

# Trillium Creek Primary School

2022-23 Work Plan



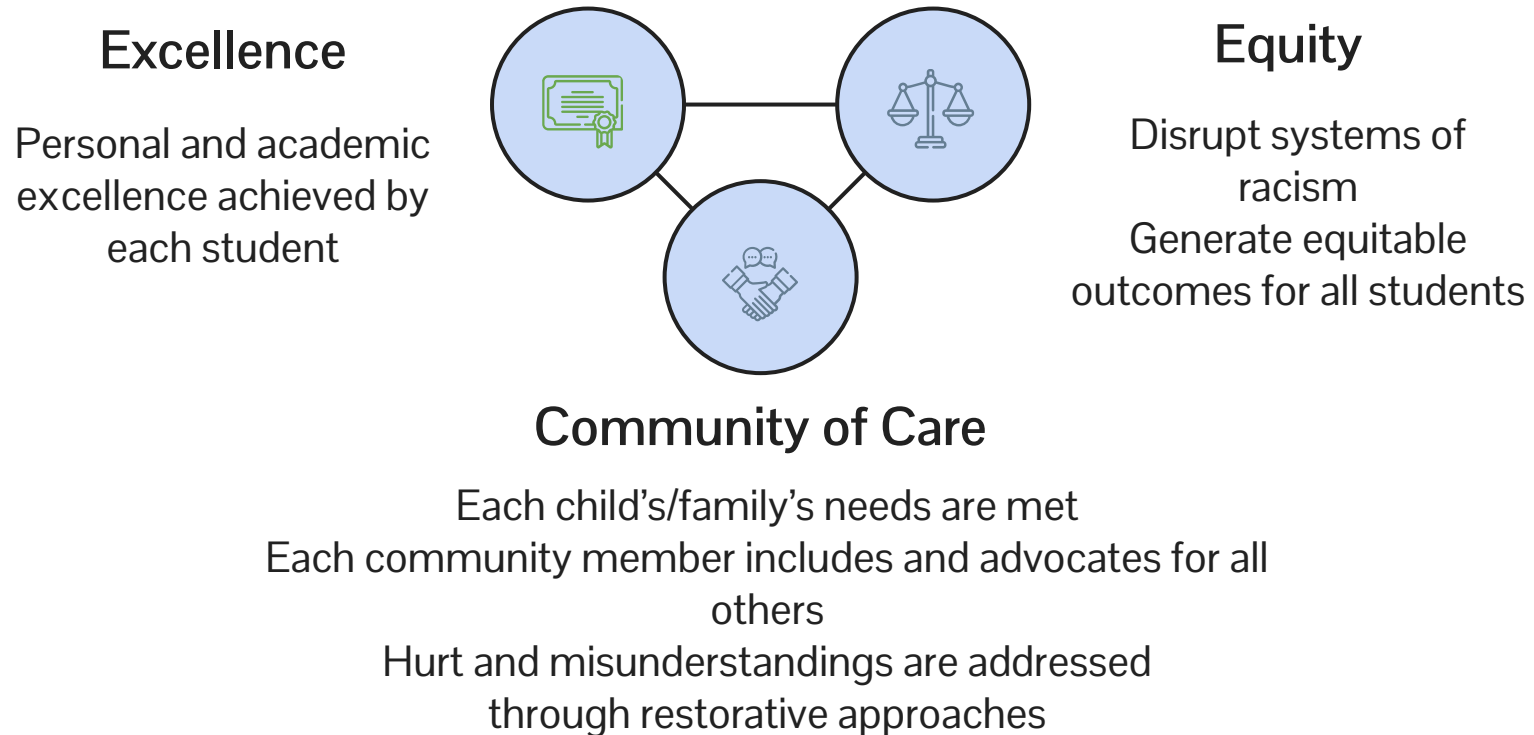
How do we create learning communities for the  
greatest thinkers and most thoughtful people . . . for  
the world?

Creating a culture of excellence and equity  
within a community of care

TRILLIUM CREEK PRIMARY SCHOOL

The image shows the exterior of Trillium Creek Primary School. The building is constructed of brown brick and features large, dark, three-dimensional lettering for its name. In the foreground, there is a well-manicured hedge with autumn-colored foliage. To the right, a modern entrance canopy with a series of vertical wooden posts is visible. A vibrant rainbow arches across the sky above the school, adding a colorful backdrop to the scene.

# Creating a culture of excellence and equity within a community of care



At Trillium Creek, we continually strive to create a culture of excellence and equity within a community of care. We circle around each and every child to support and challenge them as they dream and explore along their educational journey.

Our school and its setting provide inspiring spaces in which students explore and learn. We build classroom environments in which each student has a voice and relationships become stronger because children face challenges and grow together. We create the conditions for children to experience and share the full array of their strengths and talents. We help to ensure that every child is realizing the full benefit of their education so that their dreams become opportunities. Our community supports our school, creating a stronger experience for all of our children.

At Trillium, we recognize the unlimited potential and unique character that each student brings to us each day. We believe that a great school builds on this for each child, every day. To that end, we challenge our students and ourselves to continuously seek new learning, strengthen our skills, and grow our capacity to understand and relate to others.

# School Board Goals

Grow student achievement through the use of high leverage instructional and engagement strategies to raise rigor, disrupt systems of racism and generate equitable outcomes for all students while eliminating opportunity and achievement gaps.

Effectively use systems of professional growth, assessment for learning, social-emotional learning, equitable and inclusive practices to build competence, confidence and self-efficacy for every student.

Operate in an accessible and transparent manner to encourage and generate community involvement as our parents, students and community partners are an integral and valued voice in our District.



# WLWV Equity Action Plan

## Theory of Action:

If we use **high leverage instructional and engagement strategies to raise rigor, disrupt systems of racism, and generate equitable outcomes** for all students while simultaneously eliminating opportunity and achievement gaps;

and, if we create access to **high levels of learning and engagement** for all students through the use of **culturally responsive practices** connected to the **5 Dimensions**;

then, we will **grow student learning, student efficacy** and reduce predictability of disparities for individual children and student learner groups.

# WLWV Primary School Goals

## **Belief and Belonging**

All children learn in a safe, welcoming and inclusive school environment

## **Mathematics**

All children are engaged mathematicians and make over a year's growth

## **Primary Day**

Every day meets students' social, emotional and academic needs and provides access to the highest levels of learning



## **Literacy**

All children are inspired readers, writers and thinkers and make over a year's growth

# Key Data

27% of our students  
identify as a race other  
than white

29% of our staff  
identify as a race other  
than white

3% of our staff are  
emerging English  
speakers

## Students We Serve

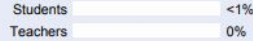


# 462

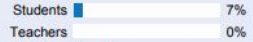
Student Enrollment

### DEMOGRAPHICS

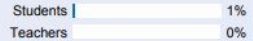
#### American Indian/Alaska Native



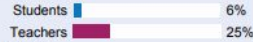
#### Asian



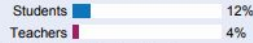
#### Black/African American



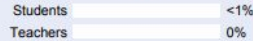
#### Hispanic/Latino



#### Multiracial



#### Native Hawaiian/Pacific Islander



#### White



**<5%**

Ever English  
Learners



**10**

Languages  
Spoken

**10%**

Students  
with  
Disabilities

**92%**

Required  
Childhood  
Vaccinations

**>95%**

Free/  
Reduced  
Price Lunch

\*<10 students or data unavailable

10% of our students  
experience a disability

6.5% of our students  
experience socioeconomic  
disadvantage

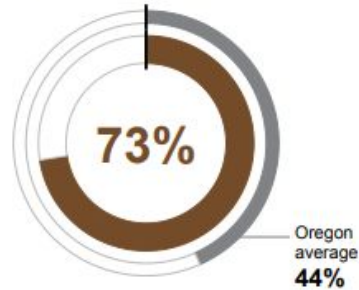




# Key Data

## ENGLISH LANGUAGE ARTS

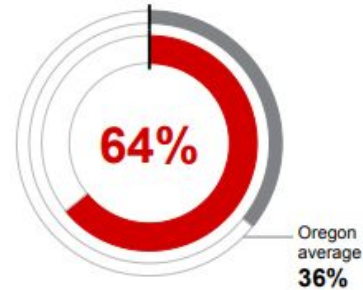
*Students meeting state grade-level expectations.*



Our ELA outcomes have been consistent over time  
(drop of 5 percentage points in covid)

## MATHEMATICS

*Students meeting state grade-level expectations.*



Our Math outcomes have been inconsistent over time  
(drop of 5 percentage points in covid)

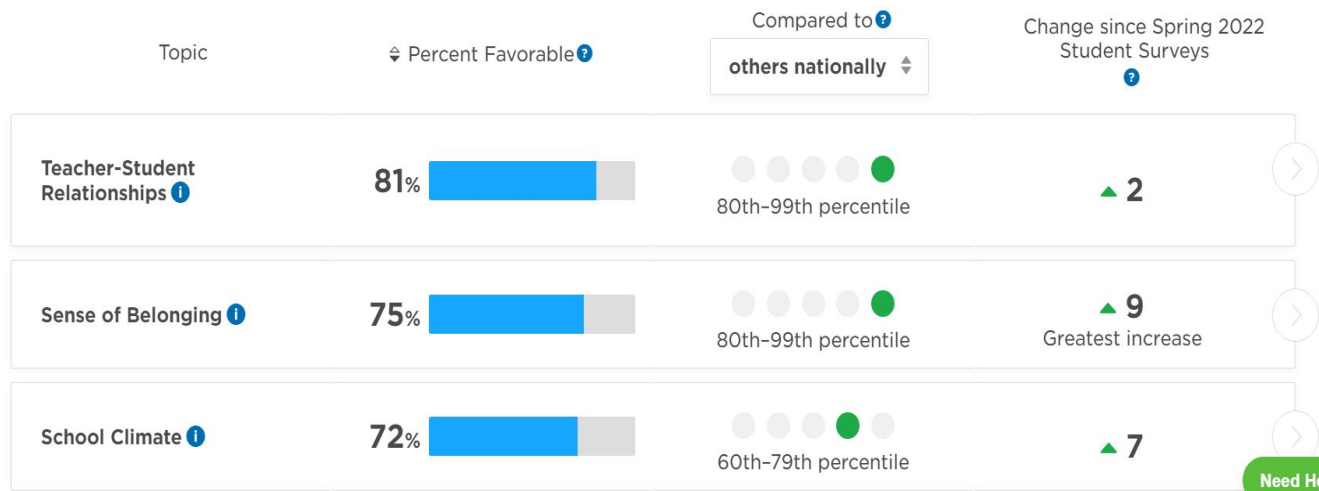


## Fall 22 - Student Supports and Environment

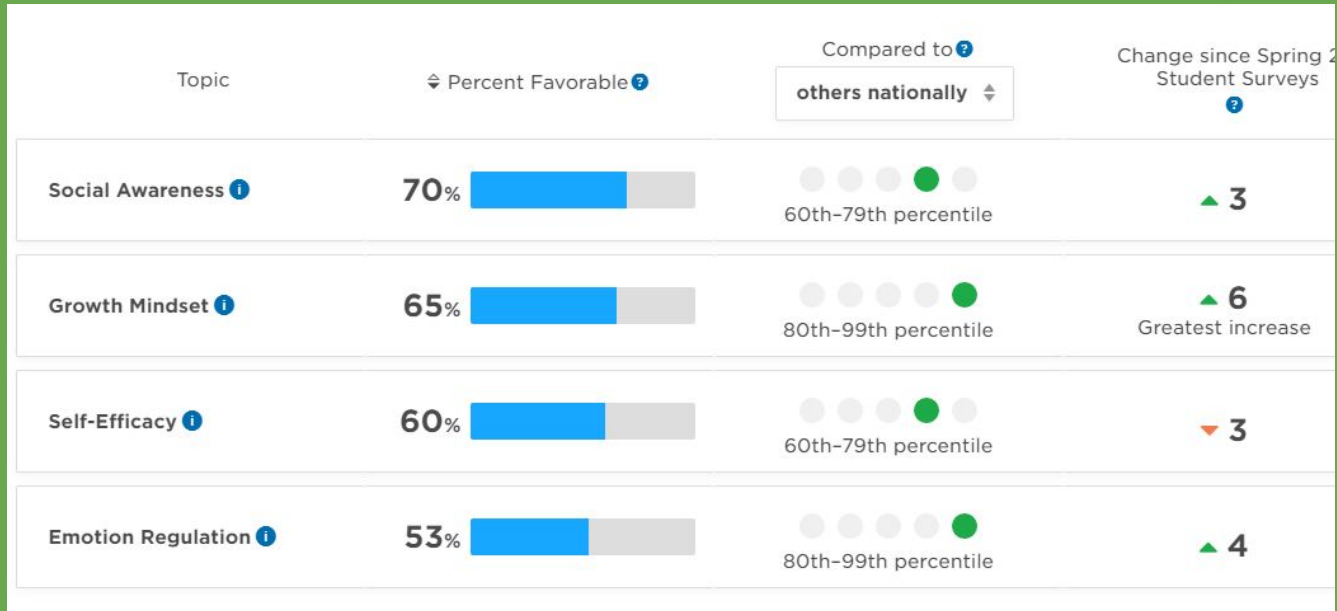
Grades 3-5

224 responses | [show breakdown](#)

 Save as PDF



## Fall 22 - Student Competencies



# Trillium Creek Primary School Goals

## Belief and Belonging

- Circles for community building coupled with restorative practices
- School-wide character traits
- Grade level anti-racism lessons



## Mathematics

- Grade level commitment to GVC
- Use of progression maps focused on priority standards
- Implementation of pre-assessments to guide unit planning
- Strong PLT practices to provide responsive instruction

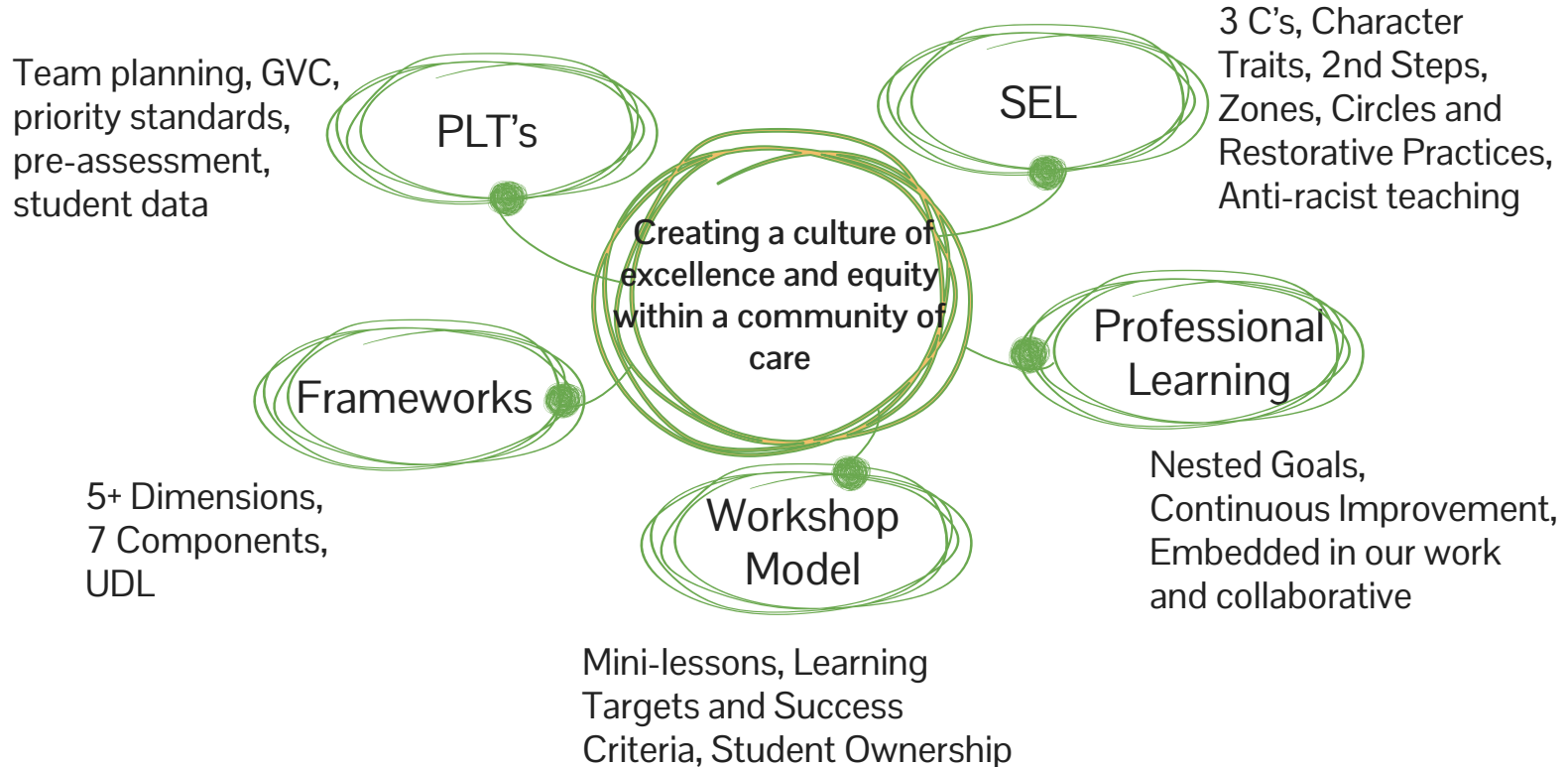
## Primary Day

- SEL and WL learning for all students
- Grade level PLTs align schedules and planning
- Use assessment data to establish grade level priorities

## Literacy

- Calibrated assessment practices drive individualized instruction
- PLT designed interventions
- Paraeducators join literacy focused sessions with teachers

# Our Anchors



# Key Actions: Primary Day 22-23

- Equity/Steering committee serves as school leadership team using district equity guiding questions
- Implement school-wide structures to promote teamwork, ownership of data and teacher efficacy
- Differentiated professional development based on PLT priorities
- Use Zones of Regulation and consistent language throughout the school for supporting student self-regulation
- Circles of Support implementation
- All staff professional development sessions- race, gender identity, autism
  - Continue full implementation of schoolwide SEL curriculum (trainings for certified and classified)
  - Teacher goals and feedback rooted in the 5+ Dimensions





# Key Actions: Belief and Belonging 22-23



- Revitalize school and community activities to strengthen sense of belonging
- PTA involvement ie: TCPS International Night
- Trillium Creek Character Traits and monthly recognition
- Student leadership and community service opportunities
- Integrate anti-racism lessons with social studies and SEL curriculum utilizing mentor texts that highlight diversity and inclusion
  - School-wide implementation of circles and restorative practices for community building and addressing harm
  - Maintain attention to 7 components of inclusive and equitable classrooms
  - Maintain use of Panorama data to monitor student perception of belonging and school climate

# Key Actions: Literacy 22-23

- District-wide reading assessment training and calibration
- PLT focus on assessment for learning and regular review of student data
- Collaborative reading intervention planning and delivery
- Collaboration and implementation of new word study curriculum
- Dual language program collaboration
  - Maintain strong workshop model for literacy instruction
  - Maintain regular use of learning targets and success criteria in all classrooms in all content areas



# Key Actions: Mathematics 22-23

- Deepen PLT work and support co-planning
- Follow math projection map at each grade level to ensure guaranteed, viable curriculum
- Fully implement pre and post unit assessment to drive instructional planning within PLTs
- Learning walks and lesson study
- Studio classroom
- Strengthen workshop model for math instruction
  - Maintain regular use of learning targets and success criteria in all classrooms in all content areas



Creating a  
culture of  
excellence  
and  
equity



within  
a  
community  
of  
care