

## 2023-2024 School Learning Plan

---

### SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the the xʷməθkʷəy̓əm (Musqueam Nation), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

Tecumseh Annex first opened in 1959, to teach primary grade students within the catchment of Tecumseh Elementary School. The school is named after Tecumseh, a Shawnee chief, who was the leader of a First Nations confederacy, as well as military leader. He is primarily known for his role in the fight to retain the land and rights for Indigenous people.

Tecumseh Annex is in the Kensington-Cedar-Cottage neighbourhood of Vancouver, which is centrally located in the middle of Vancouver. This neighbourhood consists mostly of single home residences and is the feeder school for Tecumseh Elementary. Most students go on to attend Tecumseh school for their intermediate elementary years of schooling.

There is a total of four divisions comprising of 71 children from Kindergarten to Grade Three. Over half of our students are English language learners (ELL), who also can speak a second language. Our school population consists of many cultures and spoken languages. We have a variety of home languages that are spoken in the school community including Cantonese, Japanese, Mandarin, Punjabi, Filipino, Portuguese, Spanish, Tamil, Turkish, and Vietnamese.

The Tecumseh Annex staff comprises 16 people, including the site-based administrator, full-time and part-time teaching staff, student support workers, an office administrative assistant and a building engineer. We are a small school, but collectively, as staff, we share many of the responsibilities to fulfill the duties that are required to effectively operate a school. The student body is respectful, kind and we also have a close-knit community that helps and supports one another.

Tecumseh Annex comprises of very proud and active parent 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 for students including special performances, field trips through fundraising activities as well as providing 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.

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 behaviour.

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.

---

## WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learners come from diverse and culturally rich, linguistic, and socio-economic backgrounds. Over half of our students are English language learners (ELL), who also can speak a second language. Our school population consists of many cultures and spoken languages. We have a variety of home languages that are spoken in the school community including Cantonese, Japanese, Mandarin, Punjabi, Pilipino, Portuguese, Spanish, Tamil, Turkish, and Vietnamese.

When schools have a high population of English Language learners, there is a narrowed focus on literacy, specifically reading and writing. When looking at the data that can be represented at the school, the overall achievement level school-wide for Language Arts, low to moderate levels is what is represented using a variety of assessment tools. This valuable insight allows the school staff to direct our academic focus, and we have the goal of elevating and eliminating barriers to being able to read and write, at grade level expectations.

We also have fewer than 10 Indigenous students. School supports them, along with other students, through the work of the classroom teachers and the Student Support Assistants.

Finally, as one of the pillars and goals of the VSB's Education Plan which is continuing its Reconciliation journey with First Nations, the Metis, and Inuit. We are a school that infuses Indigenous culturally and historical teachings for the school population to be connected to the land we live and play on, as well as respecting everyone's journey towards reconciliation.

---

## AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

### Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

Our overarching goal at Tecumseh Annex is to increase reading fluency and comprehension.

Since we are entering into a new phase of the School Learning Plan, we, as a staff, decided to switch gears to have an emphasis on reading proficiency, versus the previous plan of writing proficiency. There will be content taught, and support provided for writing, in tandem with reading proficiency. As a collective, we are putting efforts and professional development into current and innovative ways of teaching students how to read and find ways to gain a better understanding of phonemic awareness, phonological awareness, phonics, vocabulary and comprehension. As one of the goals for the school district is improving student achievement in Literacy, we decided as a staff to align ourselves with this goal as well. The district has provided us with Literacy guides, the VSB Responsive Literacy Framework [VSB Responsive Framework media post](#). The primary years of schooling are integral to build a foundation for the rest of the student's education as reading and writing are paramount for student achievement.

As a staff, we analyzed data to see where there were gaps in student achievement, school-wide. It was evident that we needed to bolster and find alternative pathways to providing the best possible chance for student success within the realm of reading and reading comprehension. There were many initiatives we did as a staff to plan for student success:

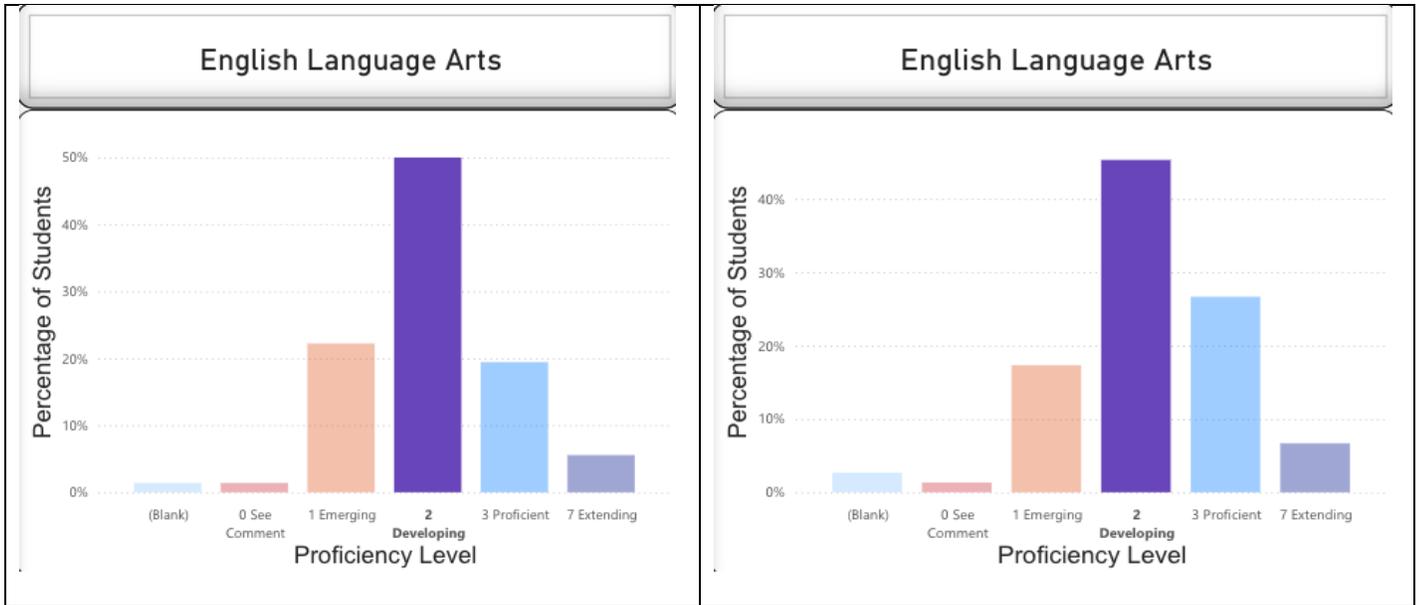
- Providing weekly access to school library books
- Providing digital content and levelled reading stories that can be read at any time with a device (tablet, computer, etc.), by purchasing licenses for each student of the school (Learning A-Z – RAZkids)
- On Professional Days, staff were encouraged to attend Professional Day workshops around literacy, specifically reading
- Attending school district provided Literacy Days throughout the year
- Inviting and attending Literacy mentor workshops at the school
- Refreshing the Tecumseh Annex library with current and exciting materials to read
- Celebrating reading by having a 'Reading Day' by having a variety of ways to represent reading and having fun at the same time!
- Standardized and streamlined our assessment practices and align ourselves so we have common language from year to year to reduce the vagueness of reading levels for students
- Reporting student results about performance, well-being and outcomes to the community and using the result to improve the quality and effectiveness of the education and support provided to students.
- B.E.A.R. reading club (Be Excited About Reading) – Ribbons handed out to students when they read 100 nights and even 200 nights and students receive a ribbon for recognition
- Home reading levelled books – sent home by the teachers to encourage more reading practice at home
- Guided reading groups in the classroom

- Weekly book exchange at the school library
- Vocabulary enhancement programs through introduction of new words, sight words, and incorporating these into writing exercises

## Term to Term and Overall Scores for Literacy at TECA – 2023-2024

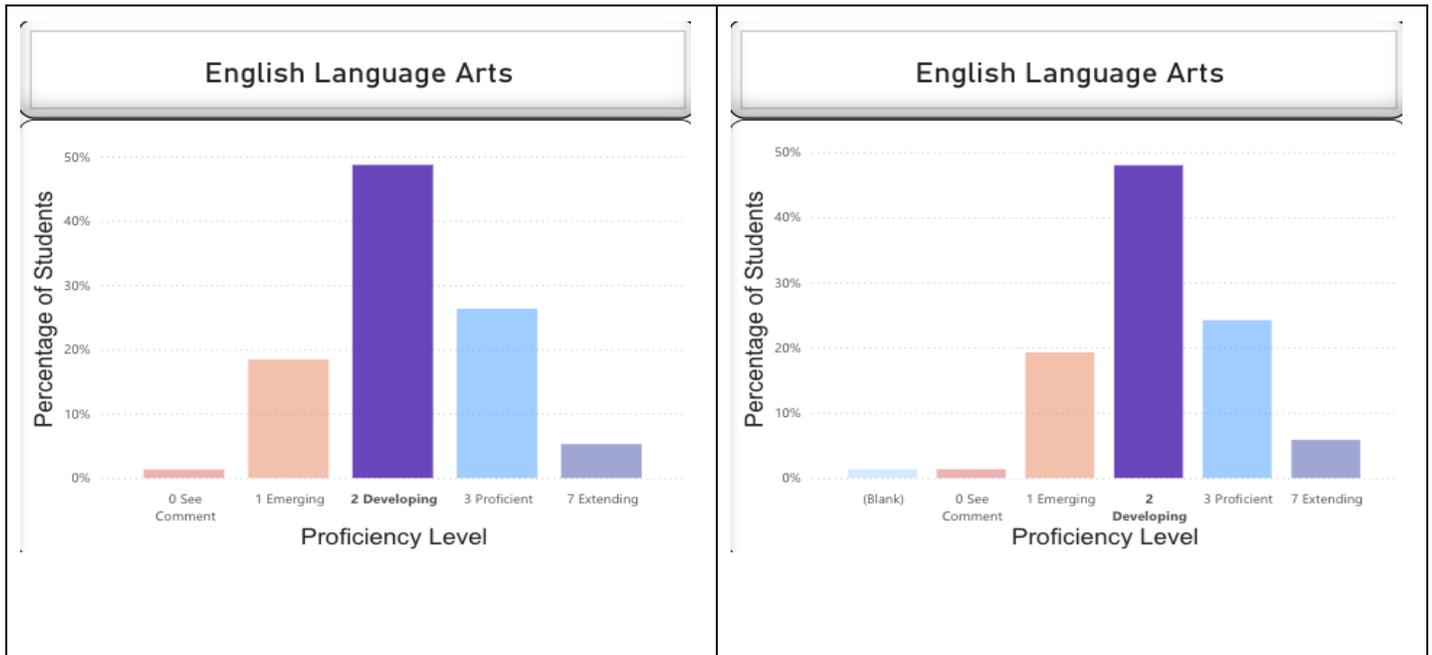
Language Arts Term 1 – 2023/2024

Language Arts Term 2 – 2023/2024



- Language Arts Term 3 – 2023-2024  
2024

Language Arts – COMBINED – 2023-



As we see through the list of initiatives, there has been movement in the direction of improving reading and literacy scores with the student population at Tecumseh Annex. Above is a representation of the Language Arts proficiency averages for the entire school. The graphs included in this report show the totals for students for the entire school in Term 1, Term 2 and the Summary of Learning report, along with the averages for the entire year. As the visuals show, there is room for growth with school-wide literacy. The school staff collated the initiatives and on-going support given to the students at Tecumseh Annex. These events have, and will, further the literacy learning, with an emphasis on reading (decoding, blending, and comprehension).

### Improve equity

With the advent of the VSB Education Plan, there is a focus on creating equity within the school and within the school district. Students here at Tecumseh Annex have seen a decline in reading proficiency over a period of time and therefore, we want to shift our focus as a staff collective to provide and enrich the reading programs delivered at the school level. We have taken many initiatives to garner more interest in reading and to have as many students as possible, reading at grade level. We streamlined our assessment practices as a staff and utilizing the school district resources. We provided equal and equitable access to books in the library, and online reading programs to track student progress.

We have targeted our resource support staff to elevate students who need more support in reaching grade level expectations. We are doing regular check-ins with reading levels throughout the year to ensure our students are properly supported and provide challenges to continue working on reading proficiency. Teaching staff also provided levelled-reading books to students and are sent home for the students to practice their independent reading.

## Continue on our journey of reconciliations with First Nations, Metis and Inuit

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 have less than 10 students that are of Indigenous descent.

- Mid-way through the year, the school advocated for IEW support, and we were successful in having the Indigenous Education department allocate a VSB IEW to our school once a week
- Many initiatives were done throughout the year, including bringing in additional resources, having authentic Bannock, performances in the gym and general teaching done in classrooms with the IEW and classroom teachers
- Increasing the professional and student resources in the library
  - Our Earth Day concert drew focus to Indigenous teachings.
- 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
- June 21<sup>st</sup> – 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
  - 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

---

## HOW WILL WE KNOW WE'RE ON TRACK?

Through the collection of year-over-year report card data and the Fountas and Pinnell Benchmark Assessment, we will create a baseline for achievement in reading scores and English Language Arts and examine subsequent scores to analyze and gauge student learning and progression throughout the year, and year-over-year. We have set up a system to have student reading records filed throughout the current school year, and the classroom teacher who will have the student, will see the progress made the previous year. This will allow the teachers at the school to see gaps in learning and have targeted reading intervention when necessary. Also, we will have the student reading folders transition with the student from Grade 3 to Grade 4, as this is a cohesive catchment process and will allow teachers at the main school to see progress as well. Teachers have a narrowed focus on current reading practices and assessment, using the Fountas and Pinnell Benchmark Assessment Systems. Data collection will be more accurate and reading assessment scores will be standardized throughout the school.

The Tecumseh Annex staff are committed to continue the reconciliation journey together as a collective. The staff commit to enrolling in professional development opportunities available within the VSB and online. There is a strong sense of connection with the BC curriculum and the content that is being taught in the classroom, infusing Indigenous knowledge, and weaving it into the curriculum taught. Tecumseh Annex acknowledges all the important calendar dates with special moments of recognition and respect. Through professional conversations and projects that are on-going, the administrator is confident that teachers and staff will continue to enhance the Indigenous perspectives and will be able to sustain this momentum, in the present and in the future.