

2024-2025 School Learning Plan

SCHOOL STORY

Tillicum Community Annex is located on the unceded, traditional lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and səlilwətał (Tsleil-Waututh) Nations and respects and supports Indigenous ways of knowing and learning. Tillicum is part of the dynamic Hastings Sunrise neighbourhood in East Vancouver. It is under the umbrella of the Templeton family of schools. We are home to a catchment that is comprised of two schools; Hastings Elementary and Tillicum Community Annex. Presently, Tillicum has 100 students and 6 divisions. The school population has remained steady in the last few years. The students come from diverse backgrounds with 11% Indigenous ancestry, 16% as identified ELL, and 19% with a Ministry designation. Tillicum school staff are committed to supporting the meaningful inclusion of all the students in all aspects of school life.

Tillicum Annex has additional supports such as a part time Youth and Family Worker (YFW), Indigenous Enhancement Worker (IEW), and a hot lunch program available to all students who self-identify as needing this support. The Community Schools Team (CST) serves our school community by connecting families to various programs offered in our area; many of those programs are subsidized for our students.

Tillicum school has maintained a strong list of returning volunteers; some have been volunteering their time for over 20 years. We welcome various programs such as One-to-One Literacy, Book Buddies, and Books for Me to enhance our literacy programs. Kiwassa Neighbourhood House is our closest community partner and neighbour, situated directly behind the school. Kiwassa offers numerous afterschool programs some free of cost for families that may require this service. Kiwassa hosts a free breakfast program every morning and a low-cost produce market for everyone to benefit from. Tillicum is supported further for food insecurity with programs such as weekly Backpack Buddies, Snacks for Kids Firefighters charities, and Cause we Care Holiday Hampers.

Our school excels in the teaching and modeling of social responsibility, self-awareness, and social emotional learning. The development of self-regulation strategies is integrated throughout all activities at Tillicum Annex. Each student's ability to engage in classroom learning is enhanced when paired with strong self-regulation skills. Schoolwide Jumpstart, Mind-Up, and silent lunch are offered daily at the school to support the development and awareness of self-regulation.

Tillicum Annex staff and students are committed to Truth and Reconciliation and continue to add authentic voices to our library collection that represent all students, by caring and learning about our Indigenous Garden, and continuing to learn with the IEW regarding Indigenous ways of knowing.

Tillicum students have an opportunity to take active pride in their school and community as they volunteer for leadership opportunities offered throughout the year, such as contributing to assemblies as presenters for Black History Month and Remembrance Day, Green Crew, Library Monitors, Tech helpers, Peer Helpers and Buddy Readers. We also celebrate student success and achievement throughout the year at Student of the Month Assemblies. Our staff strives to involve families in school activities to promote continued growth in student learning. Activities such as BINGO night, Talent Show, Performances, Be Excited About Reading (BEAR) events, and Student-Led Conferences have all been well attended. Tillicum Annex has a committed and active Parent Advisory Council (PAC) who enrich the school experiences for students through fundraising and collaborative efforts.

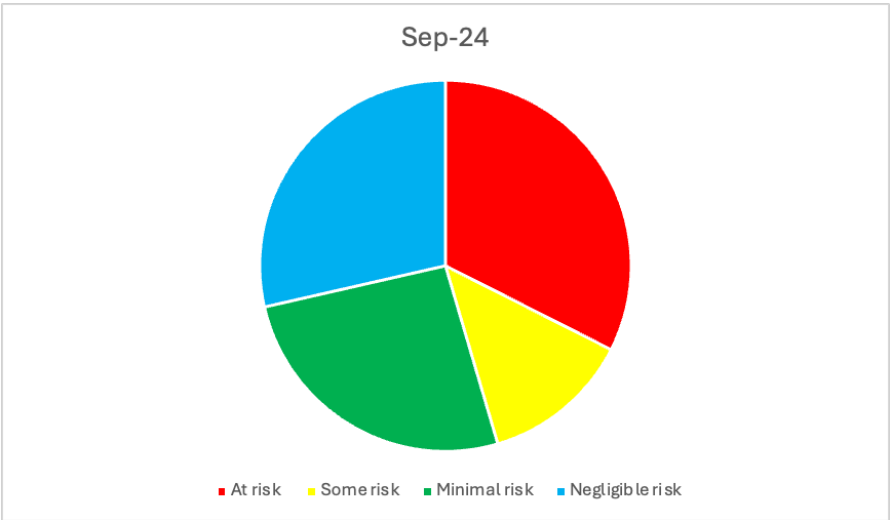
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learners are a diverse group of students who have many strengths. As a group, they are curious, caring, hard-working, creative, and willing to learn. They are developing strong self-regulation behaviours that are continually reinforced and supported through daily activities and visual and common language to convey expectations. As individuals, they range in need, with a significant number identified as At-Risk learners who benefit from extra learning supports. This is particularly evident in literacy.

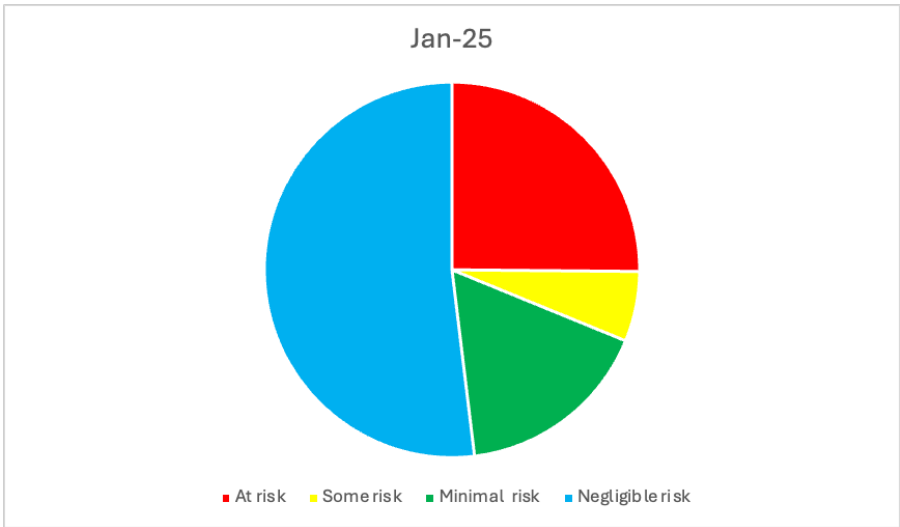
For reading, we assess students three times per year using the DIBELS (Dynamic Indicators of Early Literacy Skills) assessment for grades 1-4 and twice per year beginning in January for the Kindergarten students. In this assessment, the critical skills necessary for a successful beginning reading include phonemic awareness, phonics, fluency, vocabulary, and comprehension. This data will provide us with information on whether students are on track for reading success.

The DIBELS literacy screener provides a quick and insightful snapshot of a child's current literacy skills. While it effectively highlights areas needing improvement, it's important to remember that literacy development is multifaceted. Children may demonstrate strengths in other aspects of literacy which might not be fully captured in this brief assessment. This screener is just one tool among many to help educators and parents support a child's journey towards literacy success.

September Reading Data



January Reading Data



Blue - Negligible risk: Students with negligible risk are on track for reading success and should continue to receive the instruction they are getting – sometimes called “Core Support.” We might call these students "Above Benchmark."

Green - Minimal risk: Students with minimal risk are on track for reading success and should continue receiving the instruction that they are getting – sometimes called “Core Support.” We might call these students "At Benchmark."

Yellow - Some risk: Students with some risk may be struggling with one or more components of reading. They need additional instruction, usually in a small group setting. Their progress should be monitored in the area in which they are struggling. In other words, these students need "Strategic Support."

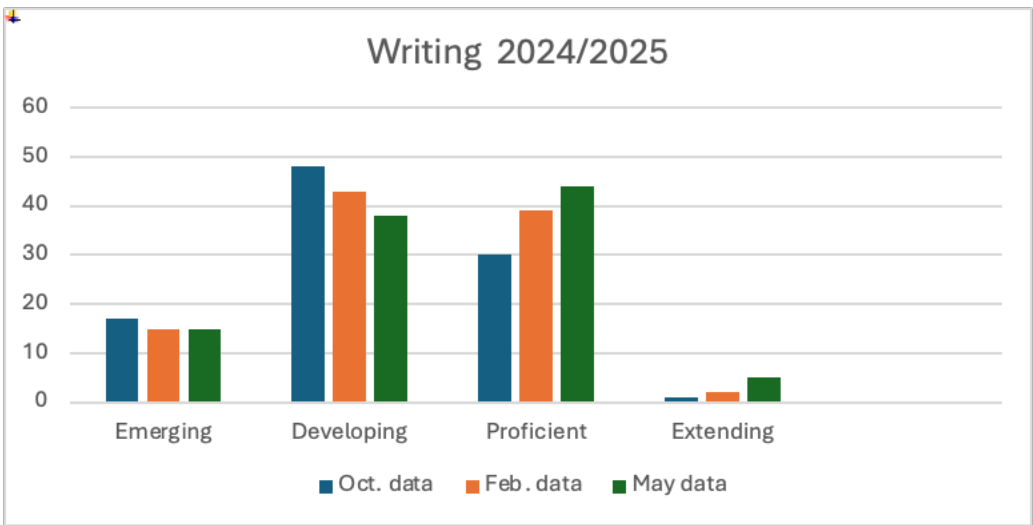
Red - At risk: Students at risk are struggling with reading, either scoring well below the benchmark or struggling with more than one component of reading. They need extra instruction in a small group or one-on-one setting. Their progress should be monitored in the areas in which they are struggling. In other words, these students need "Intensive Support."

For students who score in the red or yellow category, targeted support is essential to help them achieve more success. Utilizing skill-based literacy groups allows educators to address specific areas of need in a collaborative setting, fostering peer learning and engagement. Additionally, one-to-one intensive instruction provides personalized attention, ensuring that each student's unique challenges are met with tailored strategies. Together, these approaches create a comprehensive support system that empowers students to achieve literacy success.

The above data shows progress in a reduction of students at risk and an increase in students acquiring necessary skills to become confident readers as evidenced by a notable improvement in overall literacy scores across the assessed grade levels.

[University of Oregon Center on Teaching and Learning](#)

Writing data is reviewed from 3 School Wide Writes per year.



The above data indicates a marked improvement in writing skills across grade levels. Over the course of the year, students have demonstrated steady progress, with many advancing in their ability to express ideas clearly and effectively. This growth in writing achievement complements the gains seen in literacy, reflecting a broader development in students' overall communication skills.

Tillicum staff recognize that learning can only occur if students feel a deep sense of belonging in a safe setting before academics can develop. Student voice has informed our trajectory on many levels. According to our Student Learning Survey data (see responses below), students overwhelmingly indicated that they feel welcomed, safe and have a sense of belonging to the school. They also know where to go for help if they need someone.

Student learning Survey data 2024/2025

If you have a problem, can you get the help you need from adults at your school? 100% responded positively that they can get help from adults at school.

Do you feel welcome at your school? 85% responded positively that they feel welcome.

Is school a place where you feel like you belong? 95 % responded positively that they feel like they belong

Do you feel safe at school? 100% responded positively that they feel safe at school

Our staff continues to see increases in anxiety and the need for social skill development for many of our students. The lingering effects of the COVID-19 pandemic years are still apparent for our grade 3 students through gaps in learning and anxiety. Staff are committed to focusing on inclusivity, diversity, problem-solving, self-regulation, mindfulness, and enhancing social skills. Furthermore, our parent community supports our learning endeavours by being available to volunteer at our literacy events.

Tillicum staff remain committed to our reconciliation journey, and through community events, weaving cultural teachings and practices into daily lessons, increasing our collection of Indigenous resources in the library, and providing access to cultural experiences through guest speakers and performances, we continue to foster a deeper understanding, respect, and connection to Indigenous histories, perspectives, and ways of knowing within our school community.

A comparison of our Student Learning Survey data from the 2023/2024 and 2024/2025 school years reveals encouraging growth in students' understanding of Indigenous content. This year, 90% of students reported learning about Indigenous Peoples (First Nations, Inuit, Métis), up from 86.7% the previous year. Notably, 44% of students indicated they were learning about local First Nations languages, a significant increase from just 6.7% last year. Additionally, 100% of students reported learning about local First Nations, compared to 78.6% in 2023/2024.

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

Student achievement in literacy for all learners is a focus that brings our staff together for constructive conversation that leads to action in the classroom.

- Enhance literacy instruction- implement research-based literacy strategies and interventions and explore the Responsive Literacy Framework to visit strategies in oral language, elements of structured literacy, storytelling, and representing knowledge in different ways.
- Creating a culture of reading and writing with school wide literacy initiatives e.g. school wide writes, books 4 me, one to one readers, buddy reading.
- Professional development- with a Universal Design for Learning (UDL) focus
- Utilizing data- we will notice trends in student data and find ways to bridge learning
- Community engagement- collaborating with parents/guardians to encourage literacy development at home.
- Utilize/Implement the Universal Design for Learning Framework
- Inclusivity- diverse texts, differentiated instruction, access to literacy

Improve equity

Literacy is a transformative tool that fosters equity among all learners. It ensures that every student has access to the information and resources essential for their learning and personal growth. Literacy empowers students to express themselves, advocate for their needs, and engage fully in society. By incorporating diverse texts and perspectives, literacy education promotes cultural understanding and respect, creating an inclusive environment where all students feel valued and understood. Enhanced literacy skills also boost critical thinking, enabling students to analyze information, make informed decisions, and solve problems effectively. Furthermore, literacy is linked to greater educational and economic opportunities, providing all students with the chance to succeed. It also promotes social inclusion by enabling effective communication and relationship building. By prioritizing literacy, Tillicum can cultivate a more equitable learning environment where every student has the opportunity to thrive.

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

In the Aboriginal Education Enhancement Agreement one of the tenets states: a focus on belonging to increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools. We will continue to provide all opportunities for students to be seen and heard as individuals through an equitable lens. Classrooms are working to embed Indigenous content and First Peoples Principles of Learning into the daily activities and across curricular areas such as weaving, salmon study, field studies in land-based learning, and traditional hoop dancers.

After examining the gaps that exist in our teachings of Indigenous culture in our Student Learning Surveys, there is an increased level of awareness to promote Indigenous languages and integrate these teachings in our curriculum. Tillicum is committed to learning from the Indigenous

community and will consciously look for opportunities to invite local Elders and Wisdom Keepers into our school to share that learning is embedded in memory, history and story (First Peoples Principles of Learning). Tillicum school takes great pride in learning through our Indigenous plant garden and focuses on how traditional plants are used for food and healing around the seasons. Moving deeper into this study, Tillicum can enrich this experience by including a traditional healer or Elder to have this knowledge imparted from an authentic source.

- Tillicum continues to work on deep and impactful work during the Indigenous Focus Day as a team of dedicated educators.
- Students have learned to respect the roles of Indigenous women as mothers, daughters, sisters and warriors through authentic texts and artwork
- Tillicum dedicates a month-long in-depth student of residential schooling, Truth and Reconciliation Day, and Indigenous Excellence in September
- Staff are working on expanding their own Land Acknowledgements that represents their commitment to Truth and Reconciliation and the Calls to Action
- Staff has weeded out outdated and inauthentic representations of Indigenous culture in the library and brought in new titles and Indigenous decodable books to expand and diversify literacy instruction.
- Staff continues to collaborate with our IEEW on a weekly basis to integrate customs, traditions, texts, art and teachings into the classroom
- Staff are working on teaching the Coast Salish Anthem to sing at assemblies.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to review a plethora of data to examine our strengths and our stretches including:

- CSL data to see how we can support our students' mathematics and literacy needs
- DIBELS data 3 times per year to determine areas of need for literacy based on skills.
- We will continue to test where students are early in the fall to determine a course of student need specific instruction.
- SLS data can help track student Social Emotional health and well-being
- The EDI for Kindergarten level students and the Kindergarten Protocol will continue to provide us with vital data on our early learners.
- Student-led conferences will continue to have students take the lead in their trajectory of learning, highlighting their growth, passions and potential for improvement.
- We will continue to share data and student growth with student celebrations and with our school community through PAC meetings, numerous annual events and newsletters.