



Westcot Elementary School

School	
Westcot Elementary	FESL 2021- 2024

FESL Year
Year 2

School Context
<p>Westcot Elementary is a kindergarten through grade seven school which has been in operation since 1957. Westcot's current population is 412 students. Westcot students are drawn from both our immediate neighbourhood in the British Properties and Taylor Way area, as well as a cross section of students from various parts of the North Shore and Lower Mainland. We welcome students from a diverse array of cultural backgrounds. Westcot has positive partnerships with a number of community organizations. We appreciate the ongoing support of the British Properties Homeowners Association and West Vancouver Foundation. On site we have Club West, a privately owned company, offering before and after school care. We value our educational partnerships with the West Vancouver Memorial Library and West Vancouver Museum. The parent community is actively involved in all aspects of school life. We have formal venues for participation, such as the Westcot Parent Advisory Council; however, the majority of opportunities are informal enriching all aspects of school life at Westcot.</p>

Identified Goal:
Is your goal specific, meaningful, measurable and evidence informed?
<p>Our Goal is to develop a <b>Westcot Core Literacy Framework Document</b> to align resources and practice to achieve:</p> <ul style="list-style-type: none"> <li>▪ <b>Performance Targets:</b> To achieve and maintain reading scores (Year-End CSL Scale, FSA, Benchmark, Dibels, SWW, Reading Performance Standards) of 90% or more students Proficient or Extending. To move students from grades 3 -7 Emerging or Developing to Proficient by the Spring Assessment.</li> <li>▪ <b>Performance Targets:</b> (Year-End CSL Scale, FSA, WW, Writing Performance Standards) of 90% or more students Proficient or Extending. To move students from grades 2 -7 Emerging or Developing to Proficient by the Spring School Wide Write Assessment.</li> </ul>

Rationale for Goal
Why is this goal important to your school community?
How will this goal improve educational outcomes for students?
<ul style="list-style-type: none"> <li>• Specificity in reading instruction, as supported by research, is key to improving student reading abilities.</li> </ul>

- Reading is a priority in the District and Ministry initiatives.
- Reading is a complex skill that requires explicit instruction and practice to develop competency and reading quality.
- Research indicates that the ability to read competently is highly correlated to school success at all grade levels.
- Research also indicates that increased reading skills improve performance in all curricular areas
- Reading follows a continuum from decoding to comprehension. Once readers begin to decode with speed and accuracy they are better able to access the meaning of words, are better able to interpret text and can then make connections among the ideas within the text (comprehend).
- Comprehension is about thinking, connecting, and understanding.
- Writing effectively for a variety of purposes is a skill that is required across all subject areas.
- Writing is a tool that is deeply interwoven with life in our society and supports social conventions and communication.
- People use informational writing as a tool for inquiry.
- Written language is often used to represent areas of content knowledge.
- Research indicates that writing effectively improves thinking and planning.
- Reading and writing are inextricably linked.
- Writing scaffolds metacognitive reflection on the learning process.

#### 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?

Year 1 Goal. Collect baseline data, establishing proficiency by grade using:

- KERP
- Dibels/Maze
- PM Benchmark
- SWW - Writing Performance Standard
- Reading/Writing Performance Standard
- FSA
- CSL

Year 1 - 3

- Westcot staff will work together to develop a K - 7 structured literacy framework.

Year 3 Goal

- Westcot Core Literacy Framework Document

**Performance Targets:** To achieve and maintain reading scores (Year-End CSL Scale, FSA, Benchmark, Dibels, SWW, Reading Performance Standards) of 90% or more students Proficient or Extending. To move students from grades 3 -7 Emerging or Developing to Proficient by the Spring Assessment.

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### Stakeholder Engagement

#### Parents:

✓ Curriculum Overviews	✓ Intake Interviews
✓ WPAC meetings/DPAC	✓ Ministry Satisfaction Surveys
✓ Web Page	✓ Student Portfolios/Student Leds
✓ Google Classrooms	✓ District Board Meetings

#### Staff:

✓ Staff Meetings	✓ E-Mail
✓ District Professional Development	✓ Google Classrooms
✓ School Based Pro Development	✓ Ministry Satisfaction Surveys
✓ Development of Implementation Plans	✓ Data collection/examination

#### Students:

✓ Classroom Instruction	✓ CSL Docs/Student Leds
✓ School/Classroom Bulletins	✓ Ministry Satisfaction Surveys
✓ Community Partnerships	✓ Class Meetings
✓ Student Self Assessment	✓

### Ongoing Priorities/Connection to District Pillars:

#### Creating a Community of Learners:

Research has shown that a sense of belonging and connectedness—not just for students, but also for everyone—is a necessary element in the creation and maintenance of safe school environments (Neufeld,

Emerging bodies of research indicate that students who feel connected to school, measured by the strength and quality of their relationships with teachers and other students, are more likely to have improved attitudes toward school, learning, and teacher; heightened academic aspirations, motivation, and achievement; and more positive social attitudes, values, and behaviour, and less likely to exhibit at-risk behaviours. (Learning First Alliance). Our Westcot Community will continue to cultivate and celebrate our community through Westcot Wednesday, Spirit Days, WPAC Community Pink Shirt initiative, Grade Group Relationships, Buddy Relationships, School Wide Celebrations, our Indigenous Gardens, our Gathering Tree and Place Based Learning. Staff will continue to prioritize and share best practice around this work.

**Making Learning Visible Westcot Learning Stories:**

We will continue to transmit a culture of learning, celebrate the learning process and maintaining a culture of collaboration focused on student learning and inquiry. Units will be refined and created that are tied to essentials questions, embed curricular competencies and allow the development of core competencies. Westcot staff will continue to generate learning opportunities that are concept based and competency driven. Staff value and will continue to engage in collaboration to plan units and create meaningful opportunities for all students.

**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 2

This is a dynamic document that will be tweaked during our work over the year(s).

	Year 1	Year 2	Year 3
<b>Introduce</b>	<ul style="list-style-type: none"> <li>Westcot Gr 2 - SWW Protocols</li> <li>K - 7 Dibels Assessment</li> <li>K - 7 PM Benchmark Assessment</li> <li>Westcot Literacy Teams to look at Components and Assessment</li> <li>District Literacy Development Plan for 2021-2022</li> <li><a href="#">New Literacy Assessment Overview</a></li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Reading Proficiency Scales (DRAFT)</li> <li>Writing Proficiency Scales (DRAFT)</li> <li>Home Reading Workshops (K/1/2)</li> <li>Continue to Build Core Literacy Framework Document</li> <li>Westcot tracking sheet for SWW</li> <li>UFLI Foundations Gr 1-2</li> <li>Intermediate Vocabulary program</li> </ul>	<ul style="list-style-type: none"> <li>Westcot Core Literacy Framework Document</li> </ul>

<b>Implement</b>	<ul style="list-style-type: none"> <li>▪ Westcot Gr 2 - SWW Protocols</li> <li>▪ K - 7 Dibels Assessment</li> <li>▪ K - 7 PM Benchmark Assessment</li> <li>▪ <a href="#">New Literacy Assessment Overview</a></li> <li>▪ K- 1 Heggerty Program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Westcot tracking sheet for SWW</li> <li>▪ UFLI Foundations Gr 1-2</li> <li>▪ UFLI Gr 3 small group support</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading Proficiency Scales</li> <li>▪ Writing Proficiency Scales</li> <li>▪ UFLI Foundations Gr K - 2</li> <li>▪ Gr 3?</li> <li>▪ Gr 4 - 7 Vocabulary Program</li> </ul>
<b>Maintain</b>	<ul style="list-style-type: none"> <li>▪ Writing Performance Standards</li> <li>▪ Reading Performance Standards</li> <li>▪ District Literacy Assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ District Literacy Assessments</li> <li>▪ District Literacy Tracking Sheets</li> <li>▪ K - 7 Dibels Assessment</li> <li>▪ K - 7 PM Benchmark Assessment</li> <li>▪ Westcot Gr 2 - SWW Protocols</li> <li>▪ K- 1 Heggerty Program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading Proficiency Scales</li> <li>▪ Writing Proficiency Scales</li> <li>▪ Westcot tracking sheet for SWW</li> <li>▪</li> </ul>
<b>Withdrawl</b>	<ul style="list-style-type: none"> <li>▪ Past Literacy Folders</li> </ul>	TBD	TBD

### Continuing Practices that are working well in our school:

- focus on best practice, using direct and explicit teaching of writing using modelling, assisted activity and independent practice
- use classroom assessment to inform instruction
- provide release time so that teachers are able to administer assessment tools
- identify students at risk, provide learning support, small group instruction,
- use of Step Up to Writing

- use of Language For Writing as part of learning support for identified students

### **What things will we do differently?**

- differentiate instruction to ensure all abilities are served
- continue to participate in District Digital Literacy initiatives
- begin Introduce, Maintain, Implement, Withdrawl Cycle
- Continue to identify and implement writing strategies with a particular focus on gathering information, sorting and organizing facts and presenting information in written form
- develop strong integration between reading and writing
- implement Westcot Literacy Teams continue to work within component and assessment groups
- Invite parents into the school to work alongside staff to increase involvement tin literacy opportunities
- track and monitor students at risk, provide learning support, identify program and strategies to meet the needs of at-risk learners, target Tier 2 support
- source and assess literacy resources

### **How will we monitor progress and adjust our actions?**

- touchback for all students identified as emerging or developing at monthly SBTeam meeting
- Include parents in goal setting and support for emerging learners
- begin to build student portfolios writing progress, Dibels, Benchmark results
- utilize District tracking sheets for Dibels
- develop Westcot tracking sheet for SWW

### **Year 2**

- Westcot Literacy Teams continue to work within component and assessment groups
- Continue Introduce, Maintain, Implement, Withdrawl Cycle
- Collect/Analyse baseline data Term 3
- Utilize District tracking sheets for Dibels/Maze
- Introduce programs with explicit, targeted instruction

- Develop Westcot tracking sheet for SWW
- Set Performance Targets

**Year 3**

- Westcot Literacy Teams continue to work within component and assessment groups
- Continue Introduce, Maintain, Implement, Withdrawl Cycle
- Analyze data
- Adjust Performance Targets
- Share Westcot Core Literacy Framework Document

**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?