of the impact of this year's work.

Under "Let's Celebrate," staff highlighted the growing integration of rich numeracy resources and routines, including vertical learning surfaces, number talks, 3-act tasks, esti-mysteries, concept circles, and low floor, high ceiling activities. There was strong evidence of increased student engagement through hands-on learning, manipulatives, and collaborative problem-solving opportunities. Educators noted that students are increasingly willing to take risks, stretch their thinking, and confidently share ideas using mathematical language. Many classrooms have established consistent routines, allowing numeracy to be meaningfully embedded throughout the day—whether during morning meetings or dedicated math blocks. Staff also celebrated the positive and willing mindset across the team, the support of the LIT, and a growing emphasis on drawing from prior knowledge, using a variety of strategies, and making authentic, real-world connections.

At the same time, staff recognized that this learning journey is ongoing. Under "Our Learning Journey Continues," there was a strong emphasis on deepening true collaboration—both among educators and within classrooms by co-creating learning experiences with students. Staff identified the importance of being intentional in scheduling numeracy, ensuring it remains a consistent and prioritized part of the week. There is also a continued focus on building safe, supportive environments where both students and educators feel comfortable taking risks and learning through mistakes. Educators expressed a need for clear frameworks, such as math rotations, to better meet diverse learner needs while maintaining balance across the components of effective math instruction. Additionally, there is a desire to further explore and refine the use of varied tasks and resources, including those from the GFletchy site and district numeracy supports, in order to build greater fluency and confidence in implementation.

### Recommendations for next steps for this School Student Learning Priority

Moving forward, we will continue to strengthen collaborative practice by deepening our partnership with the Learning and Innovation Team while expanding opportunities for peer collaboration, co-planning, and co-teaching to support shared instructional approaches and collective efficacy. A continued priority will be embedding consistent, protected numeracy time across all grades, ensuring students engage in rich, inquiry-based learning that balances conceptual understanding, skill development, and application. Staff will also be supported in deepening the use of high-impact instructional strategies, including open-ended tasks such as 3-act tasks, number talks, and low-floor/high-ceiling activities, alongside purposeful use of manipulatives and vertical surfaces to enhance student thinking. In addition, we will enhance assessment for learning practices by developing shared approaches to capturing and responding to student thinking, with a focus on growth in reasoning, strategy use, and mathematical communication. Finally, we will continue to foster classroom environments that promote risk-taking and positive mathematical identity, where mistakes are valued as part of learning and real-world connections help make numeracy meaningful and engaging for all learners.

In our final session with the Learning and Innovation Team (LIT), we began to scratch the surface of designing learning experiences that intentionally foster learner agency. The LIT introduced ten research-based, high-leverage practices grounded in evidence and aligned with the BC Curriculum, designed to create the conditions where every learner is seen as capable, competent, and full of potential. Through intentionally designed inclusive learning cultures, responsive instruction in real time, and the use of evidence to guide next steps, these practices support meaningful access to learning for all students. They also cultivate the core conditions for agency—identity, belonging, inquiry, and efficacy—drawing on the work of Shane Safir in *Pedagogies of Voice*. Within this framework, learners are positioned as active contributors who co-create, question, reflect, and take ownership of their learning, ultimately developing the confidence and competencies to pursue their strengths and make meaningful contributions to their communities.

This learning experience was highly impactful for our guiding coalition, who were inspired by the introduction to these ten practices and eager to bring this work forward to the broader staff team. As a result, our collective next step is to continue deepening our understanding and implementation of these high-leverage practices next year, with a shared commitment to strengthening learner agency across all classrooms.



## Principal Reflection

Helen Gorman Elementary has made meaningful strides in fostering a school culture centered on student well-being, self-regulation, academic ownership, and numeracy growth. Through the intentional implementation of frameworks like the SEL Response to Intervention Pyramid and restorative practices the school has cultivated a supportive, reflective environment. These initiatives have significantly improved students' emotional regulation, metacognitive abilities, and mathematical confidence, ultimately leading to stronger student outcomes both socially and academically.

### Areas of Progress:

- **Social-Emotional Learning (SEL):** Effective use of the SEL RTI Pyramid and initiatives like "Handle with Care" have deepened empathy and communication between school and home. The introduction of the Sensory Pathway has provided valuable tools for student regulation.
- **Restorative Practices:** Development of the "Heal the Harm" framework and its school-wide implementation has built consistency in addressing conflicts and nurturing accountability.
- **Student Agency:** Increased student ownership of learning through reflection journals, goal-setting, and student-led discussions has strengthened self-awareness and accountability.
- **Numeracy Development:** Collaborative risk-taking among staff and reflective practice have led to greater teacher confidence and student engagement in math, cultivating strong foundational thinking skills.

### Areas for Growth:

- **Structured Feedback in Goal-Setting:** While student reflection has improved, more regular and structured feedback loops are needed to better support student growth.
- **Family Engagement in SEL:** Although initial steps have been taken, there is room to deepen family involvement to reinforce SEL practices at home.
- **Professional Development:** Continued learning for staff in advanced SEL strategies and personalized goal-setting will help sustain momentum and meet evolving student needs.

### Next Steps for the Upcoming School Year:

1. **Strengthen Family Partnerships:** Expand opportunities for families to engage in SEL and academic growth, including goal-setting updates and home-based supports.
2. **Embed Growth Mindset:** Integrate growth mindset principles across classrooms to further develop student resilience and positive learning habits.
3. **Enhance Reflection and Feedback:** Implement more structured feedback systems and regular progress reviews to deepen student understanding of their learning journey.
4. **Refine Numeracy Resources:** Align instructional materials with evolving goals, while increasing collaboration with internal teams and external experts to meet diverse learner needs.

By continuing to build on these foundations, Helen Gorman Elementary is well-positioned to empower every student with the tools to thrive emotionally, academically, and socially.