



School Growth Plan

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.

Content:

The following content will be used to create School Growth Plan documents and/or website pages for each school and department. Please also email three pictures to the Director of Communications: an image to go with *Our Story*, an image to go with *Our Learners*, and an image to go with *Our Story is Beyond*.

Our Story

Westview Elementary is a vibrant school of 360 students in 15 divisions, housed in a modern LEED-certified facility that opened in 2013. With full enrolment and a strong connection to the Westview community, our school is a lively hub for children and families.

The Westview Way – being kind, safe, respectful, and responsible – anchors our identity, alongside a strong tradition of athletics, active living and student leadership. Our student population is becoming increasingly diverse, with more than eight languages other than English spoken at home, adding richness to our community and daily learning.

We are proud of our strong, dedicated teaching and support staff who work together to create welcoming spaces and engaging learning opportunities. At the same time, we continue to face challenges, including supporting all learners to achieve at grade level in literacy and numeracy and ensuring students are consistently ready to learn socially and emotionally. These challenges drive our commitment to growth and improvement.

Our Learners

Westview Elementary serves a diverse community of 360 students across 15 divisions. Our learners bring a wide range of experiences, cultures, and languages that enrich the school community.

- **Indigenous Students:** Approximately 9% of our students identify as Indigenous (First Nations or Metis).
- **English Language Learners (ELL):** More than eight languages other than English are spoken at home, and about 6% of our students are formally identified as English Language Learners requiring additional support. This diversity strengthens our classrooms and fosters opportunities for cross-cultural understanding.
- **Students with Diverse Abilities and Needs:** About 12% of our learners have identified diverse learning needs and receive additional supports through Individual Education Plans or other accommodations.
- **All Learners:** Beyond identified groups, our school community includes students with a wide range of strengths and challenges. We recognize that not all students are reading at grade level or consistently ready to learn, and we see it as our role to support growth in both academic and social-emotional areas.

Together, our learners reflect the changing and growing diversity of the Powell River region. They are at the centre of our planning and are the reason we continue to refine our practice, strengthen relationships, and create learning environments where all students feel they belong and can succeed.

Inquiry Question

What strategies help students grow in reading and math while also feeling connected, supported, and ready to learn?

Goal 1

Improve Literacy and Numeracy Achievement for All Learners

Alignment Note:

*This goal reflects the **First Peoples Principle of Learning** that “Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).” By embedding Indigenous texts, story, and place-based numeracy into daily instruction, we make foundational learning meaningful and connected.*

*It aligns with the **SD47 Strategic Plan** by prioritizing **Foundational Learning** in literacy and numeracy, advancing **Equity** for all learners, and contributing to **Transforming Learning Environments** through culturally grounded and innovative practices.*

Action

- Use common literacy and numeracy assessments (e.g., DIBELS, district numeracy assessments) to identify needs, monitor growth, and adjust instruction. Use opportunities to engage staff in these processes inside and outside their classroom to better develop understanding around purpose.
- Strengthen Tier 1 instruction through evidence-based strategies that emphasize clarity, scaffolding, and student engagement.
- Embed Indigenous perspectives and the First Peoples Principles of Learning by including Indigenous literature, oral storytelling, and place-based contexts in literacy and numeracy instruction.
- Align classroom, intervention, and Learning Services supports to create seamless, equitable pathways for student growth.
- Collaborate with families, community partners, and district initiatives to extend literacy and numeracy opportunities beyond the classroom.
- Celebrate student growth in reading, writing, and numeracy alongside arts, athletics, and other achievements, reinforcing the value of learning in all its forms.

Evidence

- Growth in student achievement data (literacy and numeracy) at both individual and cohort levels, disaggregated by subgroups (Indigenous learners, ELL, diverse abilities).
- Classroom observations and student work demonstrating use of Indigenous texts, story, and local/place-based numeracy examples.
- Teachers report increased clarity and confidence in delivering foundational skills, with evidence of collaborative use of assessment data.
- Student reflections or self-assessments showing increased confidence and engagement in core learning.
- Visible examples of learning showcased in classrooms, hallways, assemblies, and school communications.

Goal 2

Build a Connected, Caring, and Collaborative School Community

Alignment Note:

*This goal reflects the **First Peoples Principle of Learning** that “Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.” By co-creating school culture with shared values and responsibilities, we honour relationships and foster belonging.*

*It aligns with the **SD47 Strategic Plan** by advancing **Belonging** and **Wellness** for students and staff, supporting **Truth and Reconciliation** through Indigenous perspectives, and elevating **Student Voice** as a key driver of positive culture.*

Action

- Co-create and explicitly teach school-wide SEL and behaviour expectations, rooted in the Westview Way and connected to FPPL (e.g., recognizing relationships, identity, and responsibilities).
- Develop consistent routines and shared language across classrooms and common spaces that promote safety, respect, and belonging.
- Engage with Indigenous partners and community members to ensure school culture reflects Indigenous values, local knowledge, and reconciliation commitments.
- Protect staff collaboration time to align practices, share strategies, and promote staff wellness, consistent with district priorities.
- Create structures for student voice and leadership that amplify diverse perspectives, including Indigenous and ELL students.
- Celebrate kindness, contributions, and progress of both students and staff in multiple, visible ways.

Evidence

- Improved school climate data: reductions in office referrals, positive behaviour tracking, and student survey results showing stronger sense of belonging and safety.
- Staff surveys and feedback indicating improvements in wellness, collaboration, and clarity around shared expectations.
- Student leadership activities and contributions evident across grades, with broad participation across cultural and linguistic backgrounds.
- Examples of SEL and behaviour language connected to FPPL visible in classrooms, hallways, assemblies, and community communications.
- Feedback from Indigenous families and community partners on the cultural safety and inclusiveness of school initiatives.
- Documented recognition of student and staff contributions in newsletters, assemblies, and classroom practices.

Our Story is Beyond

Our story is beyond academics. It is about belonging, connection, and pride in our community. At Westview, we honour diversity, celebrate learning in all its forms, and nurture students to grow as confident, caring people who know themselves, their place, and their responsibilities.