



Vancouver School District

School Plan for Sir Sandford Fleming

Year 3 (2017)

1. GENERAL SCHOOL STORY:

Sir Sandford Fleming Elementary School is a large, Tier III Inner City School of approximately 500 students located at the corner of 49th Avenue and Knight Street. Our community consists of home owners and renters with a small percentage residing in social housing. We are very multi-cultural with approximately 60 % of our students coming from homes where English is not the first language spoken. We also have 17 Aboriginal students.

We are excited to be undergoing Seismic Mitigation with a new school designed to be built on the north-east corner of our property. Architects have been busy consulting with school staff and permits are almost approved so building should begin this coming Fall!

We are a very busy school community with support from the David Thompson Community Schools' Team and other partnerships. We offer before and after school programming (eg. Cooking, dance, arts and crafts, drama, etc.), weekend sports and leadership opportunities. Our school staff is also very active, enabling our students to participate in a wide variety of activities to choose from (Basketball, soccer, cross country, volleyball, track and field, student council, debate club, chess club, etc.). Heritage language groups (Cantonese, Mandarin and Punjabi) offer after school lessons at Fleming and many of our children take advantage of the chance to keep up their first language. A new program to Fleming this year was Go Girls which teaches leadership, healthy living and social emotional well-being to grade 6 and 7 girls.

Our Parent Advisory Committee, PAC, is very committed and active, although small in number. They work very hard for our children and provide funding for some amazing school initiatives. They have enabled us to continue with our four year Literacy Proposal (next year will be the fourth year) which allows the teachers to purchase grade specific material which enhances their literacy programs. PAC members run the Book Fair each year and provide Treat Days every other week! They also make sure the students are given experiential learning opportunities and field trips, physical education opportunities (gymnastics), and performances that showcase music, drama, and fine arts.

Fleming is home to one of three Intensive French District Programs for grades 6 and 7. This program mixes our in-catchment students with some cross boundary students wishing to learn French. It features 6 months of intensive French instruction at the beginning of grade 6 followed by an hour/day for the remainder of the program.

At Fleming, we have high expectations for achievement and behaviour. Our staff is committed to collaboration and shared decision making with groups of teachers engaged in Inquiry projects again this year. Several of our early Primary team continued their Professional Development while working with educators from across the district exploring techniques to assist our students as they learn to read and write. We are an Early Literacy Project School with two Reading Recovery teachers. We also had a group of teachers and an administrator who collaborated on an Inquiry Project around Social Emotional Learning. Our school community has benefitted from this as we changed our monthly assemblies to monthly Community Celebrations. Each

Celebration focused on a different character strength and then highlighted exciting events or service.

2. WHAT DID WE SEE?

Literary -- A strong focus on supporting literacy was continued – including strong classroom instruction, Reading Recovery, Early Intervention and district literacy teacher support. The third 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.

3. WERE WE SUCCESSFUL

% of students not yet meeting expectation in Reading
(based on report card data)

Grade	Fall Reading	Spring Reading
7	23	22
6	19	12
5	34	25
4	30	25
3	25	32
2	40	33
1	20	11
K	42	63

% of students not yet meeting expectations in Writing
(based on Spring SSW data)

Grade	Fall Writing	Spring Writing
7	9	7
6	12	2
5	15	10
4	31	15
3	37	32
2	29	16
1	22	20
K	53	37

4. HOW HAVE WE SHARED?

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. We also shared exemplary work in our monthly school electronic newsletter which is received by all members of our school community. This year our Intermediate students created impressive displays for the Living Wax Museum, the Heritage Fair and/or a Passion Project. This involved them developing an Inquiry Question, doing extensive research, writing paragraphs and presenting the information orally.

5. WHAT ARE OUR NEXT STEPS?

As a staff we have begun the initial stages of inquiry, looking at who our learners are and the areas of success and/or weakness. These discussions have taken place during regular staff meetings in February, March and April. We are now in the process of narrowing our focus to determine our next school goal. This will continue in the Fall at our first Staff meeting and Professional Development Day. We are pleased with how our focus on literacy is making an impact on our students' learning and remain confident that everything we have embraced as a staff during the past several years is now embedded in our teaching. We look forward to choosing a new goal for our learning as a community.



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

6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

We had 17 Aboriginal Learners in our school for the 2016-17 school year.

K – 1

Grade 1 – 3

Grade 2 – 2

Grade 3 – 4

Grade 4 – 2

Grade 5 – 1

Grade 6 – 1

Grade 7 - 3

7. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

At Fleming we have the support of an AEEW one day each week. Our staff take advantage of the skills and knowledge she has to offer and all our children benefit from this collaboration. We have also had a student teacher from the NITEP program at UBC who has happily added to our collective knowledge, including offering a day of Professional Development for staff at the Tu'wusht Garden.

We again celebrated our learning during Aboriginal Education week. Our Opening Ceremony included Sharma Priya teaching and demonstrating the “Women’s Fancy Dance” as well as sharing her story with our school community. Classroom teachers created stations based on Aboriginal histories, traditions and contributions which students then rotated through. One of our own families were then the main attraction at our Closing Ceremonies.

We were also privileged this year to have Curtis Joe, a well-known Aboriginal carver, come to Fleming several times to work with many of our students as they carved a wolf mask. The wolf was gifted to our school as our Spirit Animal by our District’s Aboriginal Knowledge Keeper, Shane Pointe.

8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

We will continue to provide Professional Development opportunities for staff, particularly as they work to include Aboriginal perspectives into all parts of the curriculum in a meaningful and authentic manner as per the revised BC Curriculum.

9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

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.