WEST VANCOUVER SCHOOLS

FESL Template 2025- 2026

School EAGLE HARBOUR MONTESSORI SCHOOL

FESL Year One

School Context

Eagle Harbour Montessori is a small school in the community of Eagle Harbour. We are surrounded by tall cedars, mountain views, and are within walking distance of the ocean.

We are a destination school with many families coming from outside the West Vancouver School District. Eagle Harbour is made up of a diverse student population. There are 16 different languages spoken in our community. Our current enrolment is 68 students with goals to continue to grow. We have a very dedicated staff made up of 4 enrolling teachers, 4 non-enrolling staff members, 2 Educational Assistants, 1 TA, 1 custodian and 1 Administrative Assistant. In addition, there is an onsite Vice-Principal and a shared Principal with Caulfeild Elementary.

Our PAC and parent community are a very committed group of individuals who care deeply about education and how they can best support the needs of everyone in our community.

Identified Goal:
What is your FESL Goal?

Our Goal - To continue our work in storytelling (oral, written, digital) with a specific focus on improving literacy skills in the areas of reading and writing.

Rationale for Goal
Why is this goal important to your school community?
How will this goal improve educational outcomes for students?

To have great writers, we need great readers. Before we can focus deeply on writing skills, we need to ensure students are confident and capable readers. This extends beyond storytelling as reading is essential for lifelong growth. Staff felt this was an important starting point in building communication skills.

Telling and listening to stories is inherent to the cultural tapestry that surrounds Eagle Harbour. From the commitment to Montessori learning and the Great stories embedded in that pedagogy (Dorer), to weaving in Indigenous culture and the First Peoples' Principles of Learning, to our previous FESLs focused on understanding identity and belonging, stories are woven through our practice.

The staff at EHMS have communicated that Montessori methodology supports many areas of literacy, but that writing skills are one area that could use some additional focus. Students are taught explicit skills in phonics, spelling, and grammar throughout their educational journey from K-5 through Montessori teaching. While storytelling has been the FESL focus for the past 6 years, the goals have been different. The first FESL cycle was focused on finding your voice and listening to others. The second cycle was focused on building a sense of belonging. It was

natural to now shift to a third cycle which focused on the explicit skills required for communicating our thinking.
This FESL goal directly supports the BC Core Competencies of Communication and Thinking Skills, and with the approach we used (multi-age groups) we also supported their Personal and Social Skill development.

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?

As a staff, we reviewed DIBELS, school wide writes, writing notebooks and FSA data which led us in the direction of this goal. In addition, the district focus on foundational skills and the subsequent resources offered were helpful. We will use these same data points as measures of success, as well as a school wide storytelling project we completed in Year One.

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?

The topic of the FESL has been thoroughly discussed at our monthly PAC meetings since it was decided in the fall. Parents have supported the process through volunteering (mask-making, home reading, etc.) and voiced their appreciation for the whole school project.

Connection to the District FESL Goals (Future Readiness, Foundational Skills, All Means All)

This goal directly supports the district FESL goal of improving foundational skills in literacy.

Action Plan
What is your action plan for your FESL goal?
What specific strategies will you implement each year?
What resources, support, and professional learning will you need to meet your goals?
What structures will you put in place to ensure an ongoing focus towards your goal?

Year 1: “To have great writers, we need great readers.” To improve student reading skills (as a lead into writing skills potentially in year 2 or 3) focus on DIBELS, reading mastery, Raz-Kids and UFLI as well as Words their Way program for older students.
How can we start to build engaging, multi-age lessons for writing that support story writing skills? How can we continue to weave Indigenous learning into writing?
We divided the whole school into multi-age groups. Each teacher took a combination of groups twice a week for the third term. Each lesson had a specific focus on aspects of a good story and included an Indigenous story. We worked with WV Museum and Gallery to create masks that reflected the student’s personalities, and we had “Film Camp in a Box’ come in over 2 days so all groups could turn their stories into digital graphic novels.
-”Writing Revolution” resource, Matt Glover, Sarah Ward, Adrienne Gear
-variety of local and other Indigenous stories
-connecting with Sylvia King for other suggestions and stories (online stories)
-WV Museum and Gallery cooridnator, Isaac Vanderhorst
-Film Camp in a Box

Year 2 Monitor progress on reading skills, and adjust as needed. Add K and Grade 1 in Reading Mastery. Term three focus on whole school skill building for writing
Year 3 Writing skills focus for whole school groupings? Or? Inquiry cycle will determine next steps

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?
We have accomplished a LOT this year, from whole school DIBELS assessments to a reading mastery pilot and the incorporation of UFLI with more students. In addition, we did a term three whole school storytelling project that incorporated mask-making, Indigenous learning, and Film Camp in a Box. We have seen an improvement in many student's DIBELS scores as well as positive changes from the Reading Mastery pilot. Students were highly engaged in the storytelling project and LOVED the Film Camp in a Box workshop series.