School
Westcot Elementary

FESL Year
Year 1

School Context
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, St. David's Church 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.

Identified Goal:
Is your goal specific, meaningful, measurable and evidence informed?

Our Goal is to develop a **Westcot Core Literacy Framework Document** to align resources and practice to achieve: ▪ **Performance Targets:** (Year-End CSL Scale, FSA, *SWW, 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.

Rationale for Goal
Why is this goal important to your school community?
How will this goal improve educational outcomes for students?
- Specificity in writing instruction, as supported by research, is key to improving student writing abilities.   - Writing is a priority in the District and Ministry initiatives.   - Writing is a complex skill that requires explicit instruction and practice to develop competency and writing quality.   - Research indicates that the ability to write competently is highly correlated to school success at all grade levels.   - Research also indicates that increased writing skills improve performance in all curricular areas   - 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. We are committed to retain focus on reading instruction.
- 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:

- **KELP**
- **DIBELS 8th Edition**
- **SWW – Writing Performance Standard**
- **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: (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.

Stakeholder Engagement

Parents:

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

Staff:

✓ Staff Meetings	✓ E-Mail

✓ District Professional Development	✓ Google Classrooms/Edu Spaces
✓ School Based Pro Development	✓ Ministry Satisfaction Surveys
✓ Development of Implementation Plans	✓ Data collection/examination

Students:

✓ Classroom Instruction	✓ CSL Docs/Student Conferences
✓ 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 1

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

	Year 1	Year 2	Year 3
Introduce	• Westcot Gr 2 – SWW Protocols • K – 7 Dibels Assessment • Westcot Writing Teams to look at Components and Assessment • Westcot tracking sheet • District Literacy Development Plan	• Writing Proficiency Scales • Writing Fluency Building • Parent Workshops (K/1) • Westcot tracking sheet for SWW – data analysis	• Westcot Core Literacy Framework Document •
Implement	• Westcot Gr 2 – SWW Protocols • K – 7 Dibels Assessment • District Literacy Essentials Tracking Sheets • Teacher capacity-Through PRO-D and Lunch /Learn Increase in teacher competency in the area of strengthening oral language and regular targeted instruction of strategies and impacts on writing startegies achievement; • Westcot tracking sheet	• Writing Literacy Essentials Tracking and Data Analysis	• TBD

Maintain	▪ Writing Performance Standards	▪ District Literacy Assessments ▪ District Literacy Essentials Tracking Sheets	▪ District Literacy Assessments ▪ District Literacy Essentials Tracking Sheets
Withdrawal	▪ TBD	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 observe best practice
- identify students at risk, provide learning support, small group instruction,
- use of Step Up to Writing, Expressive 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 Literacy initiatives
- begin Introduce, Maintain, Implement, Withdrawal 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
- Continue to develop strong integration between reading and writing
- implement Westcot WritingTeams (Word Work, Writing Process, Mechanics) continue to work within component and assessment groups
- 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 writing resources resources

How will we monitor progress and adjust our actions?

- touchback for all students identified as emerging or developing at monthly SBTeam meeting
- begin to build student portfolios writing progress, DIBELS, Benchmark results
- continue to maintain literacy portfolios housing individual and class reading/writing samples and data
- utilize District tracking sheets for DIBELS
- develop Westcot tracking sheet for Benchmark/SWW

Year 2
- Westcot Literacy Teams continue to work within component and assessment groups
- Continue Introduce, Maintain, Implement, Withdrawal Cycle
- Collect/Analyze baseline data
- Utilize District tracking sheets for Writing Essentials
- Use and analyse the data from 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, Withdrawal 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?