



WESTWOOD ELEMENTARY SCHOOL

School District No. 57 (Prince George)

2633 Vanier Drive Prince George, B.C. V2N 1V1

Phone: 250-562-3076 • Fax: 250-563-7952

Westwood OUTCOMES and REFLECTIONS

School Plan for Student Success 2021-2022

AUDIENCE	METHOD of COLLECTION	LEVEL	ASSESSMENT TYPE
ALL Students	Performance-Based	Classroom	Reading (Approaching, Meeting, Exceeding)
	Choose an item.	Choose an item.	Choose an item.
	Choose an item.	Choose an item.	Choose an item.
Indigenous Students	Performance-Based	Classroom	Reading (Approaching, Meeting, Exceeding)
	Choose an item.	Choose an item.	Choose an item.
	Choose an item.	Choose an item.	Choose an item.
Students with disabilities or diverse abilities	Performance-Based	Classroom	Reading (Approaching, Meeting, Exceeding)
	Choose an item.	Choose an item.	Choose an item.
	Choose an item.	Choose an item.	Choose an item.

School RESPONSE to the Data-Driven Dialogue

GENERATION What did you see?	INTERPRETATION What did you learn?	IMPLICATION What is your response?
Current data for reading assessments demonstrate there is a gap between indigenous and non-indigenous student results. Indigenous students appear to be achieving less growth than non-indigenous students. In addition, there is a greater gap between the primary results and the intermediate results.	<p>It appears as though the gap between indigenous and non-indigenous students begins to close as students moved into the intermediate grades.</p> <p>As a staff we need to work toward finding interventions that are more conducive to indigenous learners. In addition, we need to continue using our current reading support model for all primary students and ensure our reading programs have a broad range of relevant Indigenous books and resources.</p>	<p>As a staff we will work toward finding interventions that are more conducive to the indigenous learners at Westwood. In addition, we will continue to use our current reading support model for primary students and continue to add resources that are relevant to the local indigenous community.</p> <p>We will also call upon the Indigenous Education department to help assist primary teachers with a specific focus on supporting indigenous students in the area of literacy.</p>



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Plans to IMPROVE STUDENT LEARNING in School Plan for Student Success 2022-2023

AUDIENCE	Grade Level	ASSESSMENT TYPE	CURRENT LEVEL of ACHIEVEMENT (%)	TARGET LEVEL of ACHIEVEMENT (%)
ALL Students	Early Primary	Reading	80% (approaching, meeting, exceeding)	90%
	Late Primary	Reading	65% (approaching, meeting, exceeding)	75%
	Early Intermediate	Reading	69% (approaching, meeting, exceeding)	79%
	Late Intermediate	Reading	71% (approaching, meeting, exceeding)	81%
	Choose an item.	Choose an item.		
Indigenous Students	Early Primary	Reading	27% (approaching, meeting, exceeding)	37%
	Late Primary	Writing	33% (approaching, meeting, exceeding)	44%
	Early Intermediate	Reading	60% (approaching, meeting, exceeding)	70%
	Late Intermediate	Reading	67% (approaching, meeting, exceeding)	77%
	Choose an item.	Choose an item.		
Students with disabilities or diverse abilities	Early Primary	Reading	50% (approaching, meeting, exceeding)	60%
	Late Primary	Reading	39% (approaching, meeting, exceeding)	49%
	Early Intermediate	Reading	50% (approaching, meeting, exceeding)	60%
	Late Intermediate	Reading	54% (approaching, meeting, exceeding)	64%
	Choose an item.	Choose an item.		

Summary Statement and Reflections on Outcomes:

Our reading data shows that literacy should remain a focus at our school in the coming years, as a substantial number of our students are not approaching, meeting, or exceeding expectations (as shown by our BAS reading assessments). Westwood staff will continue to focus on professional development related to best practice and instructional methods that support struggling readers, and explore new support models that support growth in this subject area. While our data shows that the strategies we are using are somewhat effective (each year the number of students approaching, meeting, or exceeding expectations has increased in some areas), it is critical that we continue to be diligent, focusing on the needs of students in our classrooms so all students can meet a



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suitable level of success. We need to continue to support Indigenous students specifically, utilizing the supports we have in the school, and the district, to target areas of need and showcase areas of strength to build confidence and celebrate success.