



**Central Okanagan
Public Schools**

Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

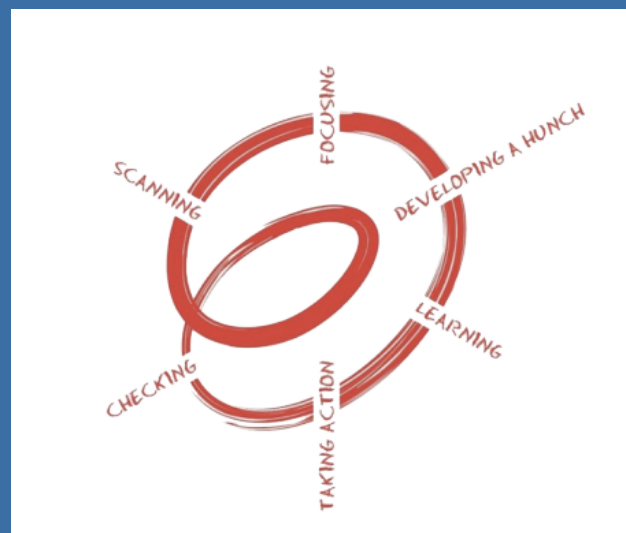
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal:

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

Resources:

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



**Equity in Action Agreement
for Truth & Reconciliation**
2020 - 2025

Sheldon Louis / KSS Art Students / Timothy Meyer, Art Teacher
KSS Mural Project

Fostering Indigenous student success through the lens of equity





School Community Student Learning Plan



Central Okanagan
Public Schools
Together We Learn

School

KLO Middle School

School Year

2025-2026

Principal

Nathen Elliott

Vice Principal

Laura Wiemken
Ty Nelson



Student Population

806



ELL

81



Indigenous

71



Children in Care

0



SPED

133



School Level

Middel School



Grades

Gr.7 Gr.8 Gr.9



School Based Teachers

46



Family of Schools

Central Family of Schools



School Type

Dual Track French Immersion



Administrators

3



School Based Support Staff

23



School Learning Story

Background

Our KLO direction 2024
KLO Implementation Day 2024 - Our focus for the day were on the indigenization of our practice, learner agency with a spotlight on diversity and indigenous learning, as well as assessment within the new Ministry framework.

We began the day with a silent conversation to gather ideas, information, and common knowledge about embedding the First Peoples Principles of Learning, agency, diversity, and assessment practices into our classrooms and our planning. From here, we met in small groups to do knowledge building circles using Indigenous circle protocol.

Our next steps included collaborating with colleagues to create new learning opportunities for students that had the specific foci of indigenizing the lessons, increasing student agency, and using effective assessment practices. Teachers were provided with a template to guide their thinking, and curricular leaders and Indigenous advocates were roaming to help answer questions and develop ideas. To assist with the focus of Indigenization, we learned upon the work of Carolyn Roberts as well as the information on the School District site.

There are now several staff members at KLO who are dedicated to Indigenizing their lessons, digging deeper into this learning and partnering with the Indigenous advocates to develop specific land based activities that connect to the curriculum at this level.

We have also focused on School Responsibility.

In a middle school setting, Personal Awareness and Responsibility encompasses an understanding of the interconnections between personal and social behaviors and overall well-being. This principle advocates for individuals to make informed, constructive, and ethical decisions, and to act upon them accordingly.

Individuals who exemplify personal awareness and responsibility exhibit self-respect and resilience in the face of adversity. They recognize the implications of their decisions and actions. A person who is personally aware and responsible takes proactive measures to ensure their well-being, sets and tracks progress toward goals, regulates emotions, manages stress effectively, and recognizes and advocates for their own rights.

Our KLO direction 2020
Implementation Day 2020 - The focus of our implementation day on Friday October 9th was wellness and learning together. Due to COVID restrictions, staff members were given the opportunity to meet in one of three learning spaces. They met in either the library, the gym, or our cougar den in groups of 25 people. Our activities included creating understanding around the Four Food Chiefs which is central to the Enhancement Agreement of our school district. Our KLO indigenous advocates led the learning and the sharing of knowledge. Once we completed our activities, our staff members were encouraged to participate in a wellness walk. These walks in the community allowed our staff members to reflect on the learning in relation to the Four Food chiefs. Our goal was to support all our indigenous students in finding success in our school.

Our KLO direction 2018-19
Implementation Day 2017 - we expanded our work on our Vision and Mission statements by incorporating the concepts of the Character Strong Program. "CharacterStrong is an organization that provides curricula and trainings for schools internationally. Our trainings help educators infuse character and social-emotional learning into the daily fabric of any classroom or campus. Our curricula focus on character development in order to help students cultivate social-emotional skills, their emotional intelligence, and help them develop a stronger identity and purpose in school and in the world." CS website

Implementation Day 2018 - this year, we will be "Diving into Inquiry" with Trevor MacKenzie.

"Trevor MacKenzie has written a heartfelt book on student inquiry where his passion for growing a culture of inquiry and students feeling a sense of trust and empowerment are front and center. His clarity of message and practical examples of how to co-create this experience in other classrooms is inspiring. He offers fabulous examples of student voice, social construction, and self-discovery."
— Allison Zmuda, author and education consultant, USA
Implementation Day 2019 - This year we looked closely at our School Vision and implementing concepts associated to the Instructional Core . Our focus was based on adjusting the dials in education - the changing roles of our learners, our curriculum and environment/resources.

As a team of educators, we worked on the following question. How are teachers adjusting the dials in the Pedagogical Core?

Our KLO direction 2016-17
Implementation Day 2016 is where our learning story began. The focus of that day was based on creating our school's vision and mission statement. The day engaged all staff (teachers, CEA's, Indigenous Advocates) in conversation and reflection. Our goal was to align our values and collaboratively create a direction for our school.

Using the First Peoples' Principles of Learning "learning requires exploration of one's identity" we focused our work that day on honouring the voice of educators in creating the value statements that we as a collective group hold in the highest regard.

We engaged in a structure to demonstrate the importance of a systems approach and the necessity of staff alignment. Everyone needs to be working towards the same goal. This structure led us into the first stage of our Spirals of Inquiry Process. At this stage we began our scan by prompting our staff to respond and reflect on the question "How do students find success at KLO?"

In small collaborative groups staff created a visual image of what success at KLO looked like. Images emerged with analogies like a growing plant, completing a puzzle, building a home, etc. The trend was apparent. Our staff valued the whole child.

Words such as: belonging, inclusion, diversity, contentment, emotional wellness, ownership, growth mindset, resiliency, happiness, mindfulness, metacognition, etc. were present in all of our groups' sharing sessions. This was a powerful moment as the staff recognized the alignment of our values.

At the next curricular leaders meeting all of the groups' visual representations were reposted for review. Through a reflective process the team identified common themes. Those themes were then brought to the entire staff again where the vision for KLO was emerging.

Through a collaborative process, we created our direction with our Mission and Vision statements.

KLO Vision.PNG

As we are building our Spiral of Inquiry around our school goals we feel that we have asked the right questions and are moving in a direction filled with purpose. In order for this process to be meaningful and relevant, we have been quite deliberate in our SCAN phase. Once we completed the creation of a School Vision and Mission Statement, we moved into focusing on key concepts such as differentiation and inclusion in order to develop hunches and deepen our learning. We also worked on embedding the concepts the First Peoples Principles of Learning as well as the concepts of Character Strong into our school as we believe in helping our students become responsible and proud citizens.

Our next steps are based around continuing our inquiry in relation to French Immersion, Literacy and Numeracy at a middle school level. As an admin team, we believe in a clarity of shared purpose with a collective understanding of where we are going as team of educators in order to support students and parents alike.

School Scan

How we will gather Evidence

2025/2026
Staff have spent the year focusing on Universal Design and developing learning tasks that are personalized, challenging and engaging. Each teacher set a personal goal and had the opportunity to reflect on their growth in teams and working groups. Staff also had the opportunity to share their learning with colleagues throughout the year. Evidence of their learning was documented through mind maps and self-reflections. KLO will also complete student scans and parent scans in June to gather important evidence regarding progress on its Student Learning Priorities.

2024/2025At KLO's opening staff meeting, our team was informed that KLO's Student Learning Priorities were going to be redeveloped. At the school level, this work will be led by the Administration, Department Heads, Curricular Leaders and KLO staff. The voices of students, parents and community partners will also be integral to our scan. The importance of bringing the voices of students, parents, community partners and staff was clearly articulated to staff, as this data must be what guides the direction of our school's Student Learning Priorities.
At KLO's September staff meeting, staff were given an online Google survey to complete. This survey was developed by KLO's Administration, Curricular Leaders and Department Heads. This same group also reviewed and analysed the results of this data. These results were then used to develop guiding question for a knowledge circle, which was part of our KLO Implementation Day.

The primary themes for areas of growth coming from our KLO staff scan:

- 1. Universal Design and Differentiation
- 2. Assessment and the triangulation of evidence to communicate student learning
- 3. Building an inclusive culture that honours diversity
- 4. Adolescent development and psychology to improve safety and culture
- 5. Middle school philosophy and pedagogy

These areas of focus were reviewed and discussed at our November staff meeting. Staff were also asked to rank these areas in the order of greatest interest, and need for students. As such, our staff scan has led us to the following priorities:

- 1. Universal design and differentiating instruction to meet the needs of all learners
- 2. Understanding adolescent development and psychology to improve safety and culture
- 3. Building an inclusive culture that honours diversity

Now, keeping these priorities in mind, staff developed question that could be used to scan our parent community. These questions were organized into themes by our Administration, Curricular Leaders and Department Heads. We also collected responses through a Gallery Walk format at our Celebration of Learning evening. Our leadership team, Curricular Leaders and Department Heads then teased out the themes from all of the parent data and responses. These themes were brought back to staff at a staff meeting to review and provide

Type of Student learning	Description	Trends and Patterns
Other	During Implementation Day, staff had the opportunity to share their thoughts by answering the following questions, which were developed from the staff survey: 1. What are your strengths and stretches when it comes to adapting curriculum to challenge each learner? 2. How do you assess student understanding of curricular competencies? 3. What strategies do you use to create an inclusive and equitable learning environment? 4. What do you do to create a psychologically / physically safe environment for students? 5. How is middle school instruction different and/or similar to elementary and high school instruction?	These are the three priority themes from KLO staff: 1. Universal design and differentiating instruction to meet the needs of all learners 2. Adolescent development and psychology to improve safety and culture 3. Building an inclusive culture that honours diversity
Other	Parent Electronic Survey - KLO staff developed parent survey to scan our parent community.	These are the three priority themes from KLO parents: 1. Connection, safety and belonging. 2. Communication about their child’s learning, strengths and stretches. 3. Learning: numeracy, literacy, careers, discovery
Empathy Interviews	One on one empathy interviews will be conducted with 150 to 200 KLO students.	These are the questions that will be used during empathy interviews with our students: 1. What’s your favourite thing about KLO? 2. What’s going well for you at KLO? 3. What’s your greatest challenge or frustration at KLO? 4. Can you think of two or more adults that have your back? How do you know? 5. What does being a KLO Cougar mean to you? 6. Are you okay with us following up with you next year?
Other	Staff Electronic Survey - KLO staff completed a Google survey. This survey was developed by KLO's Administration, Curricular Leaders and Department Heads. The results were then used to develop guiding question for a knowledge circle, which was part of our October Implementation Day.	These are the priority themes coming from KLO staff: 1. Universal Design and Differentiation 2. Assessment and the triangulation of evidence to communicate student learning 3. Building an inclusive culture that honours diversity 4. Adolescent development and psychology to improve safety and culture 5. Middle school philosophy and pedagogy
Student Learning Surveys	Nearly two-thirds of our school population gave feedback to our School Culture and Events survey	Positive results so far, data review is ongoing with our School Departments.
Pedagogical Documentation	Carousels of learning and pedagogical observation opportunities	Many educators in the school are keenly interested in better understanding inquiry frameworks for learning and emphasizing learner agency through their practice (mainly in the area of humanities and sciences).

Student Learning Priority 1

Focusing

▲ Patterns and Trends from the School Scan

After scanning our staff and parents last school year, we identified the following learning priority:

Academic Growth - Designing student-centered learning experiences that are personalized, challenging and engaging.

Teachers completed a self-reflection to demonstrate their learning and growth with regards to this learning priority.

▲ Student Learning Goal 1:

Academic Growth - Designing student-centered learning experiences that are personalized, challenging and engaging.

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

▲ Foundational Skills

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Quantitative	Student agency continues to rise at KLO.	Student engagement in Climate Action Ripple Effect Projects, Expo of Awesome and Leadership
Qualitative	All KLO teachers completed a self-reflection activity to demonstrate their growth and learning in this area.	Most teachers expressed a positive impact when focusing on designing lessons that are personalized, challenging and engaging. Teachers also recognize that UDL strategies benefit all learners in positive ways in the classroom.
Qualitative	Student engagement in math and literacy	Increased student engagement in math through high-quality learning tasks and collaborative problem solving. We also ran targeted literacy and math support groups to improve literacy and numeracy skills for a targeted group of learners.
Quantitative	Student agency continues to rise at KLO.	Increased participation and engagement with enrichment programs, Math challengers, school initiatives and agency through CARE Projects and work with the Learning and Innovation Team
Qualitative	See School Community Learning Plan Power Point - located in School Learning Story	from 2024/2026

School

KLO Middle School



School Community Student
Learning Plan



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Taking Action and Learning

Leading Professional Learning

Learning about and building a collective efficacy in staff meetings and curricular leader sessions for learner agency in our classroom environments.

School Level Strategies Structures

Teacher-Librarian collaborating with classroom teachers and supporting in classrooms to support the development of learner agency.



Taking Action and Learning (cont)

Classroom level Instructional Strategies

- Co-creating (with students) more student-centered learning opportunities.
- Provoking learners to allow them to develop their passions and interests within various themes, topics, and subject matter.

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	Amplifying student voice.

Resource Type	Resource Description	Estimated Budget
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Checking for Impact

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

Students immersed in cultures of agency are happier, and more engaged in the learning at a classroom level. As they are more involved with the learning, student become more reflective of their personal growth and expanding their metacognitive skill sets. These points are evident through our collective approach to defining and understanding 'student agency' and synthesized feedback from the triangulation of empathy interviews, observations and products with our learners and school community.

Recommendations for next steps for this School Student Learning Priority

- Continue growing a culture of agency through collaborative experiences with educators and learners.
- Continue to learn more about agency to engage students in their learning.
- Lead with Core Competency growth in our teaching practices.



Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan

After scanning our staff and parents last school year, we identified the following learning priority:

Belonging - Building an inclusive school culture that honours diversity and promotes a positive school community.

We will complete a student scan and parent scan by the end of June to gather evidence on this learning priority.

Student Learning Goal 2

Belonging - Promoting a developmentally responsive learning community that fosters well-being, safety and positive relationships.

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	School-wide student survey results.	Scan to be completed and compared to last year. Same students to be scanned in June for evidence of impact.
Qualitative	Having teacher leaders to collaborate with other teachers to support challenging conversations with learners around SR	Providing opportunity for our teachers to have a voice in these discussions and guide our school direction and vision as we move forward. Bringing these voices forward through SBT, Department Head and Curricular Leader meetings and staff meetings
Qualitative	Creating safe environments for all learners	Creation and implementation of Cultural Empathy groups, targeted ELL supports and interventions and peer-support groups to promote connection and belonging.
Qualitative	Learners generated a variety of ideas for how we continue to build belonging at KLO	By listening to the learners in each grade level, we are offering the opportunity for students to voice their ideas on how to move forward with the purpose of improving the school experience from a social, emotional and academic perspective.
Quantitative	Improved school culture and social responsibility	A greater emphasis on Social Responsibility through school messaging, announcements, culture boards and student leadership. Assemblies and leadership events have also contributed greatly to a more positive school culture.



Taking Action and Learning

Leading Professional Learning

Uncovering areas of focus for our school community through the learning of "Street Data" and applying "Spirals of Inquiry."

Engaging various curricular departments within the school to discuss the benefits of scanning and data collection to help us improve and expand the events we facilitate at KLO.

School Level Strategies Structures

Listening to our school community members and conducting empathy interviews with learners.

Co-designing scans to asking students about their school experience in an objective manner.

Taking Action and Learning (cont)

Classroom level Instructional Strategies

Our plan moving forward is to support classroom teachers in having challenging conversations with students about real-world issues that affect social responsibility in our school and outside communities.

Students and teachers are supported in conversations that highlight KLO culture and events that are positive for the school and where they see a need for change or review for the purpose of being more inclusive and fostering social responsibility.

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

District Strategic Plan - Priorities	Description
District Strategic Plan - Transformative Leadership	Creating networks of collaboration around educators supporting one another to provide opportunities of growth with social responsibility.

Resource Type	Resource Description	Estimated Budget
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Checking for Impact

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

An improved sense of Social Responsibility will help build a stronger culture that represents all students, including diverse learners. Our next steps are to have Social Responsibility and the growth of positive school culture at the forefront of our leadership events and structures, which are built by our leadership teachers and students.

Recommendations for next steps for this School Student Learning Priority

- School priorities include a focus on Social Responsibility, equity in learning, and understanding diversity.
- Scanning students regularly to assess growth in this area of priority.

School

KLO Middle School



School Community Student Learning Plan



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Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan

After scanning our staff and parents last school year, we identified the following learning priority:

Community - Celebrate KLO's diversity and strengthen our inclusive culture

We will complete a student scan and parent scan by the end of June to gather evidence on this learning priority.

Student Learning Goal 3

Community - Celebrate KLO's diversity and strengthen our inclusive culture

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	Carousels of Learning through staff meetings to show/model processes of inquiry skill building	Learning journeys, artifacts, discussions and sharing to promote a positive culture around learning and KLO's s Student Learning Priorities
Quantitative	Feedback and assessment loops demonstrate a more rapid growth of foundational skills	Cultures of inquiry offer a learning environment that is holistic, reflexive, reflective, experiential, and relational.
Qualitative	T-L networking and instructional leadership with individuals and small groups	Teacher-Librarian co-designing and co-creating inquiry learning experiences with teachers and students in classrooms.



Taking Action and Learning

Leading Professional Learning

A third of our teaching staff attended the Kaleidoscope of Inquiry Conference (Richmond) to develop understanding of inquiry practice and research behind benefits to learners.

We continued this learning at a Network of Inquiry and Indigenous Education conference to further our learning regarding inquiry frameworks and equity in education.

School Level Strategies Structures

- In-school network building facilitated by our teacher-librarian to share learning with other educators at KLO.
- Discussion, learning sessions and collaborative time with educators for the purpose of applying new inquiry learning to teaching practice.

Taking Action and Learning (cont)

▲Classroom level Instructional Strategies

Using inquiry structures and mindsets to create a culture of inquiry in the classroom through a range of activities and approaches to learning.

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	Amplifying learner power in co-creating experiences from their questions, passions, and interests.

Resource Type	Resource Description	Estimated Budget▲
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Checking for Impact

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

-Learning Carousels at our staff meetings have been very effective in generating curiosity and motivation for educators on staff to learn about and implement inquiry strategies into KLO teacher practice.

-Students' foundational skills are more developed than their counterparts in teacher-led spaces. Students are given more opportunities through inquiry processes to reflect on and share their learning, which promotes the growth of these foundational skills.

Recommendations for next steps for this School Student Learning Priority

-Continued scans of all learners to gauge growth in foundational skills

-Building collaborative inquiry networks into regular meeting structures in our school

School

KLO Middle School



Student Learning Priority 4



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Foundational Skills



Patterns and Trends from the School Scan



Student Learning Goal 4



School

KLO Middle School



Evidence of Impact for Priority 4



Central Okanagan
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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



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

Going into my second year at KLO Middle School, I am very proud of the work we are doing. This is the first year that we are able to anchor ourselves in the KLO ABC's (Academic Growth, Belonging and Community). Our team has worked hard to learn through staff meetings, learning groups, collaborative groups and the Learning and Innovation Team to improve pedagogy and support students with their academic growth across all levels and subjects. As the diversity of KLO continues to grow, our staff has also learned how to implement strategies, tools and technology to best support ELL learners in our school. KLO runs various clubs to meet students' needs and we also run Cultural Empathy groups to support students with learning about each other to help increase belonging at KLO. The KLO Community is going strong, and we continue to grow our Leadership, clubs, Discovery Day options, as well as our Theatre and Art programs. There are all kinds of amazing student-centered events through which students can engage and connect. We also host PAC BBQ's and held a well-attended Showcase of Learning evening this year. We continue to find more ways to bring our KLO families into the building to see, first hand, what is going on at KLO. We have done this through various band performances, drama productions and parent evening. Getting families into our building is always a great way to strengthen our community and connect with our KLO families.

Going into my second year at KLO Middle School, I am very proud of the work we are doing. This is the first year that we are able to anchor ourselves in the KLO ABC's (Academic Growth, Belonging and Community). Our team has worked hard to learn through staff meetings, learning groups, collaborative groups and the Learning and Innovation Team to improve pedagogy and support students with their academic growth accross all levels and subjects. As the diversity of KLO continues to grow, our staff has also learned how to implement strategies, tools and technology to best support ELL learners in our school. KLO runs various clubs to meet students' needs and we also run Cultural Empathy groups to support students with learning about each other to help increase belonging at KLO. The KLO Community is going strong, and we continue to grow our Leadership, clubs, Discovery Day options, as well as our Theatre and Art programs. There are all kinds of amazing student-centered events through which students can engage and connect. We also host PAC BBQ's and held a well-attended Showcase of Learning evening this year. Wwe continue to fin dmore ways to bring our KLO families into the building to see, first hand, what is going on at KLO. Getting families into our building is always a great way to strengthen our community and connect with our KLO families.

As my first year at KLO is coming to an end, I am proud of the work we have done. Our grade 7's are now experiencing a smoother transition to middle school through an integrated program that meets their unique needs. Our students are also experiencing more voice and choice in their learning, which drives student agency, engagement and success. Throughout the year, we have heard all voices from our learning community and our Student Learning Priorities and Mission are going to have these voices at the heart of the work we do in the years ahead. As our staff and students continue to learn and grow, our team is committed to making sure that each KLO Cougar is being challenged academically, feeling safe and knows that they are an integral piece of our KLO community.