



École élémentaire Belmont Elementary School

School Plan 2011-12
Langley School District #35

Names and Signatures of School Planning Council

Parent: Ms Anne Korchynski _____

Parent: Mrs. Maryann Balzarini _____

Parent: Mrs. Dana Reed _____

Principal: Ms Liz Tuck _____

School Profile

Belmont is one of two dual track early immersion schools in Langley. About 65% of our students are in French Immersion, a district choice program. Special needs students comprise 12 % of our English population and 2.0% of our French immersion population. Currently slightly fewer than 3% of our students are identified as requiring behavioural support.

A team approach to supporting students with special needs is a cornerstone of the culture at Belmont. The learning services team (LA/Resource teachers, SEA's, child care worker, counsellor and administrators) meets once a week outside the timetable to discuss students' academic, behavioural and/or emotional needs. To increase students' sense of attachment at school, we have a house system. Our STAR incentive program (Safety, Teamwork, Attitude, Respect) allows students to earn house points for their team. The yearly team competition culminates in the awarding of the "Belmont Bulldog Cup". An extensive service/leadership program is open to Grade 6 and 7 students. We introduced honour rolls (Academic Honour Roll for Gr 6-7; Work Habits Honour Roll for Gr 1-7) in the 2010-11 school year.

Parents are keenly interested in the school and particularly value its music program. All students learn ukulele beginning in Grade 4, band is offered in Grade 7, and the school undertakes a full-scale musical production every two years.

Board Approval

Cheryle Beaumont, Superintendent _____

Stacey Cody, Board Chairperson _____

Date Approved _____

Mission, Vision, Values

Belmont's **mission** is to offer a bilingual and multicultural learning environment, providing strategies for lifelong success in a caring and trusting community.

Our **vision**, as expressed in our motto, *At Belmont We are One*, is to work together to create conditions for optimal success for all learners in our community.

Our values:

The following statements describe our attitudes, behaviours and commitments to each other as we move toward accomplishing our vision.

1. *We will model respect for all.*
2. *We are committed to the inclusion of children of all needs and learning styles.*
3. *We will focus on creating a caring environment.*
4. *We care about our bilingual program.*
5. *We will deliver a curriculum rich in learning experiences.*

Review of School Goals – 10-11

Goal Area: Numeracy

Goal Statement: *To improve our students' ability to solve mathematical problems*

This was our third year working on problem-solving in Mathematics.

2010-11 math strategies included the following:

- a school-wide fall classroom assessment coded in teams using performance standards ("Strategies and Approaches" aspect) on a set of problems at each grade level. French immersion students wrote in French, with the exception of Grade 7's, who study Math in English.
- a focus on developing French immersion students' fluency in mathematical language (e.g. dictées included math terminology; story books included math/number focus)
- collaboration on instructional strategies supporting problem-solving on School Improvement and Design and Assessment days
- regular meetings within the Brookwood family of schools (administrators and Grade 7 teachers with secondary counterparts) to work on transitions specifically in the area of Math.
- regular use of manipulatives (e.g. number balances; specialized dice; math boxes containing dice, counters, mini-numbers charts, etc) for students' concrete and pictorial demonstration of comprehension
- increased use of math web sites

Teachers observe the following with regard to our work on problem-solving:

Successes:

- students demonstrate more confidence when solving word problems
- students are beginning to use more specific mathematical language and are more accepting of the need to communicate their understanding beyond, “I did it in my head”
- workshops (Sam Muraca, Deanna Lightbody) have been good “energizers” and focus us on our goal area
- we have added many good resources to support problem-solving
- students are enjoying using hands-on materials more often
- students understand that there is more than one way to solve problems and their solutions increasingly show two or more approaches
- professional dialogue centred on student achievement has increased among staff

Challenges:

- we need to expand students’ perception of what math is; a perennial problem is how to make math more "real" and "relevant" to students' experience
- “messy math” (i.e. concept development through working with math manipulatives) is time consuming and can exacerbate classroom management challenges
- split classes pose a challenge, especially when the two grades do not have a common resource (e.g. Nelson Math Focus not translated at all grades into French, so a split Grade 4/5 class might have both Math Focus and Math Makes Sense)
- current math resources are text-rich and require high levels of reading comprehension
- parent understanding of new approaches to math is slow to develop despite attempted outreach (e.g. Sam Muraca presenting at PAC meeting)
- we need better technology support to be able to differentiate in classrooms and to have ready access to math web sites
- we need to continue to find time to collaborate and share professional practice in order to develop consistent strategies and expectations (e.g. when students should have mastery of certain number operations).

GOAL # 1 – 11-12

Numeracy/Literacy

Statement

To improve our students' ability to read and comprehend in the area of math.

Rationale

Current math curriculum features problem-solving not only as the end but also as the means of developing mathematical understanding. Our intention in choosing to focus on problem-solving in Math in the 2008-09 year was to maintain this goal area for 3 years. We focused on the "representation and communication" strand of the performance standards for two years and in 2010-11 focused on "strategies and approaches".

As Math resources have become more text-rich, students need to read and understand more complex text. A large part of problem-solving is understanding just what the problem is asking. In French immersion, students' lack of background vocabulary adds to the complexity of the task of interpreting what is being asked and of communicating solutions.

We see this goal as a transitional one from numeracy to literacy. It will allow us to look at reading comprehension in the area of our specific focus of the last three years, and then to move into other subject areas (science, social studies) through the lens of literacy. An immediate task will be to find an appropriate (and efficient) assessment tool for reading levels beyond grade 3 since we have not assessed intermediate reading levels systematically to date. At the same time, we will ask ourselves how best we can enhance students' comprehension in the area of math. We will draw on Adrienne Gear's work in helping students understand and work with nonfiction text, and on Dr. Marion Small's "Big Ideas" in math. Our premise is that enhancing students' comprehension of nonfiction reading will improve their ability to solve math problems and that these skills will transfer to other areas of nonfiction reading.

Performance Indicators

Classroom: for reading: Gr 1-2: PM Benchmarks/GB+; Gr 3: Fountas-Pinnell; Gr 4-7: GradePlus (+/or other - to be decided); report card results

for numeracy: PRIME Math; classroom observations, "think alouds" and individual conferencing with students; school-wide problem-solving assessment in fall; math journals; chapter tests; report card results

for reading comprehension in math: teacher-developed rubrics, perhaps along the lines of Adrienne Gear's "Assessment Rubric for Nonfiction Reading Power"; Performance Standards ("reading for information", Gr 2 +)

District: District numeracy assessment (Grades 3 and 6)

Provincial: FSA's (Grades 4 and 7).
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Targets

- For our first year of this goal area, we will be establishing baseline data (e.g. reading levels Gr 1-7; performance standards + /or teacher-developed rubrics for student comprehension of informational texts)

Strategies

Teachers will:

- continue to use math manipulatives and math web sites
- continue to develop common math language across grades and classrooms
- use math "word walls" / math dictionaries
- have a common report card outcome connecting math and reading throughout grades (e.g. an intermediate reading/math outcome could be "shows understanding in the area of math by re-telling, stating what is already known and explaining scope of the problem in own words"; a primary reading outcome could be "recognises most high frequency math terms")
- use math-themed guided reading books
- show students how to find key words and what they mean
- have students use math journals at some grade levels
- use Adrienne Gear's Nonfiction Reading Power to help students develop comprehension skills ("zoom-in on text features", "question/infer", "determine importance", "connect", "transform") that they can apply in math and in other subject areas.

Structures

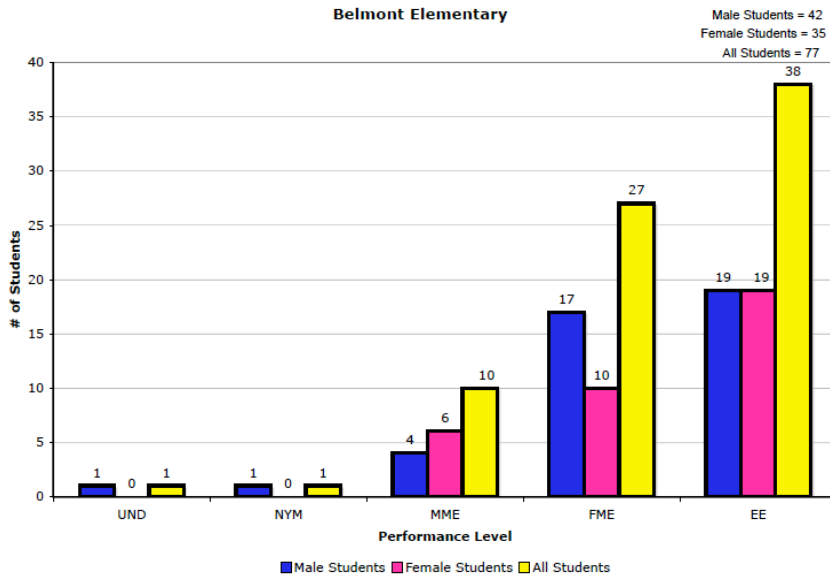
- Time will be provided regularly at staff meetings and on Design and Assessment and School Improvement days for sharing.
- We will continue to work with colleagues in our family of schools around math transitions

Monitoring and Adjusting

- Staff meetings and non-instructional days allow for collaborative inquiry and planning
- We aim to improve our communication with parents via our web site and other technology

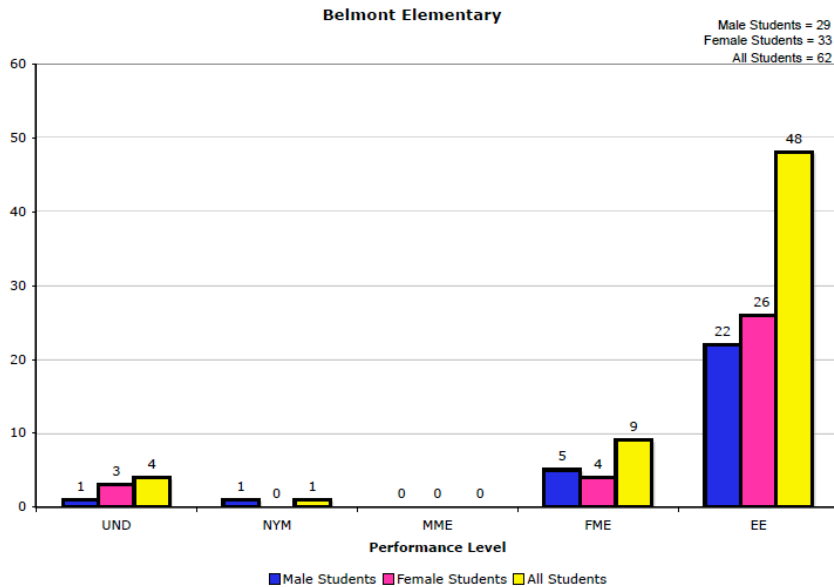
APPENDIX - student achievement data in reading and numeracy

June 2011 Grade 1 PM Benchmark Reading Results



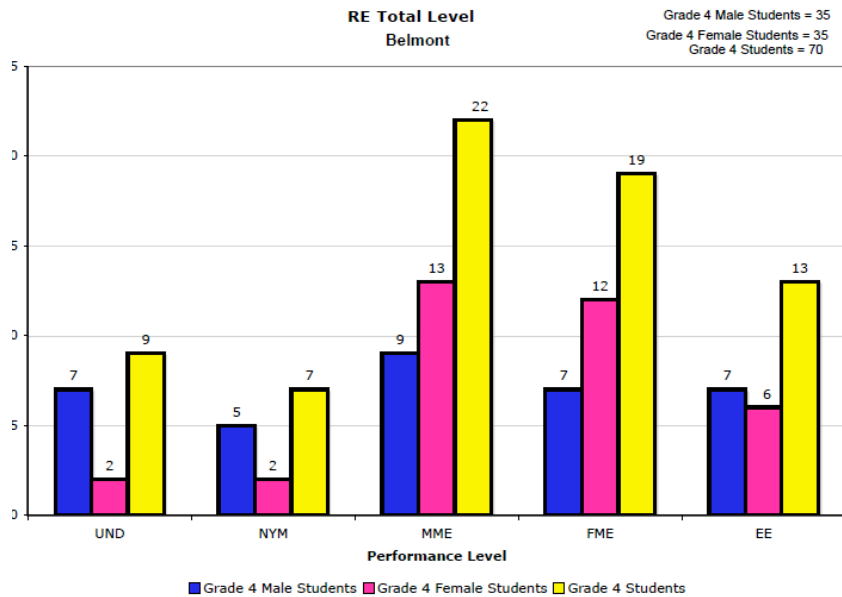
Grade 1 reading Most students who were only minimally meeting expectations are in French Immersion and were close to fully meeting expectations. One has since switched to the English program. Two of our English program Grade 1's were minimally meeting expectations: one at level 14 and one at level 12. Our English program has, for the last three years, benefitted from Reading Recovery support. Sadly, this program is a casualty of budget cuts.

June 2011 Grade 2 PM Benchmark Reading Results



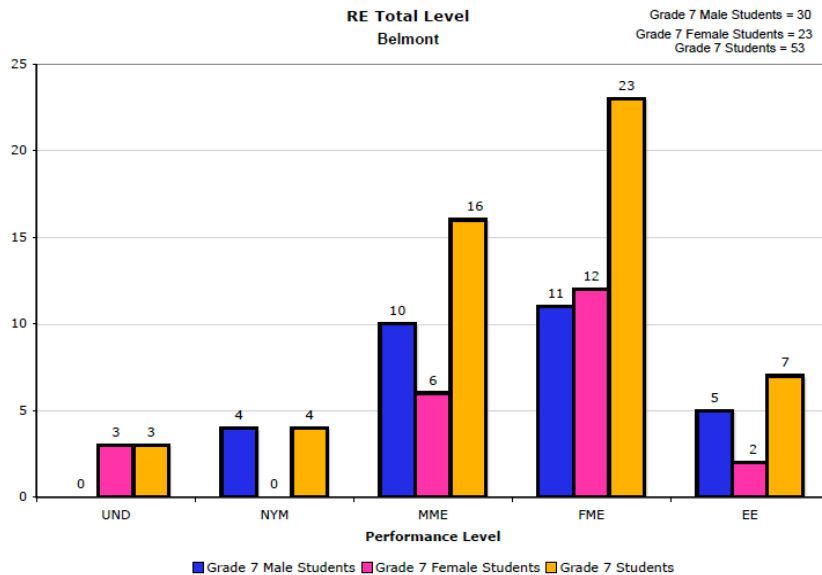
Grade 2 reading: Only one student was not reading at grade level in June. This student was new to our school last year and is very close to grade level expectations.

2011 FSA Results



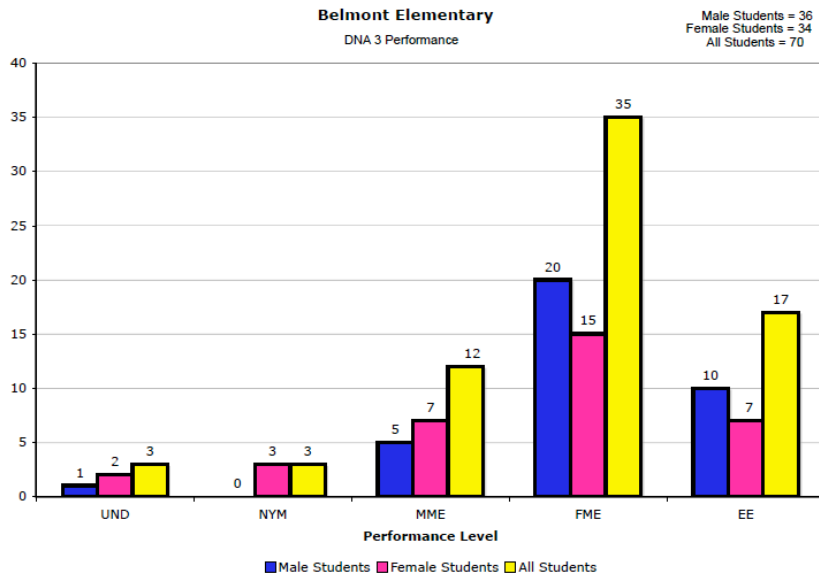
Grade 4 reading: We are concerned with the number of students minimally meeting on our Grade 4 Reading FSA's. Two factors are important to consider in interpreting the results, however: students performed very poorly on the multiple-choice (online) test, which lacks context and does not reflect good teaching or assessment practice; FSAs are done in English, while two-thirds of our students are in French Immersion and have done English Language Arts for only a year and a half by the time they take the FSA's.

2011 FSA Results



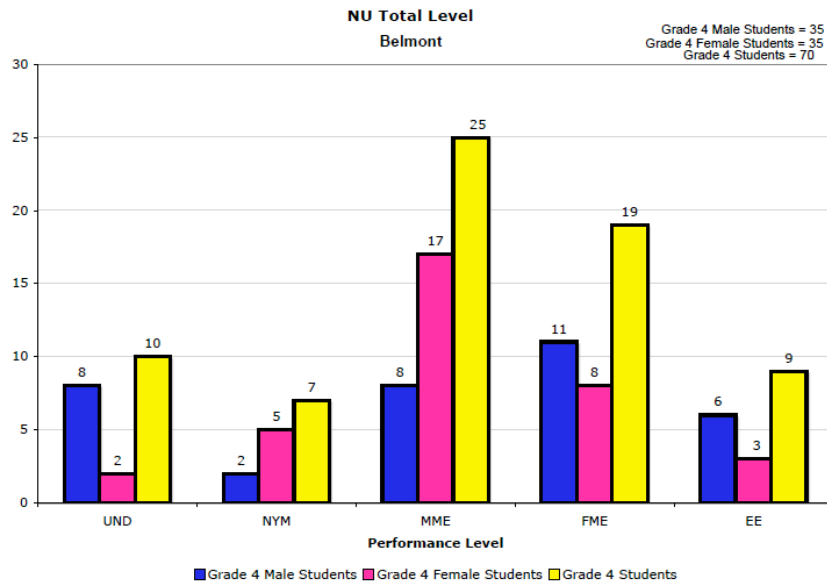
Grade 7 reading: By Grade 7 the language disadvantage to our French Immersion students is no longer a factor.

2011 Grade 3 District Numeracy Assessment



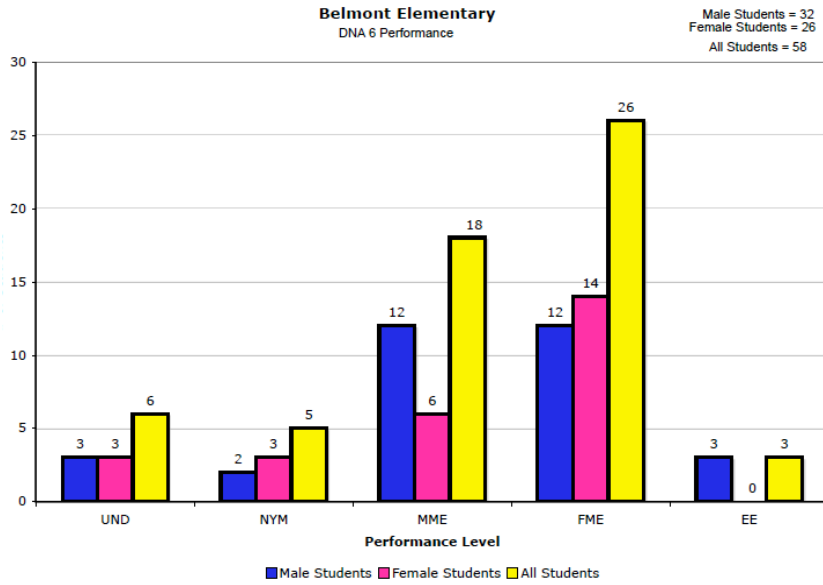
Grade 3 numeracy: Since the district began translating this assessment into French for our FI students, our results have improved. The three students who did not meet expectations were all in French Immersion, although one has since moved to the English program.

2011 FSA Results



Grade 4 numeracy: Our Grade 4 FSA numeracy results bear a striking resemblance to our reading results, lending credence to our plan to strengthen numeracy skills by improving students' nonfiction reading.

2011 Grade 6 District Numeracy Assessment



Grade 6 numeracy: We hope to have fewer boys who minimally meet expectations.