



2025-2026

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) & 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 242 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, and we are strong advocates for reconciliation. We 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.

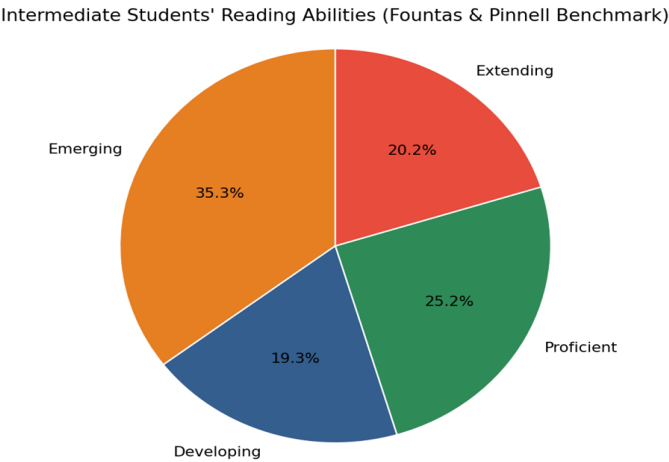
Parents in our community value school programs, activities and projects. They take initiative to plan events and support our school. Through active fundraising, Beaconsfield's Parent Advisory Council (PAC) has updated our school sound system and helped create a beautiful community garden. They

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?

As a school, we continue to centre our attention on literacy. Our focus over the past two years has been on developing students’ reading comprehension and decoding skills. To support this work, we administered the Fountas and Pinnell Benchmark Reading Assessment in November. It measures students’ reading levels in relation to grade-level expectations.

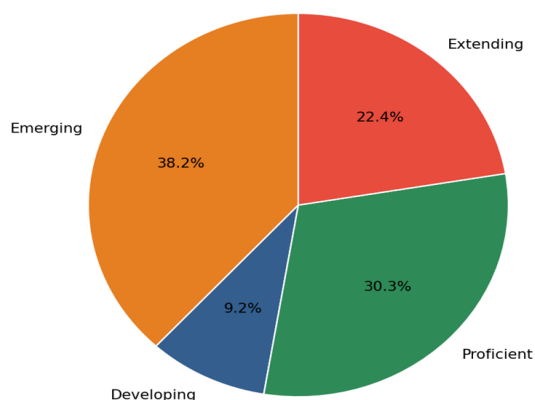
Results showed that, on average, 35% of intermediate students are currently at the emerging level, while 65% are performing at the developing, proficient, or extending levels in their reading comprehension and decoding skills. This represents an improvement from last year.



Primary Students

At the primary level, results from the Fountas and Pinnell Benchmark Reading Assessment indicate that 38% of students are at the emerging level and 62% are at extending, proficient and developing levels in reading comprehension and decoding skills.

Primary Students' Reading Abilities (Fountas & Pinnell Benchmark)



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 engage in the reconciliation journey through classroom learning, hands-on projects, school assemblies, and land-based experiences that foster meaningful connections with one another and with 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. Our 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, 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.

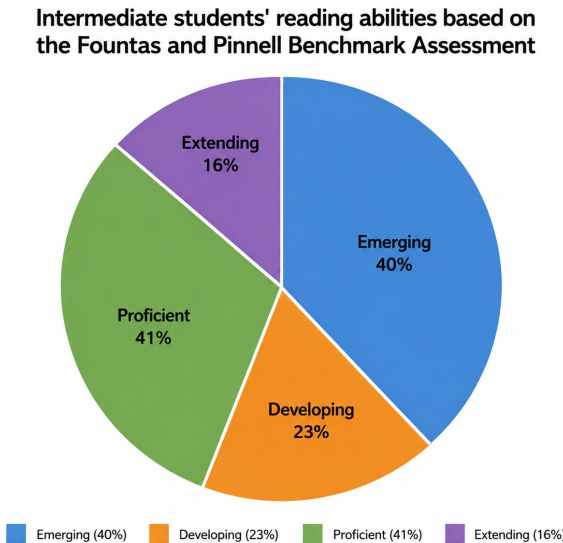
At the intermediate level, our teachers are utilizing various strategies to enhance literacy including the use of graphic organizers such as concept maps, Venn diagrams, and storyboards to help students organize information, identify main ideas, and make connections. Additionally, literature circles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

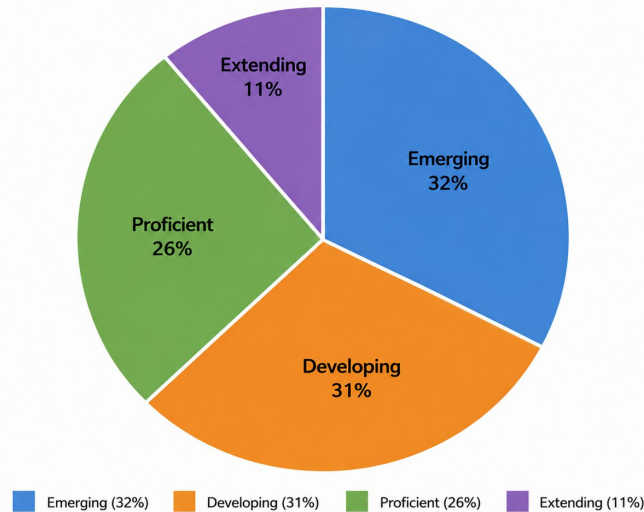
At the intermediate level, 80% of students achieved results within the developing, proficient, or extending categories. Our school demonstrated an overall improvement in performance from term one.



Primary Students

At the primary level, 68% 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.

Primary students' reading abilities based on the Fountas and Pinnell Benchmark Assessment



These assessments 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 17% 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 2 indicates encouraging progress in our efforts to support students at the emerging level. Through the targeted interventions outlined above, we observed measurable improvements in student outcomes. Notably, the proportion of students identified at the emerging level decreased from 17% in Term 1 to 11% in Term 2.

In Term 3, an increase in ELL learners corresponded with the emerging level rising to 17%. Encouragingly, the strong outcomes observed in Term 2 indicate that our current supports are effectively meeting the needs of our learners. We will continue to monitor these trends and refine our interventions to promote ongoing growth and success for all students in the coming year.

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

Beaconsfield staff are dedicated to the ongoing journey of reconciliation by embedding Indigenous knowledge and perspectives into everyday teaching and learning. Indigenous contributions and worldviews are thoughtfully integrated throughout the curriculum, enhancing areas such as social studies, language arts, science, and the arts. Land-based learning is central to this work, offering students meaningful opportunities to connect with the natural environment and the traditional territories of local Indigenous communities.

Examples of how our staff integrate Indigenous learning include honoring Orange Shirt Day through Indigenous drumming and read-alouds, celebrating Winterfest with featured Indigenous artists, exploring the Seven Grandfather Teachings and participating in weaving workshops led by Indigenous artists. Students also engage in sharing circles, learn songs such as the Cherokee Morning Song, create

Indigenous-inspired art and deepen their understanding through historical education. In addition, they examine the Truth and Reconciliation Commission's Calls to Action and learn why Orange Shirt Day holds such significance.

This year's School Learning Survey (SLS) results indicate growth, with students demonstrating a better understanding of Indigenous celebrations and traditions, an increase of 7% from last year. Students have also reported greater participation in activities and programs that support a stronger understanding of our shared journey toward reconciliation. This increased engagement reflects an important shift in awareness, respect, and commitment to Indigenous perspectives within our school community.

Looking ahead, we will continue to expand our collection of Indigenous books in the library and provide staff with additional resources to support the ongoing integration of the First Peoples Principles of Learning in classroom practices. We also plan to have more Indigenous school-wide presentations next year, to further enrich student learning and strengthen connections to Indigenous voices and perspectives. Students will continue to research and share learning about significant Indigenous observances and events, further developing their understanding and appreciation of First Nations histories, traditions, and perspectives. Through classroom learning, school-wide initiatives, and purposeful discussions, we will strive to deepen cultural awareness, foster respect, and strengthen connections to Indigenous communities. This ongoing work remains a vital part of our commitment to truth and reconciliation, and to building a more inclusive, informed, and respectful 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 DIBELS, 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. Regular class reviews and reviewing and analyzing student learning updates ensure continuous data collection and review. Student self-evaluations along with reading rubrics provide additional insights. Support and assessments from Speech Language Pathologists, and discussions within the School Based Team (SBT) 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.