

School

Irwin Park Elementary

FESL Year

One

School Context

Irwin Park Elementary is a Kindergarten to Grade 7 school serving approximately 410 students across 16 divisions. Our student population reflects a wide range of socio-economic, cultural, and linguistic backgrounds. Students are drawn primarily from the Ambleside and Dundarave neighbourhoods in West Vancouver, with additional families commuting from North Vancouver and Burnaby. The school is situated geographically between several programs of choice, including International Baccalaureate and French Immersion schools, as well as two well-established independent schools.

Current school data indicates that 192 students (approximately 47%) are identified as English Language Learners, representing a significant level of linguistic diversity within the school community. In addition, 48 students have Ministry designations requiring targeted learning supports. The overall student population is comprised of approximately 56% male and 44% female students.

Identified Goal:

What is your FESL Goal?

Literacy – to improve literacy achievement K-7 via an intentional and sustained use of Term 1/2/3 literacy data to drive instruction in the areas of reading comprehension and fluency.

Rationale for Goal

Why is this goal important to your school community?

How will this goal improve educational outcomes for students?

Literacy is the foundation for success across all areas of learning. Recent school data and community feedback indicate a need to renew and strengthen our collective focus on literacy instruction. Our school community has seen a steady increase in linguistic diversity, with nearly half of our students identified as English Language Learners. Ensuring that every student develops strong literacy skills is essential for their academic success, sense of belonging, and future opportunities.

This goal directly aligns with the West Vancouver School District’s commitment to **Foundational Skills**, particularly literacy, as well as the district priority of “**All Means All**,” which emphasizes equitable and inclusive practices to meet the needs of every learner. By focusing on high-quality, responsive literacy instruction, we aim to ensure that all students, regardless of background, language proficiency, or learning profile, are able to access the curriculum and reach their full potential.

Strengthening literacy instruction will:

- improve reading comprehension, fluency, and writing skills across grade levels
- increase student confidence and engagement in learning
- better support English Language Learners in accessing grade-level curriculum
- provide earlier and more targeted interventions for students who need additional support
- ensure more consistent instructional practices and assessment across the school

Ultimately, this goal will lead to improved academic achievement, stronger transitions between grade levels, and greater equity of outcomes for all students.

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?

Several sources of evidence have highlighted the need for a renewed school-wide focus on literacy:

- A gradual decline in school-wide FSA literacy results over recent years
- Feedback from parents expressing concern about literacy achievement at last FESL presentation
- An increasing population of English Language Learners (currently 192 students), requiring more targeted literacy support
- Ministry of Education mandate that assessment data needs to be more intentionally connected to instructional planning

Our school has been using **DIBELS screening tools** more consistently and has developed a stronger culture of collecting literacy data. However, we recognize the need to deepen our collective understanding of how to analyze and respond to this data in meaningful ways.

We will use multiple measures to track progress over the three-year cycle, including:

- DIBELS benchmark data (growth in the percentage of students meeting or exceeding benchmark)
- School-wide writing assessment results
- FSA literacy results
- Classroom-based assessments and report card achievement trends

To monitor long-term impact, we plan to track two cohorts of students over the three years:

- Students currently in Grade 2, following them through to Grade 4
- Students currently in Grade 5, following them through to Grade 7

Measures of success will include:

- increased percentages of students meeting literacy benchmarks
- improved growth for students receiving targeted interventions
- reduced gaps in achievement between ELL and non-ELL learners
- greater consistency in literacy practices and assessment across classroom

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?

This goal has emerged through ongoing conversations with multiple stakeholders:

- Classroom teachers have expressed a strong interest in deepening their literacy practice and learning new instructional strategies.
- A group of educators has already begun collaborating informally around literacy assessment and instruction.
- Parents, through IPPG discussions and feedback following FSA results, have identified literacy as a priority area for the school.
- Learning Support and ELL staff have highlighted the need for more coordinated and data-informed approaches to supporting diverse learners.

We will:

- continue to engage staff in collaborative planning and professional learning
- share progress updates regularly with PAC and the parent community
- involve Learning Support and ELL teachers in data discussions and planning

- create opportunities for student voice around reading and writing engagement
- maintain transparent communication about our goals, strategies, and results

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

This FESL goal is strongly connected to key district priorities:

- **Foundational Skills:** Literacy is a core foundational skill that underpins success in all subject areas. Our focus on improving reading and writing instruction directly supports this district commitment.
- **All Means All:** By strengthening inclusive, responsive literacy practices and intentionally using assessment data, we aim to ensure equitable outcomes for all learners, particularly our large population of English Language Learners and students with diverse learning needs.
- **Career and Life Goal Preparation:** Strong literacy skills are essential for future academic pathways, career readiness, and lifelong learning.

Our school goal reflects the district belief that every learner deserves high-quality instruction, timely support, and the opportunity to succeed.

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?

Over the next three years, we will build a coordinated, school-wide approach to literacy that focuses on:

- improving teacher capacity and confidence in evidence-based literacy practices
- using assessment data intentionally to guide instruction
- strengthening collaboration among teachers and support staff
- implementing equitable and inclusive strategies that meet the needs of all learners

Year 1

Focus: Building Foundations and Shared Understanding

- Provide professional learning for staff on effective, research-based literacy practices
- Strengthen consistent use and understanding of DIBELS screening across all grades
- Establish structures for reviewing and analyzing literacy data

- Introduce collaborative marking of school-wide writing samples
- Form a school literacy working group to guide implementation
- Begin tracking baseline data for selected cohorts
- Use Professional Development time to learn together
- Explore and utilize the K-4 Literacy Learning Progressions

Resources/Supports Needed

- Professional learning time
- Support from district literacy specialists
- Collaboration time for teachers
- Assessment tools and data management support

Year 2

Focus: Deepening Practice and Targeted Interventions

- Use Year 1 data to identify areas of greatest need
- Expand professional learning in targeted literacy strategies
- Implement more structured small-group instruction
- Strengthen alignment between classroom instruction and assessment data
- Increase collaboration between classroom, ELL, and Learning Support teachers
- Continue cohort tracking and adjust strategies as needed

Year 3

Focus: Refinement and Sustainability

- Evaluate overall impact of instructional changes
- Refine school-wide literacy practices based on evidence
- Strengthen systems to ensure sustainability beyond the FESL cycle
- Share successful practices across grade levels
- Celebrate growth and communicate outcomes with the school community

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 Reflections

- UFLI success evident in DIBELs Data
 - o Highlighting primary team success!

- Discussion with Intermediate staff on setting up something similar in Intermediate next year
- Pro-D in May with Tricia to explore literacy resources was very useful!
 - Intermediate staff will pilot Pals reading structure for intentional DEAR use next year
- DEAR initiative successful across the school
 - Utilizing this time to target specific students
- Matt Glover Writer's workshops used across the school
 - Many staff used Tricia as a resource for co-teaching
 - Lots of engagement from both staff and students in Primary and Intermediate
 - While we are focused on reading comprehension and fluency, this style of teaching writing inspired students to read more, particularly the use of mentor texts for exemplars for writing. Students could see the connection between reading and writing.