

School Community Student Learning Plan

School: CMS



**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

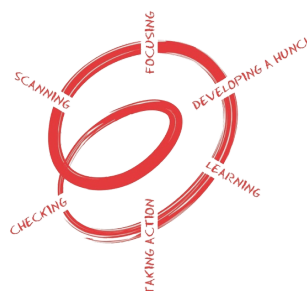


Illustration: Stephen Kooker
Shiloh Lantz / E23 Art Studios / Timothy Hagen, Art Teacher
E23 Board Project

Fostering Indigenous student success through the lens of equity



School Overview

School Information

School*

Canyon Falls Middle

School Year

2023-2024

School Level

Middel School

School Type

English

Family of Schools*

Lake Country/Mission Family of Schools

Overall Student Population

740

Student Population Indigenous

61

Student Population, Children in Care

Student Population, SPED

108

Student Population, ELL

22

Additional School Information

Principal

Sarah Watson

Vice Principal

Vice Principal

Carson Tonn

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

41

Number of School-Based Support Staff

17

Additional Staff

Staff	#
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School Learning Story

School Learning Story

Background

OUR LEARNING JOURNEY

Canyon Falls Middle School believes "learning is a continuous process of acquiring knowledge, skills, and perspectives through active engagement, exploration, and self-reflection. It moves beyond traditional grading and involves academic and practical skills, creative and critical thinking, new experiences, making mistakes, and sharing knowledge. The ultimate goal is for each student to experience personal growth and be prepared for the future".

OUR VALUES

At CMS,

- we value a positive school culture that fosters belonging and social-emotional wellness;
- we value authentic learning that honours diverse perspectives and puts students at the centre;
- we value flexible, meaningful learning experiences designed with research in mind.

OUR VISION: Together We Rise

We are in year three of a multi-year inquiry cycle around our learning priorities of learner agency, metacognition/reflective thinking and the foundational skills of numeracy and literacy.

OUR HISTORY

Located on the unceded Traditional Territory of the Okanagan Syilx People, Canyon Falls Middle School opened in September, 2019 as a multi-grade community school serving students in Grades 6-8 in the Mission area. Perched in the hills of Upper Mission, approximately 740 students enjoy this modern facility designed to provide flexible learning environments to ensure each student thrives. Prior to settlers arriving, the Syilx people used this area as sacred hunting grounds. Elder Rose, who has partnered with our school, tells stories of the Okanagan peoples fishing in the great creek nearby and even conducting controlled burns to ensure the land would regenerate as it should.

Before the school opened, through a deep process of inquiry, Administration worked alongside incoming learners, families, community, neighbouring schools, and staff to develop a shared vision and hope for what Canyon Falls could be. There was a united enthusiasm to create something special where students learn deeply and flourish each and every day. Those initial patterns combined with powerful learning principles like OECD Principles of Learning, First Peoples Principles of Learning, and World Innovation Summit for Education Characteristics of Effective Middle Schools continue to be a foundation upon which we design our learning environments so that learners and their families are always at the centre of our decisions.

We are the home of the Phoenix and "Together We Rise"! In 2003, The Okanagan Mountain Park Fire devastated the land upon which we are honoured to learn. Many of our community members and our staff were impacted by that fire. In co-constructing our vision and mascot through an inclusive, multi-year inquiry process, the school community found a strong connection to the story of the Phoenix rising out of the ashes. Associated with the sun, the Phoenix obtains new life by arising from the ashes of its predecessor. Therefore, the Phoenix is a symbol of rebirth from the ashes of the past. The Phoenix represents transformation, strength and renewal. It represents something new that has been born from something that has been destroyed. Our mascot and vision pay homage to our local history; they represent our determination, our renewal and the future we are striving for. In the 2022-2023 school, we co-constructed our school values as seen above which became synthesized in our vision statement "Together We Rise".

Supporting Documents and Media

CMS School Community Learning Conversation 2025 Final.pdf1.04MB

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.

Prior to the 2022-2023 school year, scans consisted of hunching as a staff and our school community to understand the current state of learning at CMS and determine potential areas of strength and growth. We gathered, triangulated, and analyzed a wide variety of student achievement data including empathy interviews, pedagogical documentation, student/parent/teacher learning surveys, Foundation Skills Assessment, transition data, and Learning Updates. Three school priorities emerged: Learner Agency, Metacognition/Reflective Thinking, and Numerical Thinking.

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

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

Empathy Interviews

Questions were co-developed in alignment with Shane Safir's Learner Agency Framework and Judy Halbert and Linda Kaiser's Spirals of Inquiry book. Questions have continued to evolve as we learn more and better understand the questions that will provide us with the most important information.

Students continue to show a strong sense of belonging and safety at school. They enjoy coming to school, feel connected to their community, and take pride in their identity as learners.

Learners value having choice in how they learn and demonstrate their understanding. Many recognize their growth in core subjects and curricular competencies. An area for growth is supporting students in reflecting on their learning, setting goals, and identifying next steps.

Students want their learning to be relevant and meaningful, with more real-world connections.

In numeracy, they see the ability to explain their thinking as key to mastery and view math as a journey of persistence and personal strategies. While some students seek more challenge, others find the current expectations demanding.

Pedagogical Documentation

Artifacts, conversations and observations were collected/documented across communities both by teachers and administration. This street data was discussed, patterned and analyzed in teams.

Documentation showed clear evidence of learners being grouped in diverse ways and a strong culture of collaboration amongst all learners (adults and students). Students demonstrated a strong ability to collaborate with others and saw this skill as an asset to their learning. A focus on competencies was clearly evident in the tasks learners were engaged in. There is a purposeful shift in the learning core for students to be agents of their own learning through inquiry based, interdisciplinary learning. Students know themselves as learners.

Student Learning
Surveys

Grade 7 learners every year respond to questions to provide direction to our school. In 2025 we designed personal questions centred around our three priorities and some of the actions we have taken in recent years. We had 189 responses.

Again, a strong sense of belonging was evident across the surveys. Students are strongly connected to the school and each other. They feel valued, cared about, and safe. An area of strength was that students recognized they have opportunities to construct and demonstrate their learning in different ways. Results showed about district averages on students recognizing they have opportunities to develop their creative, critical, collaboration, and communication skills. Developing core/curricular competencies was a strength. They have a lot of voice in their learning and desire more. In numeracy, there was a strong pattern of students feeling they are improving in Math.

Other

Parents of our Grade 7 learners are invited to respond to similar questions as our students to provide direction to our school. Similar to our student surveys, in 2025 we designed specific questions around our school priorities.

Of the parents that responded, results showed that parents were overall very happy with the learning taking place at CMS. They communicated that their children enjoyed school and felt safe and valued. All the parents that responded agreed that their child loves coming to CMS. Parents want their children to be happy, healthy and be connected to peers. These are priorities for parents and although a strength for us, we want to continue to foster student happiness, voice and belonging. Parents can also see how their children are developing in core competencies but they are also concerned about the transition to high school and if their child will be ready. Numeracy had been a particular concern for parents but they believe their child is growing in their numeracy skills.

Student Achievement Data	We are tracking numeracy and literacy data from the Foundation Skills Assessment from 2022-2025.	Students on track or extending on the numeracy portion of the Foundational Skills Assessment show consistent patterns of exceeded district averages.
Other	Students collect artifacts of learning for the three years they are at CMS. Learner portfolios are central to our learner-led conferences that occur twice a year and our year end Presentations of Learning.	Learner portfolios (digital, paper, hybrid), learner-led conferences and presentations of learning demonstrate student growth over time and a strong ability to reflect on themselves as learners, identify goals and next steps for achieving those goals.
Student Achievement Data	Learning Updates provide achievement data on academics as well as student comments provide qualitative data on how students see themselves as learners, strengths and goals. We are also tracking how students transition to high school by tracking their achievement on Learning Updates in Mathematics 9.	For the past three years, learning update data has shown students who are achieving proficient/exceeding in Mathematics exceed district averages. Evidence from the high school show clear and strong patterns of CMS students transitioning well into high school with students receiving proficient/extending in Mathematics 9 above the district average and steadily increasing. Learning Updates also provide an opportunity for student comments and have served to demonstrate students able to reflect on their learning, identify their strengths and areas for growth.

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?)

Evidence collected prior to the 2024-2025 school year and continuing supports a focus on Learner Agency. Evidence showed that our learners were strongly connected to school and each other and they (and their parents) saw that they were improving in core and curricular competencies. Students felt valued, heard and safe. There was also much evidence that students valued learning that allowed them to construct their own understanding in different ways. They also recognized that they were able to demonstrate their own knowledge and understanding in ways that were best suited to them as a learner and to the learning that occurred. Authenticity and relevancy of learning tasks was identified as an area to strengthen. Students want their learning to make a difference to themselves and the world. They want more opportunities for real world learning experiences.

Teachers, administration and district staff interviewed a diverse range of students across multiple communities and grades. Empathy interviews have occurred every year from 2022-2025.

School Learning Priority 1 (?)

Learner Agency: All learners will feel a strong sense of identity, belonging, mastery and efficacy.

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

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 (?)

Learner Agency: All learners will feel a strong sense of identity, belonging, mastery and efficacy.

What evidence will we collect?

Type of Evidence (?)	Short Description of Evidence	Describe the Pattern and Trends in the Evidence (?)
1 Qualitative	Empathy interviews conducted around Shane Safir's Agency Framework (identity, belonging, mastery, efficacy) occur throughout the school year over the past three years. Random groupings of learners are interviewed spanning all grade levels, gender, and communities. Indigenous learners and students on a Ministry Individual Education Plan are included.	There continues to be clear and strong patterns of belonging and safety amongst learners. Learners really enjoy being at CMS and want to come to school. There is pride in their community and a strong sense of identity both within their community and across the school. the Gathering Room emerged as a very safe, inclusive space for students. Learners also appreciated the opportunity to learn in different ways and demonstrate their learning in different ways. Students clearly saw that they were improving in core and curricular competencies. Student appreciate opportunities to have voice in their learning and desire more. Students want their learning to make a difference to themselves and the world. They want more opportunities for real world learning experiences.

2 Qualitative	Pedagogical Documentation collects evidence around the learning core to see if the tasks designed empower learner agency. Educators observe and document the role of the learner, educator, resources/physical environment and the design of the curriculum. Evidence for artifacts like lesson plans, unit plans and/or individual task designs are looked at. Sample student products connected to those designs will be helpful to gather data around what was designed to what was then produced by students. Documentation and artifacts are gathered across grades and communities inclusive of Indigenous students and student on Individualized Education Plans. Portfolios, learner-led conferences and presentations of learning provide additional evidence.	Documentation showed clear evidence of learners being grouped in diverse ways and a strong culture of collaboration amongst all learners (adults and students). Students demonstrated a strong ability to collaborate with others and saw this skill as an asset to their learning. A focus on competencies was clearly evident in the tasks learners were engaged in. There is a purposeful shift in the learning core for students to be agents of their own learning through inquiry based, interdisciplinary learning. Learner portfolios (digital, paper, hybrid), learner-led conferences and presentations of learning demonstrate student growth over time and a strong ability to reflect on themselves as learners, identify goals and next steps for achieving those goals.
3 Quantitative	Student Learning Surveys	Patterns from student learning surveys showed a strong sense of belonging. Students are deeply connected to the school and each other. They feel valued, cared about, and safe. An area of strength was that students recognized they have opportunities to construct and demonstrate their learning in different ways. Results showed above district averages on students recognizing they have opportunities to develop their creative, critical, collaboration, and communication skills. Developing core/curricular competencies was a strength. They have a lot of voice in their learning and desire more.

4 Quantitative	Parent Learning Surveys	Of the parents that responded, results showed that parents were overall very happy with the learning taking place at CMS. They communicated that their children enjoyed school and felt safe and valued. 100% of the parents that responded either agreed or strongly agreed that their child loves coming to CMS. Parents want their children to be happy, healthy and be connected to peers. These are priorities for parents and was seen as a strength for us. Parents can also see how their children are developing in core competencies.
5 Quantitative	RISE slips are given to students who demonstrate CMS values of respect, inclusion, success, and empowerment.	2052 RISE slips have been awarded to students this school year. A culture of Together We Rise is strong and growing and shows a pattern of students respecting each other and creating a strong culture of belonging and safety.

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

School Learning Priority 1 (?)

Learner Agency: All learners will feel a strong sense of identity, belonging, mastery and efficacy.

Leading Professional Learning (?)

1. OECD Schools + Network

CMS is in its second year as a participant in this network. OECD Schools+ Network brings together major education networks to put schools at the centre of education design. As a participant of this network, we unite with educators around the world to foster exchange to provide a space for education networks to learn with and from each other on the leading practices to support schools; drive structured learning and innovation to advance schools' knowledge by identifying grassroots innovations and facilitating co-creation and evidence generation on common pressing challenges; and inform policy to leverage schools' innovations and expertise to better inform education policy across countries. We are just completing year two of a two year commitment with this network. Our thematic focus is cognitive engagement.

2. Lake Country/Mission Community of Practice K-12

We are in year three of learning alongside other educators across Lake Country/Mission educators K-12 in order to empower transformative change. We have been using this continued learning to take action around our priority of learner agency.

3. Community of Practice with Shane Safir

In the 2022-2023 school year, we were involved in a community of practice along with other schools in the Lake Country/Mission area. With other educators across the province, we were engaged in a learning series with Shane Safir around the following equity challenge: How will we use street data and the equity transformation cycle to better understand what is going on for all of our learners, especially those at that margins, in order to empower transformative change at a system level? We specifically wanted to address how we will continue to intentionally design learning environments that empower learner agency. We have continued to use street data and the equity transformative cycle to better understand the experiences of our learners.

4. Book Studies

The Successful Middle School: This We Believe by Penny A. Bishop, and Lisa M. Harrison
The Anxious Generation by Jonathan Haidt

5. Diversity Staff Learning Series during staff meetings co-designed and co-facilitated by district staff and school lead teacher

6. Partnership with CARE (Climate Action Ripple Effect) - partnering with community mentors around global issues

School Level Strategies and Structures (?)

1. School Curricular Leadership Team

Eighteen teachers meet at least once a month to learn together and lead learning across our school. The leaders regrouped themselves into three inquiry groups that connect to our three priorities.

2. Implementation of community collaboration time

We have embedded collaborative time into our schedule to provide teams the opportunity to co-plan, co-teach, co-assess, co-learn.

3. Implementation of cross-community collaboration time

Designed and implemented P3 (People, Pizza and Professional Conversations) to support collaboration and learning across the school. We adjusted our school calendar this year to create Phoenix Days where cross-school/community learning can occur.

4. Staff Meetings

Shared leadership and facilitation at staff meetings empowers teachers to learn with and from each other. Every staff meeting is focused on learning and begins with a personal land acknowledgement and community highlight of learning. We have also embedded in every staff meeting a learning sequence designed and facilitated by staff alongside district staff with a focus on building an inclusive culture at CMS.

5. Indigenizing Curriculum through collaboration between Indigenous Advocate, Librarian, Community Teachers

We have a strong culture of co-planning and co-teaching that exists between our Indigenous Advocate, Librarian and teachers in our commitment to embed Truth and Reconciliation in teaching and learning K-12. Partnership with Elder Rose is fostered on an ongoing basis. The Gathering Room is a central space in our school.

6. Look at Learning and Week At A Glance

On a regular basis, learning that focuses on powerful learning principles, is documented and synthesized into a look at learning infographic that is published in our Week At A Glance (parent and staff), PAC social media, CMS website, and on our TV reader boards.

7. Inclusive Learning Spaces

Communities, Gathering Room, Zen Den, Learning Commons, and the Learning Support Room provide additional spaces for students to feel safe and a sense of belonging.

8. Enrichment

Each week, our learners re-group around a self-selected passion to learn deeply alongside other learners both in and outside of the school. Strong community partnerships have been fostered.

9. Rise Slips

Students are recognized with a rise slip when they demonstrate the values of our vision statement "Together We Rise": respect, inclusion, success and empowerment.

10. Shared and supported definition of learning

Co-constructed a definition of learning with students and staff for coherence and alignment.

11. CMS Frequently Asked Questions

Co-constructed with staff and parents to clarify underlying learning principles and research upon which our school is based.

Classroom-level Instructional Strategies (?)

1. Implementation of community collaboration time with our support team

As mentioned above, we have embedded community collaboration time in order to facilitate co-planning, co-teaching and co-reflecting.

2. Pedagogies of Agency and Inclusion

Implementation of evidence-based promising practices and routines in order to create the conditions for agency and inclusion.

3. Cross community and cross school co-teaching

Some of our school level structures as well as our community of practice have afforded us the opportunities to co-plan, co-teach, and co-assess with another community and with some of our elementary schools.

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	As we prioritize learner agency, we want each learner to thrive! We have been building a network of collaborative professionalism both within the school and across schools in our family. This structure is supporting our focus on the intentional design of learning.
District Strategic Plan - Transformative Leadership	Our community of practice has connected our family of schools in an inclusive culture of trust, inquiry, innovation, and exploration. We began by creating a shared understanding of transformative change around powerful teaching and learning. We are engaging in professional learning to enable us to respond to the needs of our community.

Equity in Action Agreement - Learning Environment (School Culture)	Our Gathering Room is a central space in our school. Many of our learners feel safe and connected to this space.
Equity in Action Agreement - Pedagogical Core	Partnerships between our Indigenous Advocate, Eder Rose, our Librarian and teachers are an important part of our culture in order to ensure Indigenous worldviews are embedded in our school culture and classrooms.
District Strategic Plan - Family & Community Engagement	Many enrichment options involve partnering with community members with learning occurring both inside and outside of the school.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Staffing, Supplies	Additional Curricular Leaders (10)	30000.00
Professional Learning	TTOC costs for collaboration both within and across communities	3000.00
Staffing, Supplies	Meeting supplies	1000.00
Learning Resource	Books (This We Believe and The Anxious Generation)	500.00

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

School Learning Priority 1 (?)

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

CMS continues to build a strong culture of belonging and safety, with students expressing pride in their community and feeling deeply connected to the school and each other. The Gathering Room stands out as an inclusive, safe space supporting this sense of security.

Students value the variety of ways they learn and demonstrate growth in core and curricular competencies. Collaboration is a key strength, supported by diverse groupings and inquiry-based, interdisciplinary learning that empowers students as active learners. CMS was featured in the Schools+ online platform for inspiring pedagogical practices for place and nature-based learning for real-world community connections. The school also contributed to the OECD report Unlocking High Quality Teaching, highlighting their leadership in this area.

Learner portfolios, student-led conferences, and presentations show ongoing reflection and goal-setting. Students want more voice and real-world learning opportunities that make a difference.

Parents overwhelmingly report that their children feel safe, happy, and valued at CMS, and they appreciate seeing their development in foundational and core competency skills. The large number of RISE slips awarded reflects a strong, respectful school culture grounded in the "Together We Rise" vision.

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

CMS will continue to nurture and expand opportunities for student voice by providing more meaningful ways for learners to influence their education and engage in real-world, impactful learning experiences. Increasing interdisciplinary and inquiry-based projects will deepen student agency, connection to their learning, and strengthen core and curricular competencies. Continued use of the Pedagogies for Agency and Inclusion is a priority as it provides a tangible tool for moving the learning forward on this priority. We want to deepen our capacity to have students engage in learning that matters to them and makes a real difference to them and in the world. We would like to continue building community partnerships in order to strengthen this priority.

Family engagement remains essential, so continuing transparent communication and involving parents in learning updates and celebrations will support student wellbeing and reinforce the “Together We Rise” culture. Regularly monitoring student and parent feedback will help us maintain responsiveness to evolving needs and sustain a positive, inclusive school community.

Plan Reflection

Date

7/12/2024

Assistant Superintendent’s Reflection and Next Steps

Date

7/12/2024

Principal Reflection

As we come to the end of our fifth year, we are grateful for the community of learners we have built at CMS. Both adults and students enjoy being at CMS and learning alongside each other. Our evidence, both qualitative and quantitative, continuously demonstrates that students feel a strong sense of belonging, identity, and safety. We continue to build a strong foundation of collaboration amongst students, staff, families and community members. Students are coming to understand their individual passions, interests, strengths, and growth areas and they value opportunities to construct understanding and demonstrate that understanding in ways that best suit their learning needs. Students desire more opportunities to learn deeply about things that are relevant to them and their world. They are developing their thinking and communication skills and want to understand how what they are learning connects to them and their world.

It is important for us to celebrate the wins we are seeing in students' understanding of foundational skills. Students feel they are improving in their numeracy and literacy skills and are motivated to continue to improve. Learning updates, learning surveys, classroom and provincial assessments, and student reflections, demonstrate students are growing in their numeracy and literacy skills. These areas will continue to be a focus for our team as they build their pedagogical repertoire to ensure they are meeting and continuing to grow all CMS learners.

Cycles of co-planning, co-teaching, and co-learning, both within our community and in our larger Mission Community of Practice will continue to improve the learning for all. Implementing practices of pedagogies of agency and being a pilot school for the recently developed district numeracy assessment will also strengthen our pedagogical practices.

We are very excited to continue our participation in the OECD Schools+ Network and we are hopeful one or more of our proposals will be accepted and our school will serve as a case study for innovative and impactful pedagogy. If accepted, we will have the opportunity to examine our own pedagogical practices and receive feedback from educators from our global network and contribute to an educator toolbox for others.

As we focus on learner agency, metacognition and foundational skills, we will lean into new evidence around these priorities to inform our decisions to ensure we are improving teaching and learning at CMS.

Date

5/20/2025

Principal Reflection

CMS demonstrates a strong and positive learning environment grounded in belonging, safety, and student empowerment. Students express deep pride and connection to their community, supported by inclusive spaces like the Gathering Room and a culture that values diverse learning approaches. Collaboration, inquiry-based learning, and interdisciplinary experiences actively engage students and foster essential competencies.

Our commitment to learner agency is evident through consistent goal-setting, reflection, and metacognitive practices embedded across subjects. Learner portfolios, student-led conferences, and regular communication with families strengthen students' ability to understand and articulate their growth. External recognition from Schools+ underscores CMS's leadership in cultivating reflective, student-centered learning.

Numeracy achievement and confidence show a clear upward trend, with CMS students consistently above district averages and successfully transitioning to high school mathematics. While some equity gaps persist, particularly for Indigenous learners, data highlights the effectiveness of our instructional strategies and the importance of ongoing targeted support.

Overall, we are proud of our continued efforts to foster a nurturing, inclusive, and academically strong community where students feel safe, valued, and empowered to take ownership of their learning journeys. Continued focus on challenge, equity, and real-world connections will ensure all students thrive and grow as learners and active community members.

Submit

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