



**Central Okanagan
Public Schools**

Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

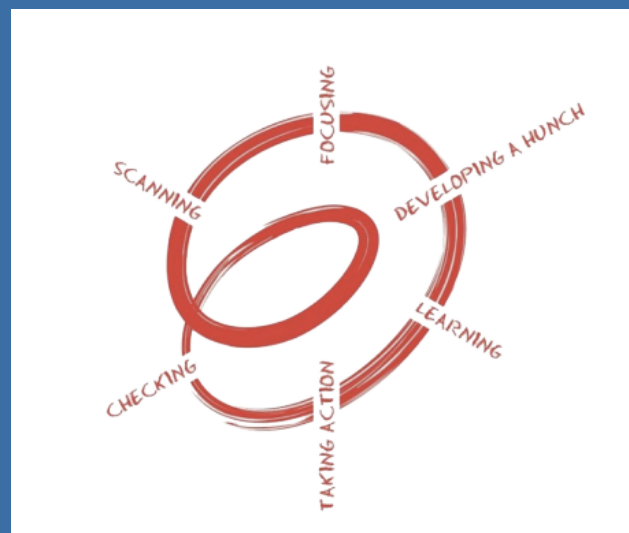
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal:

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

Resources:

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



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

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

Fostering Indigenous student success through the lens of equity





School Community Student Learning Plan



Central Okanagan
Public Schools
Together We Learn

School

Constable Neil Bruce Middle

School Year

2025-2026

Principal

Brad Kuhn

Vice Principal

Adrian Zuyderduyn
Carrie Wipf



Student Population

935



ELL

25



Indigenous

137



Children in Care

10



SPED

188



School Level

Middel School



Grades

Gr.6 Gr.7 Gr.8



School Based Teachers

53



Family of Schools

Westside Family of Schools



School Type

English



Administrators

3



School Based Support Staff

49



School Learning Story

Background

CNB's School Learning Story:
CNB Middle School is located on the unceded, traditional territory of the Syilx (Okanagan) people who have cared for this land since time immemorial.

CNB opened as a grade 7-9 school in January 2000. September 2018 was the first year CNB Middle School welcomed students in grades 6-8. Our students come into our school from many elementary schools in the area: Chief Tomat, Hudson Road, Rose Valley, Shannon Lake, Mar Jok, and sənsisyustən House of Learning. We currently have approximately 888 students and 102 school staff.

CNB School Focus:
In alignment with the Central Okanagan Public Schools district goals and strategic plan, the Constable Neil Bruce School Learning Plan has an essential priority to develop a strong sense of belonging, agency and safety, so that learners will have an improved ability to experience and build upon core competencies, identified by the BC Ministry of Education, for deeper learning that is meaningful and attainable. The CNB school focus continues to be Connect, Nurture and Belong and we have developed our school goals around these concepts.

School Scan

How we will gather Evidence

Scanning is a necessary part of the deep listening process needed to allow all community members to feel heard: student voice, parent voice and staff voice encourages a comprehensive gathering of information for school learning and assessment practices, collaboration and school culture. We have engaged in a process of scanning community, staff and students to help us build the learning priorities that we are proud to say all in our school community had a voice in shaping. We continue to scan students, staff and community as we work towards achieving the learning priorities that we have created together. We currently have a group working on hearing the voices of our Indigenous youth and community and the under represented voices in our school. Using this data we hope to show those voices to staff and support positive change in relation to the learning priorities.

Type of Student learning	Description	Trends and Patterns
Student Learning Surveys	The SLS occur each year for Gr. 7 students as a form of map-level data of the school.	We are seeing a trend that students are feeling safer and more connected at CNB.
Student Achievement Data	Site based data collected as a result of student conduct data and how these are managed (SEL tracking from 'Connect' classroom)	This data tracks conduct reports for students who are sent by their teachers to the SEL classroom (referred to at CNB as 'Connect') for self-regulation, often as behaviors become disruptive to the classroom environment.
Empathy Interviews	Teacher and student feedback involved in cogen practices, resulting from Street Data professional learning.	Students, families and staff all expressed a desire to support a higher sense of connection and safety at CNB.
Other	Cogen Groups - 'Street Data'; applying the Equity Transformation Cycle to determine next steps by centering students at the margins.	Students share input around how/what can help to make school feel successful for learners. The cycle challenges typical practices and allows students and teachers to co-generate learning opportunities that are meaningful and authentic for learners.

Student Learning Priority 1

Focusing

▲ Patterns and Trends from the School Scan

Based on school scans that included students, staff, and community, there are identifiable themes that have emerged from evidence including qualitative, quantitative and mixed-method data that suggest a need to focus on student connectedness and safety.

▲ Student Learning Goal 1:

Connect: Our students and staff feel safe, connected and valued.

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

▲ Foundational Skills

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Quantitative	Student achievement data	Running analysis of student responses and checking for feedback from all diverse groups at CNB including Indigenous learners and any students on the margins. Indigenous learners have had an upwards trend in their performance on written learning updates over the past 3 years.
Quantitative	Student Learning surveys	Running analysis of student responses and checking for feedback from all diverse groups at CNB including Indigenous learners and any students on the margins. Analysis shows upwards trends of students feeling safe at CNB.
Quantitative	Student Discipline Tracking	Our quantitative evidence shows big downward trends in suspensions associated with fighting and drugs at CNB.
Qualitative	Empathy Interviews	Including the voice of all students in our school that ensures a strong representation of all diverse groups that attend CNB. Trends show that students feel some anxiety in our busy and overcrowded hallways, and that regardless of that, they feel safe at school and connected to safe adults and peer.



Taking Action and Learning

Leading Professional Learning

Staff meetings - showing voices of our youth.
Engaging in collaborative work to support all staff as part of the plan to address student safety.
Using lessons learned in Kotter's change theory course.
Storytelling course - learning to support telling our story to support the new reality of our school, hallways and student relationships.

School Level Strategies Structures

Daily Land Welcomes / Daily Land Acknowledgement
Pausing during the Daily Land Welcome / Daily Land Acknowledgment
School Community Events: School Opening BBQ; WFN RCMP & CNB Student Basketball Game; Drama Production; CNB Leadership.



Taking Action and Learning (cont)

Classroom level Instructional Strategies

Focused Student Support
Creating a connection time to start every day of school, in every block, for every teacher.
Tight teaming of teachers - Middle School Model.

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)	School learning environment is safe and students feel connected and valued.

Resource Type	Resource Description	Estimated Budget
Other	Family BBQ	5000
Learning Resource	Professional Development	2500
Staffing, Supplies	Social Emotional Learning Teacher	0



Checking for Impact

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

Through a consultative process with staff, community and student these learning priorities were developed. We have used these as a driver of change here at CNB, and plan to continue to do so for the foreseeable future. Since finalizing our school learning priorities we are seeing qualitative empathy interview data suggesting positive trends in student, staff and community sense of feeling safe and connected at CNB. We will continue to monitor the data to ensure our efforts are making the difference we desire to see.

Recommendations for next steps for this School Student Learning Priority

Continue to focus staff meeting, collaboration, curricular leadership meeting and other forms meetings that bring staff together to focus on this priority. Continue to communicate and receive feedback about our progress with respect to this learning priority with our community and our students.



Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan

Based on school scans that included students, staff, and community, there are identifiable themes that have emerged from evidence including qualitative, quantitative and mixed-method data that suggest a need to focus on the personalized learning experience of every learner.

Student Learning Goal 2

Nurture: We nurture all students’ learning needs by providing multiple entry points that keep them at the centre of their learning.

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	Empathy Interviews	Student and family feedback in the empathy interview process shows that more students and families feel CNB is supporting student agency and curiosity in their learning.
Qualitative	Ed Plan Insight	Learn about the experiences of under represented groups in our school and how that is influencing their learning. Data shows that some are still struggling with attendance and accessing the school. Data also shows lots of growth in numeracy and reading levels over the past 3 years.
Quantitative	Student achievement data	Cross reference achievement data of students as a whole versus those of color and from under represented groups. Data shows upwards trends for all learners over the past 3 years.



Taking Action and Learning

Leading Professional Learning

Staff learning opportunities around inquiry based learning. How to meets the personalized learning needs of every learner.
Instructional Leadership Team sessions.
Re-imagine middle school group learning team.
Staff meeting learning: stretching 15% outside of our comfort zone.

School Level Strategies Structures

Schedules with tighter teams.
Student Support Services Team structure to support better team and communication.

Taking Action and Learning (cont)

Classroom level Instructional Strategies

Inquiry based learning.
Learning tasks with low floor high ceiling opportunities.
Entry points for all learners.

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	All students have equity in learning opportunities to excel to the best of their abilities.

Resource Type	Resource Description	Estimated Budget
Professional Learning	Professional development, conferences and experiences.	10000



Checking for Impact

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

Staff are continuing to engage in learning opportunities during staff meetings to support this student learning priority. Additionally, staff have been signing up for extra sessions that are held throughout our district to enhance student agency and reimagine what middle school could be.

▲ Recommendations for next steps for this School Student Learning Priority

Continue to provide professional development opportunities for staff and opportunities for skill building in this area. Continue to monitor our progress by collecting street data from our students and community.



Student Learning Priority 3

Focusing

▲ Patterns and Trends from the School Scan

Based on school scans that included students, staff, and community, there are identifiable themes that have emerged from evidence including qualitative, quantitative and mixed-method data that suggest a need to focus on the sense of equity and belonging for all underrepresented groups at CNB.

▲ Student Learning Goal 3

Students receive equitable support and inclusive opportunities that create a sense of belonging.

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	Empathy Interviews	Cross reference the responses of youth and those from homes of minority races. This data continues to show upwards trends in student belonging at CNB.
Qualitative	Street Data	This evidence inherently focuses on the street data of underrepresented youth at CNB. Through empathy interview processes, students describe clubs, teams, and the arts (drama and music) as ways they feel connected and a sense of belonging at CNB.



Taking Action and Learning

Leading Professional Learning

Renee Opperman Sessions on equity and inclusion.
Staff meeting group learning.

School Level Strategies Structures

Visibility of inclusiveness in all classrooms, hallways and spaces.

Taking Action and Learning (cont)

Classroom level Instructional Strategies

Circle connections to start class.
Classroom lessons on identity, diversity and including social justice as part of all curriculum.
Kindness campaign. Whole school SEL lessons every month.

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

District Strategic Plan - Priorities	Description
District Strategic Plan - System Wellbeing	All students feel a sense of belonging at CNB.

Resource Type	Resource Description	Estimated Budget
Staffing, Supplies	Social Emotional Learning Teacher	0

Checking for Impact

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

CNB had a large number of staff members attend sessions on diversity and complete their professional growth plans on equity and inclusion. Our school diversity club is thriving and many staff attend with students every week. Evidence of empathy interviews and street data suggests that some leaners will continue to need our support in feeling a sense of belonging.

Recommendations for next steps for this School Student Learning Priority

Use the current structure of targeted support for our most vulnerable students to prioritize connections with staff. Continue to build a structure within the school to support those struggling to see success inside the regular classroom setting while also providing staff development and skill building to get better as a group of educators at finding ways to include even the most struggling learners.



Principal Reflection

At CNB, our learning plan is grounded in the belief that students thrive when they feel connected, cared for, and a true sense of belonging. Our work is organized around three key priorities: Connect, Nurture, and Belong.

Progress So Far

Last year, our focus centered on Connect and Belong. We worked to strengthen relationships and build a school culture where every student felt seen and included. This year, we continue to deepen that work while also expanding our focus to Nurture — specifically, engaging all students in their learning, meeting them where they’re at.

Connect: Staff continue to implement consistent connection routines such as classroom check-ins, collaborative activities, and grade-wide community events. Student leadership groups have helped foster a more connected and welcoming environment.

Belong: We have elevated student voice, provided inclusive school-wide activities, and worked to reduce barriers to participation in extracurricular opportunities. Increased adult presence and student leaders have positively influenced hallway and bathroom culture.

Nurture: Professional learning has focused on trauma-informed and responsive teaching practices. Teachers are working to engage students more effectively through differentiated instruction, targeted supports, and flexible pathways. Our Indigenous Success Teacher, support staff, and classroom teachers collaborate to ensure students are cared for — academically, socially, and emotionally.

Next Steps

As we move forward, we are committed to:

Implementing a more structured attendance and re-engagement process to support students at risk of disconnection.

Expanding upon educators learning that is focused on inclusive practice and belonging.

Strengthening family-school partnerships through targeted outreach and engagement.

We are proud of the foundation we’ve built and remain focused on ensuring every student at CNB feels connected, nurtured, and that they belong.

