

School Community Student Learning Plan

School: BHE



Central Okanagan Public Schools
Together We Learn

District Overview

Vision

Together We Learn.

Purpose

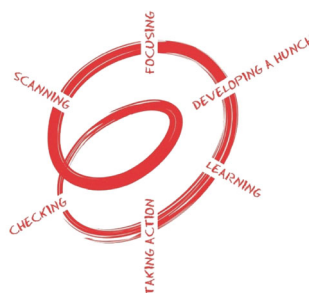
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

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



Artist: Sylvia Bellrose
Shelley Lamb / KSI Art Studios / Timothy Moore, Art Teacher
KSI Artist Project

Fostering Indigenous student success through the lens of equity



School Overview

School Information

School*

Bankhead Elementary

School Year

2025-2026

School Level

Elementary School

School Type

English

Family of Schools*

Central Family of Schools

Overall Student Population

399

Student Population Indigenous

56

Student Population, Children in Care

1

Student Population, SPED

38

Student Population, ELL

110

Additional School Information

Principal

Monique West / Kimberly Grimwood

Vice Principal

Vice Principal

Stephanie French

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

17

Number of School-Based Support Staff

8

Additional Staff

Staff	#
Certified	11
Education	
Assistant	

School Learning Story

School Learning Story

Background

Bankhead Elementary School currently serves 399 students from diverse backgrounds and lived experiences. As a growing school community, we continue to evolve in alignment with our strategic plan, which emphasizes inclusive, responsive, and learner-centered pedagogies that support both social emotional and academic success in our learners.

We are guided by the Equity in Action Agreement and our shared commitment to Truth and Reconciliation. This includes an intentional focus on embedding First Peoples Principles of Learning throughout our practice. We recognize that learning is relational, holistic, and experiential, and that knowledge is strengthened through story, connection, and shared experience. As such, we are committed to learning in community, valuing individual stories, and building understanding through listening to and learning from one another.

Over time, our collective understanding of learning has continued to shift. We are deepening our belief that when students are provided with meaningful agency in their learning, through choice, voice, reflection, and purposeful goal setting, they become more engaged, self-regulated, and confident learners. This belief is closely aligned with First Peoples Principles of Learning, including the understanding that learning is embedded in memory, history, and story, and that it requires active participation and reflection within a community of learners.

We believe that academic excellence begins with meeting the foundational needs of every learner. This includes supporting physical well-being, belonging, safety, and a strong sense of identity and value within the school community. In support of this belief, Bankhead Elementary has developed a range of responsive practices and supports designed to create the conditions in which all learners can thrive.

Over the past year, we have worked intentionally to build a collaborative culture grounded in reflection, shared responsibility, and continuous improvement. As a staff, we regularly examine what is working well and identify opportunities for growth to better support all learners. Strengthening communication of student learning among staff, students, and families remains a key focus. We continue to see growth through more intentional feedback practices, increased student goal-setting, and enhanced student voice within the assessment process.

This year, educators identified a shared priority within our strategic plan, focusing collective energy on a single area of learning to strengthen coherence and deepen instructional practice across the school. The development of newly refined writing progressions presented a meaningful opportunity to establish common language and consistency in writing instruction and assessment practices across all grade levels.

Priority: Improve students' writing skills across the school by developing learner agency.

Through this work, we are deepening our focus on writing as a powerful vehicle for student agency, identity, and self-regulation. We recognize that when students are supported to share their ideas, tell their stories, learn from one another, and reflect on their growth, they develop greater ownership of their learning and increased confidence as writers and thinkers. This approach aligns with First Peoples Principles of Learning, as students learn through story, relational connections, and shared experiences within a learning community.

Background

Supporting Documents and Media

Exploring Learner Agency in Writing.pdf	83.89KB
Implementation Day Learning.pdf	42.59MB
The Story of Me.pdf	12.04MB
Student Scan Initial and Final.pdf	318.82KB
Community Learning Plan - Inital and Final Assessment.pdf	209.71KB
Developing Learner Agency in Writing.pdf	344.4KB
The Voices of our Learners.pdf	209.21KB

Online Resources

Please ensure each URL has "https://" at the beginning

Title	URL
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School Scan

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.

*Be sure to consider how you will gather and analyze evidence to understand the current learning experience of your Indigenous learners, your learners with diverse needs, your learners in care, and any other priority group of learners within your school community.

To understand the current state of student learning, a collaborative team of educators worked together to collect and analyzing multiple sources of evidence. This process is grounded in the belief that learning is relational, holistic, and strengthened through story, reflection, and shared experience.

We draw on a variety of evidence to build a comprehensive picture of student learning, including writing progressions and classroom-based assessment data, student work samples, and observations of engagement, belonging, and self-regulation. Student voice is also gathered through empathy interviews and ongoing classroom conversations that highlight learner experience, identity, and agency.

To ensure we understand the learning experiences of Indigenous learners, learners in care, and students with diverse needs, we intentionally examine both quantitative and qualitative evidence. This includes patterns of engagement, belonging, and access to learning opportunities with student stories and lived experiences remaining central to the process.

Staff reflections, collaborative conversations, and team discussions support shared sense-making. Together, we identify patterns, strengths, and areas for growth, which informs responsive instructional practices and strengthens consistency in assessment through the use of shared writing progressions.

This ongoing cycle ensures that evidence is used not only to measure learning, but to deepen understanding and support all students in growing as confident, capable, and self-regulated writers.

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	Empathy interviews with staff, students, and parents, we listen to their perspectives to better understand needs and identify clear learning priorities.	The data identified writing as a key area of focus.

Student Achievement
Data

Looked at Early Learner Profile,
School Wide Write, FSA, Report Card
Data

Discovered a need for opportunities to
strengthen alignment in assessment
practices and explore new
instructional strategies across
classrooms.

Student Learning
Surveys

MDI, Satisfaction Surveys

Discovered that students felt a strong
connection to may adults in our
school, however they felt they has
limited voice and choice in their
learning. Student's also indicated few
Indigenous learning experiences.

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?)

The results of our school scan indicate that writing is a key area of focus across the school. While evidence from writing progressions and classroom assessments shows ongoing growth, it also highlights a need to strengthen alignment in assessment practices and to explore new instructional strategies to support consistency and clarity across classrooms. Student voice gathered through empathy interviews revealed that learners feel a strong sense of connection to many adults in the school, contributing positively to their sense of belonging and well-being. At the same time, students shared that they have limited opportunities for voice and choice in their learning, and identified few experiences connected to Indigenous perspectives and ways of knowing. These findings reinforce our focus on creating more opportunities for agency, strengthening instructional practices in writing, and embedding learning experiences that reflect identity, story, and community.

School Learning Priority 1 (?)

Improve students' writing skills across the school by developing learner agency.

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

Literacy

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

C **Communication**

1. Connect and engage with others
2. Acquire, interpret, and present information
3. Collaborate to plan, carry out, and review constructions and activities
4. Explain/recount and reflect on experiences and accomplishments

T **Creative Thinking**

1. Novelty and value
2. Generating ideas
3. Developing ideas

T **Critical Thinking**

1. Analyze and critique
2. Question and investigate
3. Develop and design

PS **Positive Personal & Cultural Identity**

1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities

PS **Personal Awareness & Responsibility**

1. Self-determination
2. Self-regulation
3. Well-being

PS **Social Responsibility**

1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. Building Relationships

- Solving problems in peaceful ways
- Valuing diversity
- Building Relationships

Evidence of Impact

School Student Learning Priority 1

School Learning Priority 1 (?)

Improve students' writing skills across the school by developing learner agency.

What evidence will we collect?

Type of Evidence (?)	Short Description of Evidence	Describe the Pattern and Trends in the Evidence (?)
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1 Quantitative Report Card Data

The initial Literacy data reflects student achievement patterns across grades at the conclusion of the school year. At that time, student performance was distributed across the Emerging (EMG), Developing (DEV), and Proficient (PRF) categories, with some grade level variation. In several grades, a notable proportion of students were demonstrating proficiency, while others continued to require support to move beyond developing literacy skills.

These results provided an important snapshot of student achievement and informed early planning for the 2025/2026 school year. The data highlighted the need for continued focus on consistency in assessment practices, shared understanding of proficiency, and instructional strategies to support student growth across all grades.

Final Literacy data, in comparison to the previous year's final results, shows a shift in student performance patterns across grades. Overall, there has been a reduction in students identified as Emerging (EMG) in most grades, particularly Grades 1, 4, 5, and 6, indicating that fewer students are demonstrating significant risk early in the year.

At the same time, there is a noticeable movement from Proficient (PRF) to Developing (DEV) across several grades. For example, Grade 6 PRF decreased from 51.67% (2024/25) to 29.58% (2025/26), with a corresponding increase in DEV from 38.33% to 64.79%.

Similar patterns are evident in Grades 4 and 5, suggesting that as curricular expectations increase, students are required to demonstrate deeper and more consistent literacy skills to meet proficiency.

Importantly, this shift also reflects increased alignment in staff understanding of the proficiency scale and assessment practices. During the 2024/2025 school year, variability in the interpretation of proficiency likely influenced reported outcomes. With staff now consistently using the Writing Learning Progressions to guide assessment and instructional decision making, the current data more accurately reflects a shared and consistent understanding of proficiency. As a result, final data provides a more reliable baseline for targeted instructional planning and ongoing monitoring of student growth.

2 Qualitative

Empathy Interviews, Student Surveys

Initial Student Scan data provided insight into students' early perceptions of writing, including emotions, sense of belonging, and beliefs about themselves as writers. At the outset, approximately 63% of students associated writing with positive emotions such as feeling happy, focused, calm, or proud. However, a notable proportion of students expressed uncertainty or negative emotions related to writing.

Students' sense of belonging within a writing community was emerging, with only 40% indicating they felt part of a writing community and over 40% reporting uncertainty. While many students demonstrated some confidence in their ability to be successful in writing, responses reflected varied levels of belief in growth, inquiry, and identity as writers. Overall, the initial data highlighted the need to strengthen consistency in writing experiences, clarify expectations, and build student confidence, voice, and ownership in writing.

Final Student Scan results demonstrate clear and positive shifts in students' perceptions of writing over time. Positive emotional responses to writing increased to approximately 67%, indicating improved comfort and confidence. Students' sense of belonging in a writing community strengthened significantly, with 70% of students affirming that they feel part of a writing community and a substantial reduction in uncertainty. Notable gains were observed in students' beliefs related to inquiry, identity, and efficacy. Agreement that students are able to ask questions and explore ideas in their writing increased to 92.8%, while 88.6% of students reported that their writing reflects who they are.

Confidence in the ability to grow and improve as writers rose markedly, with 90% of students indicating a belief in their capacity to make changes and improve through effort and strategy use.

These shifts suggest that a more intentional and aligned approach to writing instruction, emphasizing community, student voice, and growth, has positively influenced student attitudes and self belief. The final data reflects a stronger, more cohesive writing culture and provides a reliable foundation for continued instructional planning and monitoring.

3 Qualitative

Staff Reflection

As a staff, the need for a common tool to guide both instruction and assessment in writing across grades was identified, along with a desire to strengthen staff agency in instructional decision making. Through collaborative reflection, it became clear that developing greater alignment in our understanding of the proficiency scale supported consistency and clarity in how student learning was assessed and created increased opportunities for student agency within the writing process.

Through the use of the Writing Learning Progressions, staff reported a deeper understanding of students as writers, with one teacher reflecting, "I know more now about my students than I ever have." Teachers also noted increased clarity and efficiency in assessment and reporting, sharing that "having all the data at my fingertips made it so quick to know where they were and next steps." Instructional shifts toward student choice and agency resulted in higher engagement, as students wrote more freely and with less hesitation when the focus emphasized ideas and meaning before refinement. Together, these reflections highlight growing instructional confidence and a more consistent, student centered approach to writing across grades.

4**5**

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 (?)

Improve students' writing skills across the school by developing learner agency.

Leading Professional Learning (?)

- How to Become a Better Writing Teacher by Carl Anderson and Matt Glover
- The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects by Joan Sedita
- Learning Progressions for Writing Learning Module
- Communities of Practice
- Alignment in assessment practices by calibrating with authentic student writing samples
- Defining the observable impact
- Understanding learner agency in writing
- Pedagogies of Voice Learning Series with Shane Safir

School Level Strategies and Structures (?)

- Monthly collaboration time to provide educators with time and opportunities to learn, reflect, and collaborative around effective writing pedagogies.
- School-wide assemblies focused on the development of core competencies and student voice. Each assembly began with students sharing their stories through The Story of Me, creating space for identity, reflection, and connection within the learning community.
- Collaboration with the Learning and Innovation Team further supported this work, extending learning into Staff Meeting Learning, guided by both staff and student voice.
- Staff Meetings: Learning Priority Focus. Staff meetings consistently reflected the school-wide learning priority, providing structured time for professional learning, shared discussion, and alignment of instructional practices related to writing instruction and assessment
- Creation of a School Learning Team established to further support this work, with a focus on deepening instructional practice, strengthening assessment consistency, and supporting ongoing collaborative inquiry related to writing.

Classroom-level Instructional Strategies (?)

- Modeling writing behaviors and sharing personal writing
- Facilitating writing conferences, mini-lessons, and peer review
- Using anchor texts, planning sheets, and mentor authors
- Providing differentiated literacy stations and goal-setting opportunities
- Encouraging cultural sharing and identity expression
- Displaying student work and celebrating achievements
- Using multi-age or leveled groupings to meet students where they are
- Encouraging student choice and curiosity
- Offering feedback and scaffolding strategies
- Promoting self-regulation and reflection

Student Experiences:

- Writing about self, family, community, and traditions
- Participating in author’s chair, writer’s circle, peer sharing, and collaborative projects
- Seeing their work displayed and valued
- Engaging in hands-on activities before writing (drawing, building)
- Using open-ended prompts and loose parts
- Exploring topics through nature walks, field trips, and multimedia
- Using writing tools and strategies (phonics, checklists, rubrics)
- Reflecting on progress and setting goals
- Taking ownership of editing and revision

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	Focused on Developing Inclusive Learning Cultures, Intentional Design of Learning, and Collaborative Professionalism.
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Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	How to be a Better Writing Teacher	\$500.00
Professional Learning	The Writing Rope	\$450.00
Learning Resource	Mentor Text for Writing	\$3000.00

Staffing, Supplies

Collaboration Time

\$6000.00

Checking for Impact

- Learning Priority 1
- Learning Priority 2
- Learning Priority 3
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School Student Learning Priority 1

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3 Qualitative Staff Reflection

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4

5

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

Bankhead Elementary School continues to strengthen a shared understanding of learning as instructional and relational, holistic, and rooted in identity, story, and community. Through a collective focus on writing, staff are building greater consistency in instructional practice while deepening opportunities for student voice, choice, and agency. The use of common writing progressions, collaborative inquiry, and ongoing professional learning has supported more intentional assessment practices and clearer communication of student learning. Across classrooms, there is growing evidence that students are more engaged when writing is connected to their lived experiences, cultural identities, and personal stories. This alignment with First Peoples Principles of Learning is helping to create more inclusive and responsive learning environments where students feel a stronger sense of belonging and ownership over their learning.

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

Moving forward, our school will continue to strengthen coherence in writing instruction through ongoing collaboration, calibration, and shared analysis of student work. A continued focus on the consistent use of writing progressions will support clearer next steps for learners and more targeted feedback. Staff will deepen their inquiry into how student agency can further enhance writing growth, particularly through increased opportunities for student reflection, goal setting, and peer feedback. This next phase of learning will focus on refining practice so that all students experience meaningful growth as confident, capable, and self-regulated writers.

Plan Reflection

Date

6/3/2025

Assistant Superintendent's Reflection and Next Steps

Bankhead Elementary has made commendable progress by recognizing the importance of literacy skills and knowledge. This focus supports cross-curricular learning and social-emotional awareness, which is nurtured through community relations and connections. Notable initiatives include the creation of the Social-Emotional Learning team, the "Caught Being Kind" program, classroom-based support areas, teacher-led learning sessions, and district early learning support. The diverse range of programs used has contributed to student growth through a balanced approach.

Looking ahead to next year, Bankhead is to be commended on moving towards a common social-emotional language, emphasizing explicit teaching, as well as utilize literacy data to inform instructional practices. These strategic focus areas will enhance student outcomes and foster a supportive learning environment. Thanks for all your hard work supporting your learners.

Date

5/17/2025

Principal Reflection**Date**

5/13/2026

Principal Reflection

Bankhead Elementary School continues to deepen a shared understanding of learning as relational, holistic, and grounded in identity, story, and community. Through a sustained focus on writing, staff are strengthening consistency in instructional practice while intentionally expanding opportunities for student voice, choice, and agency. The use of common writing progressions, collaborative inquiry, and ongoing professional learning has supported more purposeful assessment practices and more consistent communication of student learning across the school.

Across classrooms, there is increasing evidence that students are more engaged and motivated when writing is connected to their lived experiences, cultural identities, and personal stories. This alignment with the First Peoples Principles of Learning is helping to create more inclusive and responsive learning environments where students experience a stronger sense of belonging and see themselves as capable, valued writers within a learning community.

Submit

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