



BICS FESL Review

2022 – 2025

June 2025



2022-2025 FESL

District FESL

Increase the number and percentage of students in grades 4, 7, and 10 reporting a **sense of belonging** on the Student Learning Survey, within 2 years.

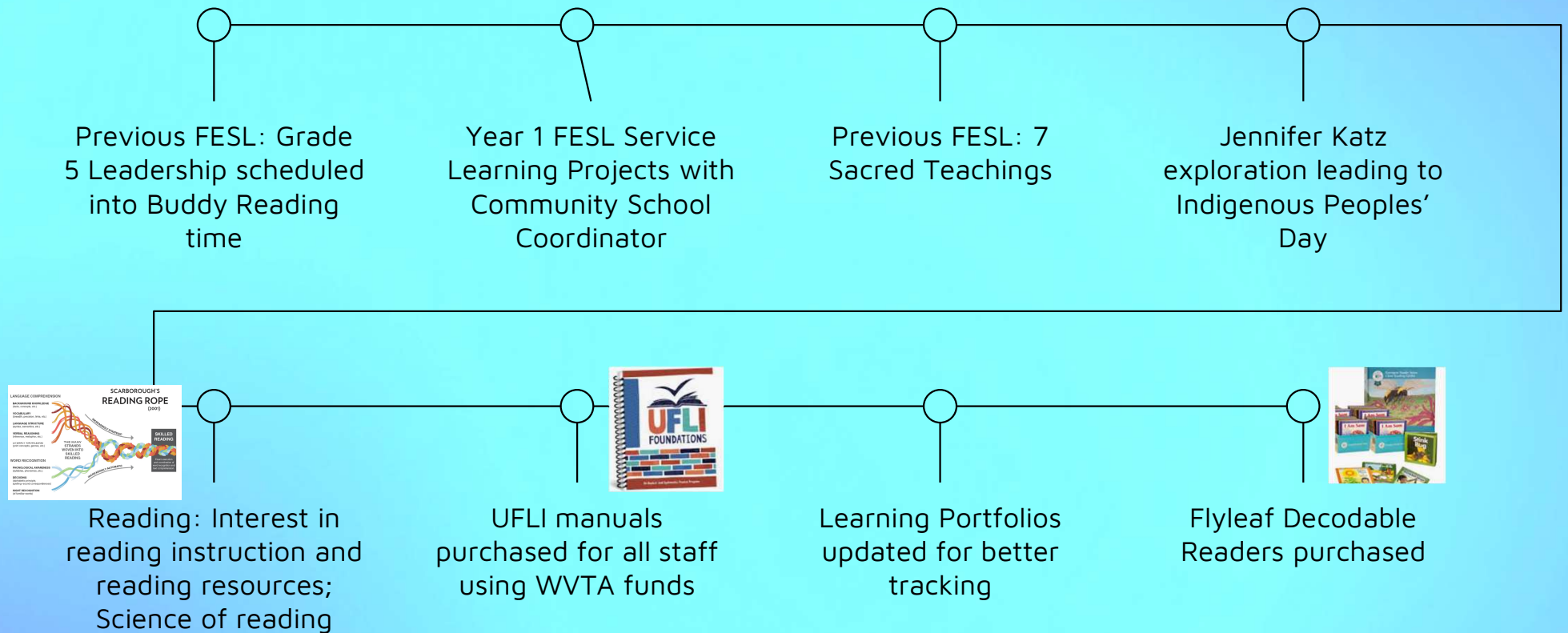
School Goal Areas

1. Promote **Connection** and **Character**
2. Improve academic achievement: **literacy and numeracy**
3. Develop **leadership** skills and interest in Grades 5-7 students



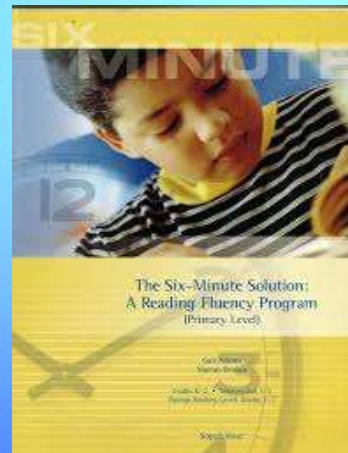
Our Journey

2022: Year 1

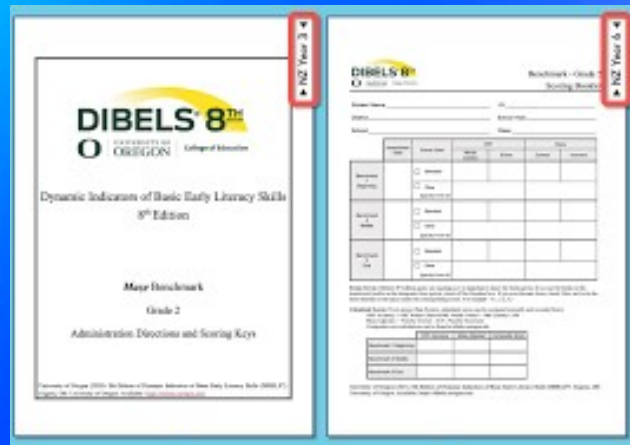


Year 2





Teacher Professional Development



Growth Year: 2023

Name: Shelley Moore Age: 44

I am...

- Danish, learning to speak Danish
- Queer, She/Her pronouns
- Bowen Islander, Albertan, Settler
- Teacher, Researcher
- Mom, Wife, Sister, Daughter, Friend

I really like and/or what to learn more about:

- Gardening, BBQ-ing, travelling, camping, carpentry
- Universal Design for Learning, disability justice, inclusive practices, curriculum design
- How to parent a 2 year old, potty training
- Watching movies, naps, eating anything my wife cooks
- The Edmonton Oilers, going to MLB baseball games, playoff spots, the Olympics

I am really good at and/or could teach others:

- Storytelling, making complex ideas accessible
- The pros and cons to owning an Irish Terrier
- Renovations and design
- Deep cleaning and organising
- Travel itineraries
- Being impulsive and adventurous
- Understanding the rules to boardgames and sports
- Social media & technology

I want to grow in these areas:

- Increase my physical activity
- Balance my work and family life
- BBQ the perfect steak

I need support in these areas to grow:

- Anxiety & depression
- Managing frustration and anger
- Memory
- Communicating through writing

I need this in my garden to grow:

- Purpose, time to be creative, rest, medication, routine
- Positive encouragement
- Collaborative problem solving
- Representation
- Connection, relationship, community
- Windows of time, name tags, technology

This is what makes it hard for me to grow:

- The pace of change
- Attitudes towards Queer and Disabled identities
- Misunderstandings about inclusion
- Political tensions, white supremacy & the patriarchy
- Assessment models
- Standardized curriculum

Thank You For helping me GROW

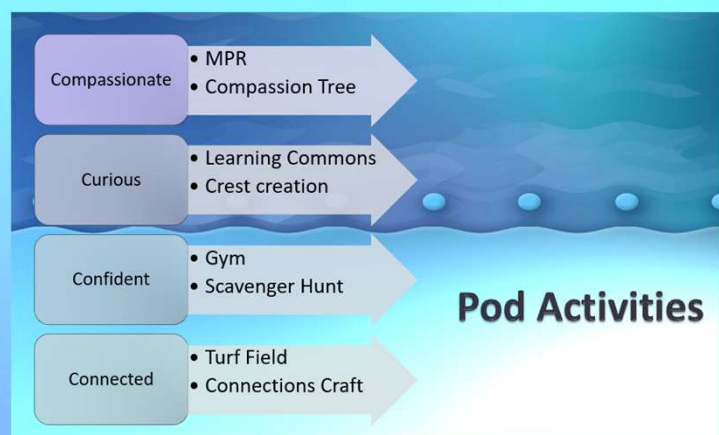




Launch
of our
new
Logo

Year 3

 WE ARE...
connected
confident
curious
compassionate



Leadership

Through dynamic activities and guided experiences, we empower children to take charge, make decisions, and inspire their peers. The skills they develop here are not limited to recess; they become the bedrock of their future success, fostering a generation of trailblazers who excel in every facet of life.

Physical Literacy

Our carefully curated activities go beyond mere play; they instill fundamental movement skills, coordination, and agility. We believe that by mastering these skills early on, children will build competence, confidence and motivation to be active throughout their lives.

Fair Play

We teach young leaders how to create an environment where every child is valued and included. Fair play is the cornerstone of strong relationships, building a foundation for lifelong connections and contributing to a school culture that radiates inclusivity and unity.



- 3 days a week in multi-age groups based on reading levels (K-5)
- Parent Workshops with District staff and BICS teachers: Science of reading; how to support your child at home
- Buddy Reading
- Consistent home practice: Roll and Reads
- Community Mornings in K and K/1
- Parent Readers

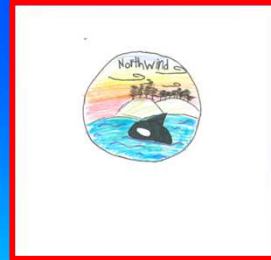




- **Strong Community:** Like Seawolves who stick together, Bowen Island Community School values close connections where everyone supports each other.
- **Environmental Care:** Just as Seawolves protect the sea, the school is committed to caring for the environment through marine science and local clean-up efforts.
- **Lifelong Relationships:** Seawolves stay with their pods for life, similar to how our school fosters lasting bonds among students, staff, and families.
- **Support:** Seawolves are known for their protection and compassion, which mirrors how our school creates a caring and supportive environment.

Student Pod Logo Design Challenge

Northwind

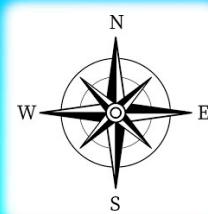


Red

Green



Westshore



Southview

Yellow



Eastwood

Blue



Leadership - Recess Champions

Pilot project with Amber and Erin

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Grade 4 and 5 and 6 students leaders select the game for the day, collect the equipment, and decide who is the instructor, the demonstrator and the equipment coordinator. Student leaders facilitate new games and activities at recess on Thursdays and Fridays.
All are welcome for each day's special game.

Reflections

Reading Results

★	Core support, Negligible risk
●	Core support, Minimal risk
●	Strategic support, Some risk
●	Intensive support, At risk

Reading: Quantitative

13/26 students tracked from Grade 2 to the end of Grade 3 have increased their composite numbers more than 50 points from EOY Grade 2 to EOY Grade 3. (Dibels grade improvement is approximately 50). These students may still be in the red but have increased one full grade level.

Reading Qualitative:

- A greater sense of confidence for staff and students
- Improved attendance for struggling learners
- Greater risk taking (student announcers, buddy reading, musical)

Dibels Data:	Students in Red Zone	Students in Red Zone
	BOY 2024	EOY 2025
Grade 1	11/24	5/24
Grade 2	20/35	4/35
Grade 3	9/31	7/31
Grade 4	12/31	5/16
Grade 5	8/30	7/30
Total	52/151 (34%)	28/136 (21%)

UFLI: student perspectives





Parent Feedback

This is our first year of literacy programming with a kiddo in Kindergarten. He seems to have developed some really great foundational knowledge (letter sounds, letter combinations) that are moving him towards fluid reading!

Positive - our daughter (grade 6) is well into reading as a hobby now. Our son (grade 3) was helped by additional time and group attention to the benefits of reading

Don't feel in best position to assess the success but REALLY support dedicated learning according to where kids are at

Truthfully, I barely noticed the program. We would get some word lists in our son's backpack. I didn't really know what to do with this. A list of words without context isn't super helpful for literacy.

Parent Feedback

It was a little too easy and at times boring

I think the UFLI program has been very helpful for my daughter who is in Grade 3. She had been struggling with her reading skills until this past year and it had felt in previous years that all the reading instruction was relatively ad hoc, unfocused and quite limited. The UFLI program seems far more precise, consistent and targeted. I feel that she has really benefited from this.

It continues to expand his understanding of language

I think it was great. My child made huge reading leaps this year which I'm sure UFLI contributed to

My child's reading has advanced beyond our expectations because of the UFLI instruction.

The UFLI program has proven to be both highly successful and effective in its first year at our school. Explicit phonics instruction is a vital part of the primary years and having all students at BICS engage in a consistent approach to literacy has created a strong foundation for early reading development.

Grouping students by reading scores has allowed us to meet each learner at their point of need. This approach has not only supported individualized instruction but has also encouraged a greater sense of community. Students and teachers are interacting with peers and colleagues they might not typically encounter during a regular school day, which has been a positive and enriching experience teachers and students.

Throughout the year, we've seen a clear transfer of skills from UFLI lessons into everyday classroom work. Two key areas of noticeable improvement have been in students' ability to distinguish between vowel sounds and their mastery of "heart words"—those high-frequency words that don't follow regular phonetic patterns and must be learned by sight.

In my class alone, students are working in one of seven different UFLI groups, and there has been consistent progress in phonetic awareness and literacy skills across all three terms. This includes students who are working significantly below grade level expectations and have Individual Education Plans (IEPs) to support their learning. Long-term impact of UFLI is likely to be far-reaching and highly beneficial for our learners.



Staff Feedback

Another standout feature of the program is its home component. All students receive weekly materials and games to take home and practice with their families. This has helped reinforce classroom learning, encouraged greater parental involvement in literacy development, and fostered meaningful dialogue between teachers and families about literacy development.

Looking ahead, I believe that with continued implementation and year-on-year consistency, our students will develop a strong phonetic foundation that will support their learning across all subject areas. As reading is a cornerstone skill, the long-term impact of UFLI is likely to be far-reaching and highly beneficial for our learners.

Next steps...



Six ways forward:

01

Continue to foster leadership with Recess Champions; Provide Grade 6/7 leadership in pods

02

UFLI continues in its current model for K-4. Intervention for others

03

Create a shared understanding of our words and their actions (assemblies and announcements)

04

Pod activities at regular intervals along with assemblies to promote reflection and action

05

Continue to track Dibels data for all our learners

06

Parent workshops and engagement





Thank you.

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