

# School Community Student Learning Plan

School: BGE



Central Okanagan  
Public Schools

Together We Learn

## District Overview

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### Vision

Together We Learn.

### Purpose

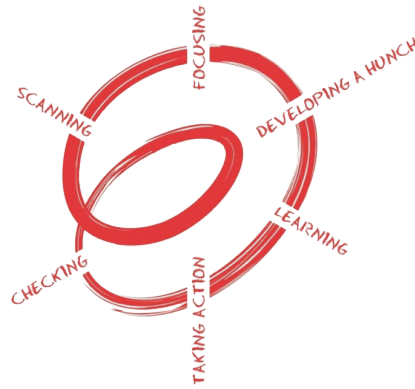
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

### 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



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



*Lil'wat - Salvo Balthaz  
Shelton Lewis / KSS Art Students / Tammy Mayer, Art Teacher  
KSS Mutual Project*

Fostering Indigenous student success through the lens of equity



## School Overview

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## School Information

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**School\***

Belgo Elementary

**School Year**

2025-2026

**School Level**

Elementary School

**School Type**

Dual Track French Immersion

**Family of Schools\***

Rutland Family of Schools

**Overall Student Population**

296

**Student Population Indigenous**

33

**Student Population, Children in Care**

0

**Student Population, SPED**

35

**Student Population, ELL**

30

**Principal**

LeeAnn Yapps

## Vice Principal

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**Vice Principal**

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**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**

1

**Number of School-Based Teachers**

21

**Number of School-Based Support Staff**

7

## Additional Staff

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**Staff**

**#**

**Additional School Information**

# School Learning Story

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## School Learning Story

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### Background

2021-2024

École Belgo Elementary serves approximately 300 students across English and French Immersion programs. From 2021 to 2024, the school focused on strengthening reading skills and fostering a greater sense of joy and engagement in reading. This work involved targeted literacy supports while also deepening a sense of belonging through social-emotional learning and school-wide initiatives designed to build connection, identity, and community among learners.

More recently, the school has expanded its focus to include strengthening numeracy, with an emphasis on developing students' communication and problem-solving skills. Through collaboration with the Instructional Learning Team, the use of open-ended, differentiated tasks, and improved access to manipulatives within classrooms, staff are creating more inclusive, student-centered learning environments that support engagement, confidence, and growth across learners.

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### Background

2025 – Ongoing

This year, the school continues to build momentum in its focus on numeracy. Staff are engaging in ongoing professional learning to design meaningful, real-world tasks that promote problem-solving, collaboration, and communication. Teachers are approaching this work as learners, working alongside colleagues, trying new strategies, and reflecting on their practice to better meet the needs of all students.

There has been a strong emphasis on developing low-floor, high-ceiling tasks to ensure accessible entry points for all learners while providing opportunities for deeper thinking and extension. Ongoing feedback from students and staff indicates a shift in both teaching practice and learner identity, with increased confidence, engagement, and a more positive approach to mathematics across the school.

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## Supporting Documents and Media

BFG 1.JPG

361.43KB



BFG 2.JPG

252.35KB



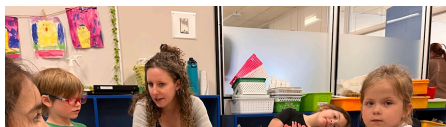
BFG 3.JPG

317.43KB



Numeracy 1.JPG

260.87KB





## Online Resources

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

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**Title**

**URL**

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## School Scan

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**Describe how you (and your team) will gather and analyze a variety of evidence to understand the current state of student learning in your school.**

\*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.

While earlier work at École Belgo Elementary focused on strengthening literacy through consistent data collection and analysis, more recent data and feedback have identified numeracy as a key area for growth across the school.

In the 2024–2025 school year, surveys of both students and staff provided important insight into numeracy teaching and learning. Students demonstrated confidence and a positive mindset toward mathematics, including an understanding that mistakes support learning. However, many indicated that they struggled to see connections between mathematics and real-world contexts, often viewing it as a series of isolated, pencil-and-paper tasks. Staff similarly identified numeracy as an area for further development, noting a need to deepen their understanding of effective instructional practices.

In response, numeracy was identified as an ongoing school learning priority. Staff are actively engaging in collaborative inquiry, working alongside the Instructional Learning Team (ILT), and exploring instructional approaches that emphasize problem-solving, communication, and real-world application. This work includes the use of open-ended, differentiated tasks and increased opportunities for student discussion and reasoning.

Through this collective effort, a more consistent, shared understanding of numeracy is emerging across the school. As instructional practices continue to evolve, students are beginning to shift how they experience mathematics. Seeing it as meaningful, connected, and accessible, with multiple entry points that support engagement and growth for all learners.

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

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**Type of Student Learning Evidence    Description of Evidence**

**Describe Trends and Patterns**

Empathy Interviews	(2022-2024) Interviews with all students (at a class level); specific questions asked and discussed in a class discussion; one staff asking questions & one staff taking notes	<p>Students value opportunities to connect beyond the classroom and have expressed interest in more clubs and whole-school activities. While many feel positive about the school community, some students report uncertainty about belonging and where they fit.</p> <p>There is also interest in greater recognition of diverse cultural and religious celebrations. Overall, while inclusive practices are evident within classrooms, there is a need for more school-wide and cross-grade opportunities to strengthen a shared sense of belonging.</p>
Student Achievement Data	(2024-2025) PRIME Numeracy Assessment	<p>Across grade levels, students experience challenges in clearly communicating their thinking and learning.</p> <p>They also have difficulty making meaningful connections between classroom concepts and real-world applications.</p>
Pedagogical Documentation	(2024-2025) Sept 2024  Initial survey with students to explore their views about numeracy and real-world applications	<p>Students generally enjoy mathematics and see themselves as capable learners with a strong growth mindset. However, many continue to associate mathematics primarily with pencil-and-paper tasks or procedural work, and have difficulty recognizing its connection to real-world contexts.</p>

Pedagogical Documentation

(2025-2026) March 2026

Follow-up survey with students to explore whether and how their perspectives on numeracy have shifted

### 1. Math as a Social Experience

Students across grade levels value opportunities to collaborate with peers.

Working together-both offering and receiving support-helps create a positive and safe learning environment.

### 2. Hands-On and Visual Learning

Students consistently benefit from the use of manipulatives, drawings, and visual representations.

Tools such as whiteboards and sketching strategies support students in expressing and clarifying their thinking.

### 3. Desire for Understanding and Challenge

Students experience a sense of pride when they are able to successfully solve problems.

They respond positively to tasks that provide an appropriate level of challenge- neither too easy nor overly difficult.

### 4. Connections to Real-World Contexts

Students are able to recognize mathematics in everyday experiences, including nature, home routines, and games.

While examples vary by age, there is evidence of

emerging connections between mathematical concepts and real-world contexts.

Student Achievement Data

(2025-2026) May 2026

Reassessing Numeracy using PRIME Numeracy Assessment from K-6 (in progress)

TBD

# Focusing

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[Learning Priority 1](#)[Learning Priority 2](#)[Learning Priority 3](#)[Learning Priority 4](#)[Learning Priority 5](#)[Learning Priority 6](#)

## School Student Learning Priority 1

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### Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?)

Students show confidence and a strong growth mindset, understanding the value of learning through mistakes. At the same time, many continue to see mathematics as procedural and task-based, rather than as a meaningful, real-world way of thinking.

### School Learning Priority 1 (?)

Students will deepen their numeracy skills by sharing their thinking and engaging in real-world, task-based problem solving using a variety of strategies.

### 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

Numeracy

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## Curricular Competencies

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## 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



**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

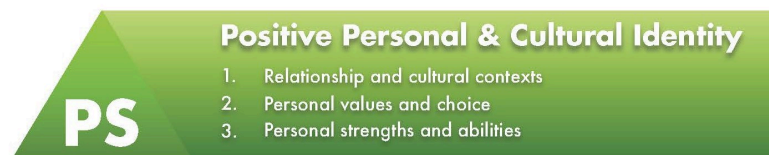
1. Novelty and value
2. Generating ideas
3. Developing ideas



**T**

### Critical Thinking

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



**PS**

### Positive Personal & Cultural Identity

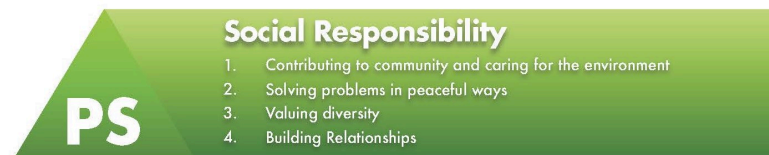
1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities



**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

- 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 (?)

Students will deepen their numeracy skills by sharing their thinking and engaging in real-world, task-based problem solving using a variety of strategies.

#### What evidence will we collect?

**Type of Evidence (?) Short Description of Evidence**

**Describe the Pattern and Trends in the Evidence (?)**

- |   |              |  |   |
|---|--------------|--|---|
| 1 | Qualitative  | Fall 2024 Student Surveys  | Students demonstrate confidence in their mathematical abilities and exhibit a growth mindset, recognizing that mistakes are an essential part of learning. However, survey results indicate that many students view mathematics primarily as a pencil-and-paper activity, disconnected from real-world contexts. Additionally, they tend to believe that math problems have only one correct answer, suggesting a limited perception of mathematical thinking.                    |
| 2 | Quantitative | -Fall 2024 Whole School PRIME Numeracy Assessment<br>-Spring 2026 Whole School PRIME Numeracy Assessment | The results from the assessment indicate that many students struggle to clearly communicate their mathematical thinking. While they may be able to perform calculations or arrive at correct answers, they often have difficulty articulating the reasoning behind their strategies, using appropriate mathematical language, or justifying their solutions. This suggests a need for increased emphasis on mathematical discourse, explanation, and reflection in the classroom. |
| 3 | Qualitative  | Fall 2024 Staff Surveys<br>Fall 2025 Staff Surveys   | Teachers have expressed a desire for further professional learning to deepen their understanding of how to best support numeracy development in their classrooms.   |
| 4 | Quantitative | FSA Numeracy Results   | FSAs provide consistent and yearly information.   |
| 5 | Qualitative  | WLU Data   | Report card data may not fully reflect students' mathematical understanding, as it can be skewed by an instructional focus that emphasizes content knowledge over curricular competencies. This suggests a need for continued professional learning and practice to support teachers in balancing both content and competencies in their assessment practices, ensuring a more accurate representation of student learning.   |

# Taking Action and Learning

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Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

## School Student Learning Priority 1

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### School Learning Priority 1 (?)

Students will deepen their numeracy skills by sharing their thinking and engaging in real-world, task-based problem solving using a variety of strategies.

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### Leading Professional Learning (?)

- Continued professional learning and practice to support teachers in balancing content and curricular competencies in assessment, ensuring a more accurate and comprehensive representation of student learning
- Ongoing collaboration with the Instructional Learning Team (ILT) to explore effective instructional practices, examine evidence-based strategies, and access high-quality resources
- Opportunities for ILT members and lead teachers to model classroom practices and share strategies during staff meetings
- Dedicated collaboration time for teachers to work in teams, share experiences, and reflect on instructional approaches
- Continued professional learning focused on Universal Design for Learning (UDL) to support inclusive and responsive classroom practices

### School Level Strategies and Structures (?)

- Sharing the revised learning priority with staff (through staff meetings) and with the parent community (through PAC meetings and eNews)
- Aligning school-based decisions and spending to reflect numeracy as a central priority
- Increasing the visibility of numeracy across the school through student work, displays, and community connections
- Updating and enhancing math manipulatives and resources to support instruction, as needed
- Identifying and implementing strategies to effectively meet the diverse needs of all learners
- Structuring staff meetings around inquiry and personalized professional learning
- Deepening staff understanding of how to use math manipulatives across grade levels to support progressive skill development
- Integrating numeracy into Big Friendly Group activities to reinforce real-world application and cross-grade learning

### Classroom-level Instructional Strategies (?)

- Emphasizing Peter Liljedahl's task-based approach to support engagement and meet the diverse needs of learners across grades K–6
- Implementing instructional strategies such as Number Talks and Counting Collections in primary grades (K–3) to build number sense and mathematical fluency
- Ensuring students and staff have consistent access to manipulatives and understand how to use them effectively to support instruction and provide multiple entry points for learners
- Focusing on deepening student understanding rather than accelerating through curriculum content, with an emphasis on conceptual learning
- Prioritizing the use of low-floor, high-ceiling tasks to support all learners in accessing and extending their mathematical thinking across grade levels

### 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

Identifying strategies to ensure the diverse needs of all learners are effectively met

District Strategic Plan - Family & Community Engagement

Finding creative ways to engage our families

### Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	Staff release	\$3000
Learning Resource	Manipulative and resources	\$3000
Other	Resources for family games/activities	\$1000

# Checking for Impact

Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

## School Student Learning Priority 1

### School Learning Priority 1 (?)

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3	Qualitative	Fall 2024 Staff Surveys Fall 2025 Staff Surveys	Teachers have expressed a desire for further professional learning to deepen their understanding of how to best support numeracy development in their classrooms.
4	Quantitative	FSA Numeracy Results	FSAs provide consistent and yearly information.
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### Reflection on our collected evidence on our impact for this School Student Learning Priority (?)

The BGE Teacher Learning Team has continued to meet regularly to reflect on our school learning priorities and determine responsive next steps. This year, our work has increasingly centered on numeracy, with staff engaging in an ongoing cycle of inquiry that includes examining instructional practices, analyzing data, participating in professional learning, and gathering feedback from both staff and students. Through this process, there is growing momentum across the school, as teachers take on the role of learners- trying new approaches, collaborating with colleagues, and reflecting on the impact of their practice. This collective work has supported the development and ongoing refinement of our school goal, which continues to be shared and embedded across our staff and school community.

As part of this continued reflection, we have identified the importance of strengthening the reliability and consistency of our Written Learning Update (WLU) data. While progress has been made, there are still instances where assessment practices reflect content coverage rather than a comprehensive understanding of curricular competencies. This year, there has been a more intentional focus on aligning assessment with instructional practices and using a range of formative approaches to better understand and respond to student learning. Moving forward, we will continue to refine our assessment practices to ensure they are consistent, evidence-informed, and reflective of both student growth and competency development.

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

- Providing ongoing professional learning for staff through staff meetings and Implementation Day
  - Engaging families in the school's numeracy priority and fostering connections between home and school learning
  - Increasing the visibility of numeracy across the school through classroom practices, student activities, and school-wide challenges
  - Expanding opportunities to collect and analyze meaningful data to inform instruction and monitor progress
  - Trialing the Early Numeracy Assessment and Continuum with interested teachers as a pilot, with a view to broader implementation
  - Creating opportunities for teachers to learn alongside one another through classroom visits, collaboration, and feedback to support professional growth
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# Plan Reflection

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**Date**

7/15/2024

**Assistant Superintendent's Reflection and Next Steps**

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**Date**

6/13/2025

**Principal Reflection**

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**Date**

5/18/2026

**Principal Reflection**

As we near the end of the 2025–2026 school year, I am proud of the collaborative and purposeful work taking place across our school. Staff continue to engage meaningfully in our learning priorities, demonstrating a shared commitment to reflection, growth, and continuous improvement.

Our previous focus on belonging and reading remains evident in our classrooms, where students feel supported, connected, and confident as learners. This strong foundation continues to support both student well-being and academic growth.

This year, we have made important progress in our numeracy focus. Teachers are increasingly designing learning experiences that emphasize problem-solving, communication, and real-world application, while engaging in ongoing collaboration and inquiry. There is a growing confidence among staff to try new approaches and reflect on their impact.

We are beginning to see shifts in student engagement and confidence in mathematics, with learners demonstrating a greater sense of connection to their learning. This work is ongoing, and the collective commitment of our staff positions us well for continued growth as a learning community.

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# Submit

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## Close Current Community Learning Form

Archive Form