

# North Vancouver School District

## SCHOOL PLAN for 2012-2013

**School:** Westview Elementary  
**Address:** 641 17<sup>th</sup> 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 and has 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 vision 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. Programs such as the Big Brother in-school mentors, P.A.W.S. Therapy Dogs, Volunteer Math tutors, First Nation Support Workers, First Nations Homework Club have been adopted to support the many needs. A variety of extra-curricular activities have been created with support of the North Shore Neighbour House which 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 (2011-2012 school year):

Total number of students: 224 Male: 133 Female: 91

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	28	35	22	32	28	16	29	34

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>13.8</b>	<b>16%</b>	<b>13%</b>	<b>1%</b>	<b>10%</b>

## Progress Analysis:

### Review of School Goals – Previous Year(s)

#### **Previous School Plan Goal 1: Improve Literacy Success for students identified as below grade level in grades K-7.**

This goal continues to be high priority at all levels and there is still a need to monitor our data collection for 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/or those at risk. We will continue to look specifically at cohort groups. We have started this year to examine our Grade 1 cohort at 2 checkpoints throughout the year with DIBELS testing (Dynamic Indicators of Basic Early Literacy Skills) because it is curriculum based measurement and should help us to identify those students who are still needing intervention prior to the end of the year. DIBELS looks at 5 main areas of literacy through the lens of phonemic awareness (which refers to the sounds of the letters of the alphabet), alphabetic principle (2 components: alphabetic understanding and phonological recoding), accuracy and fluency, vocabulary (expressive and receptive) and comprehension.

#### **Previous School Plan Goal 2: To Improve Mathematics Success for students identified as below grade level in Numeracy skills in grades K-7.**

Even though there were gains in the report card performance from the year before, we noticed that our grade 6 cohort numeracy scores had dropped below the district average. We have decided to continue to focus on 2 cohort groups (Kindergarten and Intermediate students) in order to provide a better data analysis over time. The grade 6 teachers also decided to platoon for Math this year as well. So we are hoping that this change in instruction will help the students be more successful as well.

#### **Previous School Plan Goal 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 6 years that through on-going review and revision of the school code of conduct by staff, students, and parents that the students' responses to "feeling safe" and "understanding how they are expected to behave at school" have continually scored above the baseline set in 2006. So it was time to re-examine the satisfaction survey and revise the objectives of this goal. We have identified two different questions for our 1<sup>st</sup> objective which will help us focus on: maintaining a safe and positive environment. In consultation with the Family of Schools administrators, we wanted to create a common school goal/objective that connected the elementary feeder schools to the high school. So we have added a 2<sup>nd</sup> objective to this goal which will address improving the elementary secondary transition thus creating a sense of belonging and connection to Carson Graham Secondary school.

## **School Goals for 2012-2013:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Westview School Plan for 2012-2013 are:

- 1. To Improve Literacy Success for students identified as 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 1: To improve Literacy Success for students identified as below grade level in grades K-7.**

### **Goal Rationale:**

The Westview School Planning Council (in consultation with the Carson Family of Schools) has continued to identify literacy skills (reading) from Kindergarten to Grade 7 as a goal in their school plans. Since there is still a high number of children who enter Kindergarten without the prerequisite skills they need to be successful later on we will continue to monitor this particular cohort.

### **Objective 1.1: To improve the performance of Kindergarten students who are at risk of having reading difficulties (below the 25th percentile) as identified by the TOPA.**

#### **Strategies/Structures:**

- That the K teacher will use lessons, games, activities and interventions in the Kindergarten classroom outlined in the Firm Foundation Program with support from a 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 collaborative opportunities between Kindergarten students and those children in the Strong Start Program in an attempt to identify those students who may be at risk next year
- That the LAT (Learning Assistance Teacher), LSW (Learning Support Worker) 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

**Evidence:** *(Quantitative)*

**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.**

<b>Key Performance Measure:</b>	<b>Baseline</b>		<b>Trend</b>
To see + trend after school interventions	January	June	
<b>Kindergarten TOPA:</b>	59%	10%	+
Percent of children below 25 <sup>th</sup> percentile in 2009			
Percent of children below 25 <sup>th</sup> percentile in 2010	20%	0%	+
Percent of children below 25 <sup>th</sup> percentile in 2011	29%	3%	+
Percent of children below 25th percentile in 2012	32%		

**Evidence:** *(Qualitative)*

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>Our Kindergarten teachers have observed an increase in the percentage of students who had difficulty from last year with the January TOPA. In our school catchment, there are a number of 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 the identified 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 no matter how successful our Kindergarten recovery.</li> </ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"> <li>Our aim is to get as close to 100% recovery every year or at least to show a positive trend. We have been very successful for the last 3 years and hope we are able to continue to support and intervene with those at risk students prior to entering grade 1 where more advanced literacy skills are required. Small group intervention continues to be a very successful strategy to provide instruction to those risk learners in literacy.</li> </ul>

**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 Aboriginal Success Teacher 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 2009 Grade 1 Cohort – Term 3 Report Card Data (1 student = approximately 4%)**

	Grade Level	Not Yet Meeting Expectations	Approaching Expectations	Total	Change	Trend
2009	1	17.39%	26.09%	43.48%	N/A	N/A
2010	2	4.17%	25%	29.17%	14.31%	+
2011	3	0%	20.69%	20.69%	9.01%	+

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

	Grade Level	Not Yet Meeting Expectations	Approaching Expectations	Total	Change	Trend
2010	1	15.63%%	18.75%	34.38%	N/A	N/A
2011	2	10%	26.67%	36.67%	-2.29%	-
2012	3					

**June 2011 Grade 1 Cohort – Term 3 Report Card Data (1 student = approximately 4%)**

	Grade Level	Not Yet Meeting Expectations	Approaching Expectations	Total	Change	Trend
2011	1	9.09%	31.82%	40.91%	N/A	N/A
2012	2					
2013	3					

**Sept 2011- June 2012 Grade 1 Cohort – Dibels testing**

Key Performance over Year – below benchmark	Baseline		Trend
	September	June	
Percentage of children – 2011-12	72%		
Percentage of children – 2012-13			
Percentage of children – 2013-14			

**Evidence: (Qualitative)**

**Qualitative Baseline:**

- In reviewing the data and comparing cohorts, we have noticed that the 2010 Grade 1 cohort didn't make any noticeable improvements in their reading comprehension and vocabulary last year however the 2009 cohort has continued to improve. Last year we were not able to organize guided reading for the primary students due to lack of available staff and timetable challenges.
- We believe that early intervention does have an effect on a child's ability to grasp more complex concepts as they mature. For the school year 2011-12, we have been supporting students who are struggling with reading through small group tutoring with the Learning Support worker. We have also created a daily primary guided reading slot for all grade 1-3 students and are hoping to continue to improve our student's overall reading performance in the years to come. Staff have started using Dibels testing measures with our grade 1 students and we are hoping that we are able to identify students who need support prior to 3<sup>rd</sup> term reporting.

**Qualitative Trend:**

- Although the actual 3<sup>rd</sup> term data dropped for this 2010 grade 1 cohort group, this -2.29% difference is less than one student and so we view it as no change at this time and something we hope will change with the implementation of guided reading this year.

**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 Essential Skills programs
- To provide in class support with a First Nations Support Worker through Guided Reading and Novel studies and cultural enrichment
- To access supports available through the Squamish Band
- To provide a homework club and or tutoring service for Aboriginal students whenever possible
- To provide a Neo (a word processing tool) to support written output
- To promote the use of recommended software such as Academy of Reading whenever possible
- To adjust program delivery to address areas that may impact student performance in reading
- To provide differentiated instruction to students to ensure that instruction and materials are matched to a student's readiness, interest and mode of learning.

<b>Key Performance Measure:</b> Average percentage of students Meeting and Exceeding Expectations in the Language Arts as reflected by the June 3 <sup>rd</sup> term report cards. This will be indicated with an average percentage of a letter grade C or more.	<b>Baseline</b>	<b>Actual</b>	<b>Trend</b> (to set + direction)
Language Arts in 2010	75%	N/A	N/A
Language Arts in 2011		81%	+
Language Arts in 2012			

**Evidence:** *(Qualitative)*

<p><b>Qualitative Baseline:</b> We have chosen to look at the 3<sup>rd</sup> term on the June report card to gain a better understanding of how our strategies and services are supporting student success in improving their Language Arts performance by term 3.</p>
<p><b>Qualitative Trend:</b> We were able to show a positive trend change over last year which indicates to us that our strategies are gradually having a positive effect on the student success. Our hope is to continue the positive increase in hopes of improving our intermediate students' overall standing.</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 in 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 especially in the area of numeracy. As a school with a significant Aboriginal population (16 %) the School Planning Council (in consultation with parents, staff and specifically parents of Aboriginal students) have chosen to continue to work on the objectives as outlined below.

## Objective 2.1: To improve numeracy proficiency of students in Kindergarten.

### Strategies/Structures:

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

### Evidence: (Quantitative)

<b>Key Performance Measure:</b> NVSD K Numeracy % students who scored above 16 points	<b>Baseline</b>	<b>Actual</b>	<b>Trend</b>
Kindergarten students – Feb 2011	54%		
Kindergarten students – Feb 2012		76%	+
Kindergarten students – Feb 2013			

### Evidence: (Qualitative)

<p><b>Qualitative Baseline:</b> We decided to examine the numeracy results via 3 check points (Kindergarten assessment, primary and intermediate term 3 reporting periods and Grade 6 District Numeracy assessments). We were concerned with the Kindergarten's understanding of numeracy at the time.</p>
<p><b>Qualitative Actual:</b> For our first year, our numeracy scores in Kindergarten showed a positive trend. This may have been a result of the teachers focussing on providing classroom activities and practice in numeracy as part of their program. It may also be the fact that this is a different cohort of Kindergarten students from the previous years. Regardless, we will continue to examine and monitor our Kindergarten students in this manner and provide interventions to those who are at risk.</p>

## 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:

- Continue to use assessment tools for numeracy (Revised Math 44)
- Implement Math 44 document and continue to use a Math 44 approach to provide instruction
- Provide remedial support (whenever possible) to intermediate students performing below grade level in mathematics. (Platooning at intermediate level to provide more direct and consistent support for all grade 6 students)
- 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 First Nation Support Workers and SEAs
- Provide opportunities for teachers to attend district workshops on Universal Backwards Design as a way to present math and math language in a format more accessible to Aboriginal Students

<b>Key Performance Measure:</b> Average percentage of students Meeting and Exceeding Expectations in the Mathematics as reflected by the June 3 <sup>rd</sup> term report cards.	<b>Baseline</b>	<b>Actual</b>	<b>Trend</b>
Grades 1 to 3 – June 2010	71%		
Grades 1 to 3 – June 2011		82%	+

<b>Key Performance Measure:</b> Average percentage of a letter grade C or more in Mathematics as reflected by the June 3 <sup>rd</sup> term report cards.	<b>Baseline</b>	<b>Actual</b>	<b>Trend</b>
Grades 4 to 7 – June 2010	83%		
Grades 4 to 7 – June 2011		82%	-

<b>Key Performance Measure:</b> NVSD 44 Grade 6 Numeracy Assessments June Results	<b>Baseline</b>	<b>District Average</b>	<b>Difference</b>
June 2010	63%	58%	+
June 2011	60%	62%	-

**Evidence:** *(Qualitative)*

**Qualitative Baseline:**

We decided to examine the numeracy results via 3 check points (Kindergarten assessment, primary and intermediate term 3 reporting periods and Grade 6 District Numeracy assessments).

At the intermediate level, we chose 2 types of assessment in an attempt to measure more accurately our students' progress in the intermediate grades by comparing the classroom assessment to district assessments.

**Qualitative Actual:**

We were able to exceed our baseline in primary. There was no significant difference in intermediate when using the report card term marks. When we compared our grade 6 cohort results with the district average, we noticed a drop from the year before. This could be the result of a number of factors: change in cohort group, change in program delivery model, etc.

**Qualitative Trend:**

Although our intermediate grades are still a concern, we have changed our instructional model at the grade 6 level this year to platooning with one instructor and are hoping that this will make a difference in our student success over time.



### **School Goal 3:**

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

#### **Goal Rationale:**

We want to continue to focus on maintaining a positive school environment but through different lenses: topics of bullying and fairness. In reviewing the satisfaction surveys we have decided to focus on two different but related questions:

Q1: "At school, are you bullied, teased, or picked on?"

Bullying is characterized by a need for power over others. Bullying can be a physical, verbal or coercive act. We know there are links between individuals who has been bullied in the past becoming bullies themselves and that bullies can be anyone: adults, student or parents. Since Bullying is about power and there is need to target individuals or groups who feel powerless, scared or fearful thus creating the bullying cycle. Teacher training doesn't include professional courses about bullying or emotional safety. So we thought it would be beneficial to further examine this topic through the understanding of our basic needs and teach students how to use their voice and actions to balance the power differential which is usually how bullying begins.

Q2: "Do adults in the school treat all students fairly?"

Fair is a word used in many articles written by parenting experts and it refers to rewards given to more than one child in an impartial consistent manner as opposed to an identical manner. Fair means treating everyone according to their basic needs according to the same rules and expectations. Fairness means "everyone getting their needs met. Our new school wide blue slip system was developed to help parents and students better understand our behaviour system and how decisions are made for consequences based on meeting each student's needs and of course this does look differently however it's fair. We chose it for a focus so that we could monitor it over time and see how our children's understanding has changed.

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### **Objective 3.1: To increase the student's perception of their roles in ensuring a safe and positive school environment**

#### **Strategies/Structures:**

- On-going review and revision of the Westview school code of conduct by staff, students, and parents to ensure that it complies with provincial standards
- Examine, review and teach the Westview Rocks concepts of respect, open-mindedness, cooperation, kindness and safety for these concepts we have written student language to help the kids better understand the concept of bullied and fair at school
- School wide blue slip and thinking sheet system to address communication of behaviours to parents in a consistent manner
- Continue the buddy system so that students have an opportunity to work with others
- Continue to organize whole school events – assemblies, breakfast mornings, performances, etc.
- Provide opportunities for leadership through school council reps, classroom monitors, lunch helpers and assembly hosts
- Encourage students to use their voice and words respectfully and to ask questions for clarification
- Encourage the students to listen attentively to each other and be open to other ideas

2011 Satisfaction Survey

<b>Key Performance Measure:</b> (1 person = approx. 3 to 4%) Percentages include those students who expressed “at no time or a few times” being bullied, teased or picked on at school?	<b>Baseline</b>	<b>Actual</b>	<b>Trend</b>
Grades 4	78%		
Grades 7	88%		

\*Q1 – At school, are you bullied, teased or picked on?

2011 Satisfaction Survey

<b>Key Performance Measure:</b> (1 student = approx. 3 to 4%) Percentages include those students who expressed “all the time or many times” that adults in the school treated them fairly.	<b>Baseline</b>	<b>Actual</b>	<b>Trend</b>
Grades 4	63%		
Grades 7	56%		

Q2 – Do adults in the school treat all students fairly?

**Evidence:** (*Qualitative*)

<p><b>Qualitative Baseline:</b> We chose to look at data that showed us how many students felt bullied, teased and picked on and how many felt the adults were not treated fairly. We want our school to be a place where students feel safe and fairly treated.</p>
<p><b>Qualitative Actual:</b> We may see a correlation to these two questions as well because they both require students to have a clear understanding of their roles and responsibilities in a community of diverse learners. They relate closely to creating positive school environments. If students feel safe and fairly treated they are more apt to treat others in that manner as well.</p>

**Objective 3.2: To improve the elementary to high school connections and transition process**

**Strategies/Structures:**

- To increase communication with Carson Graham Secondary School through FOS meetings
- To work with Carson staff to continue to improve the articulation process for grade 7-8 transition
- To continue the Big Buddies program where the high school come down and spend time with students of all ages who need that support and positive role modelling
- To explore a Family of Schools Christmas Music Concert
- To explore other opportunities for staff planning events with Carson Graham Secondary School staff

<b>Key Performance Measure:</b> (1 student=approx. 3 to 4%)	<b>Baseline 2011</b>	<b>Target</b>	<b>Actual</b>
Student Satisfaction Survey response in grade 7 to the Q: “Do you feel welcome at your school?”	79.2%		To continue +trend
2012			
2013			

**Evidence: (Qualitative)**

**Qualitative Baseline:**

Since we are one of the elementary feeder schools, we chose to monitor how well our school makes students feel welcome as a measure of improving connections with the high school.

**Qualitative Target:**

We are hoping to maintain or improve the students' impressions of feeling welcome at school. Working positively with high school staff will model this to our students.

**Connections:**

**Connections to 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. Our school goals of literacy, numeracy and school completion are closely connected to the North Vancouver School District Achievement contract and with the support and input of its stakeholder groups, we have designed a clear and well thought out set of guidelines, with models and procedures that allow for our school's uniqueness while being mindful of district directions for improving student achievement.

**Connections to 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. Our 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.

**Consultation Process of Westview School Planning Council:**

**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 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. Carson Family of Schools met as a large group to discuss school goals and share strategies. We have tried to incorporate one goal/objective that looks at improving the elementary to high school transition process.

- 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, 2012.

**School Planning Council Approval of Proposed School Plan:**

Date: May 1, 2012

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	Click to type name	
Student (Gr 10, 11, 12 schools only)	n/a	

**Board Approval of School Plan:**

*Approved by:*

**Mark Jefferson, Assistant Superintendent  
June 18, 2012**