



Skwo:wech Context:

Skwo:wech Elementary School is a diverse and vibrant learning community located in the growing neighborhood of Sapperton, New Westminster. We are a K-5 public school offering two programs: Montessori and Regular program. We currently serve approximately 452 students with a staff of over 50 educators and support personnel. Approximately 25% of our community are English Language Learners, approximately 6% of our learners have Indigenous ancestry.

With great anticipation and excitement, we moved into our beautiful new school building in the spring of 2022. As part of our reconciliation journey, our school was renamed Skwo:wech Elementary, which means sturgeon in Halkomelem. The name Skwo:wech was selected after extensive consultation with our community and beyond. We are all very appreciative to be learning together in this exceptionally beautiful and dynamic space.

Our school is filled with the joy of learning together while enjoying the natural beauty and sunlight which our location and building provide. From our classrooms, we appreciate the views of the amazing and majestic 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 the lands where our school is situated and the views that we all appreciate, connecting to the river, land, and sky above. Our Learning communities are collaboratively developing their own identities as communities within the larger context of our school.

DEFINE: Our goal(s) for the year:

Our staff have indicated through our consultation process that we are committed to maintaining the path of our previous plan, while diving deeper into the learning for both students and adults in the year ahead. The three layers of our plan include: Literacy; Identity and SEL. The First People's Principles of Learning are woven throughout our plan, with particular focus on 'Learning requires exploration of one's identity,' 'Learning is embedded in memory, history and story,' as well as; 'Learning involves recognizing the consequences of one's actions.'

1. The first layer of our plan focuses on improving literacy outcomes for our students. Specifically, this year we will continue to focus our efforts to improve student written output. We continue to note that the majority of our students were meeting or extending in their Language Arts outcomes at the end of year, however we are committed to ensuring that all students are thriving in their literacy skills to the best of their abilities. Teachers will continue to explore assessment practices and will develop school wide write prompts for common grade groups. Teachers will anchor school wide writes collaboratively to ensure consistency in our assessment.



Teachers in many of our primary classes are exploring the tool 'Story Champs' which provides our learners with visual prompts to support story telling (both verbal and written story telling.) Our teachers are further exploring strategies to support students develop richer vocabulary in their writing, for example using Adrienne Gear resources, Story Champs, and explicit teaching of tier two vocabulary.

2. The second layer of our plan will enable us as a whole school community to further explore the concept of identity (Positive Personal and Cultural Identity) that will ultimately contribute to both a strong sense of self for our learners at the same time as impacting the overall positive culture of our school. To achieve this, our work in this area will be thoughtfully and intentionally guided and shaped by the First Peoples Principle



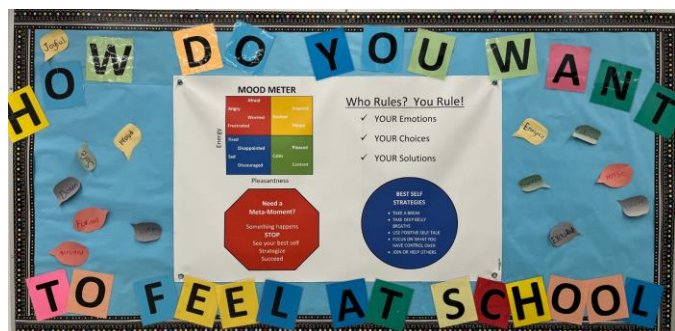
that states, “Learning requires exploration of one’s identity.” In early September 2023, we had many conversations as a staff to determine what this could look, feel and sound like for our Skwo:wech family to plan opportunities for meaningful learning engagement for our school year.

Among much thoughtful feedback, staff felt that it would be most impactful to focus on the continued development of and relationship building within the learning communities (Salmon, Bear, Wolf, Raven & Eagle) as well as on the individual identities of the students themselves to foster a strong sense of self and to nurture their personal identities.

3. The third layer of our plan identifies our continued commitment to Social and Emotional Learning and the implementation of the RULER program. In the consultation process with our staff there was very strong recognition that our previous learning plan has 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 most of 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. This year, we will focus on the instruction of grade level emotional vocabulary as outlined in



the Ruler program; which will support our student's ability to express their emotions with greater clarity as well as contribute to the development of rich vocabulary for writing; aligning with the first layer of our goal. The instruction will occur in school wide announcements; in our classrooms and through collaboration.

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 and FSA data points. Staff meeting time is dedicated to teacher collaboration on our SLP throughout the school year, teachers will have the opportunity to reflect with colleagues and plan for needed adjustments to our plans as needed.

SUCCESS INDICATORS: Our desired impact:

Success this year will involve our students expressing that they feel more proficient as writers and that they feel a sense of confidence and joy in their writing abilities. We hope that more students will report in our surveys that they view or define themselves as writers. Students will report feeling safe and comfortable in class and in all areas of the school. Students will report feeling connected to at least one peer and one adult.

SKWO:WECH



ELEMENTARY