

School
Chartwell Elementary School

FESL Year
Three

School Context
<p>Chartwell Elementary is a Kindergarten to Grade 7 elementary school with 262 students and 34 staff members. Our international profile, with at least half of our students being born outside of Canada from 21 different countries from around the world and with at least 14 different languages spoken, adds to Chartwell’s uniqueness. Our diverse population includes 60% English Language Learners and students from many countries with a wealth of travelling and experiences living abroad. Our school is located in the British Properties beside Sentinel Secondary School, somewhat isolated from community centres, public libraries, active transportation networks, and efficient public transportation.</p> <p>We welcome an array of community stakeholder groups who are involved in the Properties Family Hub, an onsite portable that hosts various user groups who are involved in community programming that serves to extend and enhance the Chartwell community.</p> <p>Chartwell Elementary has a signature program, the Gr 6/7 Chartwell Pre-AP Capstone Inquiry Project, that intends to better prepare Chartwell graduates to meet the Advanced Placement opportunities available at Sentinel Secondary School. The Pre AP Capstone Project is an innovative program that gives students an opportunity to apply critical thinking, collaborative problem solving and research skills in a cross-curricular context that is inquiry based and personalized to the interest and motivation of each student involved. The key features include: mentorship with Sentinel students, action research in the community, a service project to share or extend research findings, and a collaborative presentation with peers.</p>

Identified inquiry question or goal:
Is your inquiry or goal specific, meaningful, measurable and evidence informed?
<i>Inquiry Focus: At Chartwell our school goal is for students to be able to communicate their ideas more effectively through personal writing focusing on meaning and form.</i>

Rationale for Goal

Why is this goal important to your school community?

How will this goal improve educational outcomes for students?

Why is this goal important?

- MDI Report in 2017/18: students report having few connections with adults in the school or community and also report low self-concept and lower connection with peers than the West Vancouver averages
- EDI Report: low school readiness and vulnerability all domains, especially language and communication
- 60% of our families speak a primary language other than English in their homes
- Many of our students come from homes which are not 'literacy and language rich'; meaning that family priorities lie elsewhere due to circumstances that are beyond their control (eg. Family schedules, lack of English language acquisition, literacy awareness, etc.)
- Diverse and vibrant student body with many cultures and experiences; there is a need to create a sense of belonging also to a Chartwell community

How will this goal improve outcomes for students?

- Focussing on personal narratives will increase connections and understanding between students and across grades and cultures
 - build a stronger connection to the Chartwell community
 - The importance of telling our story connects to our Indigenous Education Plan and the First Peoples Principle of Learning - Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Focussing on meaning and form will enhance students' ability to understand and utilize ways to add detail and structure to their personal narratives; students can build on their understanding when instructional strategies/language of instruction are similar and consecutive between grades
- Adding details in their writing will improve student connection with the intended audience and increase their confidence in sharing their ideas and experiences

Predicted Indicators of Success

How will you know your goal has made a difference?

What student performance data is guiding your goal?

Students' enhanced ability to communicate their ideas through personal narratives. We will look at:

- School wide writes in fall and spring of Year 2 and fall and spring of Year 3
- FSA Data (Grades 4 and 7)
- In-class teacher assessment of written tasks
- Increase students' self-awareness and identity in relation to others in our community

Enhanced connections to Chartwell community and student well-being:

- MDI Data
- Student Learning Survey
- Anecdotal teacher and parent observations
- Appreciation and awareness of self and others in our community

Staff Learnings:

- Develop a toolbox of teacher strategies to enhance their writing instruction, specifically around adding details and making connections
- Create a common 'writing instruction' language and scope and sequence that can be used in all classrooms
- Understand ways to integrate origin stories and oral storytelling devices and techniques to enhance student self-confidence in sharing their own narratives

Connection to the WVS Board of Education's Strategic Plan (link)

Educational Excellence:

- Continue to focus on foundational literacy skills
- Enhance student and staff understanding of Core Competencies (Communication)
- Share student stories with the larger community via video and in-person
- Encourage and celebrate teacher professional growth, innovation and expertise

Visionary Leadership:

- Incorporate First Peoples' Principles of Learning and Indigenous Worldviews into our instructional strategies

Successful Transitions:

- Enhance student confidence not only in written communication but in sharing and celebrating their own personal narratives

Big Picture - Action Plan

What is your road map for each year?

Have you considered the following: strategies, resources, supports, professional learning, stakeholders collaboration, communication engagement... ?

Year 1:

Will developing and providing training in a coordinated approach to writing instruction (including common language, programs, strategies, tools, scope and sequence frameworks, and assessment tools), result in an improvement in teachers' instructional practices in order to support student communication through writing?

- Exploration of various writing strategies and resource books for educators:
 - Adrienne Gear, Writing Power
 - Jennifer Serravallo, Writing Strategies
 - Step up to Writing
- Staff groupings based on areas of interests such as conventions, elaboration, generating ideas, organization and structure.
- Staff meeting time dedicated to writing strategies

Year 2: After consultation with teachers and our FESL team members, we decided to pivot and state our question as a specific goal for our learners within a specific type of writing:

Inquiry Focus: At Chartwell our school goal is for students to be able to communicate their ideas more effectively through personal writing focusing on meaning and form.

- Take consistent language from BC Performance Standards for personal narratives (What is 'meaning' for each grade? What areas of form are the focus for each grade?)
- School wide writes focussed on personal narrative. Collaboration time dedicated to grade groups to share and plan instructional strategies
- Implement and evaluate strategies specifically related to developing meaning and improving form/organization
- Drop everything and write time; Buddy writing; family groups used to write narratives together
- Planned conference in May 2020 cancelled
- Include strategies from :
 - Adrienne Gear, Powerful Writing
 - Marvellous Mini Lessons for Teaching Intermediate Writing

- Marvellous Mini Lessons for Teaching Non-fiction Writing K-3

Year 3:

- School wide writes focussed on personal narrative.
 - Focus on providing sufficient teaching time, mentor texts, and practice for students prior to engaging in written tasks.
- Implement and evaluate strategies specifically related to developing meaning and improving form/organization
- Collaboration time and staff meetings dedicated to sharing instructional strategies
- Drop everything and write time; This or That writing; Buddy writing
- Whole school story-telling activity based on the [Witness Blanket](#)
 - Every student will bring in an artifact that is significant to them and share their story with the class
 - Photos of artifacts and personal narratives shared around the school

Reflection/Summary of Learning/Next Steps (End of Year 3)

What are the highlights of your learning journey?

What progress have you made?

What is the data saying?

What are the next steps?