

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.

Lord Strathcona Elementary School

MISSION STATEMENT

The **Core Purpose** of our school is oriented toward student responsibility, success and to ensure the highest quality of learning experiences for each of our students in a safe, respectful and inclusive environment that acknowledges the wonderful diversity in our community. We also strive to establish relevance between classroom learning experiences and the wider global community. Parents are encouraged to be partners in their children's educational development and school life. There is a climate of open and regular communication between home and school.

To enable our students to maximize their potential and to help them develop into responsible citizens who will make a valuable contribution to their community. Our goal is to provide a warm, safe, loving and positive environment.

2015-2016 GOALS

- 1. LITERACY** – To improve achievement for every child in reading through school wide targeted strategic instructional practices.
- 2. ABORIGINAL CULTURAL ENHANCEMENT-** 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?

Lord Strathcona is a large, complex, dual track, enhanced services Tier I school with strong parental support and community involvement through partnerships with various groups and agencies. It is located in the oldest residential district in Vancouver and was nicknamed the “League of Nations” school in the 1930s. Strathcona is Vancouver’s oldest elementary school located near the heart of Chinatown and with its rich cultural history, Strathcona continues to draw a diverse population that greatly adds to the multicultural richness of our school community. There are 37 self-identified home language groups or cultural groups that make up our school population of 560 students. The major groups are broken down as follows: 62% English speaking, 19% Chinese, 17% Aboriginal, 4% Vietnamese, 2% Central American Spanish, and 2% Arabic. Our school enrolls over 550 students from Kindergarten to Grade Seven, 78% of our students are enrolled in our English programs and 22% are in our District French Immersion Program.

Strathcona has a mixture of commercial and residential areas. Architecture accounts for a good deal of Strathcona's charm and some of Vancouver's oldest and most unique buildings. In 2015-2016 seismic construction began at Strathcona. The first phase of which included the temporary closure of 2 of our 5 buildings. Phase two will see those buildings reopen and the Jackson Street side of the school close for upgrading.

Strathcona is committed to fostering student academic achievement for all learners. We are also committed to providing rich athletics and fine arts opportunities for all students throughout the school year. Strathcona, as a Tier I Enhanced Services school, receives extra services, supports and staff to meet the needs of our vulnerable learners. These services include: a lunch program, extra social emotional support for students and families, as well as access to onsite medical consultations. We have many school based literacy initiatives supported by our Enhanced Services team, our teacher librarian and staff and community to support students. The school is also strongly connected to the Strathcona Community Centre which shares our site. The Community Centre provides onsite Before and After-School Care Programs as well as a Breakfast Program in the morning and a Dental Clinic. Our ongoing relationship with Strathcona Community Centre allows us to build strong recreational and educational programs for our students and their families. At Strathcona, we value parent involvement and the creation of a safe school environment. There is a tremendous sense of community in our neighbourhood. We value community involvement in the creation of a safe school environment.

We have a dedicated Parent Advisory Committee (PAC) who meet regularly and who value and encourage parental input and dialogue. Our Neighbourhood Assistant is on hand during PAC meetings to translate into Chinese for those parents who need this service. Our Aboriginal Enhancement Worker and our Aboriginal Education Enhancement Teacher meet and build connections with families. All are invaluable resources and links to our community.

Strathcona has a dedicated, committed and stable staff that provide an academically and socially rich environment for our students. Their focus is always on meeting the needs of our students. Strathcona has a long standing reputation as a school that develops and highlights the many talents and strengths of our students. Our teachers collaborate to develop strong academic programs balanced with specialty teaching in the fine arts and athletics. All of our programs accommodate our English as a Second Language and Dialect population (31% identified as ELL) and the integration of special needs students (12% Ministry Designated). We are committed to meeting the needs of all of our student learners and our primary aim is to build and support a community of readers who not only can read but do read. We are very proud of our school and school learning community.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

Our goals in 2015-2016 were in the areas of literacy and Aboriginal Cultural Enhancement. To both: improve achievement for every child in reading through school wide targeted strategic instructional practices and to increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

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

LITERACY GOAL: Our 2015-2016 GOAL was to improve achievement in reading in English and/or French (French Immersion). The following effective methods and strategies were used to identify and address student needs:

Implement a school-wide reading intervention model (RTI framework - Response To Intervention multi-tiered approach to early identification and support of students with learning and behavior needs). This includes: scientifically based high quality classroom instruction, on-going assessment, tiered instruction and community involvement. For students reading below grade level, assessments were used to identify and target the areas needing intensive intervention beside the balanced literacy instruction of the classroom. Staff committed to use assessment to drive our instruction. Data from assessments continued to be disaggregated to direct our focus on those students who require additional interventions and supports. Staff worked towards building a strong model and bank of strategies within a BALANCED Literacy Intervention Program using the Pyramid of Intervention model

TIER 3: Intensive intervention through pull out programs. 5 to 10% of learners. (District support, 1:1 interventions)

TIER 2: Invisible targeted interventions – small group – short & long term. 15-20% of learners (*on top of Tier 1*). *Tier 2 students are supported through both in class through differentiated instruction and RT support.*

TIER 1: Classroom practice – **differentiated instruction** - Universal Interventions should be capturing 70 – 80% of learners.

- As part of the VSB Early intervention – dedicated FTE and training for Reading Recovery (RR) and Early Intervention strategies in French Immersion and strategies in English but no RR. Peer coaching to support aligned classroom instruction.
- Enhanced Services Literacy Teacher worked with vulnerable students
- Intermediate literacy inquiry to examine the structures of RTI. Team of CTs, RTs, SSAs and OAs meeting weekly to plan and deliver targeted high quality instruction.
- Intermediate team worked with Dawn Reithaug to build a better understanding of Differentiated Instruction in the classroom and intervention practices
- Pro-D and collaboration time to learn, assess, discuss and share
- Utilizing technology to support student learning and engagement in the area of writing and Literacy: Academy of Reading and RAZ Kids software and iPad use.
- Establishing common reading assessment practices, tracking student progress from year to year, providing differentiated instruction and documenting instruction provided. (2x each year)
- All students have literacy folders which support the assessment, tracking and growth for each child. These folders follow the students from year to year. The folders track reading and writing assessments.

During the 2015/2016 school year in primary classrooms we used observations and assessment, K phonological awareness screens, School Wide Writes and Developing Reading Assessment (DRA English/ GB+ FI) data to gather student learning profiles. Individual results for primary students can be tracked in the

literacy folders. Intermediate students in the French stream were assessed using the Jerry Johns and the RAD. To gather data on progress in the intermediate classrooms, students were assessed using classroom observations, the Jerry Johns and Curriculum Based Measures (easy CBM) for all English students in the English stream. Individual intermediate student progress in the English stream was tracked biweekly on easy CBM. The results of these different assessment methods have provided us with evidence that a significant number of our students continue to struggle with reading. The success we experienced in the intermediate grades was incremental improvement. Major gains were made in improved readiness skills: ability to follow instructions, attending to the lesson, more active engagement and improved attendance of at risk students, especially the boys.

This year we collected assessment data, in the fall, in late February/Early March for all, intermediates also collected data in late April/Early May and data will be collected again in June. It was noted that for some children, physiological, medical, or attendance issues interfered with the goal of grade level reading. Since student absenteeism and tardiness was identified as an issue for a significant number of our Aboriginal learners, an Attendance Support plan continues to be in the works.

Our goal to improve success for all students was to provide them with the best reading instruction, to document the instruction provided, and to clearly indicate student progress towards reading at grade level. Students were provided with rich reading and writing opportunities and rich conversations about their practice. We are supporting a community of learners who not only can read and write but DO read and write!

ABORIGINAL CULTURAL ENHANCEMENT: to increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

- Infusion of Aboriginal themes, resources and ways of knowing across all curriculum areas and not limited to a single grade or curriculum strand
- AEW parent room – Building family connections and support - Morning family drop in for parents to connect with other parents and AEW
- Aboriginal Education Enhancement Teacher supporting students through small group and one to one intervention. Project based and literature based learning supported throughout school
- Artistic/cultural initiatives – weaving, classroom cultural connections with AEW
- Strathcona Drumming group
- Red Fox Family Feasting and after school recreation program. Led by youth for youth
- Accessing cultural resources: First Nations library collection corner.
- AEET and AEW home visits – supporting attendance, home, health, food

- security and connectedness
- AEW – SFU after school tutoring
 - Aboriginal parents as artists working with students
 - Experiential learning opportunities that build connections and relationships with Aboriginal culture and ways – urban gardening, UBC farm partnership
 - Provision of additional support - AEW as member of student and family support team – YFWs, Area Counselor
 - Student leadership opportunities – Strathcona garden & chefs, Strathcona drummers, land acknowledgements daily
 - Building family connections and support – Ready Set Learn, WTK, Parents and Tots, PAC, School community celebrations and events
 - We held a Multicultural Open House for all students to participate in workshops provided by Aboriginal Community members: over a two week period we also held 3 gatherings: an opening ceremony, a community feast and a closing
 - Staff workshops to deepen our understanding of Aboriginal histories and culture
 - We will offer more hands-on learning opportunities for all students with the support of our Aboriginal community leaders/parents throughout the year
 - We will make an effort to make our learning and commitment to learning more visible to the community with a dedicated information board outside the office.

What was the evidence of success for each student?

LITERACY GOAL:

Intermediate English Spring 2015 Reading Data (Jerry Johns and DIBLS)

	Tier 1	Tier 2	Tier 3
Number of students May 2015	121/218	74/218	23/218

- 69 % were Reading at grade level
- 23 % were 1 to 2 grades below
- 8% were 3 or more grades below

Intermediate English Fall 2015 Reading Data (Jerry Johns and DIBLS)

	Tier 1	Tier 2	Tier 3
Number of students May 2016	138/220	59/220	23/220

- 63% Reading at grade level
- 37% are reading below grade level

Intermediate English Spring 2016 Reading Data (Jerry Johns and DIBLS)

	Tier 1	Tier 2	Tier 3
Number of students May 2016	173/220	26/220	21/220

- 79% Reading at grade level
- 21% are reading grades below grade level

- Many Tier 3s moved up on average 3 - 15% (1/2 to 1 full level), over the year

Primary English Spring 2015 Reading Data (DRA)

Grade	Exceed Grade level	At Grade level			Below Grade Level
		FM	M	MM	
3	13	12	15	7	9
2	4	15	3	6	19
1	6	9	8	19	18

- 71 % Reading at or above grade level in Gr. 3, Gr. 2- 47%, Gr. 1- 38%
- 29 % Reading minimally or below grade level in Gr. 3, Gr. 2- 53 %, Gr. 1- 62%

Primary English Spring 2016 Reading Data (DRA)

Grade	Exceed Grade level	At Grade level			Below Grade Level
		FM	M	MM	
3	13	7	11	7	6
2	16	8	9	6	21
1	11	2	9	10	12

- 70% Reading at or above grade level in Gr. 3, Gr. 2- 55%, Gr. 1- 50%
- 30% Reading minimally or below grade level in Gr. 3, Gr. 2- 45 %, Gr. 1- 50%
- The data is consistent to last year. The trend shows that student cohort results are improving over time i.e. Last year's Gr.1s are 38% at or above grade level and this year that cohort is in Gr. 2 and 55% are at or above grade level.

Kindergarten English Spring 2015

Phonological Assessment	Exceeding	Meeting	Approaching
Kindergarten English	0	12	36
Kindergarten French	7	8	6

Kindergarten English January 2016

Phonological Assessment	Exceeding	Meeting	Approaching
Kindergarten English	10	16	14
Kindergarten French	6	11	5

FI Spring 2015 Reading Data English Results/(French Results) Primary-GB+ Intermediate RAD

Grade	Exceed Grade level	At Grade level			Below Grade Level
		FM	M	MM	
7	0	0	0	0	0
6	0 (0)	4 (2)	2 (2)	0 (0)	0 (2)
5	2 (0)	8 (6)	4 (5)	1 (4)	0 (0)
4	1 (1)	6 (5)	6 (7)	2 (2)	0 (0)
3	(4)	(9)	(1)	(1)	(7)
2	(0)	(12)	(1)	(9)	(0)
1	(0)	(15)	(6)	(3)	(0)

- 71 % Reading French at or above grade level in the Primary Grades
- 78 % Reading French at or above grade level in the Intermediate Grades

○ 92% Reading English at or above grade level in the Intermediate Grades
FI Spring 2016 Reading Data English Results/(French Results) Primary-GB+ Intermediate RAD

Grade	Exceed Grade level	At Grade level			Below Grade Level
		FM	M	MM	
7	(0)	3 (4)	2 (1)		
6	(0)	10 (12)	3 (1)		
5	1 (1)	10 (9)	2 (3)		
4	4 (4)	14 (5)	(8)		(4)
3	(6)	(10)	(5)	(0)	(1)
2	(4)	(6)	(8)	(3)	(2)
1		(17)	(6)		

- 72% Reading French at or above grade level in the Primary Grades
- 92% Reading French at or above grade level in the Intermediate Grades

ABORIGINAL CULTURAL ENHANCEMENT GOAL:

- Increase in student confidence and pride in cultural identity for aboriginal learners
- Increased presence and participation of Aboriginal families
- Students demonstrating knowledge of indigenous traditions, food and cooking, crafts, music, storytelling and histories
- School wide student participation

How did we communicate and celebrate student success

- Heritage Projects, Project Opera, Celebration during Multicultural Open House/Assemblies, Community Engagement Events and Parent/Teacher conference nights - students showcasing their work
- Personal portfolios shared at Parent Teacher, goal setting, and review conferences
- Presentations at PAC meetings
- Peer and Staff recognition in class, at school and during community events
- Online through class, teacher and student blogs
- Newsletters
- Verbal praise and positive feedback from staff, students, parents, community

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:

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