

<b>School</b>
Chartwell Elementary

<b>FESL Year</b>
Year 2

<b>School Context</b>
<p>Chartwell Elementary is a Kindergarten to Grade 7 elementary school with 250 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 an active PAC who is engaged in many areas of school life, such as multicultural celebrations, hot lunch programs, and volunteering in classrooms.</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>

<b>Identified Goal:</b>
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"> <li>• Defining and developing a greater understanding of our shared vision and values (we identified and created these in Year 1 of FESL)</li> <li>• articulating values e in accessible language and visuals that connect with the history of this place,</li> <li>• and enacting these values in our daily activities, lesson engagements, assemblies, multi-age groupings, and ways of being with one another.</li> </ul>

**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.
- PAC Open House survey: feeling the need to reconnect with the school

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)
- Parent engagement and contribution to school (PAC Open House, volunteering in school, survey of understanding of treehouses)
- Grade 5/6/7 Survey given in Year 2 re: what actions and attitudes help and hinder a sense of belonging at school; how are treehouses helping with sense of belonging?
- Parent survey re: thoughts about treehouses and sense of belonging

**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, parents invited to participate and given time for feedback at regular PAC meetings
- Staff engagement: collaboration time during staff meetings to co-plan and develop activities and assemblies; EA meetings to seek feedback
- Student voices: feedback in classrooms; small group of students to consult with regarding decision making in school, Student council
- Parents: PAC meetings where information is shared and feedback welcomed

- Properties Family Hub: increased connection with the community (Saplings preschool, community garden planning)

**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

##### Action Plan:

- Create visuals for three key words (mindful, kind, resilient) to display in classrooms.
- Identify barriers in understanding and embodying these words. (Shared definitions, announcements, classroom lessons, assemblies, other languages, include Indigenous perspectives and language)
- Increase sense of belonging across grades through participation in multi-age treehouse groups
- Create school-wide connections outside of regular holiday gatherings and festivals

##### Strategies:

- Create Treehouse Groups and logos. All members of our community are part of a treehouse group that represents a local tree that can be seen from our school yard.
- Monthly Treehouse gatherings led by staff. Topics reinforce being kind, mindful and resilient.
- Grade 6/7 Leaders trained to support smaller subgroups in each treehouse and learn leadership skills. Our hope is that by the end of the year, and certainly in year 3, our student leaders will be creating and leading treehouse gatherings.
- Student announcements and recognition for demonstrating our three characteristics (shout outs, kindness rocks)
- Student Pro-D day in the spring – Students can choose 2 sessions to attend that will be led by staff members, parents, community, Sentinel students.
- Grade 6/7 Leadership Training session planned for this year (what is leadership, how to be a good leader, etc.) with intentions to start next school year with leadership camp, speakers, etc.
- Connect with Squamish nation to have words for each treehouse, meanings and use of each tree, and create a school mandala.

- Student council: spirit days, code of conduct revision
- Parent meetings for input on shared vision and ways to build community; information sessions for resilience and sense of belonging

Resources and Supports:

- Squamish nation elders; Indigenous Support teacher
- Professional development and collaboration (coaching, outdoor learning)
- Roy Group activities (creating an atmosphere in our community that welcomes feedback, HELL questioning for coaching)

Professional Learning:

- Coaching relationships formed and skills developed (Roy Group ideas)
- Staff Meetings: Exploring leadership skills for upper elementary students, Physical Literacy and Play-based learning, Universal Design
- Work with elders and knowledge keepers to learn Squamish language and greater understanding of this place

Structures:

- Students: Treehouse Groups, Student Council, Intramural Leaders, Grade 6/7 Leadership Training
- Staff: Treehouse Groups (each staff is assigned to a group and there is opportunity to work with colleagues to create school-wide activities); Open dialogue and purposeful coaching activities during staff meetings to share ideas to rebuild relationships and community; support for universal design
- Parents: PAC Meetings, Open House, Coffee and Conversation, Garden re-design, co-planning community events

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?