

North Vancouver School District SCHOOL PLAN for 2015-2016

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

School/Community Context:

Westview Elementary reflects the diverse nature of the community it serves. It is welcoming, supportive, and inclusive. We celebrate the Aboriginal traditions and acknowledge that they are an important part of the community. We provide opportunities for preschoolers and their families through our Strong Start Program. We work collaboratively with North Shore Neighbourhood House, Big Brothers of Greater Vancouver with our Big Buddies program and One to One Literacy Society.

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 struggles they observe each day. The sense of community, 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, Family Skate, Games Night that build community by bringing parents, students and staff together.

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. There are also opportunities for our school and parent community to connect with North Shore Neighbourhood House staff through coffee mornings, lunch events and the Edible garden project.

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. The grade five students participate in Drug Abuse Resistance Education (D.A.R.E.) taught by R.C.M.P. The D.A.R.E. Officers partner with classroom teachers to build protective factors for children by providing information and social skills needed to live drug- and violence-free. We focus on many ways to contribute to the social and emotional learning for our students. We have adopted a school wide approach to self-regulation using the Zones of Regulation program. The Zones is a systematic, cognitive behaviour approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts. 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: 214 Male: 119 Female: 95

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	35	22	23	28	33	20	28	25

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
13.04	14%	10%	1%	20.5%

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%	+
Percent of children below 25 th percentile in 2014	50%	1%	+
Percent of children below 25 th percentile in 2015	21%		

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%	+
Language Arts in 2014 – March 2014 <small>*due to teacher's strike Term 2 reports used</small>		85%	+

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

As we review our progress over time, we note that the interventions and support provided to the Kindergarten students who are at risk for reading difficulties does make a difference because there is a notable improvement when they are given the retest.

This year we decided to measure the percentage of intermediate cohort that did not attend Westview School since Kindergarten. In fact, only 42% of our intermediate students have attended Westview School since Kindergarten. The transient nature of an inner city school such as Westview makes it difficult to measure exactly how the early interventions have had an affect on our students in intermediate grades over time.

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		52%	-
Kindergarten students – Feb 2015		65%	+

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 3 rd 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 – *March 2014 <small>*due to teacher's strike Term 2 reports used</small>		85%	+

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 <small>*due to teacher's strike Term 2 reports used</small>	No data		

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

We are concerned that our test results for numeracy are dropping and have lowered over time. At the Kindergarten level, it may be helpful to review our classroom teaching practices for numeracy prior to the assessment in February with a focus on identifying those who struggle early on with the assistance of our Carson Family of School teacher leaders. They may have suggestions on ways to teach Mathematics and appropriate concept development. We have been more focussed on Literacy skills at the K level and have had a Collegial Conference to build capacity. We would like to pursue the same initiative with numeracy. Also, it might be helpful if our K teachers do the Math assessment themselves to better inform their practice.

As for our intermediate students, we were not able to compare our final report card marks with previous years due to the teacher's strike. Our intermediate students seem to be performing quite well in Math, with at least 85% of population achieving C or more. With the transient nature of our school population, it may be worthwhile to identify those intermediate students (transferring in) who are not achieving grade level and provide LAC math support to them early to see if our results will start to increase.

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	Year 2015
Grade 4	78%	75%	80%	71%	60%
Grade 7	88%	82%	80%	71%	84%

*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	Year 2015
Grade 4	63%	51%	72%	66%	74%
Grade 7	56%	30%	58%	50%	76%

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

This objective focuses on 2 survey questions.

Question #1: As I review the survey results, I notice that the grade 4 cohort scores are lower than the previous year and that the grade 7 cohort scores have gone up. Of particular note is that the grade 4 students seem to be struggling 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 the students and families to improve their interpersonal skills and resiliency. We use Restitution strategies to aid our students in understanding their role when they make mistakes or when they feel bullied, teased or picked on. Many of the students continue to need one to one support to problem solve. Other students are not ready to problem solve. When conflict situations arise, it is very important that both parties sit down to talk about what has happened. Since school start up, the two grade 4/5 classes have been working with the North Shore Restorative Justice coordinator who has been meeting regularly with the students in Restorative Justice Circles focussing on 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.

Question 2: Our work over the last year in improving consistency around our Code of Conduct and student expectations as well as the introduction of our Zones of Regulation program may had a positive affect on student’s perception and understanding of the adults in the building and their role in supporting students in the school. We adopted a school wide approach to self-regulation called Zones of Regulation. The Zones is a systematic, cognitive behaviour approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides Strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts. We are working to incorporate Social Thinking concepts and numerous visuals to teach students to identify their feeling / level of alertness, understand how their behaviour impacts those around them and learn what tools they can use to manage their feelings and states. We hope that our results will continue to stabilize or improve in the following years.

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 *due to teacher’s strike Term 2 reports	No data	No data	

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 *due to teacher’s strike Term 2 reports	No data	No data	

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

No data to analyze due to the teacher’s strike.

School Goals for 2015-16:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Westview Elementary School Plan for 2015-16 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 review our Numeracy practices for Kindergarten and use the assistance of our Carson Family of School teacher leaders for suggestions on methods of instruction prior to the February assessments. Since our school population is so transient, it may be worthwhile to identify those intermediate students transferring into Westview school who are not achieving grade level and provide LAC math support to them early to see if our results will start to increase.

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 and pre-test and post-test in the Kindergarten classroom outlined in the Firm Foundation Program with support from a Teacher Leader, LSW (Learning Support Worker) and LAT (Learning Assistance Teacher)
- 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 and ELL teacher
- 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 and LAT
- 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.
- To continue to provide the at risk readers with 2 weekly pull out sessions with volunteers from One to One Literacy Society starting in grade one

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 25 th percentile in 2014	50%	1%	+
Percent of children below 25 th percentile in 2015	21%		

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
- To continue to provide support to our at risk students
- 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 and representation with all students
- To provide in class support with a Success Teacher and First Nations Support Worker through 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 – March 2014 <small>*due to teacher's strike Term 2 reports used</small>		85%	+

Evidence: (Qualitative)

Qualitative Actual:

Due to the teacher's strike we are unable to compare Term 3 report card data. We are pleased that a high majority of our students continue to maintain average to above average performance in Language Arts. The teachers continue to focus on differentiated instruction and small group support as a way to ensure that we match instruction to the student's readiness and modes of learning.

Qualitative Trend:

We want to continue to achieve a positive trend and believe that early intervention is key in making the biggest change. Learning assistance and learning support interventions will continue to any struggling students in the primary grades in hopes that by the time they reach the intermediate grades will have the necessary skill set.

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
- Review our numeracy practices for Kindergarten and use the assistance of our Carson Family of School teacher leaders for suggestions on ways to provide Mathematics instruction
- 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 in class to those students who are at risk (scored less than 16 points on NVSD Numeracy test)
- To adjust program delivery to address areas that may impact student performance in math

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%	-
Kindergarten students – Feb 2015		65%	+

Evidence: (Qualitative)

<p>Qualitative Baseline: We were pleased that our scores in Kindergarten were on a positive trend. We are concerned with the fluctuating nature of this assessment.</p>
<p>Qualitative Actual: It was noted last year that we have an influx of ELL Kindergarten students who may be coming to school with a different skill set in Numeracy understanding. It may be helpful to review our classroom teaching practices for numeracy prior to the assessment in February with a focus on identifying those who struggle early on with the assistance of our Carson Family of School teacher leaders. They may have suggestions on ways to provide Mathematics.</p>

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
- identify those intermediate students transferring into Westview school who are not achieving grade level and provide LAC math support

Key Performance Measure: Average percentage of a letter grade C or more in Mathematics as reflected by the June 3 rd 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 <small>*due to teacher's strike Term 2 reports used</small>		85%	+

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 <small>*due to teacher's strike</small>	No data		

Evidence: *(Qualitative)*

<p>Qualitative Actual: We would like to continue to monitor our math achievement and provide some LAC Math support to new students if they are not at grade level.</p> <p>No data for the NVSD 44 Grade 6 Numeracy to analyze due to the teacher's strike.</p>
<p>Qualitative Trend: We believe that there is a correlation between one's understanding and skill set in Language Arts and their success in Mathematics. In fact, only 42% of our intermediate students have attended Westview School since Kindergarten. The transient nature of an inner city school such as Westview makes it difficult to measure exactly how the early interventions have had an affect on our students in intermediate grades. We are hoping that our interventions can make a difference in student success even if it is only for a short time.</p>

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 focus on maintaining a positive school environment because this 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 4 years, we have focussed on preparing our upper intermediate students for the transition to high school. This year, we hope to continue with middle school model because we believe that this will

provide the best instruction possible and allow the teachers an opportunity 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.

This year we began school wide implementation of the Zones of Regulation program. This program teaches self-regulation by categorizing all the different ways we feel and states of alertness we experience in into four concrete zones. Teaching students self-awareness and how to control their emotions and impulses will help them to improve their ability to problem solve conflicts.

The grade five students participate in the Drug Abuse Resistance Education (D.A.R.E.) program. The D.A.R.E. Officers partner with the classroom teachers to build protective factors for children by providing information and social skills needed to live drug and violence free. Students are taught to use a four-step D.A.R.E. decision –making model designed to help them engage in critical thinking, empowering them to make healthy choices and take charge of their lives. It provides them the skills to analyze each decision and evaluate their choices. We work together to find solutions, which continue to enhance and maintain our respectful learning environment.

This year we created a new school logo. The process happened over the first few months of the school year and allowed students to show leadership that had a positive effect on our school environment. Our logo was created by 2 of our students and represents our unique school community. The creation of our school logo allowed us to talk about who we were as a school community – a culturally diverse group of families and our location on Squamish and Tsleil-Waututh Nations with Mahon Park to the East and Mosquito Creek to the West.

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, thanksgiving lunch, performances, contests such as New Logo design, etc.
- Provide opportunities for leadership through school council reps, classroom monitors, lunch, library and homework 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

*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	Year 2015	
Grade 4	78%	75%	80%	71%	60%	
Grade 7	88%	82%	80%	71%	84%	

*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	Year 2015	
Grade 4	63%	51%	72%	66%	74%	
Grade 7	56%	30%	58%	50%	76%	

Evidence: (Qualitative)

Qualitative Actual:

As we review the survey results, I notice that the grade 4 cohort scores are lower than the previous year and that the grade 7 cohort scores have gone up. We believe that this is a correlation between a student’s interpersonal skills and ability to problem solve in creating safe school environments. We hope that the introduction of our school wide Zones of Regulation program will provide the students with strategies to help them be able to manage their emotions and problem solve situations in respectful ways. We continue to find ways to help students develop their voice and ask for help whenever they need it.

Qualitative Trend:

The staff works hard to build positive relationships with the students and their families. We believe that ‘all behaviour has a purpose and that it is a reaction to what happens around us’. We regularly review our Code of Conduct with the students and revise as necessary. We address issues as they arise and use Restitution and Restorative Justice strategies when we make mistakes. We find time to meet and discuss issues that arise and have an effect on our emotions. We use the Zones of Regulation to teach our students about self regulation.

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
- Common FOS Pro D day

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 *due to teacher’s strike Term 2 reports	No data	No data	

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 *due to teacher’s strike Term 2 reports	No data	No data	

Evidence: (Qualitative)

<p>Qualitative Baseline: No data to analyze due to the teacher’s strike.</p>
<p>Qualitative Trend: No data to analyze due to the teacher’s strike. 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.</p>
<p>Connections:</p>

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. In addition, 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 are looking at aligning one of our School Based Pro D days in hopes that teachers will have an opportunity to connect and meet to improve communications and understanding of how elementary and high school can work together for 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. Other community supported programs are the ‘Big Buddies’, ‘Edible Garden project’ and ‘Restorative Justice Circles’. New to our school this year is the ‘One to

One Literacy Society volunteers. These trained volunteers come into the school and work with students who need more support with reading.

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, 2015.

School Planning Council Approval of Proposed School Plan:

Date: May 14, 2015

	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	Miriam Wilson	
Student (Gr 10, 11, 12 schools only)		

Board Approval of School Plan:

Approved by:

Mark Pearmain, Assistant Superintendent
June 15, 2015