



Westview

Ta na wa Ns7éyxnitm tlá Teltíwet
School Plan 2024-2025

Vision at Westview

School Context & Vision

At Westview Ta na wa Ns7éyxnitm tlá Teltíwet, our vision is to nurture every child's potential through a holistic approach (academic, social-emotional, physical), aiming to creating a community that values growth, learning, empathy and kindness. We promote a welcoming and supportive environment that fosters academic growth through inclusive, student-centered practices, innovative instruction, with a focus on well-being. Our values are shared through the acronym "WILD", which stands for: Welcoming and Safe, Integrity, Learning and Diversity. Westview Ta na wa Ns7éyxnitm tlá Teltíwet is an urban site, situated on the traditional and unceded territories of the Skwxwú7mesh and Tsleil-Waututh Nations in the City of North Vancouver, nestled between rivers, forest, trails and parks, offering many opportunities for learning within and about the natural world. We are a community committed to nurturing and caring for one another so that each child feels that they belong and can reach their full potential. At Westview, diversity is celebrated. With over 20 different languages spoken at home and families who have joined us from around the globe, we are proud to be a place where everyone belongs.

At Westview, visioning is a collaborative process that celebrates strengths within our community while identifying opportunities for continued growth. Staff, students, and families have contributed their voices, helping shape a shared vision that prioritizes belonging, culturally responsive learning, and literacy and numeracy development. Building on our priorities from previous years, the 2024–2025 school year will continue to focus on:

- Maintaining strong sense of belonging and community
- Deepening Indigenous knowledge
- Improving student literacy and numeracy outcomes through targeted support and innovative practice

Acknowledgement of the Traditional Territory

Westview Ta na wa Ns7éyxnitm tlá Teltíwet and the North Vancouver School District sits on the traditional and unceded ancestral territories of the Skwxwú7mesh Nation and Tsleil-Waututh Nations.

Westview Ta na wa Ns7éyxnitm tlá Teltíwet Vision Statement

At Westview Ta na wa Ns7éyxnitm tlá Teltíwet, our mission is to nurture the development of every aspect of a child's potential (academic, social, emotional, physical), resulting in a community of citizens who are compassionate, educated, and engaged members of society who make contributions to the world around them. We promote an inclusive and supportive environment that fosters academic excellence, responsibility, respect, and fairness. We acknowledge and celebrate diversity. This mission is deeply connected to our district values, as outlined in the 2021-2031 strategic plan: [Strategic Plan 2021-2031 - North Vancouver School District](#)

School Goals

Goal 1: *Promote a kind, safe and welcoming environment where all community members feel a sense of belonging.*

Strategic Plan Connection: Welcoming and Inclusive Culture

Objective:

- To build a kind, safe, and welcoming school culture where all students, staff, and families feel valued connected and a sense of belonging.

Strategic Actions:

Strategic Action 1.1: Build community connections through shared experiences and strong home-school partnerships. (ex. *Discussions and common understandings of “belonging”, multi-aged school activities, open house events, PAC events, weekly communication, assemblies, assemblies that include families, all staff prioritize welcoming guests, intake meetings with new families*)

Strategic Action 1.2: Develop social-emotional learning skills by using WITS, Zones of Regulation, and Open Parachute social-emotional learning programs and through implementation of PBIS model (Westview WILD)

Strategic Action 1.3: Celebrate our students’ and families’ unique and diverse identities (ex. *recognizing holidays/celebrations that connect with the students, multicultural events, building inclusive collections in library, classrooms, and home reading, highlightin initiatives, student successes and monthly themes through assemblies, announcements*)

Strategic Action 1.4: Promote student’s unique gifts and leadership (ex. *Provide extra-curricular opportunities that are inclusive and where everyone can belong: Chess club, composers club, athletics, Playground buddies*)



Goal 2: Deepen learning of Indigenous culture and imbed into school life.

NVSD Strategic Plan Connection: Truth, Healing and Reconciliation

Objectives:

- Empower Indigenous student leadership and strengthen staff capacity through the ongoing actions of Indigenous working group and learning opportunities
- Imbed Indigenous knowledge and perspectives authentically across curriculum areas

Strategic Actions

Strategic Action 2.1: Sharing the Skwxwú7mesh story of Westview (ex. *Teaching staff, students, families Westview’s Skwxwú7mesh name: Ta na wa Ns7éyxnitm tlá Teltíwet, Sharing teachings of the salmon (logo) from Squamish nation elder, inviting Elders and family members to share stories with students, staff and PAC*)

Strategic Action 2.2: Promote Indigenous Student Leadership (ex. *Indigenous student involvement in land acknowledgements, school-wide singing the Coast Salish Anthem, and leading seasonal celebrations, like the Salmon welcome ceremony, cultural lessons with Elders and Knowledge Keepers*)

Strategic Action 2.3: Embed Indigenous knowledge across classrooms and school life (ex. *Use of oral storytelling traditions across subjects, Integrating of Indigenous drumming in the music program, Learning through Indigenous art forms, including beading and weaving in classrooms, and during Together Time, or buddy class activities, Using Local Indigenous history and place-based learning as a foundation for building understanding and respect, as well as learning environmental stewardship, Incorporating Skwxwú7mesh language into classrooms and school life*)

Strategic Action 2.4: Provide learning opportunities for staff, students and community members to enhance knowledge and understanding (ex. *Elder visits to PAC meeting, staff book clubs, monthly standing item on staff meeting agenda*)

Goal 3: Strengthen foundational Literacy and Numeracy skills through student-centered and innovative teaching and learning practices.

NVSD Strategic Plan Connection: Student-Centered Learning, Innovative Instruction

Objectives:

- Implement and monitor structured literacy instruction using universal, targeted and intensive assessment and programs
- Use student-centered teaching and learning practices to enhance numeracy skills

Strategic Actions:

Strategic Action 3.1: Use common assessment practices to monitor student performance (ex. *Universal literacy screeners, Acadience for literacy screening, school-wide writing samples*)

Strategic Action 3.2: Implement universal structured literacy practices in the primary and intermediate grades and in targeted reading intervention supports. (ex. *UFLI, Clikr, Lexia*)

Strategic Action 3.3: Engage in school and district based collaborative professional development centered on literacy and numeracy. (ex. *Lunch and Learn, Collaboration Time, Professional Development days, Dinner/Dialogues, Mentorship, Learning Rounds, Primary/Intermediate teams*)

Strategic Action 3.4: Engage in school-wide engaging numeracy experiences. (ex. *Math Fair, Mathology resources, manipulative-based instruction, Cross curricular numeracy experiences*)

Westview Ta na wa Ns7éyxnitm tlá Teltíwet Connection to District Strategic Plan

Alignment with NVSD's Strategic Plan 2021-2031 and Framework for Enhancing Student Learning

Westview Ta na wa Ns7éyxnitm tlá Teltíwet Elementary's approach aligns closely with the NVSD Strategic Plan (2021-2031) by emphasizing student-centered education, innovative instruction, inclusivity, mental health, reconciliation, and environmental stewardship. Westview Ta na wa Ns7éyxnitm tlá Teltíwet prioritizes individualized learning and student voice, ensuring that each child's academic and social needs are met through differentiated instruction and leadership opportunities. Collaborative teaching methods foster creativity and critical thinking, while an inclusive culture promotes equity and diversity through Indigenous education and targeted support programs. Social-emotional learning is embedded in daily routines, incorporating direct social-emotional teaching, counseling support, and student leadership/extra-curricular programs to enhance student well-being. As part of its commitment to Truth, Healing, and Reconciliation, Westview integrates Indigenous perspectives into its curriculum through land-based learning, cultural celebrations, and partnerships with local Indigenous communities. Our school also champions environmental stewardship, implementing sustainability initiatives such as our school gardens, and outdoor learning activities. Aligned with the Framework for Enhancing Student Learning, Westview supports intellectual development through literacy and numeracy programs, inquiry-based learning, and student-led projects. Human and social development is fostered through community engagement, leadership opportunities, and social-emotional learning, ensuring students grow into well-rounded individuals. Additionally, early exposure to problem-solving, teamwork, and real-world applications prepares students for future success in career development.



Review

Ongoing Assessment and Reflection: Our ongoing planning process follows a dynamic cycle to ensure school-wide coherence and responsive action: Vision → Action → Review → Communication. This cycle guides our work in fostering a connected, inclusive, and enriched learning environment.

Progress Monitoring and Assessment (*How Do We Know We're Making Progress?*)

Progress towards goals will be regularly monitored throughout the year through the collection and analysis of a variety of data, which would be both formative and summative. Progress will be monitored through:

- **Regular Check-ins with community, including staff, students and families:** Surveys, interviews, and dialogue through groups and structures that exist within the community (PAC, student of the week activities, staff meetings, school planning team, code of conduct team, SEL team, Indigenous student leadership team, Indigenous working group, etc.) to reflect on the implementation of and progress towards goals.
- **Classroom and School-wide Observations and Reflections:** Observing and reflecting on instructional changes that are made and collecting formative information on their efficacy towards goals.
- **Student Performance Tracking:** Using both formal data (FSAs, school-wide literacy and numeracy assessments), as well as classroom-based assessments to evaluate impact on academic achievement.
- **Professional Development Reviews:** Assess how teacher training and support programs are translating into classroom practices through feedback from teachers and staff
- **Action Plan Adjustments:** Based on collected data, make informed modifications to ensure continuous growth and alignment with desired outcomes.
- **Social-emotional learning (SEL) data:** Using school-based tracking systems (PBIS tracking, WILD tickets, Request for office support, School team referrals, attendance) to monitor, and observe current trends and the impact of strategic actions. Feedback through SEL surveys (Student Learning Survey, School-based surveys), weekly dialogue with classes and groups of students, or student reflections to assess students' well-being.

The school planning team (made up of families, students and staff) make observations based on data from surveys, feedback, and assessments. Adjustments are centered around the needs of the students and community. Reviews of the school plan will be ongoing, and formal review of data by the team will happen in Fall, Winter, and Spring. Westview teachers adapt instructional practices, provide additional resources, or implement targeted interventions as needed. Collaborative decision-making will involve input from staff, student representatives, and families to ensure adjustments meet the unique needs of students.

Communication

Engagement: Community engagement is foundational to the success of this plan. Below are a sample of opportunities wherein stakeholders have opportunity to reflect on and contribute to the school plan.

Staff Engagement:

Staff play a crucial role in shaping, implementing, and monitoring the school plan. The School Plan Working Group, which includes administrators, teachers, CUPE staff, and PAC representatives, collaborates each term to review data and engage in meaningful dialogue. Additionally, the whole staff actively contributes to the plan's development and execution,

ensuring alignment with school goals. The school plan is reviewed and monitored during monthly staff meetings, fostering a continuous cycle of reflection and improvement.

Student Engagement: Student voice is an essential part of our school planning process. Student voice is shared through a variety of means, including school planning team representation, classroom surveys and discussions, weekly connections with classes and WILD tickets winders, student goal-setting and reflection opportunities, data received from surveys such as: student learning survey, CHEQ, MDI, EDI.

Family and Educational Partner Engagement: Engaged through PAC meetings and regular school communications. PAC Executive provides feedback and contributes to school planning dialogue. School plan is regularly on the agenda for PAC meetings as part of monthly PAC admin reports.

Communication: *How Do We Share Our Growth and Learning?*

Ongoing and transparent communication is essential. Progress of school plan is regularly shared with the community through: Monthly PAC meetings, *Weekly Westview Community Memo*, Monthly Staff meetings, School assemblies and events, Community input opportunities (surveys, parent input, discussions), FOS school planning network, student focus group sessions, comprehensive reviews and reflections on progress.

Reflection and Strategic Alignment: *Year End Reflection*

Successes: The consistent use of structured literacy practices in Primary and within our Learning Services Team has contributed to improved student outcomes in literacy in the early years. Teachers report that children are making progress in ways they had not anticipated. In numeracy, with an increased focus on student-centered and engaging numeracy activities, the narrative around numeracy has shifted- students are reporting that they really enjoy math at school. Implementation of our WILD framework (PBIS) has enhanced our positive school culture by giving staff, students and families common language/expectations to discuss problems that may arise. Students, teachers and families report overall that they feel Westview is a safe school, where they feel that they belong and feel welcome.

Challenges: While we have experienced successes with our primary and Learning Services structured literacy implementation, more focus on structured literacy practices in Intermediate grades will be an ongoing focus. Implementation of our WILD framework has been successful in many ways, but are still working towards full implementation. Another area for focus would be supporting students with diverse math backgrounds, including those from different educational systems presents a continued opportunity to strengthen inclusive concept-based approaches.

Future Adjustments: Next year, we will plan changes based on the year's reflections to better meet student needs. Expanding our success with structured literacy to intermediate grades. As well, consistently implementing strategies for using math manipulatives to support hands-on, conceptual learning across all grade levels. We will also be working to build comprehensive welcome packages for new staff and for new families to Westview.