

WESTWOOD ELEMENTARY SCHOOL



Westwood Elementary school is located in the heart of Prince George. We are within walking distance of the CN Centre, Prince George Aquatic Centre, PG Tennis Club, Prince George Secondary School, OVERhang Outdoor Centre, amongst others. Our Parent Advisory Group (PAC) is an active participant in the South Bowl Community Association.

Westwood enrolls 200 students representing a wide variety of cultures. We reside on the traditional territory of the Lheidl T'enneh and have 65 aboriginal students representing a number of nations. Our school has a strong Aboriginal Education cultural, language and support program. For the 2017 – 2018 year, Westwood has an Elder in Residence program; we also practice the teachings of the 7 grandfathers.

We have 9 classroom divisions with an experienced support staff. We have a three tiered approach to supporting all learners in being successful both Social / Emotionally and Academically. Our strong Fine Arts Program instills knowledge with all Westwood students

We have a strong community connection. The Westwood PAC partners with the Rotary club and the Sinclar Group to provide breakfast to any child every school day. In addition, we have a newly renovated meals / support room where we provide a lunch program for students.

Westwood's Elder in residence program is connected to Elder/Knowledge Holder Ronnie West. Ronnie's Hereditary Chief name is: Ja Dim Ska Nees. Ronnie is from the Lake Babine Nation.



Westwood has embraced the new Applied Design, Skills and Technology curriculum. A new program is our Culinary Arts and Food Studies for our intermediate students.

Data Summary

Literacy is a continued focus for Westwood staff. In 2016 – 2017 we used the Early Learning Program to assess our pre-readers and DRA, Diagnostic Reading Assessment, to assess our primary grade readers. In 2017 – 2018 Westwood is following a district move to use the Fountas & Pinnell Baseline Assessment System. In 2017 – 2018 we are using the Jerry Johns – Basic Reading Inventory, to assess our intermediate students, to allow our staff to-respond to our students’ needs. We will also update the year to year comparison data to guide best practice.

In our primary classes we will continue to use Joyful Literacy strategies, Daily 5 and Café Strategies. In our Intermediate grades we will use the BRI to help guide student literacy development.

Numeracy assessments demonstrates the success at different grade levels. Our grade 7 numeracy results are concerning. This data tells us that we need to focus on Numeracy as a school. We will be begin the use of “Number Corners” from the Bridges Program to support primary learners, and continue to use a variety of resources (Math Makes Sense; Math Focus to build math capacity in the intermediates.

| Literacy | | |
|--------------------|-------------|-----------------------------------|
| Assessment Measure | Grade Level | % of Student Meeting Expectations |
| CAT – Reading | 6 | 88 |
| CAT - Vocabulary | 6 | 60 |
| CAT – Writing | 6 | 72 |
| CAT- Spelling | 6 | 72 |
| FSA – Reading | 7 | 65 |
| FSA - Writing | 7 | 70 |
| FSA – Reading | 4 | 55 |
| FSA –Writing | 4 | 71 |

| Numeracy | | |
|----------------------------------|-------------|-----------------------------------|
| Assessment Measure | Grade Level | % of Student Meeting Expectations |
| CAT - Mathematics | 6 | 72 |
| CAT – Computational & Estimation | 6 | 68 |
| FSA Numeracy | 7 | 40 |
| FSA Numeracy | 4 | 63 |



Aboriginal Student Learning

All Westwood students have access to support, culture and language development from our Aboriginal Education Worker, Community Schools Coordinator, Principal and Staff. First Peoples Principles of Learning are valued by staff and students. Our teachers have asked for more connections with Elders and curriculum resources staff. In coordination with the Aboriginal Education department we have initiated an Elder in residence program utilizing Elder/Knowledge Holder Ronnie West. We will continue to look for opportunities to have land based learning opportunities.



Skills, Trades and Careers We are making strides towards “providing opportunities and experiences for all students in School District No 57 to develop Career Pathways that align with their skills, knowledge, values, and dispositions.

We have the following opportunities that our staff will focus on:

- Developing a focused area in the school that allows for a focus on MakerSpace, Applied Designs, skills and trades. This will allow students to use multiple types of materials to participate in creative endeavors.
- Connecting our Kindergarten and Grade 1 classes to community agencies / jobs. We are connecting to Doctors, Fire fighters, paramedics, etc.
- Canfor Elementary Trades program. We will have 2 cohorts of grade 7 students who will participate in this weekly activity
- Utilize our kitchen to develop a culinary arts / food skills ASD curriculum program



District School Plan for Student Learning

2017-2021

Learning

An inclusive learning environment that provides high quality instruction and learning experiences.

Critical thinking, creativity, problem solving and growth mindset are considered central to academic, social and emotional learning

- ✓ All students will master fundamental academic skills to their individual potential, including literacy, numeracy and knowledge of the sciences.
All students will master multiple literacies, including: artistic, cultural, environmental, financial, linguistic, physical, social/emotional and technological.
- ✓ All students will master healthy social and emotional competencies to their individual potential, including self-awareness, resilience, motivation and adaptability.
- ✓ All students will seek to achieve physical, emotional and social wellbeing and be prepared to participate fully as an educated local and global citizens

Engagement

A community of parents, families, community organizations and community leaders who are broadly and meaningfully engaged in students' learning.

- ✓ Support a community of parents, guardians, families, community organizations and community leaders who are broadly and meaningfully engaged in students' learning.

Opportunity

A learning environment that provides our community of learners with the opportunities needed to achieve their short and long-term goals.

- ✓ Increase the overall academic, literacy, numeracy, transitions and overall graduation rates of Aboriginal students
Increase the knowledge and skills of environmental stewardship and Traditional Environmental Knowledge for all students and educators
Increase Aboriginal Ways of Knowing to support learning for all students, educators, administrators and staff
Increase a sense of belonging, cultural safety and identity for Aboriginal students
- ✓ Provide opportunities and experiences for all students to develop Career Pathways that align with their skills, knowledge, values, and dispositions
- ✓ To provide a learner focused, responsive and flexible education for all students



ALL STUDENTS WILL MASTER FUNDAMENTAL ACADEMIC SKILLS TO THEIR INDIVIDUAL POTENTIAL, INCLUDING LITERACY, NUMERACY AND KNOWLEDGE OF THE SCIENCES.

ALL STUDENTS WILL MASTER MULTIPLE LITERACIES, INCLUDING: ARTISTIC, CULTURAL, ENVIRONMENTAL, FINANCIAL, LINGUISTIC, PHYSICAL, SOCIAL/EMOTIONAL AND TECHNOLOGICAL.



School Specific Goals

- Westwood students and staff will use critical thinking and problem solving using with growth mindsets strategies to meet their fullest potential
- Students will read at grade level
- Students numeracy skills will improve
- Student achievement on selected District-wide longitudinal benchmark assessments will meet or exceed grade level or IEP expectations

Achievement Strategies

- Ensure all teachers have the learning resources they need to support literacy and numeracy teaching and learning
- Teacher supported academic intervention programs include LLI (Levelled Learning Interventions Fountas & Pinnell), Bridges Math,
- Support primary staff in the use of ELP, F & P and performance standards.

Quality Indicators

- Student achievement with BC educational assessments, district and school measures.



ALL STUDENTS WILL MASTER HEALTHY SOCIAL AND EMOTIONAL COMPETENCIES TO THEIR INDIVIDUAL POTENTIAL, INCLUDING SELF-AWARENESS, RESILIENCE, MOTIVATION AND ADAPTABILITY.

ALL STUDENTS WILL SEEK TO ACHIEVE PHYSICAL, EMOTIONAL AND SOCIAL WELLBEING AND BE PREPARED TO PARTICIPATE FULLY AS AN EDUCATED LOCAL AND GLOBAL CITIZENS

School Specific Goals

- Students will choose and display behaviors that demonstrate respect for self, others.
- Students will make healthy personal and social choices

Achievement Strategies

- Structure YCW support and Choices (social emotional support room) within the Student Support Services District YCW model
- Develop SEL support programs that can be offered on an ongoing basis.
- Continue to provide student leadership development by the Community Schools Coordinator
- Develop focused foods / culinary arts groups to support students who are experiencing social emotional issues

Quality Indicators

- Students basic needs for food will be met
- Student Learning Survey

SUPPORT A COMMUNITY OF PARENTS, GUARDIANS, FAMILIES, COMMUNITY ORGANIZATIONS AND COMMUNITY LEADERS WHO ARE BROADLY AND MEANINGFULLY ENGAGED IN STUDENTS' LEARNING.



School Specific Goals

- Connect Parent Advisory Council, Rotary Club and Sinclar Group with Westwood Staff and students

Achievement Strategies

- Ongoing communication with PAC and Rotary club.

Quality Indicators



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INCREASE THE KNOWLEDGE AND SKILLS OF ENVIRONMENTAL STEWARDSHIP AND TRADITIONAL ENVIRONMENTAL KNOWLEDGE FOR ALL STUDENTS AND EDUCATORS

INCREASE ABORIGINAL WAYS OF KNOWING TO SUPPORT LEARNING FOR ALL STUDENTS, EDUCATORS, ADMINISTRATORS AND STAFF

INCREASE A SENSE OF BELONGING, CULTURAL SAFETY AND IDENTITY FOR ABORIGINAL STUDENTS



School Specific Goals

- Increase the overall academic, literacy and numeracy levels of Aboriginal Students
- Increase the number of Aboriginal students who can read at Grade level by the end of Grade three
- Increase participation and experiences of land-based learning for all students
- Increase awareness and commitment of environmental sustainability with the use of Traditional Environmental Knowledge (TEK) for all students
- Include Aboriginal perspectives in teaching and administrative practices that flow into the school and classroom environments
- Increase the visibility of Aboriginal languages within the classrooms and school communities
- Ensure classrooms are equipped with resources that embed language, culture and traditional Aboriginal ways of knowing

Achievement Strategies

- After School Academic Proficiency Program (ASAP)
- Increase the resources available to Westwood teachers that embed language, culture and traditional ways of knowing.
- Provide land based professional development workshops and training focus on environmental stewardship and land based learning
- Provide at least 2 opportunities for grade 6 or 7s to have an overnight land / water based cultural experiences
- Host at least one NID focused on teachers learning about and acquiring resources that embed language, culture and traditional ways of knowing.



- Increase the use of the carrier language during announcements, assemblies and the classroom
- Set up a series of session with Lauren Stelmaschuk, Aboriginal Education Support teacher with Westwood staff.
- Set up an Elder in residence program

Quality Indicators

- Increase in Numeracy levels as measured by Bridges program (Math) progress
- Increase in Literacy Levels as measured by Fountis & Pinnell BAS
- Decrease in the difference on education assessments between Non – aboriginal and aboriginal students
- Visibility of space, resources & equipment dedicated to TEK
- Completion of an Aboriginal Education self-assessment rubric
- Purchase of First nations curriculum resources.
- Attendance rates for Aboriginal students increasing over time.
- Tracking of use of Elder and Ab Ed Support teacher usage



PROVIDE OPPORTUNITIES AND EXPERIENCES FOR ALL STUDENTS TO DEVELOP CAREER PATHWAYS THAT ALIGN WITH THEIR SKILLS, KNOWLEDGE, VALUES, AND DISPOSITIONS

School Specific Goals

- Kindergarten / grade 1 will recognize some jobs available in the community
- Grade 5, 6 & 7 students will be connected to one ASD opportunity.

Achievement Strategies

- Provide funding to K & Gr 1 teachers to visit community
- Support staff in providing culinary arts /food skills learning opportunities to enable students to enhance skill development and personal growth.
- 50% of staff to have food safe courses

Quality Indicators

- 8 to 10 Grade 7 students will participate in the Canfor Elementary trades program.
- Grades 6 & 7 students will be exposed to culinary arts / food skills ASD curriculum program





TO PROVIDE A LEARNER FOCUSED, RESPONSIVE AND FLEXIBLE EDUCATION FOR ALL STUDENTS.

School Specific Goals

- Westwood will continue to utilize our three tiered approach to service delivery that focuses on prevention and early intervention.
- Westwood will anticipate, value and support diversity and learner differences.
- Westwood will work with Student Support Services to provide opportunities for ongoing access to professional learning for inclusive and specialized instruction

Achievement Strategies

- Work collaboratively with parents/guardians and Student Support Services in planning, problem solving and educational decision making
- Further enhance assessment capacity through training of specialized staff with expertise in inclusive and specialized support strategies
- Provide IEPs for all ministry identified students
- Have weekly SBT & EA meetings and Monthly ESBT meetings

Quality Indicators

- All EAs will have CPI training & Emergency First Aid Training
- Improved student academic achievement and school readiness behaviors
- Increase in number of Westwood staff registering for skill building opportunities as provided by Student Support Services as posted on PD Registration
- Enhanced performance by child/youth both academically and socially

Summary

Westwood has an incredible staff that are striving to meet the Literacy, numeracy and social / emotional goals of their students. Westwood staff work to first understand “who” we are teaching to better determine how and what we will be teaching. We are embracing the change to the BC curriculum and know we need to develop more First Nations resources. We are implementing a focused Fine Arts program led by a single teacher. The staff will continue to be advocates for the education and well-being of our students. We continue to encourage and look forward to parents, the Parent Advisory Committee (PAC), community and others working with us in partnership to support our students

