

2024-2025

School Learning Plan

SCHOOL STORY

Maple Grove Elementary School is nestled in the south of the Kerrisdale neighbourhood. The Maple Grove Community, with deep gratitude and respect, is honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam Nation). Our community members live both within the Maple Grove community and across the district. Our members engage in learning in the classroom, outside in the local community and pursue a variety of field studies across the city.



Maple Grove Parents were asked to use one word to describe the Maple Grove community.

Maple Grove celebrates a rich history; the community celebrated the school's centennial in the spring of 2024. Maple Grove Elementary has a culturally diverse student population of 572 students within 24 divisions. Our school offers a K-7 Montessori district choice program in eight of our divisions. The community moved into our current building in November of 2020 after it was newly constructed. The new site has groups of 3 to 4 classrooms arranged in pods where classes of similar ages can share space, resources, and learning experiences. Our community has experienced increased enrollment and currently two of our upper-intermediate classes (Grade 7 and Grade 6/7) are located in the portables adjacent to the main school.

Maple Grove is committed to creating an inclusive community that celebrates diversity. 62% of families report a home language other than English. We work closely with VSB settlement workers and multicultural workers to welcome and support new families.

The Maple Grove staff is committed to both the academic success and mental wellbeing of students. Staff collaborate regularly to create varied and enriching learning activities for learners. We pride ourselves on the high level of curriculum enrichment we provide through the joint commitment of staff and parents. In addition to academic achievement, both our staff and parent community have identified mental wellbeing and social-emotional learning as areas of focus for our learners. We strive to create a safe learning environment so all students can learn and

contribute to their community. The school vision of success in learning for each student is articulated in the school mission/vision statement.

At Maple Grove, social responsibility is an integral part of the school's philosophy and the school culture is built upon the ideals of respect for people, safety, and the environment. The school Code of Conduct is Respect Yourself, Respect Others and Respect this Place. In addition to supporting academics, the arts, and physical, social and mental wellbeing, we strive to nurture students to be positive, global citizens. Our learners are encouraged to take on leadership roles within the classroom and in the larger school community. Our staff support various initiatives that provide enrichment, leadership and extracurricular opportunities such as the Terry Fox Run, Sports Day, concerts and calendar celebrations, clubs and extracurricular sports teams, and the Scholastic Book Fair amongst others. We have a variety of volunteer opportunities for our upper-intermediate students to perform service for our community such as office monitors, student council, kindergarten monitors, and playground equipment monitors.

Maple Grove is privileged to have an active and involved PAC. This year saw the return of in-person PAC meetings which has resulted in increased attendance. The PAC organizes several fundraisers and community events such as a Welcome Back BBQ, a community dance, a walkathon, and this year saw a very successful winter talent show that was hosted in the Magee auditorium. The PAC also coordinates our hot-lunch program which expanded to four days a week in January 2025.

As the school is located in the neighbourhood of Kerrisdale, we have easy access to several community resources such as Kerrisdale Arena, Kerrisdale Library, Kerrisdale Pool and the Arbutus Greenway path and gardens. We share our school grounds with Magee Secondary and collaborate on field usage. Our Grade 6 and 7 students are also offered the opportunity to participate in weekly Band lessons with the Magee music staff.

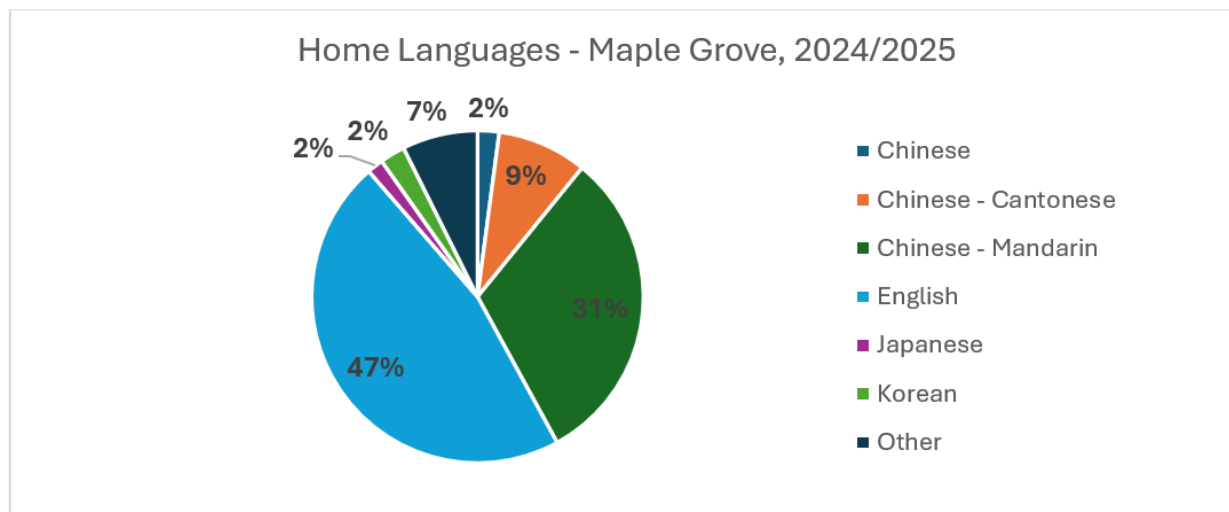
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Maple Grove has diverse, positive and engaged students. Our students come from around the world and live both within our catchment neighbourhood and from across the city as we have a District Montessori Choice Program at our school. Students bring a spectrum of cultures, beliefs and educational experiences. The Maple Grove Staff engage and collaborate with parents to support the diverse needs of our students. Maple Grove sees a higher transient rate compared to most schools in the district; despite this, our students, parents and staff strive to create a sense of community and belonging for all community members.

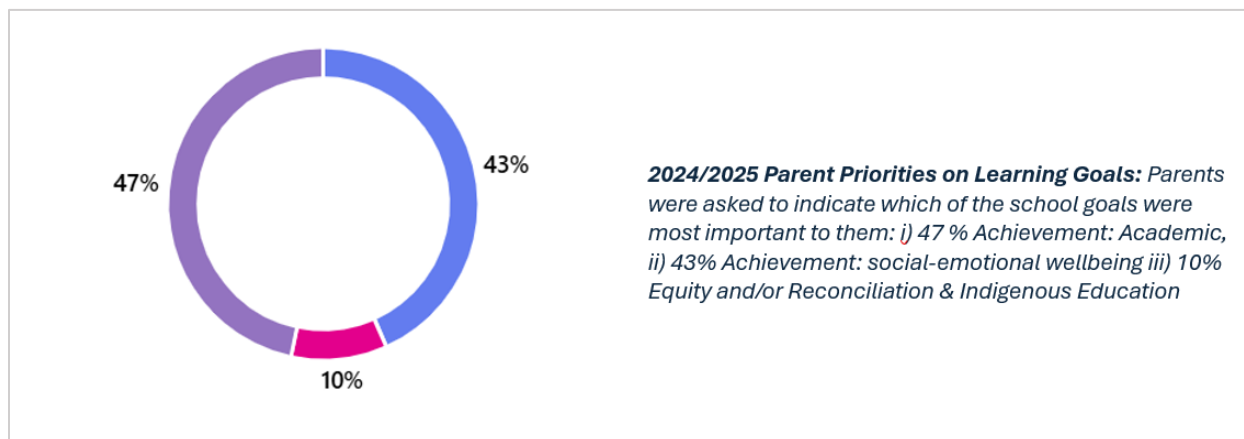
Our students value learning and many find ways to explore academic, artistic, and athletic opportunities in and outside of the school.

- Our students will embrace leadership and other opportunities to contribute to their classroom and school community.
- Our students are creative, clever, motivated and energetic learners who can demonstrate and engage in learning in a variety of ways.
- Our Montessori Program brings students from across the district to Maple Grove who share their perspectives and experiences.

- We have a diversity of learners with various needs:
 - Nearly 9% of our learners have Ministry designations and receive various degrees of support from our support workers and resource team.
 - Fewer than 10 students identify with having Indigenous ancestry.
 - Nearly 40% of our learners are English language learners and more than 50% of our families speak a language other than English in the home.



Our students and families highly value academic achievement; but when asked, our families also understood the need for strong support for social emotional learning and well-being. Our staff endeavor to create environments that support and foster both academic achievement, and mental and physical well-being.



Our community understands the correlation between academic achievement and social-emotional, mental and physical well-being. The MDI (Middle Years Development Instrument) learning survey of 2022/2023 indicated that students had a lower well-being index compared to the district. Our classroom teachers have been implementing various social-emotional programs into their teachings to support our students. The 2024/2025 Student Learning Survey seems to

indicate that students' sense of belonging, and awareness of mental health and social-emotional learning is improving.

In the recent Student Learning Survey, to the question of "I am learning how to care for my mental health," 66% of our Grade 4 students responded with "sometimes," "most of the time," or "all of the time" while 56% of Grade 7 students responded "agree" or "strongly agree" (30% responded "neither agree nor disagree" or "don't know"). To the question of "is school a place you feel like you belong," 65% of our Grade 4 students and 77% of our Grade 7s responded with "most of the time" or "all of the time." Sixty-nine percent of Grade 4 students and 58% of Grade 7 students responded that they felt that 2 or more adults at school cared about them at school. Sixty-nine percent of Grade 4 students and 66% of our Grade 7s reported that they liked school "most of the time" or "all of the time" with 25% and 30% responding "sometimes."

Our Grade 4 & 7 students consistently perform strongly on the annual Provincial Foundational Skills Assessment (FSA) with over 80% of our Grade 7s demonstrating proficiency or higher in 2023/2024 and 85.5% this year. Our Grade 4s demonstrated 83.3% proficiency or higher this year.

English Language Arts, particularly Literacy, continues to be a major area of focus for our educators. Our primary team continues to engage in various literacy and assessment inquiries including UFLI (University of Florida Literacy Institute) phonics inquiry, and CAM (Curriculum & Assessment Matters) inquiry. Nearly all of our primary teachers have received UFLI training and include the program regularly in their practice.

At the intermediate level, our classroom teachers and resource teachers collaborate to provide targeted interventions to our English language learners (ELL) and other students who require extra supports in literacy. We see significant growth from Grade 4 to Grade 7 in English Language Arts outcomes. In the 2020/2021 Provincial Foundational Skills Assessment, we saw only 27% of Grade 4 students demonstrating proficiency or higher in English results. This improved to 62% in 2023/2024 when the students were in Grade 7. This year, our Grade 7s improved to 85.5% of students demonstrating proficiency or higher, an improvement from their 2021/2022 Grade 4 results of 32.3%. This year, our Grade 4s scored significantly higher than previous years with 70.4% of students demonstrating proficiency or higher. These positive trends also seem to be reflected in our CSL reporting with an increasing percentage of students demonstrating proficient or extending in English Language Arts from year to year.

Maple Grove has a diversity of learners representing different cultures and perspectives, and a variety of needs. Staff endeavor to create environments and experiences where all students feel they belong, are included, feel represented and can express who they are. Staff have made efforts to prioritize addressing the needs of our English Language Learners and Ministry Designated students. The community has been working on increasing a sense of belonging for all students, incorporating anti-racism education, and providing learning opportunities where students can see themselves in the curriculum. Staff also work to provide various learning opportunities, activities, and field studies so all students can access a variety of different learning experiences while the school community continues to provide support so all students can access these school activities.

Our staff is committed to reconciliation and incorporating Indigenous education and ways of knowing into student learning. During this year's student learning survey, 68% of our Grade 4s and 86% of Grade 7 felt that they were learning about Indigenous Peoples at school

sometimes/most of the time/all of the time. This appears to demonstrate an increased awareness of Indigenous topics in their learning as only 27% of Grade 7s in 2023/2024 reported learning about Indigenous Peoples sometimes/most of the time/all of the time.

Staff continue to look for ways to expand student learning, particularly about the local First Nations and finding Indigenous activities for students to participate. 49% of Grade 4s and 53% of Grade 7s felt that they were learning about Local First Nations sometimes or most of the time at school. Only 26% of Grade 4s and 49% of Grade 7s felt that they participated in Indigenous activities sometimes/most of the time/all of the time.

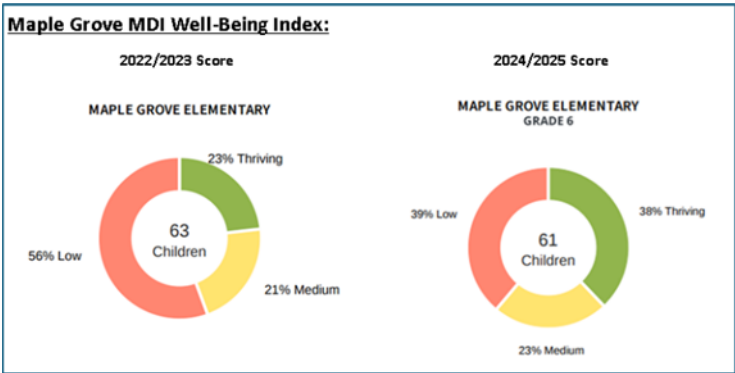
AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

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

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Our community understands that achievement in well-being and belonging is crucial for academic success. Our staff has made social-emotional learning a major focus of our teaching and learning. The 2022/2023 MDI results revealed some concerning results regarding student well-being. Despite scoring above the district in regard to social-emotional assets such as having trusted adults, extra-curricular activities, good nutrition and sleep, and peer relationships, our students scored below the district on the well-being index, with 56% percent of the participating students scoring low on the index.

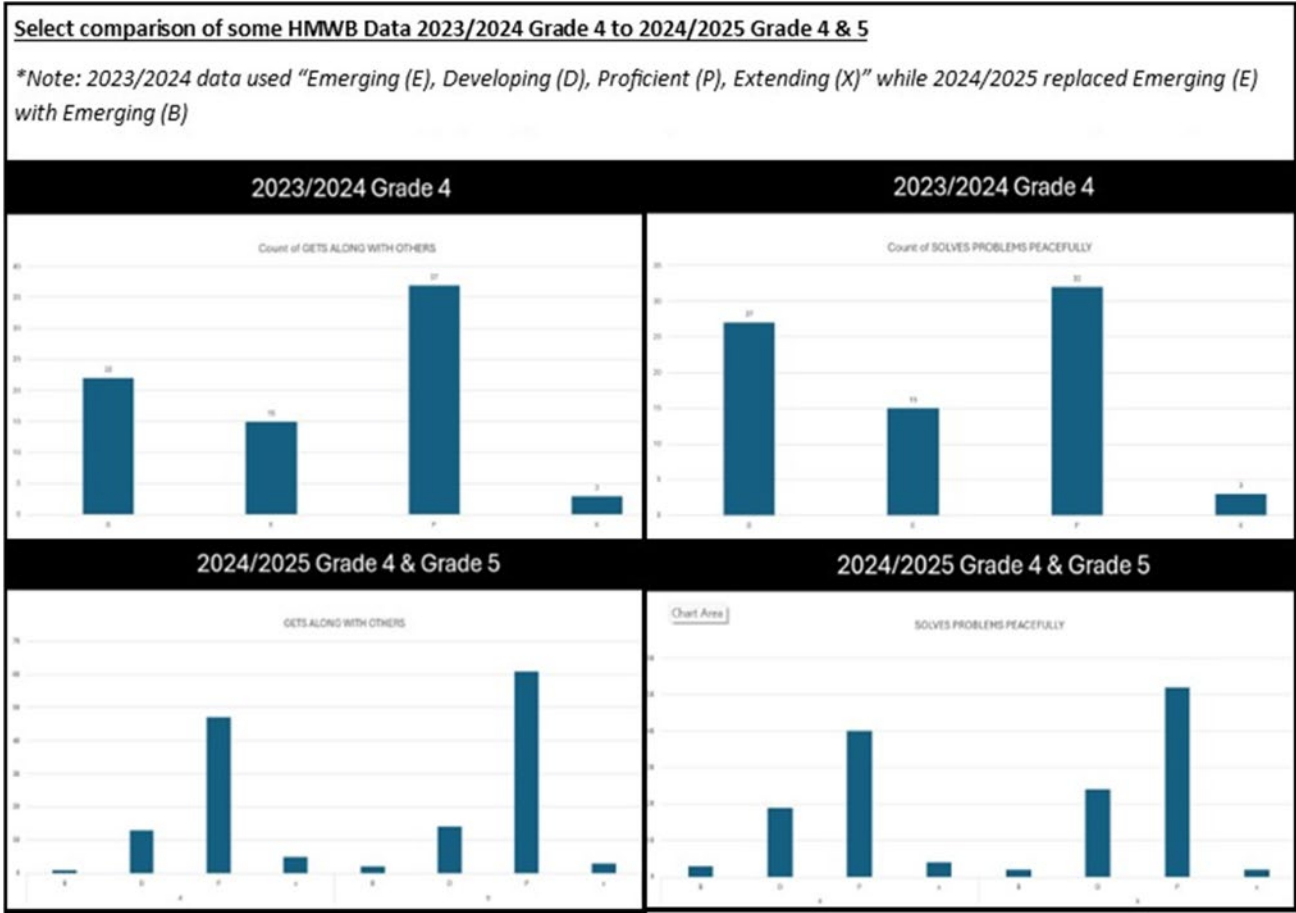
The results from the 2024/2025 MDI revealed significant improvements in student scores in the well-being index with 39% of our Grade 6s scoring low and 61% scoring high or medium; this is now above the district scores. However, this also indicates that our community still has need to continue the work of social-emotional learning and building a culture of belonging.



Maple Grove staff have been implementing a variety of social-emotional learning programs in their classrooms that suit their student needs and classroom culture. Some of these include the “SPOT social emotional learning program”, the “Zones of Regulation”, amongst others. Our resource teachers and support staff collaborate with classroom teachers to provide targeted intervention for students who may require additional social-emotional support. These can take the form of friendship groups, games groups, social skills groups or our life-skills group. Many of our staff provide opportunities outside of instructional time for students to be involved and

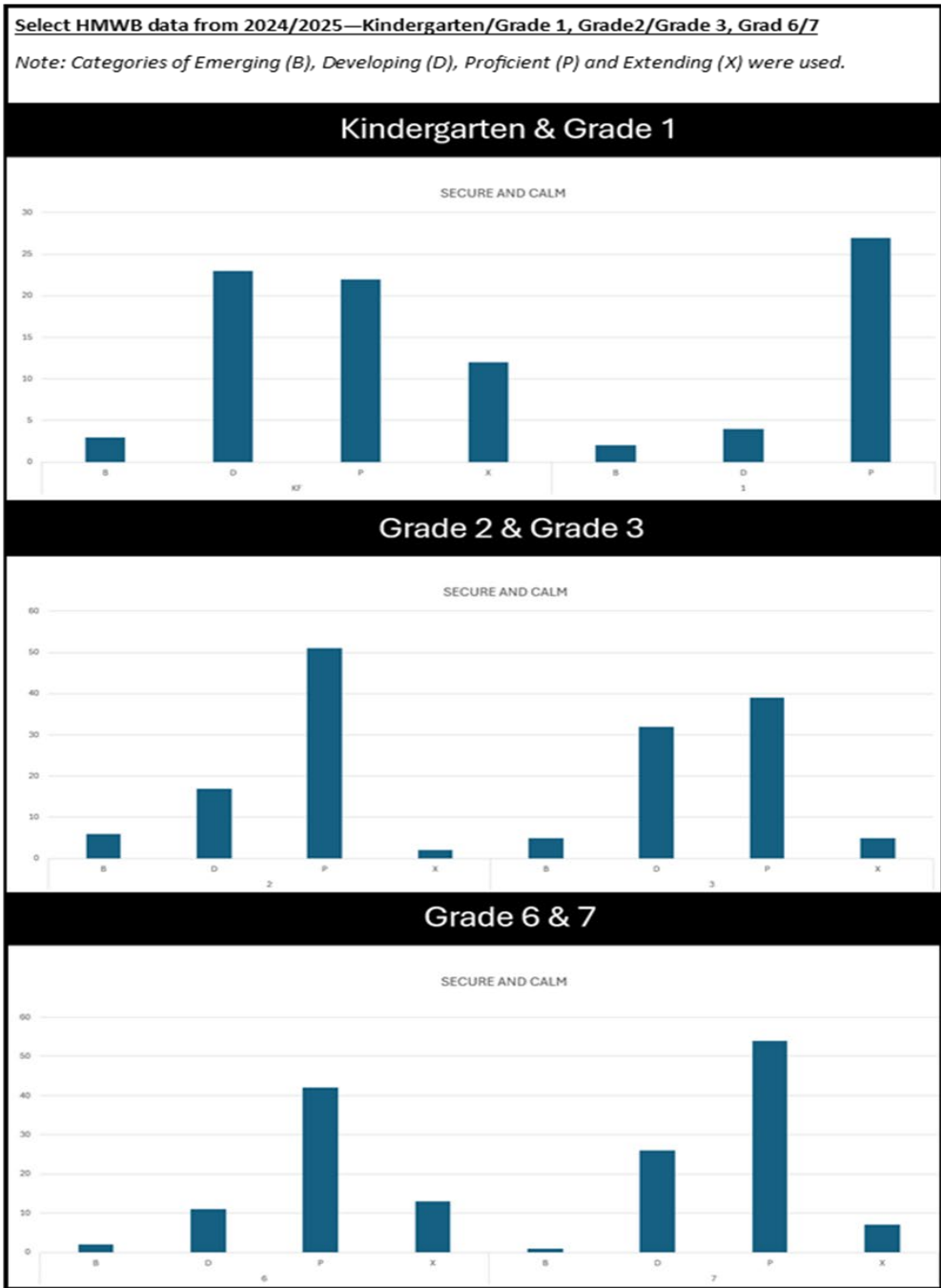
contribute to school culture such as office monitors, equipment room monitors, kindergarten helpers, student council and various clubs and sports teams. A district counsellor is at Maple Grove two days per week to provide service for our students.

From 2022/2023 through 2023/2024, school staff engaged in a series of sessions in the Heart-Mind Well-Being program facilitated by the Dalai Lama Centre. The program was structured around five social-emotional domains which staff could teach and assess: 1) gets along with others, 2) compassionate and kind, 3) solves problems peacefully, 4) secure and calm, and 5) alert and engaged. The five domains allowed our school to collect school-based data to track student growth.



Results from our Heat-Mind Well-Being data, accompanied by anecdotal and observational evidence by staff, allowed us to see changes in our grade cohorts, where improvements were made, and what cohorts required more interventions. We saw significant improvements in grade cohorts that were identified the previous year and were able to identify three grade groups that required more interventions this year. This data was also useful in assisting groups of students for next year.

In the 2023/2024 school year the Grade 4 cohort was identified as requiring extra social-emotional learning intervention. When compared to the Grade 5 data this year, we see significant improvements in the domains of ‘gets along with others’ and ‘solves problems in peacefully’ with a higher frequency of students being assessed as proficient or higher. This year we identified the Kindergarten, Grade 3, and Grade 7 cohorts as requiring extra interventions. In the domain of ‘secure and calm’ the three cohorts demonstrated higher numbers of students in the emerging (B) and developing (D) categories compared to other grade cohorts.



Improve equity

Our community has been working to identify and support the various needs of our students. These needs include the support and inclusion of our English language learners (ELL) and students of special needs, anti-racism and SOGI (Sexual Orientation & Gender Identity) allyship education, supporting the cultural differences of our community members, and supporting our families who may face financial hardships.

We celebrate the diversity of our students. Our staff works collaboratively to meet the learning needs of our ELL students through various interventions and instructional practices. At the same time, we work to welcome our students into our community by creating an environment of belonging and shared culture. Our PAC has worked to create events for students and families to foster a sense of belonging such as a community talent show, a student dance party, and walk-a-thon fundraiser. Our PAC and Administration hosted a 'Newcomers Coffee & Tea' event to welcome new families, to introduce them to our multicultural worker, and provide them a chance to meet and get involved with our PAC. Our staff provide many opportunities for students to get involved with school life such as clubs, extra-curricular sports teams, and various volunteer opportunities like student council and office monitors.

The staff work hard to provide students with a variety of unique experiences that they may not have outside of school including field studies, cross-curricular presenters, cultural and fine art performances, and celebrations of cultures. At the same time, our community has collaborated to support students who may have financial hardships. This year our PAC established an equity fund to support our community with field trips and extra snacks in the office.

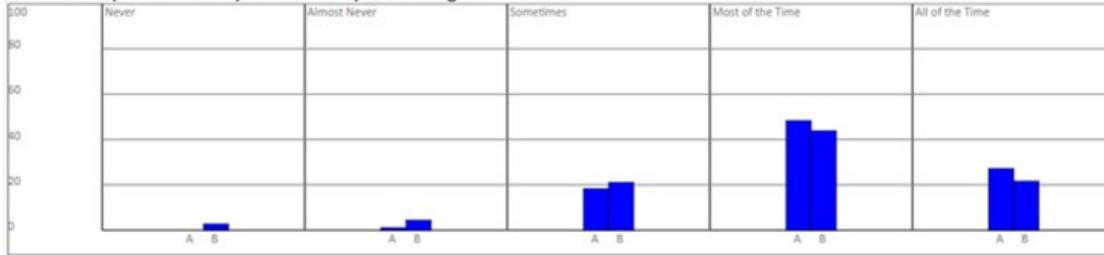
Our school team works collaboratively to provide our students with special needs opportunities to engage meaningfully in classroom activities. Our community values inclusion and is dedicated to fostering connections and belonging with all students. In addition to supporting individual student learning needs, our resource teachers and student support workers (SSWs) provide social-emotional opportunities such as social groups, friendship groups, and games groups where students can build connections and social skills. This year, our SSW team created a belonging and skills group in the afternoons where a variety of our students engage in meaningful activities such as cooking and baking, gardening and crafts.

On the 2024/2025 Student Learning Survey, our Grade 7s reported that school was a place where they feel they belong higher than the district rate. They report that they generally do not feel they face racial or homophobic discrimination:

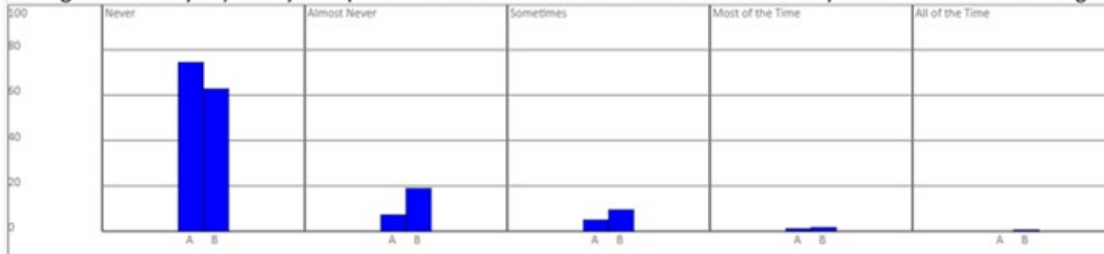
From the 2024/2025 Grade 7 Student Learning Survey:

(*Note - bars on the left are Maple Grove percentages, bars on the right are district percentages)

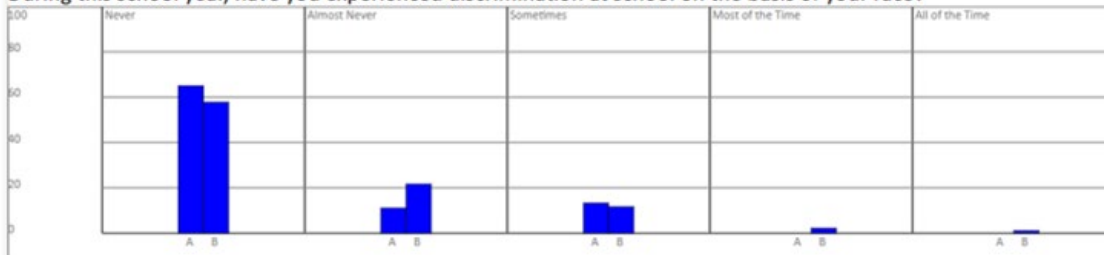
Is school a place where you feel like you belong?



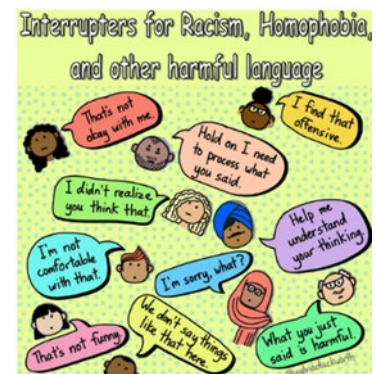
During this school year, have you experienced discrimination at school on the basis of your sexual orientation or gender ider



During this school year, have you experienced discrimination at school on the basis of your race?



Despite positive reporting by students, our staff recognizes the importance of anti-racism education and SOGI allyship. Staff and administration have been implementing interventions when racialized or homophobic language is heard in the community. At the same time teachers, continue to implement multi-cultural recognition, lessons, and celebrations in their practices. This year, “Racism Interrupter” Posters were posted in every pod, the portables and in various locations in the halls. These posters contain language students and staff can utilize when witnessing unkind language. Teachers were able to use these in their teachings. Our student council led a Pink Shirt Day assembly that was capped by a flash-mob dance in February to promote anti-bullying and diversity.



Racism Interrupter Poster: the title was edited to include homophobic and other harmful language so that the poster was more accessible for students and staff

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

Our staff is committed to the journey of reconciliation and providing meaningful indigenous content and education in their curriculum. Our staff have made efforts to touch on the indigenous curricular content in a variety of ways, including historical and cultural lessons, field trips, drumming, art and storytelling.

At the end of the 2023/2024 school year, staff identified reconciliation and indigenous education as an area of focus for staff professional development. In September 2024, the Maple Grove staff attended a learning session with an elder from Skwxwú7mesh Úxwumixw (the Squamish Nation). Much of the staff participated in the VSB Indigenous Day of Learning where two staff members served as session facilitators.

This year, our Vice-Principal and several teachers collaborated with members of the VSB Indigenous Education Department to learn indigenous drum making. The teachers shared this knowledge with two intermediate classes who were able to construct a set of 30 drums for the school. Another group of Grade 5 and 6 students aided in the construction of the drum beaters. This project was supported with funds from both the Maple Grove PAC and Montessori Parent Committee and a grant from the VSB Indigenous Education Department.

Many Maple Grove classes participated in drumming activities and learning songs. The Coast Salish Anthem has been sung at the beginning of formal assemblies. The school held a drumming and singing event to observe Red Dress Day to remember and honour the memory of those lost and missing. It is hoped that the drums will continue to play a role in the coming years in the culture of Maple Grove.

During outdoor education classes, many of our intermediate students participated in the City of Vancouver's Arbutus Greenway renewal project. They helped remove invasive plants and replanted local indigenous species. Their lessons were greatly influenced by indigenous ways of knowing and environmental stewardship.

Other activities in which the Maple Grove staff have engaged students include:

- Accessing and using local authentic resources and indigenous knowledge keepers
- Field Trips to the Museum of Anthropology and Museum of Vancouver
- Drawing on the personal experiences, skills, and stories that individual staff have been given permission to share.
- Using Indigenous topics, ideas, and ways of knowing to teach skills such as sewing, beading, and cross-curricular topics in social studies, science, the arts and language arts.
- Engaging in place-based learning and acknowledging one's relation to land
- Celebrations of culture and heritage
- Incorporating picture books by Indigenous authors into teachings and lessons
- 3 Crows Productions – Indigenous Story Telling was invited to present to the entire school which included student participation in the performance.
- Installing indigenous maps in each pods as displays and teaching tools.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to monitor student growth and progress through a variety of school-based and non-school-based measures. Our classroom and resource teachers will continue to implement effective means to track their student academic progress, to assess student needs and to provide targeted instruction to students who may require specific interventions. The Provincial Foundational Skills Assessment (FSA) will provide non-school-based snapshot data on Grade 4 and 7 proficiencies in literacy and numeracy that can be compared to our CSL data. Our primary teachers will continue to implement the UFLI and other literacy programs in delivering and assessing literacy instruction. Our intermediate teachers will continue to use classroom-based assessments and will be looking at possibly adopting a new common assessment tool that can be used as a team to support their teaching.

The annual Student Learning Survey and biennial MDI survey will provide non-school based data on student well-being and social-emotional learning. The school may continue using the Healthy Mind and Well-being five domains to track well-being and social-emotional learning at the school level. Our team members will continue to collaborate amongst themselves and work with our parent community about the needs of our students and their well-being and belonging.

The Student Learning Survey also provides data on student perceptions relating to equity and indigenous education that can help guide our school programs and interventions. Staff, administration, and the parent community will continue to work together to identify where equity, belonging, anti-racism, and SOGI allyship interventions are needed. Our staff will continue working on ways to support reconciliation and delivering indigenous education.