



2025-2026 School Learning Plan

SCHOOL STORY

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

Nestled in a green, diverse neighbourhood in northeast Vancouver near Hastings Park, Dr. A.R. Lord Elementary is a close-knit community school serving just under 200 students in Kindergarten to Grade 7. With families speaking 14 different languages—most commonly English, Cantonese, and Vietnamese—our school reflects the rich cultural diversity of Vancouver. Many families have deep roots in the community, and we are proud to welcome a second generation of Lord students.

Our students are active learners and leaders who participate in a wide range of extracurricular opportunities, including choir, athletics, STEM challenges, student leadership, Spirit Squad, and school service programs. Most Grade 7 students transition successfully to Templeton Secondary, where they continue to excel academically, socially, and athletically.

At Lord, we are committed to supporting the whole child. Our staff work collaboratively with families and district support teams to address students' academic, social-emotional, and mental wellness needs. Through programs such as Self-Regulation, Second Step, MindUP, Open Parachute, A Little Spot of Feelings and Emotions, SOGI-inclusive practices, and restorative approaches, we foster a safe, caring, and inclusive learning environment grounded in our P.R.I.D.E. values: **Purpose, Respect and Responsibility, Integrity, Diversity, and Engagement.**

We celebrate student achievement every day, both inside and outside the classroom. Student voice, leadership, and learning are visible throughout the school through displays, announcements, assemblies, and recognition programs.

Equity, diversity, and reconciliation are central to our work. Students and staff engage in ongoing learning about Indigenous histories and perspectives through inquiry projects, land acknowledgements, cultural celebrations, and access to diverse and culturally responsive resources in our library.

Our students also benefit from a spacious and engaging outdoor environment featuring gardens, sports courts, playgrounds, open fields, and outdoor learning spaces that support physical activity, exploration, and well-being.

Dr. A.R. Lord Elementary is a welcoming community where students are known, valued, and empowered to thrive academically, socially, and emotionally.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Through observation and student voice, we understand our community of learners in the following ways.

Diverse Needs with Strong Desire for Social Connection:

Lord Elementary is a diverse learning community with a wide range of learning styles, strengths, and neurodiverse needs. Students bring varied family experiences, cultural perspectives, and values that enrich the school community while also shaping different expectations around collaboration, independence, and group learning. Students demonstrate a strong commitment to fairness, justice, and equity and are developing an understanding that equitable support may look different for different learners.

Strong relationships are at the heart of student success at Lord. Many students seek a deep sense of belonging and rely on positive connections with trusted adults and peers to feel safe, confident, and engaged in learning. Some students experience heightened anxiety, particularly around separation from caregivers and during developmental transitions in the intermediate years. As students move into Grades 4 and 5, they often become more socially aware and begin to see themselves differently, increasing their need for acceptance, positive peer relationships, and a strong sense of identity.

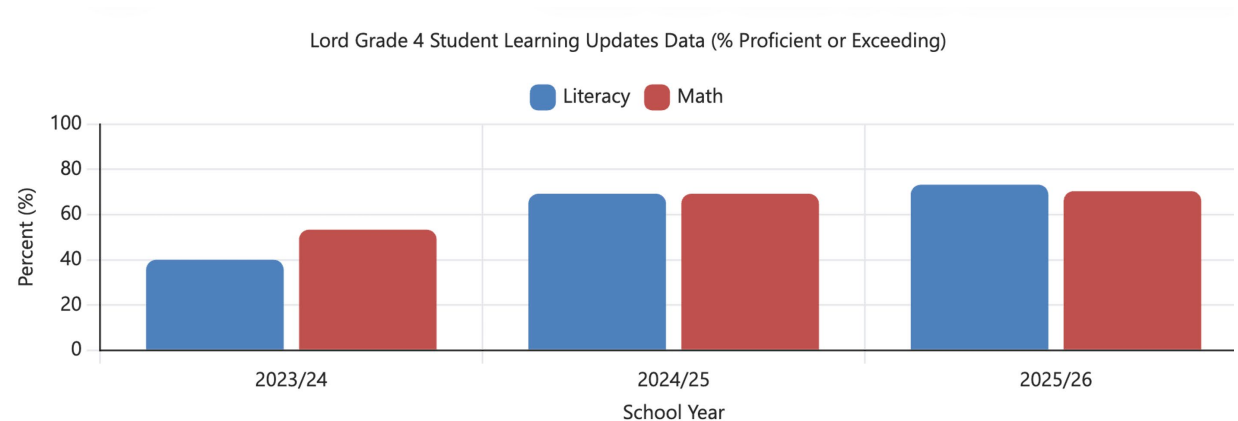
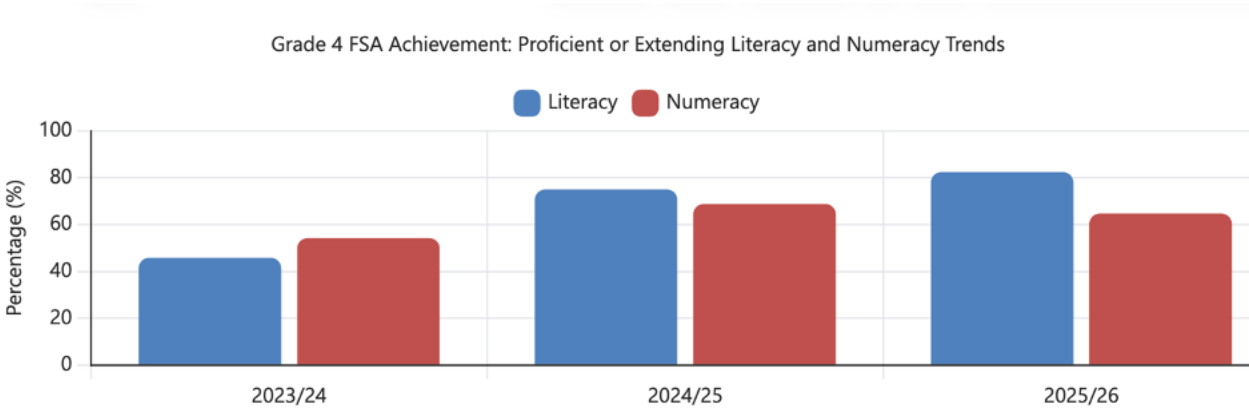
To support these needs, Lord uses a restorative approach that prioritizes relationships, accountability, empathy, and community-building. Through restorative practices, students learn to understand the impact of their actions on others, repair harm when conflicts occur, and collaboratively develop solutions that strengthen relationships rather than focus on blame or punishment. Classroom circles, restorative conversations, collaborative problem-solving, and opportunities for reflection help students develop self-awareness, perspective-taking, and effective communication skills.

These practices also foster a culture where student voice is valued and where conflicts are viewed as opportunities for learning and growth. Over time, students develop greater empathy, resilience, and a stronger understanding that maintaining healthy relationships requires listening, responsibility, and respect. By embedding restorative practices into daily interactions, Lord creates an inclusive environment where students feel connected, supported, and empowered to contribute positively to their community.

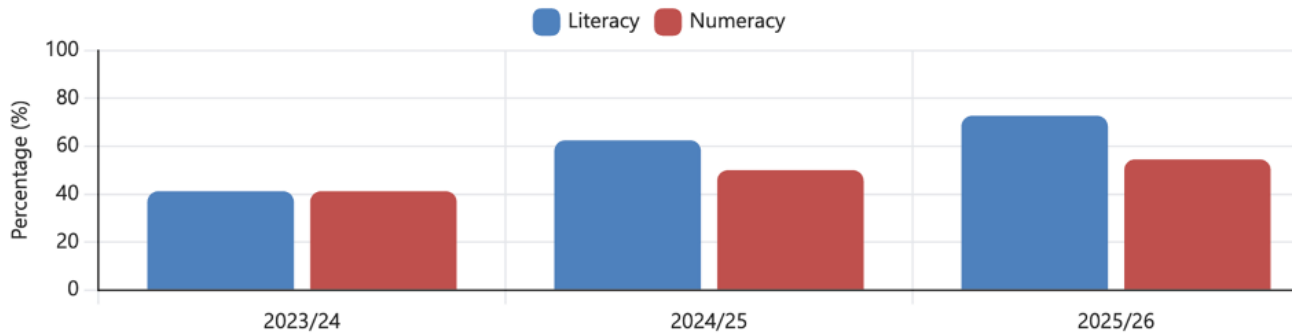
Based on FSA results and data derived from Learning Updates we can highlight the following trends in literacy and numeracy achievement at Lord:

Over the past three years, Lord School has demonstrated substantial growth in both literacy and mathematics achievement. Literacy results on the FSAs at the Grade 4 level have shown particularly

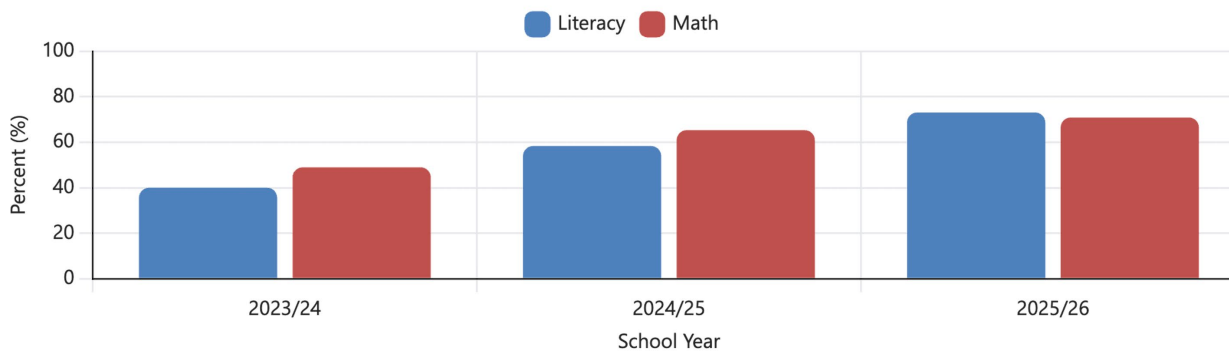
strong gains, increasing from 45.8% students at the proficient or extending level in 2023/24 to 82.4% in 2025/26, and from 41.2% in 2023 to 72.7% in 2025 for the Grade 7 students. Mathematics achievement on the FSAs has also improved significantly, rising at the Grade 4 level from 54.2% at the proficient or extending level to 64.7% and from 41.2% in 2023 to 54.5% for Grade 7 students during the same period. Although mathematics remains below the district average, the achievement gap has been reduced from 11.8 to 6.3 percentage points. Results on learning updates show a similar positive trajectory in literacy and numeracy. These results indicate that targeted instructional practices are positively impacting student learning, especially in literacy, while continued attention to mathematics will support further growth and alignment with district performance.



Grade 7 FSA Achievement: Proficient or Extending Literacy and Numeracy Trends



Lord Grade 7 Student Learning Updates Data (% Proficient or Exceeding)



Data from the 2025/26 Student Learning Survey indicates that almost every student feels welcome and safe at Lord and that they can get help when needed. They also feel that they know and understand school expectations. Over 80% can identify things to do to help them feel better when stressed and can take responsibility for their actions.

Data from 2024/25 and 2025/26 indicates that students have a limited awareness of Indigenous learning and school participation in cultural programs, activities, and celebrations. While Indigenous perspectives, diversity, and reconciliation are embedded in many aspects of school life, students were not always recognizing these connections. As a result, we are focusing on making Indigenous learning and our reconciliation efforts more explicit by helping students understand how these experiences contribute to ongoing reconciliation and cultural understanding.

Examples of Indigenous learning at Lord include the use of circles and restorative practices, the Musqueam teaching kit, learning Musqueam alphabet and vocabulary, Indigenous-led events such as an ALLSTAR pep rally with Indigenous entertainer Q Mack, land-based learning through Field Day activities at Khanahmoot (New Brighton Park) and year round work and learning in our school gardens, and regular class and school-wide land acknowledgement practices.

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

A key priority for the school is gathering more school-wide, comprehensive student achievement data through literacy (DIBELS) and numeracy screeners (Math Up Numeracy Readiness Checks), school-wide writes, the DESSA (social emotional competencies) and other assessment measures. This data helps us better understand the strengths, needs, and growth of every learner so that we can make informed decisions about instruction and support and the resources and strategies that will best meet the needs of the students. By using multiple sources of evidence, we can ensure that we make best use of resources to ensure all students have equitable access to learning opportunities and that we are meeting their academic, social-emotional, and developmental needs in an inclusive and responsive learning environment.

While the 2025/26 Student Learning Survey results show that 72% of grade 4 students feel they are getting better at reading and writing, only 55% (60% of grade 7 students) feel they are getting better at math. The teaching staff participated in primary and intermediate math fluency workshops in 2025/26 and are excited to implement the Math Up Numeracy Readiness Checks in 2026/27 to guide instruction and supports to build math fluency and confidence in all learners.

Improve equity

Assessment data will be used to identify priority learners and guide targeted interventions and supports. Specific literacy and numeracy skills identified through assessment will be explicitly taught and monitored, allowing staff to respond to student needs with precision and ensure that instruction, interventions, and resources are aligned to support the success of every learner. Initial school-wide implementation of DIBELS, while corroborating the positive results and trajectory of many of our learners noted on FSA results and learning updates at the grade 4 and 7 levels, highlights a need to provide consistent, ongoing targeted literacy opportunities beyond universal design strategies implemented in classrooms. Particularly, our grade 1, 2 and 6 cohorts show a need for targeted literacy intervention for many learners.

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

Staff and students continue to practice Indigenous ways of knowing and being with one another. Circle practices and land-based learning that is rich with storytelling will continue to be our main entry points as we strengthen our respect for the diverse cultures of our school community as well as our stewardship of the land on which we learn so that it can be a healthy, thriving place for growth for all living things. While we want these practices to be embedded and integral to our daily practices, we also want to ensure the students are aware that these learning practices are founded in Indigenous ways of knowing and being.

- Restorative practices and circles will help us to learn from each other's experiences and perspectives and guide us as we face disagreements and conflict in our day-to-day interactions.
- Storytelling will help us learn the history of these lands through the shared teachings of the Elders and Knowledge Keepers of the Host Nations and published Indigenous authors. Our library is rich with resources from Indigenous authors, and we will continue to seek out ways to invite in the teachings of local Indigenous peoples
- Connection with nature will strengthen our minds and bodies and empower us to improve our stewardship of the land

HOW WILL WE KNOW WE'RE ON TRACK?

Through continuous data collection through school-wide assessment, targeted instruction, and early interventions, we will ensure that we are supporting the students in their continued academic, physical, and social emotional growth. We will use screening, diagnostic assessments, progress monitoring (through observations, self-assessments and interviews and progress monitoring tools) as well as outcomes to track the successes of our learners on an ongoing basis. Identified gaps in learning will be addressed through ongoing universal design practices coupled with tiered, just right instruction.