

2024-2025

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 xwməθkwəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (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 245 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 two district programs: Excellence in Social Emotional Learning (EXSEL) and the Home Learners program.

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, 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. Our staff are strong advocates for reconciliation and routinely look for opportunities to connect student learning with Indigenous knowledge and culture. We see value in varying the learning spaces for students and make use of the school garden and outside community spaces to support student learning.

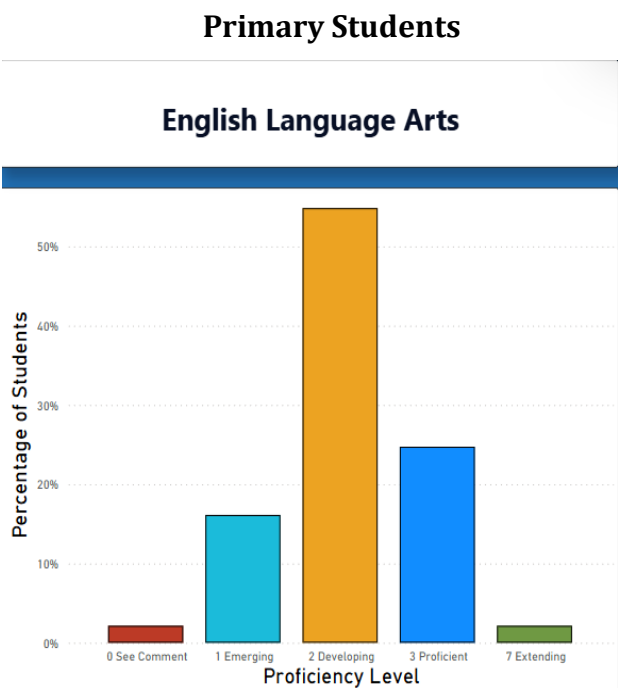
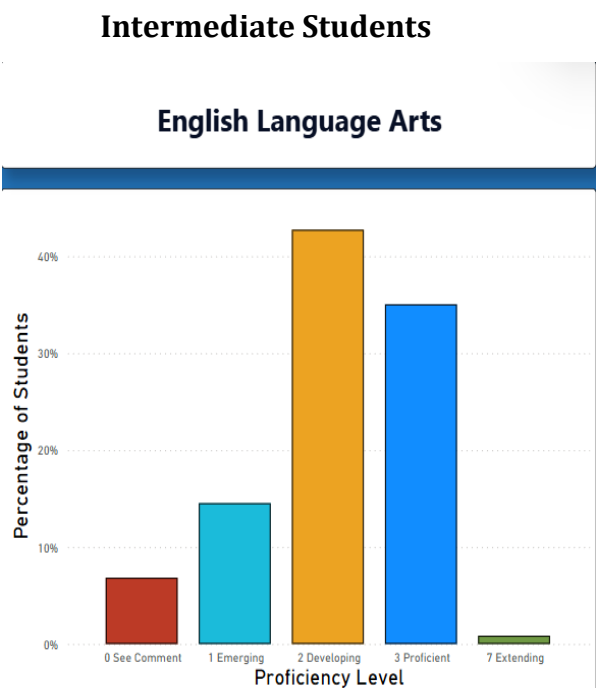
Lord Beaconsfield offers an active extra-curricular sports program with teams playing volleyball, basketball, soccer, badminton, cross-country, and track and field. Lord Beaconsfield students demonstrate a strong sense of community and responsibility. Students take an active role in supporting organizations outside of our school and are involved in annual fundraising activities such as 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 initiative 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 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, 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.

This year we continue to focus on literacy. CSL data from Term one indicates that the majority of intermediate students are at the developing or proficient levels in Language Arts. At the primary level, most students are in the developing stage. Language Arts encompasses reading, writing, and oral language.



To narrow our focus to reading comprehension and decoding skills, we administered the Fountas and Pinnell Benchmark Reading Assessment. This assessment measures the reading levels of students in relation to their grade levels. Results indicated that on average, 47% of students at the intermediate level are at the emerging level and 53 % are at extending, proficient and developing levels in their reading comprehension and decoding skills.

Primary Students

At the primary level, results from the Fountas and Pinnell Benchmark Reading Assessment indicate that 39% of students are at the emerging level and 61% are at extending, proficient and developing levels in reading comprehension and decoding skills.

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 also continue to 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 continue 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.

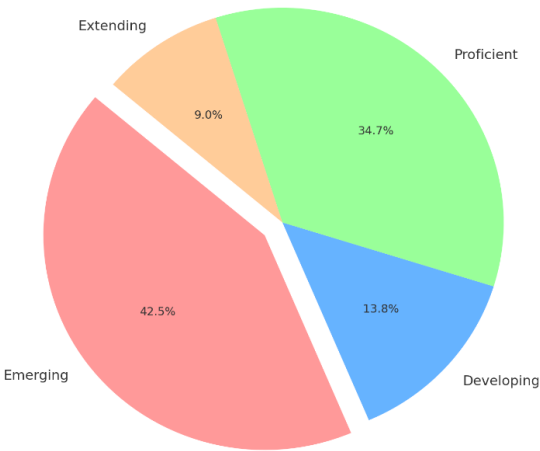
At the intermediate level, our teachers are utilizing various strategies to enhance literacy including the use of graphic organizers such as concept maps, Venn diagrams, and storyboards to help students organize information, identify main ideas, and make connections. Additionally, literature circles 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.

At the end of May, our students' reading levels were re-evaluated using the Fountas and Pinnell Benchmark Reading Assessment to see if we were making progress in enhancing reading performance.

Intermediate Students

At the intermediate level, 57% of students achieved results within the developing, proficient, or extending categories. Our school demonstrated an overall improvement in performance from term one.

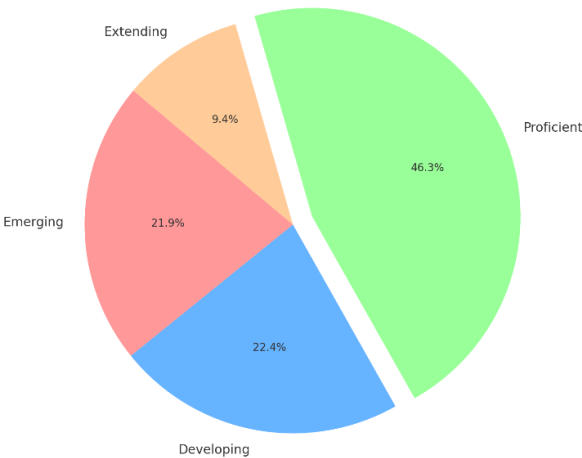
Students' Reading Abilities as Measured by Fountas and Pinnell Benchmark Assessment



Primary Students

At the primary level, 78% of students achieved results within the developing, proficient, or extending categories. This is an encouraging improvement compared to our assessment data from December. This upward trend highlights the effectiveness of our instructional strategies. Continued focus on differentiated instruction and targeted support will be key to sustaining and building on this progress.

Students' Reading Abilities as Measured by Fountas and Pinnell Benchmark Assessment



These assessment results affirm that our current classroom strategies are effectively supporting student growth and learning. We will continue to refine and adjust these approaches as needed in the coming year to ensure continued progress.

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 students and to ensure they have equal access to the resources, support, and opportunities necessary for their success. We have developed a Response to Intervention (RTI) model designed for their specific needs. This model provides critical insights into each student's academic progress and their behavioral and social-emotional challenges. Our approach recognizes the impact of Adverse Childhood Experiences and how these can create barriers to learning and influence students' self-perception as learners. Using this understanding, we strive to foster a supportive environment that prioritizes cultural sensitivity, inclusion, and diversity.

Baseline data from CSL reports indicates that 14% of students are currently at the emerging level in Language Arts. Our goal is to reduce this percentage through targeted RTI interventions. By focusing on these priority learners and providing structured support, we aim to enhance their literacy proficiency and overall academic success. To specifically support priority learners, we have implemented a multi-tiered RTI approach that includes:

- **Dedicated Resource Support:** Resource teachers provide targeted instruction and interventions to students identified as needing additional academic assistance.
 - **1:1 and Small Group Instruction:** Priority learners receive personalized support through one-on-one instruction and small group sessions designed to reinforce literacy skills and address specific learning gaps.
 - **Collaborative Teacher Support:** Classroom teachers work closely with the District Curriculum Enhancement Teacher to develop differentiated instruction strategies to meet the needs of our students.
- Progress Monitoring and Data-Driven Decision Making: We analyze student performance data, including CSL results, to track progress and refine intervention strategies accordingly.
- **Social-Emotional Learning (SEL) Support:** We integrate SEL practices into our RTI model to help students build resilience and confidence in their learning abilities.

Ensuring access to learning for everyone and prioritizing the inclusion of students with diverse learning needs is essential. At Beaconsfield Elementary, classroom teachers, resource teachers, and support staff work together to integrate students with diverse learning needs into the classroom environment, ensuring they receive the support necessary to thrive academically and socially.

CSL data from Term 3 reveals encouraging progress in our efforts to support students at the emerging level. Through the implementation of targeted interventions mentioned above, we have seen a measurable improvement in student outcomes. Specifically, the percentage of students identified at the emerging level has decreased from 14% in Term 1 to 10% in Term 3. This 4% reduction reflects the positive impact of our strategic supports and suggests that our approach is

addressing the needs of our learners. We will continue to monitor this trend and refine our interventions to ensure sustained growth and success for all students in the upcoming year.

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 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. This year we are focusing on the second First Peoples Principles of Learning - learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

A key consideration is ensuring that all student and caregiver voices are represented and reflected in what we teach—whether through lessons, presentations, or resources. Thanks to the support of the Indigenous Education department, our library boasts a robust collection of Indigenous literature. We are committed to continually expanding this collection while also adding books that celebrate a variety of races and cultures.

Our commitment to Indigenous education extends beyond specific events, as demonstrated by the Indigenous Day activities in the Spring, where we deepened our understanding of land-based learning, First People's Principles of Learning, and culturally responsive teaching. By weaving Indigenous learnings into the school curriculum, we actively contribute to reconciliation efforts and foster cultural diversity and understanding within our school community.

Recent student learning survey results show a positive trend: students are gaining deeper knowledge of Indigenous celebrations and traditions; a 5% increase from last year. Students have also noted an increase in engaging in activities and programs that foster a stronger understanding of our collective journey toward reconciliation. This growing participation reflects a meaningful shift in awareness, respect, and commitment to Indigenous perspectives within our school community. Next year we will continue to feature and grow the collection of Indigenous books in the library and resources for staff to support the continued integration of First Peoples Principles of Learning throughout classroom activities and routines. Students will continue to research and share information about specific observances and events, deepening their understanding and appreciation of First Nations history, traditions, and perspectives. Through classroom learning, school-wide activities, and meaningful discussions, we aim to foster cultural awareness, respect, and a stronger sense of connection to Indigenous communities. This ongoing work is an important part of our commitment to truth and reconciliation, and to creating a more inclusive and informed school community.

HOW WILL WE KNOW WE'RE ON TRACK?

To make sure that we are on track with the goals in the school plan 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 will conduct school-wide writing assessments in the fall and spring and gather data from the Collaborative Early Literacy Intervention (CELI). Regular class reviews and reviewing and analyzing student learning updates ensures 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 our goals.