

## 2024-25

### School Learning Plan

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#### SCHOOL STORY

Sir Richard McBride Elementary is a Kindergarten to Grade 7 school located in the Mountain View Neighbourhood of Vancouver. *The school is honoured to be situated on the ancestral and unceded lands of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish) & səlilwatał (Tsleil-Waututh Nation).* 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% are English language learners. We are a fully accessible school, including the children's playground. We take pride in celebrating and valuing the rich cultural backgrounds and experiences of students and creating an inclusive and welcoming atmosphere that fosters a sense of belonging and community.

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 thrive academically and emotionally. Staff have the support of caring and involved parents who actively contribute to the life of the school and work to build a strong, connected community. The strong relationships between home and school ensure a collaborative and supportive educational experience. Our community extends to our K-3 Annex, located just three blocks away, as we work together on common school goals and the smooth transition of Annex students 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 the annex.

At McBride, a strong emphasis is placed on core competencies, ensuring that students receive a solid foundation in core subjects and develop essential skills for success. Teachers provide daily explicit instruction in core academic subjects and monitor and celebrate student progress. We recognize the importance of physical well-being and the arts in promoting a holistic education. Therefore, we provide a variety of school sport opportunities, exposure to dance and the arts. McBride provides music education for students in Grades 2 - 7 with a trained music teacher.

As a school dedicated to equity and reconciliation, we proudly support and celebrate district initiatives and programs that promote diversity, inclusivity, and mutual understanding among students. Our goal is to foster a strong sense of social justice and reconciliation within our school community. We are committed to 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.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

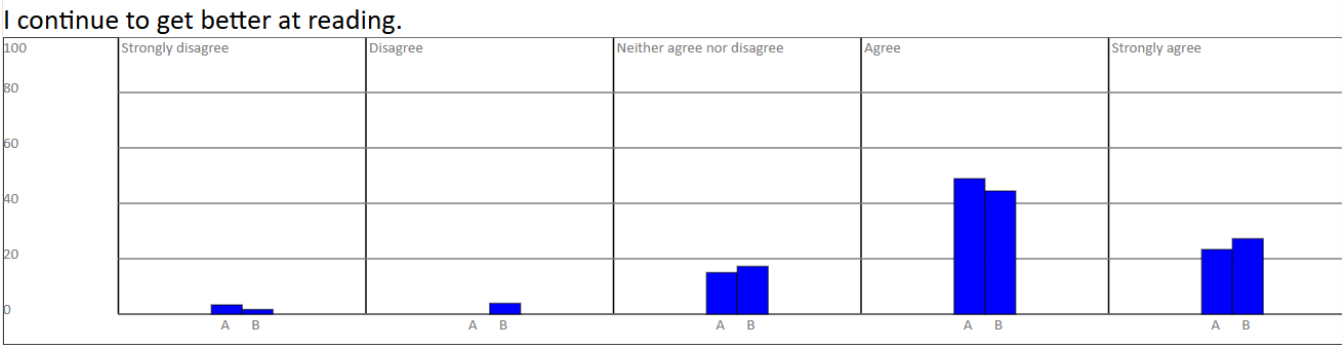
McBride Elementary has 344 students in 14 divisions. Our student population represents the richness and diversity of our community and includes English Language Learners, students with Special Education designations and Indigenous Learners. English is the predominate language spoken by students with 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 Parent Advisory Council (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 participate in a variety of sports and leadership opportunities. McBride students feel a sense of belonging to the school community and lead and perform at regular school assemblies. Older students are motivated individuals who embrace opportunities to contribute to the school. They demonstrate responsibility by serving as Library Monitors, Big Buddies, Morning Announcers, Grade 7 Council and School Safety Patrol. McBride students actively participate in school endeavors and initiatives such as the *Flexible Plastic Recycling Challenge*. This year, students and families enthusiastically redirected 130 kilograms of flexible plastic from the landfill by responsibly recycling this waste.

Literacy

During the 2024 - 2025 school year, McBride staff focused on student achievement in literacy, with a focus on improving literacy outcomes for priority learners. Priority learners include students with special needs, students in care, students learning English and students who are Indigenous. Student surveys indicate a positive attitude and mindset towards literacy with 78% of students reporting that their reading and writing skills are getting better. (A = Sir Richard McBride, B = District)

Grade 7 Student Satisfaction Survey Results (Jan 2025)



**Foundation Skill Assessment (FSA)** data from the assessment period Fall 2024 indicate that:

In Grade 4, 73% of students who participated in the assessment are on track or higher in their literacy achievement.

In Grade 7, 54% of students who participated in the assessment are on track or higher in literacy achievement.

**Equity**

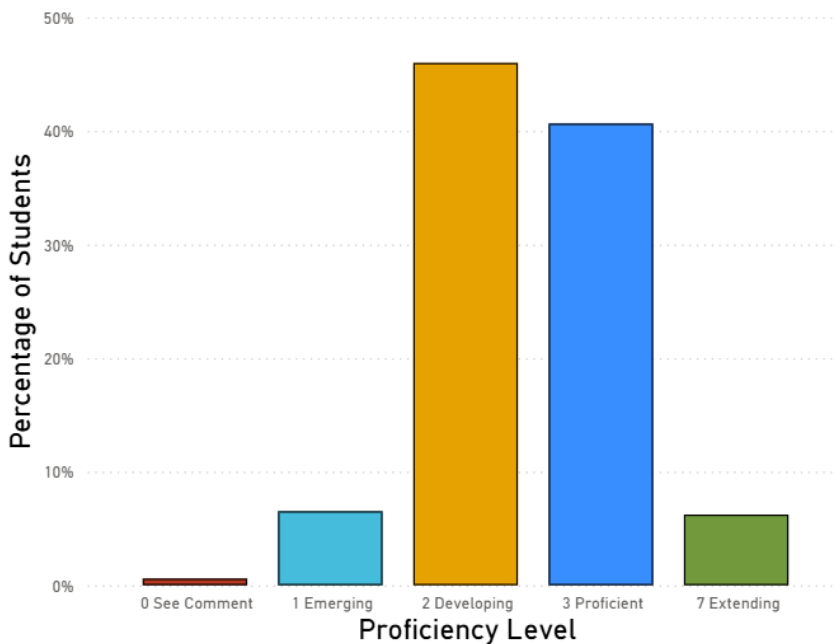
Data from the FSA does not provide a complete picture of the literacy performance of McBride students as not all students participate in FSAs. Further, students exempted from writing the FSA are overrepresented by priority learners. To get a more complete understanding of how McBride students are achieving in literacy, greater representation of all learners is required. Please see completion rates below with particular attention to Grade 7.

**FSA Completion Rates McBride Elementary**

	2022 -2023	2023 -2024	2024 - 2025
Grade 4	57 %	78 %	80%
Grade 7	41 %	76 %	58 %

In addition, Communicating Student Learning Data from the 2024 - 2025 school year indicates 52% of McBride students are not considered proficient in literacy and do not meet grade level expectations. Our goal is to improve literacy outcomes for all students with a particular focus on priority learners to ensure our learners develop to their full potential and share equally in school success.

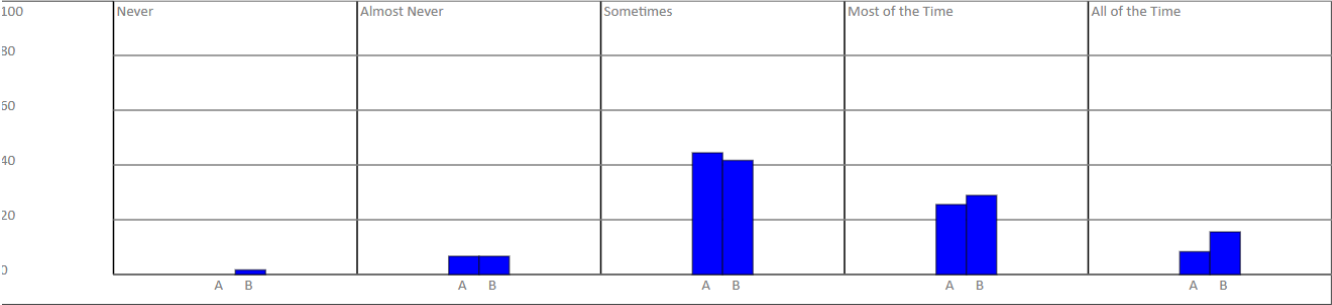
**Communicating Student Learning Data – Kindergarten to Grade 7  
English Language Arts (Term 3 2024 – 2025 school year)**



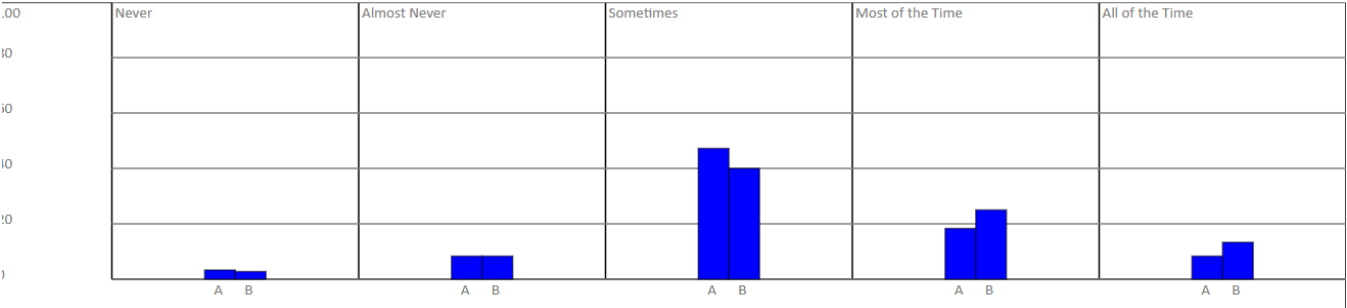
Reconciliation

There is much to celebrate in the growing knowledge, appreciation, and respect students are showing for Indigenous histories and traditions. Survey results indicate that students are learning about Indigenous Peoples both across Canada and within their local communities.

At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



At school, are you being taught about local First Nations?



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

As part of our ongoing commitment to enhancing literacy outcomes, the school will implement a comprehensive approach to assess and support student growth in reading and writing. Staff will identify and administer common literacy assessment tools to consistently monitor student progress. A School Wide Write initiative will be conducted, with student writing evaluated in grade-level teams using the B.C. Performance Scales and the Responsive Literacy Framework (K-3). Literacy data will be reviewed collaboratively during teacher team meetings and staff meetings to inform instructional planning. This data-driven approach will guide the strategic allocation of resource support to improve the quality and effectiveness of classroom instruction. Continued professional learning and instructional refinement will ensure that literacy practices remain responsive, ultimately supporting improved learning outcomes for all students.

## Improve Equity

Our goal is to collect robust reading and writing data to identify students who are not achieving grade level expectations in literacy. Identified students will receive additional support to improve literacy outcomes. This includes excellent classroom instruction, targeted, small group support and more opportunities to engage in literacy activities. Student progress will be monitored through formal and informal assessments as well as FSA results.

For students with special education designations, teachers will work with district and community partners to develop clear, achievable literacy goals that are clearly reflected in Individual Education Plans. While each learner may progress at their own pace and have different learning goals, all learners are expected to make continuous progress along the learning continuum.

To enhance educational experience and ensure every student reaches their full potential, our school is committed to several key initiatives. Firstly, we aim to improve participation rates in the FSA to identify individual students or groups of students who are underachieving. This will allow us to provide targeted support and resources to those who need it most. Additionally, we are dedicated to eliminating discrimination and racism in all forms by actively responding to any incidents of racism and promoting an inclusive environment. Building strong relationships with families and students at risk is also a priority, and we strive to maintain open communication with them to foster a supportive community. Furthermore, we will continue to create a school environment that is safe, inclusive, and welcoming through various activities such as monthly assemblies, community dances, school performances, field trips, and shared activities. These efforts are designed to bring our community together and ensure that every student feels valued and supported.

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

As part of our ongoing commitment to truth and reconciliation, the school will continue its collective and individual journey by engaging staff in book clubs and professional development opportunities offered by Indigenous Education colleagues. Each school day will begin with an Indigenous Acknowledgement during morning announcements to promote daily reflection and respect for Indigenous peoples and their lands. The 'Reconciliation Blanket' gifted by Debra Sparrow will be prominently displayed as a meaningful symbol and catalyst for learning about local Indigenous nations and their histories. The school will work to increase knowledge, awareness, appreciation, and respect for Indigenous histories, traditions, cultures, and contributions throughout the school community. Building on the learning from the district Indigenous Focus Day, a school-wide activity will be developed to reflect and reinforce the key teachings from that experience, deepening our collective understanding and commitment to reconciliation.

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

To ensure we collectively advance toward school goals, we will regularly revisit and reflect on these objectives during staff meetings. Progress will be evident when we consistently gather and

analyze data to inform and enhance the effectiveness of our educational programs and student support. In addition, we will continue to use student surveys, reflections, and Communicating School Learning (CSL) data to assess whether interventions are achieving their intended outcomes. Finally, we will monitor Foundation Skills Assessment (FSA) participation rates to encourage increased student involvement and collect feedback from staff on the impact of regular professional learning meetings to support continuous improvement in teaching practices

At McBride, staff are committed to centering on learners in all that we do. Our decisions are guided by thoughtful, evidence-informed practices aligned with school and district goals, ensuring a strong and supportive educational foundation for every student.