

School: Gleneagles Ch'axá'y Elementary & Lions Bay Primary

FESL Year: 2

School Context

Gleneagles Ch'axá'y Elementary School is a Kindergarten to grade 7 school with a population of approximately 250 students. It is nestled in the heart of Horseshoe Bay, located on the westernmost edge of West Vancouver.

Lions Bay Primary School is a Kindergarten to grade 3 school with a population of approximately 30 students that feeds into Gleneagles Ch'axá'y. Lions Bay Primary is located in the Village of Lions Bay in a coastal forest above Howe Sound.

Both schools are located on the on the traditional territory of the Skwxwú7mesh (Squamish) Nation.

Students are drawn primarily from the Horseshoe Bay, Lions Bay, and Eagle Harbour areas; and come from varied socio-economic backgrounds.

The breakdown of our school populations are as follows:

- 55% male, 45% female
- 39% primary grades (K-3), 61% intermediate grades (4-7)
- Just under 10% have a ministry designation
- 10% are (designated) English Language Learners (ELL)
- 1% of students are currently enrolled with identified Indigenous ancestry

Identified Goal:

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

- To improve the quality of student writing (K-7)
- To increase student's ability to communicate when writing using a variety of styles and strategies

Rationale for Goal

Why is this goal important to your school community?

How will this goal improve educational outcomes for students?

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By prioritizing effective communication through writing we are fostering a school-wide culture that values student voice, thoughts, and opinions; and empowers our students to share their learning/understandings. It is crucial that we provide them with the essential skills and strategies needed to thoughtfully express themselves in writing. Additionally, we want to ensure that all students feel confident to share their thoughts and ideas through writing.

Expository writing (*writing that is used to explain, describe and give information using evidence, details, and facts to support the topic*) is an area where we can make significant improvements. Through collaborative planning and working together with staff, we can share successful approaches and interventions, creating a cohesive writing instruction framework/program. This approach will allow for a continuum of growth in writing from K-7, where all staff are working towards the same goal using the same language and approach to improve writing.

How will this goal improve educational outcomes for students?

- Provide students the ability to feel confident in sharing their ideas through writing in a variety of contexts and styles
- Wider focus on all components of writing including grammar and the mechanics of writing, as well as the development of critical thinking, research and revision skills
- Regular assessment and feedback will allow us to track student progress, identify areas for improvement and adjust instructional strategies accordingly
- Focus on students in the upper intermediate grades where writing is often an area of challenge. By providing graphic organizers and a shared language from grade 4-7, students and teachers can build on previous years and continue to improve writing.
- Creating skills and structures in the primary years to make students thinking and learning visible through emergent writing will build the foundation for expository writing in the intermediate grades

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?

- FSA assessment results (Gr 4 & 7) - will look specifically at aggregating data from written responses → goal to improve these scores
- School based assessments, as applicable (eg. school wide write) – areas of focus include: developing ideas, applying understanding, communicates (from new literacy progressions, BC Ministry of Education)
- Relevant data from the Student Learning Survey (Gr 4 & 7)
- Qualitative data
- Student feedback and reflection

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?

How have you included the perspectives/voice of all stakeholders in your school community?

- Staff engagement & conversations – opportunity for feedback, understanding of areas of growth within school/classrooms
- GEC PAC consultation November 2023
- Survey of families January 2024
- Anecdotal feedback from students (areas of need, interest, future growth)

How will you ensure ongoing collaboration with all of your different stakeholders?

- Space for ongoing discussion and engagement with staff at staff meetings, grade group collaboration, and Pro-D days
- E-bulletins
- PAC meetings
- Opportunity for speakers to showcase student progress/achievement; visibility of process through regular classroom communications/conferences

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

Our school based FESL is closely aligned with the District's FESL goals.

Sense of Belonging

Creating a sense of belonging is a fundamental aspect of our school community. *"We understand that students' sense of belonging, well-being, personal growth, and success are directly connected to positive relationships within the school community."* This belief is in line with the District's Strategic Plan (2023-2027), as outlined under Educational Excellence (1.1). Students who are able to communicate their thoughts clearly and confidently in writing, helps to build this sense of belonging.

Career and Life Goal preparation

As students transition from grade 7 to grade 8 and beyond, we recognize the importance of preparing them academically. Students who have a strong foundation in literacy, and particularly writing skills, are well prepared for the transition into high school.

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:

- Discussion with all stakeholders (staff, parents, DLT) to solidify a goal
- Collaboration and discussion with staff to identify Literacy as a target, with a specific focus on writing
- Look at different formative and summative assessments to use for data collection, determine when to collect data and what measures to use
- Identify and teach to different types of (informational) writing

Year 2:

- Identify specific strategies to be used at each grade level
- Create a scope and sequence of strategies to outline what written progression looks like from kindergarten through grade 7
- Explore new [BC Ministry learning progressions](#)
- Explore AI connections to enhance/improve writing process

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?

Year 1: 2023-24

- worked with staff to identify potential needs and create a clear FESL goal
- grade group teams collaborated on specific areas of need to address with student writing and explore the idea of a scope and sequence from K-7
- discussions at staff meetings and Pro D to identify areas of student output to focus on specifically (verbal, written or performative) – writing output was decided as a specific area to focus on
- Next steps: begin to implement specific strategies and assess impact on students' ability to communicate their thinking through writing
- Areas for further consideration: Do we have the right plan in place to target (and measure) improvements in students' abilities to communicate their thinking through writing?