



**Central Okanagan
Public Schools**
Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

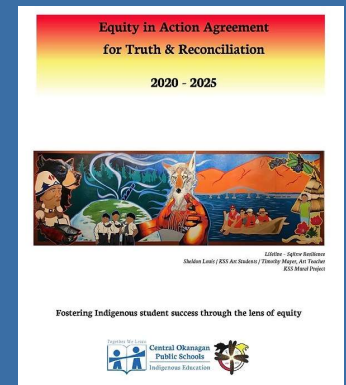
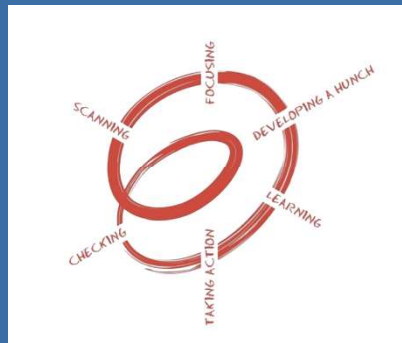
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal:

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)
[Spirals of Inquiry Playbook](#)
[Equity in Action Agreement](#)





School Community Student Learning Plan



Central Okanagan
Public Schools
Together We Learn

School

All

School Year

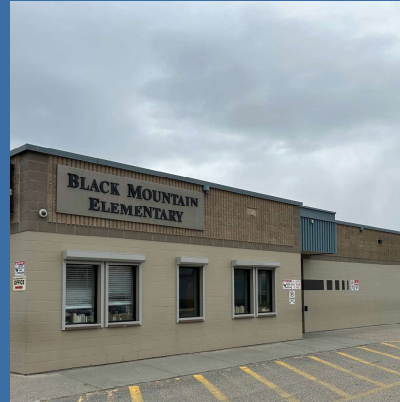
All

Principal

Michelle Relova

Vice Principal

Ryan Ward



Student Population

443



ELL

58



Indigenous

71



Children in Care

1



SPED

41



School Level

Elementary School



Grades

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



School Based Teachers

20



Family of Schools

Rutland Family of Schools



School Type

English



Administrators

2



School Based Support Staff

7

School

All



School Community Student Learning Plan



Central Okanagan
Public Schools

Together We Learn

School Learning Story

Background

Black Mountain is a rural and urban K-5 elementary school in the Rutland family of schools within the Central Okanagan Public Schools. We have 443 students between 20 divisions and are situated on spacious school grounds that offer wonderful outdoor play areas and learning spaces. We are also enriched with the partnership we have cultivated with the newly built YMCA Child Centre on our school property. We have a vibrant parent community that is very supportive of our school; our PAC collaborates with our school to offer rich experiences for our students through its tireless fundraising efforts and constant support of our school goals.

We are honoured to teach and learn on the traditional unceded territory of the Okanagan Syilx people, and we infuse the First Peoples Principles of Learning within our learning environments because we understand that authentic ways of knowing both the world and ourselves are extremely important. We consider ourselves very fortunate to be the neighbourhood school of the Margaret's Landing housing development that is right beside our school, a vision brought to reality by the Ki-Low-Na Friendship Society and Housing BC.

We also work very hard to instill strong character education principles as well as a growth mindset for learning and an overall ethic of care. We very much follow the district Strategic Plan in how we engage with families and community, promote equity and excellence in learning, support system wellbeing, and provide transformative leadership in our school.

In terms of providing rich learning experiences that foster the core competencies of thinking and communicating, we believe that foundational literacy and numeracy skills are the cornerstone of a school environment in which students flourish. To that end, we take a great deal of pride in how we go about instructing for literacy and numeracy, providing our students with many entry points into their learning, as well as a strong second helping of instruction from our non-enrolling team (our Learning Assistance Teacher, our English Language Learner Teacher, and others). Beyond that, our non-enrolling team consists of our school counselor, our Inclusion teachers, our teacher-librarian, our Indigenous student advocate, and our itinerant staff (our speech-language pathologist and our school psychologist). As well, we are incredibly fortunate to have such great support from our team of CEA's (Certified Education Assistants); they provide invaluable support not only to our priority students but also to so many others throughout our school.

We are a school with a diverse group of learners, and we embrace that. From Joe Rich to Rutland, we serve a community of learners -- including a growing number of English Language Learning families and a significant percentage of Indigenous students -- and with a committed staff, we work hard to meet the needs of everyone. We extend our net beyond our school, partnering with UBC Okanagan through its teacher training program, Literacy and Numeracy In-Situ, the Social Sciences and Humanities Research Council of Canada, Big Brothers and Sisters, not to mention the local YMCA, and we take great pride in the excellence in both the teaching and learning that exists at our school.



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 Continuum, ELP, EDPlan Insight, PM Benchmarks) and school structures (Empathy Interviews, Focus Groups, Pedagogical Documentation). Additionally, parent feedback is gathered from our community evenings 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 ELL teacher, our SLP teacher, 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**

Our scanning process has surfaced a few significant trends around literacy. We have noticed that our classes have a wide range of learners with a variety of learning strengths and stretches. From students needing extra support with their alphabet knowledge, their phonological and phonemic awareness, their high-frequency words, and their fluency. Tied to this is a wide range of student ability around stamina and reading routines. As well, we've noticed that our intermediate students require additional support with their writing, as seen from the data in their school-wide writes.

▲ 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 the writing process and their strengths and stretches as writers to show their progress.

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 will be piloting the Draft Writing Continuum and working side-by-side with the district team to better understand how this tool can support student's growth as writers.
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	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.
Quantitative	Fall Foundational Skills data and Student Learning Surveys related specifically to writing.	74 % of Grade 4 students at BME were 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."

School

All



School Community Student Learning Plan



Central Okanagan
Public Schools
Together We Learn

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 Draft Writing Continuum, 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
- 3P's Lunch & Learn: (Pizza, People, & Professional Conversations)
- 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 committed to the draft writing continuum and worked closely 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 2025 - 2026 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. Additionally, our non-enrolling support staff that each have 0,1 CEF will be supporting grade level groups. This support structure 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, 3Ps (Pizza, People, Professional Learning) 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 2025 - 2026:

- Summer Pro-D opportunities
- Schedule Wednesday grade group collaboration
- Schedule 3Ps meetings
- Arrange TLOC release time for Fall writing calibration

School

All

School Community Student Learning Plan



Central Okanagan
Public Schools
Together We Learn

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

DRAFT (currently being revised by the school team and local elders): All learners will grow in their understanding and feel a sense of responsibility to the land and to one another, grounded in Indigenous teachings, particularly those of the syilx Okanagan people. As part of this journey, learners will come to know the land they live and learn on and see the land as their teacher. Together we will uplift Indigenous voices and foster equity and respect within the community.

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	The number of BME learners that have acquired 15 or more nsyilxcən words.	Evidence will be collected from all our BME learners for the duration of their time here at BME. We will ensure that our Indigenous students are prioritized in learning the local language.
Qualitative	Empathy interviews with all BME learners regarding our commitment to Truth and Reconciliation and the 94 Calls to Action.	As this is a new school priority we will be focusing on collecting evidence over the next few years as we work on this priority. Evidence will be collected alongside our Indigenous Advocate. We will begin collecting baseline data over the next month and through the the fall.
Qualitative	Pedagogical documentation of conversations with all BME learners during classroom inquiry time, morning circles, reflections, etc.	As this is a new school priority we will be focusing on collecting evidence over the next few years as we work on this priority. Evidence will be collected alongside our Indigenous Advocate. We will begin collecting baseline data over the next month and through the the fall.
Qualitative	Pedagogical documentation of conversations with children about their understanding of the local syilx Okanagan land we live and learn on.	As this is a new school priority we will be focusing on collecting evidence over the next few years as we work on this priority. Evidence will be collected alongside our Indigenous Advocate. We will begin collecting baseline data over the next month and through the the fall.
Quantitative	The number of students that have the opportunity to learn with local syilx knowledge keepers.	As this is a new school priority we will be focusing on collecting evidence over the next few years as we work on this priority. Evidence will be collected alongside our Indigenous Advocate. We will begin collecting baseline data over the next month and through the the fall.



Taking Action and Learning

Leading Professional Learning

School Learning Community:
Our school staff is committed to ongoing professional learning to support our BME learners. Monthly staff meetings, along with "lunch and learn" sessions, provide opportunities for both grade-level and cross-grade-level collaboration focused on promising pedagogical practices. We are dedicated to working through a cycle of inquiry, using data to guide our next steps. Additionally, release time and funding have been allocated for each staff member to engage in this learning during school hours.

District Support/Learning:
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.

Training:
We are committed to grounding our practice in current research and Indigenizing/syilxizing our pedagogies. Staff have participated in professional learning opportunities with Anona Kampe, a local Indigenous Knowledge Keeper, visited the Sncwáps Museum, and engaged in learning alongside Coralee Miller. In addition, staff have committed to deepening their understanding by reading the following texts:

- 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

School Level Strategies Structures

School Co-constructed Hopes & Dreams
Built in Inquiry time with our school Teacher Librarian
Staff Meetings
Monthly Cross Grade Level Collaboration
Lunch & Learn
SBT Meetings
Class Reviews
Look at Learning
Family Evenings
Orange Shirt Day
Indigenous Veterans Day
Red Dress Day
Moose Hide Campaign
National Indigenous Peoples Day

School

All

School Community Student Learning Plan



Central Okanagan Public Schools
Together We Learn

Taking Action and Learning (cont)

Classroom level Instructional Strategies

- Collaboration Time
- Co-Teaching Opportunities
- Implementation of Professional Learning
- Circle Protocol
- 4 Food Chiefs
- Personalized Land Acknowledgements
- 13 Moons Teachings
- Sncewips Museum

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	3000
Professional Learning	Language Lessons	3000
Learning Resource	Outdoor Learning Supplies, Plant Cards, Books	3000
Professional Learning	TTOC Release Time	2500

School

All

School Community Student Learning Plan



Central Okanagan
Public Schools
Together We Learn

Checking for Impact

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

As we are in the beginning stages and still waiting upon final approval from our local Elder for this school priority, we are not at a place in the journey where we can check for impact.

Recommendations for next steps for this School Student Learning Priority

For the 2025 - 2026 school year we will continue to work with our local Elders, community partners, and school community to finalize this school priority. Our hope is to have this in place for the start of the 2025-2026 school year so we can leverage our professional learning days and implementation day.

As with our writing priority, we will commit time and space for continued learning to support our Indigenous Learning priority. Staff meetings, 3Ps (Pizza, People, Professional Learning) 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 2025 - 2026:

- Summer Pro-D opportunities
- Schedule Wednesday grade group collaboration
- Schedule 3Ps meetings
- Arrange Knowledge Keeper visits for classes and staff
- Arrange syilx language classes
- Purchase Indigenous resources for teachers & explore learning opportunities
- Indigenous Priority Team Leads

School

All 

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

School

All 

*School Community Student
Learning Plan*



Central Okanagan
Public Schools
Together We Learn

Evidence of Impact

What evidence will we collect?

Type of Evidence Short Description

Consideration of Equality Inclusion

School

All 

*School Community Student
Learning Plan*



**Central Okanagan
Public Schools**
Together We Learn

Taking Action and Learning

Leading Professional Learning

School Level Strategies Structures

School

All

School Community Student Learning Plan



Central Okanagan
Public Schools
Together We Learn

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

Resource Type

Resource Description

Estimated Budget

School

All

*School Community Student
Learning Plan*



Central Okanagan
Public Schools
Together We Learn

Checking for Impact

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

Recommendations for next steps for this School Student Learning Priority

School

All



Student Learning Priority 4



Central Okanagan
Public Schools
Together We Learn

Foundational Skills

Patterns and Trends from the School Scan

Student Learning Goal 4

School

All 

Evidence of Impact for Priority 4



Central Okanagan
Public Schools
Together We Learn

Type of Evidence **Short Description**

Consideration of Equality Inclusion



Leading Professional Learning

School Level Strategies Structures

Classroom level Instructional Strategies

District Strategic Plan - Priorities Description

Resource Type Resource Description Estimated Budget

School

All

Checking for Impact for Priority 4



Central Okanagan
Public Schools
Together We Learn

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

Recommendations for next steps for this School Student Learning Priority



Principal Reflection

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 reimagining 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 as collectively responsible for all students.