



Central Okanagan  
Public Schools

Together We Learn

# School Community Student Learning Plan

## Vision:

Together We Learn.

## Purpose:

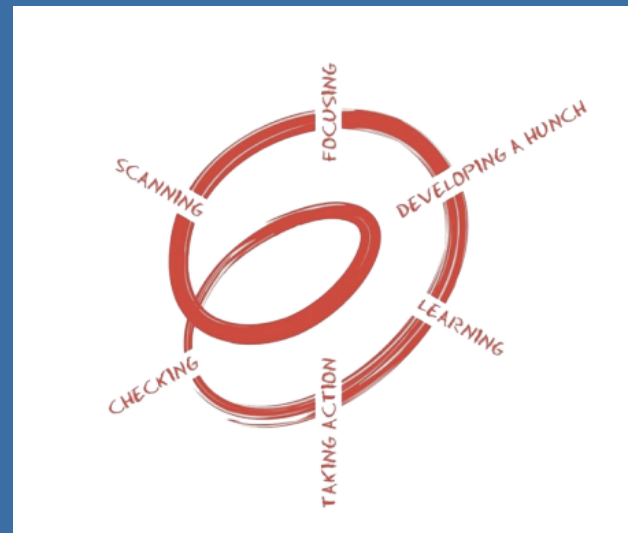
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

## 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**

Lil'wat - Sg'low Resilience  
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

Peter Greer Elementary

## School Year

2025-2026

## Principal

James Minkus

## Vice Principal

Tracy Kuzik



### Student Population

378



### Children in Care

4



### ELL

23



### SPED

47



### Indigenous

60



### School Level

Elementary School



### Grades

K Gr.1 Gr.2 Gr.3 Gr.4 Gr.5 Gr.6



### School Based Teachers

25



### Family of Schools

Mission\Lake Country Family of Schools



### School Type

Dual Track French Immersion



### Administrators

2



### School Based Support Staff

19



## School Learning Story

### Background

Welcome to Ecole Peter Greer Elementary School. Our school is nestled in the rolling hills of Lake Country overlooking farmlands, orchards, and the beautiful vistas of the Okanagan Valley. Designed in 1992, the building has a modern and spacious layout that allows for open workspaces and individual classroom areas. The entrance foyer, the library and the much-loved aquarium are at the central core of the school and extend a warm welcome to all who enter. Ecole Peter Greer School is a K-5 dual-track (English and French Immersion) school with an enrollment of approximately 387 students as of May 2026.

We have 18 divisions (11 in English and 7 in French), and 18 classroom teachers, 13 teachers who provide support (Teacher-Librarian, Learning Assistance, Prep, 2 Inclusion Teachers, Indigenous Advocates, and an ARC Programs Youth Support Worker), 18 Certified Education Assistants, 2 Clerical Staff, 3 Custodians, and a Vice Principal and Principal.

There are 161 students in French Immersion and 228 in English. After Grade 5, English and French Immersion students will transition to Ecole H.S. Grenda Middle. Teachers, support staff, parents and administration at Ecole Peter Greer School are a very dedicated, professional and cohesive group. We encourage you to come and pay us a visit!

For many years, the school has had, as a primary focus area, the social-emotional learning of students. It started with a small collaborative committee that met regularly to talk about strategies and structures to support learning in this area. Programs like Play is the Way, Zones of Regulation, etc. were implemented. Over this time, we noticed that there was little 'transfer of learning' with these programs into the core instruction of classrooms. As a result, we shifted our thinking about the best way meet the social-emotional learning needs of our students.

We regularly scan our students on how they feel they are doing. Most recently, all our grade 5 students completed the Middle Years Development Survey (MDI). The questionnaire includes questions related to the five areas of development that are strongly linked to well-being, health and academic achievement. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop and maintain friendships, and make thoughtful decisions. The most recent MDI results for PGE reveal that we are well above the district average on the following measures for well-being:

#### Connectedness

85% of our reported that they have two or more adults at school who 'believes he/she will be a success', compared to the district average of 67%.

#### Bullying

74% of the students reported that that they have not experienced any physical bullying this year. 15% of the students reported that they have been bullied only once this past year. 54% of the students reported that that they have not experienced any verbal bullying this year. 31% reported that that they have experienced verbal bullying once this year. 96% of the students reported that that they have not experienced any cyber bullying this year.

#### Happiness

74% of the students' report 'high' levels of happiness

A big piece of learning for us all was developing a shared understanding that "regulation happens through confidence in learning" (K.Jacobs) and when students feel a strong sense of belonging. The MDI is one tool we have utilized to measure our school growth in this area. Although middle childhood is a time of risk, it is also a time of opportunity. This survey aligns perfectly with the information we are currently gathering from parents around student well-being, social-emotional learning, and connectedness. On average, our School Based Team has close to 80 meetings with parents each year we notice an increasing number of them are focused on social-emotional learning, and well-being/mental health.

Two years ago, staff made writing the number one priority as our reading/literacy program was making huge gains. We will share more of our learning story in the subsequent sections/tabs of this plan.



## School Scan

### How we will gather Evidence

Of all the data we have scanned, it is apparent that elementary schools should never stop teaching students 'how' to read! Over the last several years, more teachers have seen the value of assessing reading using the PM Benchmarks tool at least once every term. Building on that, we now have all our teachers in K-5 using ESGI to gather data and using our data storage tool - EdPlan Insight - not only once each term for the formal class reviews, but also when they are looking for more in-depth information on student reading scores.

We started to refine our Response to Intervention (RTI) structure several years ago starting with our 1/2 English classes and noticed by the end of the year how this structure literally changed life trajectories for children. Students expressed so much joy and confidence in seeing their reading scores increase from where they started. We've been using the RTI framework for our whole school at least 5 years now for both classroom teachers and support staff and have observed substantial literacy gains schoolwide.

We want to express our gratitude to our teachers and School Based Team. Classroom teachers are constantly reading with their kids and we feel so excited when we walk from class to class and see small group instruction happening everywhere - this is how we give kids the next steps to their learning. And all support team members (basically everybody who is not a classroom teacher), we see reading with kids on a regular basis - this helps classroom teachers get to the "7 hits per week" with their tier 3 kids... this is the work that changes lifetime trajectories and huge behaviour issues at future grades. We feel so proud of the work that is happening at PGE.

For the first time in a long time, teachers are excited to look at EdPlan Insight throughout the year to see where the data lands. This year, we will continue to disaggregate data so that we are ensuring learners with diverse needs, Indigenous students, and learners in care are prioritized.

Type of Student learning	Description	Trends and Patterns
Student Achievement Data	Foundation Skills Assessment	Some of the data is useful, but it occurs only once per year and with only the grade 4 cohort.  2025 Results: a) 80.36% of students are on track or extending for literacy.  b) 75.43% of students are on track or extending for numeracy.  c) 95% completion rate.
Student Learning Surveys	BC Ministry of Education Student Learning Surveys	Some data is useful but we find the MDI better designed with better questions leading to more reliable and valid data.
Other	MDI (Middle Years Development Index)	Most recently, all our grade 5 students completed the Middle Years Development Survey (MDI). The questionnaire includes questions related to the five areas of development that are strongly linked to well-being, health and academic achievement. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop and maintain friendships, and make thoughtful decisions.
Student Achievement Data	PM Benchmarks for Reading	Building on that, we now have all our teachers in K-5 checking our data storage tool - EdPlan Insight - not only once each term for the formal class reviews, but also when they are looking for more in-depth information on student reading scores. Our Primary teachers are also using the digital Early Learning Profile - ESGI.
Student Achievement Data	Report Cards	Additional information for our team to consider as we go through the Spirals framework for school planning.
Student Achievement Data	GB Plus for French Immersion Reading	



**Student Learning Priority 1**

**Focusing**

**Patterns and Trends from the School Scan**



For the second year, our teaching staff continued to make 'writing' our number one priority. Last year, teachers started collaborating around improving writing, especially in grades one and two. Our primary teachers started work on implementing Story Workshop to support this focus area. Staff have created a 'Loose Parts' library, with the help of the District's Early Learning Team. Anecdotal evidence suggests that many reluctant writers have benefitted from this approach. Staff are also implementing Adrienne Gear's Powerful Writing Structures and will be reviewing and updating our school-wide scope and sequence for writing. We continue to look at the district's draft Intermediate Writing Continuum as well as looking at the work of Melanie Meehan and her book "The Responsive Writing Teacher." The team also put together a 'PGE K-5 Writing Continuum' and Writing Clothesline' and both are aligned with the district's new writing resources and assessment strategies.

**Student Learning Goal 1:**



Improve writing skills in grades 1-5.

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

**Foundational Skills**



Literacy



## Evidence of Impact

### What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Qualitative	Student Writing Samples (Clothesline) for each grade.	
Quantitative	Draft Intermediate Writing Continuum and Learning Progressions Writing Strand	
Quantitative	Early Learning Profile GB Plus (French) Foundation Skills Assessment	
Quantitative	Implement new digital based Early Learning Profile (ELP 2.0) using ESGI application.	
Quantitative	Report Card Proficiency Scales Report Card Comments	



## Taking Action and Learning

### Leading Professional Learning

We started our work in writing by working with the District's Learning and Innovation Consultants and Early Learning Team to implement writing strategies in all our grade 1 and 2 classrooms. Since then, we have a school team, led by Vice Principal Tracy Kuzik, that meets four times per year to enhance our writing strategies and structures to improve student writing.

### School Level Strategies Structures

For the past two years, our teaching staff have decided to make writing our number one priority. Last year, teachers started collaborating around improving writing, especially in grades one and two. Last year, our primary teachers started work on implementing Story Workshop to support this focus area. Staff have created a 'Loose Parts' library, with the help of the District's Early Learning Team. Anecdotal evidence suggests that many reluctant writers have benefitted from this approach. Staff are also implementing Adrienne Gear's Powerful Writing Structures and will be reviewing and updating our school-wide scope and sequence for writing. Teachers in grades 3-5 have been keen to start collaborating on writing for the last few years. We dedicated several lunch and learn sessions with a group of teachers and we dedicated our Implementation Day to this focus area. We will be looking at the district's draft Intermediate Writing Continuum as well as looking at the work of Melanie Meehan and her book "The Responsive Writing Teacher."

We have also formed a Writing Goal Committee to unpack the district's new draft Intermediate writing continuum and study the book- The Responsive Writing Teacher. The team has been released for 3 - 1/2 day school-based in-services to work on the following:

- defining the intention of the writing continuum (for student growth/T assessment...)
- deciding how PGE will gather data to show student writing improvement
- update PGE Writing Continuum that reflects current practice and language

The school team has also developed a writing continuum 'clothesline' to assist teachers in planning and assessing student writing activities.

We also have members of our school team participating to the development of a Writing Instructional Guidance Framework for our district. This initiative comes in response to feedback from educators during our district-wide engagements, where many expressed a need for more guidance and professional learning on writing instruction. There are four day in-service sessions scheduled for the 24-25 school year.



## Taking Action and Learning (cont)

### Classroom level Instructional Strategies

Three years ago, a small group of teachers started collaborating around improving writing, especially in grades one and two. Our primary teachers have already implemented Story Workshop to support this focus area. Staff have created a 'Loose Parts' library, with the help of the District's Early Learning Team. Anecdotal evidence suggests that many reluctant writers have benefitted from this approach. Staff are also implementing Adrienne Gear's Powerful Writing Structures and will be reviewing and updating our school-wide scope and sequence for writing. Teachers in grades 3-5 have been keen to start collaborating on writing for the last few years. We dedicated several lunch and learn sessions with a group of teachers and we dedicated our Implementation Day to this focus area. We will be looking at the district's draft Intermediate Writing Continuum as well as looking at the work of Melanie Meehan and her book "The Responsive Writing Teacher."

Other classroom-based structures and strategies:

Student Voice and Choice

The Daily 5

Guided Reading

Story Workshop

Provocations

Class Meetings

## 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

### Resource Type

### Resource Description

### Estimated Budget

Learning Resource

10000



## Checking for Impact

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

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Overall, we achieved:

a 27% increase in the number of students meeting expectations in reading in 2021.

a 45% increase in the number of students meeting expectations in reading in 2021. This statistic is the same for our Indigenous learners.

Staff agree that improving reading needs to continue, especially coming off the pandemic.

### Recommendations for next steps for this School Student Learning Priority

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Introduce Story Workshop and UFFI strategies to supplement our efforts in reading at the primary level.



## Student Learning Priority 2

### Focusing

#### Patterns and Trends from the School Scan

We will continue our focus on core literacy skills to ensure the students have the skills needed to support the development of their core competencies. We will do this using a Response to Intervention (RTI) model to support guided reading in every primary classroom.

#### Student Learning Goal 2

Continued reading success in grades 1-5.

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

#### Foundational\_Skills

Literacy

**School**

Peter Greer Elementary

**School Community Student Learning Plan**



**Central Okanagan Public Schools**

Together We Learn

**Evidence of Impact**

**What evidence will we collect?**

<b>Type of Evidence</b>	<b>Short Description</b>	<b>Consideration of Equality Inclusion</b>
Quantitative	PM Benchmarks (English) GB Plus (French) Foundation Skills Assessment	

**Taking Action and Learning****Leading Professional Learning****School Level Strategies Structures**

Teachers in Grades 1-5 assess each student's reading level at least three times per year starting in in October using the PM Reading Assessment for English and GB Plus for French. Teachers enter this data into ESGI in the primary grades and Ed Plan Insight in grades 4 and 5. Class summaries or a running record of this data are used by the School Based Team (SBT) to guide their discussions about 'what is going on for our learners.' The target for Tier 3 students (our most vulnerable) is to have them read one on one with an adult at school at least 7 times per week. Members of our SBT/RTI work shoulder to shoulder to help classroom teachers implement structures (i.e., Daily 5) in the classroom to allow them to provide guided reading in every primary classroom. This is the work that changes life trajectories and ensures students reach their full learning potential so they can pursue their passions with dignity and purpose.

We have also implemented the resource - the University of Florida Literacy Intervention (UFLI), an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

We will continue our focus on core literacy skills to ensure the students have the skills needed to support the development of their core competencies. We will do this using a Response to Intervention (RTI) model to support guided reading in every primary classroom. Our team meets bi-weekly and collaboratively with classroom teachers, and district-based support staff to help facilitate informal discussions about student learning as well as more formal class reviews in October and again at the end of February. We feel this approach/structure will ensure that all students' needs are met and that they are prepared academically and socially to be successful in school and their chosen path in life. This approach also builds collective efficacy within the school as classroom teachers benefit from the various sources of expertise on the team. We also use this model/structure to determine support and resource allocations.



**Taking Action and Learning (cont)**

**Classroom level Instructional Strategies**

- Voice and Choice
- The Daily 5
- Guided Reading
- Story Workshop
- Provocations/Loose Parts
- UFLI

**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

**Resource Type**

**Resource Description**

**Estimated Budget**



## Checking for Impact

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

Our Response to Intervention (RTI) team meets bi-weekly to review all sources of available qualitative and quantitative data. Our Intermediate teachers are looking forward to piloting the new School Wide Writing Assessment.

### Recommendations for next steps for this School Student Learning Priority

Complete a Scope and Sequence for writing and pilot the district's new writing assessment.



**Student Learning Priority 3**

**Focusing**

**Patterns and Trends from the School Scan**

PGE is located in the unceded, traditional, and ancestral territory of the Syilx Okanagan People and a large portion of our catchment area is located on Okanagan Indian Band territory (Duck Lake Reserve). It is important for our staff and students to maintain a positive relationship with these community members.

**Student Learning Goal 3**

Maintain positive relationships and connections amongst staff, students, parents, and the community (including our local Syilx people and Okanagan Indian Band).

**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**

Qualitative	Change is in the Air Inquiry Welcoming the Salmon Inquiry Time of the Red Salmon Inquiry	Look for connections in what we are teaching to the 94 Calls to Action. Continue to foster relationships with OIB and Indigenous community.
Qualitative	Students will be provided opportunities and participate in support services within the school and with outside agencies (i.e.	Students will be provided opportunities and participate in support services within the school and with outside agencies (i.e. Jordan's Principle).



## Taking Action and Learning

### Leading Professional Learning

PGE is located in the unceded, traditional, and ancestral territory of the Syilx Okanagan People and we are next door to the Okanagan Indian Band territory. It is important for our staff and students to maintain a positive relationship with these community members.

For the 2025-2026 school-year this year's school-wide inquiry project was titled 'Time of the Red Salmon.' Over 85 years ago there were no salmon swimming in the upper Columbia River. Fast forward to the present day and — thanks to collaborative efforts led by the syilx Okanagan, Secwépemc and Ktunaxa Nations — and others — the slow journey of the species back to its prominence has begun.

We are now in sk'əlwistən, the Time of the Red Salmon. Once again, we worked with a syilx chef, storyteller, elders, and artists to learn about the time of year when the salmon return home to our rivers, creeks and lakes to spawn, completing their life cycle and bringing renewal to the land, the water, and all living things.

This project was supported by funding from the Co-Curricular Making: Honoring Indigenous Connections to Land, Culture and the Relational Self project and the UBC Partnership Recognition Fund.

Our formal work in support of this learning priority started in 2023. In March 2023, PGE presented the Parent Advisory Council (PAC) with an idea to collaborate with syilx artist, David Wilson Sookinakin, to reimagine the clipart eagle image that dons the school gym, the uniforms and all the branded material—a reminder of the colonial present. Together they collaborated to apply for a grant from the Artist in the Classroom Program and were successfully awarded \$8,000 for the project.

The project is a collaborative effort between teachers, our Indigenous Advocate Rose Alexis, and our PAC. We hope that by weaving together art and story, students will come to gain a deeper appreciation not only about this space and place but also the importance of eagle. The deliberate scaffolding of the project will help students to work towards co-created projects and an opportunity to display their work in the school—a reminder of the student's and school's commitment to reconciliation.

Working with David, and local storytellers, we would like to introduce students to captikʷl, a collection of teachings about Syilx Okanagan laws, customs, values, governance structures and principles that, together, define and inform Syilx Okanagan rights and responsibilities to the land. David will provide experiences that support students as they navigate the ideation process, providing technical instruction to realize their works. Students will also collaborate with peers, creating a cohesive body of work that intersects with the learnings from the captikʷl. The students and artist will also co-create a piece of artwork that can be displayed at the school. Students will also have opportunities to hear stories about eagles from our Librarian, engage with provocations boxes and loose parts to explore their own understanding about eagle and their habitat. There will also be an exhibition where student artists will have the opportunity to speak about their work.

A big thanks to the PAC for their support with this grant! PGE was also the recipient of the Partnership Recognition and Exploration Fund from UBC in the amount of \$1,500 to bridge small resource gaps, enabling community partners to forge reciprocal relationships with the university. Funds from the Partnership Recognition and Exploration Fund will be used to support the Co-Creating a New Understanding of Eagles.

This project is a demonstration of our school's commitment to Truth and Reconciliation. All of us have a moral and legal obligation to support truth and reconciliation. That's easy to say, but this project shows that our students, our staff, and our community, alongside our Indigenous friends, are taking action towards the Truth and Reconciliation's calls to action in education, specifically:

- Engaging in learning about residential schools, treaties, and Indigenous Peoples' and their historical and contemporary contributions to Canada.
- Integrating Indigenous knowledge into our instruction and learning.
- Sharing our learning as we are doing together today
- And building cultural competency, empathy, and mutual respect among students.

In 2024-2025 our school-wide inquiry was called 'Preparing to Welcome the Salmon' and was part of a yearlong inquiry bringing together syilx artists, chefs and storytellers to share captikʷl and different artforms. Our goal is to deepen our respect and reverence for the Okanagan waterways and instill a sense of responsibility in restoring the waterways to prepare for the return of the salmon. Students will engage in various artistic mediums. From creating salmon-inspired artworks to preparing traditional salmon dishes, each artistic endeavor serves to honor the cultural significance of salmon and our relationship with this place.

### School Level Strategies Structures

Lake Country Communities of Practice

Changes is in the Air and Welcoming the Salmon Inquiry Projects and Art Unveiling Event

David Wilson Sookinakin's teaching about Okanagan pictographs and viewing his art. Students created their own art pieces on rocks of important Okanagan animals and features. PGE Art Trail.

Welcoming the Salmon (2024-2025)

Time of the Red salmon (2025-2026)

PAC Harvest Social

PAC Family Fun Fair

Primary Sports Day

Acknowledge Okanagan Syilx Territory as a regular practice including assemblies, meetings and gatherings and ensure an acknowledgment of the Territory is displayed at each District site

Locate Syilx and OIB flags to display

Ensure Nsyilxcen, local Indigenous language used in PA announcements and assemblies

Display David Wilson Sookinakin's paintings in classrooms

Students created raw hide poppies for Indigenous Remembrance Day

Pamela Lange - Eagle and Swan Counts - learning to be good custodians of the land

Anona Kampe - Storyteller. who shared the story of the Eagle and the Turtle

Story from Dr Bill Cohen at the Art Unveiling Event

Drumming and singing the Okanagan Song by PGE students at the GESS graduations

In June 2024, our team met to discuss a continuation of our work in this area. A new theme was chosen, and this year's school-wide inquiry is called 'Welcoming the Salmon.' "Welcoming the Salmon" builds off last year's inquiry titled "Change is in the Air." We will again collaborate with and alongside Syilx artists, chefs, and the Syilx community to deepen students' respect and reverence for the waterways and the salmon.

This work is a demonstration of our school's commitment to Truth and Reconciliation, in particular call to action 63. Educators and leaders in education have a moral and legal obligation to take action for truth and reconciliation. This work shows that our students, our staff, and our community, alongside our Indigenous friends can make the call to action come to life, specifically:

- Engaging in learning about residential schools, treaties, and Indigenous Peoples' and their historical and contemporary contributions to Canada.
- Integrating Indigenous knowledge into our instruction and learning.
- Sharing our learning as we are doing together today.



Taking Action and Learning (cont)

Classroom level Instructional Strategies

- Voice and Choice
- Provocations and Loose Parts (Eagle and Salmon)
- Learning on the Land
- Water themed inquiry project with middle and secondary staff and students
- Guided Reading
- Class Meeting
- Continue to embed the First Peoples Principles of Learning in lesson design
- Indigenous Metis Jigging Teaching
- Learning the Okanagan Song
- Chantelle Eustache - Indigenous Chef in Classroom

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

Resource Type

Resource Description

Estimated Budget



## Checking for Impact

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

We are seeing more visible signs of indigenous learning in classrooms and around the school.

### **Recommendations for next steps for this School Student Learning Priority**

Work on this learning priority must continue as the path to truth and reconciliation is a long one.



**Foundational Skills**

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**Patterns and Trends from the School Scan**

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Students will acquire the tools to recognize and regulate their emotions, show empathy for others, show kindness to others, and establish and maintain relationships with others to support these goals.

We will work alongside teachers to build structures and strategies whereby Social-Emotional Learning (SEL) is integrated into instruction and daily practices. We will co-plan, co-teach, and co-assess self-regulation lessons, create resources, and explicitly teach SEL skills such as self-management, self-awareness, social awareness, strong decision-making, and positive relationship building.

**Student Learning Goal 4**

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Build social-emotional resiliency K-5.



Type of Evidence	Short Description	Consideration of Equality Inclusion
Qualitative	Middle Years Development Index (MDI)	For the past two years, our results were above the district average on the well-being measures of connectedness, school experience, happiness, and bullying.
Qualitative	School-Based SEL Empathy Interviews and Surveys	Lake Country Communities of Practice - empathy interviews with grade 4/5 classes and grade 2 French Immersion class. Looking to reimagine educational practices to build connectedness, play, fun, and collaborative learning for students.



**Leading Professional Learning**

**School Level Strategies Structures**

- Book Club - The Anxious Generation
- Student Leadership Program (spirit days, assembly helpers, composting, special events, hampers etc.)
- Resumption of Field Studies
- Family Gatherings (Asemblies)
- Music Program with Ms. Carr
- Cross Country Running Club
- Volleyball Club
- Basketball Club

**Classroom level Instructional Strategies**

- Voice and Choice
- The Daily 5
- Guided Reading
- Class Meeting

**District Strategic Plan - Priorities**

**Description**

District Strategic Plan - Family & Community Engagement

**Resource Type   Resource Description   Estimated Budget**



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

In 2023-2024, members of the Okanagan Indian Band have shared with our Change is in the Air Team that our work in this area (taking action for truth and reconciliation) has had a profound impact on their feelings towards the school and its past. They shared that they feel we have collectively moved forward in a healing way.

This year, we initiated a school-wide inquiry project titled "Welcoing the Salmon." Peter Greer Elementary is located on the unceded, traditional, and ancestral territory of the Syilx Okanagan People and is surrounded by many different waterways. This project seeks to build off "Understanding eagles through Syilx art and captikwł" (Artist in the Classroom Grant 2023) to deepen our collective responsibility to tmixw/all living things and enlarge our understanding of siwłk w/water to prepare to welcome the salmon. Over 85 years ago there were no salmon swimming in the upper Columbia River. Fast forward to the present day and — thanks to collaborative efforts led by the Syilx Okanagan, Secwépemc and Ktunaxa Nations — and others —the slow journey of the species back to its prominence has begun. "Welcoming the Salmon" is part of a yearlong inquiry bringing together Syilx artists and storytellers to share captikwł and different artforms. Our goal is to deepen our respect and reverence for the Okanagan waterways and instill a sense of responsibility in restoring the waterways to prepare for the return of the salmon. Students will engage in various artistic mediums. From creating salmon-inspired artworks to preparing traditional salmon dishes, each artistic endeavor serves to honor the cultural significance of salmon and our relationship with this place.

In the fall, we engaged our students in the first part of this project – roasting Salmon over an open flame with Syilx Chef Chantelle Eustache. Students also learned about different salmon inspired dishes (gluten-free, dairy-free, vegan, and vegetarian options will be available) and learned alongside Alfred Snow, an Syilx fishery technician with the Okanagan Nation Alliance.

In January, syilx elders, the Chief of the Okanagan Indian Band, the Lake Country Native Association, and members of the Okanagan Nation Alliance's hatchery program located on the Penticton Indian Band visited the school to deliver 100 sockeye salmon eggs that we will be raising from egg to alevin to fry in an aquarium in the main foyer. Joining them are our drummers performing the Okanagan Song, led by our Advocate Rose Alexis. The development of the Sockeye will be monitored closely by students as the fish will require daily feeding once the alevin button up and develops into the fry stage. We will be participating in the beautiful annual fry release ceremony in May. We are grateful for funding that we received from the Pacific Salmon Foundation, with the help of our PAC, to purchase the necessary equipment to raise fish from egg to fry stage and to the Okanagan Nation Alliance Fish in Schools Program (FiNS) for their support.

In April, and with the help of Art Starts grant funds, we were grateful to learn from and alongside syilx multimedia visual artist Sheldon Pierre Louis. As part of our year-long "Welcoming the Salmon" inquiry project, Sheldon spent the week at PGE to help co-create a school-wide legacy artwork for the school foyer. This piece will deepen our collective responsibility to tmixw (all living things) and expand our understanding of siwłk w (water). Students collaborated with Sheldon to craft a canvas salmon using fabric from tipi end pieces. Their individual creations will form part of a larger collective salmon installation, serving as a centerpiece to welcome the salmon home. Pictured below is Leona Simpson, our OKIB Duck Lake friend and residential school survivor. Leona joined one of our classrooms to make her own canvas salmon. She commented that she did not have the opportunity to engage in this kind of activity when she went to school. This artwork will remain at the school as a shared expression of learning, connection, and truth and reconciliation.

### Recommendations for next steps for this School Student Learning Priority

Continue to work with our Indigenous Inquiry Team to plan school-wide learning initiatives designed to take action towards truth and reconciliation. Our planning team will meet before the end of the year to talk about ahow we can continue the great work in this area.



## Principal Reflection

This past year, our efforts in working towards our four learning priorities were carried out in both formal and informal ways. Our first two learning priorities - reading and writing - focus on the core, foundations of literacy.

While work is still being done on our literacy and social emotional learning priorities, however, we made a conscious effort to shine a spot light on our fourth learning priority - connectedness and relationship with our community. In March 2023, PGE admin presented the Parent Advisory Council (PAC) with an idea to collaborate with Syilx artist, David Wilson Sookinakin, to reimagine the clipart eagle image that dons the school gym, the uniforms and all the branded material—a reminder of the colonial present. Together they collaborated to apply for a grant from the Artist in the Classroom Program and were successfully awarded \$8,000 for the project.

The project is a collaborative effort between teachers, our Indigenous Advocate Rose Alexis, and our PAC. We hope that by weaving together art and story, students will come to gain a deeper appreciation not only about this space and place but also the importance of eagle. The deliberate scaffolding of the project will help students to work towards co-created projects and an opportunity to display their work in the school—a reminder of the student's and school's commitment to reconciliation.

On March 8, we invited members and elders from the Okanagan Indian Band, students, staff, trustee, senior school district staff, PAC, UBCO Staff, and members of the community where David unveiled his artwork that is being used as a school-wide provocation for learning about the eagle, the Syilx people, their land, and about truth and reconciliation.

PGE continued to make much progress on our learning priorities. We are proud of our work, especially in improving student writing, and our work on building and maintaining positive relationships and connections amongst staff, students, parents, and the community, including our local Syilx people and members of the Okanagan Indian Band.

In 2023-2024, members of the Okanagan Indian Band have shared with our Change is in the Air Team that our work in this area (taking action for truth and reconciliation) has had a profound impact on their feelings towards the school and its past. They shared that they feel we have collectively moved forward in a healing way.

This year, we initiated a school-wide inquiry project titled "Welcoing the Salmon." Peter Greer Elementary is located on the unceded, traditional, and ancestral territory of the Syilx Okanagan People and is surrounded by many different waterways. This project seeks to build off "Understanding eagles through Syilx art and captikwł" (Artist in the Classroom Grant 2023) to deepen our collective responsibility to tmixw/all living things and enlarge our understanding of siwłk/water to prepare to welcome the salmon. Over 85 years ago there were no salmon swimming in the upper Columbia River. Fast forward to the present day and — thanks to collaborative efforts led by the Syilx Okanagan, Secwépemc and Ktunaxa Nations — and others —the slow journey of the species back to its prominence has begun. "Welcoming the Salmon" is part of a yearlong inquiry bringing together Syilx artists and storytellers to share captikwł and different artforms. Our goal is to deepen our respect and reverence for the Okanagan waterways and instill a sense of responsibility in restoring the waterways to prepare for the return of the salmon. Students will engage in various artistic mediums. From creating salmon-inspired artworks to preparing traditional salmon dishes, each artistic endeavor serves to honor the cultural significance of salmon and our relationship with this place.

In the fall, we engaged our students in the first part of this project – roasting Salmon over an open flame with Syilx Chef Chantelle Eustache. Students also learned about different salmon inspired dishes (gluten-free, dairy-free, vegan, and vegetarian options will be available) and learned alongside Alfred Snow, an Syilx fishery technician with the Okanagan Nation Alliance.

In January, syilx elders, the Chief of the Okanagan Indian Band, the Lake Country Native Association, and members of the Okanagan Nation Alliance's hatchery program located on the Penticton Indian Band visited the school to deliver 100 sockeye salmon eggs that we will be raising from egg to alevin to fry in an aquarium in the main foyer. Joining them are our drummers performing the Okanagan Song, led by our Advocate Rose Alexis. The development of the Sockeye will be monitored closely by students as the fish will require daily feeding once the alevin button up and develops into the fry stage. We will be participating in the beautiful annual fry release ceremony in May. We are grateful for funding that we received from the Pacific Salmon Foundation, with the help of our PAC, to purchase the necessary equipment to raise fish from egg to fry stage and to the Okanagan Nation Alliance Fish in Schools Program (FINS) for their support.

In April, and with the help of Art Starts grant funds, we were grateful to learn from and alongside syilx multimedia visual artist Sheldon Pierre Louis. As part of our year-long "Welcoming the Salmon" inquiry project, Sheldon spent the week at PGE to help co-create a school-wide legacy artwork for the school foyer. This piece will deepen our collective responsibility to tmixw (all living things) and expand our understanding of siwłk (water). Students collaborated with Sheldon to craft a canvas salmon using fabric from tipi end pieces. Their individual creations will form part of a larger collective salmon installation, serving as a centerpiece to welcome the salmon home. Pictured below is Leona Simpson, our OKIB Duck Lake friend and residential school survivor. Leona joined one of our classrooms to make her own canvas salmon. She commented that she did not have the opportunity to engage in this kind of activity when she went to school. This artwork will remain at the school as a shared expression of learning, connection, and truth and reconciliation.