

## 2024-2025 School Learning Plan

---

### SCHOOL STORY

*With deep gratitude and respect, Tecumseh Elementary is honoured to be learning and unlearning on the ancestral, unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations.*

Located in the vibrant Kensington–Cedar Cottage / Victoria–Fraserview neighbourhoods of East Vancouver, Tecumseh Elementary is a culturally rich school community that has proudly served local families for over 113 years. Our student population of approximately 400 students reflects broad linguistic, cultural, and socio-economic diversity. Over 40% of our learners are English Language Learners, and students speak more than 30 home languages.

Tecumseh is home to 17 regular divisions (K–7) and a district program supporting gifted learners: the MACC (Multi-Age Cluster Class) enrolling program for intermediate students across the district. The school is committed to offering students enriched learning opportunities both inside and outside the classroom. These include athletics (e.g. volleyball, basketball, cross-country, badminton), a strong fine and performing arts program, and clubs like choir, spirit committee and the Red Cedar Book Club. We host a school-based Artist in Residence Studio Program (AIRS) that supports arts-based learning across all divisions.

Through our partnerships with the South Vancouver Neighbourhood House, Kensington Community Centre, David Thompson Community Schools Team, and the YMCA, we provide a range of after-school and family programming that extends learning and support beyond the classroom. We are also proud of our work on the Vivian Jung Legacy Project, which celebrates resilience, leadership, and social justice, and connects students to local history and changemaking.

Our school values equity, inclusion, and community. We strive to make learning joyful, accessible, and meaningful for all students.

---

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

Our learners reflect a mosaic of identities and life experiences. Many come from homes where English is not the primary language spoken, and several students are newcomers to Canada. In many families, childcare is provided by elders or extended family members who may not speak English fluently or have direct ties to the school. While students are enthusiastic and eager to engage in school life, some have limited access to extracurricular activities or educational experiences outside the school setting.

The Middle Years Development Instrument (MDI) data shows that some of our students experience challenges related to optimism, prosocial behavior, and emotional well-being. In particular, some students have identified feeling uncertain about peer relationships and belonging, which aligns with feedback gathered through student learning surveys, classroom-based conversations, and leadership opportunities.

We also serve many students with a variety of Ministry designations requiring additional supports. Our inclusive education model and school-based team processes are constantly being reviewed and refined to meet the complex needs of our learners.

The school team uses a combination of classroom-based assessments, Provincial assessments and surveys, Fountas & Pinnell Benchmarking, student voice, and ongoing observation to understand and support learning needs.

---

## 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 focus continues to be on strengthening literacy, particularly reading fluency and comprehension across the grades, with attention to oral language development in the early years.

### **Actions:**

- School-wide use of the Fountas & Pinnell Benchmark Assessment to inform instruction and track progress.
- Literacy scope and sequence development supported by Professional Learning Community (PLC) Mentors.
- Re-evaluation of reading assessment and instructional practices through collaborative professional development.
- Enhancement of classroom libraries and digital literacy resources.
- Daily guided reading, vocabulary building, and regular access to the library.
- Emphasis on staff collaboration and alignment of literacy practices.

### **Belonging and Well-being:**

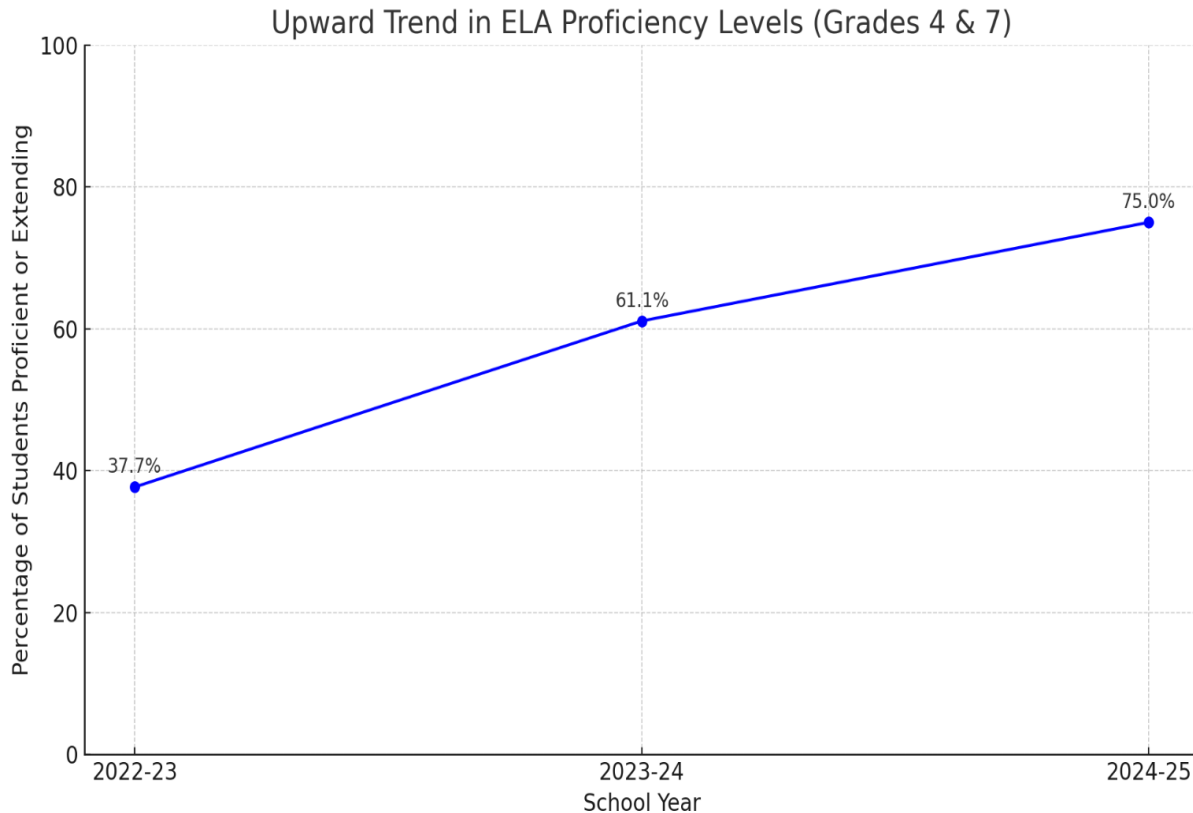
- School-wide events and celebrations that reflect and affirm student identities (e.g. cultural holidays, Pride, Black History Month).
- Student leadership and buddy programs promote connection and responsibility.
- Focused SEL support and inclusive classroom practices to support well-being.

In regard to improving student achievement in literacy and numeracy, physical and mental well-being, and belonging, Gr 4 & 7 students who were surveyed in the SLS report that 87.5% of them feel they are being taught to improve how they learn. 71% of students feel they are getting better at reading and 70% feel they are getting better at writing. 93% of students surveyed said they feel like they belong at school with 88% feeling that adults value and welcome their questions. 79% feel they are being taught how to care for their physical health while 72% feel they are being taught how to care for their mental health.

Measuring literacy data of our English Language Learners shows that the number of students who were either beginning or developing in their Language Arts proficiencies dropped from 19% in term 1 down to 14% by Term 3. An additional 11% of these learners were able to increase their proficiency rating to that of Bridging and Consolidating over the year, showing that our reading intervention strategies are working.

Our school wide CSL Report Card data shows that students from K-Gr 7 have also increased their proficiency in English Language Arts over the year. Term 1 of this school year had 39% of students school wide demonstrating Proficient or greater. By the third term our percentage had increased to 45%.

*Examining the data from the Provincial FSAs for Gr 4 & 7 students we can also see upward trends in proficiency levels for English Language Arts and Literacy. The percentage of students who are Proficient or Extending in English Language Arts has risen from 37.7 % in 2022-23, to 61.1 % in 2023-24 to 75% in 2024-25.*



### Improve equity

We are critically reviewing our supports and structures to better serve priority learners.

#### Actions:

- Reallocating resource teacher and support staff time based on student data—not by division.
- Revisiting School-Based Team (SBT), Response to Intervention (RTI), and Universal Design for Learning (UDL) practices.
- Engaging in staff learning to shift mindsets from equal to equitable support.
- Promoting identity-affirming experiences, including inclusive curriculum resources and cultural celebrations.
- Equity is woven into the fabric of Tecumseh, where we strive to provide fair learning opportunities, targeted support, and an inclusive atmosphere that nurtures every student. We celebrate the diverse needs and backgrounds of our learners by ensuring equitable access to resources and opportunities—an approach that informs our curriculum, teaching strategies, and school policies. Our focus on equity and inclusion is reflected in student feedback: **95.5%** of Grade 4 and 7 students reported receiving the help they need at school, **94.5 %** believe that all students in their class get a fair chance to learn, and **87%** say they feel included and supported by their teachers and friends. These results highlight

our ongoing efforts to build a compassionate, supportive school community where every student feels valued, empowered, and able to thrive."

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

Our school community is committed to deepening our understanding of Indigenous worldviews and embedding Indigenous perspectives throughout the curriculum.

#### **Actions:**

- Daily student-led land acknowledgements.
- Use of Indigenous-authored texts and early literacy readers
- Visual representation of First Peoples Principles of Learning in classrooms and common areas.
- Observances and lessons around Orange Shirt Day, National Indigenous Peoples Day, and other significant dates.
- Integration of Indigenous content in art and science through AIRS and environmental learning projects.

Staff engage in ongoing professional development and reflective practice to ensure that reconciliation is not a "moment," but a continuous commitment. This focus is reflected in student feedback through the Student Learning Survey: **88%** of Grade 4 and 7 students reported they are being taught about Indigenous Peoples in Canada at school and **78%** reported that they are being taught about local First Nations at school. In contrast, only about **22%** reported that they participate in any ongoing Indigenous activities outside of school. These results highlight our ongoing commitment to deepening our understanding of Indigenous worldviews through direct instruction and embedding it into the curriculum.

---

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

#### **Monitoring Progress:**

- Use of school-wide literacy assessments (e.g. Fountas & Pinnell) to establish baseline and track growth.
- Year-over-year comparisons of report card data in English Language Arts and student well-being indicators.
- Ongoing student voice and teacher observations to assess sense of belonging and social-emotional health.
- Documentation of equitable allocation of support services and intervention success.
- Staff reflections and check-ins to monitor reconciliation learning and classroom practice.

#### **Touchpoints:**

- Fall, Winter, and Spring literacy benchmarking windows.

- Monthly SBT meetings to review support effectiveness.
- Term professional learning community check-ins.
- Learning celebration events (e.g. AIRS celebration, TEChella, student showcases, classroom visits, school wide concerts) to highlight progress and engage families.

**Resources:**

- VSB Literacy Mentors and District Literacy Days
- Fountas & Pinnell Assessment Kits
- Licenses for digital reading platforms
- Responsive Literacy Framework tools
- Indigenous education consultants
- Community partners: South Vancouver Neighbourhood House, David Thompson Community Schools Team, AIRS, Arts Umbrella, UBC, Vancouver Coastal Health