

School Learning Plan

2021 – 2022

CONTEXT: WHAT WE KNOW ABOUT OUR LEARNERS

Skwo:wech Elementary is located in a truly beautiful and unique suburban setting in the historic community of Sapperton, New Westminister. We are home to a student population of 410 students, with approximately 25% identified as English Language learners along with 7% of our population identified as Indigenous learners. Adjustment to our school boundary has successfully reduced density in our community. We recognize that the COVID-19 pandemic has had a profound impact on our learning community and our staff is cognizant that we must be supporting the social and emotional well being of our community; consequently, we have elected to continue our focus on SEL for the school year. Staff have observed that our SEL goal has had an important and positive impact on the well being of our community. Our school is in the process of being rebuilt with the site occupancy date expected to be Winter 2021/22. The design of our school will create new learning opportunities for all of our students and has been developed to support the redesigned curriculum. Furthering our commitment to reconciliation, our school has been renamed Skwo:wech, a Halkomelem word meaning Sturgeon. The renaming has created opportunities to reshape our school culture and identity. While we are very much looking forward to our new building, the current construction phase has impacted our playground and (has significantly) reduced our outside play space. The reduced play space alongside the need for appropriate spacing during the pandemic, have required us to significantly adjust procedures for recess and lunch. We now have two separate times for recess and lunch. We have noticed that the need for separation has impacted the sense of community amongst our students. We are very fortunate to be supported by a very active PAC who work hard to support school based goals.

From the Indigenous Principles of Learning we recognise that:

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

Learning involves patience and time Learning involves exploration of one's identity

Learning involves recognizing the consequences of one's actions.

GOAL: WHAT WE HOPE TO ACHIEVE

2021-2022 Skwo:wech School Goal: Students will be able to self-regulate their behaviour to be successful, life-long learners. At Skwo:wech, we will continue to work together to develop the knowledge, skills and attitudes to foster a positive school community of socially and emotionally connected learners.

This year, we will focus our shared learning on co-regulation and self-regulation to enhance engagement and readiness for learning. We are entering the fifth year of intentional focus on our School Wide Goal of increasing staff and student understanding of Social Emotional Learning Skills. After a series of reflective conversations about school needs our staff observed that our students were experiencing challenges in their ability to learn and interact in a safe and positive manner in our classrooms and on the playground. We recognized that many of our students require guidance in the area of social emotional learning, specifically in the ability to selfregulate in order to manage emotions, maintain positive relations and make responsible decisions. We know that this difficulty can be a significant impairment in the academic progress for many students. We also recognize that this work needs to begin with adults first when learning about SEL and advancing these skills. After extensive research conducted by our staff based on clear criteria, our school adopted a program called RULER (from the Yale Centre for Emotional Intelligence) in order to support our students.

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Ruler stands for the following:

- Recognizing Emotions to obtain valuable information about ourselves and our environment
- Understanding the causes and consequences of emotions to predict behaviour
- Labeling Emotions to describe emotions precisely
- Expressing Emotions to communicate effectively and socially appropriate ways
- Regulating Emotions to promote learning and personal growth, including healthy relationships

Through a series of surveys, for both staff and students we have noted over time a significant improvement in our students' ability to identify their emotions and a growing ability to recognize and identify the emotions of others. Students are more able to reflect and use their increased vocabulary for the language of emotion. This year our continued work will include supporting our students to build a repertoire of self-regulation strategies and apply the strategies they have learned to strengthen their relationships within the school and have a positive impact on their learning; this will be accomplished through direct teaching, modelling and co-regulation. Additionally, we will be attentive to the need to maintain the sense of community and connection in our school amongst our students

PLAN: THE STEPS WE WILL TAKE

Actions to Sustain:

- Continue to develop and maintain a school wide approach to support SEL learning needs with common language across the grades
- All staff will have access to online RULER tools
- Sharing our resources with the online RULER community
- Classrooms will continue to use the RULER program routines; ensuring SEL best practices are implemented
- Classrooms will establish class charters
- Staff will create staff charter
- School wide charter will be created with students
- Use of the Blueprint tool will continue
- Parents are provided regular updates at the PAC meetings and in our newsletters
- Grade group assemblies will be re established when it is safe to gather in person
- In school teacher collaboration will be reinstated when is safe for staff and students to gather in person with multiple classes
- Daily morning announcements will set a tone for 'being your best self' and implementation of regulation strategies
- Staff will work with our teacher coach and teacher librarian to develop school wide learning sequences for our students, with a focus on nurturing a positive mindset and problem solving skills for regulation. Students will be explicitly taught a series of self regulation strategies

New Actions:

- Staff will work directly with Dr. Marc Brackett (Director of the Yale Centre for Emotional Intelligence; CASEL Director)
- Our school Learning Plan team will work with our RULER Coach from Yale to guide specific resources to support our SLP. These will then be shared with staff.
- Class reviews will include SEL mapping using the RTI triangle; ensuring every student has a connected adult
- Staff will have opportunities to reflect upon and identify explicit connections between our RULER program, Core Competencies and First Peoples Principles of Learning
- We will regularly use the RULER resources for reflection on progress toward our goal for our learning staff meetings
- Staff will share successful RULER routines and other strategies at our staff meetings. Check ins will be scheduled to ensure ongoing growth for all staff with their engagement of the resources (particularly for new staff.).
- Staff will model morning regulation routines @ our staff meetings, including mood meter check ins
- Resources to support SEL and Indigenous learning will be purchased.
- We will engage our student population in dialogue to create opportunities to enhance and increase opportunities for their direct engagement in our school goal; particularly including our student leadership team
- We will host a virtual parent evening event to share RULER tools with parents

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SUCCESS INDICATORS: HOW WE WILL KNOW THAT OUR ACTIONS ARE HAVING THE DESIRED IMPACT

We will observe increased student engagement in learning within our classrooms. Students will be able with increasing independence transition from co regulation to self-regulation with their behaviour. We will observe evidence of students thriving in our school.

- Students will reflect on their learning, on class SEL goals and their relationships and ability to problem solve with others through school based surveys. Teachers may use prompts such as “I can” statement which is the language of core competencies in the redesigned curriculum
- Teachers will observe their students in their ability to apply their understanding of SEL language and strategies to solve problems and maintain healthy relationships. Teachers will use Blueprint tools as a collection of evidence of growth.
- We will continue to collect and review formal data including MDI and School Learning Survey, FSA results and report card data
- We will continue to collect and review informal data including: school based student and staff surveys, office referrals and informal data, such as sharing stories and anecdotes about student success, and examining themes in students’ reflections and class review data

COMMUNICATION: HOW WE WILL SHARE OUR LEARNING JOURNEY WITH OUR COMMUNITY

- Highlighted in our monthly newsletters
- Shared with the PAC in the Principal report to PAC
- Highlights in our report card
- Parent information night (virtual)
- Welcome to kindergarten
- Visible in our school, throughout our hallways
- School based collaboration and student assemblies (virtual and in person)