

North Vancouver School District SCHOOL PLAN for 2014-2015

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

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 building we work as teams in a variety of ways to embrace the diversity of our students. We celebrate the Aboriginal traditions that are such a rich and important part of the community, support preschoolers and their families through our Strong Start Program and work collaboratively with North Shore Neighbourhood House and Big Brothers of Greater Vancouver.

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 belonging and commitment to learning is strong despite the challenge of supporting students with diverse needs. We are part of the Carson Graham Family of Schools and provide opportunities for staff and students to connect throughout the year.

The Westview PAC is a very small group of supportive parents. The PAC sponsors a variety of events throughout the year for example: Halloween Howl, Movie Nights, Cake Bingo that build community by bringing parents and students together. Monthly PAC lunches are another way of maintaining the hot lunch tradition and building community.

We work in collaboration with the North Shore Neighbourhood House and are part of the Queen Mary and Westview Community Project which provides a wide variety of extra-curricular activities that allow our students to develop their strengths and interests in a risk free atmosphere encouraging all to participate regardless of their unique challenges. There are also opportunities for our school and parent community to connect with North Shore Neighbourhood House staff through coffee mornings, lunch events and edible garden project.

At Westview we focus on many ways to contribute to the social and emotional learning for our students. One of the ways we have focussed on this year is getting our primary students outdoors more often, learning in and about nature. The benefits that occur when learning happens in nature are many and include: a higher level of engagement through experiential learning, a greater sense of connectedness with where they live, peace, fresh air, natural light, room to move and explore and reflecting on shared experiences with peers. These benefits add value to the work itself and contribute directly to social and emotional learning.

We continue to maintain a safe and caring learning environment for all our community by actively engaging students in resolving problems that arise. An important part of respect is understanding one's emotional well being and self worth. We acknowledge our feelings and value each student's voice. We work in collaboration with the North Shore Restorative Justice Society to offer the Circles in School program to some of our classes. We work together to find solutions which continue to enhance and maintain our respectful learning environment.

Demographics (2014-15 school year):

Total number of students: 207 Male: 125 Female: 82

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	26	22	28	35	22	31	28	15

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
13.48	14.5%	11%	.5%	24%

Progress Analysis:**Review of School Goals – Previous Year(s)**

Previous School Goal 1: To improve the “Communication Competency” (Literacy and Numeracy success) for students identified as below grade level.

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.

Key Performance Measure: Kindergarten TOPA	Baseline	Retest	Trend
To see + trend after school interventions	January	June	
Percent of children below 25 th percentile in 2010	20%	0%	+
Percent of children below 25 th percentile in 2011	29%	3%	+
Percent of children below 25 th percentile in 2012	32%	14%	+
Percent of children below 25 th percentile in 2013	12.5%	0%	+

Objective 1.2: To improve the Language Arts performance in grades 4 to 7 with a particular focus on aboriginal and at risk students.

Key Performance Measure: Average percentage of students Meeting and Exceeding Expectations in the Language Arts as reflected by the June 3rd term report cards. This will be indicated with an average percentage of a letter grade C or more.

	Baseline	Actual	Trend
Language Arts in 2010	75%	N/A	N/A
Language Arts in 2011		81%	+
Language Arts in 2012		65%	-
Language Arts in 2013		80%	+

Objective 1.3: To improve numeracy proficiency of students in Kindergarten.

Key Performance Measure: NVSD K Numeracy % students who scored above 16 points

	Baseline	Actual	Trend
Kindergarten students – Feb 2011	54%	N/A	N/A
Kindergarten students – Feb 2012		90%	+
Kindergarten students – Feb 2013		83%	+
Kindergarten students – Feb 2014		50%	-

Objective 1.4: To improve numeracy skills of grades 4 to 7 student population with a focus on aboriginal and at risk students as identified by report card data and numeracy assessment.

Key Performance Measure: Average percentage of a letter grade C or more in Mathematics as reflected by the June 3rd term report cards.

	Baseline	Actual	Trend
Grade 4 to 7 – June 2010	83%	N/A	N/A
Grade 4 to 7 – June 2011		82%	-
Grade 4 to 7 – June 2012		71%	-
Grade 4 to 7 – June 2013		91%	+

Key Performance Measure: NVSD 44 Grade 6 Numeracy Assessments June Results			
	Actual	District Average	Difference
June 2010	63%	58%	+
June 2011	60%	62%	-
June 2012	67%	68%	-
June 2013	60%	66%	-

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

With a focus on communication, literacy interventions and support continue to be a high priority for staff. We are pleased that we were able to continue to be on an upwards trend with Early Literacy interventions. The literacy supports in place are:

- Additional LSW time is given to the students who are at risk. These interventions allow us to monitor progress more effectively and our results continue to be on an Upward trend helping our at risk students achieve above the 25th percentile prior to entry into grade 1.
- Guided Reading four times a week is a priority for all our primary students. We have even included some of our intermediate students who are struggling in reading in these sessions. Focussed small group sessions support students in reading proficiency by differentiating instruction and focusing on specific needs to accelerate a student's progress.
- It has been a few years since the change in school entry model from half day Kindergarten to full day Kindergarten. During that period of time, our retest recovery was on a positive trend. However it took us 2 years to finally achieve 100% recovery results. We are hoping to continue this momentum.
- On another note, our K cohort in February 2010 entered grade 4 in September 2013. So their Language Arts performance was measured in June of 2013. Note the positive trend change.

Were our Early Literacy interventions able to help create a positive trend in later years? How many of these students attended Westview since Kindergarten?

We will continue to monitor our intermediate students and see if this positive trend is able to continue.

We were not as successful achieving our Numeracy goal. Looking at the trend over the last few years, we have noticed a drop in actual scores across all grades. We believe that there may be a number of reasons for this drop in scores and discrepancies between report cards and district assessments:

1. There has been a considerable increase in ELL population since 2012 from 10% ELL to 24% ELL over 2 years. Westview being very transient would mean that ELL learners have entered in all grades from K to 7.
2. An important note regarding the cohort of Grade 6 students in June 2013 who seem to be struggling in Math, are that only 33% of these students attended Westview since Kindergarten and of that group 27% are special needs and have IEPs to support their learning
3. Students perform differently on summative assessment. In the classroom, teachers differentiate instruction and adapt for students according to their IEPs and other needs. So a summative test of multiple choice would not be given to child who struggles with language and so on.
4. The Kindergarten numeracy results indicate that only 50% of our students entering school this year were able to meet NVSD numeracy performance measures. Of special note is that 58% of the students in Kindergarten this year are ELL learners. This information makes an important connection to our belief that a strong connection exists between literacy and numeracy. i.e. child's literacy ability and their ability to understand mathematics concepts and problems is linked.

One observation is that we are not able to truly measure whether our interventions have helped the student population through the years of schooling at Westview because the student population has changed so dramatically over time. Instead, we are hoping that our plan of prioritizing literacy as the first support a child receives and then as they are able to understand and communicate in language arts focus on mathematics is the most reliable method to address the at risk population in these areas. Another important point to consider, is that as a child progresses through the grades a basic understanding of mathematics concepts is required to be successful in high school. Which math concepts should be our focus?

Previous School Plan Goal 2: To maintain a positive school environment by continuing our focus on Safety, Sense of Belonging and Health.

Objective 2.1: To create leadership opportunities and develop student roles and responsibility in ensuring a safe and positive school environment.

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

Key Performance Measure: 1 student = 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?

	Baseline 2011	Year 2012	Year 2013	Year 2014
Grade 4	78%	75%	80%	71%
Grade 7	88%	82%	80%	71%

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

Key Performance Measure: 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.

	Baseline 2011	Year 2012	Year 2013	Year 2014
Grade 4	63%	51%	72%	66%
Grade 7	56%	30%	58%	50%

As I review the survey results, I notice that scores are low. Both the grade 4 and 7 cohorts struggle socially. The teachers have observed that many of them have weak interpersonal skills and that this affects their ability to work well with their peers. We have been working with them to improve their interpersonal skills. Many of them continue to need one to one support to problem solve. Restitution strategies have helped the students understand that when we make mistakes we still need to resolve the matter in some way that helps build our resiliency. After spring break, 3 classes will have the opportunity to work with in Restorative Justice Circles with North Shore Restorative Justice coordinator. The students will be introduced to the concept of circles and respectful communication. We continue to work with them so they develop more strategies on how to understand their emotions and how to manage these in stressful situations.

This objective focuses on 2 survey questions. The staff has been working to improve our consistency around the Code of Conduct and student expectations. Along with that we are working on strengthening our students – teacher relationships. We notice that even when students feel that they aren't being bullied they generally don't perceive that the adults treat them fairly. In fact there seems to be a correlation between students feeling picked on or bullied and the student's perception of how adults are treating them. i.e. student's perception of how they feel bullied or picked on directly affects how they feel about their teachers treating them fairly?

Objective 2.2: To improve the elementary to high school connections and transition process.

Q1: How comfortable are you with the idea of starting secondary school?

Key Performance Measure: 1 student = approx. 3 to 4%) Percentage of students who are from “okay” to “very comfortable”.	Westview Survey June	Carson HS Fall Survey	Trend
Question 1: Westview Survey	78%	95%	To continue + trend
2013	96%	100%	+
2014			

Q2: Do you think working with several teachers will be:

Key Performance Measure: 1 student = approx. 3 to 4%) Percentage of students who think it will be “the same” or “easier”.	Westview Survey June	Carson HS Fall Survey	Trend
Question 2: Carson Westview Survey	44%	90%	To continue + trend
2013	70%	67%	-
2014			

This is the second year of our School transitioning Survey. Our grade 7 cohorts complete the survey in June prior to entering grade 8. Then the same group of students are surveyed again during the first term at Carson. Over the last 2 years, two classroom teachers created a shared grade 6/7 classroom environment to help bridge the transition from the elementary environment to the secondary setting. We were pleased that this seems to have helped the students’ comfort level around the high school transition. However there still seems to be some anxiety around working with several teachers. In March 2014, Carson set up a few teacher exchange visits between the grade 7 and 8 teachers. Overall the experience was very positive. The grade 7 teachers were able to see how grade 8 classes operate and what specific skills students need to have to be successful in high school and vice versa. It is hoped that this can continue in the years to come because it provides helpful insight into the transition from elementary to secondary school for staff, which is important in creating more success for students.

School Goals for 2014-2015:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Westview Elementary School Plan for 2014-15 are:

- 1. To improve the “Communication Competency” (Literacy and Numeracy success) for students identified as below grade level.**
- 2. To maintain a positive school environment by continuing our focus on Safety, Sense of Belonging and Health.**

School Goal 1: To improve the “Communication Competency” (Literacy and Numeracy success) for students identified as below grade level.

Goal Rationale:

The Westview School Planning Council continues to identify Communication Competency (Literacy and Numeracy success) as a goal in their school plans. We will continue the practice of testing the new Kindergarten cohort in January as a check to see which students have acquired the necessary prerequisite skills they need to be successful later on and providing interventions to those who are lacking particular skills because it has shown positive trends to date. Our plans are to continue with the additional checkpoint for Literacy and Numeracy in June as a way to monitor the student’s ability to continue being successful into the intermediate grades.

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/Resources:

- 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 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 the Kindergarten students and 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)

Key Performance Measure: Kindergarten TOPA	Baseline	Retest	Trend
To see + trend after school interventions	January	June	
Percent of children below 25 th percentile in 2010	20%	0%	+
Percent of children below 25 th percentile in 2011	29%	3%	+
Percent of children below 25 th percentile in 2012	32%	14%	+
Percent of children below 25 th percentile in 2013	12.5%	0%	+
Percent of children below 25th percentile in 2014	38%		

Evidence: (Qualitative)

Qualitative Baseline:

As in previous years, there are a varying number of Kindergarten students who have difficulty with the January TOPA. A number of factors contribute to the students being at risk such as ELL, immaturity, difficulty focussing on instructional tasks or being absent from school.

Qualitative Actual:

Our goal would be to get as close as possible to 100% recovery every year. We continue to be successful in our efforts to provide the identified students with intervention. We are aware that a number of our aboriginal population do not attend Public School Kindergarten classes and so we continue to support early intervention in grades 1 to 3 no matter how successful our Kindergarten recovery has been. Small group intervention continues to be a very successful strategy to provide instruction to those at risk learners in literacy.

Objective 1.2: To improve the Language Arts performance in grades 4 to 7 with a particular focus on aboriginal and at risk students.

Strategies/Structures:

- To identify students and make every effort to provide additional, appropriate support to this group of students through classroom interventions, LAC, ELL and LSW, EA, FNSW and Speech and Language support for students who are struggling with reading and Aboriginal Literacy
- To continue to endorse Guided Reading and provide support where possible (find solutions to scheduling 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 component
- To continue to promote buddy reading between Primary and Intermediate levels
- To continue regular instruction with the Aboriginal Support Teacher at Primary and Intermediate levels
- To continue to access supports available through the Squamish Band and Education Department
- To use resources and materials containing relevant First Nations content
- To provide in class support with a First Nations Support Worker through Guided Reading and Novel studies and cultural enrichment
- To provide the use of a computer (a word processing tool) to support written output
- 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.

Evidence: (Quantitative)

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	Actual	Trend
Language Arts in 2010	75%	N/A	N/A
Language Arts in 2011		81%	+
Language Arts in 2012		65%	-
Language Arts in 2013		80%	+
Language Arts in 2014			

Evidence: (Qualitative)

<p>Qualitative Actual: This was the 2nd year of our middle school model and we were pleased with the positive outcome. Unfortunately in September 2013 we had a small cohort and were not able to provide the middle school model for grade 6 and 7 students. We did continue to focus on differentiated instruction and as a way to ensure that we match instruction to the student's readiness and modes of learning.</p>
<p>Qualitative Trend: We want to continue to achieve a positive trend and believe that early intervention is key in making the biggest change. Language Arts interventions will continue to any struggling students in the primary grades so that by the time they reach the intermediate grades will have the necessary skill set.</p>

Objective 1.3: To improve numeracy proficiency of students in Kindergarten.

Strategies/Structures/Resources:

- Use UBC Kindergarten Numeracy assessment results to guide teaching practice
- Facilitate early math sense through classroom activities that promote play and exploration
- Administer the NVSD Numeracy test to all Kindergarten students in January and identify students achieving below 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)

Key Performance Measure: NVSD K Numeracy % students who scored above 16 points			
	Baseline	Actual	Trend
Kindergarten students – Feb 2011	54%	N/A	N/A
Kindergarten students – Feb 2012		90%	+
Kindergarten students – Feb 2013		83%	+
Kindergarten students – Feb 2014		50%	-

Evidence: (Qualitative)

<p>Qualitative Baseline: Since our initial baseline assessment, most of the the numeracy scores of our Kindergarten cohorts have been on a positive trend. However this year our Kindergarten scores indicate that 50% of our students struggle in their Math understanding.</p>

Qualitative Actual:

As a result of our noticeable change in student understanding, we are providing interventions in the classroom. The students will be engaged in classroom activities and practice in numeracy as part of their program. It may be the fact that each cohort of Kindergarten students comes with a different skill set. This year 58% of the Kindergarten students are ELL learners which helps to confirm our belief that literacy and numeracy are linked.

Objective 1.4: To improve numeracy skills of grades 4 to 7 student population with a focus on aboriginal and at risk students 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)
- 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 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 at risk students

Key Performance Measure: Average percentage of a letter grade C or more in Mathematics as reflected by the June 3rd term report cards.

	Baseline	Actual	Trend
Grade 4 to 7 – June 2010	83%	N/A	N/A
Grade 4 to 7 – June 2011		82%	-
Grade 4 to 7 – June 2012		71%	-
Grade 4 to 7 – June 2013		91%	+
Grade 4 to 7 – June 2014			

Key Performance Measure: NVSD 44 Grade 6 Numeracy Assessments June Results

	Actual	District Average	Difference
June 2010	63%	58%	+
June 2011	60%	62%	-
June 2012	67%	68%	-
June 2013	60%	66%	-
June 2014			

Evidence: (Qualitative)

Qualitative Actual:

Unfortunately, our grade 6 numeracy results were lower than the previous year and lower than the district average by a difference of 6%. So the staff decided to platoon for Mathematics instruction this year in an attempt to address the diverse student needs.

Qualitative Trend:

We do believe that there is a correlation between one’s understanding and skill set in Language Arts with their success in Mathematics. As noted, only 33% of our grade 6 cohort has attended Westview since Kindergarten. We are hoping that our interventions can make a difference in student success even if it is only for a short time.

School Goal 2: To maintain a positive school environment by continuing our focus on Safety, Sense of Belonging and Health.

Goal Rationale:

We want to continue to maintain a positive school environment so this goal is important to us. We believe that our students need to understand their roles and responsibilities when it comes to safety, sense of belonging and health. The students continue to grow in their understanding of how to solve problems work with others and keep themselves physically and emotionally safe. We hope that over time this will reflect in the students feeling less bullied, teased or picked on.

Over the last 3 years, we have focussed on preparing our upper intermediate students for the transition to high school. Although we were not able to continue with our middle school model due to a low number of grade 7 students, the intermediate continue to combine their classroom studies to provide the best instruction possible. It also allows the teachers to teach to their student’s strengths, identifying and filling the gaps in their learning. It promotes more individual responsibility and helps to prepare the students for a high school environment with different teachers for different subjects. Although Westview is not an International Baccalaureate (IB) school, the teachers design their lessons and units using principles of Universal Backwards Design (UBD) and Universal Designs for Learning (UDL) which are components of IB. We have also been investigating the Inquiry model and Project Based Learning that is a feature of IB.

Objective 2.1: To create leadership opportunities and develop student roles and responsibility in ensuring a safe and positive school environment.

Strategies/Structures/Resources:

- 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 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 problem solving system to aid in communication of behaviours and feelings to our peers when issues arise
- 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
- Use the collaborative planning sessions to create opportunities to build student self esteem
- 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

Key Performance Measure: 1 student = 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?

	Baseline 2011	Year 2012	Year 2013	Year 2014
Grade 4	78%	75%	80%	71%
Grade 7	88%	82%	80%	71%

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

Key Performance Measure: 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.				
	Baseline 2011	Year 2012	Year 2013	Year 2014
Grade 4	63%	51%	72%	66%
Grade 7	56%	30%	58%	50%

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

Evidence: (Qualitative)

<p>Qualitative Actual: We noticed a drop in student scores this year in both grade 4 and 7. We believe that this is a correlation between a student’s interpersonal skills and ability to problem solve in creating safe school environments. We continue to find ways to help students develop their voice and ask for help whenever they need it.</p>
<p>Qualitative Trend: Although we had another setback our results indicate that students who feel that they aren’t being bullied or picked on generally don’t perceive that the adults treat them fairly. We will focus on finding ways to develop stronger student teacher relationships as a way to develop a better understanding of adults and their responsibilities at school. We are wondering if an increase of students on individualized programs (IEPs) has had an effect on student’s perception of “fair”. Students on IEPs can have a number of adaptations to help them succeed and as a result things don’t seem fair to others.</p>

Objective 2.2: 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 provide a learning environment that encourages more individual responsibility for learning
- To use the principles of Universal Backwards Design (UBD) and Universal Designs for Learning (UDL) to design lessons and units of instruction
- 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 or Spring Concert
- To explore other opportunities for staff planning events with Carson Graham Secondary School staff

Key Performance Measure: 1 student = approx. 3 to 4%) Percentage of students who are from “okay” to “very comfortable”.	Baseline 2012	Actual	Trend
Question 1: Westview Survey	78%	95%	To continue + trend
2013	96%	100%	+
2014			

Q1: How comfortable are you with the idea of starting secondary school?

Key Performance Measure: 1 student = approx. 3 to 4%) Percentage of students who think it will be “the same” or “easier”.	Baseline 2012	Actual	Trend
Question 2: Carson Westview Survey	44%	90%	To continue + trend
2013	70%	67%	-
2014			

Q2: Do you think working with several teachers will be:

Evidence: (Qualitative)

Qualitative Baseline:

This is the second year of the Grade 7-8 Transitioning Survey. We were pleased to discover that 100% of our grade 8 cohort felt okay to very comfortable upon being in high school this year. Students still struggle with the transition to several teachers.

Qualitative Trend:

Our efforts to continue to create a safe and supportive learning environment and prepare students for transitioning to high school have had generally positive effect. We look forward to continuing the trend of preparing our students for the challenges of high school.

Connections:

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

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 are closely connected to the North Vancouver School District Achievement contract. Goal 1: Communication monitors students in areas at “Literacy” and “ Numeracy” in different cohorts of at risk students (including students of Aboriginal ancestry) from their primary years through intermediate schooling. As well our Strong Start program provides a positive introduction for families in understanding reading readiness and pre-literacy skills. Goal 2 ties more closely to the North Vancouver School District 10 year strategic plan with its focus on safety, sense of belonging and health as a way to maintain a positive school environment through expanding our community relations and adapting personalized learning experiences.

Connections to Family of School’s Plan:

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 Graham Secondary School from the early years of their education. The Carson Family of Schools met as a large group to discuss school goals and share strategies. Each of the feeder schools has created either one goal or objective of improving the elementary to high school transition process. This year we started our first grade 7-8 teacher exchange which we hope will continue to improve the teacher’s general understanding of the transition to high school and support student success in the years to come.

Connections to our Community:

Westview Elementary School has an on-site before and after school care program called “Kids Club” sponsored by the North Shore Neighbourhood House. The purpose of goal 2 is to maintain a positive school environment by continuing our focus on safety, sense of belonging and health. We became part of the “Queen Mary and Westview After School and Community programs project as a way to support our families and help create a positive sense of belonging. The After school activities help to create a safe environment for children. Our Westview program of activities continues to grow and has provided families a connection to the community and what’s happening in North Vancouver. This year we added community supported programs such as “Edible Garden project” and “Restorative Justice Circles” to our school curriculum.

Consultation Process of Westview 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, 2014.

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	Lisa Michelacci	
Parent	Holly Gauthier	

Board Approval of School Plan:

Approved by:

**Mark Jefferson, Assistant Superintendent
May 26, 2014**