

2024-2025 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 x^wməθk^wəyəm (Musqueam Nation), Skwxwú7mesh 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 a military leader. He is primarily known for his role in the fight to retain the land and the rights of Indigenous people.

Tecumseh Annex is in the Kensington-Cedar Cottage neighbourhood, which is centrally located in east Vancouver. This neighbourhood consists mostly of duplexes, multi-family homes, and apartment buildings and is the feeder school for Tecumseh Elementary, where most students go for their intermediate years.

There are currently four divisions comprising of 66 children from kindergarten to grade three. The school has a diverse population, comprised of many cultures, spoken languages, and backgrounds. Time is spent learning about ourselves and others, making connections, and celebrating what makes each of us unique. Over half of our students are English Language Learners (ELL), who also speak a second language. We have a variety of home languages that are spoken in the school community, including Cantonese, Mandarin, Vietnamese, Japanese, Filipino, Tagalog, Hindi, Bengali, and Spanish.

Tecumseh Annex has a staff of 17, 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 a staff, we share the responsibilities to fulfill the duties that are required to effectively operate the school.

Tecumseh Annex has a proud and active parent and extended family community. Special events and parent-teacher conferences are well attended. We have a strong and active Parent Advisory Council, which fundraises to help provide many opportunities for students, including special performances, workshops and field trips, and access to materials and resources to support learning.

Students at Tecumseh Annex are encouraged to become ROCKstars, embracing the highly successful ROCK (Respect, Open Mind, Community, and Kindness) positive behaviour support model, which began in 2014-2015. There have been positive results in all grades and divisions in using this shared language and vision for behaviour. The school counselor spends one afternoon a

week working on social emotional learning (SEL) skills with students and staff, emphasizing safe and positive relationships, and helping us to make connections between SEL learning and academic success.

Additionally, there is a focus on schoolwide leadership, with the grade three students stepping up to be good role models for their younger peers. Students take part in activities such as sharing morning announcements, volunteering as library monitors, and leading lunch clubs.

Tecumseh Annex is a small school with a close-knit community of students, staff, and families who work and learn together, welcoming diversity and nurturing the growth of lifelong learners who are able to work together to meet challenges and adapt to change.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Tecumseh Annex learners come from diverse and rich cultural, linguistic, and socioeconomic backgrounds. Over half of our students are ELL and speak a second language at home.

As a school with a high population of ELL students, Tecumseh Annex has chosen to focus on robust Literacy instruction, including reading, writing, and oral language. When looking at schoolwide data from a variety of assessment tools, overall achievement for English Language Arts is at the low to moderate level. Having this information informs the school staff on how best to direct their pedagogical and academic focuses to achieve the goals of elevating Literacy levels and of eliminating barriers to reading and writing proficiently at grade level.

We also work hard to ensure all learners are included, active, engaged, and receiving the supports they need to thrive. Our staff is dedicated to providing universal and individualized supports and to ensuring learning is accessible for all. There are fewer than 10 Indigenous students, who, along with their peers, are supported by their classroom teachers, resource teachers, student support assistants, the school counselor, and, at times, by district programs.

Tecumseh Annex staff also values the VSB Education Plan 2026 goal of continuing the Reconciliation journey with First Nations, the Métis, and Inuit. We are a school that infuses Indigenous knowledge, histories, and stories throughout the curriculum to build strong connections to the land we live and play on, while also respecting individual's journeys towards Reconciliation. The First Peoples Principles of Learning are woven into all aspects of programming, with an emphasis on supporting all aspects of well-being and of learning being holistic, reflexive, experiential, and relational. This lens allows us to best serve all students equitably and to honour each of their unique identities.

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

Since we are entering a new phase of the School Learning Plan, we, as a staff, aligned with the Vancouver School District goal of improving student achievement in Literacy. We also decided to switch gears to emphasize reading proficiency, versus the previous goal 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 into finding ways to gain a better understanding of phonemic awareness, phonological awareness, phonics, vocabulary, and comprehension. The district has provided Literacy guides and the VSB Responsive Literacy Framework, which is explored in this [VSB Responsive Framework media post](#). The primary years of schooling are integral to building a foundation for the rest of a student's education, as reading and writing are paramount for student achievement.

As a staff, we analyzed schoolwide data to see where there were gaps in student achievement. 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:

- Encouraging staff to attend workshops around Literacy, and more specifically on reading, on Professional Development Days
- Attending school district provided Literacy Days throughout the year
- Inviting colleagues and specialists in and attending Literacy mentor workshops at the school
- Standardizing and streamlining assessment practices to align with each other so we have common language from year-to-year and reduce the vagueness of reading levels for students
- Reporting student results about performance, well-being, and other outcomes to the community, and using this data to improve the quality and effectiveness of the programming and support provided to students
- Using guided reading groups in the classroom
- Using vocabulary enhancement programs that include introduction of new and sight words, and incorporating these into writing exercises
- Refreshing the Tecumseh Annex library with current and exciting materials to read
- Providing weekly access to school library books and book exchange
- 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 at the school (Learning A-Z – RAZkids)
- Celebrating reading by having a 'Reading Day' featuring a variety of ways to represent reading and having fun at the same time
- Using the B.E.A.R. reading club (Be Excited About Reading) and handing out recognition ribbons to students when they read 100, or even 200
- Using levelled books for home reading that are sent home by the teachers to encourage additional reading practice at home

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. Tecumseh Annex is a school where diversity and inclusion are valued. We celebrate and honour such events as Black History Month, Asian Heritage Month, Pride Month, National indigenous People's Day, Diwali, and other important cultural celebrations and events to ensure that all members of our community have the opportunity to be celebrated. We also host weekly whole school sing-alongs, with music chosen to feature singers, songwriters, and musicians from a variety of backgrounds and cultures, to highlight special events throughout the year. These actions are having a direct impact on our students' feelings of belonging and connectedness to the school. We hope that these sustained and focused actions will continue to empower students and increase their levels of engagement, satisfaction, and belonging within the school community, and ultimately contribute to their social emotional learning and well-being.

Additionally, we are working to ensure that resources and supports are being distributed in a manner that will allow all students the best chance to be proficient in their learning, and especially in Literacy. Regular check-ins for reading level, standardized and streamlined assessment practices, and using enriching reading programs, allow us to home in on what each student needs to be pushed to the next level and to best utilize and target the supports and resources we have available to us. We use Augmentative and Alternative Communication (AAC) systems, along with paired songs, books, journals, and words of the week, to promote literacy skills for some of our students with emerging communication skills. We have taken steps to increase interest in reading for all, ensuring everyone has access to the library, that there are books that all students can connect with and see themselves in, and that students have access to texts that are suitable for their reading level both at school and for at home reading practice.

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

At Tecumseh Annex, we strive to develop staff and student understanding and appreciation for Indigenous knowledge, histories, and stories. We work to use the First Peoples Principles of Learning to guide our daily lessons and activities, with an emphasis on learning supporting all aspects of well-being and of learning being holistic, reflexive, experiential, and relational. Some of the ways that we do this are:

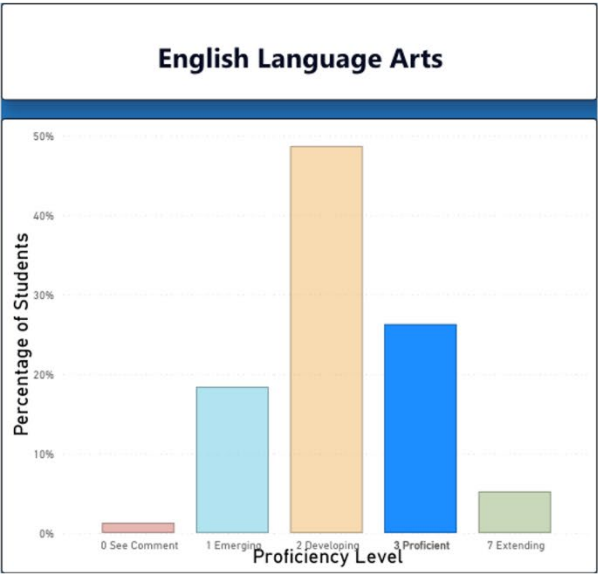
- Sharing a Daily Land Acknowledgement during morning announcements, and including one in special events, such as assemblies
- Introducing many initiatives throughout the year, including bringing in additional Indigenous resources in classrooms and in the library, trying authentic Bannock, hosting performances in the gym, and classroom teaching done with the Indigenous Education Worker and classroom teachers
- Having BC Indigenous maps on display in classrooms and in the library
- Having First Peoples Principles of Learning posters on display in classrooms and in the library
- Participating in gratitude circles and learning about spirit animals
- Several classes using levelled early Literacy books written by Indigenous authors with Indigenous themes (i.e. Eagle Crest Books)
- All students watching and discussing *Raven Tales: The Movie*
- Recognizing Orange Shirt Day and having students presenting work at our assembly
- Students and families attending a staff member-led ceremony and talking circle for the National Day for Truth and Reconciliation, including stories and playing of an authentic Indigenous flute
- Honouring Indigenous Veterans Day and sharing stories of the sacrifices Indigenous soldiers made for us
- Hosting an Earth Day concert that drew focus to Indigenous teachings
- Teaching lessons leading up to National Indigenous Peoples Day in June
- Basing kindergarten student self-reflections in the year end summary of learning on Indigenous animals and their character traits
- Creating art inspired and/or led by elders
- Gaining art appreciation by sketching Indigenous art, now on display in school
- Creating and colouring animals inspired by Haida art
- Beginning plans for a Tecumseh Annex mural project with an Indigenous focus
- Studying Indigenous history and understanding of Science topics, such as the sun and the moon
- Incorporating Indigenous understanding of Math topics into lessons and activities, such as counting, patterns, and problem-solving
- Learning about residential schools
- Listening to animal legends and the connection between local Indigenous cultures and animals

It is our hope that by continuing to place an emphasis on First Peoples Principles of Learning and by utilizing an Indigenous lens to frame our pedagogy, we will ensure all students belong, all students are properly supported, and we are all moving in a good direction in our Reconciliation journeys.

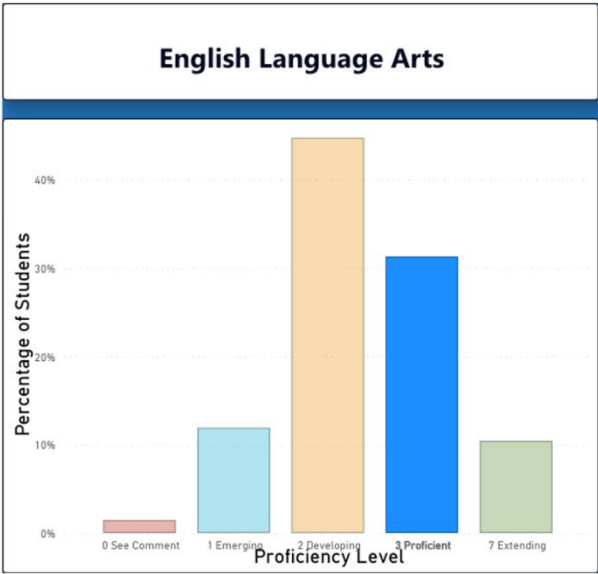
HOW WILL WE KNOW WE'RE ON TRACK?

Tecumseh Annex teachers use a variety of means to track student achievement in English Language Arts (ELA), including reading and writing skills. Measures such as the Fountas & Pinnell Benchmark Assessment System (BAS), Dibels, the VSB Kindergarten Screener, and elements of the VSB Kindergarten Protocol are all used to inform teaching practice and to create an overall snapshot of student learning and progress in the Summary of Learning. A system has been set up to pass on students reading records to the next classroom teacher, including when grade 3 students transition from Tecumseh Annex to Tecumseh Elementary. This allows reading assessment scores to be standardized between the locations and teachers to see gaps in learning and plan for targeted reading intervention when necessary.

As seen in the year-over-year data below, the efforts of staff to improve literacy scores are proving effective.



2023-2024 Term 3 Achievement



2024-2025 Term 3 ELA Achievement

Tecumseh Annex students have made great strides in their ELA scores. In the 2023-2024 school year, 32% of students achieved proficiency level or higher in ELA, whereas in the 2024-2025 school year, 41.79% of students achieved proficiency level or higher in ELA.

Over the course of the year, the Tecumseh Annex staff have prioritized equity for students. This year, the staff worked to ensure teaching and library materials meet the needs of and represent current students. The teachers now have access to new, contemporary reading group materials based on structured literacy, which will support our early and struggling readers. The library has many new books featuring different faces, backgrounds, histories, cultures, and traditions. In time, these resources will be built out even further.

The Tecumseh Annex staff also strive to ensure that all students feel welcome, included, and supported. Amongst Tecumseh Elementary's grade 4 students who completed the Ministry of Education's Student Learning Survey, many of whom have recently made the move to the Main School from grade 3 at the Annex, 85% feel welcome at school, 93% feel they belong, 92% feel

they get the extra help they need, and 88% feel students are treated fairly. Moving forward, the Annex staff will work to collect local data to reflect how grade 3 students experience these measures of equity, prior to their move to grade 4.

Reflecting on our journey of reconciliation, amongst Tecumseh Elementary's grade 4 students who completed the Ministry of Education's Student Learning Survey, 94% identified that they are learning about Indigenous Peoples and over 85% reported that they are learning about local First Nations. This learning is being done in part while the students are in grade 3 at Tecumseh Annex and was supported this school year through the acquisition of new materials created and written by Indigenous peoples, which include curriculum resources (ie. Cedar School Decodables) along with library books.

There is still work to be done though, with only 20% of Tecumseh Elementary's grade 4 students who completed the Ministry of Education's Student Learning Survey reporting that they participate in Indigenous activities. In an effort to increase meaningful engagement in Indigenous activities, the Tecumseh Annex Professional Development Committee has committed to strengthening staff understanding, appreciation, and use of Indigenous knowledge, histories, and stories. In the fall, they will be joining Tecumseh Elementary for a professional development opportunity with Takaya Tours. The Committee is also working to secure a winter workshop with an Indigenous focus and presenter, with the goal of also hosting workshops for students. We are confident that our teachers and staff will continue to incorporate Indigenous perspectives, learning, and activities in all they do and that we will be able to improve this momentum, in the present and in the future.