

North Vancouver School District SCHOOL PLAN *for* 2011-2012

School: Westview Elementary
Address: 641 17th Street West
 North Vancouver, BC V7M 0A1
Phone: 604 903-3840

Principal: Barbara Leigh

School/Community Context:

Westview Elementary reflects the widely diverse economic and ethnic nature of the community it serves. It is welcoming with a wide range of strengths and needs. In our new building we work as a team to embrace the diversity of our students, celebrate the Aboriginal traditions that are such a rich and important part of the community, and support preschoolers and their families through our Strong Start Program and collaboration with North Shore Neighbourhood House.

We observe that Westview students demonstrate a high degree of empathy for each other, as our school mission statement reflects. Students offer support to each other in response to behavioural and academic struggles they observe each day. The sense of community and commitment to learning is strong despite the challenge of supporting students with diverse needs. Existing resources are stretched by students with high needs. Consequently, marginal students and those who are exceeding expectations, would benefit greatly from a small amount of intervention and programming, are sometimes lacking support; an issue we are working to rectify. Programs such as the Big Brother in-school mentors, P.A.W.S. Therapy Dogs and One to One Readers have been adopted to support the many needs. A variety of extra-curricular activities allow our students to share their strengths and interests in a risk free atmosphere which encourages all to participate regardless of their unique challenges.

Demographics (2010-2011 school year):

Total number of students: 246 Male: 147 Female: 99

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	38	22	33	29	21	35	34	34

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
13.72	15%	15%	3%	7%

Progress Analysis:

Review of School Goals – Previous Year

1) To Improve Literacy Success for students identified as below grade level in grades K-7

This goal is deemed a high priority at all levels but the data collection has been narrowed to monitor early literacy for K, reading comprehension for grades 1 to 3 and the language arts performance of our intermediate students with a particular focus on aboriginal students and those at risk. We will continue to look specifically at cohort groups.

2) To Improve Mathematics Success for students identified as below grade level in Numeracy skills in grades K-7

In assessing this goal, we determined that it has been more beneficial to target a specific group of at-risk learners. We have recreated the objectives with the focus on three areas: Kindergarten students, Grade 6 cohort and Intermediate students with a particular focus on aboriginal students and those at risk i.e. who are performing at the not yet meeting level in order to provide a better data analysis.

3) To maintain a positive school environment by continuing our focus on Safety, Sense of Belonging and Health

It has been noted over the past year that the level of respect students show each other, adults, and the environment around them has been deteriorating particularly in the classroom. Staff has been re-examining what we are doing with regards to teaching respectful behaviour in order to maintain a positive school environment. We hope that all members of the community will enable a learning environment that is more welcoming and respectful. This year we revised a more student focussed Code of Conduct and monthly goals to create a positive impact throughout the school.

Opportunities for Further Development:

Recognizing that many of our intermediate students are not able to get the math support that would provide success for them, Westview intermediate teachers have restructured their math program and are platooning (several teachers working together to address the learning of all intermediate students). The students who would benefit from some remediation in math are now receiving that support regularly (four days a week) with a classroom teacher while other students get ability specific instruction from other classroom teachers. This is our third year using this approach and data is showing considerable success for the targeted students.

School Goals for 2011-2012:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Westview School Plan for 2011-2012 are:

- 1. To improve Literacy Success for students identified as being below grade level in grades K-7.**
- 2. To improve Mathematics Success for students identified as below grade level in Numeracy skills in grades K-7.**
- 3. To maintain a positive school environment by continuing our focus on Safety, Sense of Belonging and Health.**

School Goal: To improve Literacy Success for students identified as being below grade level in grades K-7.

Goal Rationale:

The Westview School Planning Council (in consultation with Balmoral/Carson Family of Schools) has reviewed data from 2008/2009/2010 and identified a need to continue to focus on literacy skills (reading) from Kindergarten to Grade 7. Approximately 40% of students are performing below grade level in reading are in the primary grades. It is noted that each year a higher percentage of children begin Kindergarten without the prerequisite skills needed to be successful. In the last three years we have seen the at-risk percentages of this group almost triple. This significantly increases the need for early intervention programs. This year we have noted a lower percentage of students entering at-risk and we hope that with smaller classes, individual students were able to receive more attention.

The Ministry of Education, School District 44 and the local Aboriginal Community have identified Aboriginal students as a population needing additional support to improve academic performance. As a school with a significant Aboriginal population (15 %), the School Planning Council (in consultation with staff and parents from Balmoral/Carson Family of Schools) has chosen the objectives shown below. The school community has chosen to present the aboriginal results in two ways: 1) embedded within our school data however, this data could also be extrapolated if needed (since these students are a small sample group more detailed information could single out a particular student – so that is why information will be presented as embedded in whole school data) and 2) with a focus on meeting and exceeding expectations at the intermediate grade level in an attempt to focus on achievement results.

Objective 1.1:

To improve the performance of Kindergarten students who are at risk of reading difficulties (below the 25th percentile) as identified by the TOPA.

Strategies/Structures:

- That the LAT (Learning Assistance Teacher) and/or Kindergarten teacher will administer TOPA (Test of Phonologic Awareness) to all Kindergarten students in January and identify students achieving below the 25th percentile
- That the K teacher will use lessons, games, activities and interventions in the Kindergarten classroom outlined in the Firm Foundation Program with support from LSW (Learning Support Worker)
- To provide additional, appropriate support, i.e. Our Turn to Talk Program, to this group of students through classroom teacher, school and district support as available from the Speech and Language Pathologist
- To provide home support through Ministry Ready-Set-Learn initiative and materials for pre-schoolers
- To provide LSW to support interventions for those students perceived as at risk by the Kindergarten teacher
- To continue to support Strong Start Program

Evidence: (Quantitative)

January percentage represents the students entering school at-risk. The June percentage represents the students still at-risk after interventions.

Key Performance Measure:	Baseline	Target	Actual
To see a recovery of a significant percentage of students (40 %+)	January	June	change
Kindergarten TOPA: Percent of children below 25 th percentile in 2008	45%	0%	100% recovery
Percent of children below 25 th percentile in 2009	59%	10%*	83% recovery
Percent of children below 25 th percentile in 2010	20%	0%	100% recovery
Percent of children below 25 th percentile in 2011	16%		

Evidence: (Qualitative)

Kindergarten teachers also observed that while a significant percentage of students had difficulty with the January TOPA, there are a number of other factors which contribute to the students being at risk such as ESL, immaturity, difficulty focussing on instructional tasks or being absent from school playing a role in low performance. Even more significant is the student's background experience. If a child has previously attended a preschool and /or if the family situations are such that an education is valued then the family is more likely to support their child with literacy in the home. We were successful in our efforts to provide these students with the interventions however note that a significant number of our aboriginal population do not attend Kindergarten classes and so we need to continue to support early intervention in grades 1 to 3 not matter how successful our Kindergarten recovery.

Objective 1.2:

To improve the reading performance of students identified as not yet meeting expectations from Grades 1 to 3.

Strategies/Structures:

- To identify students and make every effort to provide additional, appropriate support to this group of students through classroom interventions, LAC, LSW, SEA, FNSW, and Speech and Language support for students who are struggling with reading
- To continue to endorse Guided Reading and provide support where possible (find solutions to scheduling issues) and provide Guided Reading in-service for staff members as needed
- To use Reading 44 as a fundamental building block for teaching and set priorities to implement the components
- To continue to promote buddy reading between Primary and Intermediate levels
- To continue regular instruction with the First Nations District Reading Teachers at Primary and Intermediate levels
- To continue to access supports available through the Squamish Nation Education Department including the Homework Club, testing and home support
- To promote parents' home involvement in their children's learning
- To continue Volunteer Reading Program – seek out additional volunteers
- To continue P.A.W.S. therapy dog program.

Evidence: (Quantitative)

June 2008 Grade 1 Cohort – Term 3 Report Card Data (1 student = approximately 4%)

	Grade Level	Not Yet Meeting Expectations	Approaching Expectations	Total	Change	Target (+ Direction)
2008	1	19.05%	42.86%	61.91%	N/A	N/A
2009	2	26.67%	13.33%	40%	21.91%	+
2010	3	25%	10%	35%	5%	+

June 2009 Grade 1 Cohort – Term 3 Report Card Data (1 student = approximately 4%)

	Grade Level	Not Yet Meeting Expectations	Approaching Expectations	Total	Change	Target (+ Direction)
2009	1	17.39%	26.09%	43.48%	N/A	N/A
2010	2	4.17%	25%	29.17%	14.31%	+
2011	3					

June 2010 Grade 1 Cohort – Term 3 Report Card Data (1 student = approximately 4%)

	Grade Level	Not Yet Meeting Expectations	Approaching Expectations	Total	Change	Target (+ Direction)
2010	1	15.63%%	18.75%	34.38%	N/A	N/A
2011	2					
2012	3					

Evidence: (Qualitative)

At the beginning of this school year, there was a school wide focus on Reading 44 strategies. It should also be noted that possibly the intervention measures provided for the Kindergarten students and those students at risk that these students have been making progress with reading comprehension and vocabulary even when not meeting standardized grade level expectations.

Objective 1.3:

To improve Language Arts performance in grades 4 to 7 with a particular focus on aboriginal and at risk students.

Strategies/Structures:

In addition to the above strategies outlined for Objective 1.2

- To use resources and materials containing relevant First Nations content
- To provide support through First Nations Resource Workers Essential Skills programs
- To provide in class support with a First Nations Support Worker through Guided Reading and Novel studies and cultural enrichment
- To provide access supports available through the Squamish Band
- To provide a homework club and or tutoring service for Aboriginal students
- To provide a Neo (a word processing tool) to support written output
- To promote the use of recommended software such as Academy of Reading
- To adjust program delivery to address areas that may impact student performance in reading

Key Performance Measure: Average percentage of students Meeting and Exceeding Expectations in the Language Arts as reflected by the June 3 rd term report cards. This will be indicated with an average percentage of a letter grade C or more.	Baseline	Target	Target (+ or - Direction)
Language Arts in 2010	75%	N/A	N/A
Language Arts in 2011		80%	TBA
Language Arts in 2012		85%	TBA

Evidence: (*Qualitative*)

<p>Qualitative Baseline: We have chosen to look at the 3rd term on the June report card to gain a better understanding of how our strategies and services are supporting our students in improving their Language Arts performance over the year.</p>
<p>Qualitative Target: Since the baseline is set at 75% of the students are meeting or exceeding expectations for Language Arts then we would like to increase this 5% per year which should be approximately 1 student.</p>
<p>Qualitative Actual: Starting in the year 2011, we will be able to note any target directions that have been achieved.</p>

School Goal 2:
To improve Mathematics Success for students identified as below grade level in Numeracy Skills in grades K-7.

Goal Rationale:

The School Planning Council (in consultation with parents and staff) has reviewed the relevant data and identified a need to increase Numeracy skills and Math literacy for all students from Grades K-7.

The Ministry of Education, School District 44 and the local Aboriginal Community have identified Aboriginal students as a population needing additional support to improve academic performance. As a school with a significant Aboriginal population (15 %) the School Planning Council (in consultation with parents, staff and specifically parents of Aboriginal students) has chosen the objectives below.

Objective 2.1:

To improve numeracy proficiency of students in Kindergarten.

Strategies/Structures:

- That the LAT (Learning Assistance Teacher) and/or Kindergarten teacher will administer NVSD Numeracy to all Kindergarten students in January and identify students achieving less than 16 points on assessment
- Use UBC Kindergarten Numeracy assessment results to guide teaching practice and provide extra support and interventions as necessary at the Kindergarten level (longitudinal study)
- Implement Kindergarten Numeracy interventions to those students who are at risk

Key Performance Measure: NVSD K Numeracy % students who scored above 16 points	Baseline Feb. 2011	Target	Actual Feb. 2012
Kindergarten students	54%	75%	TBA

Objective 2.2:

To improve numeracy skills of grades 1 to 7 students population with a focus on aboriginal and at risk as identified by report card data and numeracy assessment.

Strategies/Structures:

- Investigate assessment tools for numeracy (Revised Math 44)
- Implement Math 44 document and continue to use a Math 44 approach to instruction and assessment
- Provide remedial support (whenever possible) to intermediate students performing below grade level in mathematics. (Platooning at intermediate level to provide more direct support for all kids)
- To support the use of recommended software: Academy of Math for those students at risk
- Continue to upgrade math resources
- Use manipulatives as a teaching strategy
- Provide training in-service opportunities to teachers and staff members implementing new numeracy activities as needed
- Provide additional support through FNSW and SEA
- Provide opportunities for teachers to attend district workshops on Universal Design as a way to present math and math language in a format more accessible to Aboriginal Students

Key Performance Measure: Average percentage of students Meeting and Exceeding Expectations in the Mathematics as reflected by the June 3 rd term report cards. This will be indicated with an average percentage of a letter grade C or more.	Actual 2009-2010 (June)	Target	Baseline 2010 - 2011 (June)
Grades 1 to 3	65%	75%	TBA
Grades 4 to 7	77%	80%	TBA

Key Performance Measure: NVSD 44 Grade 6 Numeracy Assessments June Results	Baseline	District Average	Actual June 2011
June 2010	63%	58%	TBA

Evidence: *(Qualitative)*

<p>Qualitative Baseline: We have decided to examine our numeracy results via 3 check points (Kindergarten assessment, Intermediate June 3rd term reporting period and Grade 6 District Numeracy assessment).</p>
<p>Qualitative Target: Our target for numeracy will be to continue to work on early intervention supports for our Kindergarten to grade 3 students.</p>
<p>Qualitative Actual: Starting in the year 2011, we will be able to note any target directions that have been achieved or areas where we need to continue to develop and work on.</p>

School Goal 3:

To maintain a positive school environment by continuing our focus on Safety, Sense of Belonging and Health

Goal Rationale:

Based on the September assessment, the Westview Safe and Caring School Committee (in consultation with parents, staff and students) has set the following two objectives as priorities using the Safe and Caring Schools Performance Standard.

Objective 3.1:

To increase student adherence to the Code of Conduct.

Strategies/Structures:

- On-going review and revision of the school code of conduct by staff, students, and parents to ensure that it complies with provincial standards
- Repeated and regular review of expectations with classes; monthly review of goals; use of Think Sheets and Intermediate Behaviour Plans
- Continue to Post the Code of Conduct in the school, in the classrooms and attach to newsletter
- Train grade 6's as Peer Counsellors and use them as leaders on the playground
- Develop leadership in grade 6 & 7 students – i.e. Community Services, Office Monitors, Student Hosts for Weekly Assemblies, and student council (Grade 1 to 7), Action Schools Leaders, Playground Leaders
- Continue to implement DPA
- On-going implementation of Big Brothers of Greater Vancouver In-School Mentoring Program including teen mentors from Balmoral/Carson Graham Secondary
- Provide learning opportunities through presentations, performances and training sessions for students in the area of personal safety - i.e. Safeteen, Anti-Racism, Pre-teen Girls Group, Anti-Bullying, Violence is Preventable, Injury Prevention and class meetings, Liaison Officer Talks
- Staff continues to participate in committees, workshops and events to support success of Aboriginal students
- Encourage and promote nutrition (Fruit and Veggie Program, Hot Lunch)
- Inform staff of available abuse prevention training
- Look into incentives for punctuality and attendance at all levels.

Key Performance Measure: (1 student=approx. 3 to 4%)	Baseline	Target	Actual
Student Satisfaction Survey response in grades 4 & 7 to 2 Q's as defined below	79.2%		To continue +trend
2006		83.7%	+
2007		86.25%	+
2008		87.5%	+
2009		87.75%	+
2010		83.25%	+
2011		85.75%	+

*Q1 – Do you feel safe at school?

Q2 – Do you know how your school expects students to behave?

Objective 3.2:

To increase the reported sense of belonging for all students but in particular for the Aboriginal Students.

Analysis/rationale:

It has been clearly seen that a student’s feeling of belonging directly impacts their learning. With this in mind we felt it important to document our strategies for accomplishing this in order to maintain this success.

Strategies/Structures:

- Continue to provide a welcoming school environment
- Continue to organize whole school events – assemblies, performances, etc.
- More family oriented activities to encourage new families into the community: either during school or after school
- Continue with the buddy system so that students have an opportunity to work with others
- Continue to announce birthdays and celebrate students each week for their contributions
- Provide opportunities for leadership through school council reps, classroom monitors, lunch helpers and assembly hosts
- Promote cultural awareness through art, literature, etc. (i.e. weaving, cultural project with Balmoral/Carson Graham Secondary, whole class art and socials projects)
- Community building with secondary school through mentoring and coaching opportunities where secondary students volunteer in the elementary school
- Provide opportunities for students to work with others (volleyball, basketball, track and field, etc.) and to meet other students in the district

Key Performance Measure: (1 student=approx. 3 to 4%)	Baseline	Target	Actual
Student Satisfaction Survey response in grades 4 & 7 to Q as defined below (2011)	67.5%	TBA	To continue + trend
2012		80%	
2013		85%	

Q – Do you feel welcome at your school?

Evidence: The question from previous years had changed. However, SPC still wanted a focus on belonging so we chose the question that asked the students if they feel welcome at school. Their response will include their connection to their peers, other students in the school, their teachers, the other staff in the building, parents and other community members. Each one of us is important in creating a welcoming and accepting school environment.

Connections:

Connections to Family of School's School Plans and/or District Achievement Plan:

District Achievement Plan

While school plans should connect thoughtfully to district directions, it is equally important that school plans reflect the unique characteristics of each school site, so that they may be authentic, meaningful and purposeful at the school level. Based on the recommendations from a recent district review, the new district achievement plan will reflect school goals and objectives. North Vancouver School District, with the support and input of its stakeholder groups, has designed a clear and well thought out set of guidelines, with models and procedures that allow for school uniqueness while being mindful of district directions for improving student achievement.

Evidence of Connections between the District Achievement Plan and Westview's School Plan:

North Vancouver School District supports the uniqueness of its schools while maintaining the focus on improved student achievement by specifying the parameters under which unique school goals are set, including analysis/rationale, data sources, district standards, and current school standards. Westview's School Plan is aligned with the District Safe and Caring Schools Goal, Literacy Goal and Aboriginal Achievement Goal.

North Vancouver School District has a clear goal to provide safe and caring school environments for all students, supported through the District-developed Safe and Caring Schools Guide and the annual Safe Schools Assessment. These documents are used and are reflected in the Westview school plan.

The District Plan highlights the importance of aboriginal awareness and aboriginal achievement. Westview's School Plan acknowledges and promotes awareness of Aboriginal issues to its school community through use of culturally diverse materials, the Aboriginal Book Bin, participation in First Nations programs, the support of a First Nations Support Worker, and guest performers and speakers. Pride in the First People's culture is a core component of many school events.

Westview school plan focuses on the importance of early intervention, particularly with respect to reading, and annually assesses and reassesses the performance of Kindergarten students in careful and routine ways.

Connections to Family of School's School Plans:

Principals and Vice-Principals meet frequently in our Family of Schools, discussing school directions, issues, instructional initiatives and concerns, and the progress of School Plan implementation. Our Family of Schools works together to create a positive climate and to build a community in which students feel connected to Balmoral/Carson Secondary School from the early years of their education.

As per Ministry direction, our Family of Schools has reviewed and developed expanded school Codes of Conduct, including student expectations and consequences for behaviour.

Balmoral/Carson Family of Schools met as a large group to discuss school goals and share strategies. This allowed for members to work and consult with each other rather than working in isolation.

Consultation Process of Click to type school name School Planning Council:

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- A summary of the approved Westview School Plan will be posted on the school web site by October 31, 2011.

School Planning Council Approval of Proposed School Plan:

Date: Click to type date

Name		Signature
Chairperson (Principal)	Barbara Leigh	<i>Original Document signed by SPC Members</i>
Teacher	Not currently participating	
Parent	Chena Binns	
Parent	Tracey Vollendorf	
Parent		

Board Approval of School Plan:

Approved by:

**Mark Jefferson, Assistant Superintendent
June 12, 2011**