

2025 – 2026 School Learning Plan



SCHOOL STORY

The first school in Marpole opened in 1889, and after several name changes and moves, became David Lloyd George Elementary in 1921. In 2023, a new seismically safe building opened, replacing the original school and offering students and families a modern, welcoming learning space.

DLG is located in Marpole and serves a diverse, multilingual, and newcomer-rich community. Families describe the neighbourhood as friendly and culturally rich, with strong connections to community spaces like the library, community centre, and neighbourhood house.

DLG is known for being an inclusive and caring school where relationships matter and students feel they belong. Parents share that children—especially those new to Canada—settle in quickly, and that students with diverse learning needs feel safe and supported. The new school building and outdoor spaces have further enhanced accessibility and learning opportunities.

Students enjoy a wide range of extracurricular activities, including music, sports, reading buddies, and clubs such as chess, knitting, and Dungeons & Dragons. These activities help build friendships, confidence, and leadership. Weekly newsletters, assemblies, and cultural celebrations help keep families connected and strengthen the school community.

Indigenous learning continues to grow across the school through classroom conversations, Orange Shirt Day, assemblies, and participation in community events. Families appreciate this focus and have shared interest in continuing to learn and engage more deeply.

DLG continues to build on its work in student voice, equity, reconciliation, and community partnerships, in alignment with district School Learning Plan priorities.

Overall, David Lloyd George Elementary is a welcoming, inclusive, and community-centered school where students feel a strong sense of belonging, families feel supported, and learning is enriched through relationships, diversity, and a shared commitment to reconciliation.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

David Lloyd George Elementary serves a diverse and welcoming community in Marpole. Our students come from families who represent many cultures, a wide range of economic backgrounds, and 43 different home languages. Families value education and work closely with staff to support student learning and well-being.

We currently serve approximately 420 students from Kindergarten to Grade 7. About 64% of our students are English Language Learners, approximately 5% identify as Indigenous, and about 14% have diverse learning needs, including complex learners. This diversity is a strength of our school and guides how we create inclusive, supportive learning environments where every child can thrive.

Staff describe DLG students as kind, curious, and eager to connect. Strong relationships are central to our school, and students develop a strong sense of belonging. Many students enjoy participating in music, the arts, sports, clubs, and leadership opportunities, including student council and the Diversity Club.

We get to know our learners through daily interactions, classroom learning, and collaboration with families and support staff. Students benefit from a range of supports, including a daily food program, learning assistance, counselling, and district services such as a Youth and Family Worker, Indigenous Education Worker, and Community School Team.

Student voice is an important part of school life. Through conversations, class meetings, journals, and leadership opportunities, students share their ideas and experiences. Our diverse staff team brings a range of languages and cultural backgrounds, strengthening communication with families and deepening understanding across our community.

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

Literacy

Multiple sources of evidence—including DIBELS, classroom CSL reporting (report cards), and FSA data—indicate both strengths and areas for growth in literacy across the school.

DIBELS data shows that while many students demonstrate growth in foundational skills such as phonemic awareness and decoding, there is variability in reading fluency, accuracy, and comprehension. In the primary grades, some students are still developing early literacy skills, while in the intermediate grades many students demonstrate strong accuracy (often above 95%) but require further development in fluency and deeper comprehension.

CSL reporting data demonstrates positive growth over the school year. From Term 1 to Term 3, the percentage of students achieving at the Proficient level increased from approximately 42% to 51%, while the proportion of students in the Developing category decreased from approximately 42% to 35%. This indicates that many students are making progress toward meeting grade-level expectations.

At the same time, approximately 6% of students remain at the Emerging level, which has remained stable across terms, indicating a consistent group of learners requiring targeted support. Additionally, very few students are achieving at the Extending level, suggesting a need to further challenge and extend learning for students who are already meeting expectations

As a school, we will focus on:

- Strengthening early literacy through explicit instruction in phonological awareness, phonics, and decoding
- Improving reading fluency, comprehension, and written expression across all grades
- Supporting students to move from Developing to Proficient, using small-group and targeted instruction
- Providing increased opportunities for extension to move more students to the Extending level
- Embedding oral language development across the curriculum, particularly for multilingual learners
- Using DIBELS and CSL data to monitor progress and guide instructional decisions

Numeracy

CSL reporting data indicates patterns similar to literacy, with many students working at a Developing level, and fewer consistently achieving Proficient or Extending outcomes. However, CSL growth from

Term 1 to Term 3 suggests that instructional practices are supporting improvement, with increasing numbers of students moving toward proficiency over time.

School-based evidence highlights variability in students:

- Number sense and operational fluency
- Ability to solve multi-step problems
- Capacity to communicate mathematical thinking

These patterns are particularly evident for English Language Learners and students with diverse learning needs.

As a school, we will focus on:

- Strengthening foundational numeracy skills and number sense across all grades
- Increasing opportunities for rich problem-solving and real-world applications
- Improving students' ability to explain and justify their thinking using mathematical language
- Supporting students to move from Developing to Proficient, with increased attention to extension for high-achieving learners
- Using CSL classroom assessment data to guide targeted interventions
- Increasing participation in FSA numeracy to strengthen school-wide data

Improve equity

David Lloyd George Elementary is committed to advancing equity by creating inclusive, responsive learning environments where each student's identity is valued and a strong sense of belonging is fostered. Our diverse community—including students who speak 43 home languages, English Language Learners, Indigenous learners, and students with diverse needs—guides our work to remove systemic barriers and ensure equitable access to learning opportunities. Through school-wide initiatives such as Pink Shirt Day and ongoing classroom learning focused on empathy, respect, and acceptance, students develop an understanding of equity, diversity, and human rights. Student voice and agency are strengthened through leadership opportunities such as the Diversity Club, which promotes allyship and inclusion across the school community. Inclusive practices are also reflected in co-curricular programming, including gender-inclusive approaches to sport, as well as targeted supports such as learning assistance, counselling, and community partnerships. As a school, we will continue to build staff capacity and student understanding to ensure equitable outcomes and meaningful participation for all learners

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

David Lloyd George Elementary is committed to the ongoing work of reconciliation by honouring the rights, perspectives, and cultures of First Nations, Métis, and Inuit peoples, and by embedding Indigenous ways of knowing and learning across the curriculum. We acknowledge that we learn and work on the unceded territories of the Musqueam, Squamish, and Tsleil-Waututh Nations, and recognize our responsibility to engage in meaningful and sustained reconciliation. Students and staff

participate in learning experiences such as Orange Shirt Day, National Truth and Reconciliation Day, and classroom inquiry that deepens understanding of the impacts of colonialism and the importance of respect, relationships, and truth. Indigenous perspectives are further centred through collaboration with Indigenous Education staff, participation in cultural experiences, and representation within the school environment, including the Debra Sparrow Reconciliation Blanket and the Musqueam and Museum of Anthropology History Kit. Moving forward, we will continue to deepen authentic learning, prioritize Indigenous student success and belonging, and foster a school culture that supports reconciliation as an ongoing responsibility rooted in action, reflection, and respectful relationships.

HOW WILL WE KNOW WE'RE ON TRACK?

Aligned with the Vancouver School Board's Strategic Plan commitments to equity, reconciliation, student voice, and belonging, we will use multiple sources of evidence—including formal reporting, DIBELS, FSA, and Student Learning Survey (SLS) data—to monitor progress in student achievement, well-being, and engagement.

Term 1, 2, 3 formal reporting will demonstrate continued movement from Developing to Proficient, building on current growth from approximately 42% to 51% Proficient and a reduction in Developing from approximately 42% to 35%, with increased opportunities for students to achieve at the Extending level. DIBELS results will show growth in foundational literacy skills, including improved decoding, fluency, and reading accuracy, while classroom assessment will provide evidence of growth in comprehension, communication, and problem-solving.

Student Learning Survey results will show increasing student confidence and engagement, with most students reporting improvement in reading, writing, and mathematics (e.g., ~79% of Grade 4 students see themselves as improving in reading and ~70% of Grade 7 students see themselves as improving in math), alongside strong indicators of belonging, safety, and well-being. Increased participation in FSA assessments will strengthen the reliability of school-wide data.

Progress for Indigenous learners will be monitored through report card data and classroom-based assessment, demonstrating growth in literacy, numeracy, and core competencies. Evidence will also include increased engagement, identity, and sense of belonging through the integration of Indigenous perspectives and local First Nations knowledge in authentic, place-based learning.

Progress for English Language Learners, students with diverse needs, and newcomers will be monitored through classroom assessment, with evidence of growth in language development, participation, reasoning, and communication supported by inclusive and responsive instruction.

Overall, success will be indicated by increasing proportions of students achieving Proficient and Extending, continued growth in foundational skills, improved student confidence and engagement, stronger participation in large-scale assessments, and evidence that teaching practices align with commitments to equity and reconciliation.