

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

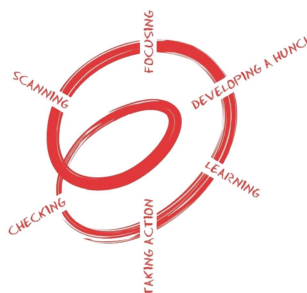


Illustration: Splice Studios
Shelley Leach / K20 Arts Institute / Timothy Moore, Art Teacher
K20 Museum Project

Fostering Indigenous student success through the lens of equity



School Overview

School Information

School*

Bankhead Elementary

School Year

2024-2025

School Level

Elementary School

School Type

English

Family of Schools*

Central Family of Schools

Overall Student Population

424

Student Population Indigenous

68

Student Population, Children in Care

0

Student Population, SPED

46

Student Population, ELL

103

Additional School Information

Principal

Monique West

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

18

Number of School-Based Support Staff

9

Additional Staff

Staff	#
Certified Education Assistant	11

School Learning Story

School Learning Story

Background

Bankhead Elementary School currently serves 424 students from diverse backgrounds and experiences. As a growing school community, we have welcomed over 100 new students in the past seven years. Our school growth plans have consistently emphasized social-emotional learning and inquiry-based approaches across all areas of the curriculum.

Historically, we have placed strong emphasis on collecting and analyzing quantitative data, as well as using observation and student feedback to inform our practices. We believe that academic excellence begins with meeting the foundational needs of every student. This includes supporting their nutrition, physical activity, sense of belonging, safety, and feeling valued within the school community. In support of this belief, BHE has developed a variety of strategies and support designed to foster the conditions necessary for effective learning.

Over the past several years, we have worked diligently to build a collaborative culture that continuously reflects on our practices. We identify both what has been effective and what areas require further attention. Improving the Communication of Student Learning between staff, students, and families has been a key area of focus, and we have seen significant progress in this domain.

Through collaboration with staff and students, we have identified two key learning priorities to guide our work moving forward: Literacy and Social-Emotional Learning. Throughout the current school year, we have been actively implementing strategies aligned with these priorities to support student growth and success.

Supporting Documents and Media

Online Resources

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

Title	URL

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 guide the development of our School Learning Priorities, we established a dedicated committee composed of four experienced teachers and the school principal. This team was tasked with leading a thoughtful and collaborative process to ensure that our priorities reflect the needs of our students and align with our school's vision for continuous improvement.

As part of this process, the committee engaged in a thorough analysis of a range of data sources, including student achievement results, school-wide assessments, and social-emotional indicators. Equally important was the inclusion of staff perspectives. To capture these insights, the committee facilitated structured opportunities for all staff members to share their observations, experiences, and professional reflections. This input was gathered through surveys, collaborative discussions, and team meetings.

By combining data-driven insights with the collective voice of our educators, the committee was able to identify key themes and areas of focus that formed the foundation for our current School Learning Priorities.

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	Surveyed the staff to determine two areas to develop Learning Priorities.	6 Themes emerged: -Relationships foster connection -Literacy can help build relationships and social emotional learning -Co-ordinated use of resources -Self-regulation is central to learning. -Collaboration benefits teacher and student learning. -Build confidence through shared experience.
Student Achievement Data	Looked at Early Learner Profile data, school wide write data, FSA data	Discovered that we needed to prioritize instruction in literacy.
Student Learning Surveys	EDI, MDI, Satisfaction surveys	Discovered that we can grow in the areas of connection and relationships.

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?)

School Learning Priority 1 (?)

All students and staff are developing social emotional awareness, fostered by relationships and connections within the community.

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
- ☐ Creative Thinking
- ☐ Critical Thinking
- ☐ Positive and Personal Cultural Identity
- ☒ 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 (?)

All students and staff are developing social emotional awareness, fostered by relationships and connections within the community.

What evidence will we collect?

Type of Evidence (?)	Short Description of Evidence	Describe the Pattern and Trends in the Evidence (?)
1 Quantitative	EDI, MDI, Satisfaction Survey	Data can be broken down to compare indigenous vs non-indigenous and English Language Learners
2 Qualitative	Empathy Interviews	All learners were considered within the questions and answers and English Language Learners
3 Qualitative	Caught Being Kind Recognition Board	All learners and staff are considered for recognition of acts of kindness
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 (?)

All students and staff are developing social emotional awareness, fostered by relationships and connections within the community.

Leading Professional Learning (?)

- 2 learning sessions lead by the SEL teacher to explore Social Emotional Learning through the CASEL competencies
- SEL focused learning at Staff Meetings lead by the SEL teacher
- Connection with Health Promoting Schools for training in Physical Literacy and Playground Leaders programs

School Level Strategies and Structures (?)

- The Counsellor, ARC worker, Indigenous Advocate, SEL teacher and Principal meet regularly as a Social Emotional Learning Team.
- The SEL teacher collaborates with teachers to provide whole group learning. The SEL teacher also works with small groups of students facilitating focused skill based groups responsive to student need.
- Re-boot Room
- "Caught being Kind" school initiative
- Wellness Path and Regulation Path
- Physical Literacy Playground Leaders program
- Various SEL focused clubs including Comic Club, Lunch Club/Regulation Groups, etc.
- Social Skills groups - ex. Friendship and Conflict Resolution
- Buddy Bench
- SEL themed assemblies

Classroom-level Instructional Strategies (?)

- Collaboration between classroom teachers and the SEL teacher
- Morning Meetings, gratitude circles, etc.
- Whole class SEL focused lessons
- Regulation based adaptations based on student need
- School wide common language (WITS, size of problem, read the room, tough talks, etc)
- Student led inclusion/SEL presentations
- Calm Down Corner/Reset Area for students in classroom
- Mindfulness practices lead by teacher/SEL teacher

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.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Staffing, Supplies	SEL Teacher	
Professional Learning	SEL focused PGP sessions	
Learning Resource	SEL books, games	

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 (?)

All students and staff are developing social emotional awareness, fostered by relationships and connections within the community.

What evidence will we collect?

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

Since April 2023, we have formally established Social-Emotional Learning (SEL) as a school-wide priority, guided by data from staff input, student feedback, and academic and behavioral trends. A key initiative supporting this focus is our "Caught Being Kind" program, which promotes positive behavior and helps strengthen relationships across the school community. The inclusion teacher has played a vital role in building collaboration among staff and students, helping to integrate SEL strategies into everyday classroom practice.

The implementation of consistent, school-wide SEL language has provided students with a clear and accessible way to express emotions and apply self-regulation and interpersonal skills. This unified approach has helped create a supportive and inclusive learning environment. As a result, we have introduced several SEL-focused clubs including Friendship Club, Conflict Resolution Club, and Comic Club. These clubs offer students meaningful opportunities to develop social skills and build connections with their peers.

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

When reflecting on our learning priorities with staff it was evident that there are many interpretations of what the priority means, and it is also clear that developing social emotional awareness through strong relationships and community connections remains a deeply valued priority across our school. Staff and students recognize the importance of fostering belonging, emotional regulation, and shared language around social emotional learning. While current strategies like morning meetings, school-wide initiatives (e.g., Bankhead Brags, Caught Being Kind), and small group interventions have laid a strong foundation, there is a desire to refine and focus on this priority further. Specifically, we aim to define clear, school-wide learning intentions and finalize consistent expectations through shared learning for students, staff and families. There is a desire to link how we are measuring growth with the core competencies. Ongoing professional learning, intentional collaboration, and greater alignment across classrooms will elevate our priority into a clearly defined, measurable, and actionable focus with meaningful next steps.

Plan Reflection

Date

7/16/2024

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

7/16/2024

Principal Reflection

Date

5/17/2025

Principal Reflection

When reflecting on our two learning priorities, Social-Emotional Learning and Literacy, it is clear that both are deeply valued and actively supported across our school community. Staff have demonstrated strong commitment to fostering student well-being and literacy growth. Moving forward, we recognize the need to bring greater clarity and cohesion to each priority by establishing clearly defined, school-wide learning intentions and consistent expectations. For Social Emotional Learning, this includes deepening our shared understanding and aligning practices with the core competencies, while in Literacy, we aim to narrow our focus to specific skill areas and strengthen cross-grade continuity. Next steps will include facilitating ongoing professional learning, enhancing collaborative planning time, and using common assessment tools to track growth and inform instruction. Through this work, we will build a more unified, measurable, and impactful approach to both learning priorities.

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