

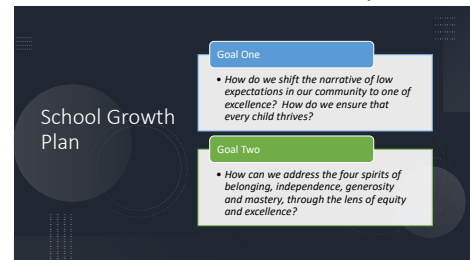
2022-2023 - Year 2

Fleming School Learning Plan

1. GENERAL SCHOOL STORY:

Sir Sandford Fleming Elementary School is dedicated to providing education for 425 students from Kindergarten to grade 7. Approximately 55% of our students speak one of over 20 languages as their first language, with Punjabi, Tagalog, Vietnamese, Tamil, Spanish, and Arabic being the more dominant languages. Additionally, around 5% of our students represent Indigenous Peoples. We take pride in our diverse community and actively work towards decolonizing our schooling practices to create an inclusive environment for all our students.

At our school, we prioritize supporting our learners by fostering a sense of belonging, generosity, independence, and mastery. These principles are the foundation of our Code of Conduct, and we constantly ask ourselves, "Through the lens of equity and excellence, how do we ensure that every child thrives?" To achieve this, we have a dedicated team of approximately 45 staff members who work diligently to help our students 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, snacks, and child care services. These partnerships allow us to extend athletic, cultural, and daycare programming to our families.



Teamwork is at the core of our school culture. We have organized our school 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. During the 2022-23 school year, every student from Kindergarten to grade 7 participated in the Outdoor Classroom Gardener program. This program provided opportunities for classrooms to explore how big ideas, core competencies, and curricular competencies can be woven into a cross-curricular garden-based pedagogy. The program also aimed to develop our garden areas as outdoor classrooms, with an emphasis on playful inquiry.

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, where we prioritize 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 our learners become strong readers.

We take great pride in our school community and are committed to providing a supportive and inclusive learning environment for all our students.

2A. WHAT DID WE SEE?

Four years ago, we embarked on a journey to cultivate a strong sense of belonging, generosity, independence, and mastery among our students, while also addressing the need to improve our literacy rates. This has outlined in our Year 1 Plan last year as we wanted to capture the work we had undertaken during Covid. During this process, our students expressed that they considered generosity and kindness to be their strengths. This sentiment has been consistently recognized by staff on call, those leading activities at our school, and school surveys, with generosity consistently ranking at the top. However, our students' perception revealed that mastery was considered a weakness, and our early learning reading data from four years ago indicated that our school had one of the lowest literacy rates in our district. In response, we have been diligently working to narrow this gap over the past three years, with an understanding that building a strong sense of belonging at Fleming is paramount.

Survey Items Related to:	Grade 6 (15% of our Gr 1 to 7 student population) MDI Results 2022-23 comparison		83% of Grade 1 to 7 students were surveyed with the same questions
At school, there is an adult who believes I will be a success.	2022 82% reported "high"	2023 54%	May school data: 94%
Number of important people at school	2022 2+ - 87% 1 - 6% 0 - 12%	2023 2+ - 47% 1 - 14% 0 - 39%	May school data: 74% 15% 11%
I am certain I can learn the skills taught in school this year	2022 70% reported "high"	2023 59% reported "high"	May school data: 71%

The results from last year's Middle Developmental Instrument (MDI) data showed that our commitment to fostering a sense of belonging and success at school paid off. In 2022, when students in the grade 7 cohort were asked if there was an adult at school who believed in their potential for success, an impressive 82% of our learners responded with a resounding "yes," surpassing the district average of 62%. However, this year's MDI results were less favorable for our grade 6 student cohort, who represented 15% of our school's Grades 1-7 population. As a result, in May, a group of staff members volunteered to administer the same MDI questions to 83% of our Grades 1-7 student cohort randomly, and it revealed a completely different story. A

staggering 94% of our students believe that there is an adult who believes in their potential for success, and 74% of the surveyed students reported having two or more important individuals at school who care about them and whom they can turn to for support. Helping students believe in themselves through our unwavering belief in their abilities and potential is crucial to their learning journey, and we remain committed to this goal.

We understand the significance of creating a nurturing and supportive environment where every student feels valued and empowered. By focusing on fostering a sense of belonging and success, we aim to build strong foundations for academic growth and personal development among our students. Our efforts continue to be guided by the belief that each student has the ability to thrive and succeed.

When it comes to our reading data, our early literacy team follows a comprehensive assessment process for Kindergarten students who are at risk. This assessment includes evaluating their abilities in segmenting, rhyming, blending, letter sounds, concepts of print, and oral language at three different times throughout the year. By using assessment for learning practices, we identify students who are not meeting expectations in these areas and develop intervention strategies accordingly. Ongoing assessment and intervention are key components of our approach.

	Segmenting	Rhyming	Blending	Letters and sounds	Concepts of print	Oral language	Total # of students at risk (separate to oral language)
Number at risk in Jan 2023	9	11	4	14	5	24	
Number at risk in June 2023	1	1	1	2	1	16	6/57 = 11% (7/37 = 19% were at risk in June 2022)

We also monitor the progress of our Gr 1, 2 and 3 learners to determine if they are reading at grade level. We collect formative assessment on each of our students to inform practice and target learning support and intervention.

Our data reveals that 63% of grade 1s are at grade level for reading, 64% at grade 2 and 51% at grade 3. It is critically important to note that of the 49% in grade 3 who are not meeting grade level expectations, 44% are English Language Learners and neuro-diverse students, some of which are non-verbal. We are definitely committed to increasing our literacy rates. Our primary learners require on-going support to attain grade level reading. Having had a full-time Literacy Enhancement Teacher at Fleming for two years has contributed to allowing more success to occur. We are celebrating our successes as we noticed improvement over two years.

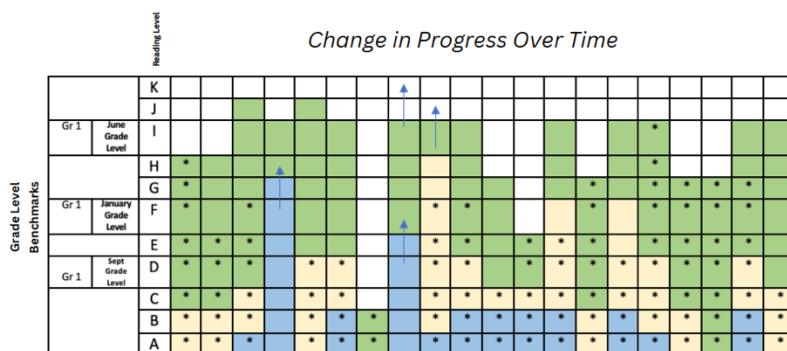
Our assessment data of Kindergarten students indicates significant growth in all areas, except oral language. This is not surprising as those at risk are mostly English Language Learners. 34% of our school population fall under this category.

VSB Reading Outcomes of All Grade 3 Students at your school in June 2023, including those listed above.					
	Beginning (VSB Level 0-29)	Developing (VSB Level 30-32)	Applying (VSB Level 34-38)	Extending (VSB Level 40+)	Total #s
TOTAL NUMBER OF STUDENTS	13	8	16	6	43
Number of Indigenous	1	0	0	0	1
Number of ELL	10	5	6	1	22
Number of Ministry Designated	3	1	0	0	4
% of All Students	30	19	37	14	100
Indigenous Students	2	0	0	0	2
ELL Students	23	12	14	2	51
Ministry Designated	7	2	0	0	9

What We Noticed this YEAR (2022-23)

If we look at the data for the 2022-2023 year, the kindergarten students are now in Grade 1, and the First Graders are now in Grade 2.

- Similar results were seen with the First Graders.
- ① We noticed that there were less Grade 2 students requiring resource intervention from September on, and/or more students did not require targeted intervention from the LST/RT or LET teacher for the entire year...but rather for only short periods to help them consolidate strategies.
 - ② At the beginning of the 2022-23 year, Grade 1 and 2 students came in with a "larger toolbox" of reading strategies and phonological awareness/phonics, alongside the collaborative efforts between CTs, RTs, and LET, and targeted intervention, and focus on letter-sounds in Kindergarten and Grade 1.

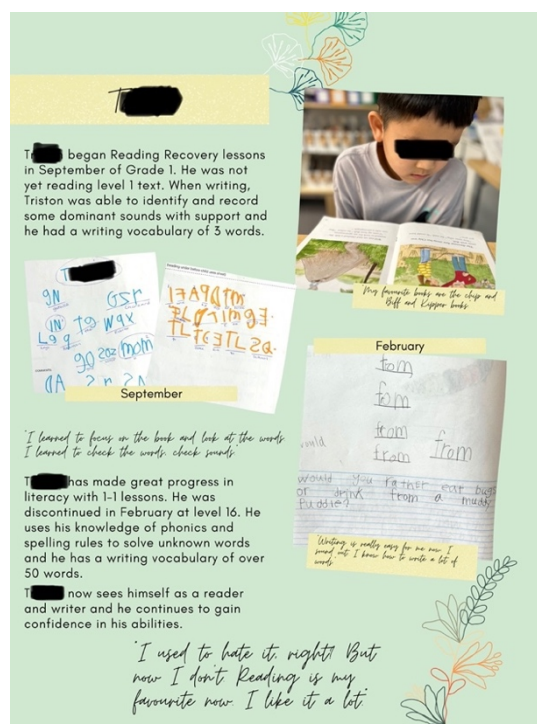


We track progress over time, which demonstrates the growth of learners. Blue is their starting point and green is their end point. We discuss the meaning of “success” and what that means to individual learners. Although some may not be meeting their learning target, it means immense growth.

Through individualized data and goal setting, as well as optimal interventions, we are committed to ensuring every child thrives.

To highlight the positive impact of our interventions, let's take a look at T's learning story. T started Reading Recovery lessons in September of Grade 1 and has developed a newfound love for reading. In his own words, "I loved to focus on the book and look at the words. I learned to check the words, check sounds. I used to hate it, right! But now I don't. Reading is my favorite now. I like it a lot."

T's progress exemplifies the effectiveness of our intervention strategies and the dedication of our teachers. By providing individualized support and fostering a positive learning environment, we aim to instill a love for reading in all our students, ensuring their continued growth and success.



2B. WHAT DO WE NEED TO RE-ADJUST?

To continue supporting students in perceiving and achieving success, it is important to maintain and build upon the successful practices implemented in the early years. The primary staff should stay updated on evidence-based literacy practices to effectively support learners. Ongoing professional learning and collaborative inquiries should be prioritized to provide students with the best possible opportunities for growth.

Given the significant population of beginning and developing English Language Learners (34%), it is crucial to acknowledge that becoming proficient in English takes time. Additionally, there may be students facing speech articulation challenges, requiring additional time to learn and articulate the correct phonemes. Therefore, consistent and targeted interventions within the classroom setting, including small group activities, paired instruction, and individualized support, are of utmost importance.

A key aspect of building students' reading skills is recognizing the critical role of oral language and language comprehension in the comprehensive reading process. It is essential to develop and implement more oral language instruction and strategies to ensure that students can express themselves effectively. As stated by M. Clay, "If they can't say it, they won't be able to read or write it."

For intermediate learners, promoting the spirit of mastery can be achieved through various strategies. Three strategies highlighted in literature are peer coaching, self-assessment, and goal setting. Based on staff reflection, two areas have emerged as areas of focus: the importance of self-assessment and reflection, and a deeper understanding of what it means for students to be independently responsible, aligning with the spirit of independence. To support these areas, the use of core competency self-reflection questions and an independence rubric can be employed to promote mastery and guide students along the continuum of independence.

By emphasizing ongoing professional development, tailored interventions, oral language instruction, and strategies for mastery, the school can continue to provide a supportive and effective learning environment for all students, enabling them to achieve their potential.

Strategies to promote mastery include:

Involving learners in peer coaching – teaching someone else is a powerful way to build your own learning and learning from a peer provides another view of the information/problem

Teaching learners the skills to effectively self-assess their products and progress

Having learners set goals and challenges for themselves

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3. INQUIRY QUESTION (previously known as “Goal”)

Our ongoing inquiry continues to be, “Through the lens of equity and excellence, how do we ensure that every child thrives?”

One area of emphasis is improving the literacy rates of our youngest learners. However, our broader objective is to help all students feel successful in school, fostering a sense of belonging, independence, generosity, and mastery.

In the primary grades, our primary focus is on developing skilled readers. Given that students at this stage may face higher risks due to oral language challenges, it is crucial to implement strategies that help mitigate these obstacles.

As students progress to the intermediate level, our staff aims to foster mastery and independence by incorporating self-reflection of the core competencies. We believe that by helping students become more independently responsible, they will be better equipped to engage in collaborative work and hands-on experiences. By encouraging self-reflection and promoting independent responsibility, we aim to empower students to take ownership of their learning journey. This approach will enable them to actively participate in collaborative activities, where they can leverage their skills and knowledge alongside their peers. By creating a supportive and inclusive atmosphere within each pod, we strive to nurture a sense of belonging and encourage students to engage meaningfully with their peers.

Equity and excellence are foundational elements of our inquiry. We constantly reflect on the questions depicted in the graphic to ensure that we uphold these principles. We have learned that to help all students reach their highest potential, we must be prepared to provide customized support tailored to their individual needs.



4. WHAT IS OUR NEW PLAN?

In year 2, our plan is to build upon the progress made at Fleming and place greater emphasis on oral language development. We recognize that students learn through listening and responding to others, and interaction plays a vital role in deepening their understanding. Therefore, we will provide ample opportunities for interactive skills, creating an environment conducive to improving dialogue.

For intermediate students, we will prioritize reflection, self-assessment, and the ability to articulate their thinking across all subject areas. The development of core and curricular competencies will be fostered through increased focus on reflection and self-assessment. We aim to create multiple opportunities for collaborative and group activities within pods and/or between classes, as this will encourage oral language development and meta-cognition.

To achieve these goals, we propose the following leadership actions:

1. Conscientious focus on language development: We will pay close attention to word work, including concepts of print, phonological awareness, letter knowledge, high-frequency words, vocabulary, spelling, and word study. These foundational skills contribute to reading and writing.
2. Promote routines for oral language development: Engage in teacher read-alouds, shared reading, discussions about independent reading (comprehension conversations), shared and interactive writing, discussions about independent writing, morning meetings, closing circles, games, songs, poems, word-play activities, drama centers, role plays, and sharing sessions.
3. Encourage social communication through play: We will actively encourage and facilitate play-based activities that promote communication among students.
4. Regularly assess and refine talk time opportunities.
5. Utilize pictures to enhance language development: Visual aids, such as pictures, can be powerful tools to generate new language, reinforce vocabulary, develop details, and help students make connections between visuals and verbal expression.
6. Provide sentence starters and talking points: To foster vocabulary development and encourage students to speak in full sentences, we will provide sentence starters and utilize talking points, such as engaging them in discussions using prompts like "would you rather..." or "which is better ? or ?."

In addition to oral language development, self-reflection and goal-setting will be key components to foster student ownership of learning. Reflective questions aligned with the core competencies will be at the forefront of this approach, allowing students to evaluate their progress and set meaningful goals.

Communication:

- ▶ How do you show that you are listening thoughtfully? In what ways does your listening contribute to your understanding?
- ▶ What are some ways that you like to use to show your learning? What makes [a form] work for you?
- ▶ What do you do when you disagree with someone in your group or discussion? How did you learn/develop that strategy?
- ▶ What are your strengths and stretches?

By implementing these strategies and actions, we aim to create a supportive and engaging learning environment that nurtures oral language development, self-reflection, and goal-setting, ultimately ensuring every student's success. We improve equity for all learners by staying focused

on customizing learning, as explained above, and providing each learner with the right tools and opportunities to succeed.

5. WHAT SUPPORTS WILL WE NEED?

In order to effectively implement the curriculum and core competencies, the staff will continue to work collaboratively to plan with and learn from their colleagues within their pod. During instructional time, providing the opportunity for collaborative planning time is a supportive structure to staff learning. The primary's team continued journey to learn more about SOLAR and participate in VSB led literacy professional development will reveal the most current evidence based practices.

6. HOW WILL WE KNOW WE'RE ON TRACK?

We will know we are on track if our belonging data continues to remain strong, as belonging (I am loved) is foundational to social and emotional learning and academic success. Knowing that adults in the building care about you and believe you can be a success in life is foundational. As Henry Ford said, "If you think you can or think you can't you are right." Symmetry tells us that if adults believe in students, students can believe in themselves.

Oral Language - Observational Checklist

Date: _____

M = Most of the Time S = Some of the Time N = Not Yet

Name	Speaks Clearly & Fluently	Uses Complete Sentences in Speaking	Communicates Effectively with Adults and Peers	Actively Participates in Oral Activities (shared reading, discussions...)	Asks for Clarification When Needed	Uses Language Rather Than Physical Means to Resolve Conflict

The early literacy intervention data collected at Fleming is comprehensive. It is assessment for learning at its best because it targets intervention. We will know that what we are doing is working through our three data points throughout the year. No change is required in

the data collection, except to consider an oral language observational checklist. The example offered by the Provincial Outreach Program for the Early Years (POPEY) resources may prove helpful.

For our intermediate students, the quality of their core competency self reflections and their ability to express themselves through the thoughtful questions, will broaden their perspective on how they can be successful.

The staff may also wish to consider using the independence rubric, to create one specific to their age group within their pod or to create a one point rubric that better reflects growth. The independence rubric allows students to understand that learner agency is critical to success and independence.

Using the Spiral of Inquiry reflective questions for both staff (what's going on for our learners, how do we know and why does it matter) and students (where are you going with your learning, how are you going with your learning, what is your next step) emphasizes the importance of wonder and being reflective will help us understand if we are on track.

Independence				
Big Idea	Beginning	Developing	Applying	Extending
Students have a sense of self-worth and a growing confidence in a variety of situations. They are able to: <ul style="list-style-type: none">• express their needs• seek help when needed• find purpose and motivation• act on decisions• advocate for themselves.	I am aware of different aspects of myself. With some help, I can identify some of my attributes. I can identify objects or images that represent things that are important to me and explain what I like and dislike.	I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can initiate actions that bring me joy and satisfaction and recognize that I play a role in my well-being. I can sometimes ask for help when I need it.	I can make choices that help me meet my wants and needs and increase my feelings of well-being. I take responsibility for my actions. I make decisions about my activities and take some responsibility for my physical and emotional well-being. When needed, I ask for help.	I can recognize my strengths and take responsibility for using strategies to focus, manage stress, and accomplish my goals. I advocate for myself and my ideas. I can make choices that keep me safe in the communities that I belong to. I take responsibility for my learning.

7. HOW WILL WE SHARE?

We celebrate our learning at a monthly assembly led by students based on a core competency feature. Besides unpacking the core competency, students highlight learning based on that competency. We also feature learning on our school app and sometimes create Adobe Sparks (digital stories) that are shared with families to showcase learning. We also involve our new Kindergarten families by sharing student created videos about our approach to learning. We will continue to share with families welcome videos and phonemic awareness videos featuring our students in hopes that the families can use the videos at home with their children.



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

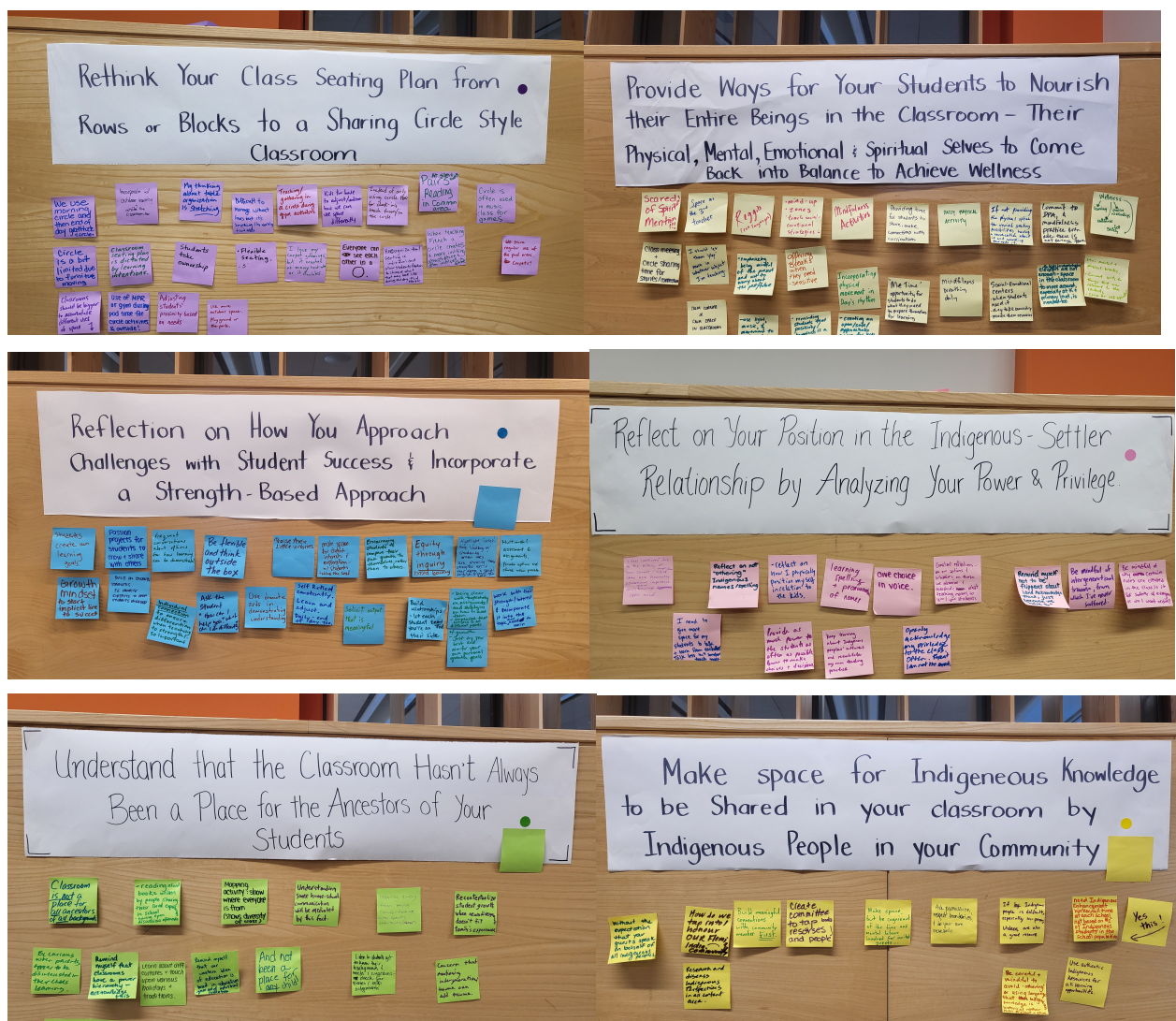
8. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS FOCUS?

Fleming community is committed to creating an inclusive environment and supporting the success of its students, particularly those from the BIPOC community. The focus on identity work and the belief in every student's potential are essential for fostering a sense of belonging and empowerment.

By asking what is missing for Indigenous and equity deserving learners to be successful, the community is actively seeking ways to address any gaps and ensure equal opportunities for all students. The use of questions as statements indicates a willingness to explore and find solutions.

What is missing for our Indigenous and non-white learners to be successful? (Ask it in the form of a question – to that, there is an answer.)		How are we offering learning that allows expression through art, music and story telling?	What is our historical aspect of our space / place?
How are we celebrating them, their culture and their accomplishments?	How do we allow for more representation of our community? Indigenous persons, males?	How can we be more flexible with student learning so that the work given to students is right for them (at their instructional level)?	How can we better listen to student voices?
How can we listen more to students?	How do we de-colonize holidays (ie Mother's day and Father's day)?	How do teachers effectively communicate with the SSA team? What are the non-negotiables for our learners? How can there be clarity in the work being done so that the negotiables are known?	How do we provide much more opportunity for student choice?
How do we keep from imposing our biases about what's going on at home? (It may be different but who says it's not good.)	What can we do to represent the historical nature of our place and space?	How do we meet more Indigenous Elders to invite them to come to Fleming to share history and stories?	How are our learners represented in content, books and/or cultural/holiday celebrations?
What can we do to help parents understand the importance of SEL?	How do we work towards having welcome house posts onsite?	How can we represent our site's history through a narrative or art installation – perhaps on main entrance orange pole?)	How can we get easy access to resources?
How do we open up communication with our parent community and provide opportunities into the classroom?	How can we teach/improve in looking for strengths?		
How do we focus on student's high expectations, rather than their limitations?	How are we highlighting and celebrating the success of our students?		

The emphasis on decolonizing schools is commendable and reflects a commitment to recognizing and rectifying historical injustices. By focusing on six specific areas noted below, the staff is taking a systematic approach to address systemic issues and create a more inclusive educational environment.



The efforts of the Gr 6/7 Arbutus pod in creating an art installation that embodies the principles of learning from First Peoples' perspectives and promotes restorative practices and reconciliation are laudable. The involvement of multiple teachers, support staff, and learners in this collaborative project demonstrates a collective commitment to creating a positive change.

Through the teacher-librarian many classes learned about the Calls to Action and focused on the equity lens through Jordan's Principle. By engaging with important issues and promoting understanding and empathy, the students are developing a broader perspective and contributing to a more equitable society.

Participation by every student in our outdoor learning program, allowed students to engage with and learn from the land by learning about the relationship between Indigenous cultures and the environment.

The mention of the Indigenous Enhancement Worker's role in sharing knowledge and fostering a love for culture within the learning community highlights the importance of Indigenous voices and representation in education.

Lastly, the reference to the Circle of Courage framework, although not specific to the Coast Salish culture, shows a holistic approach to nurturing students' well-being and development. The emphasis on belonging, generosity, independence, and mastery reflects a commitment to supporting the growth of all students.

Overall, the initiatives and actions described demonstrate a strong commitment to fostering inclusivity, reconciliation, and success for all students in the Fleming community.

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

To sustain and enhance understanding of Indigenous perspectives and knowledge, there are several strategies that the Fleming community can consider:

1. Ongoing Reflection and Evaluation: Continuously reflect on the effectiveness of strategies implemented (especially within the six areas noted above in the photos) and evaluate their impact on decolonizing the classroom.
2. Strengthening Indigenous Voice: Seek feedback from Indigenous students and families to identify areas of improvement and make necessary adjustments.
3. Ongoing Professional Development: Continue to engage in learning led by Indigenous educators, elders, or knowledge keepers.
4. Integration into Curriculum: Ensure that all students have exposure to and understanding of Indigenous cultures across subjects.
5. Land-Based Learning: Incorporate land-based learning opportunities. As we have an Indigenous plant garden and many outdoor learning spaces, allow students to engage with and learn from the land.

Sustaining and enhancing understanding of Indigenous perspectives and knowledge necessitates a dedicated commitment, continuous learning, and a receptive attitude towards listening and engaging in this work.