

North Vancouver School District SCHOOL PLAN for 2013-2014

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.

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 and Multicultural Potluck Dinner 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 parent community to connect with North Shore Neighbourhood House staff through coffee mornings and lunch events.

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 together to find solutions which continue to enhance and maintain our respectful learning environment.

Demographics (2012-2013 school year):

Total number of students: 211 Male: 120 Female: 93

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	24	28	35	21	30	27	15	31

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
14.08	11%	11%	1%	19%

Progress Analysis:

Review of School Goals – Previous Year(s)

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

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.

Trend Data Table:

Key Performance Measure: Kindergarten TOPA	Baseline	Retest	Trend
To see + trend after school interventions	January	June	
Percent of children below 25 th percentile in 2009	59%	10%	+
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%	+

Objective 1.2: To improve the reading performance of student identified as not yet meeting expectations from grades 1 to 3.
Objective eliminated. No data collected. See analysis below.

Objective 1.3: To improve the Language Arts performance in grades 4 to 7 with a particular focus on aboriginal and at risk students.

Trend Data Table:

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%	-

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

The goal continues to be high priority at all levels. Next year we have chosen to move forward with only 2 objectives for the following year. We will continue to monitor our data collection for early literacy for K and do another checkpoint again in the intermediate grades with a particular focus on aboriginal students and /or those at risk.

We were fortunate this year to get additional LSW support time through the LIF fund grant. As a result, we are able to provide students intervention and monitor progress more efficiently. We have also created a progression of services from skill focussed sessions with LSW to LAC small group and classroom support interventions. We are pleased that our Early Literacy interventions continue to show a positive trend over the years.

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

Objective 2.1: To improve numeracy proficiency students in Kindergarten.

Trend Data Table:

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%	+

Objective 2.2: To improve numeracy skills of grades 1 to 7 student population with a focus on aboriginal and at risk as identified by report card data and numeracy assessment.
Objective revised. See analysis below.

Trend Data Table:

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%	-

Trend Data Table:

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

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

This goal continues to be high priority. We will continue to focus on 2 cohort groups (Kindergarten and Intermediate students) in order to provide a better data analysis over time. With the change in instruction and the intermediate staff platooning for Math and we hope that over time students will continue to be more successful. Overall the grade 6 cohort of students seemed to score a bit higher than the year before and we were within 1% of the district average which shows that we are improving.

Opportunities for Further Development:

As we look toward future years, we believe that our success rate will continue to increase if we focus on expanding the access to the best instructional practices for more students. Our ability to communicate with one another is dependent on our skills and understandings in both literacy and numeracy. By streamlining goals 1 & 2 to the competency of “Communication” we are hoping that we will be more able to create strategies that will help to promote student success.

Previous School Plan Goal 3: To maintain a positive school environment by continuing our focus on Safety, Sense of Belonging and Health.

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

Trend Data Table:
Satisfaction Survey

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	Trend
Grade 4	78%	75%	-
Grade 7	88%	82%	-

*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	Trend
Grade 4	63%	51%	-
Grade 7	56%	30%	-

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

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

This goal continues to be of importance to our school community. We want our school's environment to feel safe. These are great questions to further explore as a staff. In reflection, this was the job action year. How we model as adults in our roles has had an impact on our students. We want our students to be more aware of their roles and responsibility. Each of us is a leader no matter our age. We want to encourage our community to make positive choices and be role models for those younger than us. We will be adding strategies to our list that help to develop more responsibility and provide leadership opportunities for a wider grade range of students hoping that this will have a positive impact.

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

Key Performance Measure: 1 student = approx. 3 to 4%)	Baseline 2011	Actual	Trend
Student Satisfaction Survey response in grade 7 to the Q: "Do you feel welcome at your school?"	79.2%		To continue + trend
2012		75%	-

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

It just indicates how welcome the students feel at their elementary school. In analysis, this measure is not reflective of the objective which looks at our connections to high school. We created a Family of Schools survey which we administer in May at the elementary feeder schools. It makes sense to change the Key Performance Measure when we revise the school plan this year.

Opportunities for Further Development:

Since this was our first year working on this goal we have had an opportunity to discuss and create more appropriate strategies. We also were able to develop a transition survey that will help the grade 7 students prepare for high school and to ease some of the fears and concerns. We plan on using the data from the survey to measure our growth on this objective.

School Goals for 2013-2014:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Westview Elementary School Plan for 2013-14 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. We plan to add an additional checkpoint for Literacy and Numeracy as a way to monitor that 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%		

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 a homework club and/or tutoring service for Aboriginal students whenever possible
- To provide the use of 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.

Evidence: (Quantitative)

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%	-

Evidence: (Qualitative)

Qualitative Actual:

We noticed that this cohort had a higher number of students who were at risk in the area of Language Arts. This was the first year that we offered the middle school model for grade 6 and 7 students in an attempt to provide more differentiated instruction 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. We believe that early intervention is key in making the biggest change. Next year our plan to continue to provide intensive interventions in the area of Language Arts to struggling students in the primary grades so that by the time they reach the intermediate grades will have the necessary skill set.

Objective 1.3: To improve numeracy proficiency 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%	+

Evidence: (Qualitative)

<p>Qualitative Baseline: Since our initial baseline assessment, the numeracy scores of our Kindergarten cohorts have been on a positive trend.</p> <p>Qualitative Actual: Our positive trend may be the result of the classroom teachers providing classroom activities and practice in numeracy as part of their program. It may be the fact the each cohort of Kindergarten students comes with a different skill set and the general trend is that students are coming with more number sense and awareness. Regardless, we will continue to examine and monitor our Kindergarten students in this manner and provide interventions to those who are at risk. Community programs such as Strong Start and Ready, Set, Learn may have helped.</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)
- To support the use of recommended software: Academy of Math for those students at risk whenever possible
- 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 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%	-

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%	-

Evidence: (Qualitative)

<p>Qualitative Actual: We were pleased that our grade 6 numeracy results were higher than the previous year and only lower than the district average by a difference of 1%. We noticed that this cohort had a higher number of students who struggled in Mathematics.</p> <p>Qualitative Trend: Could there be a trend between Language Arts and Mathematics in the intermediate years? There seems to be a correlation between one's understanding and skill set in Language Arts with their success in Mathematics. Our decision to streamline the curricular areas of language arts and mathematics into a new Communication goal came as a result of noticing the trend in achievement in these 2 areas.</p>
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School Goal 2: To maintain a positive school environment by continuing our focus on Safety, Sense of Belonging and Health.

Goal Rationale:

We decided that this goal is an important one. We want to continue to maintain a positive school environment. We believe that our students need to understand their roles and responsibilities when it comes to safety, sense of belonging and health. With the implementation of our new problem solving system in September 2012, we believe that students are beginning to better understand their role in working with others and helping others feel both 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 2 years, we have focussed on preparing our upper intermediate students for the transition to high school. Traditionally the transition has not been a positive one, with a high number of students struggling in grade 8. Two of our teachers have created a middle school model classroom where they have combined 2 classrooms into one learning environment. This allows for the teachers to teach to their strengths in order 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
- 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
Grade 4	78%	75%	80%
Grade 7	88%	82%	80%

*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
Grade 4	63%	51%	72%
Grade 7	56%	30%	58%

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

Evidence: (Qualitative)

Qualitative Actual:

We noticed an increase in the number of students who expressed that they did not feel bullied, teased or picked on at school for the school year 2013. We also noticed an increase in the number of students who feel that adults treat them fairly at school. We believe it was because students feel they have a voice and can ask for help whenever they need it.

Qualitative Trend:

Although we had a setback in 2012, we noticed that in 2013 the results show a positive trend. We plan to continue to implementing our school wide problem solving system to aid in communication of behaviours and feelings so as to resolve issues that arise between students, staff and our community. We look at ways to encourage student leadership and to reflect on our roles as responsibilities to further ensure a positive school environment.

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%		To continue + trend
2013			
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	70%		To continue + trend
2013			
2014			

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

Evidence: *(Qualitative)*

Qualitative Baseline:

This is the first year of the Grade 7-8 Transitioning Survey. We were pleased to discover that 78% of our grade 7 cohort felt okay to very comfortable entering high school. Of note is that once this cohort entered high school the majority of them felt that working with several teachers was either the same or easier than their grade 7 year. Our effort to create a safe and supportive learning environment and prepare students for transitioning to high school has had a 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 focuses on Early Literacy and Intervention for our Kindergarten students and we continue to follow any students at risk (including students of Aboriginal ancestry) as they continue through the primary grades. Our Strong Start program is well attended and provides a positive introduction for families in understanding reading readiness and pre-literacy skills. Goal 2 has a focus on safety, sense of belonging and health as a way to maintain a positive school environment.

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.

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.

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

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- A summary of the approved Westvoew School Plan will be posted on the school web site by October 31, 2013.

School Planning Council Approval of Proposed School Plan:

Date: May 3, 2013

	Name	Signature
Chairperson (Principal)	Barbara Leigh	<i>Original Document signed by SPC Members</i>
Teacher	Not currently participating	
Parent	Chena Binns	
Parent	Shauna Mokolki	
Parent Student (Gr 10, 11, 12 schools only)		

Board Approval of School Plan:

Approved by:

Mark Jefferson, Assistant Superintendent