

School

Chartwell School

FESL Year

Year One

School Context

Chartwell Elementary is a Kindergarten to Grade 7 school, fostering a vibrant community with 318 students and 34 staff members. Our international profile is a testament to Chartwell's unique identity, as we proudly represent 27 countries from around the world. This diversity is a cornerstone of our school, with over 50% of our students being English Language Learners. Our student body brings a rich tapestry of experiences from living abroad and extensive travels.

Situated adjacent to Sentinel Secondary School in the British Properties, Chartwell enjoys panoramic views of Burrard Inlet, the City of Vancouver, and the Strait of Georgia. Two blocks away lies Douglas Woodward Park, a municipal green space offering an ideal setting for teaching and learning within a second growth forest surrounding Lawson Creek.

Our active Parent Advisory Council (PAC) engages in diverse school activities, including multicultural celebrations, hot lunch programs, and volunteering in classrooms.

Our school values Mindfulness, resilience and kindness, empowering students to excel personally, socially, and emotionally through experiential learning and strong partnerships within our school community.

Identified Goal:

Is your goal specific, meaningful, measurable and evidence informed?

Enhance reading development across all grades by focusing on phonemic awareness, decoding (K-2), morphology (intermediate), improving fluency and comprehension for all students, while using SIOP strategies to support ELL learners.

Rationale for Goal

Why is this goal important to your school community?

How will this goal improve educational outcomes for students?

This goal addresses the highest priorities for literacy in our school, including the foundational reading skills necessary for K-2 students while ensuring that all students are prepared to read at or above grade level. It also acknowledges the importance of equipping parents to support reading development at home.

1. **Research supports specificity in reading instruction** as key to improving student reading abilities. Explicit, structured teaching of reading skills across all grade levels is crucial to ensuring the competency and quality of overall literacy outcomes.
2. **Reading is a priority in the West Vancouver School District**, aligning with both district and ministry initiatives focused on improving literacy and numeracy skills through evidence-based practices. The district's "All Means All" philosophy emphasizes equitable access to high-quality education for all students, with a strong focus on overall literacy development.

3. **Reading is a complex skill** that requires a continuum of instruction, beginning with foundational skills in the early grades and progressing to more advanced competencies such as vocabulary development, comprehension, and critical thinking in the later grades. This progression supports the development of well-rounded readers capable of engaging with increasingly complex texts.
 4. **Research shows that reading competence is highly correlated** with school success at all grade levels. Students who read proficiently perform better across all curricular areas, as reading influences the development of knowledge, cognitive skills, and academic achievement.
 5. **Reading follows a natural continuum from decoding to comprehension.** In the early years, students focus on developing decoding skills with speed and accuracy, which allows them to access the meaning of words more effectively. As they become fluent decoders, they are better equipped to interpret text, connect ideas within the text, and, ultimately, develop strong comprehension skills.
 6. **Comprehension is a critical skill** that involves thinking, connecting, and understanding. Effective comprehension allows students to extract meaning from texts, make connections between ideas, and apply their learning to new situations. The development of critical thinking and vocabulary supports these skills and enhances overall academic success.
 7. **Staff Engagement:** The goal of improving overall literacy, with a specific focus on reading, aligns closely with the interests and priorities of the school's key stakeholders. Many of our staff members have identified literacy instruction as a key area of focus in their professional growth plans, demonstrating a strong commitment to improving their teaching practices and supporting student achievement in this critical area.
 8. **PAC Members' Support:** Parents have also expressed a strong desire to see improved literacy skills in their children. They are particularly interested in seeing tangible progress reflected in FSA scores and other student performance data. This feedback highlights the importance of aligning instructional practices with the expectations and aspirations of families, ensuring that our literacy initiatives are meaningful and responsive to the needs of the school community.
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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?

Anecdotal Evidence from Staff: Teachers at Chartwell have observed that, like many schools, students are arriving with a wider range of literacy skills due to societal changes and varying educational experiences before joining our community.

Student Population and English Language Development: Chartwell is a diverse school community with a significant number of students joining in the intermediate grades. Many of these students have not had the opportunity to experience our early primary literacy program, which presents a unique opportunity for us to provide tailored support. By meeting these students where they are in their overall literacy development, we can ensure they have the necessary tools to integrate successfully into both literacy and the broader curriculum.

Assessment Tools

1. **DIBELS 8th Edition** is primarily used to assess early reading skills. It is designed to assess and monitor students' progress in skills like letter naming fluency, phonemic awareness, nonsense word fluency, word reading, oral reading fluency, and comprehension. DIBELS aims to identify students who may need additional support early in their reading development.
 - **DIBELS:** allows teachers to identify students at risk or below grade-level expectations in literacy. Our goal is to have all teachers committed to administering DIBELS in the fall, with follow-up assessments in terms 2 and 3 to monitor and track progress to ensure timely interventions.

2. **PM Benchmark Literacy Assessment** is designed to evaluate a student’s overall reading ability, focusing on comprehension and fluency with connected texts. They assess the ability to understand and analyze fiction and non-fiction passages, helping to determine students' independent reading levels.
 - **PM Benchmark Assessment and Leveling System:** evaluates a student’s overall reading ability, focusing on comprehension and fluency with fiction and non-fiction texts.
 - The school is working toward leveling all students using the PM Benchmark Literacy Assessment. Knowing students reading levels supports the following:
 - **Ensures Proper Reading Practice:** Students read texts that match their literacy level, building confidence and preventing frustration while strengthening fluency, decoding, and comprehension
 - **Guides Instructional Strategies:** Teachers use reading levels to adjust instruction and provide targeted support, such as vocabulary development and comprehension techniques
 - **Tracks Progress and Growth:** Ongoing data collection helps teachers identify when additional support is needed
 - **Informs Differentiated Learning:** enables targeted grouping, ensuring students receive direct targeted instruction tailored to their specific reading needs
 - **Enhances Engagement with Appropriate Texts:** AI text-levelers match students with materials at their level, fostering engagement and improving comprehension across subjects
 - **Supports ELL Students:** help teachers assess ELL students’ progress, enabling appropriate language support
3. **FSA Data:** The school also incorporates FSA data to monitor literacy outcomes for students in Grades 4 and 7. The data can identify broader trends in student achievement and assess the effectiveness of the literacy strategies.

**It should be noted that many students are new to Chartwell when they write this assessment so Data should be carefully interpreted.*

Measures of Success: Success will be assessed by steady progress in DIBELS results, improvements in PM Benchmark Assessment levels, and evidence of students' increasing ability to access and engage with the curriculum. Student progress will also be monitored through teacher feedback, student reflections, and parent input, while FSA data will be used to track overall literacy achievement and identify areas needing further focus.

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?

Stakeholder Engagement

We are committed to including the perspectives and voices of all members of our school

community—staff, parents, and students—in the development and implementation of our reading goals.

Key Engagement Strategies:

Staff meetings are dedicated to discussing our literacy goals, sharing strategies, and evaluating the progress of student literacy, specifically in reading. Teachers have an opportunity to collaborate, share best practices, and receive ongoing professional development aligned with the needs of their students.

- **Monthly Literacy Focus for Staff Meetings (20-30 Minutes)**
 - Dedicate **20-30 minutes** of each staff meeting to target discussions around improving teaching practices in reading
 - focus on hands-on, practical activities with staff-led presentations and opportunities to peer-share
 - offer actionable professional development that is relevant to the diverse needs of our students

Year-One Focus Areas:

- Building Knowledge – Reading Components –What is developmentally appropriate?
 - Assessment Tools – Administration and application to guide instruction
 - Supporting ELL Learning – SIOP
 - Classroom Management – Systems that work

Other Areas to Develop:

1. Staff Leadership – Literacy Team
2. Collaborative Planning
3. Professional Development Resources
4. Follow-Up and Accountability

Annual Mid-Year Literacy Check-In Meeting – Start a process of meeting with each classroom teacher, ELL, and LST teams to ensure all students are receiving the supports necessary for success.

PAC Engagement:

- host guest speakers during PAC meetings to discuss effective reading strategies, reading comprehension, vocabulary development, and ways parents can support literacy at home
- share research articles, reading tips, and resources to help parents foster a love of reading at home, including advice on engaging children with books and understanding reading development stages
- work with district translators to understand cultural perspectives on reading instruction and ensure our strategies are inclusive
- offer translation services, when possible, to provide translated reading materials and encourage peer support to help non-English-speaking families create a literacy-rich environment at home

Student Engagement:

- **Student Feedback:**

- regularly gather feedback from students through surveys, focus groups, and self-reflections
 - share thoughts on which reading strategies work best for them, the books and materials they enjoy most, and how they feel about their progress in literacy
- **Student-Led Conferences:**
 - provide students the opportunity to lead conferences where they can discuss their literacy growth with teachers and parents
 - doing so will allow students to articulate their strengths, challenges, and goals for the future, making them active participants in their learning journey
- **Celebrating Student Achievements:**
 - help motivate students and recognize their hard work

Ongoing Collaboration

We will continue to engage our stakeholders through regular check-ins with students, at PAC meetings, staff meetings, and via ongoing communications through SpacesEDU and other platforms. By fostering a culture of collaboration, we ensure that everyone in the school community feels informed and involved in improving literacy, especially in reading. Regular feedback opportunities will also be provided to gather input from both parents and teachers about the effectiveness of the initiatives and areas for further improvement.

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

Sense of Belonging: Improving literacy skills, specifically in reading, is foundational to fostering a sense of belonging within our school community. When students are proficient readers, they are better able to engage with the curriculum, contribute to classroom discussions, and participate in a variety of school activities, enhancing their overall connection to the school. By prioritizing reading specifically, we ensure that every student, regardless of their background or language proficiency has the tools to succeed, build confidence, and feels included in their educational journey.

"All Means All": The District's "All Means All" philosophy emphasizes the importance of equity and inclusivity, ensuring that every student has access to the resources, support, and opportunities needed to thrive academically.

Our literacy (reading specific) goals are directly aligned with this philosophy, as we focus on providing targeted interventions and resources that meet the diverse needs of our students. This includes attention to ELL students, who may be facing unique challenges in literacy development, as well as those who are reading below grade level. By offering individualized support, we aim to help all students make progress in their literacy skills. This not only supports improved academic achievement but also fosters self-confidence, strengthens student engagement, and builds a stronger connection to the broader school community. Ultimately, our goal is to ensure that no student is left behind and that each child has the opportunity to succeed in a supportive and inclusive environment.

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 for Year 1

- **Staff Professional Development:** Focus on hands-on, practical sessions for reading instruction. Encourage staff participation in WV District Professional Development opportunities
- **Staff Collaboration and Planning for Reading:** Facilitate collaborative planning across grade teams, focusing on developing strategies for reading instruction and assessing students' progress in reading
- **Parent/Student Reading Program:** Launch a Parent/Student Reading Program for Grades K-2 to provide each student with individualized time to read aloud and engage parents in supporting reading development at home
- **RAZ-Kids for Home Reading:** Utilize RAZ-Kids for at-home reading, allowing students to practice reading at their target reading level and promote independent reading
- **Parent Information Sessions:** Plan information sessions for parents to support their understanding of the learning-to-read process and how they can engage with their children's literacy development
- **Leverage SpacesEDU Platform:** Use SpacesEDU to keep families updated on their child's reading development and engage them in classroom learning activities
- **Data Collection:** Establish baseline data by assessing proficiency using:
 - KELP
 - DIBELS 8th Edition
 - PM Benchmark Literacy Assessment
 - BC Performance Standards for Reading
 - Words Their Way Spelling Inventory
 - FSA
 - CSL
- **Develop K-7 Reading Framework:** Begin work on a K-7 reading framework, focusing on assessment, consistent reading instruction and targeted instruction for at risk students.
- **Incorporate UFLI Foundations** to provide a structured approach to supporting reading development for K-3 learners. UFLI's focus on phonemic awareness, decoding, and fluency in the early years supports the development of foundational reading skills.
**Aligns with best practice for reading instruction ensuring that students receive effective, research-supported teaching strategies*
- **Incorporate SIOP's Strategies** for vocabulary development, comprehension, and active engagement in text support students as they move through the grades.

**Aligns with best practice for literacy instruction, ensuring that students receive effective, research-supported teaching strategies*

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?