

2022-2023 - Year 3

School Learning Plan

1. GENERAL SCHOOL STORY:

Tecumseh Annex is a primary annex of Tecumseh Elementary School. Tecumseh Annex was first opened in 1959. Tecumseh, a Shawnee chief, was a leader of a First Nations confederacy, and a military leader. He is primarily known for his role in the fight to retain the land and rights for Indigenous people.

There are a total of four divisions which comprises of 77 children from Kindergarten to Grade Three. 44% of our students are English language learners (ELL), who also can speak an additional language or languages. Our school population consists of many cultures and spoken languages and with that, we have a variety of home languages that are spoken in our community. These languages include, Armenian, Cantonese, Japanese, Mandarin, Punjabi, Philipino, Portuguese, Spanish, Tamil, Turkish, and Vietnamese.

Tecumseh Annex is very proud of our active parent/guardian and grandparent community. Student performances and parent-teacher conferences are well attended. We have a strong and active Parent Advisory Council (PAC) which helps provide many opportunities including special performances, field trips and fundraising activities which provide access to materials and resources to support student learning.

Tecumseh Annex has a school wide focus on leadership. Many students choose to take part in leadership opportunities such as being library monitors, doing the daily morning announcements and lunch club activities, all led by the Grade 3 students. We are fortunate to have a talented group of teachers that work with all students in activities such as music, gardening, social and emotional learning, physical activity, and art. Tecumseh Annex students are creative and eager to perform or demonstrate learning in academics, the arts, and athletics.

The entire school has adopted a very successful Positive Behaviour Support model, which we call R.O.C.K. (Respect, Open Mind, Community, Kindness). Students are encouraged to be Tecumseh Annex R.O.C.K. Stars. All divisions have had positive results and good success with this shared language and vision for behavior.

Social Emotional Learning (SEL) has been a long-standing focus of Tecumseh Annex. Our school wide Positive Behaviour Support program, R.O.C.K., began in 2014-15 and continues to be a successful model to this day. We wanted to build on that success and extend our thinking to work on the connections between social emotional learning and academic success.

Our previous goal was to increase social emotional learning with a focus on inquiry-based teaching to develop student voice, confidence, and students' sense of agency around their own personal growth.

Our current foci of inquiry:

Social Emotional Learning

Our work will continue with the Positive Behaviour Interventions and Support model and the Second Step Program. The results that have been achieved through the school wide ROCK Star program and the shared language used throughout the school from teaching the Second Step have been outstanding. A focus that we now wish to turn to is building student's resiliency and instilling a growth mind set. As a school collective, we implemented and completed a survey of our students, through the lens of their classroom teachers. This survey was completed twice, with the same questions, to validate the first data set that was collected. Teachers answered questions from a well-known survey used within the VSB, called the Devereux Student Strength Assessment – mini (DESSA-mini). This type of survey can be administered in expanded form, but for primary students, this was a great way to focus on students' behaviours and their social-emotional competence. It is really meant to identify social-emotional strengths and needs of elementary and middle school children. There are some pictographs that provide a detailed look at the results that were collated over a 4-month period of the school year. The DESSA-mini provides an in-depth look at each student's Social Emotional learning and what stage they have achieved within the school year. The survey consisted of 8 questions for each student and a rating of 0-4 was given for each of the students. Data provided will be school-wide and not focused on one student or small group of students. The eight core SEL competencies within the survey are:

1. Self-Awareness
2. Self- Management
3. Social – Awareness
4. Relationship skills
5. Goal-directed behaviour
6. Personal Responsibility
7. Decision Making
8. Optimistic thinking

Based on the data that was collected, there is still an overall need for students to understand the importance of Social and Emotional Learning (SEL). The educators within Tecumseh Annex, work very hard to teach students about the importance of SEL and rely on the foundation of BC's Core Competencies within the BC Curriculum. The focus with the Core Competencies consists of 3 realms: Thinking (Creative and Critical), Personal and Social Awareness, and Communication. Using the DESSA-mini allows our school staff to dive deeper into students' individual strengths and areas of need. The Personal and Social Competency is the focus within this inquiry. Of the eight questions, the accepting responsibility for actions and decisions that students have made seems to be the lowest marker across all grades and classrooms. School staff rely on our PBIS strategy, R.O.C.K., which may evolve into our stand alone, school code of conduct. Students gravitate to the reward of a star placed on our R.O.C.K. star wall, as well as a song that has been written and produced from our Kindergarten teacher. When action is needed to resolve conflict, R.O.C.K. allows the students to think critically about their actions and how learning from their mistakes is encouraged and necessary for students to grow and mature.

District Goal 1 –

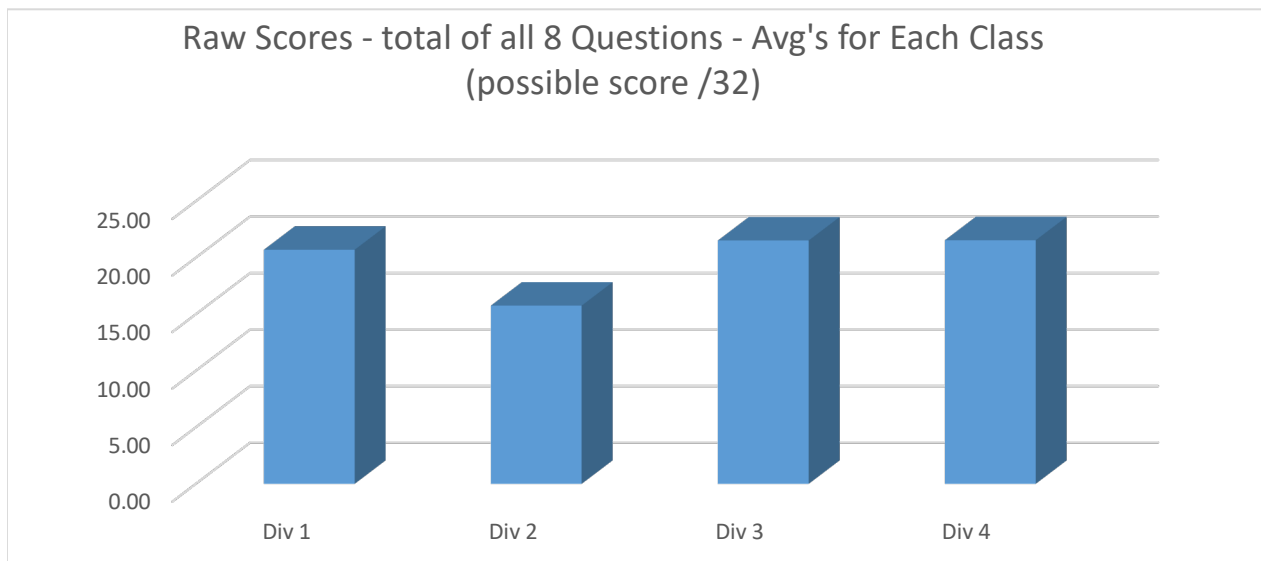
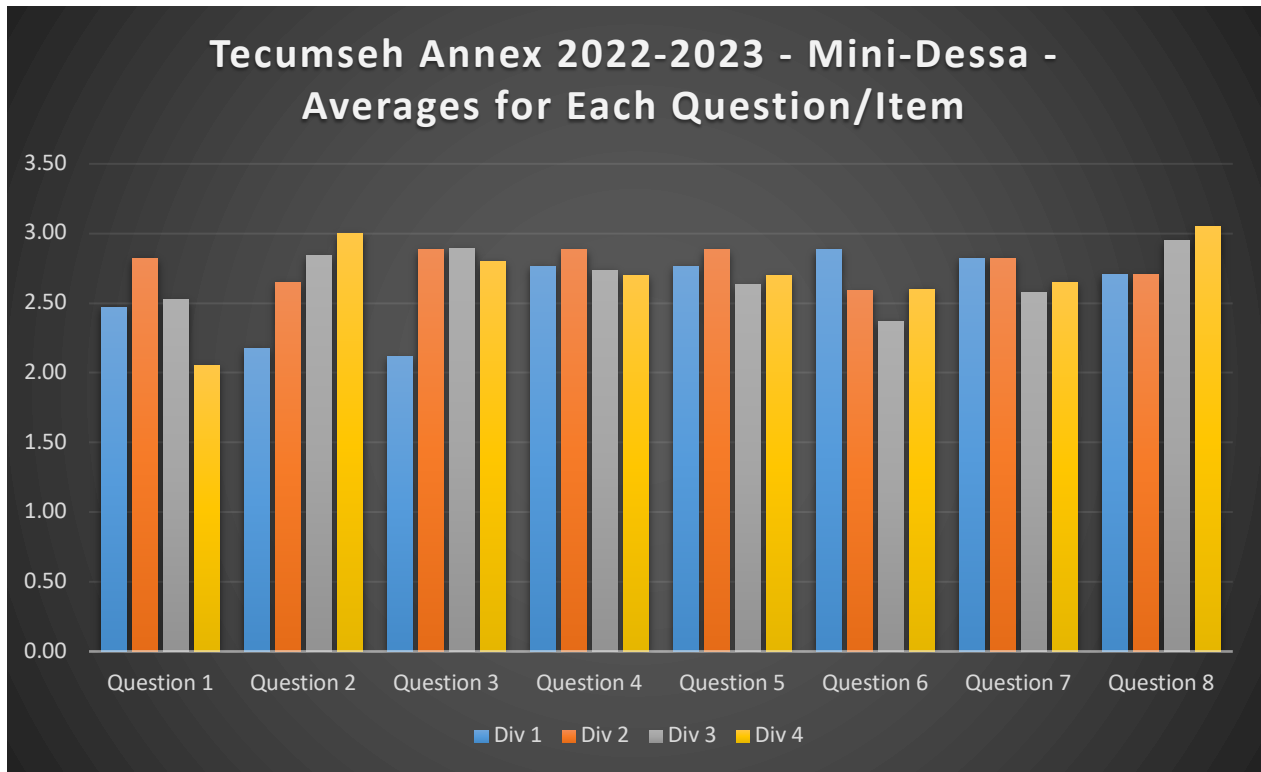
- The VSB will improve student achievement, physical and mental well-being and belonging by...
 - Improving school environments to ensure they are safe, caring, welcoming and inclusive places for students and families.

Indigenous Education Enhancement Agreement: To increase Indigenous students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.

Core Competency – Personal Awareness and Responsibility

Personal awareness and responsibility include the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the

rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being.



EDI 2021/2022 – SD39 – Tecumseh Annex

Data from surveys allow school staff to see where we are strong as a student population and on the flip side, provides a lens of what challenges that we may be facing. The EDI is performed every other year, but the data is still relevant with our current student population. The EDI (Early Development Instrument) provides a deeper dive about our Kindergarten students, and the vulnerability within 5 different categories. The EDI focuses on 5 different categories which include: Physical Health and Well-Being, Social Competence, Emotional Maturity, Language and Cognitive Development, and Communication Skills and General Knowledge. The EDI uses a 'Vulnerability Scale' and states, "Without additional support or care, children who are vulnerable on the EDI have, on average, an increased risk of encountering difficulties in the school years and beyond." The EDI is used at many of the elementary schools around the district to provide a broader scope within Vancouver.

One of the data sets that stood out and was well above the average for the district was the category of Communication Skills and General Knowledge. This category focuses on, "Children's English language skills and general knowledge, such as their ability to clearly communicate their own needs, participate in storytelling, and general interest in the world." The key phrase within the category descriptor for the school is the 'ability to clearly communicate their own needs' and this speaks volumes towards the Social and Emotional Learning goal. If students' needs are not met, we, as the school, need to narrow the focus to meeting those needs for each student. Lastly, the summative category of 'Vulnerability on one or More Scales' was also higher than the school district average. Sitting at 44%, versus the district average of 35% poses an issue, as a section of the document "reports on the percentage of children who are vulnerable on one or more of the five scales of the EDI." Please refer to the chart that was given by the EDI team on the next page.

Social Emotional Learning

Actions that improved our outcomes for the students (on- going)

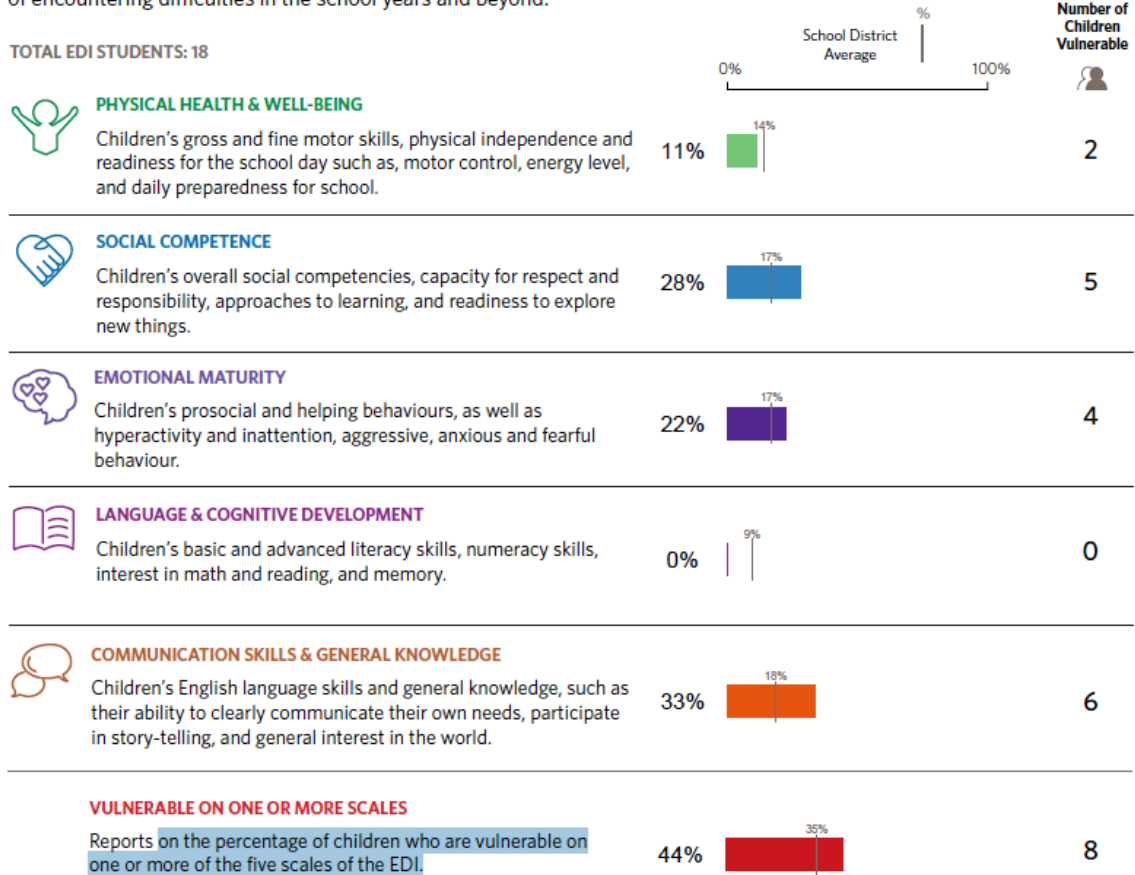
- Continuation of seeking opportunities for professional development
- Engaging with students through growth-mindset language throughout the school
- Professional discussions about implementation and best practices for growth-mindset philosophies
- Celebrated personal achievements in the classroom, school-wide assemblies, and morning announcements
- Continuation with the SEL programs such as Second-Step, and PBIS of R.O.C.K, the R.O.C.K song, Go-Zen, and 'Tapping'

DEMOGRAPHIC SUMMARY

TOTAL EDI STUDENTS*	STUDENT PARTICIPATION RATE	# PARTICIPATING TEACHERS	STUDENT MEAN AGE	# GIRLS	# BOYS	# ELL**	# SPECIAL NEEDS***
18	100%	1	5.75	9	9	7	2

EDI VULNERABILITY RATES BY SCALE

Without additional support or care, children who are vulnerable on the EDI have, on average, an increased risk of encountering difficulties in the school years and beyond.



MULTIPLE VULNERABILITIES

	NO SCALES	1 SCALE	2 SCALES	3 SCALES	4 SCALES	5 SCALES
# Students	10	3	2	2	1	0
% Students	55.6%	16.7%	11.1%	11.1%	5.6%	0%

Literacy – Writing

Through data collected from our school wide student learning survey, we should place more emphasis on teaching, encouraging, and celebrating writing in our school. Nearly a third of our student population does not see themselves as writers. At the beginning of the 2017-2018 school year there was no school wide recognition or celebration of writing achievements, as there was for reading. We need to encourage and support both the process of writing and the finished product, in the classroom and as a whole school during assemblies.

Actions to improve outcomes for our students (year 3)

- Promoted individualized choice and style during daily writing activities such as journal writing
- Having buddy writing sessions
- Sharing examples of work with explanations of how it is part of the curriculum
- Encouraged students to look for opportunities to write what they do with their family
- Communicated with parents to encourage their child(ren) to write at home every day (i.e. create shopping lists)
- Continued to track progress reports.
- Shared writing samples with parents during conferences
- Created opportunities to “drop everything” and write whole school activities
- Looked for opportunities to publish students’ work
- Promoted writing using technology, using such apps as Book Creator and Microsoft Word
- Targeted resource support towards students who need support to improve their writing
- Pen pals with another VSB school
- Themed-Poems to improve word connections and phonemic awareness
- Friday letters – students write about their highlight of the week and what they enjoyed learning
- Home Reading programs to improve vocabulary in the student writing pieces
- VIP writing assignment – One student per week, where they answer questions on different topics and students are to answer the questions and discuss more about the topic that was given

District Goal 1 – The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by... Increasing literacy, numeracy, and deep, critical, and creative thinking.

Indigenous Education Enhancement Agreement: To ensure Indigenous students achieve increased academic success in Vancouver schools and that they participate fully and successfully from Kindergarten through the completion of Grade 12.

Core Competency – Communication

2. WHAT DID WE SEE?

Year one and two produced data that supports the efforts of our growth plan and encourages us to continue along our current path. Through learning surveys, report card results, and student and teacher interviews it has been determined that:

- 95% of students are now self-identifying as writers
- Students are engaged in sharing personal writing at whole school assemblies
- 80% of students are meeting curricular expectations in writing
- Office referrals continue to fall (another 5% this year after 48% the year before) as students are effectively solving their own disagreements
- 92% of our students answered positively to questions designed to elicit a capacity for empathy
- On average 93% of students respond positively to questions designed to demonstrate resiliency and growth mind set
- School-wide write in May based on the experience at the Vancouver aquarium, where the whole school attended!

3. WERE WE SUCCESSFUL?

Social Emotional Learning:

- Resources and focused SEL story books and how they are being used and making recommendations through teaching teams
- Tracked concerns to the office from staff and School Based Team (SBT)
- Tracked needs of students through the lens of support being offered (i.e., Counsellor)
- Surveyed staff and students through the DESSA-mini
- Do individual check-ins with students when faced with emotions that impact their learning and friendships.
- EDI from 2021/2022
- Will continue to use the DESSA-mini in 2023/2024 for continuity.
- Will continue with EDI survey for 2023/2024 for continuity

Literacy – Writing:

- Saw evidence of students/teachers reporting growth (i.e., surveys)
- Evidence of academic growth through monitoring student's report cards
- Share our observations over time, along with collegial conversations and adjust our instructional design if we do not see improvement
- Through school-wide assessments, we were able to identify key students requiring support and thus adjusted resource teacher timetables to best meet the needs of the students
- Provide a continuum and gather samples to show growth through each term and by the end of the school year

4. HOW HAVE WE SHARED?

- Share areas of focus with the community (i.e. newsletters)
- Share information through assemblies
- Share with parents writing samples on a regular basis
- Conferences and open houses with parents
- Shared activities and highlights of learning happening at school during monthly PAC meetings
- As concerns arose, communication occurred via phone calls and emails
- Weekly samples of writing sent home for parents to stay connected with taught content
- Term report cards

5. WHAT ARE OUR NEXT STEPS?

Preliminary discussions occurred after completing collaborative conversations around the current school learning plan. The administrator staggered meetings to ensure that all part-time staff were included with the discussions and to gather input from all school staff. We will set dates at the beginning of the school year to determine best times and dates throughout the school year to have wholesome input from staff. Staff Advisory Committee (SAC) meetings, staff meetings, SBT meetings and Professional Days will be utilized to discuss student needs, strengths, and challenges. We will also conduct the DESSA-mini survey at two separate and staggered times of the year to gather data about the students in each division. Additionally, if the EDI survey is available for the Kindergarten class, we will also look to dive deeper into the survey results to enact on student needs from this perspective.

For the next school year, we will continue with the SEL goal, as this is a critical area of growth for Tecumseh Annex students. There was a unanimous vote on keeping this goal for the next three years for the school learning plan. However, we would like to shift the second goal from writing to reading as the focus. As early primary learners, it is essential to have reading at the forefront, which will expand to all curricular areas. Tecumseh Annex, for a long time, had a Reading Recovery teacher. This will be an easier transition to reconnect and further explore the challenges that students have with reading. With the reading goal, we will be transitioning to using Fountas and Pinnell as our foundation for assessment. Professional days and funds will be used to help the staff transition to this reading assessment practice. An implemented program called, B.E.A.R., a reading program within the school will amplify and celebrate reading within the school. We are also looking to have a representative from the 'Science of Reading' to engage in current and new ways to explore and teach reading to primary students.



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

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

At Tecumseh Annex, we strive to develop staff and student understanding and appreciation for Indigenous cultures, traditions, and histories. We would like to incorporate Indigenous perspectives and knowledge into our daily lessons and activities. We only have a few students that are of Indigenous descent.

- Indigenous teaching and learning is interwoven with all aspects of the curriculum. The staff here at the school are invested and interested with making Indigenous connections when teaching concepts to their students. We were not assigned an Indigenous Enhancement worker, therefore the administrator reached out to the District Principal at the Learning Services Indigenous Education Department to inquire about enhancing our Indigenous perspectives and to continue our work for reconciliation. There were visits throughout the year and the lessons were valuable.
- Our Earth day concert drew focus to Indigenous teachings.
- Increased Indigenous literature selections in the library.
- All students watched and discussed “Raven Tales: The Movie”
- BC Indigenous maps are on display in all classrooms and the library
- Several classes are using levelled early literacy books written by Indigenous authors with Indigenous themes (i.e., Eagle Crest Books)
- Posters about the “First Peoples Principles of Learning” are on display in classrooms and in the library
- Recognized Orange Shirt Day and students presented work at our assembly
- Participated in a Talking circle and had a ceremony during our Truth and Reconciliation day at the school. Led by a staff member, stories were told, and an authentic Indigenous flute was played – parents were welcome to attend
- Participated in gratitude circles and learned about spirit animals
- Indigenous acknowledgement made by students at gatherings and assemblies
- For the end of year reports, student self-reflection templates were based on Indigenous animals and their character traits with the Kindergarten class
- Cedar tree planting ceremony – Welcomed Alec Dan from the Musqueam Nation to honour the tree
- June 21st – International Indigenous Day – lessons taught to educate students
- Tecumseh Annex MURAL – plans are still underway to have the mural painted – students will directly participate in the making of the mural, based on the artist’s direction
- Individual classes have incorporated learning in specific ways:
 - elder art
 - salmon unit (science, socials, stories)
 - creating and colouring animals inspired by Haida art
 - science (sun, moon)
 - math (counting)
 - learning about residential schools
 - art appreciation (sketching Indigenous art on display in school)
 - animal legends and the connection between local Indigenous cultures and animals

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

- Continue to have students lead the Indigenous acknowledgement at the beginning of each assembly. Use the Indigenous acknowledgement as teaching time and have students reflect on our space and the environment in which we live, learn, and play
- Integrate indigenous plant studies into our garden area
- Invite guest speakers to share stories and teach
- Provide field experiences for students to actively engage in authentic learning experiences
- Highlight Indigenous culture and art and make this more visible in our school
- A new school mural to be installed with support of an Indigenous artist – who will do individual class lessons prior to the install. Additionally, students will be participating in the creation of this mural.
- Integrate the land acknowledgement into our daily morning announcements

Where possible, we will continue with the work we have been doing. This may include:

Kindergarten:

- Learning about the sacred circle
- Indigenous based art projects
- Learning some words of Indigenous languages
- Drumming and singing with Indigenous games
- Integrate Indigenous literature.

Grade 1:

- Show and tell of Indigenous artifacts and their history.
- Introduce students to Raven Tales
- Introduce students to legends and their teachings.
- Indigenous project using Native materials (i.e. cedar)

Grade 2:

- Introduce students to residential schools and legends more deeply through books and Raven Tales
- Illustrations and artwork related to the legends.
- Discussions during circle teachings of cultural topics
- Exploration of cedar and other Indigenous artifacts

Grade 3:

- Students develop and illustrate their own written legend (in pairs)
- Cultural circle teachings with intent topics of an Indigenous bases
- Class project related to reconciliation