

2023-2024 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Lord Beaconsfield staff and students are honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation).

Lord Beaconsfield Elementary is located in Renfrew Heights, near the intersection of Nanaimo and 20th Avenue in Vancouver, British Columbia. Lord Beaconsfield enrolls 235 students from diverse backgrounds in kindergarten to Grade 7. The majority of students are bilingual and speak two languages – English and an additional language. There are at least sixteen language groups represented. Lord Beaconsfield supports three district programs: the Excellence in Social Emotional Learning (EXSEL), Home Learners and the Alderwood Family Development Centre.

Our school has a strong connection to the community. Cedar Cottage Neighbourhood House plays a role in the school by providing before and after school care. The Gladstone Family of Schools offers additional out-of-school time programs to students. Lord Beaconsfield school community also has connections to Trout Lake Community Centre, Renfrew Community Centre, One to One Reading, the YMCA, and Renfrew Public Library.

Lord Beaconsfield staff are committed to early literacy. The school is actively involved in the Vancouver School Board's (VSB) Collaborative Early Intervention Initiative (CELI) and, as such, offers the Reading Recovery Program. The staff are strong advocates for reconciliation and routinely look for opportunities to connect student learning with Indigenous knowledge and culture. Our staff see the value in varying the learning spaces for students and make use of the school garden and outside community spaces to support student learning.

Lord Beaconsfield offers an active extra-curricular sports program with teams playing volleyball, basketball, soccer, badminton, cross-country, and track and field. Lord Beaconsfield students demonstrate a strong sense of community and responsibility. Students take an active role in supporting organizations such as Covenant House Vancouver and are involved in an annual fundraising activity for the Terry Fox Foundation. Beaconsfield students are responsible, respectful, and ready to learn as outlined in the school code of conduct.

Parents in our community value school programs, activities, and projects. They take initiatives to plan events and support our school. Through active fundraising, Beaconsfield's Parent Advisory Council (PAC) has built two new playgrounds and a beautiful community garden. They support the school in

many ways such as organizing hot lunch opportunities, supporting the fruit and vegetable program, and planning events throughout the school year.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learning community is defined by its diversity, kindness, cooperation, and passion for learning. At Lord Beaconsfield Elementary, we take pride in fostering a safe, respectful and responsible environment, with caring staff, well-behaved, hard-working students and supportive parents. Each member of our community actively contributes to creating an environment where everyone feels valued and supported in their journey of learning and personal growth.

Over the last few years our staff recognized that our students needed further development in social-emotional skills, including critical thinking, risk-taking, confidence-building, problem-solving, conflict resolution, and self-regulation. By prioritizing social and emotional well-being, we provide students with the tools they need to navigate the school environment safely, understanding that this foundation is crucial for academic success. This is an area that we will continue to work on with our students.

Another school goal this year focuses on literacy. Term 2 CSL data in Language Arts indicated that 60% of Beaconsfield students were Emerging or Developing in English Language Arts. As English Language Arts comprises reading, writing and oral language, we conducted further assessments to narrow our focus. Intermediate students completed the Fountas and Pinnell Benchmark Reading Assessment. The results indicated that on average, 50% of our students at the intermediate level are at the emerging level in their reading comprehension. At the primary level, our students were assessed in a number of ways using various assessments. The results imply that on average, 25% of our students at the primary level are at the emerging level in reading comprehension.

Recognizing that students come from diverse social economic backgrounds and experiences, we strive to level the entry point for all students. When possible, our commitment extends to supporting families throughout the summer months. We will continue to promote equity by reaching out to families to address basic needs such as food insecurity.

Our students participate in the reconciliation process learning through classroom teachings and projects, assemblies and land-based learning where outdoor spaces are created to support connection to each other and to the land. We will continue to feature and grow our collection of Indigenous books in the library as well as resources for staff. We will integrate First Peoples Principles of Learning throughout our classroom activities and routines.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

Our literacy goal is to improve students' reading performance (decoding, comprehension and phonological awareness). We have begun this process by providing daily opportunities for students to learn at their own instructional level and we are monitoring our process by collecting and analyzing school wide data through reading benchmark assessments.

Our strategies include small, guided reading groups in grades K to 4. As we are a collaborative early literacy (CELI) school, our intentional and personalized classroom practice includes small group activities that emphasise

oral language development, phonological and phonemic awareness. We also acknowledge the key role that early writing plays in developing print awareness and foundational reading skills. Our flexible, dynamic groupings adapt based on student needs. Additionally, we use formative and summative assessments to inform our teaching practices. Specifically, our program targets at risk learners, providing additional small group work for these students four times a week.

At the intermediate level, our teachers are utilizing various strategies to enhance literacy including the use of graphic organizers such as concept maps, Venn diagrams, and storyboards to help students organize information, identify main ideas, and make connections. Additionally, literature circles are formed where students read and discuss books together, with each member taking on a specific role, such as discussion leader or summarizer. Writing workshops are also a key component, providing opportunities for drafting, revising, and editing. These workshops focus on different genres, including narrative, persuasive, and informative perspectives, emphasizing clarity, coherence, and voice.

Improve equity

At Beaconsfield Elementary, we are committed to fostering equity by supporting and monitoring our diverse, multicultural student body. We meet regularly to prioritize the needs of our students and to ensure they have equal access to the resources, support, and opportunities necessary for their success. Our teacher's commitment is reflected in several key initiatives. Firstly, our culturally responsive instruction acknowledges and embraces the diversity within our student body, presenting information in multiple formats to accommodate various learning preferences. Additionally, we actively address biases and discrimination, educating our students about the impacts of racism and discrimination while promoting empathy and understanding. Moreover, we strive to provide equitable access to resources such as technology, extracurricular activities, and support services, ensuring that every student has the tools they need to thrive. Furthermore, we empower students to contribute to the ongoing conversation about equity by creating opportunities for them to voice their concerns and ideas within the classroom setting. Lastly, our food program provides essential meals such as breakfast, snacks, and lunch to families in need, recognizing the critical role nutrition plays in supporting academic achievement and overall well-being. Through these comprehensive efforts, we are dedicated to creating a truly inclusive and equitable learning environment at our school.

Continue on our journey of reconciliation with First Nations, Metis, and Inuit

Beaconsfield staff are committed to the journey of reconciliation through integrating Indigenous learnings into our daily instruction. We actively integrate Indigenous perspectives and contributions into the curriculum, enriching subjects such as social studies, language arts, science, and art. Land-based learning experiences play a central role in our efforts, providing students with opportunities to connect deeply with the land, environment, and traditional territories of local Indigenous communities. One example of this is the Artist in Residence program, which focused on the interconnectedness of water and land from an Indigenous perspective. We also invite guest speakers like Candice Halls-Howcroft, a member of the Skwxwú7mesh Úxwumixw (Squamish Nation), to share their expertise and insights with students. Moreover, visits from Indigenous elders and knowledge keepers, such as Cease, an Indigenous ethnobotanist from the Salish peoples, further enrich students' understanding of Indigenous plant life and ecologies. Our commitment to Indigenous education extends beyond specific events, as demonstrated by our Indigenous Day activities in the fall, where we deepen our understanding of land-based learning, First People's Principles of Learning, and culturally responsive teaching. By weaving Indigenous learnings into our school curriculum, we actively contribute to reconciliation efforts and foster cultural diversity and understanding within our school community.

HOW WILL WE KNOW WE'RE ON TRACK?

To make sure that we are on track with our literacy goal we will employ a comprehensive approach that includes assessing reading skills in a variety of ways. At the primary level, we will continue to use the K Protocol, Developmental Reading Assessment (DRA), and Benchmarks. At the intermediate level we will assess our students by using the Fountas and Pinnell Benchmark Assessment. We conduct school-wide writing assessments in the fall and spring and gather data from the Collaborative Early Literacy Intervention (CELI). Regular class reviews and Learning Updates, utilizing POWER BI, ensure continuous data collection and review. Student self-evaluations and profiles rubrics, along with reading rubrics, provide additional insights. Support and assessments from Speech Language Pathologists, and discussions within the School Based Team further contribute to our understanding of each student's reading development. Lastly, we will continue to collaborate with district staff in support of this goal.

To monitor and track our Indigenous education goal, we will continue to emphasize Indigenous perspectives and knowledge in our classroom teachings. To ensure we are on track with our equity goal, our school-based team will meet throughout the year to ensure we are using available structures and supports to identify and address inequalities amongst students. This approach will enable staff to better support all students and families, creating an environment where every student can be successful.