



1. GENERAL SCHOOL STORY:

Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year.

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: 57% English speaking, 16% Chinese, 20% Indigenous, 3% Vietnamese, 2% Central American Spanish, and 2% Arabic. Our school enrolls approximately 470 students from Kindergarten to Grade Seven, 70% of our students are enrolled in our English program and 30% 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. January 2018 saw the conclusion of a three-year multistage seismic project at Strathcona. The school is now fully occupying the Junior Building, Senior Building, cafeteria, and auditorium. The space in Strathcona Community Centre has now been vacated, as well as the Primary Building (not part of the seismic project). The school and community centre share use of the gym space, and parts of the E Building are now occupied by out-of-school care.

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 Indigenous Enhancement Worker and our Indigenous Education 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 substantial English as a Second Language and Dialect population, as well as the integration of students with special needs in every class. 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.

2A. WHAT DID WE SEE?

- Students come from a culturally rich and diverse community
- Many of our learners come from backgrounds in which they receive a great deal of enrichment
- Our students are engaged in the school community: they participate as peer helpers, big buddies, in the Red Fox Drumming group, as library monitors, cafeteria monitors, office monitors
- Our Grade 7 students report feeling connected and valued at school; MDI data places their well-being as higher than the average in Vancouver
- Strathcona students respond to many forms of learning, for example, STEM, Story Studio, inquiry based learning, cooperative learning, project-based learning
- Inquisitive, critical thinkers
- Engaged with their community
- Many of our students are learning English as a Second Language
- Many of our students are Indigenous
- Many of our students are vulnerable in several domains and at risk for learning challenges
- Most of our vulnerable students and families have experienced significant levels of trauma in their lives, and this impacts their learning, behavior, and socio-emotional wellbeing
- Many of our students entering kindergarten lack school readiness skills
- Social emotional learning and self-regulation are key areas of focus and support for our learners as these lagging skills in many students are impeding literacy achievement
- A core group of our students are challenged by absenteeism and chronic tardiness
- Difficulties with literacy

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

Our ongoing goal will continue to be improving achievement for every child in reading through school wide targeted strategic instructional practices. In Year Two, in conjunction with reading instruction, there will be consistent SEL instruction to support student self-regulation, improved social and academic problem solving and to increase overall social and emotional well-being. Staff are noting more students with lagging social emotional skills, from Kindergarten to Grade 7. These lagging skills have a direct impact on academic achievement and are precursors to learning new academic skills.

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

Inquiry question: How do we improve achievement for every child in reading?

- The goal remains the same, however, we are adding a targeted and consistent SEL component to our practice as we recognize students’ need additional support in this area in order to have improved academic achievement. Ensuring that students feel connected and part of the Strathcona school community, that their basic needs are met and that learning is individualized for every student is just some of the important work that we do to improve success for students. These factors are prerequisites to learning for our vulnerable students. All teaching is responsive and targeted and teaching practice is research based and consistent.
- By looking at the evidence previously listed, and through ongoing dialogue, reflection, and Professional Development, our school staff have collectively analyzed the literacy program at Strathcona in terms of strengths, areas of need and future focus. The intense literacy needs for our intermediate students have not changed. Our Response to Intervention (RTI) model is an effective strategy (as shown by student data) in the intermediate grades and will continue to be utilized in Year Two. To support reading improvement, a ongoing focus on an early intervention model in the primary grades will continue. We continue to have a significant need to ensure Kindergarten readiness skills and the ability to self-regulate as a prerequisite to developing literacy skills.
- As in Year One, there will be an effort to shift additional resource support to primary grades. There are a number of teachers and support staff who have integral roles in supporting this change, whether it be their work supporting individual students, small groups, or team teaching/ collaborating with others.
- In Year Two there will be ongoing collaboration in the form of an inquiry group around guided reading; in addition, staff will be looking at a phonics program and a home reading program to be introduced across the primary grades.

4. WHAT IS YOUR NEW PLAN?

- For students entering Kindergarten we will continue to employ MindUp, Second Step and Zones of Regulation for social-emotional learning and self-regulation. Ready Bodies, Learning Minds will continue to support gross and fine motor skills, as well as introducing a Sensory Hallway. Talking Tables will be ongoing to support literacy, listening and language skills.
- Ready Bodies, Learning Minds stations are now available in two locations in the school to be used with small-groups; all current Student Support Workers have had training from an Occupational Therapist in how to use the program and utilize the stations across the grades.
- In September of 2019 Strathcona will have a Sensory hallway available for classes to use throughout the day. The intention is to support students to be ready to learn.
- Strathcona will be seeking district support in September 2019 for enhanced SEL instruction and implementation.
- Continuing to build strong relationships among staff, students, and families, the Strathcona school team will:
 - provide increased opportunities to connect students to their learning
 - enhance support for students with special needs
 - ensure Indigenous students achieve increased academic success, and increase their sense of pride, self-esteem, belonging, place, acceptance and caring in their schools
 - support the implementation of the curriculum
 - enhance assessment and reporting strategies to support teaching and learning
- School-wide discussion regarding timetabling of intermediate RTI and early intervention literacy periods. There is a desire on the part of the primary teachers to have a consistent literacy time across grades in order to utilize classroom, resource and student support worker time to provide targeted interventions for students.
- Ongoing focus of increased resource time to Grade 1-3 students in the English stream in order to raise literacy rates before students enter intermediate grades.
- Fluid resource groups at primary was successful this year; groups may include students from multiple classes; individuals are assessed and groups changed on an ongoing basis throughout the year.
- Primary teachers will also use Benchmark Assessment System (BAS) as a reading assessment tool.
- Consistent phonics program (considering Fountas and Pinnel) in the primary grades and introduction of a Home Reading program across all primary grades.
- Words Their Way spelling program will be used in both Grade 1 classes.
- Continue the Reading Recovery program for students in French Immersion in Grade 1 and 2.
- Continue to utilize poetry and singing as an entry point to acquiring French as a second language, as well as for early primary students.
- Continue the relationship with One To One reader volunteers.
- Renew RazKids subscription
- Continue with RTI for literacy for most at risk learners in the English stream intermediate grades.

- For students reading below grade level, assessments will be used to identify and target the areas needing intensive intervention beside the balanced literacy instruction of the classroom. Staff are committed to use assessment to drive instruction. Data from assessments will continue to be disaggregated to direct our focus on those students who require additional interventions and supports. Staff will work towards building a strong model and bank of strategies within a balanced literacy intervention program using the Pyramid of Intervention model.
- For grade 6/7 more emphasis on fostering the love of reading. Teacher are considering book clubs within the grade group.
- At the intermediate level, staff will utilize the Dibels DAZE as a measure of reading comprehension.

5. WHAT SUPPORTS WILL WE NEED?

- New areas of learning will be around literacy interventions at the primary level and SEL strategies and school-wide interventions. Staff will need ongoing professional development and inquiry opportunities, as well as support from district staff and District Literacy Teacher.
- English primary team will be investigating a phonics program that can be used across grades. Some of the teachers will be continuing their inquiry into guided reading. Teachers in Grade 1 will be investigating the use of a Home Reading program that does not require students to take books home and return them, as this can be an area of challenge. Use of the reading observation survey in assessing primary students who are not meeting expectations in literacy will be utilized.
- Ongoing development of community connections through Strathcona Community Centre, Britannia Community of Schools, RayCam, UNYA and RICHER as agencies to support Strathcona's Indigenous students and families.
- Ongoing mentorship and professional development opportunities for our Resource Team to develop and refine interventions.
- Story Studio: ongoing opportunities for teachers to engage in professional learning experiences and a learning environment for students that facilitates exploring, living, teaching and learning new the curriculum, core competencies and First Peoples Principles of Learning.
- Ongoing professional development around curriculum and assessment
- French Immersion team will be seeking support from District staff around the consistent assessment of literacy skills.

6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

We will track our success by collecting assessment data in the fall and in the spring. For some children, physiological, medical, or attendance issues interfere with the goal of grade level reading. We will chart growth using this data. Our goal is to improve success for all students by providing them with the best reading instruction, to document the instruction provided, and to clearly indicate student progress towards reading at grade level. Students will be provided with rich speaking, reading and writing opportunities and rich conversations about their practice.

7. HOW WILL WE SHARE?

- Strathcona School Website
- School newsletters
- Learning Celebration events, parent teacher conferences, goal setting conferences
- Report Cards
- Communicating Student Learning reports and events
- Connections with community organizations through our Community Schools Coordinator
- Working closely with RICHER
- Meetings and opportunities to plan with Vancouver Coastal Health school nurse
- Ongoing planning, support and implementation of Ready Bodies, Learning Minds with our Vancouver Coastal Occupational Therapist and district staff
- Student Self Assessments
- Celebration during Multicultural Fair/assemblies
- Community engagement events
- Students showcases
- Presentations at PAC meetings
- Peer and staff recognition in class, at school and during community events
- Online through class, teacher and student blogs and communications
- Meetings with and among staff, students, parents, community partners



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

8. WHAT DO WE KNOW ABOUT THE INDIGENOUS LEARNERS IN OUR SCHOOL?

- Strathcona Elementary has a diverse population of Urban Indigenous learners across many different Nations, including Squamish, Musqueam, Tsleil Waututh, Haida, Nisga'a, Cree, Objibway, Dakelh, Piapot, Kwakwaka'wakw, Namgis, Kwaquitl, Tsimshian and Metis. The majority of our 103 First Nations students attend the English Immersion program, with 6 students enrolled in French Immersion. The breakdown by grade is as follows:
 - Kindergarten: 14
 - Grade One: 12 (1 in FI)
 - Grade Two: 16
 - Grade Three: 9 (1 in FI)
 - Grade Four: 19 (4 in FI)
 - Grade Five: 15
 - Grade Six: 10
 - Grade Seven: 8

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

- Infusion of Indigenous themes, resources and ways of knowing across all curriculum areas and not limited to a single grade or curriculum strand
- Indigenous Acknowledgement read at the beginning of daily PA announcements and made at the beginning of all assemblies by students
- IEEW parent room – Building family connections and support - Morning family drop in for parents to connect with other parents, IEEW, and IEET.
- Indigenous Education Enhancement Teacher supporting students through collaborative teaching and in-class support. Project based and literature based learning supported throughout school.

- Artistic/cultural initiatives – weaving, drum making, classroom cultural connections with IEEW
- Red Fox Drumming and Dance 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 and expansion of resources and literature sets in classrooms (home reading books, guided reading sets).
- School library having a intentional focus on acquiring good quality indigenous literature for example, Strong Nations and Celebrate Canada reading materials; indigenous reading materials; awareness of what is happening and what is new in terms of First Nations resources.
- Story Studio: ongoing opportunities for teachers to engage in professional learning experiences and a learning environment for students that facilitates exploring, living, teaching and learning new the curriculum, core competencies and First Peoples Principles of Learning.
- IEET and IEEW connections with families – supporting attendance, home, health, food security and connectedness
- Indigenous parents as artists working with students
- Experiential learning opportunities that build connections and relationships with Indigenous culture and ways – urban gardening, UBC farm partnership, Museum of Anthropology, Story Studio, Legacy Carving Project at Britannia Secondary School and the VSB
- Provision of additional support - IEEW as member of student and family support team – YFWs, Area Counselor
- Student leadership opportunities – Strathcona garden & chefs, Red Fox drummers, peer helpers, Indigenous acknowledgements daily, cafeteria monitors, peer helpers, library monitors
- Building family connections and support – Ready Set Learn, WTK, PAC, school community celebrations and events
- Yearly Multicultural Fair and opportunity for all students to participate in workshops provided by Indigenous Community members
- Staff workshops to deepen our understanding of Indigenous histories and culture
- hands-on learning opportunities for all students with the support of our Indigenous community leaders/parents throughout the year
- Indigenous Day Celebrations / Assemblies
- Group tutoring and homework club, Indigenous student mentorship opportunities
- Spring Break, Winter Break, and summer programing support
- Traditional foods cooking program with IEEW
- Parent weaving and sewing groups which provide opportunities for students to connect with elders in the community (eg: shawl making)
- Information board outside the IEEW and IEET workspace to make our learning and commitment to learning more visible to the community
- Ongoing support with food security, basic needs and winter hampers

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

The following strategies and supports have all been effective ways of supporting the district-wide Indigenous Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous 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 Indigenous content into new curriculum implementation.
- Continue to purchase Indigenous Education book sets and resources to be used in the library and classrooms.
- Staff will continue to work on developing culturally appropriate curricula.
- Guest speakers, parents and role models to speak to and work with Strathcona students.
- Continue to develop community connections through Strathcona Community Centre, RayCam, UNYA, RICHER as agencies to support Strathcona Indigenous students and families.
- Reaffirmed commitment to being a staff using trauma informed practice.
- Hands-on activities supported by IEET and IEEW in classes.
- Work on creating more meaningful learning opportunities through student-centred and led Indigenous Acknowledgements “Make it meaningful, make it personal, make it current.”
- Opportunities for students to make personal connections to reconciliation
- Field trips with opportunities for multi-sensory activities
- Coffee mornings outside the Kindergarten classes will continue in Year Two, with an expansion to include the families of French Immersion Kindergarten students; these are opportunities to build rapport and trust with families and community within the families of Kindergarten students.
- Since student absenteeism and tardiness were identified as an issue for a significant number of our Indigenous learners, a Walking School Bus trial for target students is being implemented in June 2019. We will assess the Walking School Bus trial to see if it is a viable model to help support vulnerable students with attendance and coming to school on time. Our goal is to continue, and possibly expand this program in Year Two.
- Utilize data found on AIMS and attendance tracking as measures of student engagement in school.
- Some staff have begun to employ texting with success to communicate directly with some parents.
- IEET and IEW involvement in classes, at SBT, IEP and family meetings
- Continue with the Power to Be outdoor education partnership.
- Indigenous Day Assembly in June 2020
- Indigenous Grad ceremony in June 2020
- Dance program opportunities with a focus on Indigenous Dance
- Future Play/STEAM learning opportunities
- As a staff, opportunities for further exploration, discussion and implementation of the Truth and Reconciliation Calls to Action

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

- Heritage Projects, Project Opera, Celebration during Multicultural Fair/Assemblies, Community Engagement Events and Parent/Teacher conference nights and open houses - students showcasing their work; parent engagement with these events
- Student showcases at assemblies and in the school newsletter
- Attendance data
- MDI data
- Personal portfolios shared at Parent Teacher, goal setting, learning celebrations, Communicating Student Learning 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 and other forms of digital communication
- Newsletters
- Feedback from staff, students, parents, community in a variety of forms
- Further utilize AIMS Success Plans as a tracking mechanism used by both school and Indigenous Enhancement Support team
- Ongoing attendance tracking and school strategies; continue to implement Walking School Bus, assess its impact on improving attendance among vulnerable students. Assess for viability of expanding the program in Year Two.