



2025-2026 School Learning Plan

SCHOOL STORY

Territorial Acknowledgement

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 səliłwətaʔ (Tseil-Waututh) Nations.

School and Community Context

Located in the vibrant Kensington–Cedar Cottage and Victoria–Fraserview neighbourhoods of East Vancouver, Tecumseh Elementary has proudly served families for over 113 years. Our community is richly diverse—linguistically, culturally, and socio-economically—and this diversity is reflected daily in our classrooms and schoolyard. Our school enrolls just over 400 students, with more than 69% identified as English Language Learners (ELLs), and learners speak over 30 home languages. These linguistic and cultural assets contribute to a vibrant learning environment that values identity, collaboration, and global citizenship.

Tecumseh is home to:

- 17 regular K–7 divisions
- The district MACC (Multi-Age Cluster Class) program for gifted intermediate learners
- A wide range of athletics (volleyball, basketball, cross-country, badminton)
- A strong fine and performing arts program, including choir and Artist in Residence Studio Program (AIRS)
- Student leadership opportunities such as Spirit Committee, Chess Club, Red Cedar Book Club and others allow students to explore interests and passions.

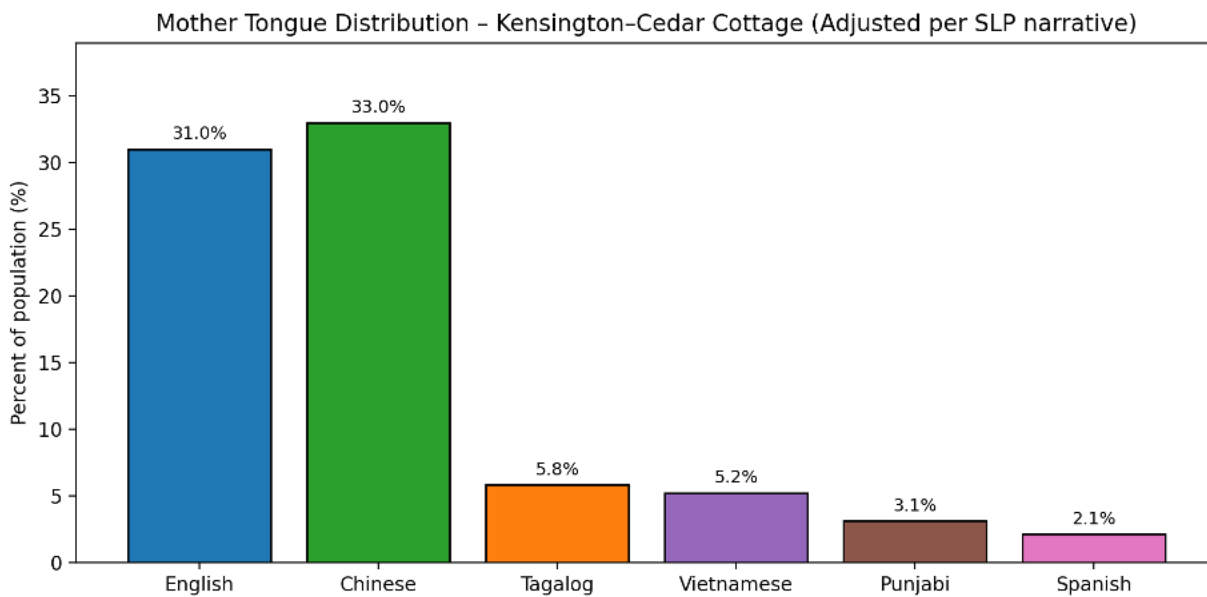
Through partnerships with South Vancouver Neighbourhood House, David Thompson Community Schools Team, and the YMCA, Tecumseh supports accessible after-school programming for students and families. We are also proud of our connection to the Vivian Jung Legacy Project, which strengthens student understanding of resilience, local history, and social justice.

Community Strengths

Cultural and Linguistic Diversity

Kensington–Cedar Cottage and Victoria–Fraserview are among the most ethnically diverse neighbourhoods in Vancouver, with large East Asian, Southeast Asian, and South Asian populations. In Kensington–Cedar Cottage, for example, Chinese is spoken as a mother tongue by 33.0% of residents, while English is the mother tongue of only 31%, demonstrating a rich multilingual environment.

Mother Tongue Distribution – Tecumseh Elementary



This diversity is a strength that enriches our school community and provides daily opportunities for intercultural learning and global citizenship.

Strong Family and Community Networks

Families in the neighbourhoods demonstrate strong multigenerational support, high community involvement, and deep connections to cultural identity. The area features numerous community centres, parks, and accessible transit corridors, contributing to family stability and engagement. A high value of education is seen throughout our school community. Students and families recognize school and schoolwork as a priority.

Longstanding Educational Partnerships

Tecumseh Elementary partnerships with local organizations extend learning beyond the classroom and reflect the neighbourhood's collaborative spirit. After-school programs, arts residencies, and collaborative community projects reinforce students' sense of belonging and collective responsibility.

Community Challenges

Socio-Economic Diversity and Affordability Pressures

Neighbourhood demographic data indicates a wide range of income levels, with large proportions of middle-income and immigrant households. Housing affordability, population mobility, and varying access to childcare and extracurricular opportunities continue to impact families. Tecumseh Elementary support 25% of students with a lunch program.

Language Barriers and Newcomer Supports

With a vibrant and diverse school community—where over 69% of Tecumseh students are identified as English Language Learners and many families are new to Canada—the school continues to strengthen its commitment to newcomer settlement and navigating school systems through sustained support and culturally responsive communication. For students with diverse abilities, accessing medical and mental health services can require ongoing coordination and advocacy. Additionally, many students arrive with limited documentation, offering the school an important opportunity to work collaboratively with families and partners to support successful applications for Ministry of Education and Child Care supplemental funding.

Complex Learning Needs

Assessment data indicates diverse learner profiles, including many students who benefit from targeted interventions, early literacy/numeracy supports, and additional classroom-based strategies, all within the complexity of learning a new language. The school's collaborative learning teams and assessment cycles continue to evolve to meet these needs.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

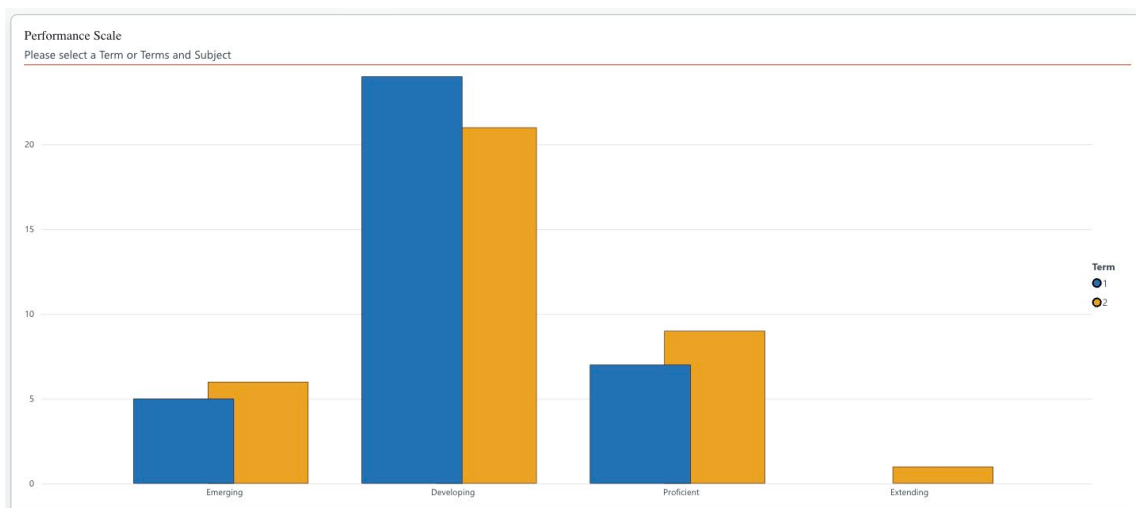
- Tecumseh Elementary's learners reflect a rich mosaic of identities, languages, and life experiences. Many of our students come from homes where English is not the primary language spoken, and a significant number are newcomers to Canada who are still navigating new cultural, social, and educational systems. In many families, childcare is provided by elders or extended family members who may not speak English fluently or have direct connections to the school, which can influence communication patterns and access to school-related information.
- Although our students are enthusiastic, curious, and eager to engage in school life, many have limited opportunities to participate in extracurricular activities or enriched educational experiences outside of the school setting. This places additional importance on the school's role in providing accessible, inclusive, and affirming learning opportunities for all children.
- Data from the Middle Years Development Instrument (MDI) reveals that some students experience challenges related to optimism, prosocial behavior, and emotional well-being. In particular, several students report uncertainty around "peer relationships" and "belonging" findings that align with what staff observe during classroom conversations and leadership activities. These insights help guide our efforts to strengthen community-building, emotional

literacy, and connection across grade levels.

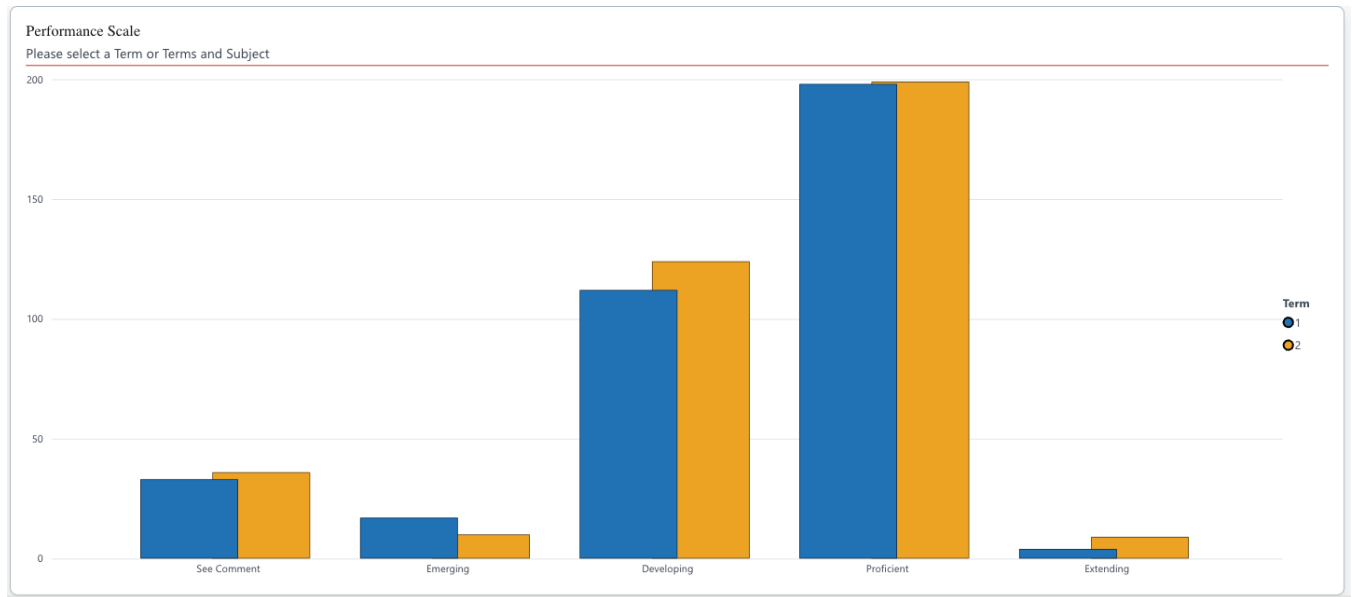
- Our school community also includes learners with disabilities or diverse abilities. Meeting these diverse learning profiles requires ongoing collaboration, adaptive planning, and a commitment to inclusive education. Our school-based team continuously reviews and refines support structures to ensure that interventions are responsive, strength-based, and accessible.
- To understand and respond to students' academic and social-emotional needs, the school team draws on multiple forms of evidence. This includes classroom-based assessments, Fountas & Pinnell Benchmarking, student voice, and ongoing observational data. Together, these sources help us build a comprehensive picture of each learner's strengths, challenges, and progress, informing instruction and guiding our collective commitment to equitable, meaningful learning for every student.
- Communicating Student Learning (CSL) data indicates that Tecumseh Elementary currently performs below the VSB average in both literacy and numeracy. This pattern reflects the learning realities of a school community in which nearly 70% of students are acquiring English as an additional language. As students develop foundational English proficiency, a natural lag often emerges between language acquisition and the demonstration of academic competence in reading, writing, and mathematical reasoning. For many learners, especially recent newcomers, this means that literacy- and numeracy-based tasks require additional processing time, vocabulary development, and scaffolded instructional support. These trends highlight the importance of sustained, targeted interventions in early literacy and numeracy, as well as culturally responsive approaches that honour the strengths multilingual learners bring to their academic growth.

Communicating Student Learning Report Data – Term 1 and 2 – Language Arts

Kindergarten



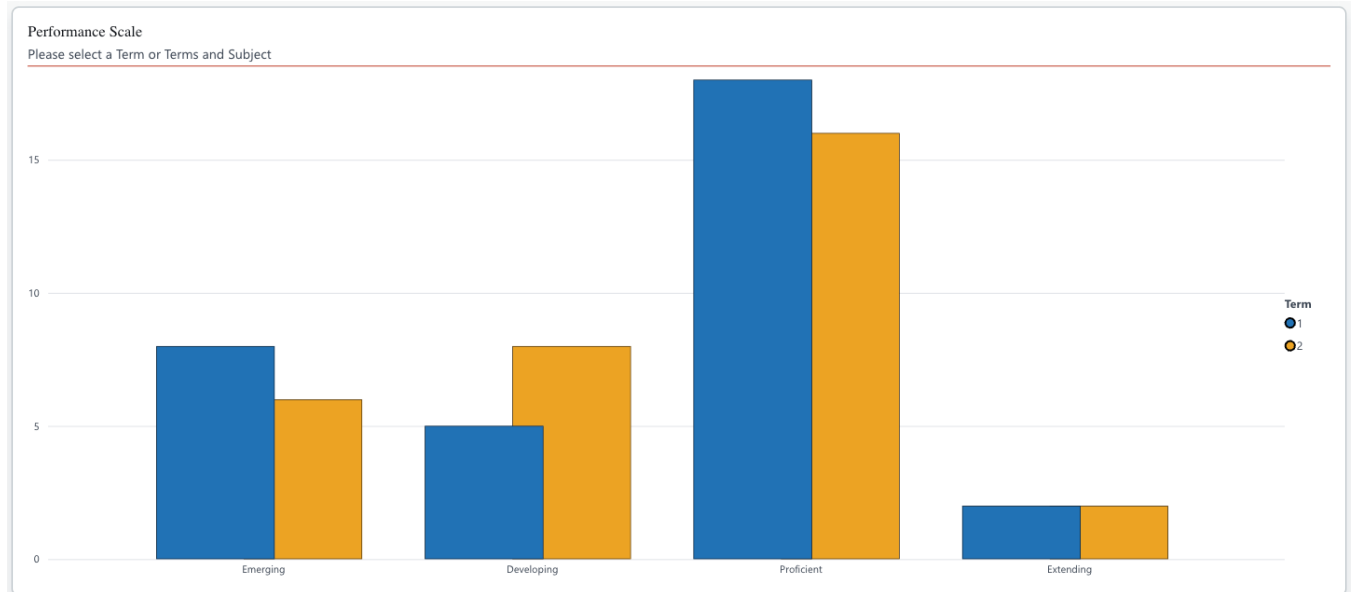
Gr. 1



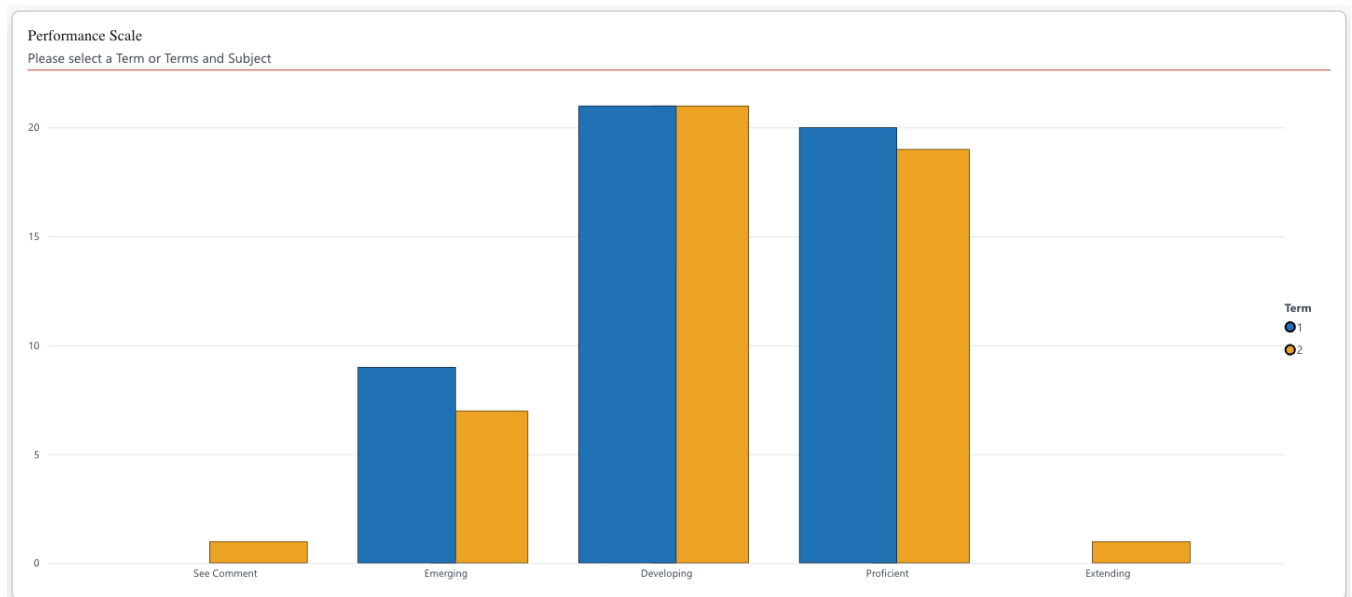
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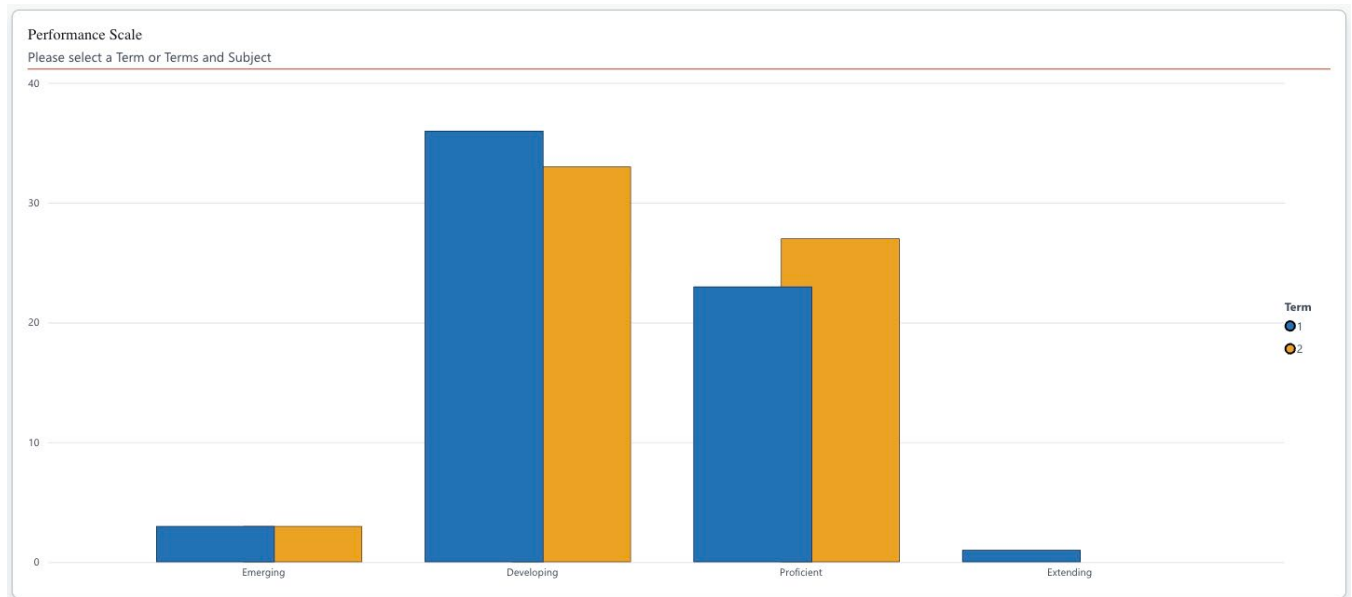
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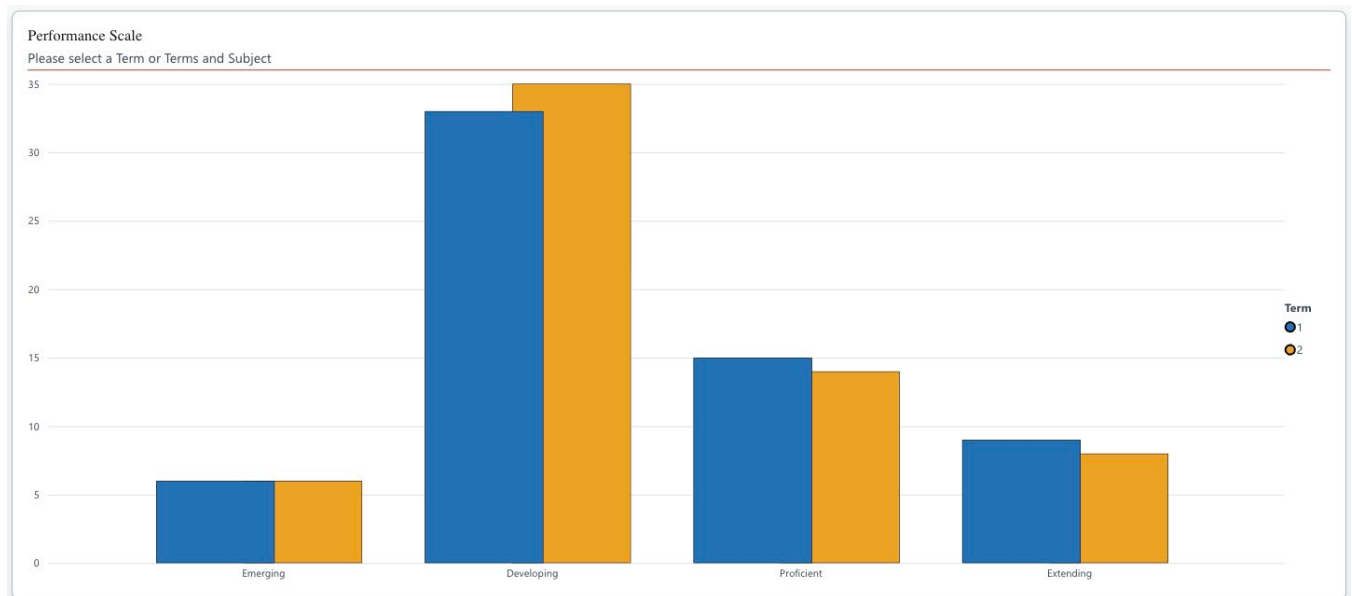
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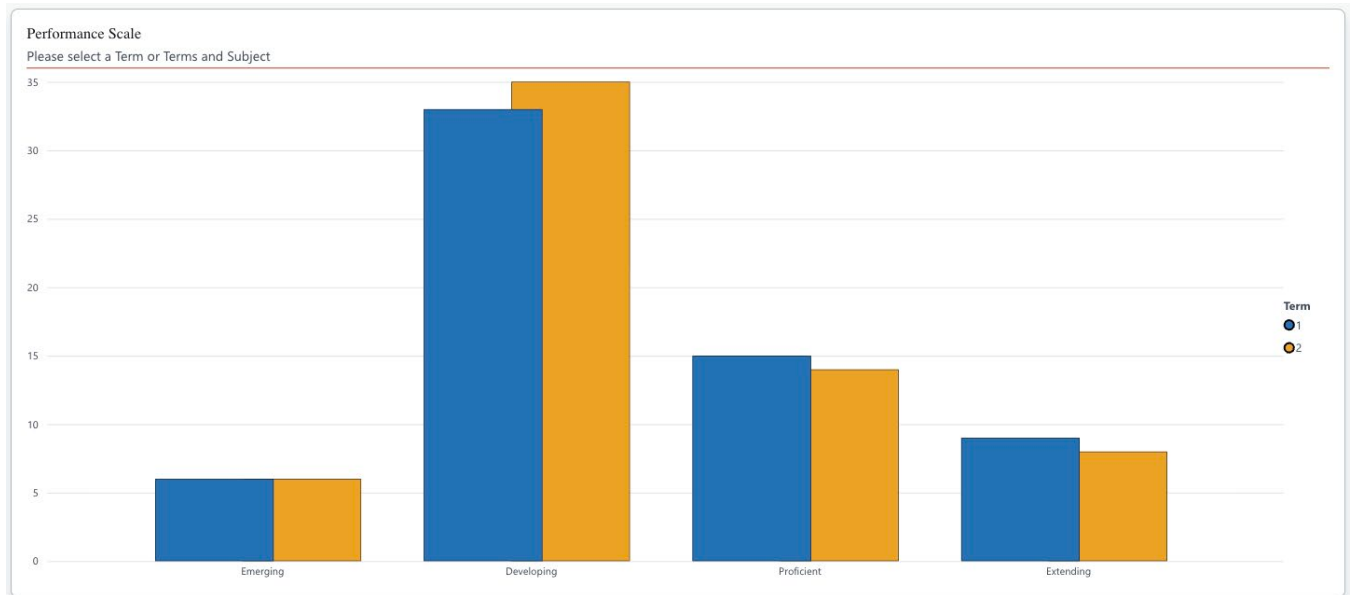
Gr. 5



Gr. 6



Gr. 7



Reflections on the Graph information:

The data indicates an increasing number of students achieving proficiency at higher grade levels. This trend likely reflects the progress made by English Language Learners, who, over time, develop stronger language skills and become better able to demonstrate their learning at levels comparable to their same-age peers.

There are a notably higher number of students identified as “emerging” in literacy at the Grade 3 level. This trend reflects the increasing expectations for reading, writing, and oral language that occur at this stage, when learning demands accelerate significantly. Given that many students in our community enter school as English Language Learners, Grade 3 often represents a point where this heightened literacy expectations can result in a disproportionate number of students performing below grade-level benchmarks.

Cold Writes by Grade Completed May 2026

Grade (total #) (grad yr)	Emerging %	Developing %	Proficient %	Extending %
K (36) (GY 2038)	38	25	25	11
1 (49) (GY 2037)	14	57	26	2

2 (43) (Gy 2036)	21	44	33	2
3 (32) (GY 2035)	18	22	47	13
4 (50) (GY 2034)	10	44	32	14
5 (54) (GY 2033)	9	54	37	0
6 (53) (GY 2032)	13	55	28	4
7 (63) (GY 2031)	33	22	33	11

The above Cold Write data indicates a significant number of students ending their 25/26 school year at the Developing level. By focusing on this group of students next year, we will target writing interventions and school supports at this group of students with the intent of seeing more students move into the proficient range.

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.
- Use of Katie White practices to "mine for strengths" and next steps
- Data analysis to focus ProD, identify areas of strength and areas of opportunities
- Gr. 2 and 3 teachers are looking at Mat Glover and spent a day at Moberly observing Matt Glover
- Mentorship funds to be access Gr. Gr. 2/3 to submit a request.

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 to promote connection and responsibility.
- Focused SEL support and inclusive classroom practices to support well-being.

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.

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.

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.
- School Wide Cold Writes in the Spring
- Work with the Tecumseh ProD committee to focus on Writing and SEL

Touchpoints:

- Fall and Spring literacy assessment.
- Monthly SBT meetings to review support effectiveness.
- Term professional learning community check-ins.
- Primary and Intermediate Learning teams
- Learning celebration events (e.g. AIRS celebration, student showcases, classroom visits, school wide concerts, learning fairs, parent/teacher conference) to highlight progress and engage families.
- CSL data analysis during staff meetings

Resources:

- VSB Literacy Mentors **and** District Literacy Days
- CSL reporting
- Curriculum Enhancement Teachers
- Aligning ProD focus for Writing
- 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