

SCHOOL PLAN

Buckingham Elementary School

Our Story

Who we are?

Nestled in the heart of our community, Buckingham Elementary School is a vibrant K-7 learning environment where every student is known, valued, and supported. With just over 260 students, our school is a place where curiosity is nurtured, diversity is celebrated, and learning is a shared journey.

Our school is made up of 12 divisions, with a strong foundation in the primary years (K-3) and a rich, engaging program for our intermediate learners (Grades 4-7).

Diversity is one of our greatest strengths. With English Language Learners representing 21 different home languages, our classrooms are alive with global perspectives and cultural richness. This multilingual tapestry enhances our learning community and fosters a deep respect for one another's stories and experiences.

At Buckingham School, we are more than just a school—we are a community. A place where students are empowered to grow, explore, and become the best versions of themselves. Together, we are building a future that is inclusive, compassionate, and full of possibility.

What are we doing well?

We believe that academic success and social-emotional growth go hand-in-hand. Our passionate and dedicated staff work collaboratively to create a dynamic and caring atmosphere where

students are encouraged to thrive, not just as learners, but as kind, confident individuals who are leaders, creators, and collaborators. Our students are encouraged to grow beyond the classroom through a wide range of extra-curricular activities. Whether joining a sports team, participating in a club, or leading a school initiative, they are given the chance to develop into well-rounded individuals. These opportunities help them build confidence, resilience, and a strong sense of belonging in addition to developing strong academic skills.

Our commitment to reconciliation and inclusion is reflected in our Indigenous Education Plan, which weaves Indigenous history, perspectives, and ways of knowing into the fabric of our teaching and learning.

We have a very supportive PAC that brings our community together for family events, provides learning opportunities for students, and resources for our school.

Our *Focus*

READING GOAL: To build students' ability to read fluently with strong comprehension (understanding) of what they read.

Our goal is that students can read fiction and non-fiction texts with both fluency (appropriate flow and speed) and apply strategies to help them understand what they read. It is this set of core proficiencies that students need to grow as readers and ensure continued future success.

This goal falls under the Thinking Core Competency of the BC Curriculum, including Critical and Reflective Thinking

Part 1:

Early Reading Intervention Focus – providing structured Phonological awareness and Phonics instruction along with opportunities to engage with a wide variety of rich texts.

Over the past year, staff engaged in ongoing professional learning in reading instruction (e.g., UFLI, Heggerty, and the Burnaby Literacy Framework) and assessment practices (e.g., Acadience and Literacy Framework), with support from the District Literacy Team. Through collaborative conversations and professional inquiry, staff focused on strengthening instructional practices to

support the development of phonemic and phonetic awareness, reading fluency, and overall comprehension.

Ongoing classroom-based and school-wide assessments, along with targeted supports for English Language Learners and students requiring additional support, enabled staff to respond to student needs and provide differentiated instruction to support skill development across the school.

In Year 1, the primary focus was on improving students' ability to read with increasing accuracy and fluency through explicit, targeted instruction and the use of evidence-based strategies. End-of-year assessment data indicates that students have demonstrated overall growth in letter-sound awareness and recognition.

Building on this foundation, staff will continue to strengthen these early reading skills while shifting our collective focus toward the explicit teaching of reading comprehension strategies to deepen students' understanding of text.

Part 2:

Reading Comprehension Intervention - providing direct instruction in reading comprehension strategies with both fiction and non-fiction texts.

Building Staff Capacity in Teaching Reading Comprehension

To strengthen instructional practice, staff will engage in ongoing professional learning focused on evidence-based reading comprehension strategies. This will include collaborative conversations, targeted professional development sessions, and support district literacy team members. Staff will explore various practices such as explicit strategy instruction (e.g., predicting, questioning, summarizing, inferring), guided reading, background knowledge development, vocabulary development, etc.

Tracking Student Progress

Student progress in reading comprehension will be monitored through a combination of formative and summative assessments. This could include classroom-based assessments, reading responses, running records (where appropriate), and common assessments developed collaboratively by staff. Data will be reviewed to identify trends, monitor growth over time, and adjust instructions. Staff will also look at the possibility of a school-wide data tracking system to support consistency and help ensure that all students are making progress.

Supports to Improve Student Outcomes

To support student learning, targeted interventions will be implemented for students who require additional support, including small-group instruction, guided reading groups, and literacy intervention programs in collaboration with our School Based Team. Classroom instruction will incorporate differentiation and

scaffolded supports such as graphic organizers, sentence frames, and visual aids. Additional supports may include collaboration with learning support teachers, the use of culturally responsive texts, and increased home-school communication around reading strategies. Ongoing monitoring will ensure that supports are responsive and adjusted as needed.

School and District staff review plans annually, examining goals and action plans to determine if adjustments are required.