Central Okanagan Public Schools
Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

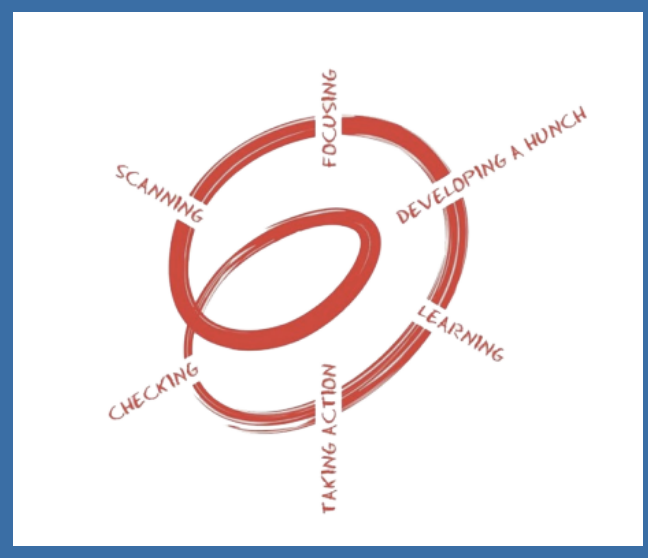
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

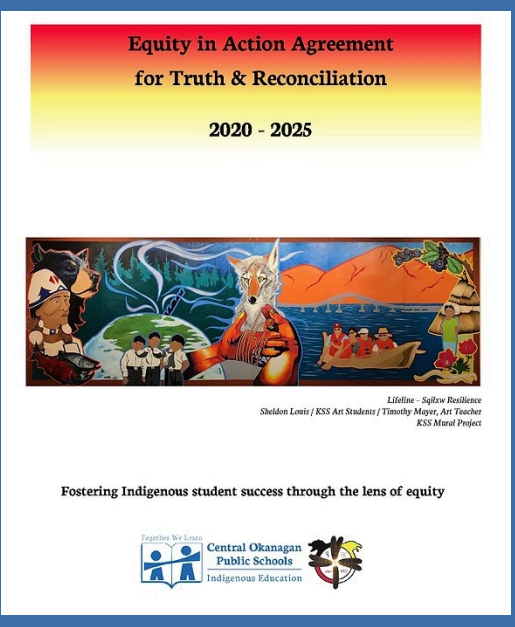
Overarching Goal:

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

Lifeline - Sqitsw Resilience
Sheldon Louis / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mural Project

Fostering Indigenous student success through the lens of equity

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Central Okanagan Public Schools
Indigenous Education

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School

All

School Year

2025-2026

Principal

John Morrone

Vice Principal

Marlo Konneke

Student Population
435

Children in Care
0

ELL
28

SPED
42

Indigenous
45

School Level
Elementary School

School Type
English

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

Administrators
2

School Based Teachers
28

School Based Support Staff
3

Family of Schools
Mission\Lake Country Family of Schools

School

All

School Community Student Learning Plan

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School Learning Story

Background

Our Learning Journey

Staff at Davidson Road Elementary continue to make progress to improve student learning in three identified priority areas which include numeracy, literacy and social emotional learning. As we learn together and gained greater clarity about our common, shared vision for the learning we aspire for, it became clear to us that foundational skills are essential, while the broader, overarching goal needs to be the development of learner agency. This broad goal has become our primary focus for 2025/26. We know that students need to perceive themselves as the authors of their learning. They need to be active participants in what they learn, and equally as active in the assessment of their learning. This includes reflecting, setting goals and communicating their learning to others. All these practices live within the curriculum that teachers design for each day. It happens in Mathematics, English Language Arts, and across all disciplines.

Our professional learning is guided by the work of Shane Safir and her agency framework (efficacy, mastery, belonging and identity). Staff have learned about each element of the model, and they are designing learning with those intentions in mind.

Our History

Davidson Road is a K-5 elementary school located in the heart of Lake Country, British Columbia. Home to approximately 440 students, we are a school that has a strong and equal focus on the academics, the arts, and sport. A rich and diverse student body populates the Davidson Road community and many of our students possess a wide range of interests and abilities.

Construction of Davidson Road Elementary began in 1983, and was completed in 1984. Because of the topography of the seven acre property, a unique design was adopted, and to provide a level playground area, the two-story building was set against a bank. There were six classrooms, a kindergarten room, a gym, a library and auxiliary areas. Two portables were needed in the very first year as there were 215 pupils registered and 14 staff. In 2000, a 8,000 square foot addition to Davidson Road Elementary School was completed. This included nine additional classrooms and new washrooms.

Davidson Road has a dedicated staff who offer many opportunities for our students' growth. Along with the many learning experiences that occur inside the classroom, the staff also allow opportunities for multiple extra-curricular activities as a result of their dedication volunteerism, and expertise.

The school also has a supportive community of parents. Our PAC members, who support the school in a variety of ways, dedicate a great deal of time to provide our students and our school with opportunities. Whether it be through the purchasing of technology, supporting literacy/numeracy, helping with field trips, or coordinating our hot lunch program, Davidson Road is a better place because of the strong involvement of our parents.

School

All

School Community Student Learning Plan

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School Scan

How we will gather Evidence

Staff at Davidson Road are in the third year of our inquiry work, and as we continue to dive deeper into our learning about student agency, we recognize the need to revisit our scan to recalibrate our work together. This will be part of our work in the upcoming 2026/27 school year.

The following data reflects the scan information that previously informed our original inquiry questions. That included a wide variety of student achievement data, empathy interview themes, and social emotional wellbeing indices.

Type of Student learning	Description	Trends and Patterns
Empathy Interviews	The former principal and vice principal of DRE visited HS Grenda Middle School to have empathy interviews with former DRE students with the purpose of learning more about their experience transitioning from elementary to middle school.	Two key questions asked of former DRE students. What do you want DRE students to know about middle school? - Middle school is a lot different than elementary school, but it’s not as overwhelming as you might think - Lockers, the bathroom, peer pressure, and girl drama can be tricky - Be sure to be kind and polite - We reflect about our learning all the time - When you do group work, you can’t hide from your responsibilities How can the DRE staff support their students with the transition to middle school? - Consider teaching in community (or with a partner) - Challenge students with their learning - Especially writing and math - Provide opportunities for students to collaborate - Mix up the students when designing collaboration
Other	Middle-Years Development Instrument (MDI). In February 2026, Davidson Road Grade 5 students participated in the Middle-Years Development Instrument (MDI) survey. The survey is an anonymous self-report questionnaire about students' thoughts, feelings, and experiences at school and in the community. The MDI provides schools with the voices of our students as we strive to improve their learning experience at school. The Davidson Road staff has looked at the last three years' results of this survey to help determine our students social emotional needs as well as actionable next steps.	The following grade 5 students reported the presence of a social emotional well-being asset (the school district average is shared in brackets). - 74% of students report having strong adult relationships (SD23=82%) - 93% of students report participation in afterschool activities (SD23=89%) - 83% of students report having strong peer relationships (SD23=80%) - 57% of students report regularly eating meals with adults in their families and having a good night's sleep (64%)
Student Achievement Data	New Writing Progressions assess students' writing skills, where they need to go, and how best to get them there. The assessment is done with Grade 4-9 students.	The following demographics are meeting to exceeding expectations on the year-end SWW: - 68% of all students - 85% of female students - 53% of male students - 76% of Indigenous students - 57% of ELL students - 34% of special needs students
Student Achievement Data	PM Benchmark Reading Assessment. The emphasis of this assessment is to ensure that students are understanding the texts that they read through the processes of decoding,	The following demographics are Developing to Proficient in the PM Benchmark: - 80% of all students (82% of females and 76% of males)

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Student Learning Priority 1

Focusing

Patterns and Trends from the School Scan

We can note that:
- 65% of DRE students are proficient or extending on their learning update which is above the district average
- 69% of Grade 4 students in the 2025-26 school year are On Track in their Numeracy achievement as assessed by the FSA (up from 61% in 2024/25)
- Indicators of numeracy development remain primarily classroom-based. This included mostly teacher observation, collection of classroom products and teacher-student conversations. The introduction of district-wide numeracy assessments have also become a helpful tool for staff to determine student learning proficiency and all staff have chosen to trial the draft assessments this year.

Student Learning Goal 1:

Numeracy. How do we create the conditions for learner agency so that students develop a deeper understanding of numeracy?

Connections to BC Curriculum and our Central Okanagan Public Schools Strategic Plan

Foundational Skills

Numeracy

School

All

School Community Student Learning Plan

Central Okanagan Public Schools
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Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Qualitative	We will need to monitor our ability to create the condition for learner agency by scanning students and teachers about: - have we established a classroom culture of inquiry and creativity? - have we created the conditions for learner engagement? - are we communicating learning targets? - have we made time for feedback? - are teacher empowered to flex their agency in the classroom?	We will need to identify our Indigenous and special needs students. We should scan teachers and students of differing grade levels as well.
Qualitative	Staff co-created lists of indicators based on the model: "Looks like", "Sounds like" and "Feels like"	Helping staff revisit these indicators will be necessary, as we will also need to be intentional about gathering this data.
Qualitative	Scan our students with these questions: - What has learning math at school been like for you so far? - Do your friends like math? - What is something that a teacher can do for you so that you can be at your best for math? - Can you name two adults in the building who care for you and believe that you will be a success?	As we plan and organize our scan, we will need to be sure to have learning conversations with a broad representation of our learners including Indigenous students as well students with special needs.
Quantitative	Mathematics mark on students' learning updates	As we analyze students' mathematics scores, we will need to identify our Indigenous and special needs students. We also should note student achievement based on gender.
Quantitative	Grade 4 FSA results. We will note the number of students who are On Track and Exceeding Expectations.	As we analyze students' FSA scores, we will need to identify our Indigenous and special needs students. We also should note student achievement based on gender.

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Taking Action and Learning

Leading Professional Learning

- Our school Community of Practice Team has engaged in collaborative learning all year. This included a learning series with Shane Safir. From there, staff developed planning templates for teaching units that specifically correlate to the 4 aspects of Safir's agency model.

- During our October 2025 Implementation Day, staff developed a common understanding of learner agency using the model developed by Shane Safir and Jamila Dugan.

- All staff participated in collaborative inquiries during embedded collaborative time. Small groups work together to design a variety of teaching materials, including numeracy tasks.

School Level Strategies Structures

- Staff participation in our Community of Practice - those staff members also facilitated learning during staff meetings and learning sessions
- Staff meeting learning series
- Teacher collaboration time with administrator involvement

School

All

School Community Student Learning Plan

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Together We Learn

Taking Action and Learning (cont)

Classroom level Instructional Strategies

- we have invested in white boards and "Wipe Sheets" so that students can collaborate together on numeracy tasks and make their thinking visible to others.
- we have purchased math manipulatives to help students show their learning in more than one way.
- we have purchased the book Mathematics Tasks for the Thinking Classroom, Grades K-5 by Peter Liljedahl to help teachers develop numeracy task for students.
- Use of math manipulatives to help students learn key concepts in a way that is impactful and long lasting

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	
Equity in Action Agreement - Pedagogical Core	

Resource Type	Resource Description	Estimated Budget
Learning Resource	Math Manipulatives	200
Learning Resource	Mathematics Tasks for the Thinking Classroom, Grades K-5 by Peter Liljedahl	200
Other	White Boards and Wipe Sheets	1200

School

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School Community Student Learning Plan

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Checking for Impact

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

Staff continue to explore instructional practices to strengthen student numeracy development. Many teachers are implementing strategies that encourage greater collaboration and communication skills, including vertical math tasks. Some students can describe how these strategies have improved their numeracy skills and feelings about math; however, implementation of common strategies across classrooms remains disparate. Some groups of teachers are aligned in their instructional approach, but consistency between grades remains an area for further development. Further, the broader concept of "agency" remains a work in progress. Staff have been intentional about designing learning with more voice and choice for learners, but we are not yet able to clearly articulate how numeracy learning reflects the agency framework staff have been learning about (Safir & Duggan).

Staff have appreciated the opportunity to trial the new district numeracy assessment tools. Many teachers collaborated to adapt the tools for use within their own classrooms and in response to feedback from learners.

Recommendations for next steps for this School Student Learning Priority

The Community of Practice group has proven to be a successful strategy to support professional learning. We intend to continue to invite teachers to join the group from across grade levels. It has supported the development of a common vision and alignment of classrooms practices.

We also intend to continue with the Spiral of Inquiry as a framework for our professional learning. This framework asks us to revisit the needs of learners regularly, to learn together, and to try new practices and assess their efficacy. We hope to encourage staff to spend more time observing others in the building and at other schools, so we can learn from one another, and receive feedback. A critical aspect of the Spirals model and a fundamental element of agency is the collection and reflection on authentic student voice. It is important that we find more genuine opportunities to gather the voices of our learners, so we can be more responsive to their needs.

The introduction of district numeracy assessments has offered the opportunity to bring staff together around a common learning goal. The second year of implementation will provide more opportunity to consider the impact and responsive instructional practices.

School

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Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan

- there continues to be disparity between male and female proficency rates as measured by the PM Benchmarks (male students (76%) are developing too proficient compared to 82% of females)
- fewer Indigenous students (62%) are developing to proficient on the PM Benchmark than all students (80%)
- fewer male students are meeting to exceeding expectations on the year-end SWW (53%) than of female students (85%)
- More Indigenous students are developing to extending on the SWW (76%) than all students (67%)
- 65% of Grade 4 students in the 2025-26 school year are On Track in their Literacy achievement as assessed by the FSA.

Student Learning Goal 2

Literacy. How can we create the conditions for learner agency so that our students can read and write with increased complexity and depth?

Connections to BC Curriculum and our Central Okanagan Public Schools Strategic Plan

Foundational_Skills

Literacy
Numeracy

School

All

School Community Student Learning Plan

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Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Qualitative	We will need to monitor our ability to create the condition for learner agency by scanning students and teachers about: - have we established a classroom culture of inquiry and creativity? - have we created the conditions for learner engagement? - are we communicating learning targets? - have we made time for feedback? - are teacher empowered to flex their agency in the classroom?	We will need to identify our Indigenous and special needs students. We should scan teachers and students of differing grade levels as well.
Quantitative	School Wide Write - Writing	Our Indigenous students currently are performing better than the rest of our student population. We will continue to monitor this aspect. We also will monitor the results of our male students who are scoring below our female students on the SWW.
Quantitative	PM Benchmark - Reading	How can we support the achievement of our Indigenous and male learners who are reading at PM levels below other students?
Quantitative	Grade 4 FSA results. We will note the number of students who are On Track and Exceeding Expectations.	As we analyze students' FSA scores, we will need to identify our Indigenous and special needs students. We also should note student achievement based on gender.

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School Community Student Learning Plan

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Taking Action and Learning

Leading Professional Learning

- A number of our teachers have focused learning on the recent work of Matt Glover (How to Become a Better Writing Teacher). This includes Professional Learning Plans as well as collaborative inquiries.

- UFLI lessons are commonly used to support phonics instruction in primary grade classrooms

- Staff have come together to participate in a webinar series hosted by Adriene Gear on "Effective Reading Instruction" & poetry

- Three of our lead teachers, Holly Langlois, Ashlee Spinks, and Lisa Marshall, continue to work closely with the LLT and Early Learning Team to network with other schools around best practices around writing. These three teachers have hosted educators from various schools to share their professional practice using "Loose Parts" and story workshop. These materials give children the space to play, be inventive and promote creative thinking and problem solving. They can be combined, taken apart, redesigned, and placed together in multiple ways. They help to create language rich interactions that develop vocabulary and conversation. Our teachers have used these materials (which allow children to create their own games, narratives, and talk about their experiences) as part of "Story Workshop" and as a means for children to retell and create meaning from what they have read or heard.

- Members of the Early Learning Team have been working with our new teachers to help them learn how to complete the Early Learning Profile with their students.

School Level Strategies Structures

- Hosting our inaugural DRE Fireside Family Literacy Event; including the storytelling by a local elder from the Okanagan Indian Band
- Access to decodable & good fit reading sources
- Use of Early Learning Profile to identify students in need of support as well as to guide instruction
- Intensive reading support for struggling readers available through the learning lab
- Morning reading program for struggling readers
-Targeted ELL support

School

All

School Community Student Learning Plan

Central Okanagan Public Schools

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Taking Action and Learning (cont)

Classroom level Instructional Strategies

- Use of phonemic awareness resources such as UFLI and Heggerty
- Pedagogical documentation – making student thinking visible
- Loose parts activities & provocation tables
- Daily oral reading opportunities
- Weave Indigenous ways of knowing and doing into numeracy and literacy activities

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

District Strategic Plan - Priorities	Description
Equity in Action Agreement - Pedagogical Core	
District Strategic Plan - Equity & Excellence in Learning	

Resource Type	Resource Description	Estimated Budget
Learning Resource	new materials for loose parts bins	500
Learning Resource	new reading resources	2000
Learning Resource	new writing resources	5000
Professional Learning	UIFLI Foundations Manual	1000

School

All

School Community Student Learning Plan

Central Okanagan Public Schools
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Checking for Impact

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

Literacy development remains a priority across grades, and staff feel confident to continue this work using a mixed pedagogies such as UFLI and thinking routines to deepen comprehension. Early primary classes have made growth according to the data reflected in the Early Learning Profile; however, we recognize the need to provide more targeted reading/writing interventions for groups of learners who have not demonstrated the growth we would expect and hoped for.

Recommendations for next steps for this School Student Learning Priority

- Students benefit from small group instructional strategies that are targeted to their individual needs, so strategies like the Daily 5 are helpful ways to reorganize learners. To better facilitate that, we would like to leverage the support of our teacher librarian in more intentional ways to support early literacy instruction.

- The new writing continuum offers a new way to analyze student writing. It would be helpful to engage learners more actively in the self and peer assessment processes using the continuum so they can better understand areas of strength and areas for further improvement. This self-awareness is an important aspect of our intentions to promote student agency, and by using tools like the writing continuum, we can help students to develop those skills and understanding.

- Continue to invest in materials for "loose parts" for our Story Workshop Bins in order help students to create deeper and more complex writing compositions.

- Continue to invest in updated leveled-reader and decodable books so that all our students have quality reading material which is accessible to them at their learning level.

School

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School Community Student Learning Plan

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Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan

MDI Results:
-students indicating positive adult relationships is consistent the district average (80% at DRE compared to 81% in SD23)
- students reporting a high level of optimism (49%) and absence of sadness (63%)
- students reporting of short-term self-regulation is 43%, slightly below the district average of 42%

Student Learning Goal 3

Social Emotional Learning. How can we develop our students' self awareness, self-regulation, and willingness to take risks so that they view themselves as fearless learners who are able to contribute to a positive school culture?

Connections to BC Curriculum and our Central Okanagan Public Schools Strategic Plan

Foundational Skills

School

All

School Community Student Learning Plan

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Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Qualitative	Empathy Interviews following the framework of the "four key questions." - Can you name two adults at DRE who believe in you? - What are you learning about? - How do you learn best? - What is the most important thing that you want us to know about your experience at DRE?	We will need to be sure that we include Indigenous students as well as students of special needs in our results.
Quantitative	MDI results. Key indicators might include: - percentage of students who say that they have strong peer relationships - percentage of students who have high levels of optimism and absence of sadness - percentage of students who report having high short and long-term self-regulation.	The MDI currently does not report results based on Indigenous learners.

School

All

School Community Student Learning Plan

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Taking Action and Learning

Leading Professional Learning

- Some staff chose to participate in using an online resource called Open Parachute to explicitly teacher SEL skills.

- Embedded teacher collaboration time with administrative participation.

- Staff continue to explore common strategies to help students reflect on their self-regulation and self awareness. The Zones of Regulation is a common instructional framework in many classes.

- Gratitude and acknowledgement structures continue to nurture a caring and respectful school environment.

- Staff continue to learn about Syilx culture, and we are using this understanding to support the development of SEL competencies with students. Some of this learning included storytelling by an Syilx Knowledge Keeper, Anona Kampe. Anona came to our school and shared the story of the Four Food Chiefs with each class and teacher.

School Level Strategies Structures

- Four Food Chiefs student recognition - Staff recognize the qualities and competencies of students as they reflect each of the Four Food Chiefs, and they present students with a recognition note to be displayed on the central bulletin board at the entrance of the school.

- Implementation of staggered lunch break to support greater student safety and access to playground equipment. Initial feedback from students was overwhelmingly positive, with students reporting less conflict and a calmer playing experience.

- DRE staff run numerous clubs throughout the school year to help students develop a stronger sense of belonging. Clubs include sports, board games, and robotics to name a few.

- Our parent community has been an integral part of helping us co-create a positive school culture. Through the PAC, they have help organize "Break the Rules" Day and Movie Nights as well as other events which promote school unity and culture.

- Our staff have organized events which have helped promote positive school culture by bringing us together. These include our Winter Concert Series and multiple DRE Spirit Days.

- As part of our Caring Communities work, the "12 Days of Christmas" fundraiser raises hundreds of pounds of food for our local food bank.

- DRE hosts a Truth and Reconciliation Week. This week is and opportunity to acknowledge the history of residential schools in Canada and honour the survivors, their families, and the communities that experience ongoing intergenerational trauma. Learning happened through whole school and classroom-based activities.

- Integrated support including: Counsellor, Inclusion Teacher, ARC clinician, Indigenous advocate, RCMP Liaison Officer

School

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School Community Student Learning Plan

Central Okanagan Public Schools

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Taking Action and Learning (cont)

Classroom level Instructional Strategies

- Teaching students about kindness and how to be a good friend
- Teaching students how to identify and recognize bullying
- Opportunity to reflect on how we can support Truth and Reconciliation
- Sharing and gratitude circles

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 - Pedagogical Core	

Resource Type	Resource Description	Estimated Budget
Other	These school culture activities have been community or PAC funded, and thus, haven't impacted the school budget.	

School

All

School Community Student Learning Plan

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Checking for Impact

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

After reflection on the evidence, we identified our inquiry question for this learning priority as "How can we develop our students' self awareness, self-regulation, and willingness to take risks so that they view themselves as fearless learners who are able to contribute to a positive school culture?"

We have found it to be easier to gather evidence of school climate for students, but the evidence to reflect growth in student self-awareness and self-regulation has been more difficult to identify. This will need to require more of our attention.

Recommendations for next steps for this School Student Learning Priority

- Continued learning about social emotional learning instructional strategies is important. Getting more clarity on what we mean by self-awareness and self-regulation is also necessary. This work may be informed by research and instructional frameworks for SEL, such as the work by CASEL (Collaborative for Academic, Social, and Emotional Learning)
- Continue to provide students with opportunities to contribute to their school community (ie, 12 Days of Christmas Food Bank Fundraiser, Kiss-and-Drop volunteers, Buddies Program)
- Continue to learn, reflect, and learn about students who attended Residential Schools and ways it continues to affect Indigenous Peoples in Canada.
- Continue to provide opportunities for students to solve real-world problems (ie, Entrepreneur Fair).
- Continue to work with parents and families to bring events to DRE which contribute to a positive school culture (ie, movie nights, winter caroling, break the rules day).

School

All

Student Learning Priority 4

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Foundational Skills

Patterns and Trends from the School Scan

Student Learning Goal 4

School

All

Evidence of Impact for Priority 4

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Type of Evidence	Short Description	Consideration of Equality Inclusion

School

All

Taking Action and Learning for Priority 4

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Leading Professional Learning

School Level Strategies Structures

Classroom level Instructional Strategies

District Strategic Plan - Priorities	Description

Resource Type	Resource Description	Estimated Budget

School

All

Checking for Impact for Priority 4

Central Okanagan Public Schools

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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

School

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Plan Reflection

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Principal Reflection

Our school is a learning community. Students are at the heart of the learning we design, and all adults in the community are also active learners. This includes staff and families. We learn together in a variety of ways, including in classrooms, across grades and alongside families in their homes. As a learning community, we strive to always remain curious, to seek to understand and to be responsive to the needs of our learners. Further, we are informed by ongoing research and the ever-changing global community within which we live. The past several years of learning have focused on important foundational skills (numeracy, literacy and social emotional learning). These skills remain at the core of what we do each day, and yet, we continue to see a need to broaden our scope. The world we are preparing kids for is changing, and it is imperative that we respond by adjusting our learning practices. That broader lens in all about the development of learner agency.

Staff at Davidson Road have done a lot of learning together about learner agency. Shane Safir offers us a model of learner agency with four interrelated aspects: identity and belonging (foundational conditions for learning) and inquiry and efficacy. Staff at Davidson Road has spent a considerable amount of time getting clear on what this looks like in practice, and how to design learning with those four aspects in mind. Cale Birk's Observable Impact Model also offers us tools to get more granular about the learning we hope to see for our students. We know that when the target is clear, we are more likely to get there, so much of our time and energy this year was spent clarifying the observable impact of learner agency.

We also shifted some structures at Davidson Road Elementary to help us target some key objectives. With some strategic reorganization of our prep schedule, we were able to create blocks of uninterrupted learning time so teachers could focus on primary literacy goals. Alongside that, we enlisted the support of our teacher-librarian, our learning assistance teacher, and our vice principal to push-in support to those primary classrooms in a responsive way during those morning literacy blocks. Different groups and classes were targeted based on assessment data. In addition, we were able to create opportunities for embedded teacher collaboration time. The administrative team was able to join a small group of teachers on a rotational basis to co-learn about some district and school initiatives such as the draft numeracy assessments. As the year progressed, staff were facilitated through a collaborative inquiry process, where groups of teachers identified common professional learning inquiries. Those inquiries were action-oriented, with strategies implemented in classes, and time was provided for feedback and reflection. As we work to develop learner agency, we were intentional about helping to foster a greater sense of teacher agency by supporting structures like the collaborative inquiry process.

We will continue to support students to thrive as they develop their foundational skills and the competencies we know will serve them well into the future. As we conclude this school year, we are grateful for the tremendous effort of staff and students, as we look forward to diving deeper into our learning about student agency in the upcoming school year.

DRE staff narrowed the focus of our work in 2023-24 on our numeracy learning priority. We focused our efforts through the inquiry question, "How can we create the conditions for learner agency so that students develop a deep understanding of numeracy." Work was still being done on our other priorities, however, we made a conscious effort to shine a spot light on numeracy through the lens of learner agency at every opportunity. For example, during our staff meetings and implementation days, the staff designed professional learning to understand the differences between numeracy and mathematics. We also learned how to design quality numeracy tasks, and we also completed some of these tasks ourselves in order to give us an immersive experience from a student's perspective. As staff became more comfortable with their numeracy pedagogy, a number of them stepped up to lead portions of staff meetings so that they could share their work. We were very conscious about ensuring we were designing learning to amplify student voice and agency. Soon, we had students working collaboratively together and experiencing deeper learning. As one parent visitor to a classroom doing numeracy mentioned, "The students window shopped to get ideas from each other. When I went to school you covered your work so others couldn’t see, and not only for Math. Here, one person has the pen, one erases, talks to each other, and collaborates.”

Including families in meaningful conversations about learning has been another powerful aspect of DRE's SCSLP this year. We started by asking the question "How can DRE engage families as we identify and work towards our school learning priorities?" We went about extending an open invitation to families to join us during the school day for a conversation and immersive experience of learning at DRE. During the conversation, we were able to share the work being done in our five-year plan as well as the evidence that has brought us to this point. Then, we asked families about their hopes and dreams for their children at school. Overwhelmingly, families said that they wanted their children to be happy at school. They also shared that they wanted their children to be curious and "never stop learning." Families with special needs children indicated that it was important to them that their children received an equitable and inclusive learning experience at school. We also invited the families to join a class and "be a learner" alongside other DRE students. Following the experience, families shared that the activities happening in the classes promoted creativity, critical thinking, and collaboration. One parent noted that the class was very inclusive where all children participated in the activity regardless of ability. At the end of the learning conversation, the participating parents told us that they wish all parents could have such an opportunity. They shared that it was a real eye-opener to the good work being done at school.

The learning networks which have formed between educators is another aspect which had a powerful impact on learning at DRE. The most powerful example of these networks is a group of three DRE teachers who have been using Story Workshop to improve student writing. Story Workshop is a hands-on activity that allows students to create stories visually using loose parts (common items including rocks, gems, sticks, buttons, etc). The result is students come up with deep, intricate ideas for their writing. Their writing becomes more complex and interesting. These teachers were generous in sharing their experiences with others that many other DRE teachers began incorporating Story Workshop into their literacy programs as well. With the help of the ELT, the teachers were connected to teachers from other schools. They often hosted teachers from other schools and spent time explaining how the structure could be set up at their schools. The teachers also paid reciprocal visits to learn more about student writing.

As the new principal at Davidson Road Elementary this school year, I have spent considerable effort listening and observing so I can better understand the school learning community. The student learning priorities were collectively established prior to my arrival and I am grateful for that work, which has created a foundation for our collaboration and professional learning.

Staff have identified three areas of focus, including numeracy, literacy and social emotional learning. We recognize that these foundational skills are essential for each learner in our school, yet, the overarching objective of our learning intentions is the development of student agency. Staff have engaged in learning this year to clarify understandings about what “student agency” means and what it looks like. Much of this work was informed by the work of author and educator, Shane Safir. The content areas of numeracy, literacy and social emotional learning within the curriculum provide the context for that overarching goal.