



School Growth Plan 2024/2025

School: Westview Elementary
Principal: Jennifer Kennedy
Vice-Principal: Michelle Shipley

Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

Our Story

Westview Elementary, which opened in 2010, currently accommodates 360 students in 15 divisions. Westview is the largest elementary school and engages a diverse student population from all over the Westview area as well as from the City of Powell River and qathet region. Westview regularly welcomes the district and community to share in our building through the Multipurpose (Community) Room and large gymnasium.

Westview Elementary has a very dedicated staff who work hard to meet student learning needs. Academics are of utmost importance, and Westview is also known for a commitment to music and athletic programs. There is great support of the school by community members, many of whom were Grief Point/Westview students as well.

Westview Elementary has a very active PAC who organize numerous fundraisers and volunteer throughout the school to support teachers, field trips, school wide events, and the purchasing of sports equipment for our students.

Even though the school is just over ten years old, there continues to be excitement within the school and our wider school community about the “new” school and its ability to provide excellent, innovative, and creative learning opportunities for all students.

Our Learners

What we know

- Our learners are diverse: in interests, ethnicity, and socio-economically
- 10% of our learners are of Aboriginal Ancestry
- 11% of our learners have documented exceptional need (and a learning plan)
- 8% of our learners require ELL support (and are new families to Canada)
- Some of our learners are not reading at grade level but most students are improving reading year-over-year
- Many of our learners enjoy being at school

Goal 1

Focus on foundational learning in literacy and numeracy to improve achievement for all learners.

- We want our students to experience growth* in their reading every year.
- We want to nurture readers who are passionate, responsive and feel empowered to access challenging texts with skills and strategies that work for them.
- We want to create readers who read to enjoy, and who read to learn.
- We want students who leave Westview to take with them the passion and stamina to be lifelong readers.
- We want students to be improving in their number fluency and numeric understanding every year.

Actions

- Additional literacy-based professional learning resources for teachers through intervention teacher
- *One School, One Book*
- DEAR opportunities
- Book clubs (intermediate and primary) in the library space (might be during the time when students usually eat lunch They could bring lunch into library to eat and talk books)
- Information Literacy learning in the library
- Open library for families to access
- Increase intervention/reading materials budget to ensure there are enough leveled readers to support reading science programming.
- Increase library budget to improve collection and circulation
- Increase PD budget for literacy- or numeracy-based professional learning resources
- Explicitly share school goal of literacy learning with PAC and encourage their support (financial and time).
- Explicitly share school goal of literacy and numeracy learning with school community via website, social channels and school-home communications
- Collaboratively create information for families about literacy learning at home.
- Continue the DIBELS assessment cycle with fidelity
- Utilizing assessments (DIBELS, classroom), work with classroom teachers and intervention staff to implement and identify and target Tier 2 and Tier 3 interventions
- Support the implementation of Primary Literacy Framework
- Reading Interventions, including
 - Smaller groups and or more targeted interventions
 - More intervention time (continue with primary focus)
 - Improvements in T1 reading instruction, targeting teachers that are interested (Reading Rev in Gr. 4-5)
- Community Survey(s)

Evidence

- DIBELS assessment data
- Learning Update (Report Card) data
- Survey Data
- Increased library circulation
- Improved parent/community participation in reading-based events including DEAR and OSOB
- Street data
 - Student via class conversations and student council feedback
 - Family communication via PAC meetings, conversations, IEP meetings, informal conversations, surveys

Goal 2

Continue to create and promote culturally safe, welcoming, and inclusive learning environments through intentional learning activities and supportive structures.

- We want to emphasize the importance of community, not only in our name, but our classrooms, hallways and outdoor spaces.
- We want our school to be a safe, inclusive, and responsive environment that supports all learners.
- We want our school to be a culturally-sensitive place where all students and families feel welcome.
- We want families to feel comfortable in the school and take an active role in supporting both classroom learning and learning at home.

Actions

- House teams rebranding indigenized logos and intentional learning about the design process, house team animal significance (PAC involvement)
- Using ʔayʔajuθəm on morning announcements and in classroom settings
- Increasing visibility of ʔayʔajuθəm throughout the school
- Learning Coast Salish anthem in music classes and singing at assemblies (with drumming)
- Cross-grade (buddy) activities
- Intermediate student council to increase student voice
- Increase number of community experts and diverse individuals coming into our spaces
- Publish a “ways to get involved” calendar at the onset of the year so parents/community members can more easily be available to support the school
- Increase activities that support positive family connections to school
- Make learning public, visible
- Ensure diversity is represented in our materials and resources (book and text reviews)
- Continues to support and expand GSA
- Improvement in social media sharing, including adding Facebook platform for content sharing
- Parent/guardian surveys
- Student surveys

Evidence

- Increase in visual welcome
- Increase in indigenous presences (artwork, language) throughout the building
- Change of physical space to support diverse needs (classroom furniture, foyer, washroom etc)
- Improved parent/community participation in classroom or school-based events, including learning fairs and concerts
- Survey data
- Street data
 - Student via class conversations and student council feedback
 - Parent/community via PAC meetings, informal conversations and surveys
 - Improvement in school social media engagement

Our Story is Beyond

Westview Elementary values the relationships with our students, staff families and community partners to create deep, creative and purposeful learning opportunities for all.