



Central Okanagan
Public Schools

Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

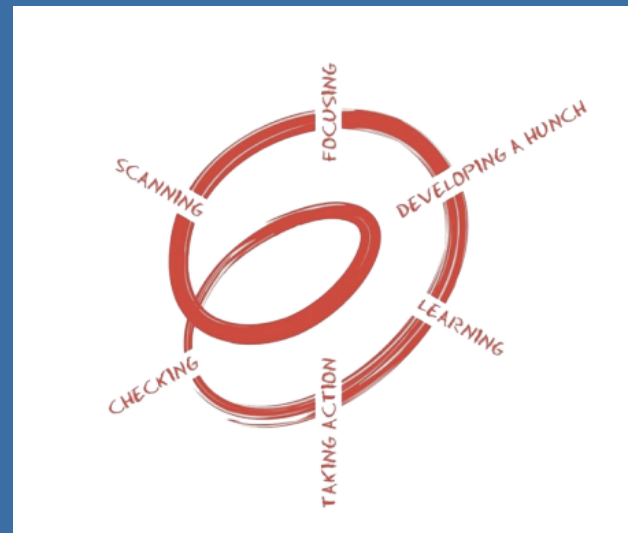
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

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 Lewis / KSS Art Students / Timothy Moore, Art Teacher
KSS Moral Project

Fostering Indigenous student success through the lens of equity



School Community Student Learning Plan



Central Okanagan
Public Schools
Together We Learn

School

Mar Jok Elementary

School Year

2025-2026

Principal

Brady Ibbetson

Vice Principal

Rita Miller



Student Population

390



ELL

5



Indigenous

28



Children in Care

0



SPED

25



School Level

Elementary School



Grades

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



School Based Teachers

22



Family of Schools

Westside Family of Schools



School Type

English



Administrators

2



School Based Support Staff

16



School Learning Story

Background

Mar Jok Elementary opened its brand new doors to students and teachers in September 2014. Named after a local Chinese Canadian pioneer, Jok Mar, the school has forged a unique and innovative culture based on inquiry and collaborative learning. Collective learning grounded in the principles and practices of formative assessment supports and ensures continuous learning and growth for each of our students.

Our building was designed as a flexible learning space to support the redesigned provincial curriculum. Since our opening we continue be guided by two overarching inquiry questions: Who ARE our students? What's going on for OUR learners? As Central Okanagan Public Schools moved towards documenting inquiry with authentic school-based evidence as the foundation of school improvement planning, Mar Jok Elementary staff embraced the Spirals of Inquiry as the natural progression of our learning community's work.

Our story is one of promoting and celebrating growth for all stakeholder groups in our learning community. Our learning culture is rooted in Assessment for Learning, collaboration, community, Learning in Depth, and Inquiry.



School Scan

How we will gather Evidence

We will use: ELP data - including PM benchmarks, student, staff and parent learning survey responses, Foundational skills assessment data, and MDI and EDI data. Teacher assessment and reporting data will be used.

Type of Student learning	Description	Trends and Patterns
Student Achievement Data	Use of data from FSA's and Ed Plan Insight	There is an increase in the number of learners not meeting grade level targets for reading, writing and numeracy.
Other	Responses to parents survey: <ul style="list-style-type: none"> • What are your hopes for your child and their learning? • Where would you like to see your child grow as a learner? 	Parents desire for their children to enjoy school, and to grow academically and socially.
Empathy Interviews	All teachers and administration held conversations with students.	Here are our guiding questions. <ul style="list-style-type: none"> • When do you feel you are doing your best learning? • What does it mean to be a Writer? Mathematician? How do you see yourself as a Writer? Mathematician? • How do you take responsibility for your own learning? <p>Our students were able to articulate when and how they do their best learning. The were able to express what it means to be a writer and mathematician. They provided many examples of how they take responsibility for their own learning.</p>



Student Learning Priority 1

Focusing

Patterns and Trends from the School Scan



There was an affirming trend within the results of our scan of students being able to articulate who they are as a learner and how they learn best. There is a trend around the diverse response on how students learn best between collaboration, learning by themselves, working in quiet spaces and more busy environments. Children saw themselves increasingly as mathematicians as they moved into older grades.

Student Learning Goal 1:



With assessment for learning at the core, our learners will develop foundational literacy skills and curricular competencies to ensure strong student achievement and deep learning inspired by local indigenous ways of knowing.

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
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Qualitative	Teacher observations and notes. Student evidence of learning.	Teachers monitor and track the progress of all learners in our school. Writing samples are assessed each month.
Quantitative	Ed plan insight, ELP and PM benchmarks, student learning summary data	Every learner is reviewed collectively in our school numerous times throughout the year by staff during class reviews, term summaries, bi-monthly non-enrolling meetings and SBT meetings.



Taking Action and Learning

Leading Professional Learning

We will deepen our understanding of a variety of strategies to responsively and intentionally support each learner with developing strong literacy skills.

School Level Strategies Structures

Further our learning of the reading and writing powers with Adrienne Gear to deepen student thinking power. A consideration for grade level collaborative marking of writing to look for trends and to discuss next steps.



Taking Action and Learning (cont)

Classroom level Instructional Strategies

Some grade level teams have engaged in a book study using the books: Shifting the balance or Letter Lessons and First Words. Some classes have engaged with the Heggerty program to teach phonological awareness and some classes are using the UFLI program to teach phonics. Our entire teaching staff will be working through Powerful Writing Structures - Adrienne Gear and participating in professional learning with Adrienne over 3 staff meetings and Implementation Day.

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	<p>Intentional Design of Learning</p> <ul style="list-style-type: none"> • Reflect the belief that each learner is capable, competent, and full of curiosity. • Empower each learner and co-create experiences from their questions, passions, and interests. • 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 of each learner's competencies.
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Resource Type	Resource Description	Estimated Budget
Learning Resource	Books	5000
Professional Learning	Lunch and Learns with Adrienne Gear	1000



Checking for Impact

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

Most of our learners see themselves as readers and writers.

We have noticed that printing (fine motor skills) and our number of students who are emerging has increased. We will continue to explore methods to support our emerging learners in literacy.

Recommendations for next steps for this School Student Learning Priority

We will continue to learn more about pedagogy to support our emerging learners in their literacy development. We will be exploring changes to our routines and structures as well as methods and materials used in direct instruction.

Some grade level teams have engaged in a book study using the books: Shifting the balance or Letter Lessons and First Words. Some classes have engaged with the Heggerty program to teach phonological awareness and some classes are using the UFLI program to teach phonics.

We will be revisiting the RTI framework and its recommendations for specific instruction at each Tier.



Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan

There was an affirming trend within the results of our scan of students being able to articulate who they are as a learner and how they learn best. There is a trend around the diverse response on how students learn best between collaboration, learning by themselves, working in quiet spaces and more busy environments. Children saw themselves as writers.

Student Learning Goal 2

With assessment for learning at the core, our learners will develop foundational numeracy skills and curricular competencies to ensure strong student achievement and deep learning inspired by local indigenous ways of knowing.

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

Foundational_Skills

Literacy
Numeracy



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Qualitative	Teacher observations and notes. Student evidence of learning.	Teachers monitor and track the progress of all learners in our school.
Quantitative	FSA, student learning summary data	Every learner is reviewed collectively in our school numerous times throughout the year by staff during class reviews, term summaries, bi-monthly non-enrolling meetings and SBT meetings.

School

Mar Jok Elementary 

School Community Student Learning Plan



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Taking Action and Learning

Leading Professional Learning

We will deepen our understanding of strategies to best support all learners with developing strong numeracy skills.

School Level Strategies Structures

Further our learning of current numeracy strategies to develop both foundational numeracy skills and problem solving and reasoning skills. Develop a deeper understanding of current assessment practices across and within grade level teams.



Taking Action and Learning (cont)

Classroom level Instructional Strategies

Some grade level teams have engaged in book studies. Some teachers have been learning about counting collections, others have been involved in the district numeracy network and others have been bolstering our manipulatives and loose part collections.

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	Intentional Design of Learning <ul style="list-style-type: none"> • Reflect the belief that each learner is capable, competent, and full of curiosity. • Empower each learner and co-create experiences from their questions, passions, and interests. • 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 of each learner's competencies.
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Resource Type

Resource Description

Estimated Budget

Professional Learning	Math resources and pedagogy presentations and purchase of supplies	2000
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Checking for Impact

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

Our learners enjoy math and many see themselves as mathematicians. Some students require support in building procedural fluency from conceptual understanding as well as reasoning and problem solving.

Recommendations for next steps for this School Student Learning Priority

We will continue to establish mathematics goals to implement equitable mathematics instruction. We will continue to explore and deepen our learning about the core set of teaching practices for advancing equitable mathematics instruction as outlined by the National Council of Teachers of Mathematics.

We will align our beliefs and practices throughout our school and lean into the First Peoples Principles of Learning throughout our journey. Authentic indigenization in numeracy will be explored.



Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan

Staff and students expressed a desire to further develop social awareness and responsibility.

Student Learning Goal 3

Our learners will demonstrate development of the social awareness and responsibility core competencies inspired by local Indigenous ways of knowing.

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
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Quantitative	Numbers of social emotional SBT referrals and tracking of discipline referrals and incidents. Referrals to counsellor.	All students are observed, supported and provided the resources and time to meet their specific needs.
Quantitative	Staff observations and documentation.	All students are observed, supported and provided the resources and time to meet their specific needs.



Taking Action and Learning

Leading Professional Learning

We continue to decolonize our practice and indigenize the curriculum.

School Level Strategies Structures

We have had a knowledge keeper and elder in training facilitate 3 staff meetings. (Anona Kampe)

We have partnered with UBCO and Indigenize as a learning community participating in SSHRC research. We have hosted 4 lunch conversations with UBCO Elders and staff, and ILT members. We are looking to develop common language to support independent and effective problem solving within the students.



Taking Action and Learning (cont)

Classroom level Instructional Strategies

An Elder has visited every classroom to share the story of the Four Food Chiefs. Teachers are embedding Indigenous ways of knowing. We are having an Elder in Residence to support our learning this year.

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

Intentional Design of Learning

- Reflect the belief that each learner is capable, competent, and full of curiosity.
- Empower each learner and co-create experiences from their questions, passions, and interests.
- 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 of each learner's competencies.

Equity in Action Agreement - Learning Environment (School Culture) Ensure Indigenous world views are incorporated into classrooms and embedded into school culture. Create understati students through authentic indigenous presence.

Resource Type

Resource Description

Estimated Budget

Staffing, Supplies

Indigenous Ed Presentations

1000



Checking for Impact

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

We have seen a decline in students' willingness and skills to display social awareness and responsibility core competencies. We want to see children advocate for themselves and peers.

Recommendations for next steps for this School Student Learning Priority

We want to support children in taking responsibility for their actions and develop independent problem-solving skills. We want to develop a common language around problem solving and 'size of the problem".

School

Mar Jok Elementary 

Student Learning Priority 4



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Foundational Skills

Patterns and Trends from the School Scan

Student Learning Goal 4

School

Mar Jok Elementary



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



School

Mar Jok Elementary 

Checking for Impact for Priority 4



**Central Okanagan
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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**

We are continuing with the same goals, strategies and measuring tools as we move into the third year of our revised school student learning priorities. We have changed the primary focus from numeracy to literacy with a focus on writing. We will be allocating most of our learning time during staff meetings and implementation day to the development of foundational literacy skills with a focus on writing, and curricular competencies to ensure strong student achievement and deep learning inspired by local indigenous ways of knowing.

We are continuing with the same goals, strategies and measuring tools as we move into the second year of our revised school student learning priorities. We will continue to place the primary focus on the numeracy priority, allocating most of our learning time during staff meetings and implementation day to the development of foundational numeracy skills and curricular competencies to ensure strong student achievement and deep learning inspired by local indigenous ways of knowing.