

SIR SANDFORD FLEMING **ELEMENTARY SCHOOL**

2025-26 **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 xwməθkwəy̓əm (Musqueam), Sḵwxwú7meshÚxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

We are dedicated to providing education for 422 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 see others and be seen ourselves. 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. Our dedicated staff members work collaboratively and engage in shared decision-making within their learning pods, employing a collaborative inquiry approach. By focusing on 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 is a vibrant and inclusive learning community reflecting a rich diversity of backgrounds and experiences. Over 32% of students are fluent in multiple languages, 10% identify with diverse abilities, and 4% of students identify as Indigenous. Honouring diversity and fostering a strong sense of belonging are central to our school community and inform our ongoing commitment to reconciliation.

Student voice data reinforces this sense of belonging. Results from the Student Learning Survey indicate that well over 90% of Grade 4 and 7 students report feeling happy at school. Students highlight strong connections with caring adults, meaningful extracurricular opportunities, and an increased awareness of Indigenous cultures and their importance within the learning community. Visual elements throughout the school, such as artwork, calls to action, and a centrally located Indigenous library, further signal the school's commitment to inclusion and reconciliation. Students report feeling represented in the school environment and having opportunities to share concerns and advocate for positive change.

Our school serves a highly diverse learner population, with a significant proportion of students identified as English Language Learners (ELL) and a few Indigenous students represented across grade levels. Literacy data collected over multiple years, and assessment points indicates that many students enter the primary grades with emerging or vulnerable early literacy skills, particularly in phonemic awareness, decoding, and oral language development. This early vulnerability is most visible in Grades K–2, where a large percentage of students fall within the At Risk categories on DIBELS reading screener.

Early literacy is a strong predictor of long-term success. Students who meet benchmarks by the end of Grade 2 typically sustain achievement, while those who remain At Risk in the primary years often continue to struggle, highlighting the importance of early intervention. Equity gaps persist, with ELL and Indigenous students overrepresented in early risk categories. ELL students often show strong growth with language-rich instruction, while Indigenous students require consistent, culturally responsive, strength-based supports to close early gaps. By the intermediate grades, most students maintain stable performance; however, those still At Risk often have longstanding needs, requiring continued explicit instruction. Overall, our students demonstrate strong potential when learning is early, targeted, language-rich, and culturally responsive, reinforcing the need for strengthened early supports and equitable practices.

Supporting students' social-emotional development is a priority. The school implemented a PBIS framework to address increasing behaviour needs and ensure consistent expectations. Students learn and practice HOWL (Helping Others, Ownership, Wisdom, Leadership) across settings, with positive behaviours reinforced through recognition. Early results are encouraging, with MDI data showing

significant reductions in bullying over three years. This framework promotes a positive school culture and supports the school's Code of Conduct.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

School Literacy Goal (2025–2026): Enhancing Literacy Through Data-Driven Support and Collaboration

Goal: To improve literacy outcomes for all students in Grades K–7 by implementing a school-wide DIBELS assessment system, leveraging the expertise of the Learning Support Team and Curriculum Enhancement Support Teacher to analyze results, and structuring responsive interventions based on identified student needs.

Objectives:

- Implement DIBELS assessments: Conduct DIBELS assessments school-wide for students in Grades K–7 to establish a consistent and comprehensive understanding of literacy development. Conduct assessment in fall and spring with ongoing progress monitoring for those who require it.
- Collaborative data analysis: Utilize the Learning Support Team and Curriculum Enhancement Support Teacher to interpret assessment data and identify trends, strengths, and areas for growth.
- Responsive intervention planning: Structure the Learning Support Team model to ensure timely and targeted interventions that directly respond to the needs highlighted by DIBELS data.
- Ongoing monitoring and adjustment: Regularly review student progress and adjust interventions as needed to ensure continuous literacy growth and support.

Implementing a school-wide DIBELS assessment system is essential because it provides a consistent, comprehensive picture of each student's reading development from Kindergarten to Grade 7. By gathering reliable data and analyzing it collaboratively through the Learning Support Team and Curriculum Enhancement Support Teacher with the classroom teacher, we are able to identify strengths, trends, and emerging needs early. This structured use of data ensures that interventions are timely, targeted, and responsive to what students truly need in order to grow as readers. Ongoing monitoring and adjustment, diagnostic assessments, and targeted interventions, allow our staff to refine instructional practices and maintain a strong, evidence-based approach to improving literacy outcomes for all learners.

School Equity Goal (2025–2026): Family Partnerships

Goal: To strengthen family-school partnerships by creating meaningful opportunities for engagement, communication, and collaboration, ensuring families are equipped and empowered to support student learning and well-being at home and school.

Objectives:

- Create opportunities for community connection: Host events such as community coffee and connections where students contribute, recognize and celebrate parents who go above and beyond in supporting school initiatives.
- Enhance home-school communication: Provide updates from teachers to spark conversations at home, increase communication for designated students to ensure families are informed and involved.
- Equip families with tools and knowledge: Offer support for parents on using platforms like *Spaces* for monitoring student progress, share resources on literacy development, sleep habits, and technology use.
- Promote collaborative learning at home: Send home conversation starters and homework designed for parent-child collaboration, encourage parent/child reading sessions multiple times per week.
- Engage harder to reach families, develop creative strategies to connect with families who appear disengaged (e.g., personalized outreach, flexible meeting times).

Strengthening family school partnerships is essential to fostering a supportive, connected learning community where every child can thrive. By creating intentional opportunities for families to engage, communicate, and participate meaningfully in their child's learning, the school builds trust and deepens collaboration. The outlined goal and objectives ensure that families are equipped with the information, tools, and confidence they need to support learning at home, while also helping staff understand and respond to the diverse needs of all families, including those who may be harder to reach. Through consistent communication, community building events, shared learning resources, and targeted outreach, the school promotes a culture where families feel valued, included, and empowered, ultimately enhancing student wellbeing and academic success.

School Indigenous Goal (2025–2026): Culturally Responsive Environment

Goal: To continue to create an inclusive and culturally responsive school environment that reflects and respects Indigenous cultures.

Objectives

- To enhance cultural visibility and representation by increasing Indigenous language, art, and historical visuals throughout the school and incorporate Indigenous artists and leaders into school programs.
- To strengthen community partnerships by hosting family engagement events and invite elders to share cultural knowledge.

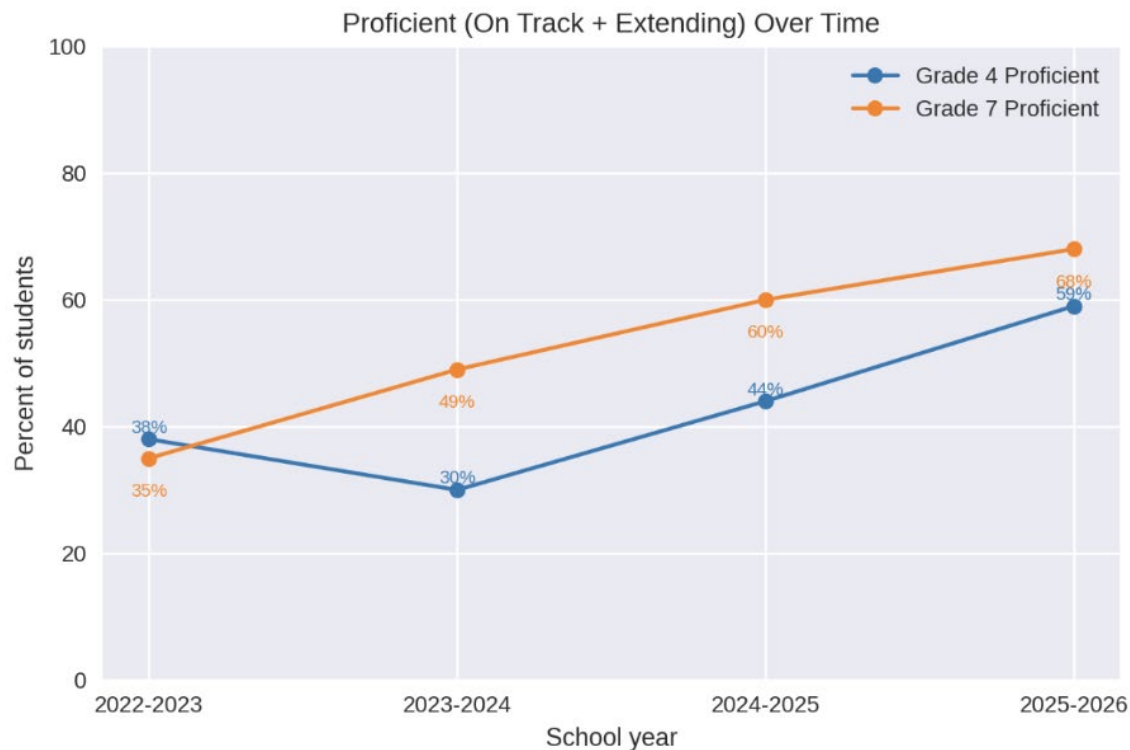
Creating an inclusive and culturally responsive school environment that reflects and honors Indigenous cultures is essential to building a community where every learner feels seen, respected, and connected. This goal supports the school's commitment to reconciliation by ensuring Indigenous perspectives are meaningfully embedded across learning spaces, school events, and professional

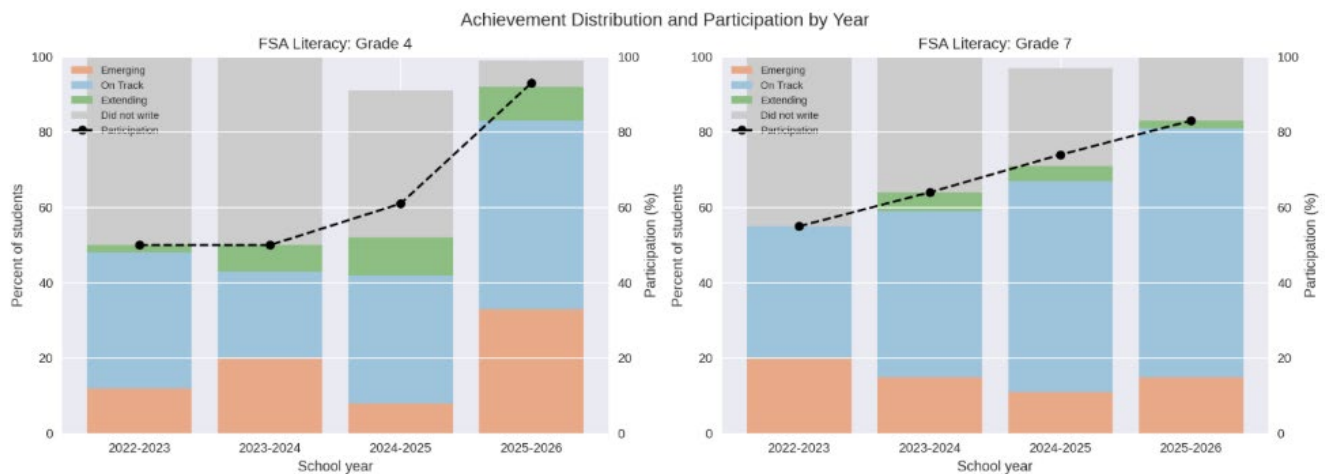
practice. The objectives; strengthening partnerships with families and Elders, increasing cultural visibility, work together to foster belonging, promote understanding, and ensure that Indigenous ways of knowing are authentically represented. By prioritizing these actions, the school not only enriches student learning but also strengthens relationships, cultural pride, and shared responsibility within the community.

HOW WILL WE KNOW WE'RE ON TRACK?

Goal: To improve literacy outcomes for all students in Grades K–7 by implementing a school-wide DIBELS assessment system, leveraging the expertise of the Learning Support Team and Curriculum Enhancement Support Teacher to analyze results, and structuring responsive interventions based on identified student needs.

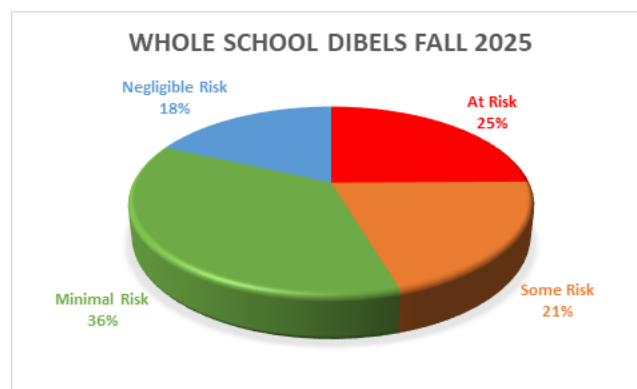
FSA Data Trends





FSA literacy results show clear, sustained growth across the school, with both achievement and participation increasing significantly over the past four years. Grade 7 proficiency has risen from 35% in 2022–23 to 68% this year, a 33-point gain, while Grade 4 has improved from 38% to 59%, reaching its highest level to date. At the same time, participation has increased dramatically, Grade 4 from 50% to 93% and Grade 7 from 55% to 83%, providing a more accurate and inclusive picture of student learning. Notably, proficiency rates have continued to rise alongside this broader participation, indicating meaningful, schoolwide improvement driven by consistent literacy instruction, targeted supports, and a shared commitment to student success.

DIBELS Screener Data



Our Fall 2025 DIBELS data shows a clear pattern of growth in literacy development across the school. While many students enter the primary grades still building foundational skills such as phonemic awareness, decoding, and vocabulary, common in diverse, multilingual settings, we see steady and meaningful progress over time. The percentage of students at minimal or negligible risk increases consistently from Grade 1 through Grade 7, with over half of students meeting benchmarks by Grades 3 and 4 and 64% of Grade 7 students on track. This upward trend indicates that with timely, targeted,

and evidence-based support, students are successfully strengthening their reading skills, reflecting the positive impact of consistent, research-aligned instruction and tiered interventions across the school.

A clear pattern continues to emerge: students who develop strong reading skills in Kindergarten through Grade 2 are much more likely to maintain success in later grades. Conversely, students who require additional support in the early years often continue to need targeted intervention as they progress through school. This reinforces the importance of early identification, consistent monitoring, and responsive instruction. It also highlights that reading development is not linear for all learners, and growth over time is a more meaningful indicator than a single data point.

Equity patterns within our data remain an important consideration. Many of our students are multilingual learners, and while learning more than one language is a significant strength, it can require additional time and practice to develop reading proficiency in English. These students often receive early, targeted support and, with language-rich instruction, demonstrate strong growth and increasing confidence as readers. In many cases, continued reading support reflects ongoing language development rather than an inability to succeed.

Similarly, our data shows that some Indigenous students benefit from additional literacy support, particularly in the early years. This reinforces the importance of providing culturally responsive, strength-based instruction that connects literacy learning to identity, storytelling, relationships, and belonging. When these elements are present, students are better supported to engage in learning and build on their strengths.

In the intermediate grades, achievement becomes more stable, with many students maintaining benchmark performance. However, students who continue to be identified as At Risk often have a longer history of literacy challenges and require sustained, explicit instruction in areas such as fluency, vocabulary, and comprehension. This emphasizes the need for ongoing support across all grades, not only in the early years.

In response to these findings, our school is continuing to strengthen core classroom instruction through collaborative data analysis and instructional planning. We are refining our approach to intervention to ensure that supports are timely, targeted, and aligned to student needs. There is an increased focus on monitoring progress over time, using multiple sources of data, and adjusting instruction accordingly. These efforts are supported through collaboration among classroom teachers, support staff, and the Curriculum Enhancement Teacher.

Overall, our data shows that students are making progress and that growth is evident when instruction is early, explicit, language-rich, and responsive. It also reinforces that literacy development is a journey that looks different for every learner. Our continued focus is on strengthening early intervention, addressing equity gaps, and ensuring that all students receive the support they need to see themselves as capable, confident readers.

Goal: To strengthen family-school partnerships by creating meaningful opportunities for engagement, communication, and collaboration, ensuring families are equipped and empowered to support student learning and well-being at home and school.

Over the previous school year, staff, students, and families identified equity priorities focused on individualized academic and social emotional support, particularly for students with diverse learning and neurodiverse needs, alongside strengthened access to specialized resources and mental health supports. Student data highlighted strong connections, belonging, and well-being among Grade 6 students, while also revealing needs related to food security, healthy sleep habits, and responsible screen use. Families and staff emphasized the importance of meaningful family engagement, culturally responsive practices, celebration of diversity, and equitable access to resources such as technology, food programs, and multilingual materials. Community feedback further underscored appreciation for communication and diversity representation, while identifying ongoing barriers to participation and a desire for increased extracurricular opportunities, cultural celebrations, and workshops to better support students and families.

Academic Equity and Targeted Support

Based on staff and community feedback, Fleming committed to strengthening academic equity by providing targeted interventions for students who require additional support and by using school and district resources equitably, including access to counsellors, speech language pathologists, and other specialized supports. In response, we are adjusting our models and structures for academic intervention to better meet student needs and continued to access district supports as required to ensure timely and appropriate assistance for learners.

Family and Community Engagement

Recognizing that family engagement is essential to equity, we aimed to increase caregiver involvement, improve communication, and create flexible opportunities for families to engage with the school community. As a result, we redesigned our *Meet the Staff* event to encourage movement and connection throughout the school, which families reported increased their sense of involvement. We also hosted a shared dinner with Indigenous families and introduced *Coffee and Connections*, a monthly gathering where families could share feedback and learn about topics such as reporting, school safety, and cultural shifts when coming to Vancouver. Finally, we supported the shift to reporting being on Spaces EDU. While not required, many teachers took the opportunity to use the portfolio functions to provide families with timely, in the moment student learning, feedback, and next steps. Numerous families reported on its value and appreciated regular communication about their child's learning journey.

Inclusive Practices and Cultural Representation

To foster an inclusive and welcoming school environment, Fleming committed to celebrating diverse cultures, embedding social emotional learning, and increasing access to multilingual resources. In response, staff and students regularly recognized cultural events through school-wide displays, announcements, classroom activities, and performances. We expanded our Book Nook with books in

multiple languages, and students and families shared that seeing and reading their home languages helped them feel represented, welcomed, and proud.

Access to Essential Supports

Finally, Fleming committed to creating a school culture where families feel safe to self-identify needs and access supports as required. We continue to provide food programs and connections to additional resources, responding to family needs as they are identified and ensuring ongoing support for student wellbeing and equity.

Goal: To continue to create an inclusive and culturally responsive school environment that reflects and respects Indigenous cultures.

Student Learning Survey	2023-2024		2024-2025		2025-2026	
	Grade 4	Grade 7	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%	92%	92%
At school, are you learning about Indigenous Peoples? Answers: Sometimes, Most of the time, All the time	80%	96%	88%	98%	96%	92%
At school, are you learning about local First Nations? Answers: Sometimes, Most of the time, All the time	55%	86%	84%	100%	92%	90%

Across all three years, results show strong overall improvement, particularly from 2023–2024 to 2024–2025, with most indicators remaining high into 2025–2026. Students’ sense of belonging increased significantly and has been sustained at high levels, while learning about Indigenous Peoples and local First Nations shows notable growth especially in Grade 4, which closed the gap with Grade 7 over time. Although there are slight dips in a few areas in 2025–2026, scores remain consistently strong across both grades, suggesting successful initiatives with opportunities to focus on maintaining and sustaining these high levels.

This school year, Fleming strengthened its commitment to Indigenous education and equity by fostering mutual respect, cultural recognition, and strong relationships with Indigenous students and families. We hosted regular relationship building dinner events, and prioritized culturally respectful practices that promote belonging and connection. Staff actively engaged in professional development focused on cultural competency, inclusive practices, and Indigenous perspectives, frequently sharing learning and taking on leadership roles. Indigenous education was embedded across all subject areas and grade levels through culturally relevant instruction and ongoing consultation and reflection.

As we review student achievement data, DIBELS results indicate that closing the equity gap in reading for Indigenous students is a critical area for focused improvement. Moving forward, Fleming will prioritize targeted literacy supports for Indigenous learners while continuing to work closely with students and families to support attendance, academic growth, and social emotional well-being. By identifying individual strengths, providing responsive interventions, and building trusting relationships, we remain committed to creating meaningful, equitable learning experiences that honour Indigenous identities, knowledge, and gifts.