

## 2023-2024

# School Learning Plan

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### SCHOOL STORY

Sir Richard McBride Elementary is a kindergarten to grade 7 school located in a diverse community on the east side of Vancouver. Our school community recognizes and acknowledges that we work, play, and learn on the unceded traditional territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliwətał (Tsleil-Waututh) Nations. The historical significance of our school is reflected in its exterior, which has remained unchanged since its construction in 1911. Within the student population, we embrace a wide range of personalities, ethnicities, socioeconomic backgrounds and diverse learning needs. Many students are first- or second-generation Canadians, and approximately 16% receive support for English language development. We are a fully accessible school, including a wonderful children’s playground. We take pride in celebrating and valuing the rich cultural backgrounds and experiences of students, creating an inclusive and welcoming atmosphere that fosters a strong sense of belonging for all.

At the heart of the school is a highly dedicated staff who are committed to providing quality education and support to students. They create a nurturing and inclusive learning environment where students can thrive academically and emotionally. We also have the privilege of having caring and involved parents who actively contribute to the school community. The strong relationships between home and school are nurtured and maintained, ensuring a collaborative and supportive educational experience. Additionally, collaboration extends to our K-3 Annex, located just three blocks away, as we work together to facilitate a smooth transition from grade 3 to grade 4. The before and after-school care program, Little Mountain, is an integral part of the McBride community, serving both the main school and McBride Annex.

At McBride School, a strong emphasis is placed on core competencies, ensuring that students receive a solid foundation in core subjects and develop essential skills for success. We celebrate student achievements and provide various academic programs and initiatives that offer opportunities for growth and improvement. We recognize the importance of physical well-being and the arts in promoting a holistic education. Therefore, we actively encourage student participation in district sports activities and provide platforms for students to explore their artistic talents through music education, choirs, and concerts.

As a school committed to promoting equity and reconciliation, we actively celebrate and support district initiatives and programs that foster diversity, inclusivity, and understanding among students. Our aim is to cultivate a sense of social justice and reconciliation within the school community. We value and appreciate the importance of creating an environment where every individual feels valued, respected, and included.

Overall, Sir Richard McBride Elementary is a vibrant and inclusive school that embraces diversity, fosters a love for learning, and promotes a sense of belonging among students. We are dedicated to providing a well-rounded education that prepares students for success academically, emotionally, and socially.

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## WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

McBride Elementary has 336 students in 14 divisions. Our student population represents the richness and diversity of our community and includes English Language Learners, students with Special Education designations and Indigenous Learners. English is the predominate language spoken by students with many students speaking an additional language in their home. This rich tapestry of learners contributes to an inclusive and accepting learning environment.

The students at McBride Elementary are motivated and enthusiastic learners who welcome opportunities to actively participate in their learning and contribute to the school community. Our students benefit from a caring and supportive parent community. We have an active PAC who work closely with administration and staff to support educational initiatives and build community through school and family events. Many McBride students are involved in activities outside of school hours with 71% participating in community extracurricular activities such as clubs, dance and sports. In school, students are actively involved in a host of school activities that cater to various interests and talents. Students participate in sports, leadership opportunities, choir, a Taylor Swift club, knitting, games and chess club. McBride students feel a sense of belonging to the school community and lead and perform at regular school assemblies and school concerts. Older students are motivated individuals who embrace opportunities to contribute to the school. They demonstrate responsibility by serving as Library Helpers, Big Buddies, Morning Announcers and School Safety Patrol. McBride students actively participate in school endeavors and initiatives such as the *Flexible Plastic Recycling Challenge*. During a one-month period, students and families enthusiastically redirected flexible plastic from the landfill by responsibly recycling this waste.

McBride students are strong academic performers. In Mathematics just over 60% of McBride students achieve proficiency or extending on the Ministry proficiency scales. In Language Arts, 45% achieve the same. Student surveys indicate a positive attitude and mindset towards literacy with 78% of students reporting that their reading and writing skills are getting better. Staff have identified literacy achievement as a school goal for the 2024 – 2025 school year. Our school focus on resilience and growth mindset encourages students to set and achieve personal goals fostering growth in their capabilities over time.

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## AS A SCHOOL COMMUNITY, WE ARE WORKING TO:

### Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

To enhance student achievement in literacy, our school community will focus on:

- Developing common assessment tools to ensure consistency and accuracy in measuring student progress.
- Meeting as teaching teams to discuss and implement best practices in literacy instruction based on current research.

## Improve equity

To ensure equity across learners and close gaps in student achievement, we will focus on:

- Gathering and utilizing data effectively.
- Providing tailored individual and small group instruction based on assessment data.
- Developing a sensory room to support students with sensory and self-regulation needs to aid learning.

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

Our journey of reconciliation involves:

- Beginning each day with the Territory Acknowledgement during student morning announcements.
- using culturally responsive teaching practices to ensure all students see their identities reflected in the curriculum.
- Identify a school-wide initiative aligned with the goals of the Truth and Reconciliation Commission.

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## HOW WILL WE KNOW WE'RE ON TRACK?

School staff will:

- monitor student progress through report card data and summative evaluations collected at the school level.
- review EDI / MDI results from participation in Human Early Learning Partnership.
- review Student Learning Survey results.
- administer and review school-based reading assessments
- compare student writing samples over the course of the year