

School Community Student Learning Plan

School: ASM



**Central Okanagan
Public Schools**
Together We Learn

District Overview

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

- Central Okanagan Public Schools Strategic Plan 2021 - 2026
- Spirals of Inquiry Playbook (Halbert & Kaser, 2017)
- SD23 Equity in Action Agreement for Truth & Reconciliation 2020 - 2025

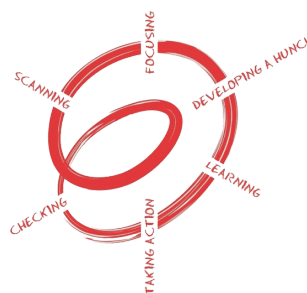


Illustration: Stephen Kookoolak
Shiloh Leach / E23 Art Studios / Timothy Hagen, Art Teacher
E23 Board Project

Fostering Indigenous student success through the lens of equity



School Overview

School Information

School*

AS Matheson Elementary

School Year

2024-2025

School Level

Elementary School

School Type

English

Family of Schools*

Central Family of Schools

Overall Student Population

304

Student Population Indigenous

39

Student Population, Children in Care

2

Student Population, SPED

32

Student Population, ELL

108

Additional School Information

Principal

Sylvain Guignard

Vice Principal

Vice Principal

Michelle Newman

Grade

- ☒ K
- ☒ Gr.1
- ☒ Gr.2
- ☒ Gr.3
- ☒ Gr.4
- ☒ Gr.5
- ☒ Gr.6
- ☐ Gr.7
- ☐ Gr.8
- ☐ Gr.9
- ☐ Gr.10
- ☐ Gr.11
- ☐ Gr.12

Number of Administrators

2

Number of School-Based Teachers

15

Number of School-Based Support Staff

12

Additional Staff

Staff	#
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School Learning Story

School Learning Story

Background

Over the past few years, A.S. Matheson has engaged deeply in a spirals of inquiry process, focusing on supporting the whole child through reflection, collaboration, and inclusive practices. A shared visual representation worn by staff symbolizes the school's collective commitment: puzzle pieces for teamwork, a thought bubble for curiosity and critical thinking, a heart in a hand for belonging, and a light bulb for ongoing learning. These symbols reflect a school culture where staff and students alike are encouraged to reflect, persevere, and grow together. Emphasis has been placed on creating smooth transitions for early learners, embedding social-emotional learning, and fostering environments that promote student voice, agency, and clarity in learning goals.

This reflective work is closely tied to the Core Competencies and guided by the Indigenous story of the Four Food Chiefs, which serves as a powerful metaphor for community, growth, and inclusivity. The story supports learners in seeing themselves within the broader school community and encourages movement across different types of learning and self-reflection. Staff have developed a student self-reflection tool, and the entire school is committed to nurturing learners who can confidently articulate their learning journey, challenges, and goals. These practices not only support personal growth but also create a school culture where everyone feels valued and capable of contributing.

In response to ongoing reflection, Math has emerged as a key area for growth across the school. Staff identified a need to enhance both numeracy pedagogy and student outcomes and have committed to making this a school-wide priority. To continue supporting this goal, the school will focus on increasing the number of students demonstrating proficiency in Math by fostering professional collaboration, using data to guide instruction, and implementing targeted strategies that address diverse learning needs. By building on the reflective practices already in place and maintaining a strong sense of community, A.S. Matheson is well-positioned to make meaningful gains in numeracy for all learners.

Our school community at ASM is experiencing a transformation as we welcome many families who are new to Canada and learning English as a second language. Currently, one-third of our students are on a journey of discovering both the English language and Canadian culture. This rich diversity brings new perspectives and experiences that strengthen our school. At ASM, we are rooted in respect and growing in unity, embracing each other's stories as we learn and grow together.

Background

Student Voice:

One student shared that "this is important work because it is important to know what you are good at but more important to be confident in knowing what you need to work on. That is what makes you better." ~ Intermediate Student

Parent Voice:

Our PAC members were asked two questions, What is reflection and how does it impact learning?

What is reflection?

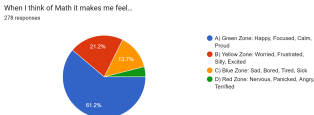
"Reflection is looking back, a chance to review how far things have changed, measure the change over a certain period of time, then assess and evaluate the past and determine next steps."

How does it impact learning?

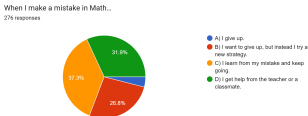
"You can look at mistakes or challenges you have had, see how you handled them and learn from that. You adjust and pivot. A chance to look at goals and re-evaluate, have I achieved them, how far have I come and where am I going next? If we already know we are reflecting, we are more mindful in the present to achieve our goals."

Supporting Documents and Media

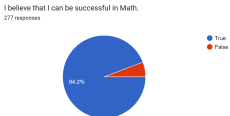
ASM Logo.pdf	48.38KB
EquityinActionASM_5024270_8357756.docx	1.26MB
Inside 23 - October 25th.pdf	1.55MB
Alexa Kennedy (Browser Recording) - CARS CIRB - Alexa Kennedy - 202...	84.9MB
Math Survey 1.png	87.14KB



Math Survey 2.png	85.61KB
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Math Survey 3.png	44.63KB
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SLS Data.docx	746.9KB
FSA Data.docx	291.41KB
Rooted in Respect, Growing in Unity.jpg	16.73KB



Online Resources

Please ensure each URL has "https://" at the beginning

Title	URL
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Describe how you (and your team) will gather and analyze a variety of evidence to understand the current state of student learning in your school.

While collecting street, map, and satellite data, our school community prioritized ensuring that the information gathered accurately reflects the diversity and needs of our entire student population. As part of this work, each teacher engaged in a numeracy student scan that explored students' mathematical mindsets and identities. This process not only deepened understanding of our learners but also sparked meaningful professional dialogue and collaboration among staff. Together, educators reflected on their assessment practices and worked to establish a consistent, school-wide approach that balances foundational numeracy skills with the application of mathematical competencies. These shared reflections are helping to shape a cohesive vision for numeracy instruction. Throughout the year, student growth in understanding themselves as mathematicians will be tracked, with staff using this data collaboratively to monitor progress, plan next instructional steps, and refine their teaching practice. This ongoing cycle of reflection and collaboration is essential in moving both student and educator learning forward, and in guiding future shifts in our school's learning priorities.

Breakdown of Student Learning Evidence Collected During the School Student Learning Scan:

Type of Student Learning Evidence	Description of Evidence	Describe Trends and Patterns
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Empathy Interviews

Numeracy Student Scan –
Mathematical Mindset and Identity.
Students were asked the following at
the beginning of the 2024-25 school
year and again in June:

1) When I think of Math it makes me
feel...

A) Green Zone: Happy, Focused,
Calm, Proud

B) Yellow Zone: Worried, Frustrated,
Silly, Excited

C) Blue Zone: Sad, Bored, Tired, Sick

D) Red Zone: Nervous, Panicked,
Angry, Terrified

2) When I make a mistake in Math...

A) I give up.

B) I want to give up, but instead I try a
new strategy.

C) I learn from my mistake and keep
going.

D) I get help from the teacher or a
classmate.

3) I believe that I can be successful in
Math.

- True

- False

Baseline:

1) Only 61 percent of learners felt that
they were in the green zone when
engaging in math.

2) When making a mistake in math,
about 10 percent of the students
would give up.

3) 94 percent of the learners feel that
they can be successful in Math

Student Learning
Surveys

We looked at both the MDI and the
Student Learning Survey and how
students felt about school and their
connection to adults at the school.

This data has indicated that, at ASM
compared to the District average,
students are very much connected to
the school, feel a sense of belonging
and trust that the adults believe they
will be successful.

Student Achievement
Data

We continually look at our ESGI, ELP
and teacher-created math tasks to
collect data. This helps us determine if
the work we are doing is moving
student learning forward.

While we often have significant
advancements in student
achievement, many learners remain
below the proficiency level

Focusing

Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

School Student Learning Priority 1

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?)

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In our most recent re-scan, checking phase of the Spiral of Inquiry, we noticed:

Pedagogical documentation from the initial scan in October, tells us that over half of our learners are able to communicate what they are learning. Almost 70 % of our students were unable to identify success criteria for their learning. The same percentage of students, when faced with a challenge, would use going to a teacher or a friend as their first strategy to work through a challenge. Fifty three percent of our learners are currently able to identify the next steps in their learning.

The Student Learning Survey and MDI data indicates that, at ASM 98% of of students can name one or more adults that believe in them and 68% can name four or more adults! Students see themselves as learners and are able to communicate their next steps as readers, writers and mathematicians.

While we often have significant advancements in student achievement, many learners remain below the proficiency levels

School Learning Priority 1 (?)

If we focus on the reflective process, collecting and examining evidence of learning, students will become more confident in understanding themselves as learners and developing their agency to know and understand their next steps.

LEARNING GOAL

Students will develop confidence and agency as learners by engaging in reflective processes, including collecting and examining evidence of their learning, to understand themselves better and identify their next steps.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below)

- ☒ Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- ☒ Meaningful - is a key area of priority for student learning connected to the district's overarching goal
- ☒ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- ☒ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- ☒ Triangulated - involves collecting a variety of evidence to inform our progress

Connection to BC Curriculum and our Central Okanagan Public Schools Strategic Plan 2021 - 2026**Foundational Skills**

Curricular Competencies

Reflection

Core Competencies

☒ Communication

- ☐ Connect and engage with others
- ☐ Acquire interpret, and present information
- ☐ Collaborate to plane, carryout, and review constructions and activites
- ☐ Explain/recount and reflect on experience and accomplishments

☒ Creative Thinking

- ☐ Novelty and value
- ☐ Generating ideas
- ☐ Developing ideas

☒ Critical Thinking

- ☐ Analyse and critique
- ☐ Question and investigate
- ☐ Develop and design

☒ Positive and Personal Cultural Identity

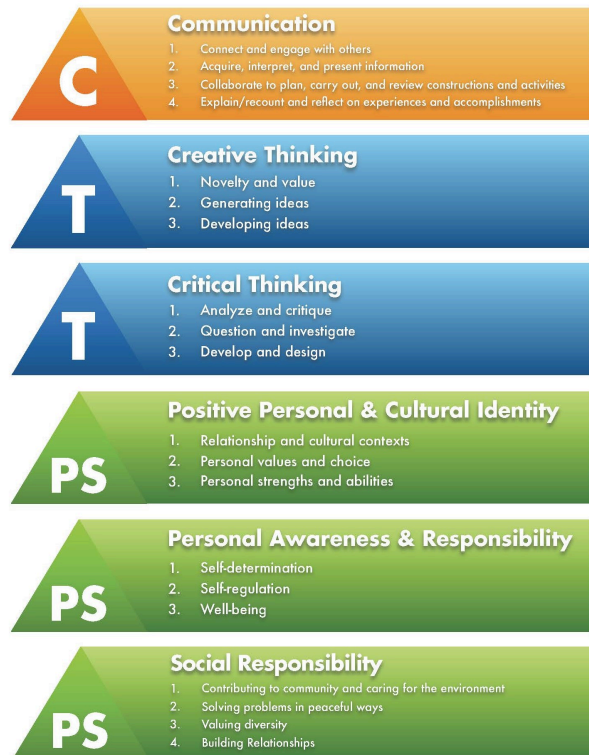
- ☐ Relationship and cultural contexts
- ☐ Personal values and choice
- ☐ Personal strengths and abilities

☒ Personal Awareness and Responsibility

- ☐ Self-determination
- ☐ Self-regulation
- ☐ Well-being
- ☐ Explain/recount and reflect on experience and accomplishments

☒ Social Awareness and Responsibility

- ☐ Contributing to community and caring for the environment



- ☐ Solving problems in peaceful ways
- ☐ Valuing diversity
- ☐ Building Relationships

Evidence of Impact

Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

School Student Learning Priority 1

School Learning Priority 1 (?)

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LEARNING GOAL

Students will develop confidence and agency as learners by engaging in reflective processes, including collecting and examining evidence of their learning, to understand themselves better and identify their next steps.

What evidence will we collect?

Type of Evidence (?)	Short Description of Evidence	Describe the Pattern and Trends in the Evidence (?)
1 Quantitative	Student Learning Survey	Specific tracking and monitoring of progress/growth of Grade 4 learners over time Collecting Empathy Interviews Through reflection, 78% of students see themselves as improving in math, 90% can identify their growth as readers and 70% as writers.
2 Qualitative	MDI	Specific tracking and monitoring of progress/growth of Indigenous Learners upon reflection, 95% of students share a medium to high self concept of themselves as learners at school. Only 5 % felt that they would find learning the concepts at school this year a challenge for them.

3	Qualitative	Student Empathy Interviews	Reflections on reflection (Collecting Baseline and End of Year data)
4	Quantitative	Educator Reflections	Staff reflections on their own practice as well as evidence of student reflections.

5

Taking Action and Learning

Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

School Student Learning Priority 1

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Leading Professional Learning (?)

At each staff meeting, we model reflective practices as a key component of our professional learning culture. This approach was grounded in a series of professional development experiences from the PD Leaders' Symposium: Professional Development that Leads to Learning, which included sessions on Planning for Powerful Professional Learning, Planning for Evidence of Learning and Feedback, Describing Quality for Adult Learners, Centering the Learning in Classrooms, and Supporting Engagement, Thinking and Reflection. These learning opportunities have been further supported by the use of the professional resource Knowing What Counts: Self-Assessment and Goal Setting by Anne Davies, and through collaboration with educator and author Alice Vigors. This foundation of professional learning is now actively applied within our literacy and numeracy priorities, ensuring that reflective and evidence-based practices inform both teaching and student outcomes.

Staff:

At our school, we are committed to applying reflective practices through collaboration to ensure we are responsive to what the data tells us students need. This is achieved through intentional reflective structures embedded in our monthly staff meetings, where we model reflective practices for one another and provide meaningful feedback. Staff are given dedicated opportunities during the school day to collaborate around instruction and reporting, fostering a shared understanding of effective teaching strategies. These practices not only strengthen our professional learning culture but also ensure that our instructional decisions are data-informed and student-centered.

School Level Strategies and Structures (?)

- Explicit instruction and time to practice reflection
- Determine a school-wide approach to competency reporting/communication with students and families (one at a time/per term with staff and students)
- Ongoing collection of evidence to examine what is working well and identify next steps for explicit instruction
- Ongoing professional learning to implement more reflective practices into our instructional practices

Classroom-level Instructional Strategies (?)

- Explicit instruction and time to practice reflection
- Determine a focus on one competency at a time/per term with students.
- Ongoing collection of evidence to examine what is working well and identify next steps for explicit instruction

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

District Strategic Plan - Equity & Excellence in Learning

-Our school learning priority focuses on embedding the First People's Principles of Learning and the story of the four food chiefs as a tangible tool to help learners understand and relate to the core competencies.
~Building collective efficacy amongst our team (students, parents and staff) creates a common understanding and shared responsibility to improve student learning.

District Strategic Plan - Transformative Leadership

-When you build collective efficacy amongst students, parents and staff they become their own leaders and begin to take initiative and ownership of their learning.

District Strategic Plan - Family & Community Engagement	-If we engage our families and our community as partners in learning, reflection will become more meaningful and purposeful. Building consistent language and a tool to self-reflect and communicate growth over time being the goal.
Equity in Action Agreement - Learning Environment (School Culture)	-If we focus on collecting and examining evidence of learning, students will become more confident in reflecting on the Core Competencies through the lens of the Four Food Chiefs

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Other		

Checking for Impact

Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

School Student Learning Priority 1

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

Over the past two years, educators at A.S. Matheson deepened their understanding of student reflection by refining what “proficiency” looks and sounds like when reflecting on core and curricular competencies. With the support of exemplars and guidance from Alice Vigors, staff engaged in professional learning that empowered students to set personal learning goals and reflect on their progress through consistent, targeted questioning. These questions were posed to diverse student groups across classrooms, and the results indicated steady growth: approximately 60% could articulate their learning, 75% could share success criteria, 58% could identify next steps, and 61% knew strategies for when they were stuck. Teachers noted a shift toward students becoming active agents in their learning, with reflection becoming more natural and embedded in daily routines. Educators used consistent success criteria for proficient reflection, and students increasingly co-created and used these criteria to guide their learning. The Student Learning Survey further validated this progress, showing 22% of students independently set and communicated learning goals—significantly higher than the district average. Reflection was also tied to Indigenous principles and Truth and Reconciliation efforts, highlighting student growth in meaningful and culturally responsive reflection practices.

Recommendations for next steps for this School Student Learning Priority (?)

- ~Continue to collect and analyze triangulated evidence (observations, conversations, and products) to inform instructional decisions and student support
- ~Allocate more time for staff to collaborate and observe teaching practices in different learning environments
- ~Engage in intentional team-based professional learning focused on reflection in numeracy
- ~Ensure that reflective practices are specific to both the school’s learning priorities and the Core Competencies
- ~Address language diversity by developing and providing tools to support English Language Learners during data collection processes such as the MDI, to improve reliability of results
- ~Consistently use scanning questions throughout the year to guide instructional strategies and monitor student progress
- ~Deepen commitment to Truth and Reconciliation by embedding reflective practices that support understanding and action
- ~Celebrate student growth and the achievement of personal learning goals through ongoing reflective routines

Plan Reflection

Date

7/15/2024

Assistant Superintendent's Reflection and Next Steps

Your school's sustained commitment to the reflective process, which involves gathering and analyzing evidence of student learning to improve student confidence and agency, has proven to be highly beneficial. It's commendable that your school is seeking to align pedagogical strategies to support literacy and is considering extending these principles to numeracy instruction. The positive impact of consistency and predictability in teaching methods on student learning, as observed by your staff, suggests that applying a similar approach to math could potentially yield positive results. A common approach can help create a more seamless learning experience, especially for transient students and newcomers, who may find it easier to integrate into the school community with clear and consistent teaching methods.

It's an exciting journey ahead, and your leadership in these initiatives could serve as a model for other schools. All the best in your learning journey for the 2024-2025 school year!

Date

7/15/2024

Principal Reflection

We believe that we are aligned pedagogically around support for students and their literacy instruction in our school. We see that the trend is moving in the same direction each year with slight differences based on the changes we see in our school community with transient students and newcomers to Canada.

Our staff has indicated that consistency and predictability in teaching strategies and routines in the classroom have led to consistent improvement in student learning. Our wonder is, if we began to embed this consistency and common language throughout numeracy instruction, what would be the impact on student learning? Will this lead to students becoming stronger, more effective problem solvers and communicators? We want to create a vision for math teaching and learning in our school and look forward to beginning this process in the 2024-2025 school year. We are proud to be leaders in this school community and excited to see alignment in identifying our areas for growth and next steps.

Date

5/6/2025

Principal Reflection

We believe there is strong pedagogical alignment in our school around supporting student learning, particularly in literacy and math instruction this year. Our non-enrolling support team and classroom teachers have aligned pedagogy with an intensive support schedule to target the needs of all learners.

Staff feedback continues to highlight that consistency and predictability in teaching strategies and classroom routines have contributed to steady improvement in student learning. We continue to develop a shared vision for mathematics instruction—one that embeds consistent language, strategies, and routines across all grade and all classrooms.

Students are becoming more confident, capable problem solvers and effective mathematical communicators. We are proud to be part of a school community that values reflection, alignment, and continuous growth.

Submit

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