

2024-2025

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Sir Sandford Fleming Elementary School is honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəyəm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

We are dedicated to providing education for 428 students from kindergarten to grade 7. Approximately 50% of students speak one of over 30 languages as their first language, with Cantonese, Punjabi, Tagalog, Vietnamese, and Spanish being the more dominant languages. The Fleming community is proud and diverse in cultural identity. We actively work towards decolonizing our schooling practices to create an inclusive environment for all students.

At Fleming, we prioritize supporting learners by fostering a sense of belonging, generosity, independence, and mastery. By helping students develop these tenets, students become kind, empathetic, and hardworking individuals, who are encouraged to choose courage over comfort. Fleming has a dedicated team of approximately 65 staff members who work diligently to inspire students to thrive both inside and outside the classroom. We are grateful for the support of our various community partners who offer out-of-school programs, literacy support, food initiatives, and childcare services. These partnerships allow us to extend athletic, cultural, and daycare programming to our families.

The Fleming community cares about students and work to provide a space that is inclusive of neurodiverse, gender, cultural, racial, and ethnic identities. Teamwork is at the core of our school culture. The school is organized into five learning communities named Maple (Kindergarten), Willow (Grades 1/2), Cedar (Grade 3), Sitka Spruce (Grades 4/5), and Arbutus (Grades 6/7). Each learning community consists of four classroom teachers and support staff who collaborate, share spaces, and sometimes teach together to meet the diverse needs of our learners. Working together towards our collective goals is our strength.

In addition to our learning communities structure, Fleming boasts numerous outdoor learning spaces designed to incorporate land-based learning opportunities that allow students to engage with and learn from the land. In line with our commitment to student success, we place a strong emphasis on literacy. Sir Sandford Fleming Elementary School is a Collaborative Early Literacy Intervention (CELI) school that prioritizes one-on-one and small group interventions. Our dedicated staff members work collaboratively and engage in shared decision-making within their learning pods, employing a collaborative inquiry approach. By focusing on early literacy intervention, we aim to ensure that all learners become strong readers.

We take great pride in our school community and are committed to providing a supportive and culturally responsive learning environment for all students where they are challenged to do their very best and have a strong sense of community and belonging.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Sir Sandford Fleming Elementary fosters a vibrant community of approximately 430 students, celebrated for its rich diversity among both students and families. With over 32% of students fluent in multiple languages and 10% identifying with diverse abilities, our community thrives on inclusivity. Additionally, we proudly honour the 5% of students identifying as Indigenous.

Our collective commitment to reconciliation, regardless of cultural background, is a cornerstone of our ethos. Feedback from Grade 4 and 7 students, as reflected in the Student Learning Survey, highlights an overwhelming sense of belonging, with well over 90% expressing they are happy within our school's environment. They revel in the plethora of extracurricular opportunities available and demonstrate a keen awareness of Indigenous cultures, acknowledging their importance in our educational journey.

Student Learning Surveys show that 74% of grade 4 students and 77% of grade 7 students agree or strongly agree that they are getting better at reading which is an increase from last year's data. There are about 50% of our students who are Proficient or Extending in Literacy and Numeracy according to learning update data and Grade 4 and 7 FSA data. This is indicative of our collective commitment to continue to improve academic achievement.

Driven by a passion for involvement and a sense of belonging in the community, students actively engage in various clubs and athletics. Witnessing their impact within the school community has empowered many to amplify their voices, advocating for positive change and fostering a culture of active participation. An excellent example of this was when our Advocators Club did a walk-through of the school to see how we could improve the physical environment. A direct result from their feedback was an affirmation of cultural importance and that families were part of the school. This was seen in our community interactive board. Students and visitors noticed our importance to reconciliation as shown through the artwork, calls to action, and centering of an Indigenous library within the school. Students can see themselves in the school and have an avenue to share when they don't feel they belong, along with agency to make any necessary changes.

In alignment with our commitment to reconciliation, we are embarking on regular engagements with our Indigenous community. These dialogues serve to forge stronger bonds between school and home, facilitating mutual understanding and paving the way for collaborative efforts towards reconciliation. Through these interactions, we strive to glean insights into how best to support and honor Indigenous perspectives within our educational framework.

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 reading outcomes for students in Grades K-7.

Over the past few years staff have noticed more than 50% of our students are Emerging or Developing in their Language Arts skills based on learning update data and up to 20% of students in grades 4 and 7 were emerging in their literacy skills. We decided that we must take a closer look at what specific skills were needing support to improve skills and determined we needed to increase reading levels and look at what types of intervention is required. In addition, we required some common tools to assess students.

This year staff have worked on a greater understanding of assessment and how to best assess reading skills so that more appropriate interventions can be utilized. By using more informative assessment tools we are able to quickly determine who requires additional support and in what areas, for example, phonological awareness, phonics, fluency, vocabulary, or comprehension. We use a wide range of interventions based on student need. Interventions include but are not limited to; one to one teaching in Reading Recovery, small group instruction based on skills needed, and whole class reading instruction and monitoring of achievement.

Improve equity

To identify and work to eliminate existing inequities in student access to resources, opportunities, and support systems, ensuring that all students have the necessary tools and environment to thrive academically, socially, and emotionally.

At Fleming, we are committed to supporting every student and ensuring equity through a variety of resources and programs. We offer individualized support with IET and YFW, sensory spaces, flexible seating, and 1:1 assistance for those who need it. Our school also provides access to a counselor, financial support for field trips, a food program, and various lunch hours and after-school activities. We celebrate different cultures, have gender neutral washrooms, and ensure equal access to technology, fostering a sense of belonging and community for all students. Our staff strives to celebrate individual differences and cultures, working to ensure every student sees themselves reflected within the school environment.

As part of our ongoing commitment to fostering equity within our school community, we are dedicating time to assess and understand the current inequities that may exist. Our school strives to ensure that every student and family has the resources and support they need to thrive. To achieve this, we believe it is essential to take a step back and thoroughly examine what truly matters to our students and families. By doing so, we can better address the needs that are most important to the school and community.

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

To ensure Indigenous students and families are valued, listened to, and welcomed in the school community.

Fleming has a growing number of students who are Indigenous. It is our responsibility to enhance our understanding, appreciation, and respect for Indigenous histories, traditions, cultures, and contributions. As we continually work toward improved literacy rates for Indigenous students, increasing equity in seeing themselves reflected in our school, we additionally need to ensure families feel valued, seen, and heard. This is critical work to improve home and school relationships, enhance student success, continue to build trust and two-way communication and engagement, and supports student and family social and emotional well-being.

HOW WILL WE KNOW WE'RE ON TRACK?

To improve reading outcomes for students in Grades K-7.

To improve reading outcomes for students in Grades K-7 we are tracking FSA literacy data, learning update proficiency scales, and reading scores using DIBELS. Student Learning Survey Results capture student voice.

FSA Data

FSA Literacy Scores								
2022-2023	Grade 4	Grade 7	2023-2024	Grade 4	Grade 7	2024-2025	Grade 4	Grade 7
Emerging	12%	20%	Emerging	20%	15%	Emerging	8%	11%
On Track	36%	35%	On Track	23%	44%	On Track	34%	56%
Extending	2%	0%	Extending	7%	5%	Extending	10%	4%
Did not write	50%	45%	Did not write	50%	36%	Did not write	39%	26%

The FSA data chart indicates a notable increase in student participation in the FSA assessment, thereby providing a more comprehensive and accurate representation of student learning. Additionally, the chart highlights a rise in the number of students achieving On Track and Extending status in both Grade 4 and Grade 7. There were 49% of students in 23/24 On Track or Extending and now in 24/25 there are 59% On Track and Extending.

Grade Level Data

K-7 Language Arts	Term 1 2022	Term 1 2023	Term 1 2024
Emerging	15%	13%	11%
Developing	53%	49%	50%
Proficient	28%	36%	35%
Extending	1%	2%	1%

The grade-level learning update data reveals a modest improvement in student achievement in English Language Arts, with more students transitioning from the Emerging category to Developing and Proficient. A detailed analysis of this data, broken down by each grade, shows incremental shifts where students are advancing into the Proficient and Extending categories.

Reading Data in percentages (based on a variety of assessments)

May-24	Below	At Risk	Above		May-25	Below	At Risk	Above
K	22	25	53		K	25	34	41
1	18	20	63		1	23	15	62
2	24	13	62		2	24	2	74
3	23	21	57		3	22	10	68
4	9	36	27		4	30	14	55
5	33	14	54		5	32	27	41
6	33	21	33		6	34	23	43
7	19	19	52		7	41	21	38

This current reading data reveals inconsistencies, likely due to the use of varied assessment tools across grades and classes. Implementing a standardized reading screener for all students next year will provide a more consistent and accurate measure of reading performance. This will enable us to better evaluate the effectiveness of our interventions and more precisely identify where and what types of support are needed.

Fleming Community Feedback

We heard from families that to support reading at home, families can establish a routine for family reading time, where adults read with and in front of their children, helping them mimic good reading habits. Setting aside specific times for reading sessions and aiming for 15-30 minutes of daily reading can also be beneficial. Common barriers include parents' work schedules, lack of English proficiency, and time constraints. Using educational apps, involving siblings, and making reading fun and engaging can help overcome these challenges.

We also heard what families in order to further support reading at school, Fleming can engage families and the community through events like family lecture sessions and readathons. Enhancing library programs by rotating books, increasing library time, and reinstating book exchange programs can help literacy rates. Implementing daily reading activities, after-school programs, and reading buddies will foster a reading culture. Additionally, involving families with regular updates and reading cards, offering support for struggling readers, and using incentives and rewards can motivate students.

Next Steps

Families are open to understanding how to best support. This will be a focus for our staff moving forward to work with families about how they can support at home, building connections between the home and school environments, and increase communication specifically around literacy. We will look to implement some of these suggestions and highlight the work that we are already doing.

Overall, we are observing gradual and consistent improvements in students' literacy skills, as evidenced by FSA results, English Language Arts learning update data, and DIBELS scores. We will continue to conduct regular progress monitoring of our students and analyze the data to customize instruction to meet their individual needs.

Teachers, staff, and families are well aware of the students in the Emerging category and actively collaborate with our school psychologist, speech and language therapists, and other professionals to thoroughly understand their learning profiles and implement the most effective interventions specific to the needs of each child.

To identify and work to eliminate existing inequities in student access to resources, opportunities, and support systems, ensuring that all students have the necessary tools and environment to thrive academically, socially, and emotionally.

To identify existing inequities in student access to resources, opportunities, and support systems we will be conducting comprehensive surveys and interviews with students, families, teachers, and staff to gather qualitative data on perceived inequities. This thorough assessment will help us gain a clear understanding of the existing challenges and guide our efforts to create a more inclusive and supportive environment for all students. Once we have these areas identified we will be able to make informed decisions around the necessary next steps to address the inequities we uncover.

The main themes, ideas and desires staff uncovered to support equity in our school include:

To support equity in the school, key themes include providing individualized support for students struggling academically, especially those with specific needs. Enhancing parent and family engagement through education and involvement in school activities is also emphasized. Increasing access to resources like counselors, speech-language pathologists, and sensory tools, particularly for students who are neurodiverse, is crucial. Additionally, recognizing diverse cultural events, prioritizing mental health, building community relationships, and ensuring equitable access to resources such as technology and food programs are important goals.

Student Data as Indicated on the Grade 6 MDI shows that the grade 6 students are highly connected to adults at school, in the neighborhood, and at home. They have high positive expectations, self-esteem, and happiness. Additionally, they report a positive school climate and sense of belonging. These elements are critical as they enable students and families to be able to self-identify needs.

This report also shows us that many of our students are not eating breakfast on a regular basis in comparison to other VSB students and that 38% of students in grade 6 go to bed after 10pm. Finally, 24% of students report spending more than 4 hours a day on video or computer games and on platforms such as Netflix or YouTube. These student reports indicate the need for food security and education about the importance of sleep and screen usage.

Fleming Community Feedback

To support equity at Fleming, suggestions include providing books in various languages, ensuring equal opportunities for all students, and offering free workshops and support for families in need. Increasing family involvement through activities and surveys, raising awareness of inequalities, and teaching social-emotional learning are crucial.

Families appreciate the school app for its weekly feedback and appreciate the school's diversity representation and overall performance. However, they face challenges attending PAC meetings

and special events due to work schedules. Suggestions include more activities to uncover students' hidden talents, celebrating different cultures, and offering more extracurricular activities.

Next Steps

Based on the feedback provided and uncovered, there are some actionable next steps to address equity issues at Fleming. We look to continually provide academic support by implementing targeted intervention programs for students struggling academically and by equitably using our various resource allocations; for example, area counselor, speech-language pathologist, and other staffing.

Family and community engagement continues to be a high priority so we will look for ways to improve caregiver education and involvement to educate families on how to support their children's learning at home. We are re-thinking school activities through flexible scheduling to better meet the needs of the community. We regularly conduct surveys to gather feedback from families about their needs and challenges and use this data to inform school programs and supports.

Fleming staff and students recognize and celebrate diverse cultural events to foster an inclusive environment through displays, bulletin boards, morning announcements, individual class activities, and performances. We also understand the critical importance of incorporating social and emotional learning into the curriculum to help students develop essential life skills such as empathy, resilience, and conflict resolution. We are looking to provide a diverse range of books in multiple languages to support students from different linguistic backgrounds.

Finally, we strive to have families self-identify their need to access a variety of resources. We offer food programs to support students facing food insecurity, dental services, and a wide range of other supports should a family require them.

We will work to best understand how to get more families involved and provide feedback to ensure equity groups voices are heard and addressed. Doing this can create a more equitable and supportive environment for all students and families.

These themes highlight the importance of a holistic approach to achieving equity, addressing both academic and socio-emotional needs, and fostering an inclusive and supportive school environment.

To ensure Indigenous students and families are valued, listened to, and welcomed in the school community.

To ensure Indigenous students and families are valued, listened to, and welcomed in the school community we will be using a variety of evidence including observations and conversations between staff, students, and families. We will look at equity walks through the school to get a different perspective on what the physical environment looks and feels like. Most importantly, we will continue our work through family and student engagement opportunities to listen to what families share with us.

Student Learning Survey	2023-2024		2024-2025	
	Grade 4	Grade 7	Grade 4	Grade 7
Is school a place where you feel like you belong? Answers: Sometimes, Most of the time, All the time	85%	82%	97%	91%
At school, are you learning about Indigenous Peoples? Answers: Sometimes, Most of the time, All the time	80%	96%	88%	98%
At school, are you learning about local First Nations? Answers: Sometimes, Most of the time, All the time	55%	86%	84%	100%

This data chart indicates that students generally feel a sense of belonging at Fleming. We have identified those who do not share this sentiment and are actively engaging with them to understand how we can best support their needs.

Furthermore, the student data reveals that students recognize our efforts to educate them about Indigenous peoples. Remarkably, 100% of Grade 7 students responded positively in the Student Learning Survey, highlighting the impactful work our teachers and staff are doing.

Fleming Community Feedback

The school is praised for providing books and materials about Indigenous cultures, advocating for this part of Canadian history, and fostering an inclusive environment. There is an emphasis on continuing education about Indigenous history, engaging with the Indigenous community, and inviting Indigenous speakers. Suggestions include raising awareness among guardians about systemic disadvantages, reviewing school policies for biases, and incorporating Indigenous history and culture into the curriculum. Additionally, proposals for more direct engagement with Indigenous communities, displaying Indigenous art, and supporting staff in understanding Indigenous perspectives are highlighted.

Next Steps

We will continue to foster mutual respect and benefit, ensuring cultural recognition, building strong relationships, and providing support and resources. Fleming is proud to host dinner events to build relationships, seeing an increase in families attending throughout the year.

Our commitment includes acknowledging and valuing diverse cultures, practicing cultural sensitivity, actively listening and involving all stakeholders, creating a safe and inclusive environment, and promoting professional development. Staff eagerly participate in a wide variety of professional development opportunities and share their knowledge with each other, often taking on leadership roles in these events.

We aim to make education meaningful and integrated by being culturally relevant, consulting with Indigenous communities, incorporating Indigenous knowledge, and upholding and honoring diverse cultures. Indigenous education is infused in all subject areas across all grades. We will honor our commitments through culturally respectful practices, support individual students, and build trusting relationships.

Finally, we will work with Indigenous students and families as a priority group to support attendance, academics, and social and emotional learning by building relationships and a sense of connectedness and belonging, identifying academic need and targeting supports and by identifying the strengths and gifts students have, highlighting them, and building up social and emotional learning capacity through these gifts.