

Vancouver School Board

SCHOOL PLAN

2015-2016 Summative Review



2016-2017 Plans for the Future

It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

Sir Sandford Fleming Elementary School

MISSION STATEMENT

At Sir Sandford Fleming Elementary School, students, parents and staff work together to foster a climate of trust, respect and cooperation, while developing the academic, socio-emotional, physical and aesthetic skills and attitudes necessary for success.

2015-2016 GOALS

1. To improve Literacy in the area of reading for all students, including Aboriginal students, who are Not Yet Meeting/ Approaching/ Minimally Meeting expectations; with an emphasized focus on Early Intervention – as identified through readiness observations, school-wide and classroom-based assessments.

2. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

SCHOOL COMMUNITY CONTEXT

What are the demographics of our learning community?

Who are our learners?

What is our vision of success for learning for each student?

Sir Sandford Fleming is a large, urban school of approximately 480 students located at the corner of 49th Avenue and Knight Street on the South East of Vancouver. Its catchment area encompasses a roughly rectangular area between 45th Avenue, 55th Avenue, Fraser Street and Argyle Street. The school's population represents a combination of homeowners and renters - living in single-family or multi-family dwellings and a small percentage live in social housing. Fleming's population is multicultural with over two hundred and fifty students having English as their second language. The school has students born in over 25 countries, speaking 23 different languages. Approximately 60% of the school's students come from homes where English is not the first language spoken. Fleming has a small Aboriginal population consisting of 10 students.

Fleming School is a designated Tier III Inner City School – receiving enhanced services to support literacy initiatives and students living in need. The Ministry of Education has announced a Seismic Mitigation Project for Fleming School. A new school – completion date expected in 2018 – will be built on the northwest corner of the Fleming field.

Fleming Elementary enjoys a positive relationship with two providers of services to our students. The David Thompson Community Schools' Team and South Vancouver Neighbourhood House supports our students through a variety of unique programs that take place during and after instructional hours. Student leadership, academic assistance, recreational activities such as chess, cooking, crafts, and sports opportunities such as hockey, yoga, and martial arts are all valued programs that promote student well-being, build school-community relationships and facilitate a smoother transition for students moving from grade seven to grade eight. "Teen to Tweens" is a program that supports reception level ELL students. Fleming School hosts Heritage Language Programs in both Cantonese and Mandarin and Punjabi. Fleming has a small but very active Parent Advisory Council providing significant support for school initiatives – such as our four year Literacy Proposal as well as generous financial backing for experiential learning opportunities and field trips, physical education opportunities (gymnastics), and performances that showcase music, drama, and fine arts. In the previous years, the Fleming PAC was instrumental in supporting the immersion of mobile technology at Fleming as we purchased an iPad Lab. PAC members are key contributors to many events in our school – Book Fair, Body Science, Treat Days, and Fun Day

Fleming is also home to the Intensive French District Program in Grade six and seven. This is the sixth year of the program running successfully, with a mixture of in catchment students as well as many attending cross boundary. The

program features intensive instruction in French and English at varying points of the year to cover the upper intermediate curriculum. Students enrolled in the IF program participate in all aspects of Fleming community life.

The Fleming community maintains high expectations for student achievement and behaviour. The school staff is committed to collaboration and shared decision-making. A cohort of primary teachers continue to promote VSB Early Literacy Project values in their instruction through guided reading, focusing on oral language development in early primary, and assessment for learning. The primary staff is also committed to Early Intervention through ongoing collaboration among classroom and resource teachers, and training staff in Reading Recovery was implemented in 2013/14. There is also significant use of Adrienne Gear's Reading Power throughout primary and intermediate grades, highlighting the use of reading strategies with fiction and non-fiction literature. As a staff, our common professional development included a focus on literacy.

To support diverse learners – the Fleming staff has pursued a number of Professional Development activities related to Literacy as well as collaborative inquiry based learning. Additionally, self-directed Pro D, reflecting teacher interests, is pursued to support the wide range of student learning needs across the curriculum.

Our learners are students with a wide range of abilities and skills – all of them wanting to learn and do their best – with families who want them to succeed. Support in many areas is needed in order for our students to achieve their goals. Success for our students is exemplified by – happiness to be at school, fully participating in all areas of the school program – and taking risks to push themselves to learn more everyday. We are measuring reading success with formal assessments – and tracking yearly gains. These showcase our success.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. To improve Literacy in the area of reading for all students, including Aboriginal students, who are Not Yet Meeting/Approaching/Minimally Meeting expectations-with an emphasized focus on Early Intervention – as identified through readiness observations, school-wide and classroom-based assessments.
2. To increase knowledge, empathy, awareness, appreciation and respect of Aboriginal histories, traditions, cultures and contributions among all students.

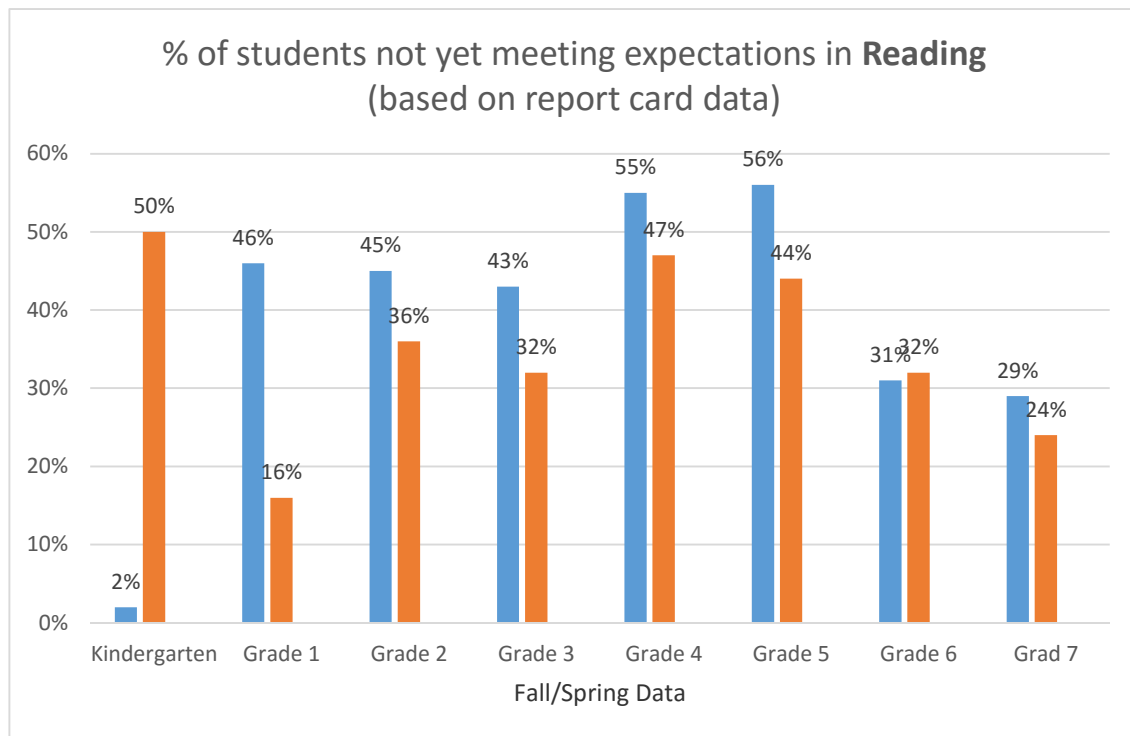
What steps did we take to address the identified student(s) needs?

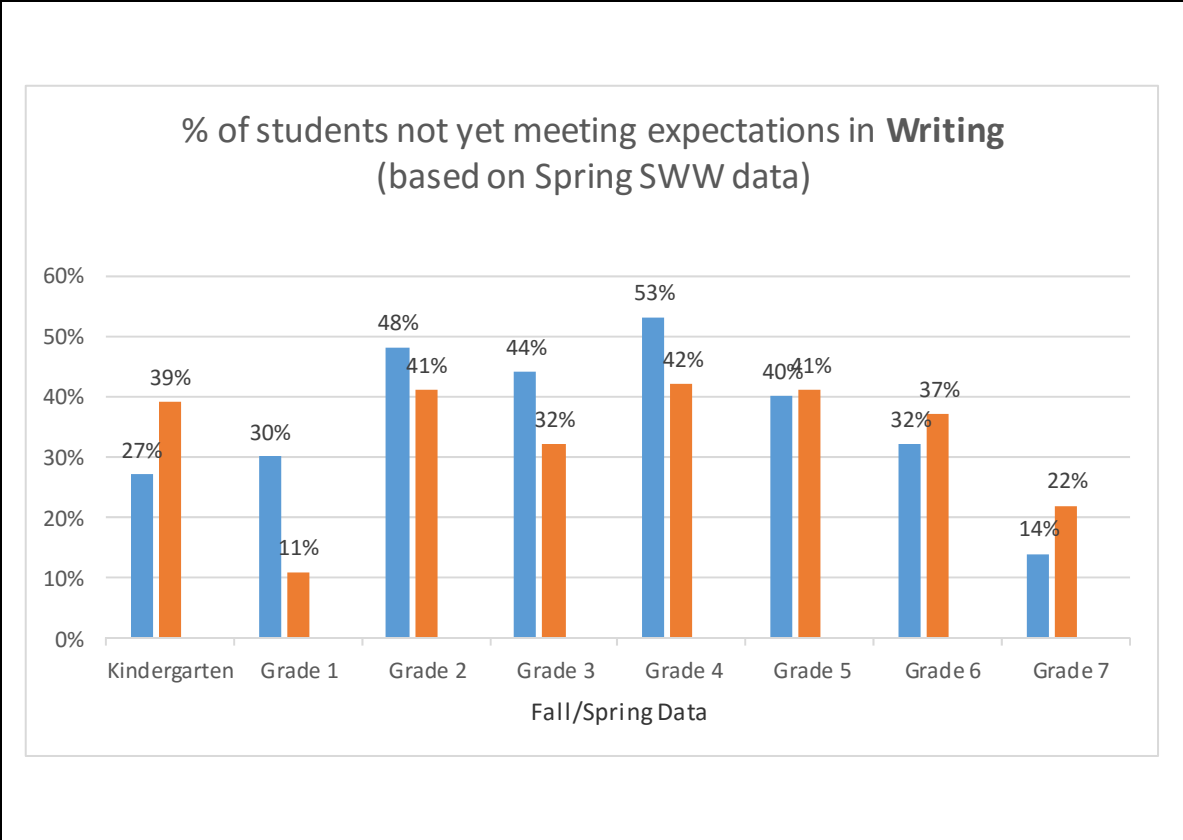
1. Literary -- A strong focus on supporting literacy was continued – including strong classroom instruction Reading Recovery, Early Intervention and district literacy teacher support. The second year of our 4 year Literacy Proposal – which includes target funds from both learning resources and PAC – was implemented. The Resource Team implemented a renewed focus on differentiated instruction and student support. This learning was enhanced through collaborative inquiry.
2. Aboriginal Learning – a year long focus on Aboriginal histories, traditions, cultures and contributions was undertaken with staff and our Aboriginal Education Support work – culminating in a week long “Aboriginal Education” week which included the entire Fleming learning community.

What was the evidence of success for each student?

1. Student success in Literacy is evidenced through data gathered by our Early Intervention team – e.g. Reading Recovery and EI -- as well as SS Read/Write and report card data. IEPs / AIMS also evidenced success for some individual students.

Fleming Data: 2015-2016





2. Student success in the Aboriginal Cultural Enhancement goal was evidenced through full participation in the AbEd Week – as well as on-going classroom and project work with our AEEW.

How did we communicate and celebrate student success

1. Our literacy success was highlighted through our monthly Early Intervention meetings. From here successes were more broadly shared with the staff and PAC. Gains for particular students were shared through parent conferences/ report cards/ and agenda/communication logs.
2. Our Aboriginal learning success along with Literacy learning success were also communicated and celebrated as below -- through -- morning announcements, newsletters to parents, placement on our school based and district VSB websites, Recognition Assemblies. Student work is displayed – whenever possible. Parents are invited to participate in all events, assemblies and to come in to see student successes – both formally and informally.

2016-2017 SCHOOL PLAN, PLANS FOR THE FUTURE

Given that the 2016-2017 school year is one of transition as we move to the *Framework for Enhancing Student Learning Model*, we intend to:

- A) Continue with the current goals as outlined in our reflections for 2015-2016.