



School
Chartwell Elementary

FESL Year
Year 1

School Context
<p>Chartwell Elementary is a Kindergarten to Grade 7 elementary school with 279 students and 34 staff members. Our international profile, with at least half of our students being born outside of Canada from many different countries from around the world adds to Chartwell’s uniqueness. Our diverse population includes over 50% English Language Learners and students from many countries with a wealth of travelling and experiences living abroad.</p> <p>Chartwell sits beside Sentinel Secondary School, located in the British Properties with panoramic views overlooking Burrard Inlet, the City of Vancouver and the Strait of Georgia. We are situated two blocks away from Douglas Woodward Park, a West Vancouver municipal green space that provides a wonderful teaching and learning space in a second growth forest surrounding Lawson Creek. While beautiful in views, our location is isolated from community centres, public libraries, and active transportation networks. We have a strong PAC who is engaged in many areas of school life, and 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 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 Goal:
Is your goal specific, meaningful, measurable and evidence informed?
<p>Our school goal is to increase our students’ sense of belonging by collectively:</p> <ul style="list-style-type: none">• identifying our shared vision and values,• articulating these in accessible language and visuals that connect with the history of this place,• and enacting these values in our daily activities, lesson engagements, and ways of being with one another.

Rationale for Goal
Why is this goal important to your school community?



How will this goal improve educational outcomes for students?

This goal is important to our school community because through this shared process of building our community, we aim to increase our students' sense of belonging and connection. When students, staff, and families feel connected with the school and each other, we can provide a safe space to build relationships, collaborate and problem solve more effectively, and extend our critical thinking and apply our knowledge and skills to assist the larger community.

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?

Evidence:

- Student Learning Survey: Student responses about belonging, connectedness, and voice/role in their learning have a lower score than others
- Anecdotal reflections by staff: decrease in student engagement and voice, decrease in staff connections with students beyond their classroom, decrease in connections with parent community. Many of these observations have been exacerbated by the current Covid19 pandemic.

Success Data to improve:

- Student Learning Survey responses
- Student voice and participation in decision making in and out of the classroom (can be measured anecdotally and on survey)
- Staff feeling of belonging and connectedness (anecdotal)

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?

FESL Committee: staff and parents
 Staff engagement: staff meetings, pro-d days, book club
 Student voices: feedback in classrooms; small group of students to consult with regarding decision making in school, Spirit club
 Parents: evening in February to gain feedback; PAC meetings where information is shared
 Properties Family Hub: increased connection with the community (Saplings preschool, community garden planning, Strong Start?)

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

Our FESL connects to the district goal of Human and Social Development: Sense of belonging

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



Action Plan

- Brainstorm what we value as a community (staff, students, parents)
- Identify what we need to move forward (identify barriers, create shared vision and language, include Indigenous perspectives and language)
- By the end of Year 1, we will have a school wide definition of our shared vision or ways of being together. We hope to create visuals and language that can be displayed in our school and classrooms and referred to when planning activities in and out of the classroom.

Strategies

- What is community? Inquiry workshop with staff and district Enhancement teacher
- Professional Development Day (What helps to build community? What breaks down community?)
- Professional Development Day and Staff meeting (Diversity and inclusivity – What is our shared vision, what does inclusion look like?)
- Circle of Courage: Exploration of how this framework may be useful in the creation of our shared vision (I.e. what words stand out for you when describing Chartwell in the future)
- Student participation in brainstorming what it feels like to belong and in creation of shared vision; code of conduct revision
- Parent meetings for input on shared vision and ways to build community; feedback on our vision and visuals once they have been created

Resources and Supports

- District enhancement teacher
- Squamish nation elders; Indigenous Support teacher
- Professional readings and professional development

Professional Learning

- Diversity and Inclusivity professional development (Alden Habacon, Jo Chrona, staff meetings, District support staff)
- Greater understanding of universal design to ensure curriculum is accessible to all
- Physical Literacy and Play-based learning: how to include more movement and play to engage students in multi-modal learning
- Reimagining Early Learning group (book club)
- Squamish language and understanding of this place

Structures

- Students: LEADS program in Grade 7 (Leadership, Environment, Action, Debate, Service), Spirit Club, Student Council
- Staff: Literacy (Conducting own literacy benchmark tests and collaborating with district staff to enhance balanced, inclusive literacy program); Open dialogue during staff meetings to share ideas to rebuild community; Early Learning book club; support for universal design
- Parents: Meetings for FESL, Playground redesign, co-planning community events

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?