

School
Bowen Island Community School
FESL Year
Year 1
School Context
<p>Bowen Island Community School is located on beautiful <i>Nexwlélexwm</i>, Bowen Island, on the traditional lands of the Squamish Nation. Year 1 school leaders are Laura Magrath and Erin Gleason.</p> <p>Bowen Island is at the mouth of <i>Átl'ka7tsem</i>, Howe Sound, a UNESCO Biosphere Reserve, and our school borders Metro Vancouver's Crippen Regional Park and is within walking distance of meadows, creeks, Killarney Lake, and several beaches.</p> <p>Many people move to Bowen Island for the tranquility of its forests, the peacefulness of its beaches, and the strong sense of community. Learning about this place and community has been central to the school's identity for decades. Students learn about, and from their place, and the ecological, economic, and governmental relationships that connect Bowen Island to the South Coast and beyond.</p> <p>Play-based learning is also a central tenet of our classrooms to help students learn communication and collaboration skills and make meaning from their experiences, and most importantly, find learning joyful.</p> <p>The beautiful murals on our grounds that artists have created with our students reflect our community's value of the arts. Our students love collaborating with others on grand art projects and creating their own works of art that they are proud to have displayed throughout the school.</p> <p>Our school reflects this community and is often described as its hub. Over the years, investments from West Vancouver Schools, Bowen Island Municipality, the Parent Advisory Council, the Community School Association, and many supportive community organizations and people, have made our site an asset to our students and the residents of Bowen Island: an outdoor classroom, two playgrounds with accessible features, gardens, tennis court, two huge playing fields including an all-season artificial turf field, a large gym, and beautiful classrooms.</p> <p>Our setting is outstanding but what makes Bowen Island Community School a great place to learn is our dedicated, innovative, and caring staff, our kind and curious students, and our wonderful BICS families who are not only committed to the vitality of their own children but also honour the proverb that <i>it takes a village to raise a child</i>.</p>

Identified Goal:
What is your FESL Goal?
Students, staff, and families will feel they belong at BICS. We will support this sense of belonging by strengthening literacy instruction across all grades—from learning to read to reading to learn.
Our focus is on: improving foundational literacy skills through UFLI (K–4), providing targeted decoding intervention in Grade 2, and enhancing comprehension, morphology, and fluency instruction in Grades

4–7. Universal design for learning (UDL) practices will guide our instructional approach so all students can access learning successfully.

Dibels Data: 2024/5	Students in Red Zone BOY 2024	Students in Red Zone EOY 2025	Dibels Data: 2025	Students in Red Zone BOY 2025
Grade 1	11/24	5/24	Grade 1	15/31
Grade 2	20/35	4/35	Grade 2	9/22
Grade 3	9/31	7/31	Grade 3	16/37
Grade 4	12/31	12/31	Grade 4	2/26
Grade 5	8/30	7/30	Grade 5	11/30
Grade 6	11/37	10/37	Grade 6	7/18
Grade 7	10/30	10/30	Grade 7	7/36
Total	81/218 (37%)	55/218 (25%)	Total	67/200 (34%)

Rationale for Goal

Why is this goal important to your school community?

How will this goal improve educational outcomes for students?

Currently, a significant section of our student population (over 25% on average) is reading below grade level. Increasing literacy skills has both short-term and long-term advantages. Short-term advantages are communication skills, academic success, access to information and personal development. Long-term advantages are lifelong literacy, secondary school success, civic engagement, and employability.

How will this goal improve educational outcomes for students?

A sense of belonging is strengthened when students feel capable, included, and successful. Literacy is foundational to academic confidence, numeracy, and access to all curricular areas. Strengthening both early reading development and later comprehension skills supports learning across subjects and enhances student engagement and well-being.

With a focus on early literacy and comprehension, students will learn and consolidate skills that will improve confidence, explore the curriculum, and enhance critical thinking. Stronger literacy skills may lead to more confidence in deconstructing written math concepts and applying them to new situations.

Evidence/Data

What evidence/data is leading your school to this goal?

What student success data do you want to improve? What are your measures of success?

Several pieces of data and provincial initiatives have led to the three areas of our school goals.

- DIBELS (K–7) indicates persistent needs in foundational literacy and fluency.
- MAZE/DAZE (Grades 3–7) will be used schoolwide as our consistent comprehension measure.
- FSA data shows challenges applying understanding in new contexts, highlighting the need for strengthened comprehension and academic vocabulary.

Success Indicators

- Year 1: ≤20% Red; strong Grade 2 intervention results; growth on MAZE

Stakeholder Engagement

How have you included the perspectives/voice of all stakeholders in your school community?

How will you ensure ongoing collaboration with all your different stakeholders?

Parents/Guardians:

- Parent engagement survey (families struggle with choosing just right books and maintaining student engagement and focus while reading at home)
- PAC meetings (regular feedback and support)
- Reading-at-home workshops with district literacy staff and Bowen Island Library

Staff:

- Dedicated time at staff meeting to review FESL
- Professional learning and collaboration time
- Primary and intermediate team meetings: data reviews every 6–8 weeks.

Connection to the District FESL Goals (Sense of Belonging, Numeracy, Career and Life Goal Preparation)

Sense of Belonging

- Inclusive, explicit literacy ensures every child can access learning and builds confidence.
- Small-group supports help students feel seen and capable.

Numeracy

- Strong vocabulary, comprehension, and morphology skills improve understanding of math language and word problems.

Career & Life Goal Preparation

- Literacy underpins communication, critical thinking, problem solving, and self-management.
- Students set goals, track progress, and build transferable lifelong learning skills.

Action Plan

What is your action plan for your FESL goal?

What specific strategies will you implement each year?

What resources, supports, and professional learning will you need to meet your goal?

What structures will you put in place to ensure an ongoing focus towards your goal?

Year 1 (2025–26) — Literacy Focus

- UFLI Foundations (K–5): Explicit phonics teaching and decodables; small-groups 3x per week
- Grade 2 Targeted Program: Small, targeted decoding intervention with progress monitoring.
- Grades 4–7: Explore and implement comprehension routines, morphology, and fluency lessons
- UDL strategies embedded across classrooms to ensure all students have access to learning.
- Data meetings every 6–8 weeks to review progress (primary and intermediate team meetings)

K-5: Learning to Read (UFLI-Aligned Instruction)

- Explicit phonics/phonemic awareness (25–30 min) using UFLI Foundations.
- Aligned decodable texts matched to taught patterns.
- Small-group decoding instruction 3x/week based on DIBELS skill deficits.
- Daily fluency practice (accuracy, expression, phrasing)

Grades 4–7: Reading to Learn (Comprehension, Morphology, Fluency)

Explore reading strategies:

- Comprehension: Reciprocal Teaching (Predict–Question–Clarify–Summarize); Text structure instruction (sequence, comparison, cause/effect, etc.) ; Read–Stop–Jot for key ideas, vocabulary, and text evidence
- Morphology instruction
- Fluency practice: 6-minute reading strategies

Targeted Grade 2 Reading Program

- 3x per week 15–20 min small-group decoding intervention.

Home-school connection:

- Build connection and resource collection with Bowen Island Library
- Bowen Island Literacy Task Group: Family Literacy Week activities and engagement strategies
- Parent Resource Workshops with District Staff and Library Staff
- Weekly newsletter referencing reading suggestions, strategies and supports

Resources and Support:

- District Literacy Plan and Staff support (Early Learning team and District Literacy and Numeracy teacher to provide 1:1 collaborative support)
- UFLI collaboration: staff meeting time to share success stories
- Mindset work with staff: learning sprints and areas of control
- Shelley Moore monthly UDL workshops with staff
- UDL: increase hands-on learning opportunities with successful entry points for all learners

Year 2

Year 3

Reflection/Summary of Learning/Next Steps (End of each year))

What are the highlights of your learning journey for this year?

What progress have you made? How do you know this?

What aspects of your plan do you need to refine or adjust?