



2025-2026 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Maple Grove is honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwataʔ (Tsleil-Waututh Nation).

Maple Grove Elementary School is situated in the southern portion of the Kerrisdale neighbourhood. Our student population includes families residing both within the local catchment and across the broader district in both our mainstream and Montessori streams. Learning experiences extend beyond classroom walls and are enriched through community-based learning and diverse field studies throughout the city.

Serving nearly 600 students across 24 divisions, Maple Grove reflects a rich cultural diversity. The school offers eight K–7 Montessori district choice divisions and is structured into collaborative learning pods of three to four classrooms. This organization allows students of similar ages to share learning spaces and resources, fostering collaboration and peer connection. Two upper-intermediate classes (Grades 7 and 6/7) are accommodated in portables adjacent to the main building.

A strong commitment to inclusion and belonging is central to Maple Grove’s ethos. More than half of our families report speaking a language other than English at home. Partnerships with the VSB Newcomer Welcome Centre and multicultural workers support newcomer families and help ensure a positive and responsive transition into our school community.

Maple Grove staff demonstrate a deep commitment to both academic excellence and students’ social, emotional, and mental wellbeing. Educators collaborate regularly to design engaging, relevant, and enriched learning opportunities. Productive partnerships with parents further enhance the breadth of programming available to students. Alongside academic priorities, mental wellbeing and social-emotional learning are recognized by staff and families as essential areas of focus. Intentional efforts are made to maintain a safe, caring, and inclusive environment where every student feels a sense of value and belonging.

The school’s mission and vision reflect a shared belief in equitable success for all learners. Social responsibility is a foundational aspect of our school culture, grounded in respect for individuals, safety, and the environment. Our Code of Conduct—*Respect Yourself, Respect Others, and Respect This Place*—supports positive behaviour and thoughtful decision-making. Through academics, the arts, and physical, social, and emotional development, Maple Grove aims to foster engaged, responsible global

citizens. Leadership development is encouraged within classrooms and through broader school initiatives.

A wide range of enrichment, leadership, and extracurricular opportunities are supported by staff, including Sports Day, the Terry Fox Run, concerts, calendar celebrations, clubs, athletics teams, and the Scholastic Book Fair. Upper-intermediate students also contribute through leadership and service roles such as student council, office support, kindergarten mentoring, and playground equipment monitoring.

Maple Grove benefits greatly from an active and committed Parent Advisory Council (PAC). The return to in-person meetings has increased engagement and collaboration among families. The PAC organizes a variety of successful fundraisers and community events, including a Welcome Back BBQ, community dance, walkathon, and a winter talent show held at the Magee auditorium. The PAC also oversees the hot lunch program, which expanded to four days per week in January 2025.

Located within the Kerrisdale community, Maple Grove has access to many nearby resources such as the Kerrisdale Arena, Library, Pool, and the Arbutus Greenway. The school shares outdoor space with Magee Secondary School and collaborates on field use. In addition, Grade 6 and 7 students have opportunities to participate in band instruction delivered by Magee Secondary music staff.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Maple Grove is home to a diverse, engaged, and enthusiastic student body. Our students represent cultures and communities from around the world and come from both the local catchment area and across the city through our District Montessori Choice Program. This diversity enriches our school, as students bring a wide range of cultural perspectives, beliefs, and learning experiences to the classroom.

Maple Grove staff work collaboratively with families to respond to the varied strengths and needs of our learners. Students demonstrate a strong appreciation for learning and actively seek opportunities to grow academically, artistically, and athletically both at school and beyond.

Our learners are encouraged to take on leadership roles and meaningfully contribute to their classrooms and the broader school community. Maple Grove students are imaginative, resourceful, and highly motivated, engaging in learning through multiple pathways and demonstrating their understanding in diverse ways.

The Montessori program further enriches our school by bringing together students from across the district who share unique viewpoints and life experiences, strengthening our learning community.

We have a diversity of learners with various needs:

- Ministry designations: 8%
- ELL: 41%
- Indigenous: fewer than 10 students

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

Maple Grove is all about creating a well-rounded learning environment where our students can thrive academically and feel a true sense of well-being and belonging. Right now, a big piece of that is boosting our students' literacy and math skills. To do that effectively, we're actively exploring new literacy and numeracy resources to make sure we are truly meeting our students where they are.

The following data from the Foundation Skills Assessment outlines our school-wide student proficiency levels for Grades 4 and 7 in both Literacy and Numeracy across 2024 and 2025.

Note on Proficiency Levels: **EM** = Emerging, **OT** = On Track, **EX** = Extending.

Literacy Proficiency Data

The tables below track the shifting proficiency distributions for Grade 4 and Grade 7 cohorts across consecutive years.

Grade 4 Literacy

Proficiency Level	2024 %	2025 %
EM (Emerging)	29.63%	26.56%
OT (On Track)	14.81%	57.81%
EX (Extending)	55.56%	15.63%
Total Students	100%	100%

Grade 7 Literacy

Proficiency Level	2024 %	2025 %
EM (Emerging)	13.75%	21.15%
OT (On Track)	66.25%	63.46%
EX (Extending)	20.00%	15.38%

Proficiency Level	2024 %	2025 %
Total Students	100%	100%

Literacy: A Big Shift to "On Track" but Fewer "Extending" Students

- **Grade 4:** We saw a massive, positive jump in students moving into the On Track category—skyrocketing from 14.81% up to 57.81%! The number of Emerging students held pretty steady (dropping slightly to 26.56%). However, our Extending group saw a noticeable drop, going from 55.56% down to 15.63%. This tells us that while our core interventions are working really well to get kids to baseline, we need to make sure we're still challenging our high-flyers.
- **Grade 7:** Things looked a little different here. The Emerging group grew from 13.75% to 21.15%, meaning more students are starting the year needing foundational help. Our On Track group stayed relatively stable at around 63%, while the Extending group dipped slightly from 20% to 15.38%.

Numeracy Proficiency Data

The tables below outline our math achievement levels, guiding our current efforts to implement resource interventions.

Grade 4 Numeracy

Proficiency Level	2024 %	2025 %
EM (Emerging)	16.67%	21.54%
OT (On Track)	66.67%	66.15%
EX (Extending)	16.67%	12.31%
Total Students	100%	100%

Grade 7 Numeracy

Proficiency Level	2024 %	2025 %
EM (Emerging)	14.49%	24.53%
OT (On Track)	62.32%	52.83%
EX (Extending)	23.19%	22.64%

Proficiency Level	2024 %	2025 %
Total Students	100%	100%

Numeracy: A Growing Need for Foundational Support

- Across both grades, the math data points to a very similar challenge: a rise in students who need extra foundational support.
- Grade 4: The vast majority of our students are holding steady in the On Track zone at about 66%. However, the Emerging group grew from 16.67% to 21.54%, while the Extending group shrunk just a bit to 12.31%.
- Grade 7: We see a more distinct shift here. The Emerging category climbed significantly from 14.49% to 24.53%. At the same time, our On Track group dropped from 62.32% to 52.83%. On the bright side, our Extending group managed to hold down the fort, staying solid at around 23%.

Improve equity

In alignment with the VSB Equity Plan's focus on closing achievement gaps and eliminating discrimination, our school is dedicated to building a truly inclusive environment where everyone feels they belong. We have intentionally focused on the meaningful integration of Ministry-designated students into our classrooms, backed by ongoing, open communication with families to ensure we are working as a team. At the same time, we are taking a proactive stance against racism and discrimination by actively addressing and eliminating harmful language through targeted class instruction. When issues do come up, we rely on restorative justice practices to help students understand the impact of their words, repair relationships, and build genuine empathy. Through these combined efforts, we are ensuring our school resources and daily practices are directly supporting a safe, welcoming, and equitable community for all learners.

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

At Maple Grove, our commitment to Indigenous education is deeply guided by Goal 3 of the [Vancouver School Board Education Plan 2026](#), which mandates that the District continue its Reconciliation journey with First Nations, Métis, and Inuit. While our school community currently includes fewer than ten self-identified Indigenous students, we recognize that our responsibility to embed Indigenous ways of knowing and learning is universal. Our objective is to increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions across our entire student body. A central focus of this work is establishing an equitable learning environment on these unceded lands by actively engaging, gathering, and building instructional collaborations alongside the xʷməθkʷəy̓əm (Musqueam) nation.

Reflecting on our progress over the past year, we have continued worked as a whole school to highlight Indigenous culture into a highly visible, shared responsibility. Our focus now transitions from celebrating these initial milestones toward deepening our practices. We aim to move past standalone,

episodic lessons and transition into a model where Indigenous pedagogy is naturally woven into our daily, year-long instruction.

To maintain this momentum and ensure that our learning journeys remain visible to our broader community, different classrooms demonstrate their knowledge and classroom lessons during our school assemblies. Students will drive these communal experiences by sharing traditional stories, showcasing collaborative project work, and leading authentic territorial acknowledgments. Ultimately, by continuing to expand our consultation networks with both the VSB Indigenous Education Department and local Musqueam Elders, we will give our educators the systemic support and confidence needed to build a school story where Indigenous worldviews are fully infused into daily classroom life.

HOW WILL WE KNOW WE'RE ON TRACK?

To know if we're actually making headway with our goals, we'll be keeping a close eye on both our data and the reporting by staff. On the academic side, we'll know our new math and reading resources are doing their job when we see our school-wide numbers start to shift. Specifically, we want to see more of our Grade 4 and 7 students hitting that "Extending" level so our high-flyers stay challenged, while also shrinking the "Emerging" groups—especially in Grade 7 reading and across all intermediate math classes. Success here looks like all of our kids, including our English Language Learners and our 46 Ministry-designated students, getting the exact foundational support they need to close those learning gaps.

But school is about way more than just test scores, so we'll also be tracking how our students actually feel about being here. We'll look for positive trends in our annual VSB student surveys and Middle Years Development Instrument data to make sure kids feel safe, happy, and connected in their collaborative learning pods. We'll know we're on the right path when our upper-intermediate students are excited to step up and lead our school culture through things like student council and mentoring the kindergartners. Plus, our push for equity will show up as a real drop in discriminatory language in the intermediate grades. This will be measured by observation and reporting by staff. We will know our classroom lessons are working when students lean into restorative justice on their own—meaning they genuinely try to understand the impact of their words, fix relationships, and show real empathy when things go wrong.

Finally, we'll know our Reconciliation journey is moving forward when Indigenous learning becomes a natural, daily part of the school year rather than just something we talk about during one-off lessons. Through deep, ongoing teamwork with the VSB Indigenous Education Department and local Musqueam Elders, our goal is to make Indigenous worldviews a staple of everyday classroom life. This progress will be front and center at our school assemblies, where different know classes will take the lead. We'll know we're truly on track on these unceded lands when our students are confidently running the show—leading authentic territorial acknowledgments, sharing traditional stories, and proudly showing off collaborative projects that honor the history and culture of the xʷməθkʷəy̓əm nation.