



**Central Okanagan
Public Schools**

Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

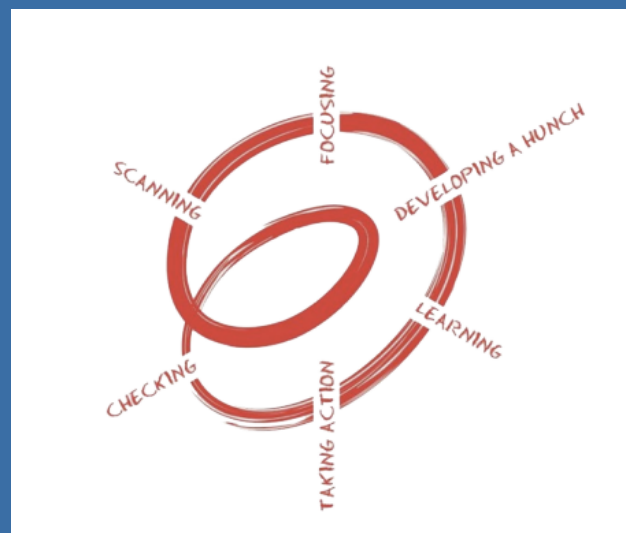
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

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

LifeLine - Spirit Resilience

Fostering Indigenous student success through the lens of equity

Central Okanagan
Public Schools
Indigenous Education



School Community Student Learning Plan



Central Okanagan
Public Schools
Together We Learn

School

Belgo Elementary

School Year

2025-2026

Principal

LeeAnn Yapps

Vice Principal



Student Population

296



ELL

30



Indigenous

33



Children in Care

0



SPED

35



School Level

Elementary School



Grades

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



School Based Teachers

21



Family of Schools

Rutland Family of Schools



School Type

Dual Track French Immersion



Administrators

1



School Based Support Staff

7



School Learning Story

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.

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.

School Scan

How we will gather Evidence

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.

Type of Student learning	Description	Trends and Patterns
Student Achievement Data	(2025-2026) May 2026 Reassessing Numeracy using PRIME Numeracy Assessment from K-6 (in progress)	TBD
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	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. 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.
Pedagogical Documentation	(2024-2025) Sept 2024 Initial survey with students to explore their views about numeracy and real-world applications	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.
Student Achievement Data	(2024-2025) PRIME Numeracy Assessment	Across grade levels, students experience challenges in clearly communicating their thinking and learning. They also have difficulty making meaningful connections between classroom concepts and real-world applications.
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

Student Learning Priority 1

Focusing

▲Patterns and Trends from the School 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.

▲Student Learning Goal 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.

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

▲Foundational Skills

Numeracy

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Quantitative	-Fall 2024 Whole School PRIME Numeracy Assessment -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.
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.
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.
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.
Quantitative	FSA Numeracy Results	FSAs provide consistent and yearly information.



Taking Action and Learning

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 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

Taking Action and Learning (cont)

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 - Family & Community Engagement	Finding creative ways to engage our families
District Strategic Plan - Equity & Excellence in Learning	Identifying strategies to ensure the diverse needs of all learners are effectively met

Resource Type	Resource Description	Estimated Budget
Learning Resource	Manipulative and resources	\$3000
Other	new furniture and carpet for library	5000 + 3000
Staffing, Supplies	reading river bookshelves and bins (per year)	2000+ 5000 + 3000
Other	Resources for family games/activities	\$1000
Professional Learning	Staff release	\$3000

Checking for Impact

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



Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan

Student Learning Goal 2

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

Foundational_Skills

Numeracy

Taking Action and Learning (cont)

Classroom level Instructional Strategies

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities Description

Resource Type	Resource Description	Estimated Budget
Other	Assemblies	0
Other	Big Friendly Groups	200 (each term)
Other	K Exploratory Days	200
Staffing, Supplies	Material for clubs	300 (each term)
Learning Resource	Parent Book Club	0
Other	Winter Wonderland Evening	200 (every year)

School

Belgo Elementary



School Community Student Learning Plan



Central Okanagan Public Schools
Together We Learn

Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan



Student Learning Goal 3



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

Foundational Skills



Numeracy



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Qualitative		
Quantitative		

Taking Action and Learning (cont)

Classroom level Instructional Strategies

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
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Resource Type	Resource Description	Estimated Budget
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Checking for Impact

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

The BGE Teacher Learning Team has been meeting weekly to reflect on our learning priorities and determine next steps. Throughout the year, we have examined our practices, analyzed data, engaged in professional learning, and gathered input through staff and student surveys. This process has informed the development of our goal, which we are now in the process of sharing with our staff and school community.

We acknowledge that our WLU data lacks reliability, as it reflects a focus on content rather than a comprehensive assessment of students' curricular competencies. We need to ensure that our practices and more reliable.

Recommendations for next steps for this School Student Learning Priority

Leading Professional Learning

School Level Strategies Structures

Classroom level Instructional Strategies

District Strategic Plan - Priorities

Description

Resource Type

Resource Description

Estimated Budget



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.

As we near the end of the 2024-2025 school year, I feel incredibly proud of the thoughtful work our staff has done around our learning priorities. There is a clear sense of momentum and purpose as we reflect on our progress and look ahead to next steps.

This year, we have made meaningful progress toward our goal around belonging. While we are moving on from it as a formal school goal, the practices and mindset that foster connection and inclusion remain embedded in the way we work every day. Belonging continues to be a foundational part of who we are as a school community.

We continue to make steady progress in improving reading across all grade levels. Our focus on targeted instruction, ongoing assessment, and responsive supports is helping more students become confident, proficient readers. Alongside this academic work, we are also intentionally building joy in learning and creating experiences that are engaging, meaningful, and affirming for every child.

This year also marked the beginning of our new numeracy goal: Students will deepen their numeracy skills by sharing their thinking and engaging in real-world, task-based problem solving, using a variety of strategies. We see this as the starting point of a multi-year journey. Staff are beginning specific professional learning around task creation, assessment, and Universal Design for Learning (UDL), which will guide our approach as we design inclusive and authentic mathematical experiences for all students.

Together, we are continuing to grow a collaborative learning culture that balances curiosity, purpose, and care. I am excited about where we are and where we are going.