

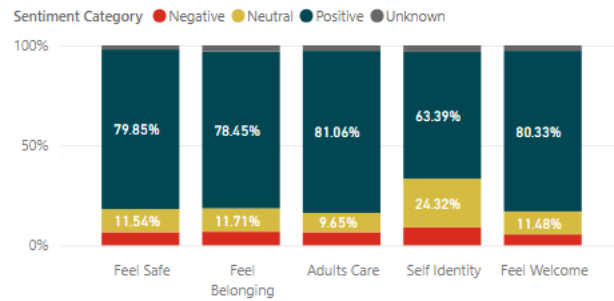
Year in Review 2025-26: Enhancing Student Sense of Belonging and Literacy Skills

In 2025-26, Maple Lane had a dual School Focus: to create a community where diversity is celebrated and students have a high sense of belonging; and to enhance literacy skills and foster a deeper joy of reading. [Please click here for a more detailed description of our School Focus.](#) The following evidence post provides a summary of progress made towards our school goals and outlines a path our school will follow in the 2026-27 school year.

What did we notice about our students?	<i>Belonging:</i> A survey of all Grade 3-7 students in the Spring of 2025 showed Maple Lane students rate two key categories higher than the district average: “Feel Belonging” and “Feel Welcome.” This was an encouraging result when compared to data sources from previous years (e.g. MDI and Student Learning Surveys). However, since 6% of students viewed their sense of belonging negatively and 3% had a negative response to feeling welcome, we knew we needed to continue our work in this area. <i>Literacy:</i> The Fall RFRA (Richmond Formative Reading Assessment) showed reasonably high decoding skills from Gr. 1 – 7 (54% proficient); however, several areas of reading comprehension, including inferencing, questioning and making connections, showed that improvement was needed. These results corroborated anecdotal reports made by teachers. Maple Lane’s teaching staff want to see more students move from Emerging and Developing towards Proficient in reading comprehension.
What actions did we take and why?	<i>Belonging:</i> • Diversity, Equity and Inclusion Committee: Our DEI (Diversity, Equity and Inclusion) Committee continued to meet and coordinated with the Pro-D committee to provide learning opportunities for staff. • Professional Learning: The staff worked with a district teacher consultant to put practices in place that increase student sense of belonging. In September, a Pro-D Day was organized on the theme of anti-racism. • Representation: The school used a variety of avenues to ensure diversity is celebrated at school and all students feel they are represented (e.g. DEI bulletin board, library book displays, morning messages, newsletters to families). <i>Literacy:</i> • School-Wide Reading Assessments: The RFRA (Richmond Formative Reading Assessment) was conducted in the Fall of 2025 to get baseline data on student literacy skills and to target specific learning needs. The assessment was repeated in the Spring to measure progress over the year. • Professional Learning: During Professional Development Days,

	Maple Lane teachers engaged in learning to target reading comprehension skills, including making connections, inferencing and asking questions. • Collaboration: Teachers had multiple opportunities to collaborate with each other and work with Briana Adams (Teacher Consultant for Literacy). The focus was on comprehension strategies and reading resources (e.g. the Pillars of Literacy). • Library Connections: The library was instrumental in fostering a love for books and reading. Open library was held once a week at lunchtime and several “Noisy Reading” mornings were held that provided opportunities for families to join their children to read together before the school day began. • Book Purchases: Our teacher librarian made purchasing of high interest books a priority. We also allocated significant funds for “Hi-Lo” reading books that will “hook” emerging and developing readers in the intermediate grades. These will be ready to go for the 2026-27 school year.
What does the evidence tell us so far? How are the actions making a difference?	<i>Belonging:</i> The office received positive anecdotal comments from families who appreciated the way newsletters were used to celebrate diversity in our community. Students have been visiting the DEI bulletin board, and many recommendations have been made by students for what can be included both on the board and in morning messages. The District Belonging Survey was conducted again in the Spring of 2026, and the results were similar to the survey from the previous year. Students continue to report more positively than the district average on questions concerning belonging and feeling welcome at school; however, we continue to have a group of students who responded negatively to these questions (6.8% and 5.5% respectively). We also noticed that on questions on identity and representation in the school, only 63% of students responded positively. The evidence shows that students continue to have a positive sense of belonging and of feeling welcome at school; however, there is still work to be done with self-identity and making all students feel like they are represented in our school community. Belonging Survey Spring 2026

% of Survey Sentiment by Question Type

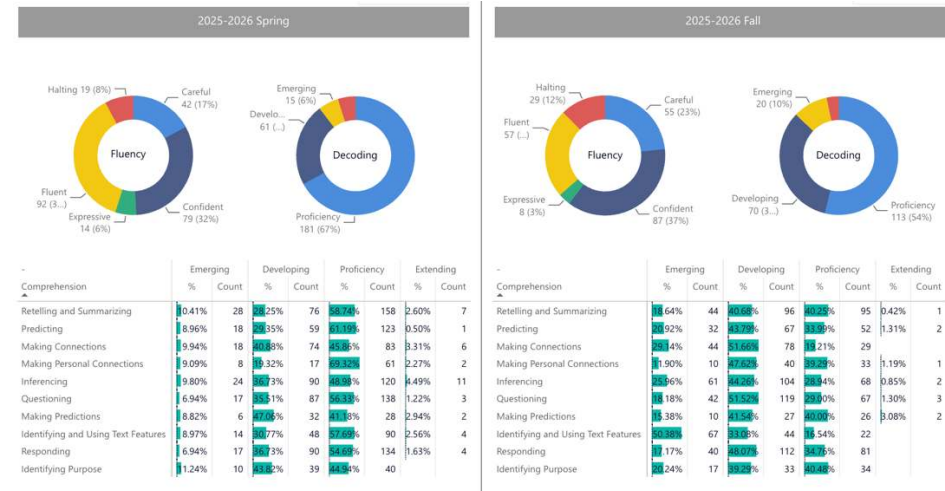


Literacy:

The RFRA assessments conducted in the Fall and Spring showed a significant increase in the number of students who were proficient in the key areas that were targeted: Predicting went from 34% to 61%; Making Connections went from 21% to 46%; Inferencing went from 29% to 49%; and Questioning went from 29% to 56%.

Our school predicted that as we increased reading comprehension, we would see a corresponding increase in student proficiency levels for English Language Arts (ELA) on Summary of Learning Reports. In fact, there was a slight decrease in the percentage of students who were assessed as proficient in ELA. This may simply be a result of the subjective elements at play in assigning proficiency; however, it does warrant further exploration in the new school year.

RFRA Results (Spring 2026 and Fall 2025)



What are our next steps?

Belonging:

In 2026-27, Maple Lane will continue to make belonging a key focus of our school. Student sense of belonging is foundational to success and is a necessary condition for academic and intellectual engagement. Our school has done well to ensure that a large majority of our students feel connected, safe and welcome at school. We still have work to do to make sure that all students feel like they can see themselves represented in the curriculum, the learning materials and

	resources, and the fabric of our school community. We will continue to work as a staff and with key school committees (e.g. DEI and Pro-D committees) to move further towards our goal of increasing student sense of belonging. We will continue to use available avenues to celebrate diversity (e.g. morning messages, DEI bulletin board and school newsletters) and will work on new ways to further this goal (e.g. family teams activities, assemblies and classroom lessons). <i>Literacy:</i> We have seen improvement in reading comprehension over the course of the school year, and we are encouraged that targeting specific skills has led to positive results. In 2026-27, we have planned two professional learning days with Faye Brownlie (Literacy Consultant), as well as collaboration opportunities for teachers to work with each other and with district consultants to increase capacity in reading instruction. In Fall 2026, we will conduct the RFRA and use the results to target the specific needs we have in the school.
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