



**Central Okanagan
Public Schools**

Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

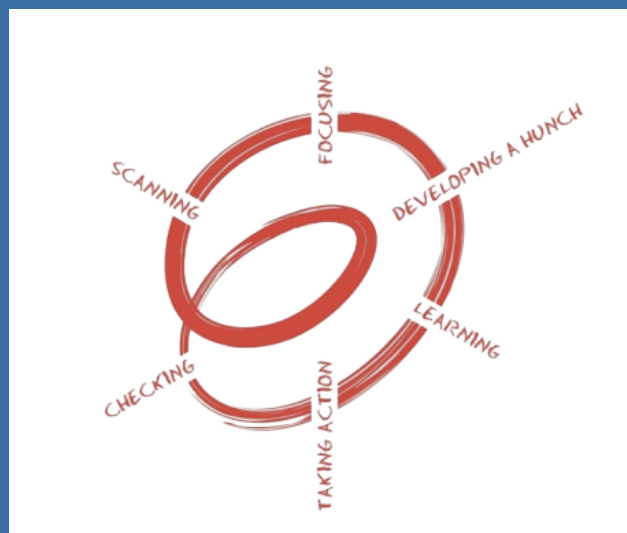
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

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

Central Okanagan
Public Schools
Indigenous Education



School Community Student Learning Plan



Central Okanagan
Public Schools
Together We Learn

School

Black Mountain Elementary

School Year

2024-2025

Principal

Michelle Relova

Vice Principal

Ryan Ward



Student Population

452



ELL

51



Indigenous

76



Children in Care

1



SPED

47



School Level

Elementary School



Grades

K Gr.1 Gr.2 Gr.3 Gr.4 Gr.5 Gr.6



School Based Teachers

20



Family of Schools

Rutland Family of Schools



School Type

English



Administrators

2



School Based Support Staff

7



School Learning Story

Background

Black Mountain Elementary is a vibrant K–5 school nestled between rural and urban communities, serving approximately 452 students. Our spacious grounds, rich outdoor learning spaces, and partnership with the on-site YMCA Child Care Centre create an environment where children thrive academically, socially, and emotionally. We are honoured to teach and learn on the unceded territory of the syilx Okanagan people. The First Peoples Principles of Learning guide our classrooms, shaping authentic connections to land, culture, and community. As the neighbourhood school for Margaret’s Landing—developed through the Ki-Low-Na Friendship Society and Housing BC, we cherish the diverse families who enrich our school community.

Community is at the heart of who we are. Our engaged parent community and hardworking PAC passionately support school goals and expand learning opportunities through ongoing collaboration and fundraising. Our teachers, CEAs, Indigenous advocates, counselors, and specialists work together to ensure every student feels seen, supported, and valued. Serving students from Joe Rich to Rutland, including growing English Language Learning and Indigenous populations, we proudly embrace diversity. Through partnerships with UBC Okanagan, Big Brothers Big Sisters, community organizations, and the YMCA, we extend learning beyond our walls and celebrate the strength that comes from working together.

Our students are at the heart of every decision made at Black Mountain Elementary. We strive to ensure they have agency in their learning while developing strong competencies and foundational skills. This approach empowers each learner to pursue their passions and thrive as engaged, responsible citizens. Our work aligns with the district’s Strategic Plan, guiding how we engage with families and community, promote equity and excellence in learning, support system well-being, and provide strong, responsive leadership.

We remain committed to providing rich learning experiences that honour the local territory, foster critical and creative thinking and communication, and center well-being. Foundational literacy and numeracy remain central to this work, supported through inclusive instruction and multiple entry points for all learners. Our non-enrolling team including our Learning Assistance teacher, English Language Learner teacher, counselor, Inclusion teachers, teacher-librarian, Indigenous student advocate, and itinerant staff such as our speech-language pathologist and school psychologist, work collaboratively to support student success. Our Certified Education Assistants (CEAs) also play a vital role, providing meaningful support to students across the school.

At Black Mountain Elementary,
we care for the syilx land,
we care for each other,
we care for tmixw.
We walk with truth, equity, and kindness.
Everyone belongs here.

School Scan

How we will gather Evidence

Our school gathers evidence around the current state of student learning in our school not only through the Ministry (FSA and Student Learning Surveys) and the University of British Columbia (EDI and MDI) but also through district structures (Writing Learning Progressions, Early Learning Profile, EDPlan Insight, PM Benchmarks) and school structures (Empathy Interviews, Focus Groups, Pedagogical Documentation). Additionally, parent feedback is gathered from our community evenings, 1-1 and small group conversations, and through Ministry Parent surveys. From there, we gather and analyze evidence during our class reviews and through our school-based team and school learning teams. Our school-based team includes our learning assistance teacher, our school counselor, our inclusion teachers, our Indigenous Advocate, our English language learning teacher, district consultants, and our two site-based administrators.

Type of Student learning	Description	Trends and Patterns
Student Learning Surveys	Each year schools have an opportunity to add school specific questions to the SLS. Questions are drafted and included in this survey to provide specific feedback around our school priorities. This helps us engage with our students' experience of their learning.	Student Learning Survey responses indicate that attention is needed when looking at students mental and physical wellbeing, problem solving and taking responsibility.
Student Achievement Data	EDPlan Insight is used to gather and analyze evidence of student learning in our school in relation to district level assessments (ELP, Writing Continuum, WLUs) and provincial assessments (MDI, EDI, FSA). Data in EDPlan Insight would fall under Satellite and Map data.	Looking at the patterns and trends from EDPlan Insight, we can see that BME is doing well overall in literacy. However, when we dig further into the data, there is a large gap between the number of students reaching year end targets in writing vs reading. This number seems to gradually grow from K, to grade 1, to grade 2, and beyond.
Empathy Interviews	Empathy interviews are used at BME as listening sessions. Questions are developed to gain insights from our learners to uncover possible priority areas at the school. These questions are developed with the purpose of gaining a deeper understanding of our student's lived experiences at school.	Listening to student voice helps to clarify if the student sees themselves as successful within the classroom and provides us with an opportunity for students to identify their needs that might be better met beyond the walls of the classroom. Student voices uncovered a passion towards human rights and understanding Canada's history. Also, students want to ensure they are ready for their future.
Other	conversations with students about feelings of success and their sense of emotional well-being	Listening to student voice helps to clarify if the student sees themselves as successful within the classroom and provides us with an opportunity for students to identify their needs that might be better met beyond the walls of the classroom participation in SSHRC - bringing in local knowledge keepers and storytellers - partnering with the Indigenous Cultural Programs and hosting guests/delegates from the Yukon

Student Learning Priority 1

Focusing

▲Patterns and Trends from the School Scan

NOTE: For the 2025 - 2026 School Year Learning Priority 2 has been the #1 focus for the school.

Evidence collected continues to support a focus on literacy. Through our scanning process, we have observed that our classrooms include a wide range of learners with diverse strengths and areas for growth. Our student population has demonstrated significant progress in early literacy development with foundational skills such as alphabet knowledge, phonological and phonemic awareness, high-frequency word recognition, and fluency and reading. In addition, our data from the ELP, classroom writing samples, writing learning progressions, and insights gathered through conversations and observations with students demonstrates an increasing need for targeted support in writing.

Building students’ confidence as writers, strengthening their writing stamina, and helping them see writing as a powerful tool for self-expression are central themes that emerged from our scans.

▲Student Learning Goal 1:

All learners will see themselves as writers that can communicate in a variety of forms, for a variety of purposes. They will understand criteria that makes for good writing, the writing process, and how to use feedback to strengthen their writing skills.

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	Writing Continuum (Fall, Winter, Spring) writing samples and data.	This year our Intermediate team began implementing the Learning Progressions for Writing and working side-by-side with the district team to better understand how this tool can support student's growth as writers. When writers were given tasks that required them to write for an authentic audience, the level of proficiency significantly increased. This was seen among our Grade 2 and Grade 5 buddy classes, our submissions to the Legion, writing to present at Indigenous Veterans Day, and student's personal land acknowledgements.
Qualitative	Pedagogical Documentation of conversations during yearly class reviews, during learning portion of our staff meetings and lunch and learns.	Pedagogical Documentation has uncovered a theory of action that if we build student's writing skills (how to spell words, how to form a sentence, how to generate ideas, how to make writing interesting, etc.) then students will become confident writers that are willing to take risks and write for a variety of purposes.
Quantitative	Fall Foundational Skills data and Student Learning Surveys related specifically to writing.	Following the 2024/25 school year, BME again had 74 % of Grade 4 students On Track or Extending for the fall literacy FSA. However, when looking at the literacy written portion of the FSA, the data shows that the average score for all BME students was just below "demonstrating an understanding of the gist of the text(s) and questions."
Quantitative	EdPlan Insight data warehouse (ELP data, high-frequency words, phonics, writing performance)	Early EDPlan Insight data indicates that early literacy skills that are foundational to writing will be a focus for the school year. In particular, classes across the school have many students not yet meeting grade level expectations for writing.
Qualitative	Empathy interviews with students specifically around their growth as writers.	Currently in progress.



Taking Action and Learning

Leading Professional Learning

School Learning Community: Our entire school staff is committed to ongoing learning to support our BME writers. Monthly staff meetings and lunch and learn sessions are used for grade level groups and cross grade level groups to collaborate around promising pedagogies. We are committed to working through a cycle of inquiry and use data to determine our next steps. Additionally, release time and money has been set aside for each staff member to continue the learning within the school hours.

District Support/Learning: Our school team as been working closely with the District's Learning & Innovation Team. The teams (ILT and ELT) have supported learning around the District's Learning Progressions for Writing, Story Workshop, Writers Workshop, and the Early Learning Profile.

Literacy Program Training: We are committed to learning from current research and infusing current writing programs with new approaches and ideas. Staff have engaged in Adrienne Gear's Powerful Writing Structures, have attended workshops with Melanie Meehan on Engaging All Writers, and led in-service for each other on UFLI Foundations.

School Level Strategies Structures

- School Co-constructed Beliefs
- Staff Meetings
- Monthly Cross Grade Level Collaboration Time
- SBT Meetings
- Class Reviews
- Look at Learning
- Family Evenings



Taking Action and Learning (cont)

Classroom level Instructional Strategies

- Collaboration Time
- Co-Teaching Opportunities
- Implementation of Professional Learning

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	As a staff we will work through a cycle of collaborative inquiry to design powerful learning tasks for all students to shift the role of the students, teachers, and the resources. This will help ensure all learners thrive.
District Strategic Plan - Family & Community Engagement	As we prioritize family and community engagement as a critical component of supporting student learning, we will continue to offer monthly family evening events at BME. These events will be centered around our school priorities including literacy to support Our families now have greater access to literacy resources (books), which strengthens the connection between school and home in terms of literacy growth.
District Strategic Plan - Equity & Excellence in Learning	Our collective efficacy around instructional practices for literacy continues to be a focus for BME. As we continue to refine our shared beliefs about how students learn best and the instructional practices that are most promising, we will continue to build our professional learning community to respond to the needs of our learners.

Resource Type	Resource Description	Estimated Budget
Learning Resource	Melanie Meehan - Every Child Can Write	1000.00
Professional Learning	Melanie Meehan - The Responsive Writing Teacher	1000.00
Learning Resource	Susan Harris Mackay - Story Workshop	200.00
Professional Learning	TTOCs - professional learning across grade groups	5000.00
Learning Resource	UFLI Foundations teaching manuals for all primary staff and non enrolling support staff	500.00

Checking for Impact

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

Our qualitative and quantitative evidence indicates that we are beginning to make gains in writing across grade levels at BME with work/learning still to be done. We have prioritized the importance of developing shared beliefs about writing and articulating the skills that are most important for grade level teams to focus on. This shared understanding of our writing priority has allowed the team to surface questions they have about supporting the writers in their class and have uncovered promising practices that are being implemented in classrooms.

This year our intermediate team began implementing the Learning Progressions for Writing and worked with the District's Learning and Innovation team to share feedback and engage in new learning about how to best support their writers. The writing continuum data shows growth from our initial fall write where 60% of our intermediate students were emerging, 6% were developing, and 30% were applying in their writing skills. At this time we have one grade 5 class that has completed their final write. The scores for this cohort show that 33% of students are emerging, 14.3 % of students are developing and 35% of students are applying. As more data is collected we will update this reflection so we can better understand the growth students have shown throughout the year. Data from the fall Foundational Skills Assessment showed that 74% of all grade 4 students were On Track or Extending in their literacy skills. At this time the weighted data is unavailable to report out on, but we will be looking at it to determine how students did with the writing portion.

We have paid specific attention to ensuring that our staff has a consistent approach in their selection of writing samples for inclusion in the Early Learning Profile. Our entire primary team has continued to implement and work with UFLI as significant increases were seen in written output in our Kindergarten aged students in the 2023 - 2024 school year. This year reflections from teachers in grade 1 through grade 3 have noted similar observations, and therefore UFLI will continue to be an important part of our daily literacy instruction.

Recommendations for next steps for this School Student Learning Priority

For the 2026- 2027 school year, we will continue to focus on writing as one of our school learning priorities. We are looking forward to the addition of built in collaboration time that will allow grade level groups to collaborate once a month around this school priority. Teachers shared in their year end reflections that further systems and structures to support collaborative learning with colleagues to support their students and themselves is the next level of work. Additionally, we will continually look to tweek the non-enrolling support staff support to ensure all our learners are thriving as writers at BME. Focusing on refining the of having them connected to classroom teachers will provide co-teaching opportunities for staff, additional collaboration with colleagues, and target support for grade level groups. As an added support, grade level groups will be provided with common prep time to ensure there are multiple opportunities to build our educators collective efficacy and support learning at BME.

We will commit time and space for continued learning to support our writing priority. Staff meetings, lunch and learns, and collaboration time will support our next steps as we continue to co-plan, co-teach and co-assess if we are making enough of a difference for our learners.

Additional next steps for 2026 - 2027:

- Summer Pro-D opportunities
- Schedule Monday grade group collaboration



Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan

During our scanning process, patterns and trends emerged around our team's commitment to Truth and Reconciliation and the decolonization of education. It was evident across all levels of the school that this commitment is grounded in a shared belief that "equity is everyone's responsibility." This collective belief inspired the development of our Indigenous Learning priority. Establishing a stand-alone priority will help us remain accountable, monitor our progress, and uphold our commitment to Truth and Reconciliation.

As the elementary school with the largest Indigenous student population in Central Okanagan Public Schools, it is essential that the First Peoples Principles of Learning and Indigenous Ways of Knowing and Being form the foundation of our pedagogy. Data from the 2023–2024 school year indicates achievement gaps between our Indigenous and non-Indigenous student populations, highlighting the need for a focused response.

- For example:
- PM Benchmark Reading Level: 50% of BME Indigenous students were proficient in their final reading assessment, compared to 77% of non-Indigenous students.
 - FSA Data: 54% of Indigenous students were On Track or Extending in the fall FSA assessment, compared to 78% of non-Indigenous students.
 - Literacy Written Learning Updates: 47% of Indigenous students were Proficient or Extending in their final Written Learning Update (WLU) for the 2023–2024 school year, compared to 68% of non-Indigenous students.

Student Learning Goal 2

At BME, we learn to care for the land and care for each other. We listen to Indigenous voices, especially syilx Okanagan ones, and learn through stories, land, and tmixw (all things living). The land is our teacher, and we grow by showing kindness, respect, and learning together. We are walking a shared path towards truth, understanding, and equity for all.

At Black Mountain Elementary,
we care for the syilx land,
we care for each other,
we care for tmixw.
We walk with truth, equity, and kindness.
Everyone belongs here.

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	Grade 3 and 5 Literacy and Numeracy Student Achievement Data for our BME Indigenous Students	Reviewing data for our Grade 5 Indigenous students transitioning to middle school, Term 2 reporting indicates the following: Literacy (Reading, Listening, Viewing): 50% Developing, 40% Proficient, 10% Extending Literacy (Writing, Speaking, Representing): 50% Developing, 50% Proficient Mathematics: 10% Emerging, 40% Developing, 50% Proficient Additionally, FSA results from the previous year show: Literacy: 14.3% Emerging, 71.4% On Track, 14.3% Extending Numeracy: 28.6% Emerging, 71.4% On Track For our Grade 3 Indigenous students transitioning into the intermediate grades, Term 2 reporting data indicates: Literacy (Reading, Listening, Viewing): 35.7% Emerging, 7.1% Developing, 57.1% Proficient Literacy (Writing, Speaking, Representing): 35.7% Emerging, 35.7% Developing, 28.6% Proficient Mathematics: 14.3% Emerging, 35.7% Developing, 50% Proficient When looking at data across our whole school, we have started to close the gap in achievement data with our Indigenous and Non-Indigenous students, in particular by the time they are ready to transition to Middle School.
Quantitative	Student and Parent Learning Surveys	Findings from the BME student learning surveys indicate a strong sense of belonging. Students report feeling safe, welcomed, and happy at school, and overall express a positive connection to their school experience. Additionally, 82% of students indicated that they are “sometimes,” “most of the time,” or “all of the time” learning about Indigenous Peoples at school. However, only 61% reported learning about local First Nations with the same frequency. Among BME parent respondents, 94% indicated that their children are learning about local First Nations, and 73% reported that their children are learning about the impact of human activity on the local land. Furthermore, 84% shared that their children have opportunities to participate in Indigenous celebrations and/or activities. In terms of belonging, 100% of parents reported feeling welcome at the school, and 94% indicated that they have a trusted adult at the school they can approach when needed.
Qualitative	Pedagogical documentation of conversations with all BME learners during classroom inquiry time, morning circles, reflections, etc.	Documentation indicates that students, particularly at the intermediate level, are developing a strong understanding of truth and the importance of Indigenous perspectives. They are building knowledge of the local land, with a growing emphasis on caring for one another and tmix^w. However, there is an identified need to deepen this understanding beyond surface-level actions (e.g., picking up garbage or planting) toward fostering a meaningful sense of connection and kinship with the land. This shift will support students in recognizing and valuing the reciprocal relationship between people and the land. Additionally, data supports growing student's ability to consistently transfer their interpersonal skills beyond the classroom (Eg. being kind, ensuring everyone belongs) to our unstructured times.
Qualitative	Co-constructed Observable Impact Model. See document found on "School Learning Story" tab, under supporting documents	BME staff have collaboratively begun co-constructing an Observable Impact model to support our school priority. This model is currently in the draft stage and will continue to be refined over time to help us better understand and measure the impact of our efforts on student learning and family engagement. As this work evolves, it will guide our collective reflection and inform next steps to ensure meaningful progress. The draft model and related supporting documents are available for review under the “School Learning Story” tab.
Qualitative	Empathy interviews with all BME learners regarding our commitment to Truth and Reconciliation, the 94 Calls to Action, and their understanding of the local land and teachings.	As this is a new school priority, we will focus on collecting evidence over the coming years as the work progresses. Evidence will be gathered in collaboration with our Indigenous Advocate, Staff, and Community. Baseline data indicates strong patterns of understanding related to Truth and Reconciliation, the Calls to Action, and a growing awareness of our local land. All intermediate classes have engaged in inquiry-based learning alongside the teacher librarian. The inquiries explored included: Belonging Perspective and its meaning for Canada Bravery, including identifying examples of “bravery” in residential school photographs What it means to be human What it means to be Canadian, including whether Canada is fair and welcoming This year, with support from the PAC, all students had opportunities to learn alongside a local Elder, a syilx knowledge keeper, or an Indigenous cultural presenter through Indigenous Education: Kindergarten: Anona Kampe (Four Food Chiefs) Grade 1: Sharon Hopf (Talking Stick Circle) Grade 2: Anona Kampe (captik^{wł}) Grade 3: Jasmine Peone (Local Plants and Tule Mats) Grade 4: Anona Kampe (Seasons) Grade 5: Sharon Hopf (Mistake No More)



Taking Action and Learning

Leading Professional Learning

1. Inquiry Cycles of Learning: Through our Library Learning Commons and the support of our Teacher Librarian, staff are engaged in cycles of inquiry connected to our learning priority. With strategic scheduling, each staff member has the opportunity to co-plan, co-teach, and co-reflect. The pedagogical documentation collected from the students guides the next steps and also provides valuable data to better understand how we are doing in relation to this priority.

2. syilx Elders, Knowledge Keepers & District Cultural Presenters: We are committed to grounding our practice in current research and Indigenizing/syilxizing our pedagogies. This year staff and students have learned alongside: Elder Grouse, Elder Pamela, Elder Randy, Anona Kampe, Coralee Miller, Jasmine Peone, Ryan Richard, Krystal Withakay, and Sharon Hopf.

3. Book Studies: Through lunch and learn sessions, teachers have been exploring the following books.
The ServiceBerry: Abundance and Reciprocity in the Natural World by Robin Wall Kimmerer
52 Ways to Reconcile: How to Walk with Indigenous Peoples on The Path to Healing by David Robertson
Who We Are: Four Questions for a Life and a Nation by Murray Sinclair, Sara Sinclair, and Niigaan Sinclair
Valley of the Birdtail: An Indian Reserve, a White Town, and the Road to Reconciliation by Andrew Stobo Sniderman and Douglas Sanderson
Truth Telling by Michelle Good

4. Rutland Community of Practice: We are in the first year of the Rutland Community of Practice where our team of BME teachers is coming together with other educators across the Rutland family of schools to transform education for students. We will use this gift of time and learning to reflect upon and design learning around our Indigenous school priority.

5. Deeper Learning Canada: We have a team of 5 educators that will be presenting a Deep Dive at the Deeper Learning Canada Conference this July. Below is the description of our session.

“All that we are is story.” - Richard Wagamese. Many Indigenous worldviews, including syilx Okanagan, uphold story to reveal values, beliefs, and protocols for living in a good way. In sharing the story of our journey from “this is the way we’ve always done it” to honouring truth, reconciliation, and Indigenous brilliance, we hope to create conditions for others to share their lived experiences in a deeply reflective process. Using our school community’s story, we will invite participants to reveal and reflect upon their own values and beliefs alongside ours so that we might learn and lead in a good way, together.

6. KinSHIFT: We have a school-based KinSHIFT team comprised of six staff members who have been working in collaboration with Kelly Terbasket, Kim, Natalie Cohen, and the District's Learning & Innovation Team. KinSHIFT’s goals are to deepen understanding of how to create safer and more inclusive learning environments and to strengthen our decolonizing and indigenizing practices through creative, community-empowerment methodologies.

School Level Strategies Structures

- School Co-constructed Observable Impact Model
- Built in Inquiry time with our school Teacher Librarian
- Staff Meetings
- Monthly Cross Grade Level Collaboration
- Lunch & Learn
- SBT Meetings
- Class Reviews
- Fruit Fridays
- Indigenous Veterans Day (separate ceremony from Remembrance Day ceremony)
- Family Evenings
- Orange Shirt Day
- Indigenous Veterans Day
- Red Dress Day
- Moose Hide Campaign
- National Indigenous Peoples Day

Taking Action and Learning (cont)

Classroom level Instructional Strategies

- Collaboration Time
- Co-Teaching Opportunities
- Circle Protocol
- 4 Food Chiefs
- Personalized Land Acknowledgements
- 13 Moons Teachings
- Pedagogies of Agency and Inclusion

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	Our aim is to provide rich learning tasks that provide equity through multiple access points to the learning.
Equity in Action Agreement — Learning Profiles	Our aim is to ensure all learners achieve success through personalized learning opportunities with timely and culturally relevant supports.
Equity in Action Agreement - Learning Environment (School Culture)	Our aim is to provide an inclusive learning environment for all students.

Resource Type	Resource Description	Estimated Budget
Professional Learning	Knowledge Keeper Visits	5000
Professional Learning	Language Lessons	3000
Learning Resource	Outdoor Learning Supplies, Plant Cards, Books	3000
Professional Learning	TTOC Release Time	5000

Checking for Impact

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

BME is making strong progress toward advancing this priority of improving the all-day, everyday experience for learners. The commitment to continuous learning, and to learning alongside one another, will remain pivotal. Additionally, documenting the voices of all learners will continue to deepen our understanding of the impact of our efforts. Current data indicates a strong sense of belonging among students, with many reporting that they feel safe, welcomed, and happy at school. We will continue to focus on closing the achievement gap for our Indigenous learners, recognizing that these efforts will support the success of all BME students.

End-of-year reflections indicate increased student confidence and a stronger sense of identity, particularly in relation to deeper cultural learning and identity development for our Indigenous students. Our school’s Gather Room, along with the exceptional staff who support this space, has played a significant role in fostering these outcomes.

Below are some of the word documented from our BME students as they engaged in inquiry learning with their classes this year.

"Who does the law belong to? The Indigenous rights belong to Indigenous people. We don’t get to decide when it’s done, they do. The hurt started centuries ago, and they get to decide when it’s done. Last year I was talking with my mom, the things we are learning in school right now, she is learning in her job right now. She didn’t learn that when she was young, she is having to learn it now. It’s important to learn this because we don’t want this to happen again. It won’t, and it shouldn’t. And if someone tried, it wouldn’t. We know too much now." (BME Student)

"Trying to fix what happening in the past and make it better. Like the Indian Act. Now we are thinking about what will I do to make someone happy? Can I create a kindness reaction?" (BME Student)

"I am thinking about the land. It’s not littering on the land. If you see garbage, pick it up. We should try and be more like the Indigenous and care more about the land. It’s not our land. Like if you go to someone’s house and make a mess and leave it there. Someone from that house would have to clean up, and it’s not their mess. " (BME Student)

"I am 'student' and I am Indigenous. I come from (father's first and last name, and mother's first and last name) (Father's first and last name) is at work right now. I am from the (I missed the name) Nation in the US. Here at this school we get to do Indigenous art and we sing Indigenous songs." (BME Student)

"Bravery isn’t always being different than everybody. Bravery is more helping others, being kind, and showing your real self. And kids in Residential Schools never wanted to be in Residential Schools. But they didn’t have a choice. I wonder if that was the law at the time? To go to Residential Schools. Because people never wanted to go there. And I don’t know why they would take that photo? What if they didn’t want to remember, remember that part of their childhood life? The indigenous peoples childhood lives wished for it to be better. But they didn’t get it. They probably couldn’t sleep in their beds because they were probably not even comfortable. They were not clean, they just wanted to go home and do their real traditions and speak their language. It was probably uncomfortable being there. And you couldn’t even wear the clothes you wanted to wear. I just don’t get how and why they would even do Residential Schools. It’s really not appropriate to be doing it. Why would they keep them there forever? And bury them under the school? That was probably really scary for them. And they never got to eat good food. They had to eat food that had gone bad. I don’t get it." (BME Student)

"I think she’s saying this won’t happen again, because this is a historic site. People will remember. Going back to the third paragraph, Canada isn’t just a place of Residential Schools. We don’t want our country to just be a place of Residential Schools. We want to know the truth, but our country isn’t just that. Every country has this good and bad." (BME Student)

"I did on the left side, pink and blue for the Indigenous people because they were less powerful. The red on the top is for the restrictions put on them and the less land. The orange is the settlers. They put the restrictions on. Then green is for the licenses. In the center I put pink and blue really thick to show how much more powerful the settlers were." (BME Student Reflection)

▲Recommendations for next steps for this School Student Learning Priority

For the 2026 - 2027 school year we will focus on deepening land-based and cultural understanding, strengthening coherence across grades, and intentionally connect Indigenous learning to literacy, numeracy, and belonging, while refining our model for measuring impact. We will continue to work with our local Elders, community partners, and school community. We will explore staff’s inquiry around highlighting more Indigenous brilliance and creating a "scope and sequence" or "important learning" at specific grade levels to help ensure learning is progressing. Additionally, we will continue to build strong family engagement and will look for further ways to bring families in to learn with and from one another.

As with our writing priority, we will commit time and space for continued learning to support our Indigenous Learning priority. Staff meetings, lunch and learns, and collaboration time will support our next steps as we continue to co-plan, co-teach and co-assess if we are making enough of a difference for our learners.

Additional next steps for 2026 - 2027:

- Summer Pro-D opportunities
- Schedule Monday grade group collaboration
- Arrange Knowledge Keeper visits for classes and staff
- Purchase Indigenous resources for teachers & explore learning opportunities
- Indigenous Priority Team Leads

School

Black Mountain Elementary



School Community Student Learning Plan



Central Okanagan Public Schools

Together We Learn

Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan



Student Learning Goal 3



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

Foundational Skills



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
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Resource Type	Resource Description	Estimated Budget
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Principal Reflection

The continued dedication of the BME team to improve student learning is both evident and commendable. There is a clear, collective commitment to growth that is grounded in a shared belief that all students can succeed. This commitment is reflected not only in instructional practices, but also in the way the team collaborates and supports one another.

Over the past couple of years, the staff has made meaningful progress in building trusting professional relationships. There is a noticeable shift toward a culture where educators feel safe to be vulnerable; openly sharing challenges, asking thoughtful questions, taking instructional risks, and trying new strategies in service of student learning. This “learning stance” is highly visible and speaks to a team that is reflective, responsive, and deeply invested in continuous improvement.

Equally important is the strong and inclusive culture that defines the school community. BME demonstrates an unwavering dedication to ensuring that everyone feels a sense of belonging. This is particularly evident in the school’s family engagement. Parents and caregivers feel welcomed, valued, and comfortable within the school, and they are provided with meaningful opportunities to learn alongside their children and contribute to the larger community. As reflected in the data, this partnership with families is a significant strength that enriches the learning environment and supports student success.

The work undertaken this year is also laying an important foundation for future learning priorities. The team’s focus and growth will support ongoing efforts to strengthen foundational writing skills across grade levels. At the same time, emerging data suggests that numeracy is an area that warrants additional attention, particularly in Grades 4 and 5. With the strong collaborative culture and learning mindset already in place, the team is well-positioned to deepen its focus in this area and continue to drive positive outcomes for all students.

It is such a privilege to have the opportunity to learn alongside such a dedicated staff and community at Black Mountain Elementary School. As parents, teachers, and administrators, Mr. Ward and I understand the commitment staff and families have made to ensure that all our BME learners are thriving holistically. This year has been a transition year for BME. As a school we took the time to build a shared understanding of our school priorities. We are now confident that each of our staff members would be able to articulate these priorities and the "why/importance" behind them.

As a staff we co-constructed our shared beliefs around the foundation skills (literacy and numeracy), prioritized the skills that all students need to transition successfully from grade to grade and have engaged in deep conversations around and the pedagogies that best support these skills. Our next steps will be to engage in some new learning together and engage in ongoing cycles of inquiry to ensure we are making enough of a difference for each of our BME learners.

Ryan and I are excited about the new structures we have created that will help build the collective efficacy across our educators and are looking forward to actively examining data alongside our staff and community over the year to see if we are making enough of a difference for our students. Building a structure that centers student voice and feedback, narrowing our focus to two learning priorities, and increasing our specificity with our indicators will help us better understand the impact we are having.

- Below are just a few of our highlights from the school year:
- Building our teams' understanding of one another's strengths through the 4 Food Chiefs
 - Co-constructing our shared and supported beliefs about how children learn to write
 - Co- constructing our "priority" writing skills that each child will achieve mastery
 - Learning alongside local Knowledge Keepers about the syilx Okanagan land we live and learn on
 - Learning with the KinSHIFT school teams
 - Developing our Indigenous learning priority
 - Our TEN community family evenings
 - Our parent learning session about the Anxious Generation
 - Our reimaginging of ELFF, Kindergarten Orientation, and classroom placements

In addition to our priorities that focus on numeracy and literacy, our school scan has surfaced a few significant trends around students' emotional well-being and regulation. We have noticed that some of our priority students are unable to have all their needs met within their designated classrooms. Offering these students options of programming within the school day to help address their emotional well-being has resulted in more positive behaviour and greater confidence in the students' sense of their self worth. Our next steps will include intervention strategies to help ensure all students to see themselves as successful in engaging in school activities that reinforce their sense of emotional well-being. Furthermore, we have recognized as a staff the strength of combining our support for students. Through brainstorming and collaborating all teachers consider offering options to our priority students, even those that might not be part of their regular classroom. Understanding the critical nature of mental well-being sets the tone for our staff to see themselves at collectively responsible for all students.