



Vancouver School District

School Plan for Lord Beaconsfield

Year 1: 2017 of 3 Year Plan, 2017- 2020

1. GENERAL SCHOOL STORY (to be updated each year)

- What are the important demographics of our community?
- What are the unique, positive characteristics of the school?
- What are our assets – what do we celebrate (including student intellectual achievement)?

Lord Beaconsfield Elementary is situated in Renfrew Heights, a single-family residential area, near the intersection of Nanaimo and 22nd Avenue in Vancouver, British Columbia. Lord Beaconsfield enrolls 255 students in Kindergarten to Grade 7 from diverse backgrounds. The majority of Beaconsfield students are bilingual and have a working grasp of two languages – English and another language. There are at least sixteen language groups represented. Lord Beaconsfield supports three district programs: the Social Emotional Learning Program (SELP), Home Learners and Alderwood.

The school has a strong connection to the community. Cedar Cottage Neighbourhood House plays a role in the school by providing morning and after school care. The Gladstone Family of Schools offers many after school programs to students. Lord Beaconsfield school community also has connections to Trout Lake Community Centre, Renfrew Community Centre, One to One Reading, Big Brother's, the YMCA and Renfrew Public Library.

Lord Beaconsfield staff is committed to early literacy. The school is actively involved in the VSB's Early Intervention program and, as such, offers Reading Recovery to students. For the past several years, staff at Beaconsfield have been focused on goals of literacy and aboriginal education enhancement.

Outside of the classroom, Lord Beaconsfield offers an active extra-curricular sports program. Lord Beaconsfield students demonstrate a strong sense of community and responsibility. Students take an active role in supporting organizations such as the Vancouver Food Bank and are involved in an annual fundraising activity for Terry Fox. Beaconsfield students are responsible, respectful and ready to learn as outlined in the school code of conduct.

Parents in our community have a wide range of educational backgrounds and income levels. Parents 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, in recent years, built two new playgrounds and a beautiful community garden. Each June, the Lord Beaconsfield PAC hosts an outstanding community event.

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2. WHAT DO WE KNOW ABOUT OUR LEARNERS? (Scanning)

- Describe the overall strengths as well as the needs of the learners.
- What is going on for them?

Beaconsfield students are readers. Teachers report that interventions such as the Reading Recovery program and the use of the 'Daily Five' and the Literacy Learning Intervention program have contributed significantly to improved reading skills at both primary and intermediate levels. Over 50% of Beaconsfield students are English Language Learners. While teachers are proud that our learners are acquiring and improving their reading skills, they report that our students would benefit from an increased focus on the Core Competency of Communication. Specifically, Beaconsfield educators are interested and excited to explore and closely work with the new BC curriculum and improve our students' abilities to 'create and communicate'; to write, speak and represent their learning in different ways.

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3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT OUR LEARNERS? (Scanning)

- What is the evidence that we already have that supports this hypothesis?
 - School and district data, letter grades, attendance, anecdotal, surveys, etc....EDI, MDI, student voice such as TTFM, etc.

Benchmark reading assessment results are tracked carefully over the school year and years for each Beaconsfield student by classroom teachers and Resource Team members. Benchmark assessments are completed at least twice a year with the support of our District Literacy Enhancement Teacher. Results are recorded and graphed in an individual assessment booklet for each student. Report card results and comments in English Language Arts also support the hypothesis that Beaconsfield students have strengthened their reading skills over time. Based on School Wide Write Data, classroom assessments and ongoing teacher observations and anecdotal comments, Beaconsfield teachers in Kindergarten through Grade 7 express a need for learners to improve their abilities to 'create and communicate', to write, speak and represent their learning in different ways.

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4. WHAT FOCUS EMERGES FROM THIS EVIDENCE? (Focusing)

- Which learners and which areas will we be focusing on?
- Where are we connected?
 - How does this focus connect to the district strategic plan? (Quote Strategic plan goal/objective #)
 - How does this focus connect to the Aboriginal Education Enhancement Agreement? (Quote AEEA goal/objective)
 - How does this focus connect to the redesigned curriculum including the big ideas, core competencies, curricular competencies, etc.?

The focus that emerges from this evidence is an emphasis on all Beaconsfield learners in Kindergarten to Grade 7 to improve in their abilities to ‘create and communicate’, to write, speak and represent their learning in different ways. With this focus, there will be a particular emphasis on working with students who are not yet meeting expectations with the English Language Arts curricular competency of ‘creating and communicating’, with our students with special or diverse learning needs and with our aboriginal learners. With this focus, staff at Beaconsfield will consider different teaching, assessments and reporting approaches. This relates specifically to all GOAL 1 of the VSB Strategic Plan 2016-2021 and all of the objectives of this goal. This connects to the Aboriginal Education Enhancement Agreement Goal of Mastery. Specifically, this focus is linked to the target of “increasing numbers of Aboriginal students in K-12 who are meeting and exceeding expectations in the key academic areas of Math and Language Arts by 5%.” Finally, this focus relates to the Core Competency of Communication and to the English Language Arts Curricular Competency of “creating and communicating.”

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5. INQUIRY QUESTION (Focusing) – previously known as “Goal”

- What is leading to this situation for our learners?
- How might we be contributing to this?
- From what we know, what is the most important work that we can do to improve the success for our students?
- What key areas of learning will we focus on?

***Inquiry Question:* How can Beaconsfield educators approach assessing, teaching and reporting to improve our students’ ability to “create and communicate”, more specifically, write, speak and represent their learning?** Our focus will be to improve our students’ ability to ‘create and communicate’, to write speak, and represent their learning. This focus will take place for three years (from 2017-2020) at Beaconsfield School. See below for plan.

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6. WHAT IS OUR PLAN? (Planning)

- What are the actions that we propose to take related to our inquiry. What will we do more of, less of, differently to improve outcomes for our students?
- How can we break it down into a manageable and realistic 3 year plan:
 - Year 1, Year 2 , Year 3

Year 1:

Staff will implement various strategies and structures from, but not limited to:

Regularly holding Primary, Intermediate and Resource Team meetings with an emphasis on teaching, assessing and reporting on improving our students' ability to 'create and communicate,' to write, speak and represent their learning.

Working closely and collaboratively with our District Literacy Enhancement Teacher to learn new and effective approaches to "creating and communicating."

Author visits and author studies.

Writing conferences, self and peer editing, explicit teaching and modelling, small group instruction by Resource Teachers.

Meeting bi-monthly with School Plan/Professional Development committee to review and update plan to ensure that we are 'on track' and moving forward with this goal area as a staff and school community.

Holding inspiring and collaborative 'lunch and learns' for teaching staff

Administering School Wide Write assessments twice a year in a collaborative approach (to administration and assessment) by classroom and resource teacher.

Increasing the amount/quality of student writing displayed in classroom, hallways, library and in our monthly newsletters and on our school website.

Emphasize writing and speaking for a particular purpose and audience. Students will be encouraged to speak and present their writing and their learnings in their classrooms and at school wide assemblies.

Using Writing/Speaking Performance Standards and collaboratively developed criteria for writing, speaking and representing learning.

Discussions with staff about 'deep learning,' writing portfolios and assessments and self-assessments.

Year 2 and 3:

Continued emphasis on all of the above plans with increased use of digital communication, technology and connection with Applied Design, Skills and Technologies Curriculum for writing, speaking and representing learning.

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7. WHAT SUPPORTS WILL WE NEED? (Planning)

- Summarize what the new areas of learning will be and how we will support that new learning in order to benefit the students (i.e. resources, pro-d, etc.).
- Link these new areas of learning to the redesigned curriculum

The following supports will be needed to achieve our goal:

Staff Professional Development on the Core Competency of Communication with an emphasis on 'creating and communicating', writing, speaking and representing learning. More specifically, staff have indicated that they are interested in learning approaches outlined in Adrienne Gear's books, *Writing Power - Fiction and Non-Fiction*.

Purchase Communication Competency professional teaching resource materials.

Funds to release teachers to work collaboratively to further develop their ability to teach the Core Competency of Communication according to the approaches outlined in the new BC Ed curriculum.

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8. HOW WILL WE KNOW WE'RE SUCCESSFUL? (Checking)

- How will we know that what we are doing is working and is making a difference for our learners?
- What will we be using as baseline data? How will we chart growth?
- How will we respond if we see no changes?

As educators, we will collect data to see if our change in focus is making a difference to our learners. We will speak with students and parents and collaborate as a staff. School Wide Writes will be used to obtain baseline data and we will also use Performance Standards and report card data. We will look at the data individually, by grade level and we will disaggregate by gender. We will use the AIMS program to record and chart the progress of our aboriginal students. If we see no improvements, we will 'regroup' as a staff and reconsider the effectiveness of our structures and strategies outlined in our plan (#6).

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9. HOW WILL WE SHARE THIS INFORMATION? (Checking)

- How will we make parents, students and other members of the community aware and involved?

Information about how we are achieving our goal will be shared:

- with students in classrooms
- with parents and guardians on reports and student self-assessment
- with our broader school community in monthly newsletters and on our school website
- at PAC and during parent meetings



District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

10. What do we know about the Aboriginal Learners in Our School?

- Include numbers of students, grade levels, etc.

We have 20 aboriginal learners throughout Kindergarten to Grade 7 at Beaconsfield School. We also have aboriginal learners throughout our district Social Emotional Learning (SELP) and Alderwood programs.

11. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

To support all Beaconsfield learners with respect to our Aboriginal enhancement goal we have:

- daily announcements and assembly openings where students acknowledge the aboriginal territories
- been integrating aboriginal content into K-7 lessons in our classrooms and in the library
- been displaying student writing and art related to lessons with Aboriginal content in classrooms and hallways of Beaconsfield School
- held a 'Tribal Vision Dance: Visions of Turtle Island' performance at Beaconsfield in April 2017 to showcase First Nations culture through Powwow and Haudenosaunee song and dance
- worked with our Social Emotional and Academic Development (SEAD) program class has made First Nations drums with Pat Forrest and Devita Marsden with the financial support of a \$500 from an Aboriginal Enhancement grant that Pat Forrest (AEEW) obtained from the Vancouver School Board in January 2017
- hosted Ernie LaRochelle, Aboriginal Artist, who prepared and presented an art 'canvas' for Beaconsfield students to paint
- encouraged our Grade 7 Aboriginal students to attend the VSB Grade 7 Aboriginal Moving Forward Ceremony on May 18, 2017
- hosted Shane Pointe, Musqueam Elder, at Beaconsfield School in May 2017. Shane Pointe is Vancouver School District's first Knowledge Keeper/Elder in Residence
<https://www.vsb.bc.ca/district-news/shane-pointe-appointed-vs-b-knowledge-keeperelder-residence>

12. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

As educators of Beaconsfield school, we will continue to:

- integrate Aboriginal content into all curricular areas
- work closely and collaboratively with our Aboriginal Enhancement Worker to develop school projects and classroom units
- organize presentations/performances with Aboriginal content (e.g. dances)
- invite Aboriginal speakers, parents, and Elders to our school
- have students and staff attend field trips and workshops
- increase and update Aboriginal resources in the school
- identify the Aboriginal books and resources in our libraries and classrooms that are able to be used
- weave Aboriginal content into daily PA announcements and monthly assemblies (including acknowledgement of territories)
- cultivate an interest and connection with students and staff to our school garden
- encourage all of our Aboriginal Grade 7 students and their families to attend the annual Aboriginal Grade 7 Moving Forward Ceremony held by the VSB
- celebrate and display Aboriginal art in prominent places around our classrooms and our school

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13. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

We will know that we are being successful in this area because:

students' expressed excitement about lessons and units of study which are inclusive of aboriginal content
parents/caregivers increased attendance at school events (eg. Grade 7 Leaving Ceremony)

- students' connections between different cultural traditions and aboriginal traditions
- students' bringing aboriginal traditions and ways of learning into class routines
- students' increased connections between aboriginal art and the need for sustainability
- students' observations and appreciations of nature and our school garden
- staff members increased excitement about sharing aboriginal histories and culture after workshops and professional development opportunities
- staff members working together regularly to weave more aboriginal content throughout the curriculum