

Vancouver School Board

# SCHOOL PLAN

## 2015-2016 Summative Review



## 2016-2017 Plans for the Future

It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

### TILLICUM COMMUNITY ANNEX

#### MISSION STATEMENT

To ensure a safe, nurturing and challenging educational environment, encompassing the school and community, where all students achieve their potential as life-long learners.

## 2015-2016 GOALS

1. Literacy Goal: To support student skill development in the area of writing with a focus on attitudes toward writing, idea generation, writing fluency and increase in number of correct writing sequences.
2. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

## SCHOOL COMMUNITY CONTEXT

**What are the demographics of our learning community?**

**Who are our learners?**

**What is our vision of success for learning for each student?**

Tillicum Community Annex is located in the northeastern corner of Vancouver and is the annex to Hastings Elementary School, belonging to the Templeton family of schools. Tillicum Annex currently enrolls 90 students from kindergarten to grade four. The school population reflects the diverse surrounding community with 25% aboriginal students and 45% English Language Learners. Supporting the successful inclusion of all learners in the classrooms is of high importance to the staff at Tillicum School as 20% of the student population has been identified with special needs.

Tillicum school 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 fulltime Youth and Family Worker, an Aboriginal Education Enhancement Worker, and a hot lunch program available to all students. Our Community Schools Team (CST) offers additional support to our school in the area of student attendance, grade 4 to 5 transition to Hastings School, and connecting families to programs in the area. The CST has recently organized a More Sports soccer program during the lunch hour for our students. The District Literacy Teacher from Hastings Elementary has been working with our vulnerable students two afternoons a week in the third term to support literacy development. Volunteers are working with our students regularly through One to One Readers, Book Buddies, and the Books for Me program. Kiwassa Neighbourhood House is our closest community partner as it is situated next to the school and provides many programs and services to our students, such as the hot breakfast program, bi-weekly in-school gardening lessons, and numerous after school programs. We are also fortunate to have a Strong Start Center for families with children, ages 0-5, that operates daily out of Tillicum Annex.

The Early Intervention Model is utilized at Tillicum Community Annex. Identification of students struggling with reading and writing skills begins in kindergarten and resource teachers work with these students to increase their reading readiness. Some of these students are potential candidates for the intensive one-to-one Reading Recovery program in the following year.

Staff continue to teach and model Social Responsibility guided by the school's Code of Conduct "Take Care of Yourself, Take Care of Others, Take Care of this Place". We celebrate our students' achievement in this area through our Student of the Month assemblies. We also provide many opportunities for student leadership and involvement in our school community. Classroom Buddies, Assembly Hosts, Lunch Monitors, Morning Announcers, Kindness Club are a few of the activities available that foster a strong sense of community for our students.

The development of self-regulation strategies for students is integrated throughout all activities at Tillicum Community Annex. The students' ability to engage in their classroom tasks is enhanced when paired with strong self-regulation skills. Jump Start, school-wide Mind Up, and silent lunch are activities offered daily at the school to support the development and awareness of self-regulation. Introductory workshops on self-

regulation have been hosted at Tillicum School for parents and community partners to provide a deeper understanding and to reinforce the use of these strategies with our students and their families.

Tillicum Annex continually promotes family involvement in school activities and in student learning. Activities that we have offered to increase parent participation are the annual BINGO night, Christmas Breakfast, Camp Read A Lot, and monthly family reading Be Excited About Reading (BEAR). Our school extends invites to our monthly assemblies and special performances to encourage parents and guardians to celebrate in our students' successes. Tillicum School has a committed Parent Advisory Council (PAC) that enriches the school experiences for our students.

## **PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW**

### **What were our goals?**

1. Literacy Goal: To support student skill development in the area of writing with a focus on attitudes toward writing, idea generation, writing fluency and increase in number of correct writing sequences.
2. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

### **What steps did we take to address the identified student(s) needs?**

#### **Literacy Goal**

- Ongoing collaboration between the teaching and resource staff to conduct regular assessments, review of writing data, and determination of appropriate supports
- Common assessment tools and grade group collaboration around the use of the B.C. Performance Standards.
- To increase engagement and positive attitudes toward writing, teachers have introduced fun ways to teach and celebrate writing in class such as
  - a poetry café
  - literature circles (fiction and non-fiction)
  - incorporation of technology (iPad projects)
  - Writer's Workshop
  - author visit/ author studies
  - mini lessons on writing (recipes, thank you letters)
  - school-wide writing events (Camp Write A Lot)

- morning messages delivered to the whole school through the Public Announcements (PA) system
- Direct teaching of foundational writing skills through various strategies:
  - Topic Pockets
  - interactive writing
  - pre-writing strategies (graphic organizers, think pair share)
  - journal and free writes (with idea starters)
- Improving reading, self-regulation, and executive functioning skills, and regular attendance plays a large role in the successful development of writing skills; therefore, various supports and techniques have been incorporated throughout the classrooms in these areas, such as:
  - intensive reading skill development for vulnerable students (Reading Recovery, Early Intervention Model)
  - ongoing reading assessments reviewed by resource and classroom teachers to determine appropriate supports
  - OT Centers 3x/week for students in kindergarten to grade 2 (fine and gross motor development)
  - Jump Start – daily (self-regulation)
  - Mind Up – daily (self-regulation)
  - weekly connections to families that require additional attendance support
- The District Literacy Teacher from Hastings has been providing targeted writing support for small groups of students at Tillicum that have fallen behind in their writing skills.

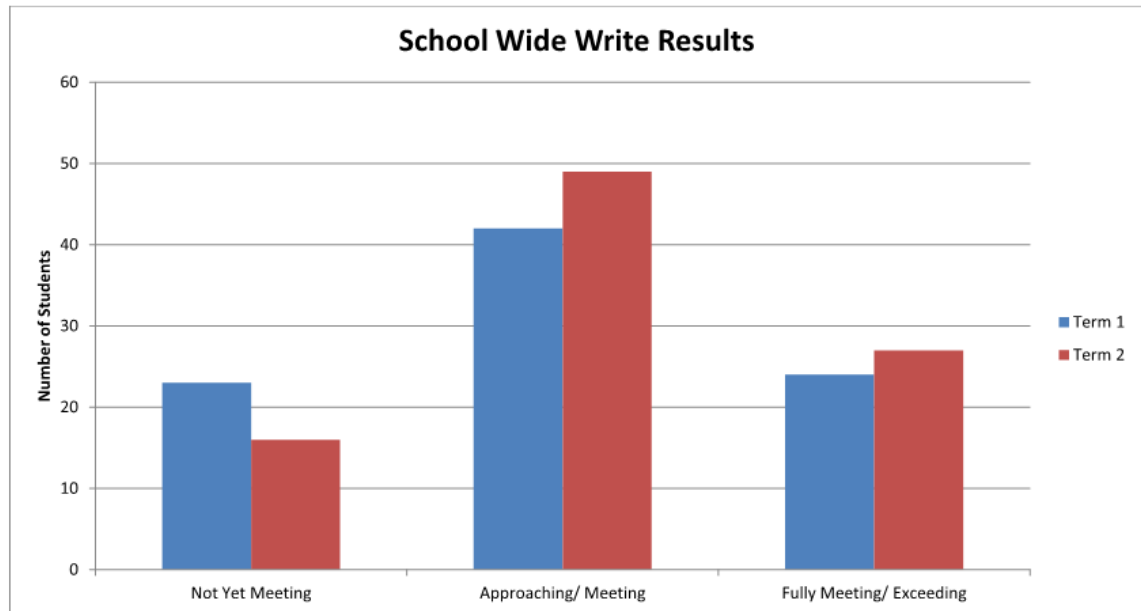
### **Aboriginal Enhancement Goal**

- Lessons in Aboriginal studies are threaded throughout our curriculum in social studies, science, language arts, and music
- Integrating Aboriginal culture and customs during special events, assemblies, community activities with the students, staff, and community partners
- Student leaders state the traditional acknowledgement at the beginning of every assembly
- Daily involvement of our Aboriginal Education Enhancement Worker (AEEW) with the staff and students, supporting self-regulation and social relationships
- Classroom sharing, storytelling, and teachings from our AEEW
- Classroom art that reflects the teaching from stories and our AEEW
- To increase accessibility of the learning of Aboriginal culture, recommended books have been purchased this year for our library collection
- The use of supplemental teaching material, such as Raven Tales videos, to demonstrate how Aboriginal culture is weaved throughout our daily school life
- Field studies, such as *Big House* studies during Grade 4 camp at the Cheakamus Center, teach students about the history of Aboriginal peoples, daily living (making bannock) and storytelling
- Invited guests, Alex Wells, a professional Hoop Dancer provided lessons and a performance for all of our staff and students

## What was the evidence of success for each student?

### Literacy Goal

- School Wide Write Results Graph – displays growth from 1<sup>st</sup> Term to 2<sup>nd</sup> Term



- Term 2 Report Card Results for Language Arts
  - 83% minimally meeting expectations or above
- Foundation Skills Assessment Results 2016:
  - 100 % of all students in Grade 4 that participated in the assessment are meeting expectations or above in writing
- Attitudes toward writing survey results:
  - 82% of the students that were surveyed had positive attitudes towards writing

### Aboriginal Enhancement Goal

A random sample of students in grades 1-4 were asked questions regarding Aboriginal Education, these were the results:

- 60% of the students responded Yes to “Do you know anything about the Aboriginal culture?”
- 65% of students responded Yes to “Do you see or hear things in our school that celebrate the contributions from Aboriginal people?” and list some examples:
  - saying thank you at the assembly
  - display cases
  - art work in the classrooms
  - our Aboriginal Enhancement Worker teaches classes about the culture
- 96% of the students *agreed* or *strongly agreed* with the statement: “It is important to learn about the Aboriginal culture and history”

### **How did we communicate and celebrate student success**

- The use of display cases and bulletin boards to celebrate student writing and aboriginal history, storytelling, and art work
- Teachers shared their students' learning improvements with the students and their parents
- Students' work displayed throughout the school and in newsletters
- Student of the month assemblies to recognize student achievement in particular areas
- Oral conferencing with students
- Poetry Cafés
- Creating writing projects on iPads and sharing their work at the Digital Fair at Science World
- Monthly book giveaways to students provided by the *Books for Me* program
- An Author talk for students in grades 1 and 2
- Sharing writing with Buddy Class
- Parent Teacher and Student Led Conferences

### **2016-2017 SCHOOL PLAN, PLANS FOR THE FUTURE**

Given that the 2016-2017 school year is one of transition as we move to the *Framework for Enhancing Student Learning Model*, we intend to continue with the current goals as outlined in our reflections for 2015-2016.