



2025-2026

School Learning Plan

SCHOOL STORY

Kingsford-Smith Elementary, located in southeast Vancouver, surrounded by a spacious outdoor play area with views of the North Shore mountains to the north and the Fraser River to the south. Originally built in 1955, with an addition added in 1958, the school underwent significant seismic upgrades and reopened in 2018 as a fully accessible building.

Our school has 13 divisions and serves approximately 296 students from kindergarten to grade 7, supported by a staff of 38. Kingsford-Smith is a culturally diverse community where many students speak a first language other than English. More than 20 languages are represented in our school, including Cantonese, Spanish, Vietnamese, and Tagalog. Students bring rich experiences, traditions, and perspectives from their home cultures, and many are learning English with the support of our dedicated staff.

Student learning is supported both in the classroom and through additional services. Classroom teachers work closely with resource teachers, and students also benefit from access to an area counsellor, an educational psychologist, and a speech and language pathologist. A committed team of support workers further enhances learning for our diverse student population. Additionally, all students receive comprehensive physical education instruction from a specialist teacher.

Kingsford-Smith parents are formally involved in our school through an active and supportive Parent Advisory Council (PAC) and with generous contributions to fund-raising, organizing school events, and supporting students' academic, social, and cultural growth. They have also worked to add books to our school library on various topics, including diversity and Indigenous education.

All students visit the school library weekly and are encouraged to participate in our monthly schoolwide home reading program. Students track their reading and, upon submitting their record sheets, are entered into a draw for a chance to take home a new book.

Kingsford-Smith School is a vibrant and welcoming community with a range of activities and programs that help foster belonging and connection for all students. We host student-led assemblies that highlight and celebrate student achievements through performances and presentations. Community-building opportunities such as the Rainbow Club and Connection Club further strengthen relationships across the school. Upper intermediate students also have access to a variety of before- and after-school athletic programs. In addition, before- and after-school care is provided by the Spare Time Child Care Society, which operates in both the multipurpose room and on the playground.

Our mission at Kingsford-Smith is to foster engaged learners, caring communities, and an inclusive school environment. As a school, we are focused on the goals of strengthening literacy, promoting equity for all learners, and nurturing a strong sense of belonging. Students and staff work together to practice care for themselves, for one another, and for our shared school community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Literacy

The Kingsford Smith report-card data reveals several clear opportunities for targeted literacy growth. With 22.01% of students already proficient or exceeding expectations, the school has a foundation of capable readers who can benefit from enrichment and serve as peer models in collaborative learning settings. At the same time, the large Developing cohort (56.31%) represents a group that is especially well-positioned for rapid improvement through structured literacy routines, small-group instruction, and consistent assessment. Because many of these students demonstrate partial mastery of key skills, strategic intervention can move a significant portion of them into proficiency within a relatively short timeframe. The 20.39% Emerging group highlights the need—and opportunity—for early, intensive support, particularly in decoding, fluency, and foundational comprehension. Taken together, Kingsford-Smith's data shows a school community with strong literacy potential, a clear path for targeted improvement, and a student population that stands to benefit meaningfully from evidence-based instructional investment. With 153 language learners—representing 52% of the student population—the school's multilingual context underscores the importance of targeted literacy instruction and resources that support diverse language development.

Belonging

Students at Kingsford-Smith Elementary report feeling a strong sense of belonging within the school community. According to the 2024–2025 Student Learning Survey, 72% of Grade 4 students and 68% of Grade 7 students indicated that they feel welcome at school *most of the time* or *all of the time*. These results are slightly higher than district averages. A wide range of school experiences—such as student led assemblies, leadership opportunities like the Rainbow Club, connection-building groups such as the Connection Club, extra-curricular sports teams, the Community Schools Team after-school programs (ex. VEX Go Robotics, 3D Game Design and Multisport) and school-wide workshops including hip-hop dance—demonstrate the community's commitment to fostering a strong sense of belonging for all students.

Equity

We have a diverse community of learners at Kingsford-Smith. Students require a variety of support to achieve their goals. Students receive support from classroom teachers, resource teachers, support staff, and itinerant specialists as needed, with each learner's plan tailored to their individual needs. We provide additional support and accommodation for our diverse learners, including students with Ministry designations working toward individual goals as described in their IEPs, through in-class and

small-group instruction, and staff collaborate regularly to review current support and identify emerging needs. The identification of priority learners through class reviews and multiple literacy assessments (DIEBLS, DRA, Alberta Diagnostic, and BAS) is critical for equitably meeting the diverse needs of our school population and aligning support to individual learner needs. Decisions about student support are guided by the Tiers of Intervention model. Assessment scores will be collected again in April/May, giving staff the opportunity to review results together and identify targeted supports for priority learners. While most of this analysis will inform planning for next year, the shared review process continues to strengthen small group instruction and ensure interventions remain responsive to individual student needs.

Reconciliation

In the 2024–2025 Student Learning Survey, responses to the question, “At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Métis) in Canada?” showed that Kingsford-Smith’s Grade 4 and Grade 7 results were closely aligned with district averages. Thirty-nine percent of Grade 4 students and 41% of Grade 7 students reported being taught this content *most of the time or all of the time*.

As a school, we remain committed to continuing to embed Indigenous history, teachings, and worldviews into the curriculum so that all students develop a meaningful understanding of Indigenous cultures and the legacy of the Residential School System. This work supports a nurturing, inclusive environment where every learner feels a sense of belonging and aligns with the Truth and Reconciliation Commission’s Calls to Action, which emphasizes the essential role of education in fostering reconciliation and addressing historical injustices.

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 is a foundational skill, necessary for success, and it remains at the center of our school goals. We believe all students should have opportunities to develop strong foundational literacy skills, as literacy supports lifelong learning, confidence, communication, and overall well-being. As students become more confident readers, they are better able to engage with numeracy, follow instructions, and participate meaningfully in classroom activities, which in turn enhances their sense of connection and belonging.

To support literacy growth, we regularly assess students using tools such as *PM Benchmarks*, *Fountas & Pinnell* (BAS), *DIBELS*, anecdotal records, *DRA*, and *FSAs*. These assessments help us monitor progress and identify students who may benefit from small group or one-to-one intervention.

Progress-monitoring data is used throughout the year to guide grouping, target instruction, and determine whether Tier 1 and Tier 2 supports are effective.

We provide targeted Tier 1, 2, and 3 interventions for students reading below grade level, supported by Early Literacy and Learning Resource programs. Evidence-based instructional approaches—including *UFLI*, *Heggerty*, and other classroom literacy programs—are implemented across grades to build foundational reading skills. Schoolwide activities such as reading buddies, home reading programs, and online reading platforms (e.g., RAZ Kids) help build positive connections to reading and strengthen student motivation and engagement.

Additionally, teachers provide reading support through a strong blend of explicit instruction, targeted intervention, and literacy rich classroom environments. Foundational skills—such as phonemic awareness, phonics, sight-words, vocabulary, and printing—are taught systematically, while comprehension strategies, including predicting, making connections, using context clues, and analyzing text features, are modeled and practiced regularly. Ongoing assessments guide instruction, enabling teachers to offer targeted small-group or one-to-one support, collaborate with resource staff, and adjust teaching based on student need.

Classrooms also promote a culture of reading through read aloud, partner reading, literacy centers, games, poems, writing routines, and cross-curricular literacy tasks. Teachers encourage home reading with levelled books, flashcards, and communication with families, and they work to engage students through choice, high interest materials, and creative literacy activities. Collectively, these practices demonstrate a coordinated, school-wide effort to strengthen both foundational skills and deeper comprehension for all learners.

Throughout the year, we review assessment data, conduct class reviews, and work with school-based teams to plan next steps and adjust support as needed. Teachers continue to explore best practices and use a range of instructional strategies—such as guided reading, *Daily 5*, literature circles, and side-by-side reading—to ensure that literacy instruction is responsive and effective for all learners.

Our overall aim is to ensure that students reach grade level literacy expectations by the end of Grade 3, continue to grow as readers in Grades 4–7, and develop the confidence, ability, and the positive attitude towards reading that is needed to engage fully with literacy across all areas of learning.

Improve equity

Our school community is committed to improving equity by using data informed practices and targeted literacy supports to meet the diverse needs of all learners. Class reviews at the beginning and end of the year, along with June literacy data, guide schoolwide planning and help identify students who require additional focus. Students reading below grade level receive Tier 1, 2, and 3 interventions through early literacy strategies, Learning Resource support, and research-based programs such as Heggerty and UFLI. A range of literacy strategies and assessment tools—including Fountas & Pinnell, DIBELS, and other benchmarks—are used across all grades to monitor progress, adjust instruction, and ensure students reach key milestones, such as reading at grade level by the end of Grade 3 and continued growth in Grades 4–7. Equity of access remains central to this work, with flexible scheduling, small-group phonics instruction, targeted support for ELL learners, and a combination of pull-out and in-class services. We also strive to provide equitable access to assistive technologies like speech-to-text and text-to-speech tools, while teachers incorporate best practices such as direct instruction, modelling, peer support, manipulatives (like magnetic letters, that can help students build and break apart words), exemplars (ex. student work or model texts that teachers use to show students what success looks like), and the use of supportive digital tools. Through whole-group, small-group, and individualized instruction, we work to ensure that all students experience meaningful, relevant, and accessible literacy learning.

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

Our school community continues to advance its commitment to reconciliation with First Nations, Métis, and Inuit Peoples through meaningful learning experiences, daily practices, and intentional resource development. Land Acknowledgements are included in all gatherings and morning messages to honour the traditional territories and ground our community in ongoing learning and respect, with a focus on the cultures and histories of Indigenous Peoples, particularly those of our three host nations.

During the 2025–2026 school year, Kingsford-Smith Elementary embedded the First Peoples Principles of Learning across classrooms through reflection, connection to place, experiential learning, and exploration of identity. Students engaged in sharing circles, talking stick routines, land-based learning, nature walks, phenology wheels, and garden projects that deepened their understanding of the land and their relationship to it. Classes explored Indigenous stories, traditions, and perspectives through read-alouds by Indigenous authors, picture books, novel studies such as *Fatty Legs*, and Social Studies units like *We Are All Connected*. Residential schools and Orange Shirt Day were taught through survivor stories, videos, and discussions about Canada's history and its ongoing impacts.

The Kingsford-Smith library offers a growing collection of materials authored by Indigenous writers, and our teacher librarian actively seeks additional resources to ensure classrooms have access to authentic Indigenous voices. Staff also engaged in Indigenous focused professional development—including the 2026 Indigenous Focus Day—to strengthen culturally responsive instruction and deepen understanding.

Teachers incorporated Indigenous knowledge into mathematics, science, and place-based inquiry, including the medicine wheel, seasonal cycles, and learning from the land. Some classes created personal land acknowledgements, co-constructed a land acknowledgement book highlighting “beautiful things in our environment,” or reimagined community spaces using Indigenous worldviews. Educators expressed a commitment to deepening their practice—acknowledging areas for growth in Indigenous art, regular integration, and strengthening their own understanding—while continuing to build authentic, respectful, and culturally responsive learning experiences for all students.

HOW WILL WE KNOW WE'RE ON TRACK?

We will know we are on track by continuing to strengthen and refine our Tier 1, 2, and 3 literacy interventions, reviewing June literacy data, and closely monitoring student progress throughout the year to adjust support as needed. Literacy will remain a central focus, supported by the ongoing evaluation of instructional programs such as UFLI and informed by multiple sources of evidence. These include DIBELS assessments, PM Benchmarks, FSAs for Grades 4 and 7, classroom-based assessments, teacher observations, and regular progress-monitoring checks during interventions.

Additional evidence will be gathered through Communicating Student Learning (CSL) reports, as well as school and district surveys, including the Student Learning Surveys (SLS) and the Middle Years Development Index (MDI). Informal feedback from staff surveys, collaborative meetings, and professional discussions will further inform us of our understanding of progress and the needs of our students. Together, these sources of data will be regularly reviewed and analyzed to measure progress

toward Kingsford-Smith's school goals. Established literacy baselines will allow us to track growth over time and to view student learning through a holistic lens over the next two to three years.

In our reconciliation work, we will continue to explore meaningful ways to recognize and celebrate Indigenous contributions. Success will be reflected in students' deepening understanding of Indigenous cultures, histories, and perspectives. Evidence of progress will be drawn from student learning updates (report cards), MDI data, and classroom practice, helping to ensure that the First Peoples Principles of Learning are thoughtfully and effectively embedded across the school.