



2025-2026 School Learning Plan

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 xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish) & səlilwətaʔ (Tsleil-Waututh Nation).

The history 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 20% 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 and exposure to the arts. McBride provides music education for students in Grades K - 7 from a qualified music specialist 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 340 students in 14 divisions, Kindergarten through Grade 7. 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.

Student physical and mental well-being and belonging

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 92% of students participating in community extracurricular activities such as clubs, dance, sports and the arts. 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 and School Safety Patrol.

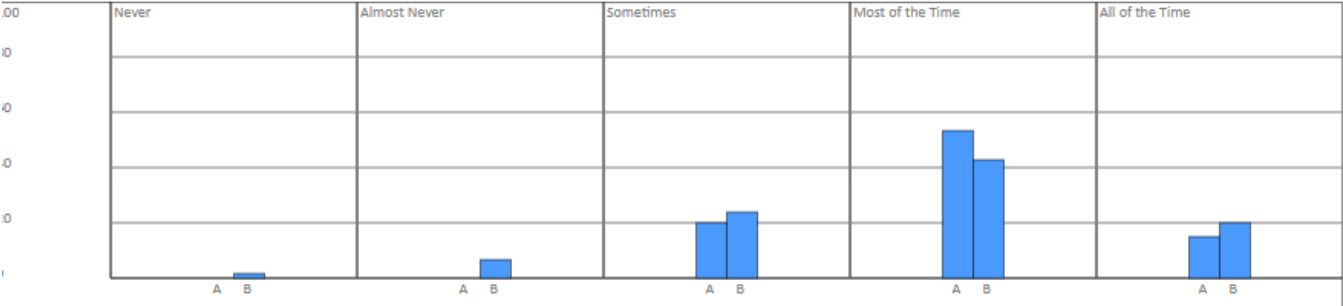
Students at McBride Elementary demonstrate strong mental well-being and a positive sense of self. Results from the January 2026 Student Learning Survey indicate that students feel good about who they are and continue to show positive growth in their social-emotional learning. Approximately 72% of students reported feeling good about themselves most or all of the time, reflecting overall positive mental well-being.

Mental health and social-emotional learning are intentionally taught across all grades through programs such as Talking About Personal Space (TAPS), CONSENT, Safe Bodies, Strong Kids, and Kids in the Know. These programs support students in developing healthy identities, understanding personal boundaries, and knowing when and how to seek help from a trusted adult.

Grade 7 Student Learning Survey January 2026

A: Sir Richard McBride Elementary
B: District

Do you feel good about yourself?

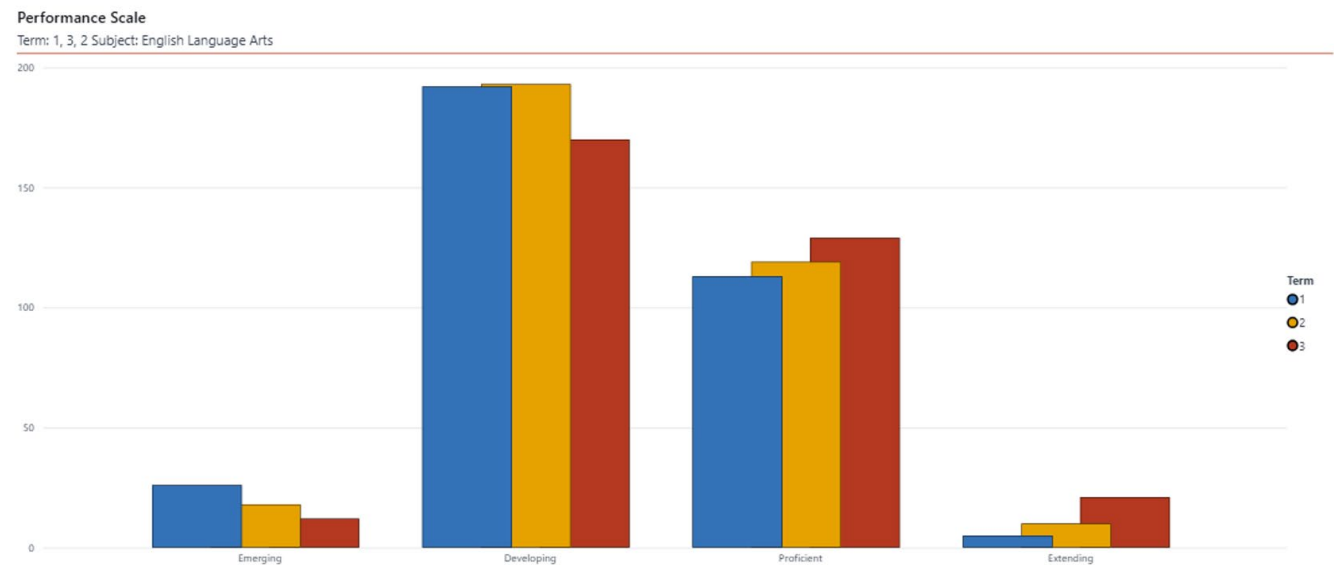


Literacy

During the 2025 - 2026 school year, McBride staff continued to implement a comprehensive, evidence-based approach to literacy instruction and assessment Kindergarten through Grade 7.

Communicating Student Learning data (below) representing all students, drawn from Language Arts Learning Updates for Term 1, Term 2 and Term 3, show a steady increase in student performance over the course of the year. This data suggests that targeted instructional supports are contributing to sustained improvements in student performance, with more learners meeting and exceeding grade-level expectations over time.

Communicating Student Learning Data All Students English Language Arts

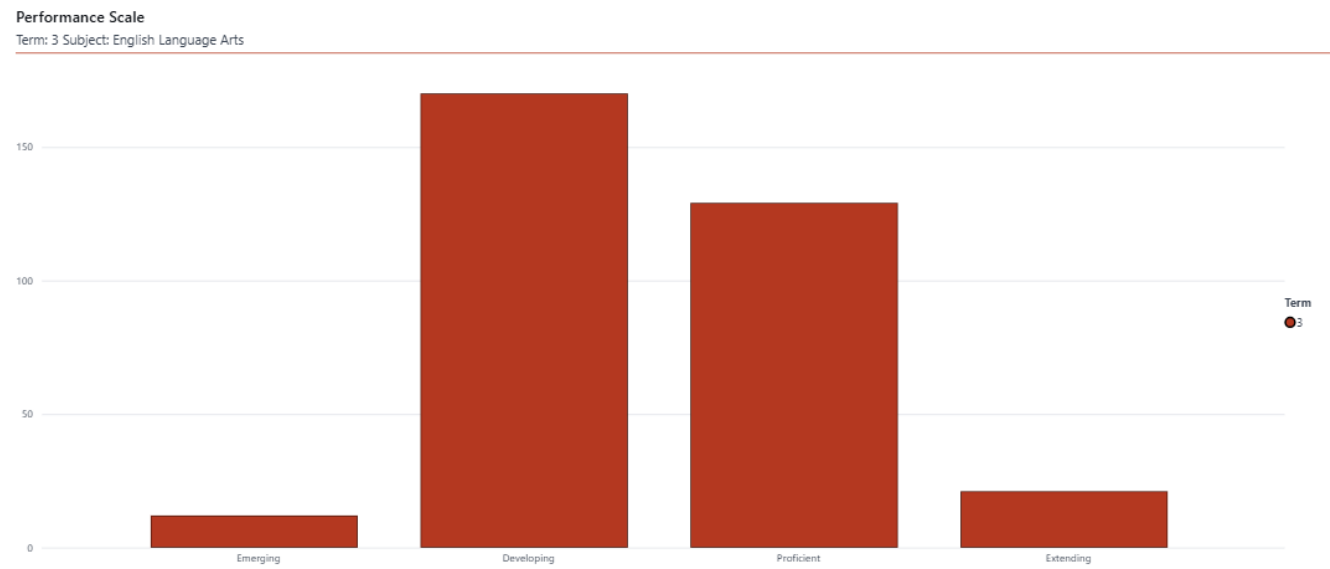


Monitoring student progress remains central to our work. Progress is tracked through individualized learning goals, classroom observations, and a variety of assessment data sources. Term 3 data indicates that additional work is needed to achieve our goal of proficiency for all learners. While many

students are demonstrating growth, a greater number of students are still developing their understanding of the required learning than are consistently demonstrating proficiency.

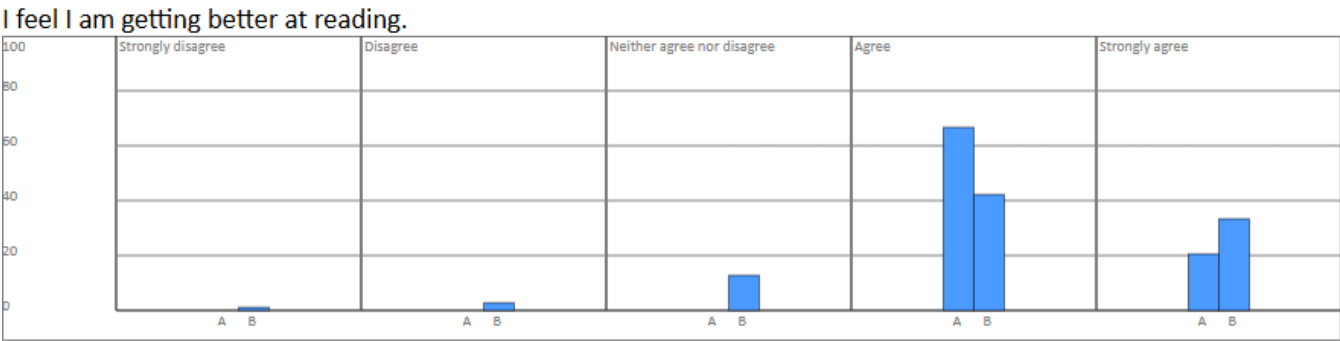
A closer examination of the data shows that students identified as Emerging are predominantly priority learners. Ensuring that these students make meaningful progress remains a key focus for our school. We are committed to supporting priority learners along the literacy continuum through targeted instruction, responsive interventions, and individualized learning opportunities that align with their strengths, needs, and learning goals.

Communicating Student Learning Data June 2026 (Term 3) English Language Arts



Data from the 2025–2026 Student Learning Survey indicates that McBride students continue to have a positive outlook on their literacy learning. This positive sentiment supports a growth mindset, motivation, and engagement among students as they develop confidence and improve in their reading and writing skills.

Grade 7 Student Satisfaction Survey Results (Jan 2026)



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

To improve literacy outcomes, staff will implement a school-wide, data-informed approach to assessing and supporting student growth in reading and writing. Common literacy assessment tools will be used consistently to monitor progress. A School-Wide Write will be conducted and collaboratively assessed in grade-level teams using the B.C. Performance Scales and the Responsive Literacy Framework (K–3). Literacy data will be reviewed during team and staff meetings to guide instructional planning and inform the allocation of resource support. Ongoing professional learning will support responsive instructional practices and continuous improvement in literacy instruction for all students.

Improve equity

To improve equity in literacy outcomes, the school will collect and analyze robust reading and writing data to identify students who are not meeting grade-level expectations. Identified students will receive timely and targeted support through strong classroom instruction, small-group interventions, and increased opportunities to engage in meaningful literacy experiences. Student progress will be monitored through ongoing formal and informal assessments, including FSA data.

For students with special education designations, teachers will collaborate with district staff and community partners to develop clear, achievable literacy goals aligned with Individual Education Plans. While learners progress at different rates, all students are expected to demonstrate continuous growth along the learning continuum.

The school is committed to increasing participation in the FSA to better identify and address achievement gaps, addressing racism and discrimination through responsive actions and inclusive practices, and strengthening relationships with students and families who may be at risk. A safe, welcoming, and inclusive school climate will be fostered through school-wide activities and community-building events, ensuring all students feel valued, supported, and able to thrive.

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

As part of our commitment to truth and reconciliation, the school will continue to build staff and student understanding through professional learning and collaboration with Indigenous Education colleagues. Daily Indigenous Acknowledgements will be shared during morning announcements to support ongoing reflection and respect for Indigenous peoples and their lands. This year students and staff learned about the importance of the Western Red Cedar to the Coast Salish people. Learning about this sacred tree connected students to the land and Indigenous culture. Learning from the district Indigenous Focus Day will be reinforced through a school-wide and classroom activities, supporting continued growth in knowledge, respect, and appreciation of Indigenous cultures, perspectives, and contributions.

HOW WILL WE KNOW WE'RE ON TRACK?

We monitor our progress through an ongoing cycle of evidence gathering, collaborative reflection, and responsive action. Using formal and informal assessment data, teacher anecdotal observations, and student voice, we assess the impact of our strategies on student learning, with particular attention to our priority learners.

A key indicator of progress in literacy development comes from our school-wide assessment practices. The use of school-wide writing assessments and Kindergarten screening through DIBELS has strengthened our ability to identify needs early and target support effectively.

Our focus on social-emotional learning is evident in students' use of a shared language to describe their emotional states and apply self-regulation strategies. We continue to monitor how this translates into practice, particularly during unstructured times, with reduced dysregulation and increased self-management and problem solving as indicators of success.

In alignment with our commitment to equity and reconciliation, we are also paying close attention to how Indigenous worldviews are woven into the curriculum in authentic and purposeful ways. Monitoring reports of racism and discriminatory incidents, along with student, staff, and family feedback, helps us assess the extent to which our school is fostering a safe, inclusive, and culturally responsive learning environment. Evidence of success will include increased student belonging, stronger relationships, and a school culture where diversity is acknowledged, valued, and respected.