

## 2022-2023 - Year 1

### School Learning Plan

#### 1. GENERAL SCHOOL STORY (TO BE UPDATED EACH YEAR)

Tillicum Community Annex is part of a community that is located in the dynamic Hastings Sunrise neighbourhood in East Vancouver. Tillicum 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 101 students and 6 divisions. Our school population remains steady in the last few years although we have seen a decline in learners since the 2020 school year. Our students come from diverse backgrounds with 14% Indigenous ancestry, 17% as identified ELL, and 25 % with a Ministry designation. Tillicum school staff are committed to supporting the meaningful inclusion of all our students in all aspects of school life.

Tillicum Annex, which has been identified as an enhanced services school, has been provided with additional supports such as a Youth and Family Worker (YFW) four-days-per week, an Indigenous Enhancement Worker (IEW) one-day-per week, and a hot lunch program available to all students who self-identify as needing this support. Our 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 our 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.

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. The Strong Start is woven into the school community and is often involved in providing leadership opportunities for our students, participating in Sports Say, Welcome to Kindergarten, Books for Me, school safety drills, and attending our performances.

Our school excels in the teaching and modelling 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 our 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, Strong Start volunteers and Buddy Readers. We also celebrate student success and achievement throughout the year at Student of the Month Assemblies and Blast Off For Books reading ribbons. Our staff strives to involve families in school activities to promote continued growth in student learning. Activities such as BINGO night, Talent Show, Performances, Camp Read-a-lot, Be Excited About Reading (BEAR) events, 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.

---

## 2. WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS? (SCANNING)

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 who benefit from extra learning supports. Our staff continues to see increases in anxiety and the need for social skill development for many of our students. The effects of the COVID-19 pandemic years are apparent through lack of experience for the students, gaps in learning and increased anxiety. The lack of food, and 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 feel a deep sense of belonging in a safe setting before academics can be developed. Therefore, staff are committed to focusing on inclusivity, diversity, problem-solving, self-regulation, mindfulness, and enhancing social skills. Student voice has informed our trajectory on many levels. One example of student voice has been noted in our shared reconciliation art in the library. Students overwhelmingly indicated that schools should feel safe, kind, calm, fun and in the green zone (regulated). Furthermore, our parent community supports our learning endeavours by being available to volunteer at our literacy events. They are committed to supporting our school in closing the learning gaps that have surfaced through the pandemic.

---

## 3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS? (SCANNING)

Data shows that our students are a complex, high-needs group of learners. 41% of students in grades 1-3 are working at the beginning or developing level in English Language Arts and would benefit from intervention.

### Street Data:

Many families reached out for support post-pandemic with the rising costs of groceries and inflation for food support, winter gear, and eyeglasses. An increased number of holiday hampers and multiple orders of Snacks For Kids took place during the 2022-2023 school year.

### Student Learning Survey:

It's impressive to note the Tillicum School community is doing a great job in helping students feel safe and happy at school. 76 % of Grade 4 students report that they feel like school is a place where they feel like they belong most of the time and all of the time combined. 72 % of grade 4 students feel happy at school most of the time and all of the time combined. 30% of students in this age category report that they are learning to care for their mental health and their bodies.

### Tillicum School-Wide Write Data

Our data indicates that 25% of our students are currently *not yet meeting* when given an open-ended writing assessment based on a rubric. During a school plan evidence brainstorm, teachers noted student writing challenges include students are reliant on adult prompts, struggle with spelling and confidence as writers, and building stamina for editing tasks.

---

#### 4. WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE? (FOCUSING)

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, Visual cues for expected behaviour, Land Acknowledgements, Whole Body Listening, Mindfulness, lunchtime clubs such as games club, silent lunch, library monitors, and Student of the Month. In addition to these, Ready Body Learning Minds, Roots of Empathy, and the Zones of Regulation, will continue to provide our students with the capacity of impactful and interconnected individuals contributing to our group success as a community. We are committed to serving each other and ourselves.

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 provide all opportunity for students to be seen and heard as individuals through an equitable lens. Students will all be similarly able to contribute to our school culture of inclusivity and belonging. Similarly, our code of conduct connects us all as students who are valued and we all contribute to our group's success. We take care of others, ourselves, and this place regardless of any classifying categories.

Student achievement in reading and writing is an area that we can focus on alongside physical and mental well-being. Students show an increasing interest in their bodies and their minds and we can continue to promote body positivity as a school community.

---

#### 5. INQUIRY QUESTION (FOCUSING)

As student voice has suggested, students feel safe at our school and this is the core belief of Tillicum. Food supports, healthy eating programs, attendance supports are all vital to the success of students who are faced with uneven disparities.

Tillicum school staff will work on the following three areas to develop a holistic approach to teaching, learning and belonging:

- How can we create an environment that continues to develop the cultural, social-emotional, physical, and mental well-being of the students?
- How can we work with students on generating ideas and taking more risks in their daily writing?
- How can we work to increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all students?

We will keep in mind that the most important work we can do to improve the success of our students is to increase equity and narrow the gaps that challenge the marginalized members of our community.

---

## 6. WHAT IS OUR PLAN? (PLANNING)

- Staff will incorporate more authentic voices through literature
- Meet students where they are at currently by taking inventory early in the year through observations and assessments which can guide the trajectory for the remainder of the school months
- Differentiate instruction for all learners. We will refresh and revisit tools of differentiation during staff meetings.
- Teach with the end in mind using a Universal Design for Learning framework.
- Focus on the learning journey and not just the destination.

### Year 1

- Continue to bring community and well-being to the forefront
- Continue our current unifying experiences such as school wide field trips, events, and focus on our daily group activities from morning meetings to mindfulness
- Collect and gather data through observations, feedback, and staff meetings

### Year 2

- Develop a strategic plan for increasing writing outcomes for our students: by examining the programs that we currently use: Three Step Write process, the writing process, the traits of writing, school wide write, journaling, research projects, personal narratives etc and decide what is currently working and what is not. Have students connect to their personal journey to increase engagement.

### Year 3

- Examine our commitment to Truth and Reconciliation and gauge how we can extend our practices to reflect our ongoing journey in this area.

---

## 7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

For staff: To support our goals, professional development around writing, equity and inclusion, and creating a community of learners and educators where all voices are heard

For students: Continued Indigenous Enhancement Worker support for our students and staff, connections to our place in the community, and student language to be developed around understanding the TRC Calls to Action.

Moreover, we are employing all three areas of the Core Competencies from the BC Curriculum; Thinking, Personal and Social and Communication. Communication by transforming our ideas through their connection to others; Thinking by creating new understandings based on our metacognitive awareness; Personal and Social by caring about ourselves and others.

---

## 8. HOW WILL WE KNOW WE'RE ON TRACK? (CHECKING)

We will measure our successes by the level of engagement of our community.

Attendance at school initiatives and events

Baseline data will be collected through Communicating Student Learning data, Devereaux Student Strengths Assessment (DESSA), Student Learning Surveys (SLS)

Feedback from our school community including caregivers, staff and students through our conversations during supervision times, surveys, and participation in school events.

We will continue to be reflective and responsive to the changing needs of our school community

---

## 9. HOW WILL WE SHARE THIS INFORMATION? (CHECKING)

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

- Surveys
- The use of display cases and bulletin boards to celebrate student writing, Indigenous art, storytelling and artwork
- Teaching and storytelling from our Indigenous Enhancement Worker
- Sharing of learning journeys during Student Led Conferences
- Electronic and paper portfolios
- School E-newsletter
- Student of the Month assemblies to recognize student achievement
- Conferencing with students 1-1
- Monthly book giveaways by Books for Me
- Sharing data with staff from collated reports and surveys
- Feedback from PAC during monthly meetings



*District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.*

## 10. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?

- 18% of students identify as Indigenous

-Classrooms are working to embed Indigenous content and First Peoples Principles of Learning into daily activities and across curricular areas such as weaving, salmon study, field studies at Grouse Mountain

-Integrate Indigenous culture and customs during special events, assemblies and community events with

Tillicum School is committed to enriching ourselves with Indigenous knowledge. We are committed to Truth and Reconciliation and

- We have established an Indigenous Plant garden focusing on traditional plants used for food and healing.
- Developed a strong network of support to strengthen the growth of our learners.

Participated in the conception and unveiling and learning about our new Indigenous mural by Coast Salish artist Carrielynn

- Viewed and shared performances by authentic Indigenous artists e.g. Hoop Dancer
- Celebrated student success with our Indigenous Enhancement Worker, whose work has proved to be invaluable to our school community.
- All staff members have participated in Dedicated Professional Days, Curriculum Implementation Days and In-Service Days to strengthen our understanding and recognition of Indigenous contributions to Canada and the world.
- Themes covered within classes this year: histories; cultural knowledge for a variety of Indigenous Nations; celebrations and traditions; impact and history of residential schools: Truth and Reconciliation; Participation in Orange Shirt Day; fieldtrips to Indigenous sites; acknowledgement; celebration of Indigenous women
- Purchasing and teaching from authentic literature.
- Began to weed out inauthentic texts from our Library with the support of our IEW and VP
- Discussed how we can access more district support and resources in order to learn how teaching professionals can authentically and meaningfully weave indigenous heritage, teaching and culture into BC's Curriculum.

---

**11. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY? PLEASE SHARE HOW IT IS EMBEDDED THROUGHOUT.**

- Students and Staff connect to the traditional Land Acknowledgement before any event, assembly, or meeting by memory
- Students can speak to the impacts of residential schooling in an age-appropriate way
- Students can speak to the significant Indigenous Contribution to the World Wars
- Students participate in a schoolwide focus on Orange Shirt Day
- Students have learned to respect the roles of Indigenous women as mothers, daughters, sisters and warriors through authentic texts and artwork
- Students and staff can identify traditional healing plants in our Indigenous garden such as Tobacco
- Staff imbeds Indigenous teachings into the curriculum such as studying the salmon life cycle through the raising and releasing of the salmon
- Staff is committed to The Truth and Reconciliation Calls To Action; each is on their own personal journey
- Staff participates and reflects on Professional Development as a team on Indigenous Focus Day
- Staff seeks out further Professional Development in Indigenous allyship and Indigenous teachings.
- Staff collaborate closely with our Indigenous Enhancement Worker on a weekly basis to integrate customs, traditions, texts, art and teachings into the classroom

---

**12. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?**

Students will learn more about the Truth and Reconciliation Calls to Action with authentic child-centred language and texts

Students will find their commitments and connections to Truth and Reconciliation

The school will seek out our local Elders and connect with them at the school level

Staff will continue to weed out outdated and inauthentic representations of Indigenous culture in the Library

Staff will continue to share information as Indigenous Lead to our staff and students

Students will work on how to extend our daily land acknowledgement and make it more meaningful

Continue to represent Indigenous Culture on our walls and throughout the school in meaningful ways