



**Central Okanagan
Public Schools**
Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

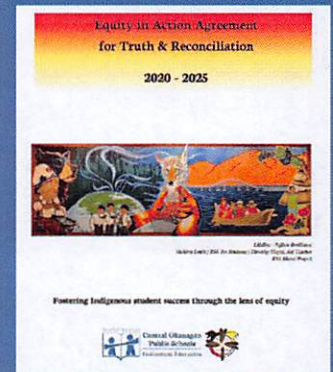
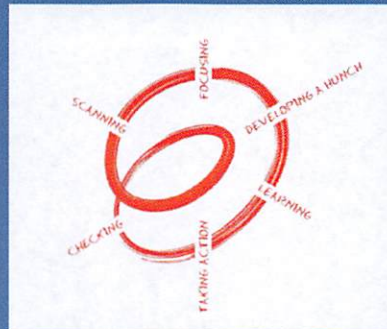
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

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
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School

Watson Road Elementary

School Year

2024-2025

Principal

Janet Williams

Vice Principal

David Johnson



Student Population

620



Children in Care

1



School Level

Elementary School



School Type

English



ELL

55



SPED

75



Grades

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



Administrators

2



Indigenous

66



School Based Teachers

39



School Based Support Staff

29



Family of Schools

Central Family of Schools

School

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School Learning Story

Background

Watson Road Elementary is a vibrant and inclusive learning community dedicated to embracing diversity, anti-racist values, and promoting a sense of belonging for all. We empower our students to succeed, ensuring they feel safe, connected, and valued in every aspect of their educational journey. Our dedicated and knowledgeable staff work collaboratively to build meaningful relationships and support each child's personal and academic growth. Through an inclusive and differentiated approach to learning, we meet the diverse needs of every student. Guided by the principles of the Circle of Courage*, our community emphasizes the core values of belonging, independence, mastery, and generosity. This shared vision fosters self-esteem, self-worth, and inclusivity, uniting all members of our community. Our motto, "A school where every student matters and every moment counts," reflects our commitment to providing a supportive, enriching, and empowering environment for all learners.



School Scan

How we will gather Evidence

Our school's data collection process, including learning updates, ELP data, PM Benchmark data, student scans, and staff scans, is comprehensive and varied. This approach ensures we gather a broad range of information to better understand and address the diverse needs of our school community.

Type of Student learning	Description	Trends and Patterns
Empathy Interviews	Staff consultation/surveys/staff meeting discussions/	<p>We gather and share information to improve student learning through a variety of methods, ensuring that all perspectives are heard and valued in the decision-making process. This includes analyzing student learning evidence, conducting staff consultations, surveys, and engaging in discussions during staff meetings. Additionally, during our recent Implementation Day in October 2024, we completed an Equity Audit to further guide our practices and ensure ongoing improvement with our Intercultural Competency Learning Priority.</p> <p>At the heart of our approach is a commitment to collaborative decision-making. We actively listen to our team's perspectives and make decisions together. For instance, in June 2022, we surveyed our teachers to identify key student learning priorities. Results showed that 56% of teachers considered writing a priority, while 28% selected reading. Furthermore, 73% expressed interest in professional development focused on Social-Emotional Learning (SEL), and 28% expressed a desire for professional growth in Equity-Informed Practice.</p> <p>Our survey in May 2025 shows that our staff wants to continue our student writing learning priority. Our staff is indicating that they feel comfortable with their learning around Anti-Racism and would like more opportunities to learn about Student Led Passion Projects, and dig deeper into SEL and Trauma Informed Practice again.</p>
Student Achievement Data	Learning Updates/Report Cards EdPlan Insight	<p>This data plays a crucial role in informing and shaping our support and instructional strategies. Evidence is consistently gathered and analyzed, with regular discussions surrounding the data to ensure that it effectively drives our instructional decisions. These conversations not only guide our teaching approaches but also support the work of our Response to Intervention (RTI) team, enabling us to tailor interventions and support to meet the diverse needs of our students. By utilizing data-driven insights, we can refine our practices and better support student growth and achievement across all areas of learning.</p>
Other	MDI and EDI Data	<p>Over the years, our MDI Index has shown positive growth in several key areas:</p> <p>Adults Who Students Perceive as Caring: In 2018, 74% of students rated this as 2+, increasing to 76% in 2022, and 78% in 2024 reflecting a consistent sense of care and support from school adults, which is linked to higher optimism and mental health.</p> <p>Student Self-Esteem: Self-esteem increased from 68% in 2022 to 87% in 2024, with students feeling proud of who they are and confident in their worth.</p> <p>School Belonging: Students reporting a sense of belonging rose from 59% in 2022 to 71% in 2024, highlighting the importance of connectedness for well-being and success.</p> <p>Student Empathy: Empathy grew to 83% in 2024, reflecting stronger emotional understanding and compassion among students.</p>

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Student Learning Priority 1

Focusing

Patterns and Trends from the School Scan

We prioritize collective efficacy among our staff to advance our students' writing skills. Our actions are aligned with our core belief that writing is a powerful tool for self-expression and active engagement in daily life. It helps children solidify their thoughts, refine their ideas, and deepen their learning. Beyond developing technical writing skills, it encourages critical thinking and intellectual growth. We recognize that strong writing skills enhance communication, foster emotional growth, and support academic achievement. For these reasons, we advocate for early and consistent engagement in writing to cultivate these essential developmental areas in our students.

Student Learning Goal 1:

Students will develop a clear understanding of what constitutes "good" writing and the purpose behind it. They will build confidence in their writing abilities, using the writing process to track and demonstrate progress in their individual writing journeys.

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

Foundational Skills

Literacy



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Qualitative	Scanning staff/Staff Professional Learning	<p>This year, our staff learning sessions have been highly attended and well-received. We were fortunate to have Adrienne Gear lead five impactful sessions for our teaching staff. Adrienne Gear's approach emphasizes tools and graphic organizers to support a more consistent writing process, which fosters a more dynamic and comprehensive approach to writing instruction. Her use of visual tools helps students structure their ideas and develop critical thinking skills, enhancing their writing abilities. Additionally, Gear connects reading and writing and her methods promote engagement, differentiation, and reflection, creating a student-centered approach that adapts to individual needs.</p> <p>Furthermore, Nichole Crane shared her expertise on "Story Workshop/Loose Parts" with 24 staff members, promoting creative instruction across all classrooms. This practice sparks creativity by allowing students to physically manipulate objects, helping them generate unique story ideas. The hands-on nature of story workshops supports students' understanding of story structure and sequencing, making it easier for them to organize their writing. The collaborative and engaging activity not only boosts motivation but also leads to higher-quality writing. As a team, we've also discussed 'vertical collaboration' and the creation of a 'shared writing folder' for our students, which will help align our efforts and strengthen our collective efficacy. Our focus now is on identifying where we can concentrate our efforts to have the most significant impact on the experiences and outcomes of all learners. This approach is not about identifying deficits but about nurturing our curiosity for consistency and agreement on classroom strategies that will lead to the best results for our goal. Our focus for 2025/26 will continue to dive into vertical collaboration/planning to help achieve more writing success.</p>
Qualitative	STAR (Student Advisory Reps) empathy interviews	<p>How do we enable students to see the value of writing, and use writing flexibly and effectively to help them learn and communicate their ideas? During our interviews, students shared:</p> <p>Writing Enjoyment: Many students enjoy writing stories, particularly creative or adventurous ones. They like writing about topics they find interesting, such as family, hobbies, and experiences.</p> <p>Writing Frequency: Most students write in class nearly every day, with some writing 3-5 times a week.</p> <p>Learning and Improvement: Common themes include improved spelling, punctuation, sentence structure, and creativity. Students have also developed better stamina for writing longer pieces. They value learning about descriptive words, adjectives, and using more detail in their writing.</p> <p>Feedback: Positive feedback, especially about improvement and specific details like adding adjectives or correcting punctuation, is appreciated. Many students also enjoy when teachers provide constructive criticism.</p> <p>Preferred Writing Styles: While students appreciate both fiction and non-fiction, many express a preference for creative writing, such as making up stories or writing about imaginative topics. Non-fiction writing is also valued for its factual basis and research.</p> <p>Sense of Belonging at Watson Road: Students feel that Watson Road is a kind, inclusive school where it is easy to make friends. They enjoy the supportive and welcoming atmosphere, with many noting how the school values diversity and kindness.</p> <p>Opportunities for Creativity and Sharing: Many students have opportunities to choose their own writing topics or choose from a list. Sharing their work with peers and teachers is common, and some students share their writing with their parents or friends.</p> <p>Teacher Support: Students appreciate their teachers' help in improving their writing, whether through conferences, feedback on drafts, or guidance on grammar and writing structure.</p>
Qualitative	STAR (Student Advisory Reps) empathy interviews Staff Meeting discussions	<p>How can we establish a classroom community of beginning writers where equity, empathy, and compassion become part of the process and vital by-products of story writing?</p>
Qualitative	STAR (Student Advisory Reps) empathy interviews Staff Meeting carousel activities	<p>How can we create entry points for writing, so that all writers feel confident and motivated to share their stories and feel like an author? What we believe? Writing allows children a vehicle to express who they are. Writing allows children to actively engage in daily life. Writing makes children's thinking and learning visible and permanent. Writing provides children with opportunities to explain and refine their ideas to others and themselves.</p>
Quantitative	Student Learning Survey Data Learning Update Data FSA Data (gr. 4) SWW - Overall/Final Marks	<p>Disaggregating our data provides valuable insights into the writing and learning experiences of our ELL, Indigenous, and SPED students. By identifying specific areas of need, we can better target our efforts to positively impact the experiences and outcomes of all learners, particularly those who face challenges in writing. In Nov. 2024, 76.5% of students are on track or extending in literacy, as measured by the FSA. At the end of Term 1 Dec. 2024, 56% of Grade 4 students were proficient or extending in their</p>

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Taking Action and Learning

Leading Professional Learning

To deepen our collective practice, we offered a five-session professional learning series led by Adrienne Gear, which was attended by 23 teachers. On February 25, we also hosted a Story Writing with Loose Parts workshop facilitated by Nichole Crane. This hands-on session, also attended by 23 teachers, generated enthusiasm for integrating creative, play-based strategies into writing instruction.

To support ongoing collaboration, we embedded dedicated release time into our weekly schedule, allowing up to four teachers to focus on advancing our school-wide writing goals. Our monthly staff meetings continue to serve as "learning meetings," intentionally designed to foster reflective dialogue and strengthen professional capacity in areas such as collaboration, Universal Design for Learning (UDL), and responsive student support.

School Level Strategies Structures

To support our school-wide writing priority, we have implemented a range of intentional strategies and structures. These include offering ongoing professional development opportunities throughout the year, such as lunch-and-learn sessions, a staff book study, and regularly scheduled collaboration time embedded into the weekly timetable.

We also provided each staff member with a copy of Adrienne Gear's professional resources to support instructional practice. In addition, we engaged Adrienne Gear to lead a five-session professional learning series, which was attended by the majority of our classroom teachers. This series deepened our shared understanding of effective writing instruction and supported alignment across classrooms.

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Taking Action and Learning (cont)

Classroom level Instructional Strategies

Our 26 teachers are trained in a variety of effective writing instruction methods, including:

"Story Workshop" by Susan Harris Mackay

"6 + 1 Writing Traits" by Ruth Culham

"Powerful Writing Structures" by Adrienne Gear

Heggarty Program

UFly Program

"Daily 5" by Gail Boushey and Joan Moser

"Primary Writing Success Program"

Powerful Writing strategies - Adrienne Gear

These diverse approaches equip our educators with a range of strategies to foster student success in writing.

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	We will continue to use collaborative inquiry to design engaging, powerful and purposeful learning tasks for our students so each learner develops the attributes and competencies to flourish in a global community.
Equity in Action Agreement - Pedagogical Core	We will continue to use collaborative inquiry to design engaging, powerful and purposeful learning tasks for our students so each learner develops the attributes and competencies to flourish in a global community.

Resource Type	Resource Description	Estimated Budget
Professional Learning	Adrienne Gear Presentations	6,500.00
Learning Resource	Texts - fiction/non fiction for all grades	4,000.00

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Checking for Impact

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

Our data does not fully demonstrate the academic progress towards this goal as we had hoped, yet, it also presents us with a valuable opportunity to have rich conversations so we can be responsive to the needs of our students. It also forces our staff to ask how else writing performance can be measured? Moving forward, we are committed to collectively analyzing our approach, identifying areas for enhancement, and implementing targeted strategies to better align with our objectives. This process will involve collaborative efforts, continuous monitoring, and adjustments to ensure we effectively address the identified priority. We understand the importance of holding ourselves accountable and remaining dedicated to this priority and our students' learning outcomes.

Recommendations for next steps for this School Student Learning Priority

We'll continue with the structured collaboration time for our grade group teams, ensuring they have dedicated opportunities to work together effectively throughout the 2025/2026 year. Moreover, we'll reserve time during each monthly staff meeting to delve into our learning priority.

Our focus is on cultivating collective efficacy to address the question: "Where should we concentrate our efforts to significantly impact the experiences and outcomes of all learners?" Central to this is our pursuit of consistency and alignment among classroom strategies to optimize outcomes for our goal.

Drawing from our scan and leveraging diagnostic data from the School-Wide Write, we'll encourage our team to reflect on key questions:

"What change do we aim to achieve?"

"How will we observe this change in students' learning experiences?"

"What additional learning opportunities will deepen our understanding?" (including organizing future Lunch n' Learns/book studies)

"Which new learning partners should we collaborate with?"

"What school-level strategies, pedagogies, or practices should our team explore in relation to this priority?"

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Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan

Our scan of students and staff has identified a need to provide opportunities for students to develop their skills and abilities as well-rounded social citizens. Students have also indicated a need to be in a learning environment where they feel welcome and have a sense of belonging.

Student Learning Goal 2

Our students will cultivate a stronger sense of intercultural competence, which involves acquiring the knowledge, skills, and attitudes necessary for effective and appropriate behavior and communication in intercultural interactions. This competence is built upon a foundation of Social/Emotional Learning, anti-racism education, trauma-informed practices, and providing students with opportunities to experience a sense of belonging and 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	MDI Data EDI Data	<p>This data only considers students in grade 5 (MDI), and Kindergarten (EDI). How do we translate this information to ALL learners in our building.</p> <p>Over the years, our MDI Index has shown positive growth in several key areas:</p> <p>Adults Who Students Perceive as Caring: In 2018, 74% of students rated this as 2+, increasing to 76% in 2022, and 78% in 2024, reflecting a consistent sense of care and support from school adults, which is linked to higher optimism and mental health.</p> <p>Student Self-Esteem: Self-esteem increased from 68% in 2022 to 87% in 2024, with students feeling proud of who they are and confident in their worth.</p> <p>School Belonging: Students reporting a sense of belonging rose from 59% in 2022 to 71% in 2024, highlighting the importance of connectedness for well-being and success.</p> <p>Student Empathy: Empathy grew to 83% in 2024, reflecting stronger emotional understanding and compassion among students.</p> <p>Student Optimism: Optimism increased to 60% in 2024, showing a more positive outlook on the future.</p> <p>Overall, our 2024 MDI indicators show that students continue to surpass the district average in wellness and connectedness, demonstrating a strong sense of emotional and social well-being in our school community.</p> <p>Our 2025 MDI data shows an increasing gap between our school and the district when it comes to the measurement of student connections to adults and their sense of belonging. We are also working with an increased number of vulnerable students and families.</p>
Quantitative	Student Learning Survey Data	<p>This data only considers students in grade 4. How do we translate this information to ALL learners in our building.</p> <p>Over the past few years, the percentage of students reporting positive responses to key questions has consistently increased, providing valuable insights that continue to guide our work. This year, with the four questions we've tracked, we remain consistently higher than the district average:</p> <p>i) Do you feel welcome at school? District: 90% ('24) 85% ('19) - 92% ('22) - 91% ('23) - 93% ('24)</p> <p>ii) Do you feel like you belong at school? District: 84% ('24) 73% ('19) - 87% ('22) - 86% ('23) - 95% ('24)</p> <p>iii) Do adults treat all students fairly? District: 83% ('24) 85% ('19) - 90% ('22) - 84% ('23) - 84% ('24)</p> <p>iv) Do you feel safe at school? District: 91% ('24) 77% ('19) - 91% ('22) - 91% ('23) - 94% ('24)</p> <p>Our 2024 SLS indicators show that our students are consistently above the district average in feelings of wellness and connectedness. These positive trends highlight the success of our ongoing efforts to create a supportive, inclusive, and safe school environment for all.</p>
Qualitative	STAR (Student Advisory Reps) empathy interviews Principal Weekly Interviews with New Comer Students and ELL teacher Equity Audit with Staff (Implementation Day Oct. 2024) Parent Survey Results	<p>Our STAR interviews have indicated consistency in how students perceive the frequency, or lack of, incidents where racism is at the core. Students we interviewed consistently stated that they are not hear the same comments as before and we are also hearing about students "calling out" students who do make racially motivated comments.</p> <p>The majority of parents (89.5%) rated Watson Road Elementary's support for anti-racism and inclusion as a 4 or 5 out of 5, indicating strong overall satisfaction. Many parents observed positive signs such as their children talking about equality, showing empathy, making diverse friendships, and celebrating cultural events like Orange Shirt Day and Black History Month.</p> <p>Several noted that their children have become more accepting and vocal against inequality. Some parents specifically appreciated the school's focus on Indigenous education, staff training, and the diversity present in classrooms. Overall, parents feel the school is doing well in fostering inclusion and anti-racism, though there is room to enhance communication and ensure all students feel personally connected to these efforts.</p>
Quantitative	Reports of student dysregulation	<p>Our SEL and Trauma Informed Practice learning has had an impact and students are equipped with strategies and tools to help themselves self-regulate. We have students on "soft starts" and our classrooms and hallways have visuals to help students self-regulate. Our "Success Room" and "Learning Hub" are also safe spaces in the school where students can go to self-regulate. We see the same students activated these tools and spaces successfully.</p>
Quantitative	Incidents of racism Incidents of bullying/student conflict	<p>Our office referrals and reports of incidents of racism have decreased dramatically. Teachers and support staff are more equipped to deal with incidents on the spot and students are more aware of what constitutes a micro-aggression.</p>



Taking Action and Learning

Leading Professional Learning

The objective of this plan is to ensure that all staff working with the students are aware of and committed to using consistent and positive support strategies to create and maintain a successful learning environment for the student, their families, and other community members. This learning priority will continue to be discussed monthly at staff meetings as it has been created collaboratively with the team, and the structures and strategies outlined are a living document that will continue to be adapted and updated on an ongoing basis. Our staff engaged in focused learning on the CASEL Competencies at our October 2022 Implementation Day. Many of our staff have participated in SEL 'lunch n' learn' sessions. 21 teachers participated in a book study: *Reclaiming our Students*, by Hannah Beach and Tamara Neufeld Strijack. Our Equity Team meets regularly to sessions of learning on the topics of Diversity, Equity, and Inclusion, including the BCPVPA's webinars series', "Leading for Equity" (4 sessions), and "Unconscious Bias" (3 sessions). Our Equity Team facilitates learning at monthly staff meetings. During our October 6, 2023 implementation day, our goal was to allow participants to focus on their ability to reflect and to construct their understanding of intercultural competency. We began at Okanagan Lake and participated in a place conscious learning activity beginning with our Indigenous Student Advocate bringing us in circle to lead a land acknowledgment. In our walk, we began to consider our own understanding our own biases, reflecting on our own situations and stories providing us a mirror for our thinking and acting. Further, it provided important insights into who we are, what we feel, believe and value, more specifically, how we value diversity and encourage individualism in our school setting. In our work with a privilege walk, micro -aggressions activity, and the unpacking of Jo Chrona's visual of "Becoming Anti-Racist in Canada", our participants began taking steps toward a paradigm shift that extend multicultural knowledge and appreciation of others to include personal self-reflection and the transforming awareness of our own cultural blind spots. It was hoped that participants will grow to be more culturally responsive and competent. Understanding that racism exists, we had discussions about racism to acknowledge this truth. Our grade group teams unpacked the BC K-12 Anti-Racism Action Plan and Anti Racism: A Guide for Teachers resources. We connected Anti-Racism work with the BC Curriculum. What does this look like and sound like? Our teams created a lesson plan/vision and action plan, as well, we examined the Anti-Racism Posters: How do we use these as talking points in our classrooms?

February 2024 - Staff book study of "The Ant-Racist Kid". 23 staff participated.

March 2025 - PAC offered a book study on *The Anxious Generation* where the participation rate was between 10-20 parents attending each of the 3 sessions.

January - March 2025 - Staff participation in a webinar series about Culturally Responsive Teaching.

April - June 2025 - Staff participation in a UBC Anti-Racism Awareness course.

School Level Strategies Structures

Our school is deeply committed to fostering an inclusive and equitable learning environment that reflects and supports the diversity of our students, staff, and families. Throughout the 2023-2025 school years, we have implemented a range of intentional strategies and initiatives to support anti-racism, cultural responsiveness, and belonging.

Inclusive School Culture and Community Engagement

- Monthly school-wide assemblies, hosted by administration, are intentionally designed to foster inclusivity and reinforce anti-racist values.
- Bulletin boards are updated monthly to highlight themes of diversity, including Neurodiversity, cultural understanding, mental health awareness, and connections to Indigenous communities such as Aklavik.
- Daily personalized land acknowledgments are shared by students over morning announcements, reinforcing a sense of connection to land and Indigenous perspectives.
- Each PAC meeting begins with a land acknowledgment to model respectful recognition of Indigenous territories.
- Our foyer television features rotating slideshows that celebrate the multicultural makeup of our student body.
- Cultural events and observances are shared in daily announcements to reflect the diverse identities within our school community.

Student Learning and Engagement

- In 2024, Mr. Johnson delivered classroom presentations to all intermediate classes on anti-racism, with a focus on microaggressions, diversity, and equity.
- Primary and intermediate students participated in a targeted anti-racism assembly series throughout the 2023-2024 school year.
- In February 2025, Mrs. Williams visited 17 classrooms to deliver presentations on equity and inclusion in recognition of Pink Shirt Day.
- Our Social Justice teacher has launched a student-led Pride Group, providing leadership opportunities for students to advocate for 2SLGBTQIA+ inclusion.
- In the library, Mrs. Mamchur leads annual Black History Month programming and book displays to celebrate Black excellence and contributions.
- In April 2025, we hosted an ELL Celebration, highlighting the strengths and learning journeys of our English Language Learners and creating a space for families to engage with our school's diverse culture.

Indigenous Education and Reconciliation

- Janet Williams and Melissa Madden, our Indigenous Student Advocate, co-taught lessons on the meaning and purpose of personal land acknowledgments in 11 classrooms. These lessons support ongoing student contributions to our daily announcements.
- In both the 2022-2023 and 2023-2024 school years, Ms. Madden and the principal led a four-part instructional series on land acknowledgments and reconciliation with nine classes.
- During the 2024-2025 school year, we introduced a Nsyilxcn 'word of the day' in our daily announcements, which staff and students are encouraged to use and reflect on throughout the week
- From May to June 2025, Mrs. Williams co-taught a series of lessons with five classroom teachers, exploring the connections between our school's Circle of Courage framework and the traditional story of the Four Food Chiefs.

Professional Learning and Staff Development

- In September 2024, each of our 26 classrooms received a "REDI" bin containing four curated storybooks focused on themes of Reconciliation, Equity, Diversity, and Inclusion. These bins will be expanded annually as we continue to build classroom libraries that reflect and support these core values.
- On our Implementation Day (October 24, 2024), staff engaged in a comprehensive Equity Audit to critically examine our school community, identify areas of strength and growth, and inform future actions toward equity and inclusion.
- Staff have also participated in a range of ongoing learning opportunities, including:
 - A Lunch & Learn session led by Lisa Weremy on "Supporting Children with Anxiety-Related Challenging Behaviours" (2023-2024).
 - A three-part webinar series (January-March 2025) on Culturally Responsive Teaching.
 - A UBC Anti-Racism Awareness Course (April-June 2025).
- Monthly opportunities at staff meetings to engage in guided discussions around our anti-racism poster series.

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Taking Action and Learning (cont)

Classroom level Instructional Strategies

For two years, Ms. Madden, Indigenous Advocate, and principal have led a four-lesson unit on land acknowledgments and reconciliation with classes. These personalized land acknowledgments written by our students are shared each day during our daily announcements. Staff have been embedding SEL strategies into their daily instruction. These strategies are framed around the CASEL Competencies (Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Classroom presentations on Anti-Racism. Classroom teachers are comfortable talking to their students about anti-racism.

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

District Strategic Plan - Priorities	Description
Equity in Action Agreement - Learning Environment (School Culture)	
Equity in Action Agreement - Learning Environment (School Culture)	Daily personalized Land Acknowledgments from students on morning announcements.
District Strategic Plan - Transformative Leadership	Equity Team leads learning at staff meetings
District Strategic Plan - Family & Community Engagement	Parent involvement in Equity Team Parent panel facilitated by Equity Team in the past
District Strategic Plan - Equity & Excellence in Learning	We value the unique identities and diverse contributions of each learner. We build supportive, culturally relevant learning environments that create belonging, well-being, inclusivity, safety, and community. We create opportunities to engage family and community as integral partners in the creation of meaningful, purposeful relational learning. Our core belief that each learner is capable, competent, and full of curiosity. We create opportunities to empower each learner and co-create experiences from their questions, passions, and inter We intentionally design learning experiences grounded in powerful learning principles (e.g., First Peoples Principles of Learning, OECD Principles of Learning, Equity in Action for Truth and Reconciliation) to foster the holistic development learner's competencies.

Resource Type	Resource Description	Estimated Budget
Professional Learning	BCPVPA Webinar Series	400.00
Professional Learning	Book Study Books	450.00
Learning Resource	Equity Bins for Classrooms	2000.00
Professional Learning	Implementation Day	2000.00
Other	Lunch and Learn food	1200.00

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Checking for Impact

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

During our recent Implementation Day in October 2023, we revisited the five-question scan we initially conducted back in April 2022. The questions included:

- What barriers do we face when teaching for Equity?
- What does Equity look like in our community? School? Classrooms?
- What ideas do you have to promote Equity in our classrooms?
- What actions can we take to ensure Equity in our community? School? Classrooms?
- What evidence should we have that shows we are doing enough to ensure Equity in our school community?

It was evident that our staff engaged with these questions on a deeper level than before, demonstrating a heightened awareness of the complexities surrounding equity in education. We commend our staff for their courage and growth in tackling these important issues, recognizing the significance of this ongoing work.

Our STAR interviews in April 2024 indicate a strong impact of the work we have done. A vast majority of our STARS say that incidents of slurs and micro-aggressions have reduced significantly. Also, staff and students notice that more people are being called out if there are incidents of slurs or micro-aggressions.

Our final equity team meeting was in May 27, 2024, where we discussed our 'next steps' as we contemplate how to evolve and grow our team and students' awareness and learning around anti-racism, as well as, reconciliation, equity, diversity, and inclusion.

Recommendations for next steps for this School Student Learning Priority

- Continue to build and provide 'anti-racist' or 'equity' bins of story books to compliment each classroom's library.
- Continue to invite our parents and community members to our Equity Team's work.
- Continue to be intentional with our priority during our monthly assemblies.

Providing more collaboration time for our grade group teams. Time will be allocated at each monthly staff meeting to discuss this learning priority:

- From our scan, and using our quantitative data ask our team to reflect, "What is the change we want to see?" "What will it look like, sound like when students are experiencing this future state of learning?"
- What learning will deepen our understanding? (arrange future Lunch n' Learns/book studies for this year)
- What new learning partners will we seek out?
- ** Presented each educator with the BC Anti-Racism Teacher's Guide in Oct 2023. Will provide each classroom teacher with laminated 'anti-racism posters' for their learning space.
- Determine what school-level strategy/pedagogies/practices will our team will seek out and explore in relation to this priority.



Principal Reflection

We have a diverse and amazing community at Watson Road Elementary!

Our school staff's dedicated work towards inclusion has been at the forefront of what we do and one of the ways we are striving to meet the needs of our community is through our own learning.

Our work truly takes a community to make a difference for all of our learners, and we are grateful to our students, families, and staff who have helped make this difference.

Did you know?

- As a team of teachers, we have prioritized improved writing skills in all grades for students to gain an understanding of what "good" writing looks like
- We want each student to view themselves as an author; to be independent, confident and descriptive writers with skills appropriate for their grade level
- Students sense of safety has improved in the past few years, as has their sense of feeling of connections to adults as evident from our gr. 5 M.D.I. Survey, and our gr. 4. Student Learning Survey. These results on the most part are higher than the district average.
- 11% of our student population identify as Indigenous learners.
- Our student population is diverse. We have 7% of our students born outside of Canada (e.g. Ukraine, Bangladesh, France, Korea, Iran, Spain, China, Fiji, Brazil, Nigeria, Philippines, Colombia, Jamaica, Macedonia, Bolivian, Hong Kong, Afghanistan, and the USA.)
- Over the past few years, our Equity Team have participated in many professional learning opportunities to inspire a focus for our team to continue this important work with Reconciliation, Equity, Diversity and Inclusion.

We are also providing more opportunities for students to better understand Indigenous ways of knowing and what personalized land acknowledgments mean. In the past two years, many of our classes have participated in a multi-day focus on understanding and appreciating the importance of land acknowledgments and have gone onto the land to craft their own, which many share out during morning announcements.

As the Province and School District develop Anti-Racism Action Plans, we are excited to continue working with our community to provide the safest, warmest, most inclusive learning environment possible for ALL of our families, staff, and students.

We continue to revisit and reflect and ask, leading questions to help guide the work we do at Watson Road:

- What barriers do we face when teaching for Equity?
- How do we meet the needs of all learners?
- What does Equity look like in our community? School? Classrooms?
- What ideas do you have to promote Equity in our classrooms?
- What actions can we take to ensure Equity in our community? School? Classrooms?

The administration team of Mrs. Williams and Mr. Johnson had the opportunity to talk to our STARs (Student Advisory Reps), who are selected by their classroom teachers, about their perceptions of the work our school is doing to support our writing priority and Anti-Racism learning, and if they are noticing a difference in our school. In particular, we were so proud to hear our students speak of the importance of being kind and inclusive towards all students and that they all notice a significant reduction in situations where racial slurs and/or micro-aggressions are occurring.

Further, in our most recent feedback loop, teachers noted success for both learning priorities. We are looking forward to next year where we will focus on sustaining the momentum that we have created and going deeper in both of these areas.

Our work truly takes a community to make a difference for all of our learners, and we are grateful to our students, families, and staff who have helped make this difference.

As a leadership team, we are proud to share this combined administrator reflection on our school's journey and growth throughout the 2024–2025 school year at Watson Road Elementary. At Watson Road Elementary, we are proud to be part of a diverse, vibrant, and caring community. This year, we continued to focus on deepening inclusion, strengthening literacy, and fostering a culture where every student feels safe, supported, and inspired to grow.

Our staff's commitment to ongoing professional learning—particularly in the areas of Writing, Reconciliation, Equity, Diversity, and Inclusion—remains central to our work. We believe meaningful change is only possible through strong collaboration, and we are deeply grateful to our students, families, and staff for their shared dedication and support.

As one of the only schools in the district to lead our learning community with the development of Intercultural Competencies as a key priority, we have seen transformative shifts in our school's climate and culture. Our work in Anti-Racism, DEI, Trauma-Informed Practice, and Social/Emotional Learning has taken root. These efforts are evident in our Grade 4 Student Learning Survey and Grade 5 MDI results, which show that Watson Road continues to exceed district and provincial averages in areas of student safety and connectedness. Students consistently report feeling a strong sense of belonging, and a notable decline in incidents involving racism or microaggressions. Our learners are increasingly able to articulate and embody the values of inclusion, kindness, and equity. In short, our students are learning to walk the walk of anti-racism.

Student voice continues to be a driving force in our school. Each term, administrators meet with our STARs (Student Advisory Reps) to engage in meaningful dialogue about writing, belonging, and equity. These conversations offer deep insight into student experiences and help guide our direction. Similarly, our ELL team meets regularly with newcomer students to better understand their unique journeys and ensure they feel safe, seen, and supported.

In March 2025, parent survey results affirmed our efforts. Families expressed overwhelming appreciation for the dedication of our staff and the warm, welcoming atmosphere of our school. One parent shared, "This school is like a second home for my daughter... they pay attention to each child and find an individual approach depending on the child's needs." Another noted, "We appreciate the care and commitment of the entire Watson staff. It's a positive learning community." We also received thoughtful suggestions for growth, including more opportunities for in-person academic feedback and expanded extracurricular programming in science and physical health—ideas that are shaping our next steps.