

## 2022-2023 - Year 1 School Learning Plan

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### 1. GENERAL SCHOOL STORY

Simon Fraser is small, but vibrant, inclusive community centrally located in the Mount Pleasant, City Hall area. We have 15 divisions housed in a one level main building and four portables. We are a full school and have been for several years. This year we have about 350 students from various backgrounds and socio-economic levels.

We continue to work towards the goals of our School Code of Conduct which states: “Be Safe, Be Kind, be Fair.” We build on a foundation of respect. The staff have a strong connection to our students and community and are passionate and committed to the growth of all learners. The shared commitment and willingness to collaborate is allowing staff to focus our effort on student growth. New strategies and practices have been adopted and entrenched into practice.

Our parent community play a significant role. Besides the formal roles of the PAC and the formal PAC meetings, parents contribute to our positive culture while enhancing the school experience for our students. Parents are passionate about organizing not only fundraising events, but also supporting our community building events: hot lunches, theme days, Halloween Pumpkin Patch, Spring Fling to name a few. This year PAC also arranged to support several other opportunities: Red Cross First Aid and Baby-sitting courses & DPAC Choir.

Our students participate in various extra-curricular opportunities made possible by staff and parent volunteers: cross country, volleyball, basketball, track and field, gardening, chess club, ukulele club, a grade 3 Girls Math Group, community walks and many different fieldtrips. Though we are still working on providing more opportunities to build leadership capacity, many students contribute to our school culture while building their own leadership skills through daily morning announcers, the Social Justice Club, library helpers, chess club helpers, reading buddies, plant/garden care, recycling.

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## 2. WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

As is the experience of many, this has been a challenging year after several years of COVID restrictions. Fraser is a resilient, supportive community but from conversations with families, staff, community members and students, the transition back to a “new normal” involves acknowledging that families have experienced different journeys, situations, and circumstances. We are re-learning how to respectfully and safely “be together” and our younger students are learning to share space, belongings, school supplies and time together, some for the first time in a shared open setting. At the beginning of the year, we had to spend some time learning about and discussing the difference between “bullying” and aggressive or mean behaviour. Speaking to students, reviewing “School Reflection Sheets”, reflections after using a Restorative Justice approach and during debrief meetings when following up after challenging behavior, it was evident to the staff that we had to teach and reteach what it **looked** and **felt** like to behave safely, kindly and fairly.

We have seen gaps in social emotional development, less empathy, patience, and leadership incentive. Academically, we have noted gaps in reading and writing development as well as in numeracy skills. We are particularly concerned with the reading levels of our youngest students. We are also noticing that this is having an impact on our grade 4 and 5 students. Teacher observations, anecdotal, and report card data suggests that there is less impact for the upper grades. At the primary level, staff are noticing a delay of motor skill development, such as pencil grip as well as delays in reading and writing skills.

Our students continue to thrive creatively, facilitated by caring, skilled staff. They demonstrate their creativity in class assignments, at science fairs, in inquiry-based learning and at special school events including: the Entrepreneur Fair, school gatherings and school concerts.

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## 3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS?

Results from

- on-going Assessment For Learning (AFL) strategies, formative and summative assessments
- Teacher formal/informal assessments, observations
- Report card information
- Parent-Teacher conferences
- MDI, FSA- of the students who wrote the FSA, most did very well. However, a significant number of students did not write.
- Student Learning Surveys
- 3 Part Write, on-going writing assessments, DRA
- Resource team data: KTEA, Fountas & Pinnell, Phonological Awareness assessments, ie. QPS (Quick Phonics Screener)

Many conversations and deep listening with:

- parents – one on one, in person, on the phone. PAC meetings – virtual and in our library
- staff and SAC meetings, SBT, IEPs and informal conversations
- students, throughout the day during recess and lunch, self-initiated visits to the office
- Community School Team meetings where general trends and data is discussed with what is happening in our hub and with our community partners
- student self-reflections/ debriefs / Restorative Justice process
- listening to students’ stories: documentations through “Student Reflection Sheets”

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#### 4. **WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE?** (FOCUSING)

The focus for our community of learners is to work towards a healthy, social-emotional well-being as we recognize this needs to be established before meaningful learning can take place.

There are SEL strategies weaved into the day with “teachable moments” arising often where we implement various strategies, programs and resources and will continue to build on these: daily check-ins, referrals to SBT, also direct, intentional teaching.

Indigenous SEL resources have recently been shared which we plan to incorporate into our daily practice. We will work on teachings to be consistent, direct and intentional.

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#### 5. **INQUIRY QUESTION**

We will also be focusing on developing mathematical literacy next year. Many teachers have been using JUMP Math. We are hoping to explore other resources and strategies to enhance our programs.

**What strategies, skills and resources best support the continual development of numeracy skills for all students?**

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## 6. WHAT IS OUR PLAN?

Next year, we will continue by going deeper into understanding and uncovering further “what is going on for all our students?” focusing on the area of numeracy. What will we need to tweak as we move along our journey with our students and community? Where and what will we need to focus on as we move into Year 2? We will also seek authentic means to listen and capture student voice and perspectives.

Year 1 goal will focus on numeracy while ensuring our students’ social-emotional well-being is being nurtured.

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## 7. WHAT SUPPORTS WILL WE NEED?

We will need support from experienced, impactful educational leaders. Our first Professional Development Day has been moved to accommodate a shared day of learning with Carole Fullerton, mathematical educator, and consultant. The focus will be learning together including hands on activities, collaboration time and using new resources and strategies to develop numeracy skills.

Two teachers on staff attended the Numeracy Pro-D with Marion Small this year. We will work on finding collaboration time (using Supervision Aids, principal to release teachers) so that teachers can continue the conversations from the Pro-D sessions. Any new resources and ideas will supplement JUMP Math as well as other programs already in use. We will also seek support from members of our CAM Team, such as Sandra Fox.

We will build our teaching resources, as well as math manipulatives. We will need to set aside sufficient funds to purchase these new resources/manipulatives.

With an increase in resource time, our committed, skilled resource team will be able to target support. We will continue to be supported through district professional development opportunities, collaboration time and effective resources.

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## 8. HOW WILL WE KNOW WE'RE ON TRACK?

Regular meetings will continue – as a staff and in primary and intermediate meetings. We will continue using the assessment methods described and examine results carefully. We will isolate areas needing further support and tweak resource and targeted interventions as needed. Teachers will track scores and keep detailed observations to chart progress and identify areas of need.

Discussions with parents and student interviews will also be used.

We will also continue to track the data and compare to our current year.

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## 9. HOW WILL WE SHARE THIS INFORMATION?

We will add an “educational discussion item” to every staff meeting, spending time to share what we are doing and how this is impacting our students. We will communicate appropriately in newsletters and memos. Learning will continue to be visible in our hallways, classrooms, displays and office showcase. Our stories and journey will be shared with our parents both formally (PAC meetings, Parent-Teacher Conferences) and informally, (conversations, emails, work sent home). Students will share in classroom displays, bulletin boards, using author’s chair, sharing circles and presentations. As appropriate, we will also share at school gatherings.



*District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.*

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## 10. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?

Our school starts each day with an Indigenous Land Acknowledgment read by student announcers. Students can choose to read from a script or add a personal touch. All meetings and all school gatherings, (previously referred to as ‘assemblies’), begin with the acknowledgement as well as the singing of the Coast Salish Anthem, and often accompanied by drumming. Classroom teachers weave indigenous content – histories, traditions, and cultures into daily teaching and throughout the curricular areas. We continue to work with VSB Indigenous staff, such as Brandon Peters, and Knowledge Keepers, Lori Snyder, who has worked with almost every class teaching children about plants and fostering connections with our land.

We have a standing item in every SCM meeting: *Anti-Racism & De-colonizing Our School*. At each meeting, staff are invited to share their ideas, resources, action plans, questions, etc. Different T & R Calls to Action are read and brought to the forefront. This year we have also struck up a committee that meets every two weeks at lunch. All staff are welcomed to join.

Most staff took part in an Indigenous (Art) Inquiry this year.

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## 11. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY?

Embedding this work is evident daily throughout our school and in all classes and continues to grow and develop in both breadth and depth. Examples shared included:

- Creating unique classroom land acknowledgements
- Sharing connections and viewing the world through different perspectives: different cultural traditions, different histories and different experiences
- Smudging ceremonies
- Drumming (with drums made previously by staff) and sessions with Brandon Peters
- Picture books and many types of literature have been added to our school/class collections
- Nature walk, discussions open to embracing various perspectives & world views
- Morning/class meetings, use of talking stick
- Sharing local stories
- Celebrating achievements
- Orange Shirt Day (not just a one-off event)
- Indigenous displays and work celebrating the beauty and strength of Indigenous people, past and present
- Indigenous Inquiry Group
- Anti-Racism & De-Colonization Committee

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## 12. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

We will continue with all the good work going on at Fraser. We will build on the many initiatives and good practices. We will continue to increase our knowledge of Indigenous histories, traditions, cultures. We look forward to bringing more authentic resources: story tellers, local people willing to share their stories, performances and incorporating the work done by staff who participated in the Indigenous Inquiry focusing on Indigenous Art. We hope to have opportunities to work more closely with our Indigenous Education Department and receive guidance and support from them, authentic resources and authentic stories to share.