

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we acknowledge that we are learning and unlearning on the ancestral, unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and səliłwətał (Tsleil-Waututh) Nations. Our school is located on the westside of Vancouver, near the UBC Endowment Lands, Pacific Spirit Park, and the Musqueam First Nations reserve.

The original Lord Kitchener Elementary School opened in Vancouver's Dunbar neighbourhood in 1914. In October 2012, a beautifully seismically upgraded building was unveiled, incorporating the historic 1914 structure. The new design creates a vibrant, modern, and accessible learning environment that fosters innovation and collaboration among students and staff. Our school has a strong emphasis on outdoor learning, with a thriving garden space supported by students, parents, and the Earthbites program, ensuring the garden remains vibrant year-round.

The school is organized into six dynamic learning communities, each featuring professional offices, collaborative learning spaces, and a learning commons where students and staff come together to explore and grow. For the 2024-2025 school year, we are proud to welcome approximately 410 students from kindergarten to Grade 7. We have over 45 members of staff including classroom teachers, resource support, librarian, counsellor, music instructor, physical education instructor, student support workers, supervision aides, office administrative assistants and building engineers. Our school culture is warm and welcoming, built on a shared commitment to fostering the academic, social, and emotional growth of every student.

Our school community reflects a blend of cultural backgrounds, with students speaking a variety of languages. They excel across all areas of the curriculum, with many students meeting or exceeding the Ministry of Education's expectations. Lord Kitchener has an engaged Parent Advisory Council (PAC) that plays an integral role in supporting the school and broader community. Our dedicated educators are passionate about providing engaging, relevant learning experiences, while holding high expectations for each student's academic and personal growth. This year, we hosted a *New to Canada Parent Information Night*, led by our Multicultural Worker, to support newcomer families in navigating the Canadian education system. To further strengthen community connections, we have introduced monthly House Teams, bringing together students and staff from Kindergarten through Grade 7 to foster cross-grade relationships and a sense of belonging.

Kitchener boasts a strong athletics program, offering a variety of extracurricular sports such as cross country, basketball, soccer, track, and volleyball. Staff also lead lunchtime clubs, including Diversity Club, Music Club, Debate Club, Minecraft Club, and Chess Club. We have many Leadership opportunities, with roles such as Office Monitors, Library Monitors, Peer Helpers, Morning Announcers, and Assembly Leaders. Additionally, we offer *Ready Bodies*, *Learning Minds* and a cooking club to cater to the diverse needs of our learners. For our youngest students and their families, we host a *Welcome to Kindergarten* event each spring to ensure a smooth and positive transition into school.

Parents are vital partners in our school community, organizing events and activities that strengthen our bonds. In the fall, parents host Bingo Nights to raise funds for the school while bringing families together. In December, our PAC organizes a Winterfest, complete with games, crafts, and music. The winter months also see the celebration of Lunar New Year, organized by parents with the support of our Settlement Worker, featuring dancing, music, and a fashion show. In the spring, parents coordinate a year-end celebration with games, food, and music. Throughout the year, parent volunteers also help with organizing hot lunches twice a week and contribute to supporting our sister school.

At Lord Kitchener, we are committed to fostering a vibrant, inclusive, and supportive community, where students, staff, and families work together to create an environment where everyone can thrive.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Based on data from the Student Learning Survey, MDI, FSA and staff observation and student and parent feedback we know the following about the learners at Kitchener:

Strengths:

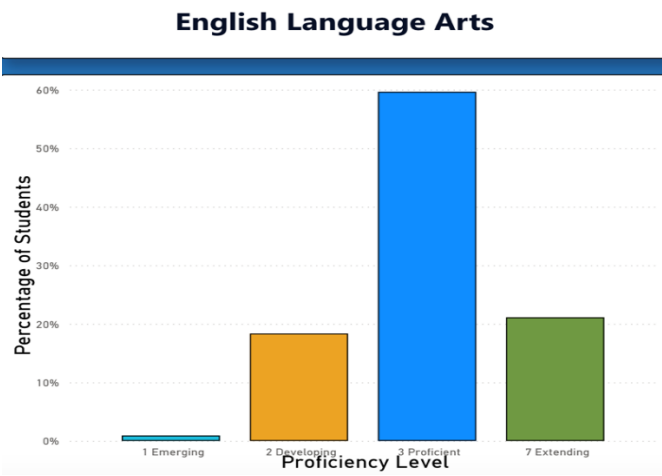
- A strong sense of voice
- Supportive families
- Diverse family cultures and backgrounds
- Expansive background knowledge/experience outside of the home
- Strong leadership skills
- Community service and leadership is valued by staff and families
- Willingness to use learned tools and skills
- Ability to approach adults for support
- Overall high academic ability, especially in math
- A sense of community (consistently willing to volunteer to support school programs)
- Students enjoy multi-age groupings that promote building relationships across grades

Needs:

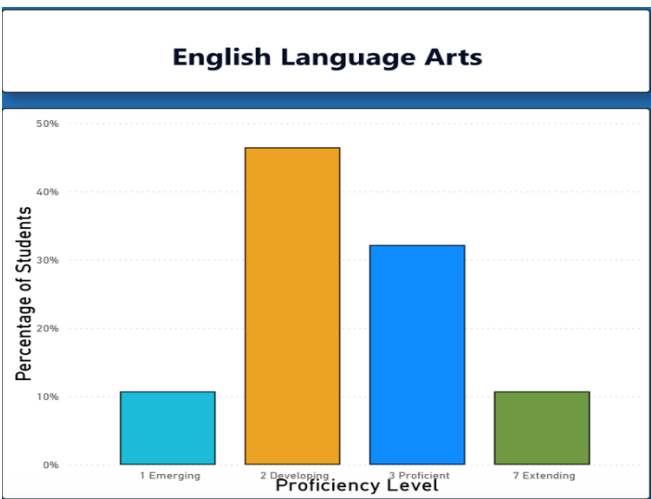
- Continue to build vocabulary knowledge for English Language Learners
- Build stronger resiliency and grit when facing a challenge
- Improve problem solving and critical thinking skills
- Improve conflict resolution, sharing, turn taking
- Continue to build positive friendship skills
- Continue to build relationships with multiple staff and students throughout school
- Allocate sufficient time for breakfast each day and ensure adequate sleep
- Less structured activities and more time for play and connection

Communicating Student Learning Data

Language Arts 2023-2024 – Not including English Language Learners

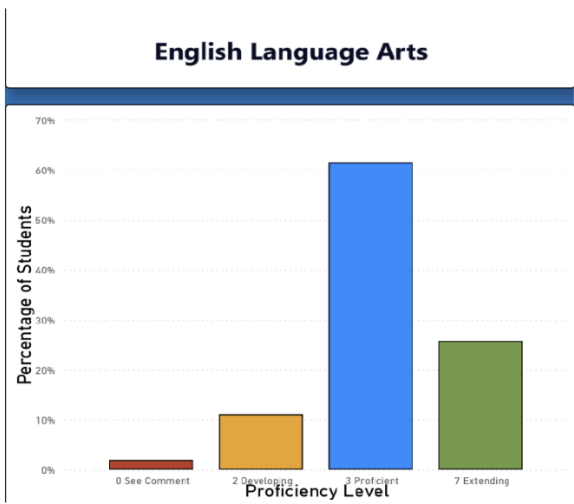


English Language Arts 2023-2024 – English Language Learners

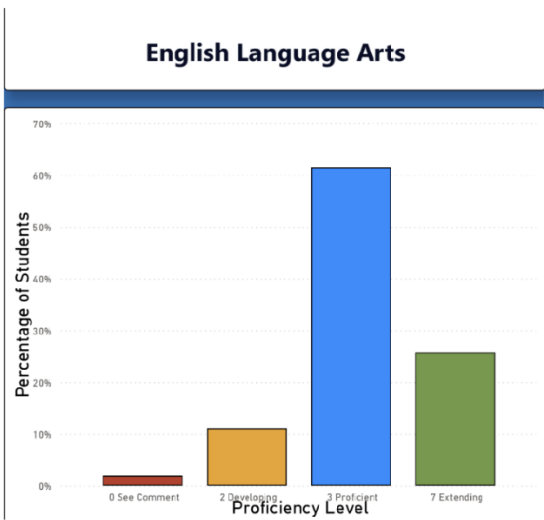


Communicating Student Learning Data

Language Arts 2024-2025 – Not including English Language Learners



Language Arts 2024-2025 – Including English Language Learners



The majority of English Language Learners (ELL) are at developing level, compared to a majority of non-ELL learners who are proficient. There is also a significant increase in ELL learners who are emerging compared to non-ELL learners.

Vocabulary Development for ELL Learners

To address the achievement gap between ELL and Non-ELL students, we prioritized English vocabulary development for our English Language Learners. Our resource team works closely with students to build a strong foundation in academic vocabulary - words that are essential for understanding instructions and engaging with new learning. These include terms such as *listen, important, observe, search, prefer, investigate, decide, predict, label, prioritize, discuss, sort, and plan.*

This targeted vocabulary work directly supports our school goal of making learning accessible and equitable for all students.

As part of this initiative, both Level One and Level Two ELL students, along with a group of Non-ELL students, completed a Vocabulary Assessment focused on 20 Tier 3 academic words. These words are critical for supporting conceptual understanding and deeper thinking. Students were asked to match each word - such as *prioritize*, *sort*, *connect*, *discuss*, *predict*, and *observe*—with its correct definition.

The results, shown below, reveal a significant discrepancy in word recognition between ELL and Non-ELL learners. These findings highlight the importance of continuing direct, intentional vocabulary instruction.

Throughout the year, all students had ongoing opportunities to learn and apply this targeted vocabulary in meaningful contexts. The same assessment was administered again in May to measure growth. Our aim is to close the vocabulary gap through focused support, ensuring every student has the language tools needed to fully participate in classroom learning.

ELL STUDENT DATA:

50% of ELL students assessed identified 0-4 words correctly

36% of ELL students assessed identified 5 – 6 words correctly

13% of ELL students assessed identified 7-8 words correctly

0% of ELL students assessed identified 9 – 20 words correctly

NON ELL STUDENT DATA:

0% of Non-ELL students assessed identified 0 – 4 words correctly

13% of Non-ELL students assessed Identified 5-7 words correctly

63% of Non-ELL students assessed identified 14-15 words correctly

72% of Non-ELL students assessed identified 18 – 20 words correctly

Almost all Level 1 and 2 ELL learners fall into the Emerging Category. The goal was to increase students' understanding of 'teaching' vocabulary to the Developing and Proficient Categories by June 2024. Our non-ELL students are currently Extending in this area. Over the course of the academic year, ELL students demonstrated significant growth in vocabulary acquisition. In the first term, the majority of students (around 50%) were only able to identify 0–4 words correctly, with few reaching higher word count ranges. By the third term, this trend had reversed only with a small percentage remaining in the lowest range and 55% of students being able to identify 9-20 words correctly. This shift highlights a marked improvement in language proficiency and suggests

that instructional strategies and learning interventions throughout the year were effective in building students' vocabulary knowledge. Lord Kitchener will continue this targeted teaching to assist in equitable access to knowledge.

School Learning Survey Data: Indigenous Learning

We have noticed on our Student Learning Survey for the last two years, students have rated low for learning about Indigenous languages and Indigenous Languages at school.

Student Learning Survey Indigenous Learning Data: 2023-2024

Are you being taught about local First Nations?	Sometimes	Most or All of the time
Gr. 4s	42%	14%
Gr. 7s	39%	38%
Are you being taught about local First Nations' languages?	Sometimes	Most or All of the time
Gr. 4s	16%	4%
Gr. 7s	32%	5%

Student Learning Survey Indigenous Learning Data: 2024-2025

Are you being taught about local First Nations?	Sometimes	Most or All of the time
Gr. 4s	35%	32%
Gr. 7s	46%	22%
Are you being taught about local First Nations' languages?	Sometimes	Most or All of the time
Gr. 4s	27%	8%
Gr. 7s	46%	7%

As you can see from the data above, there has been an increase in positive responses in some areas, yet there is still work to do with regards to improving overall positive responses related to the Indigenous learning.

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 for students to increase their reading comprehension skills, by focusing on their vocabulary knowledge, which can support student's overall academic growth; and their communication skills outside of school. Building student vocabulary and comprehension skills will provide an equitable opportunity to access knowledge and decrease the gap between English and non-English speakers. Focusing on tiered language and access to group lessons on targeted skills available within a consistent framework. Last year our resource team worked with the New Welcome Center on units and teaching strategies to best support students who are learning English as a Second Language. Some of our staff also received Sheltered Instruction Observation Protocol (SIOP) training and more are interested in taking this next year to support our students who are ELL and continue to learn how to adapt programs throughout the year to meet student needs. This year we focused on restructuring how we deliver resource support for Tier 1 and 2 English Language Learners to ensure consistent and effective instruction.

Improve equity

Building student vocabulary and comprehension skills will additionally work towards providing an equitable opportunity to access knowledge and the ability to decrease the gap growth between English and non-English speakers. Focusing on tiered language and access to group lessons on targeted skills available within a consistent framework. We have ordered decodable books, wordless books, and high interest/low vocabulary books to help make the curriculum more accessible to all students. Increased technology also allows for more students to access the curriculum. We invested in more laptops, iPads and projectors to help our students have the tools they need to scaffold their learning. This year we our Multicultural Worker and Settlement Worker have supported a variety of initiatives at school including a New to Canada Parent Information Night, Lunar New Year celebration, and helping to translate the Student Learning Survey to ensure accurate data. The New to Canada Parent Info Night was a large success, with over 30 parents attending to learn more about how to support their child navigate the Canadian school system. Of particular interest was learning about how English Language Learners are supported at school and learning about our anti-racism policies and school code of conduct.

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

Kitchener is committed to building a school culture that accepts and celebrates diverse cultures. By increasing awareness of Indigenous stories, traditions, languages and cultures students and staff will be able to build their knowledge and ability to feel in relationship with the Indigenous knowledge and practices and people. Students will continue to participate in daily Land Acknowledgements during our morning announcements and assemblies. Students will continue to have opportunities to learn more about Indigenous culture through activities on Orange Shirt Day and Indigenous Peoples Day, as well as through the curriculum throughout the year. We have many Indigenous resources in our school library and students learned about the vast number of Indigenous groups using the Giant Indigenous Peoples Map of Canada. The Coast Salish anthem is played at the beginning of every assembly and students learn more about the earth in our school garden during Earthbites and in our outdoor classroom space. We were also fortunate to welcome

members from VSB Indigenous Education Department this year to teach Indigenous focused workshops to students. This year, we are working on being more aware and acknowledge Indigenous languages by teaching various words and phrases to students in class, at assemblies and morning announcements.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to analyze our CSL, FSA, Student Learning Survey, and other school-based data to monitor how we are progressing with achieving our goals. Over the year we have collected data to see how we have improved our goals.

Vocabulary Development for ELL Students:

The most significant growth is evident in vocabulary acquisition among English Language Learners. In the first term of 2023–2024, half of the ELL students identified only 0–4 academic vocabulary words correctly, with none achieving scores in the highest range (9–20 words). By the third term, only 14% remained in the lowest range, and **55% of ELL students were able to identify 9–20 words**, demonstrating a strong upward trend in vocabulary proficiency. This shift reflects the success of targeted interventions, including intentional small group instruction and structured support from the resource team. It also confirms that school-wide efforts - such as SIOP training, decodable/high-interest texts, and increased access to technology - have contributed meaningfully to closing the achievement gap.

Equity and Engagement:

These gains support the broader equity goal of making learning accessible for all students, especially newcomers and multilingual learners. Community-building efforts like the New to Canada Parent Information Night and enhanced roles for the Multicultural and Settlement Workers have helped foster inclusion, while resources such as translated surveys ensured broader, more accurate participation in school feedback.

Indigenous Learning:

Progress is also evident in the area of Indigenous learning. Compared to the 2023–2024 Student Learning Survey results, more students in both Grades 4 and 7 now report learning about Indigenous culture “most or all of the time.” For example, Grade 4 students increased from **14% to 32%**, and Grade 7 students increased from **38% to 46%** in this category. There was also growth in awareness of Indigenous languages, though at a smaller scale. These shifts align with our school’s intentional efforts to embed Indigenous content in daily practices, such as assemblies, land acknowledgements, and curriculum events, and show early signs of cultural learning becoming more normalized and visible.

Conclusion:

Overall, the data demonstrates meaningful progress in key areas of our school plan. Lord Kitchener has made strides in improving vocabulary and comprehension among ELL students, increasing equity of access to learning, and fostering a deeper understanding of Indigenous culture and language. Continued commitment to these targeted actions will support even greater growth in the future.