

Belmont School

Action Plan for Learning 2025-2026

<https://sd35.bc.ca/belmont>



SCHOOL VISION/MISSION:

Belmont Elementary is a bilingual and multicultural learning community committed to lifelong success in a caring, inclusive, and trusting environment. Guided by the First Peoples' Principles of Learning, we honour relationships, connectedness, and a sense of place.

At Belmont, we are one. We strive to:

- Foster belonging and respect
- Support growth through meaningful relationships
- Create inclusive spaces that reflect diverse ways of knowing
- Empower learners to thrive in community and culture

SCHOOL GOALS:

INTELLECTUAL DEVELOPMENT:

All students will demonstrate growth in reading and writing through structured literacy instruction at all three tiers, informed by the science of learning and aligned with the district literacy progressions. Students will develop confident and flexible mathematical thinking through structured numeracy instruction, problem-solving, fluency, and reasoning strategies aligned with district learning standards.

HUMAN & SOCIAL DEVELOPMENT:

All students will strengthen their social-emotional competencies by developing skills in self-regulation, well-being, and problem-solving through consistent Tier 1 instruction and targeted Tier 2/3 supports, aligned with the Ensouling Our Schools framework.

CAREER DEVELOPMENT:

Students will develop self-awareness by identifying their strengths, goals, interests, and values, and begin connecting these to possible career-life pathways and contributions to their community. Intermediate students have opportunities to volunteer and lead.

ADDITIONAL INFORMATION:

Belmont Elementary is a K-7 school in Brookwood. It is home to an early French Immersion program and a neighbourhood English-stream program. Our school community includes students with a wide variety of backgrounds, multicultural, and a significant number of needs.

Belmont Elementary

Total Number of Students: 550
French Immersion Students: 304 55%
English Program Students: 247 45%

UNIFIED ACTIONS:

- Use structured literacy (UFLI, Shifting the Balance, Writing Revolution). CBE structured literacy (FI)
- Apply structured numeracy using explicit instruction and fluency practice, Carol Fullerton, Mindful Math.
- Implement RTI with common assessments (DIBELS, GB+, F&P, RAN, THAFOL French Dibels).
- Use collaboration blocks to plan targeted interventions and work on school action plan goals.
- Integrate literacy and numeracy tech tools (Lalilo, MathUp).
- Teach SEL through Second Step, Zones of Regulation, WITS, We Thinkers, and Open Parachute.
- Use the Bulldog Toolbox (IE, WITS) to build self-regulation and problem-solving skills. The use of BRAVO Belmont, a schoolwide positive reinforcement system.
- Provide Tier 2/3 supports (sensory rooms, calm corners, social skills groups).
- Track SEL growth using observations, student reflections, and behaviour data.
- Embed K-7 career education curricular competencies through goal-setting and community role exploration.
- Participate or attend the Entrepreneur & Innovation Project, Meet the Leaders and ADST opportunities through explorations.
- Integrate career skills into literacy, numeracy, and inquiry units.
- Use reflection journals and other means to connect strengths and interests to future pathways.
- Writing- the Syntax Project.
- Indigenous storytelling.

RESOURCES TO SUPPORT OUR WORK:

Social-Emotional Competencies – Bulldog Toolbox

By focusing on a number of key Social-Emotional Competencies, we help students to develop a stronger understanding of themselves and their place in society. There are five key programs that we use to help students develop their Social-Emotional Competencies.



Second Step

Second Step (<https://www.secondstep.org/>) is a Social Emotional Learning curriculum that has a K-5 program and a Grade 6-8 middle school program. We have brought access to the digital curriculum this year which includes full class lessons (PPTs, videos, activities, discussion guides, communication with home, etc.). There is explicit teaching, group discussion, and opportunities for application. The program will become a foundation that is complemented by the use of our other SEL.

- In the K-5 program for each grade level, there are units on:
 - Growth Mindset & Goal-Setting,
 - Emotion Management,
 - Empathy & Kindness,
 - Problem Solving,
- In the Gr. 6-8 Middle School curriculum, there are units on:
 - Mindsets & Goals,
 - Recognizing Bullying & Harassment,
 - Thoughts, Emotions & Decisions,
 - Managing Relationships & Social Conflict.



Zones of Regulation

We use the Zones of Regulation throughout the school. Many students demonstrate an ability to understand and utilize the Zones in their everyday school life.

Many students are now able to successfully choose strategies to self-regulate that are appropriate to their Zone.

We observe that more Tier 2 work is needed for students to learn to identify and use self-regulation strategies from their Bulldog Toolbox.



The WITS program for teaching conflict resolution

A large number of the issues students have with self-regulation result in and/or are caused by struggles to resolve conflict peacefully. We use WITS to teach conflict resolution. Students have demonstrated improved understanding of methods of resolving conflict with others through these strategies. The WITS program is currently updating its resources, which we hope will provide more materials for teaching it in classrooms to all students.

There is Tier 2 and Tier 3 review of WITS with resource teachers, the YCW and admin.

The EASE program



have taken training and started using EASE lessons in classes. <https://healthymindsbc.gov.bc.ca/ease-online/>

We have been seeing an increase in anxiety amongst school-aged children over the last several years. This reality has become even more obvious during the COVID-19 pandemic.

Staff have recognized the need to teach students about ways to manage anxiety. Quite a few staff