



Skwo:wech Elementary School Learning Plan

Skwo:wech context:

Skwo:wech Elementary School is a diverse school located in New Westminister. We offer two programs at Skwo:wech: Montessori and Regular program. Skwo:wech Elementary School is a K-5 public school located in the historic Sapperton neighbourhood of New Westminister, British Columbia. We currently serve approximately 430 students with a staff of over 50 educators and support personnel. Approximately 25% of our community are English Language Learners, approximately 8% of our learners have Indigenous ancestry.

In March of 2022 we moved into our much-awaited beautiful new school building. Our school is filled with the joy of learning together while enjoying the natural beauty and sunlight which our location provides. From our classrooms we appreciate the views of the amazing Fraser River and Valley beyond. Our spaces are designed to offer ease of collaboration for students and adults. We have five learning communities which are named Salmon, Bear, Wolf, Raven, and Eagle. Our learning community names are place based and are drawn from where our school is situated and the views that we all appreciate, connecting to the river, land and sky above. Our school was renamed Skwo:wech which means sturgeon in Halkomelem; as part of our deep commitment to reconciliation. We are all very appreciative to be learning together in this exceptionally beautiful and dynamic space.

DEFINE Our goal(s) for the year:

In our consultation process with our staff there was very strong recognition that our previous learning plan had served our school family very well and that our SEL (Social and Emotional Learning) strategies, through the RULER program, have truly become embedded in our practice at school.

Through observations and survey data collected, it is evident that our staff and students are familiar and comfortable in their use of the tools and strategies, and this has had the intended impact that we hoped to achieve. The data to support the success is extraordinary. We have structures in place to ensure the sustainability and success of our SEL foundations continues to be nurtured.

We have held extensive discussions and consultation to identify the next steps in our School Learning Plan. Through a series of conversations, data review and surveys, we have collectively identified two significant themes that we would like to focus upon for our school learning plan for the coming school year; they are literacy and identity. Our primary shared focus will be improving literacy outcomes for our learners. We note that our data shows that the majority of our learners are proficient or extending in their Language Arts outcomes at the end of the year, however, we are committed to ensuring that **all** students are thriving in their literacy skills to the best of their ability. We appreciate that Literacy is one of the foundational elements of all learning. Teachers have identified writing as our initial area of focus within the wider umbrella of literacy. We are interested in exploring assessment practices in relation to student writing to see what impact this might have on student outcomes. In particular, we are interested in working collegially in grade groups to anchor our assessments of student writing.

In March of 2022 we moved into our beautiful new building and have been working on developing our new identity, both as individuals and as a school community (students and adults) while recognizing the significance of our new name Skwo:wech which means Sturgeon in Halkomelem and our collective commitment to reconciliation. We believe that the exploration of identity (Positive Personal and Cultural Identity) will be ideally woven throughout our framework for improving literacy outcomes for our learners. Our work will be further guided by the First Peoples Principles "Learning requires exploration of one's identity." To achieve this, we will intentionally select content which allows us to explore these important themes through writing and other forms of expression.

EVIDENCE Progress monitoring measures:

We will gather evidence from staff and students using anecdotal measures (interviews) and survey feedback. We will also use report card outcomes and MDI/SLS data points.

For staff and students, we will consider questions such as:

What does it mean to be Skwo:wech?

How do I (staff and students) describe my identity as a writer?

What strategies or structures will enhance the writing proficiencies and strengths for my student; what Learning do I need as an educator?

We will scan students and staff to gather a better sense of their beliefs about their identity within the writing process; for students, what are my strengths/stretches as a writer; whereas for teachers, what are how is my practice for teaching writing grounded in evidence or research-based practices (what strategies/systems am I using with my students to ensure their growth in the area of writing?)

SUCCESS INDICATORS Our desired impact:

Success this year involves our staff feeling connected with colleagues in their assessment practices and professional conversations. This will also involve student reflection and products which demonstrate increased proficiency with their writing. Additionally, staff and students will be able to label markers which define "What it means to be a member of the Skow:wech school family?"

COMMUNICATION Sharing 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 cards and three-way conferencing
- Parent information night
- Welcome to kindergarten information
- Visible in our school, throughout our hallways