



Vancouver School District

School Plan for Strathcona Elementary

Year 3 (2016-17)

1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

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 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 530 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 recently saw those buildings reopen and the Jackson Street side of the school close for upgrading. The project is slated for completion in early 2018.

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. Music and school athletics are prominent fixtures of the school with high levels of student participation. 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.

The **Core Purpose** of our school is oriented towards 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.

We want 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.

1. LITERACY – To improve achievement for every child in reading through school wide targeted strategic instructional practices.

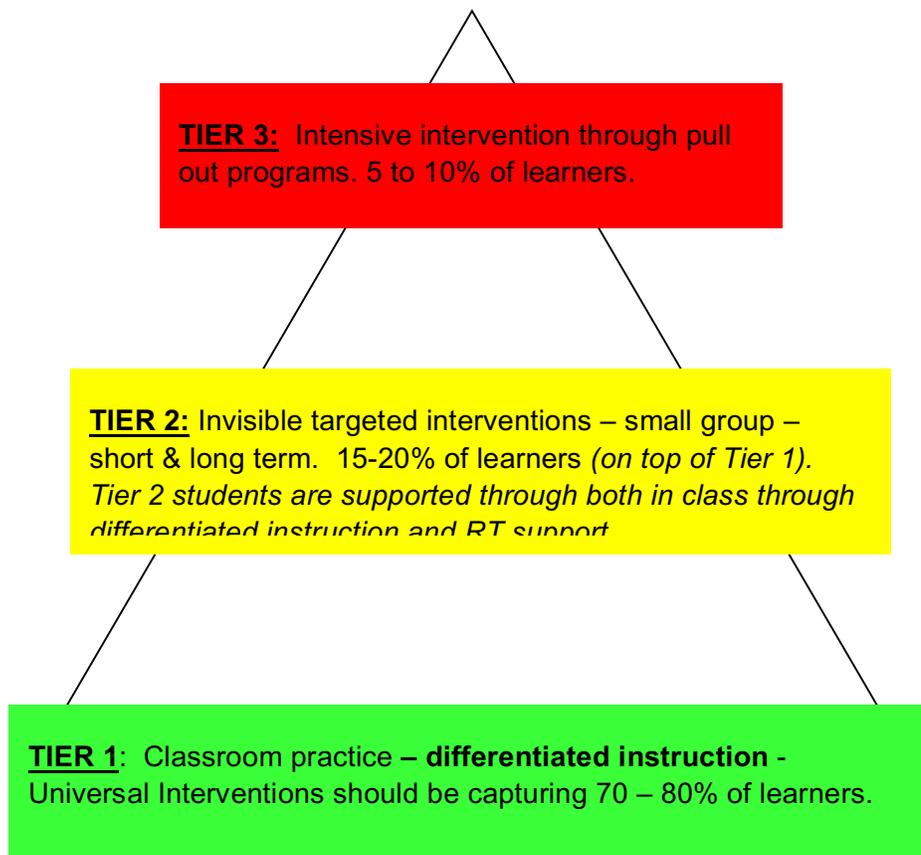
The context from which this goal came about remains relevant for the current school year and next. Our goal to improve success for all students was to provide them with the best reading instruction, to document the instruction provided, and to clearly indicate student progress towards reading at grade level. Students are provided with rich reading and writing opportunities and rich conversations about their practice.

2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

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



- 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.
- 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)

During the 2016/2017 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!

3. WERE WE SUCCESSFUL?

- Outline results

LITERACY GOAL:

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

Intermediate English Spring 2017 Reading Data (Jerry Johns and DIBLS)

	Tier 1	Tier 2	Tier 3
Number of students May 201	148/215	38/215	29/215

- 69% Reading at grade level
- 31% are reading grades below grade level

Primary English Spring 2017 Reading Data (DRA) –Fall results in brackets

Grade	Exceed Grade level	At Grade level			Below Grade Level
		FM	M	MM	
3	27 (15)	7 (12)	0 (3)	5 (7)	16 (20)
2	17 (3)	4 (8)	0 (0)	11 (5)	12 (26)
1	10 (2)	4 (3)	0 (0)	10 (0)	8 (27)

- 73% Reading at or above grade level in Grades 1-3
- 27% Reading below grade level in Grades 1-3
- Data comparison with Fall results shows a significant number of students moving into the exceeding grade level expectations, and also a number of students progressing out of the below grade level category from Fall to Spring

Intermediate English Spring 2017 Writing Data (School Wide Write)

Grade	Exceed Grade level	At Grade level			Below Grade Level
		FM	M	MM	
7	6	19	17		12
6	5	10	21	7	14
5	4	24	21	14	7
4	2	11	10	12	24

- 76% Writing at or above grade level in Grades 4-7
- 24% Writing below grade level in Gr 4-7
- Spring snapshot. Fall data not available

Primary English Spring 2017 Writing Data (School Wide Write) –Fall results in brackets

Grade	Exceed Grade level	At Grade level			Below Grade Level
		FM	M	MM	
3	4 (0)	10 (3)	27 (15)	0 (10)	7 (17)
2	0 (0)	5 (7)	14 (8)	7 (10)	15 (17)
1	1 (2)	9 (10)	8 (5)	8 (8)	8 (7)

- 76% Writing at or above grade level in Gr. 1-3
- 24% Writing below grade level in Gr 1-3
- Comparison to Fall benchmarks shows significant improvement where 33% of students were Writing below grade level in Gr 1-3

Kindergarten English January 2017

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

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

4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?

- 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

5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

At Strathcona, we have had many opportunities to meet in various committees and subcommittees, discussing literacy, and the focus on reading support specifically. These meetings have taken place in the following formats: grade group meetings (English and French Immersion-some separate and some combined), Literacy Committee, primary and intermediate teams, whole staff. There are several key focus questions that continue to be discussed:

-How are we doing with regards to supporting improved achievement for every child in reading through school wide targeted strategic instructional practices?

-What do the assessment results and data tell us?

-What further areas of focus do we need to look at?

-How do we do all of this in light of the implementation of new curriculum and how do the assessment tools evolve?

Through these conversations and reflection of the 2016-17 school year, collectively we have noticed that as our reading instruction continues to have a positive impact on student learning, writing continues to be lagging behind and is an area that needs attention. In 2017-18, consensus is that we continue with the goal of improving achievement for every child in reading through school wide targeted strategic instructional practices, but also begin an inquiry on targeted instructional practices aimed at improving writing.



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?

- Include numbers of students, grade levels, etc.

Strathcona Elementary has a diverse population of Urban Aboriginal learners across many different Nations, including Squamish, Musqueam, Tsleil Waututh, Haida, Nisga'a, Cree, Objibway, Dakelh, Piapot, Kwakwaka'wakw, Namgis, Kwaqitl, Tsimshian and Metis. The majority of our 99 First Nations students attend the English Immersion program, with 6 students enrolled in French Immersion. The breakdown by grade is as follows:

- Kindergarten: 16
- Grade One: 9 (1 in FI)
- Grade Two: 18 (4 in FI)
- Grade Three: 15
- Grade Four: 8
- Grade Five: 7
- Grade Six: 13 (1 in FI)
- Grade Seven: 13

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.
 - Infusion of Aboriginal themes, resources and ways of knowing across all curriculum areas and not limited to a single grade or curriculum strand
 - AEEW parent room – Building family connections and support - Morning family drop in for parents to connect with other parents, AEEW, and AEET
 - 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 AEEW
 - Strathcona Drumming group and Pow Wow Dancing
 - Red Fox Family Feasting and after school recreation program. Led by youth for youth
 - Accessing cultural resources: First Nations library collection
 - AEET and AEEW home visits – supporting attendance, home, health, food security and connectedness

- 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, Museum of Anthropology
- Provision of additional support - AEEW as member of student and family support team – YFWs, Area Counselor
- Student leadership opportunities – Strathcona garden & chefs, Strathcona drummers, peer helpers and 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
- Aboriginal Day Celebrations
- Group tutoring and homework club, Aboriginal student mentorship opportunities
- Spring Break, Winter Break, and Summer programming support
- Visits from Shane Pointe-VSB Elder in Residence
- Traditional foods cooking program with AEEW
- Parent weaving and sewing groups which provide opportunities for students to connect with elders in the community (eg: shawl making)

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.

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

- List continuing and new initiatives

The above strategies and supports have all been effective ways of supporting the district-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students. In addition, Strathcona Elementary is looking at continued growth in the following areas:

- Dedicate Pro D and Curriculum Implementation time to look at further ways of imbedding Aboriginal content into New Curriculum implementation
- Continue to purchase Aboriginal Education book sets and resources to be used in the library and classrooms
- Bring in guest speakers and role models to speak to and work with Strathcona students (eg: Jerrilynn Webster-Native Hip Hop Artist / Melanie Mark-local MLA /Derrick Edenshaw-community advocate))
- Continue to develop community connections through Strathcona Community Centre, RayCam, UNYA, RICHER as agencies to support Strathcona Aboriginal students and families
- Utilize data found on AIMS, attendance tracking, and Aboriginal Success Plans as measures of data tracking and student engagement in school

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

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice
 - 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

Next Steps to monitoring success:

-attendance tracking and an action plan to improve school attendance of Strathcona's most vulnerable students, absent for 20+ days in a school year

-further connect Aboriginal Success Plans as a tracking mechanism used by both school and Aboriginal Enhancement Support team

-introduce Parent Voice and Student Voice Surveys