

**North Vancouver School District**  
**SCHOOL PLAN**  
**2009-2010**

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

**Principal:** Yolande Martinello

**School/Community Context:**

Westview Elementary reflects the widely diverse economic and ethnic nature of the community it serves. It is a welcoming community with a wide range of strengths and needs. In our new building we work as a team to embrace the diversity of our students, celebrate the Aboriginal traditions that are such a rich and important part of the community, and support preschoolers and their families through our Strong Start Program.

We observe that Westview students demonstrate a high degree of empathy for each other, and we have changed our school mission statement to reflect this. Students offer support to each other in response to behavioural and academic struggles they observe each day. While teachers, aides and administrators spend much of their time at Westview supporting students with diverse needs and existing resources are stretched by students with high needs, the sense of community and commitment to learning is strong. Consequently, marginal students, who would benefit greatly from a small amount of intervention, are sometimes left without support; an issue we are working to rectify. Programs such as the Big Brother in-school mentors, One to One Readers and Circle of Friends have been adopted to support the many needs.

**Demographics:**

Total number of students: Male: 137 Female: 94

<b>Number of students per grade</b>									
Grade	ADK	K	1	2	3	4	5	6	7
English	0	28	22	22	34	32	40	24	29

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>13.65</b>	<b>14%</b>	<b>12%</b>	<b>1%</b>	<b>12%</b>

## Progress Analysis:

### Review of School Goals – Previous Year

1) To Improve Literacy Success for students identified as being below grade level in Reading skills K-7

In assessing the data used to monitor this goal, it was decided that information more relevant to our students would provide us with better feedback. The goal itself was deemed a high priority at all levels but the data collection narrowed to monitor early literacy and to look specifically at cohort groups in the primary grades.

2) To Improve Mathematics Proficiency for all students in K to Grade 7

In assessing this goal, it was deemed to be too broad. We determined that it would be more beneficial to target a specific group of at-risk learners. We will focus on our intermediate students performing at the Not Yet Meeting level for the upcoming year.

3) To Provide a Safe, Caring and Healthy learning environment.

While the intent of the above goal was clear to us, we determined that it was, perhaps, not measurable through the data we have available. A rewording of the goal is necessary in order to show progress over time.

### Opportunities for Further Development:

Recognizing that many of our intermediate students are not able to get the math support that would provide success for them, Westview intermediate teachers have restructured their math program and are platooning (several teachers working together to address the learning of all the students). The students who would benefit from some remediation in math are now receiving that support regularly (four days a week) with a classroom teacher while other students get ability specific instruction from other classroom teachers. Data from this new approach will be gathered to determine the success rate for the at risk group.

### School Goals:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Westview Elementary School Plan for 2009 - 2010 are:

1) To Improve Literacy Success for students identified as being below grade level in Reading skills K- 7

2) To Improve Mathematics Success for students identified as below grade level in numeracy skills in Grades 4-7

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



## School Goal 1:

To Improve Literacy Success for students identified as being below grade level in Reading skills K-7

### Goal Rationale:

The Westview School Planning Council (in consultation with parents and staff) has reviewed data from 2006/07/08 and identified a need to continue to increase literacy skills (reading and writing) from Kindergarten to Grade 7. Currently approximately 50% of students are performing below grade level in reading. It is noted that each year a higher percentage of children begin Kindergarten without the prerequisite skills needed to be successful. In the last three years we have seen the at-risk percentages of this group almost triple. This significantly increases the need for early intervention programs.

The Ministry of Education, School District 44 and the local Aboriginal Community have identified Aboriginal students as a population needing additional support to improve academic performance. As a school with a significant Aboriginal population (15 %) the School Planning Council (in consultation with parents, staff and specifically parents of Aboriginal students) has chosen the objectives below. The school community has chosen to embed the Aboriginal results within our data; however, this data can be extrapolated if needed. The Aboriginal objectives are embedded within broader school goals by the express agreement of the stakeholder groups.

### Objective 1.1:

**To improve the performance of Kindergarten students who are at risk of reading difficulties (below the 25<sup>th</sup> percentile) as identified by the TOPA.**

#### Strategies/Structures:

- The LAT ( Learning Assistance Teacher) and/or Kindergarten teacher will administer **TOPA** (Test of Phonologic Awareness) to all Kindergarten students in January and identify students achieving below the 25<sup>th</sup> percentile
- K teacher will use lessons, games, activities and interventions in the Kindergarten classroom outlined in the Firm Foundation Program with support from LSW (Learning Support Worker)
- Provide additional, appropriate support, i.e. Our Turn to Talk Program, to this group of students through classroom teacher, school and district support as available from the Speech and Language Pathologist.
- Provide home support through Ministry Ready-Set-Learn initiative and materials for pre-schoolers
- Provide LSW to support interventions for those students perceived as at risk by the Kindergarten teacher
- Continue to support Strong Start Program

#### Evidence: (Quantitative)

*January percentage represents the students entering school at-risk. The June percentage represents the students still at-risk after interventions.*

<b>Key Performance Measure:</b> (1 student = approx. 4 to 5%)	<b>January</b>	<b>June</b>	<b>change</b>	<b>Target</b>
<b>Kindergarten TOPA:</b> Percent of children below 25 <sup>th</sup> percentile in 2007	21%	5%	80% recovery	Maintain trend
Percent of children below 25 <sup>th</sup> percentile in 2008	45%	0%	100% recovery	+
Percent of children below 25 <sup>th</sup> percentile in 2009	59%			

**Evidence:**

Kindergarten teacher observed that while a high percentage of students had difficulty with the January TOPA, factors such as ESL and absence from school played a role in low performance and there is good reason to believe that interventions will be effective. Another key issue in performance is the lack of school readiness skills many of our Kindergarten students possess upon entry. (Note that percentage of students at-risk upon entry continues to increase from year to year)

**Objective 1.2:**

**To improve the reading performance of students identified as not yet meeting expectations from Grade 1 to 3.**

**Strategies/Structures:**

- o Identify students achieving below the 23<sup>rd</sup> percentile on RAD (a reading assessment tool) and make every effort to provide additional, appropriate support to this group of students through classroom interventions, LAC, home and other district supports as available
- o Access district support to incorporate the universal design model in teaching and to encourage the development of a learning continuum for students from year to year.
- o Continue to endorse Guided Reading and provide support where possible
- o Provide Guided Reading in-service for staff members as needed
- o Provide culturally specific reading materials for various ESL groups and Aboriginal students
- o Review the Reading 44 document and set priorities to implement the components
- o Staff will continue to promote parents' home involvement in their children's learning
- o Continue Volunteer Reading Program
- o Continue work on Writing 44 intermediate.
- o Introduce The Reading Tails therapy dog program.

**Evidence: (Quantitative)**

<b>June 2007 Grade 1 Cohort - Third Term Report Card Data</b> (1 student = approx. 4%)						
	<b>Grade Level</b>	<b>Not Yet Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Total</b>	<b>Change</b>	<b>Target (+ Direction)</b>
2007	1	11.54%	46.15%	57.69%	NA	NA
2008	2	0.00%	26.09%	26.09%	31.6%	+
2009	3					

<b>June 2008 Grade 1 Cohort- Third Term Report Card Data</b> (1 student = approx. 4%)						
	Grade Level	Not Yet Meeting Expectations	Approaching Expectations	Total	Change	Target (+ Direction)
2008	1	19.05%	42.86%	61.91%	NA	
2009	2					
2010	3					

<b>June 2009 Grade 1 Cohort - Third Term Report Card Data</b> (1 student = approx. 4%)						
	Grade Level	Not Yet Meeting Expectations	Approaching Expectations	Total	Change	Target (+ Direction)
2009	1					
2010	2					
2011	3					

**Evidence: (qualitative)**

*Teachers observe that students are aware of and demonstrate use of a variety of reading strategies. Students overall are making progress with reading comprehension and vocabulary even when not meeting standardized grade level expectations.*

**Objective:1.3:**

**Students (Gr. 1-3) will demonstrate strategies and skills related to the mechanics of written English in creative and report writing.**

**Strategies:**

- Use performance standards and school-developed samples to assess and evaluate student writing and to guide classroom instruction
- Provide additional, appropriate support to students who are not meeting grade level expectations through classroom interventions, LAC, home, and other district supports as available
- Use Reading/ Writing 44 strategies and graphic organizers to support student writing including Kidspirations and Inspirations
- Provide teachers with Instructional Intelligence cards to support instruction in writing

**Evidence: (Quantitative)**

<b>June 2007 Grade 1 Cohort - Third Term Report Card Data</b> (1 student = approx. 4%)						
	Grade Level	Not Yet Meeting Expectations	Approaching Expectations	Total	Change	Target (+ Direction)
2007	1	8.00%	24.00%	32.00%	NA	NA
2008	2	0.00%	43.48%	43.48%	-11.48	-
2009	3					

<b>June 2008 Grade 1 Cohort - Third Term Report Card Data</b> (1 student = approx. 4%)						
	Grade Level	Not Yet Meeting Expectations	Approaching Expectations	Total	Change	Target (+ Direction)
2008	1	28.57%	28.57%	57.14%	NA	
2009	2					
2010	3					

June 2008 Kindergarten Cohort - Third Term Report Card Data						
	Grade Level	Not Yet Meeting Expectations	Approaching Expectations	Total	Change	Target (+ Direction)
2009	1					
2010	2					
2011	3					

### Objective 1.4:

**To improve the success rate of Aboriginal students in reading performances.**

#### Strategies:

- **In addition to the above strategies outlined for Goal # 1**
  - Use resources and materials containing relevant First Nations content
  - Provide support through First Nations Resource Workers Essential Skills programs
  - First Nations Support Worker provide in-class support through Guided Reading and Novel studies and cultural enrichment
  - Assess supports available through the Squamish Band
  - Provide a homework club and or tutoring service for Aboriginal students

#### Evidence:

*Teachers observe that students are aware of and demonstrate use of a variety of reading strategies. Students overall are making progress with reading comprehension and vocabulary even when not meeting standardized grade level expectations.*

### Objective 1.5:

**To improve the success rate of Aboriginal students in writing performances**

#### Strategies:

- **In addition to the above strategies outlined for Goal # 1**
  - Use resources and materials containing relevant First Nations content
  - Provide support through First Nations Resource Workers Essential Skills programs
  - First Nations Support Worker provide in-class support through Guided Reading and Novel studies and cultural enrichment
  - Assess supports available through the Squamish Band
  - Provide a homework club and or tutoring service for Aboriginal students
  - Provide Neo's or Alphasmarts to support written output

#### Evidence:

*Teachers observe that students are aware of and demonstrate use of a variety of strategies when performing written tasks such as story writing and report writing. Students overall are making progress in the quality and quantity of written output even when not meeting standardized grade level expectations.*

## School Goal 2:

To Improve Mathematics Success for students identified as below grade level in numeracy skills in Grades 4-6

### Goal Rationale:

The School Planning Council (in consultation with parents and staff) has reviewed the relevant data and identified a need to increase Numeracy skills and math literacy for all students from Grades K-7.

The Ministry of Education, School District 44 and the local Aboriginal Community have identified Aboriginal students as a population needing additional support to improve academic performance. As a school with a significant Aboriginal population (15%) the School Planning Council (in consultation with parents, staff and specifically parents of Aboriginal students) has chosen the objectives below.

### Objective 2.1:

**To improve numeracy skills of at risk students from grades 4 to 6 as identified by report card data.**

#### Strategies and Structure:

- Investigate assessment tools for numeracy (Revised Math 44)
- Use UBC Kindergarten Numeracy assessment results to guide teaching practice and provide extra support and interventions as necessary at the Kindergarten level (longitudinal study)
- Provide remedial support (whenever possible) to students performing below grade level in mathematics. ( Platooning at intern provide more direct support for all kids)
- Implement Continue to upgrade math resources.
- Use manipulatives as a teaching strategy
- Implement Math 44 document continue to use a h to instruction and assessment
- Provide training in-service opportunities to teachers and staff members implementing new numeracy activities as needed

### Baseline:

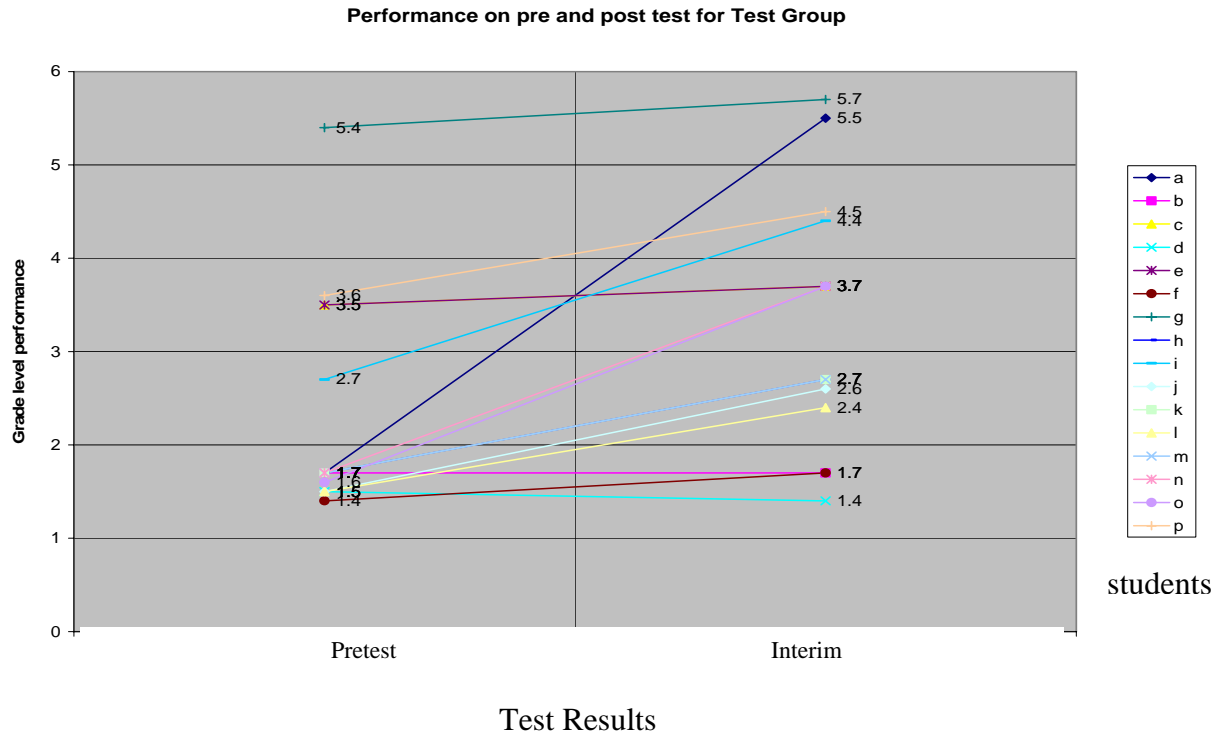
The fifteen most at risk students will be assessed on Math Academy to determine baseline and progress will be monitored. Initial assessment of the at-risk students shows all to be performing at the Below Basic Performance level.

### Target:

To demonstrate improvement in the numeracy performance of at risk students as reflected by their progress in the Math Academy.

**Evidence:** Data shows that 10 of the 15 students showed progress of between 1 to 3 grade levels over the course of 7 months. The other 5 showed minimal progress during the same period. Teachers report that student's confidence in math is improving with continued use of manipulatives, Math academy support and the introduction of math journals. This is true for all students, not only those in the remedial group.





**Objective 2.2:**  
**To improve the numeracy proficiency of Aboriginal students**

**Strategies/Structures:**

- In addition to the above strategies outlined for Goal # 2
  - Provide additional support through First Nations Resource Teacher
  - Investigate and make use of resources and materials containing relevant First Nations content
  - Provide opportunities for teachers to attend district workshops on Universal Design as a way to present math and math language in a format more accessible to Aboriginal Students

**Evidence: (Quantitative)**

*56% of the at-risk group is of aboriginal decent .Of this 56%; all have made some progress using the math academy in conjunction with direct remedial instruction.*

**Evidence: (Qualitative)**

*The aboriginal students who are at risk in math appear to be more on task in the remedial group setting and more confident. It is a smaller group with more one-to-one teaching available.*

Due to the concern that the data is based on a small sample and that more detailed data would be singling out a particular group, the SPC in consultation with parents is invoking the Freedom of Information and Protection of Privacy legislation. The data is embedded in the whole school data, and is available upon request.

### School Goal 3:

To increase the number of students reporting feelings of school being a safe, caring, healthy learning environment.

#### Goal Rationale:

Based on the September assessment, the Westview Safe and Caring School Committee (in consultation with parents, staff and students) has set the following two objectives as priorities using the Safe and Caring Schools Performance Standard.

#### Objective 3.1

To increase student adherence to the Code of Conduct.

##### Strategies/ structures:

- On-going review and revision of the school code of conduct by staff, students, and parents to ensure that it comply with provincial standards.
- Repeated and regular review of expectations with classes
- Continue to Post the Code of Conduct in the school and in the classrooms
- Train grade 6's as Peer Counsellors and use them as leaders on the playground
- Develop leadership in Gr. 6 & 7 students – i.e. Community Services, Office Monitors, Student Hosts for Weekly Assemblies, and student council (Grade 1 to 7) and Morning Messages over the PA, Action schools leaders, Playground leaders
- Continue to implement Action Schools program
- On-going implementation of Big Brothers of Greater Vancouver In-School Mentoring program including teen mentors from Carson Graham Secondary
- Provide learning opportunities through presentations, performances and training sessions for students in the area of personal safety - i.e. Safeteen, Anti-Racism, Pre-teen Girls Group, Anti-Bullying, Violence is Preventable, Injury Prevention and class meetings, Liason Officer Talks
- Staff continues to participate in committees, workshops and events to support success of Aboriginal students
- Encourage and promote nutrition (Fruit and Veggie Program, Hot Lunch), punctuality and attendance
- Inform staff of available abuse prevention training

##### Evidence: (Quantitative)

Key Performance Measure: (1 student = approx. 3 to 4%)	Baseline	Actual	Target
Student Satisfaction Survey response Q -14,16 * 2005	79.2%		To continue + trend
2006		83.7%	+
2007		86.25%	+
2008		87.5%	+

\* Q14 – Do you feel safe at school? Q16-Do you know how your school expects students to behave?

**Objective 3.2 To increase the reported sense of belonging for all students but in particular for the Aboriginal Students.**

**Analysis/rationale:**

It has been clearly seen that a students feeling of belonging directly impacts upon their learning. With this in mind we felt it important to document our strategies for accomplishing this in order to keep it at the fore front of our efforts.

**Strategies:**

- o Provide opportunities for leadership through Peer Counsellor training, babysitter training and assembly hosts
- o Promote cultural awareness through art (weaving, cultural project with Carson Graham Secondary, whole class art and socials projects)
- o Visible minority role models and content (i.e. First Nations art, literature)
- o Student work prominently displayed
- o Community building with secondary school through mentoring and coaching opportunities where secondary students volunteer in the elementary school
- o Provide opportunities to attend district training on Universal Design Model in order to provide support in adapting curriculum for special needs students

**Evidence: (Quantitative)**

<b>Key Performance Measure:</b> (1 student = approx. 3 to 4%)	<b>Baseline</b>	<b>Actual</b>	<b>Target</b>
Student Satisfaction Survey response Q – 17* 2005	72%		To maintain trend
2006		90%	+
2007		90%	+
2008		82%	-

\* Q17- Do your teachers care about you?

**Evidence: (Qualitative)**

The staff has observed a steady increase in the comfort and confidence of our aboriginal students in the school. This extends to our families who are more and more frequently coming into the school to get and to share information about their children.

**Connections:****Connections to Family of School's School Plans and/or District Achievement Plan:****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. Based on the recommendations from a recent district review, the new district achievement plan will reflect school goals and objectives. North Vancouver School District, with the support and input of its stakeholder groups, has designed a clear and well thought out set of guidelines, with models and procedures that allow for school uniqueness while being mindful of district directions for improving student achievement.

**Evidence of Connections between the District Achievement Plan and Westview's School Plan:**

- North Vancouver School District supports the uniqueness of its schools while maintaining the focus on improved student achievement by specifying the parameters under which unique school goals are set, including analysis/rationale, data sources, district standards, and current school standards.



Westview's School Plan is aligned with the District Safe and Caring Schools Goal, Literacy Goal and Aboriginal Achievement Goal.

- North Vancouver School District has a clear goal to provide safe and caring school environments for all students, supported through the District-developed *Safe and Caring Schools Guide* and the annual *Safe Schools Assessment*. These documents are used and are reflected in the Westview school plan.
- The District Plan highlights the importance of aboriginal awareness and aboriginal achievement. Westview's School Plan acknowledges and promotes awareness of Aboriginal issues to its school community through use of culturally diverse materials, the Aboriginal Book Bin, participation in First Nations programs, the support of a First Nations Support Worker, and guest performers and speakers. Pride in the First People's culture is a core component of many school events.
- Westview school plan focuses on the importance of early intervention, particularly with respect to reading, and annually assesses and reassesses the performance of Kindergarten students in careful and routine ways.

### **Connections to Family of School's School Plans:**

- Principals meet frequently in our Family of Schools, discussing school directions, issues, instructional initiatives and concerns, and the progress of School Plan implementation. Our Family of Schools works together to create a positive climate and to build a community in which students feel connected to Carson Secondary School from the early years of their education.
- As per Ministry direction, our Family of Schools has reviewed and developed expanded school Codes of Conduct, including student expectations and consequences for behaviour.
- Carson Family of Schools met as a large group to discuss changes to the School Planning Process which allowed for members to work and consult each other rather than working in isolation.

**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, 2009.

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

Date: April 30, 2009

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Yolande Martinello	<i>Original Document signed by SPC Members</i>
Teacher	Not currently participating	
Parent	Stephen Muhleisen	
Parent	Chena Binns	
Parent	Paul Frost	

**Board Approval of School Plan:**

*Approved by:*

**Dave Pearce, Assistant Superintendent**  
**June 15, 2009**