



1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)
- *“Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year.”*

Tillicum Community Annex is the annex to Hastings Elementary School, belonging to the Templeton family of schools. We currently enroll 123 students in grades K - 4. The school population reflects a diverse community with approximately 15% of our students from an Indigenous background, and 19% recognized as English Language Learners. In addition, 21% of our students have a ministry recognized learning designation. Supporting the successful inclusion of all our learners is of high priority to our staff.

Tillicum Annex has met the District vulnerability criteria at a Tier Two level and has been provided with additional resources to support our students and families. We have a full-time Youth and Family Worker, a one-day-per-week Indigenous Education Enhancement Worker, and a hot lunch program available to all students. Our Community Schools Team offers additional support to our school in the areas of student attendance, school transitions, and connecting families to various programs offered in the area.

We have a very strong community of registered volunteers at Tillicum. We welcome various programs such as One to One Readers, Book Buddies, and Books for Me to enhance our literacy programs. Kiwassa Neighbourhood House is our closest community partner as it is situated in the same block as the school. Kiwassa offers various after school programs, and a morning breakfast program. There is also a Walking School Bus to take students to after school programs at Hastings Elementary. Within the school building, we have a Strong Start Centre for families with children aged 0-5 years. It is open daily and provides children and their families with opportunities to increase school readiness.

Our school excels in the teaching and modelling of Social Responsibility and Self Awareness. 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. Jump Start, Mind Up, and silent lunch are offered daily at the school to support the development and awareness of self-regulation. Introductory workshops on self-regulation have been facilitated by Tillicum staff for parents and community partners to offer a deeper understanding and encourage the use of these strategies with our students in different contexts.

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 Assembly Hosts, Lunch monitors, Morning Announcers, and Kindness Club. 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, Christmas breakfast, Camp Read-a-Lot, and monthly Be Excited About Reading (BEAR) events, have all been well attended. Our school extends invites to monthly assemblies and special performances to encourage parents and guardians to celebrate in our students' successes. Tillicum Annex has a committed Parent Advisory Council (PAC) who enrich the school experiences for students through fundraising and collaborative effort.

2A. WHAT DID WE SEE?

- Describe the overall strengths as well as the needs of the learners.
- What is going on for them?

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 the expectations. As individuals, they range in need, with a significant number identified as At-Risk learners. For example, we know our Kindergarten students have many needs: 13 of the 20 students were identified as At-Risk learners in reading, as identified by the school-based Reading Recovery team. Our staff continues to see increases in anxiety and the need for social skill development for many of our students. The lack of food, home, and emotional security have a great impact on the social and academic development of a child. Tillicum staff recognize that learning can only occur if students develop a sense of belonging and feel safe at school and it is important for students to feel a sense of belonging in a safe setting before academics can be developed. Therefore, staff are committed to focusing on strategies to make students feel connected with everyone at the school through enhancing their social skills and continuing to develop self-regulation and problem-solving strategies.

2B. WHAT DO WE NEED TO RE-ADJUST?

- Outline any changes or adaptations from previous plan. Be sure to include rationale for why these changes should be made and how you believe that it will help.

Data shows that our students are a complex, high needs group of learners. Tillicum focuses on how best to encourage student engagement, and to enhance practices to support the cultural, social-emotional, physical, and mental well-being of our students. This focus connects to the goal presented in the VSB *Strategic Plan 2021: Create a culture of care and shared social responsibility*. Further, the focus connects to Aboriginal Education Enhancement Agreement: Belonging: to increase the Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance, and caring in their schools. This focus connects to the redesigned curriculum core competencies: Positive Personal & Cultural Identity, and Social Responsibility.

Writing Goal:

Tillicum teachers will work with students on generating ideas and taking more risks in their daily writing. Through mini lessons, daily writing, and writing across the curriculum, students will improve their writing. We will gauge student success through our Three Step Write process (Class brainstorm, class write, and individual write), written in the fall and spring, using the *BC Performance Standards* as a key indicator.

Challenges:

Through conversations with teachers, our students find it difficult to generate ideas, or take the risks to transfer their ideas to a product. Students seem to be hesitant to take risks, and fine motor skills anecdotally seem to be declining.

Strategies:

- Teaching about writing tools (pens/caps, keeping paper in its proper place)
- Writing folders – to collect work
- Creating/setting personal writing goals
- Individual focus on students
- Use permanent ink to reduce “perfectionism”
- Writing across the curriculum
- Celebrating writing
 - Authors chair
 - Camp write a lot
 - Sharing exemplars – Visuals
- Word walls, themed
- Dictionaries

How will we know we’re successful?

Student success will be evaluated through data collected on the students’ *Three Part Writes*. Students will engage in school wide guided writing activities in fall and spring, that are measured against the BC Performance Standards in writing. Using this data, we can analyse the success in writing instruction, and work to tweak and tailor practice.

3. INQUIRY QUESTION (previously known as “Goal”)

- Does the original question need to be readjusted/continued/changed given the results outlined above?

How can we create an environment that develops the cultural, social-emotional, physical, and mental well-being of the students?

The increase in stress on many families due to poverty, food insecurity, trauma, complex medical needs, and high housing costs has led to emotional insecurity and a need for a safe and consistent environment to create a strong learning environment. Further, we recognize that stressors in all our students lives affect their mental well-being. We acknowledge the need for consistent and positive relationships and data-driven social skill programming, as critical foundational elements for creating a caring environment.

Key areas of learning we will continue to focus on will be social and emotional growth, social skill building, student self-awareness and resiliency.

4. WHAT IS YOUR NEW PLAN?

- Explain plan and any changes from previous plans

Tillicum has had success with several programs aimed at creating community, belonging, and social emotional well-being. We will continue to implement these programs: Jump Start, Mind Up, Visuals for Behaviour, Whole Body Listening, common language for naming expectations and behaviours, YFW play groups, lunchtime clubs such as Lego, Origami, and Chess/Checkers, Silent Lunch, and Student of the Month.

In Year 3, our focus will continue to be on Social Emotional Learning, looking at predetermined themes of decision making, relationship skills, optimistic thinking, self-management, social awareness, and personal responsibility. Our aim is to focus lessons in these areas at the classroom level, which are further reinforced at our daily assemblies after morning mind up and jump start, through ongoing dialogue and through reminders over the daily announcements.

New for this year, as the annex to Hastings Elementary Community School, we plan to work with Hastings to align our Social Emotional practices, creating shared language and better transitions for our grade 4 students moving up to Hastings in grade 5. The schools will engage with the *Dalai Lama Center for Peace and Education* participating in the *Heart-Mind Schools Project* which aims to support evidence based, system wide social emotional learning. The two sites, Tillicum and Hastings, will engaged in shared professional development opportunities to support:

- School wide systemic shifts in recognizing the equal importance of balancing students' education of the mind and the heart, :through engaging students in SEL as a way to promote positive mental well-being.
- A universal approach to SEL in providing Heart-Mind School Schools with practical resources to link and integrate BC's new curriculum with the Heart-Mind Well-Being Framework of social-emotional learning.
- Build on existing school strengths in fostering student and staff well-being through evidence-based classroom and school-wide strategies, professional development workshops, practical resources, and implementation support.
- School based efforts to engage with broader school community, including parents and caregivers, to extend the reach of project objectives and support their role in fostering student social emotional development.

5. WHAT SUPPORTS WILL WE NEED?

- Review and revise support plans for this year

To support our goals, professional development is needed and will focus on Social Emotional learning and trauma Informed practice. Tillicum and Hastings will participate in the *Heart-Mind in Schools Project*.

The staff will work through 4 *Heart- Mind in Schools* workshops over the next two years. Mapping programs and approaches that teachers use, Roots of Empathy, Zones of Regulation and Second Step on the five areas of the heart, to increase educator understanding of how their work fits within the framework and how the framework can be used to understand diverse approaches

For students, *Roots of Empathy, Zones of Regulation and Second Step* will be taught in a way the fits within the *Heart- Mind in Schools* framework to support the management of emotions, situational awareness, and sound decision making.

Additionally, daily and weekly self-regulation lessons will be taught and reinforced through Mind up, Jump Start, and the Ready Bodies Learning Minds programs. Further, staff will approach behaviours through the lens of Trauma Informed practice, where we will realize, recognize and respond to students through thoughtful and mindful approaches.

6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

- Revise (If necessary) or repeat indicators from previous plan

We will measure our successes and determine the areas needed for continued growth by using entry and exit data provided by the DESSA Mini. In the fall, teachers will assess the students using the DESSA Mini, looking specifically at decision making, relationship skills, optimistic thinking, self-management, social awareness, and personal responsibility, and then revisit the DESSA Mini after a significant period of teaching in the spring to determine growth in these areas. Further, the *Heart- Mind in Schools* will be evaluated through a school baseline survey, Parent/caregiver baseline survey and student baseline survey. At the end of the school year, we will conduct a Parent/caregiver year-end survey and Student year-end survey to determine our successes and adjust as needed. As educators we will keep Classroom implementation logs and a School-wide implementation log. Further, as we move along our journey, a final project survey for the school will be conducted as well as a final project interview of our school champion.

7. HOW WILL WE SHARE?

- How will we make parents, students and other members of the community aware and involved?

Parents, students and other members of the community will be made aware and involved through a multifaceted approach including:

- Student and parent information letter for the *Heat-Mind in Schools Project*
- Parent/caregiver baseline survey for the *Heat-Mind in Schools Project*
- Parent/caregiver year-end survey for the *Heat-Mind in Schools Project*
- Parent workshops that share our SEL approach at the beginning of the year held by our YFW
- The use of display cases and bulletin boards to celebrate student writing and aboriginal history, storytelling, and artwork
- Teachings and storytelling from our Indigenous Enhancement Worker
- Teachers sharing their students' learning improvements with the students regularly and with their parents during Student Led Conferences
- Blueprint Portfolios
- Students' activities photographed and shared on bulletin boards and in weekly newsletters and on the Facebook page
- Student of the month assemblies to recognize student achievement
- Oral conferencing with students
- Student work created during Camp Write-A-Lot was bound into a book and displayed on a bulletin board in the main hallway
- Creating writing projects on iPads and sharing with families during Student Led Conferences
- Monthly book giveaways to students provided by the *Books for Me* program
- Sharing of DESSA data with staff and PAC



District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

8. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

Tillicum Indigenous enrolment has increased to 18 students, approximately 15% of the total school enrolment. The students trace their heritage from a variety of nations, including Squamish, Nuxalk Nation-Bella, Soda Creek, Williams Lake, Blackfoot, and Inuit. Many of our indigenous students bring a depth of knowledge and experience to Tillicum Annex that enriches the cultural and social fabric of the learning community.

9. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

To support all our learners in increasing the knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students, Tillicum teachers and support staff has worked in conjunction with the Indigenous Enhancement Worker (IEW) to:

- Introduce lessons in Indigenous studies that are interwoven throughout the curricular areas, Social Studies, Science, Language Arts, and Fine Arts.
- Integrate Indigenous culture and customs during special events, assemblies, and community events with the students, staff, and community partners. (E.g. Kiwassa)
- Have student leaders and adults state the traditional acknowledgement at the beginning of all announcements, meetings and assemblies.
- Have class-wide involvement of the IEW supporting self-regulation and social relationships.
- Have class-wide sharing, storytelling and teachings from the IEW
- Have class-wide art and cultural lessons from the IEW and Indigenous community partners – E.g. button blanket making and bannock making.
- Purchase recommended and relevant books for the library
- Visit the Big House at Cheakamus Centre (Grade 4 camp)
- Learn about, and raise and release of salmon through the life cycle of the Salmon study (Grade 3/4 class)

10. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

We will continue to:

- Provide high level of First Nations support, education, and programming at our school, with guidance from our Indigenous Enhancement Worker
- Incorporate the teachings of Native plants and how they were used with Indigenous people in our school-wide gardening program
- Integrate student self-assessment with Indigenous Education to increase student awareness of their learning
- Refer our students to the visuals in our hallways, such as 'First Peoples Language Map' and the 'First People's Principles of Learning' to support students in learning more about Indigenous histories, traditions, cultures and contributions, and promote activities that increase pride of all cultural backgrounds

11. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

Student voice (2019-2020):

Grade 3/4 students were asked the following:

When thinking of my learning of Indigenous culture and traditions, I have:

- *An excellent understanding of Indigenous culture and traditions - 50%*
- *A fair understanding of Indigenous culture and traditions - 50%*
- *A poor understanding of Indigenous culture and traditions - 0%*

I enjoy learning about Indigenous culture, traditions and history:

- *Strongly agree – 60%*
- *Agree – 40%*
- *Disagree – 0%*

It is important to learn about Indigenous culture, traditions and history:

- *Strongly agree – 40%*
- *Agree – 60%*
- *Disagree – 0%*

I see or hear things in our school that celebrate the culture, contributions, and history of Indigenous peoples:

- *Often – 30%*
- *Sometimes – 60%*
- *Rarely – 10%*

Parent's voice:

- Report noticing the Indigenous artwork that children bring home and the display cases in the front foyer with representations of the history of Indigenous people
- Report noticing students enjoyed listening to stories told by the Indigenous Enhancement Worker
- Report appreciating of the type and amount of teaching and learning being done at Tillicum in Indigenous culture, contributions, and history

Staff voice:

- Report students are getting better at recognizing how First Nations traditions and culture are woven into their daily lessons
- Report students are choosing Indigenous books from the collection in the library during reading time with volunteers and library time
- Report a greater student enjoyment in Indigenous culture, contributions, and history
- Report concerns that some students may be unaware of their heritage or feel shame based on historical events – an area to focus on

It is important for students to develop positive self-identity; staff want to see growth in students' knowledge, acceptance, empathy, awareness and appreciation of all cultures.

**FIRST
PEOPLES**

PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



For First Peoples
classroom resources
visit: www.fnesc.ca

