

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: École Quarterway Elementary

Principal: Arlette Begoum Kake

Our Story/Our Learners

Quarterway Elementary school is situated on the traditional and unceded territory of the Snuneymuxw people. The school serves a diverse population with a diverse socio-economic population in an urban area with a student population of 391 students in 17 divisions. Our 36 staff believe that 'Every Child Matters'.

Quarterway Elementary school is a single-track French Immersion school from kindergarten to Grade 7 including Late French Immersion program for Grades 6 and 7.

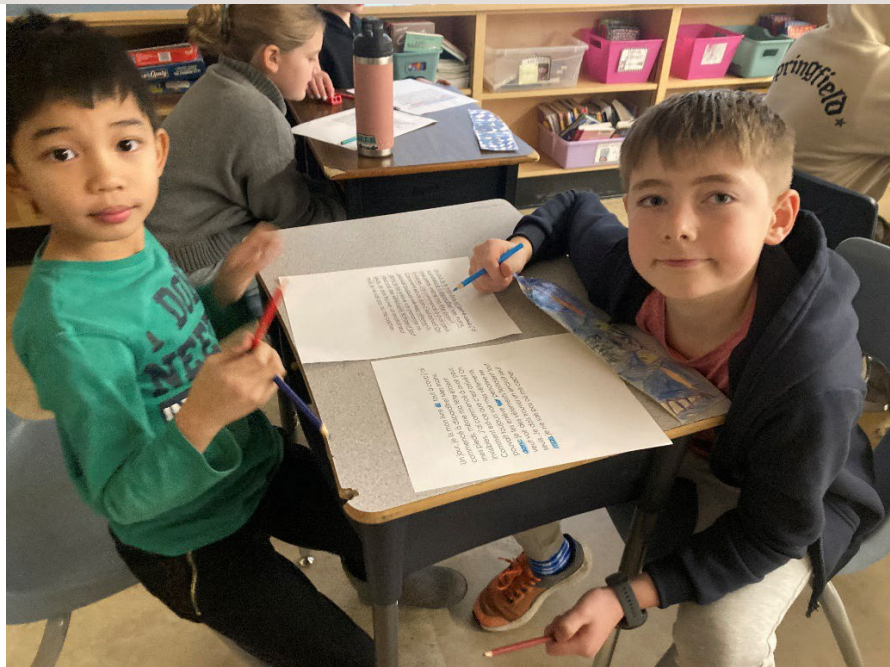
As a collective, staff have a shared understanding of the Syeyutsus Reconciliation Framework and strive to find balance between the traditional way of living and the contemporary lifestyle. Our staff connect to create a positive, learning environment for our students. By focusing on learning from the land, specifically by using and taking care of nearby Koram Park.

Based on the 2024-2025 Student Learning Survey results, report card information, School-Based Team meetings, Common Formative Assessment results, and our Green Yellow Red assessment results, Grade, 6/7 and grade 3 students' French writing and reading proficiency results, students at Quarterway Elementary are mostly at a Developing proficiency, and some are Emerging. Our grade 7 Indigenous learners are generally lower (emerging) overall in French writing.

We have seen growth demonstrating greater proficiency in students' reading skills in this area with current school initiatives. However, we still see some at an Emerging proficiency in their ability to communicate thinking in writing. This matters because written communication will be important as they progress through their schooling.

Using the 2025 data from the Grade 7 and Grade 4 Student Learning Survey, data along with data from Green- Yellow – Red assessment, 65% of our students informed us that they want to learn more about Truth and Reconciliation. Our goal is to deepen students', families', and staff's understanding of Truth and Reconciliation by embedding Indigenous perspectives, histories, and ways of knowing and learning across all curricular areas, and by engaging in regular, meaningful learning experiences led or guided by district-wide Syeyutsus Framework, and the Forst Peoples' Principles of Teaching and Learning.

Images to Support School Goals

Image	Description
	October 2025, we started our Wall of the path to Truth and Reconciliation. This is a whole-school project.
	In February of 2026, we started to teach a writing unit to develop writing skills in all of our students.



In April of 2026, our grade 7 students used the Indigenous resources in the library to deepen their understanding Red Dress Day.



In April of 2026 we started a writing project with our Kindergarten students.

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By April 2027 CFA -W/R will show a 65 % proficiency in our grade 3, 6 and 7 students.

By April 2027 our goal is to improve the literacy outcomes for our students who are Emerging and Developing in their reading and writing skills by implementing targeted and universal instruction strategies in an inclusive school environment.

Implementation Plan:

School-based Action	Strategy Type
- Grade 6/7 teachers will conduct CFA-Writing and reading assessment and the explicitly model the skills and strategies in writing and reading. We will then use the data from our formative assessment to inform instruction	Universal
- Grade 3 teachers review phonics\UFLI - Grade 3 to 7 teachers will implement the Six Traits of Writing approach in their classroom three times a week.	Universal
- Grades 3, 6, and 7 will receive targeted reading and writing instruction two times per week for 6 to 8 weeks	Targeted
- Targeted instruction with ISTs, and EAs. Administration to intentionally schedule EAs to support this instruction.	

Goal Tracking:

Metric	Monitoring Checkpoints
Teachers to use assessment data from the district common assessment (CFA-R) three times per year to monitor student progress and to inform teaching	October / February/ May- results will be analyzed to track school-wide progress and to measure the effectiveness of interventions
Tier 2-3 CFA-Writing and Reading assessment	January and March - These assessments will be used to closely to track student responses to the targeted intervention

Ongoing Engagement:

Teachers will participate in district literacy sessions to continue learning about literacy interventions. Staff meeting time will be provided to share success, lessons learned, challenges, and next steps. Teachers will engage in ongoing collaboration with Literacy Coordinators. As well, we will continue to support ongoing collaboration between teacher grade groups. Feedback will help inform next steps for instruction and support for our diverse learners.

School Goal #2

Board Goal:

Truth and Reconciliation

Board Objective:

Increase awareness of and access to resources available to support hul'q'umi'num language learning.

Focused Improvement Goal:

By April 2027, the Student Learning Survey results will show a 65% increase in our student knowledge and understanding of Truth and Reconciliation.

Implementation Plan:

School-based Action	Strategy Type
- Teachers will embed Indigenous perspectives in literacy, math, science, and social studies (e.g., using Indigenous-authored texts, local ecology studies, and traditional art forms)	Universal
- Ongoing Celebrations of Learning by maintaining a Truth and Reconciliation Learning Wall to document progress.	Universal
- A section of indigenous Literacy resources is available in the library and shared with the classroom teacher to support teaching and learning.	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
- Students will add their knowledge to the Truth and Reconciliation wall and share this knowledge with the whole school during assemblies.	Monthly assemblies and weekly Hul'q'umi'num words of the week
- Students are to use Indigenous resources from the library to showcase their learning at monthly assemblies which are organized and presented by grade 7 students.	Bi-weekly meetings with Grade 7 students to ensure indigenous resources are being used to support learning

Ongoing Engagement:

Ongoing collaboration with the District Indigenous Learning Services, as well as ongoing collaboration with community members (Metis cultural office, Patrick Aleck). Collaboration with our ICSSW to support teaching Indigenous ways of knowing. As a staff, we will continue drumming at the end of our monthly staff meetings. We will continue to teach the Equality Song in music classes as well as in the regular classroom by classroom teachers. Ongoing collaboration and check-ins with Grade 4 and 7 teachers to ensure Indigenous resources are being used in classrooms to support teaching.