



School: Westview Secondary

Principal: Darren Rowell

Assistant Superintendent: Shannon Derinzy

A. Goal

Goal 1: Promote Engagement, Place and Purpose.

B. Rationale

The goal category that received the most staff feedback at our spring 2019 school planning retreat was to Promote Engagement, Place and Purpose. How do we engage all students and specifically target students who are displaying a lack of connection to our school community? Staff feedback included the following: (1) Create additional supports for students who are school avoiders and don't fit (outliers) the typical school structure. (2) Assist students to develop a greater attachment to their school.

C. Action Plan (List specific actions, school level and district level resources or structures used)

A targeted support model was developed for at-risk students that aligns with Westview's full-inclusion Learning Services model. This new support model includes a dedicated space for students that is comfortable, inviting and allows for a sense of student ownership. It also allows for targeted case management that is better able to utilize school resources and allows for improved case manager communication with classroom teachers to support student learning, success and engagement to school. Supports include: two Education Assistants (EAs), Alouette Addictions counselor - weekly working out of that space on Tuesdays, Aboriginal support worker (ASW) - twice daily check-ins, and child care worker (CCW) - monitoring attendance.

Our Learning Centre (LC) was also re-imagined with Engagement, Place and Purpose as its focus. The LC is now in a large learning space that includes all four grade level support teachers and EAs. The LC space also has accessible technology and flexible seating (e.g. bean bag chairs) that support student needs. At the heart of this change, four teachers sharing this space allows for one teacher to support learning in the LC while three teachers push-out each block and support students in their classes. It also allows for co-teaching and additional targeted student supports. This new structure fully aligns with our full-inclusion model.

Developing a strong student voice will be an increased emphasis this year that will allow us to assist students to develop a greater attachment to their school. Current focus includes creating more learning spaces outside classrooms and planning a Student Forum for spring 2020.

D. Evidence / Data (How will you measure success?)

Anecdotal data will be collected to determine the impact of changes to our Learning Services model. Data will include: (1) Feedback from classroom teachers regarding their ability to support students, (2) Feedback from EAs, (3) Student feedback from students who use our Learning Services spaces, (4) Baseline attendance, grade, and discipline data in this first year to gauge impact moving forward. Anecdotal data will be collected to determine the impact of providing additional and authentic opportunities for students to exercise Student Voice.

To measure connection to school for 2019-20, the Grade 10 Student Learning Survey data will be used to determine growth and progress.

We will also use our 2019-20 school-based Report Card data to build student support plans dynamically throughout the year. The December 2019 report card identified: 20 (15%) Grade 8 students with two or more Incompletes and 10 (8%) with multiple marks in the emerging range. 25 (20%) Grade 8 students with two or more Incompletes and 9 (7%) with multiple marks in the emerging/C-range. The most significant cohort is in Grade 10 where 45 (25%) students had two or more *Incompletes* and 18 (20%) with multiple marks in the C-range. Intervention strategies are being put in place to support these students who are struggling academically.

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A. Goal

Goal 2: Social Emotional Learning (SEL).

B. Rationale

Social Emotional Learning is tied to the Maple Ridge – Pitt Meadows School District No. 42 vision, which is for every individual to feel valued and for all learners to reach their potential. One of our goals this year is to intentionally focus on SEL in order to support all individuals in their development as successful learners, and as respectful, caring and responsible members of society. More specifically, at Westview, there is a desire to foster resilience, confidence and the drive of our students, and for students to be more supportive of each other and to treat each other well.

C. Action Plan (List specific actions, school level and district level resources or structures used)

Breaking Down the Walls (Sept 30-Oct 2, 2019) is a program designed to unify, empower, and engage every student to create a positive and supportive campus culture. BDTW allowed our counselling team significant into the needs of our student population as measured by the ACE score. ACE score is a tally of different types of abuse, neglect, and other hallmarks of a rough childhood. According to the Adverse Childhood Experiences study, the rougher your childhood, the higher your score is likely to be and the higher your risk for later academic, attendance, and health problems. According to our knowledge, in our grade 10 student population 30% have an ACE score of 2+ and 14% have score of 4+. However, we have incomplete knowledge of our students, so these numbers may well be higher.

Restorative Justice Pilot (Nov 2019). The purpose of the program is to intervene in peer conflict before it escalates, and to empower students as problem-solvers with the hope that resolutions are reached to reduce suspensions and conflict within the student community.

D. Evidence / Data (How will you measure success?)

Through *Breaking Down the Walls*, many students were made aware of the challenges facing so many of their peers. When there is an understanding of what may be going on for someone else, there is a greater likelihood of treating others with more compassion and care. The *Restorative Justice Pilot* will enable students to gain a better understanding of each other in a safe space which will help reduce conflict and help promote understanding. Together, we hope for more intentional, meaningful, and positive connections, thereby creating a safe space for learning and interaction!

To measure connection to school for 2019-20, the Grade 10 Student Learning Survey data will be used to determine growth and progress.

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A. Goal

Goal 3: Innovative Teaching Practices.

B. Rationale

The school district's mission and vision document states that the district has, "intentional support for ... collaboration ... and staff development." The Westview staff highlighted this as an area of focus and continued growth at a May staff gathering, mentioning particularly co-teaching, cross-curricular assessment, and cross-curricular collaboration opportunities. As Westview continues to pursue our desire to "inspire and encourage students to strive for excellence," a focus on innovative teaching practice to spark engagement and curiosity among our students in and out of the classroom is fitting.

C. Action Plan (List specific actions, school level and district level resources or structures used)

One area of focus is project-based learning and collaborative design of learning opportunities. WSS has three collaborative teaching blocks this year allocated to literacy, numeracy, and project-based learning. In addition to the focus of their blocks, the three teacher-leaders are collaboratively planning units and learning experiences for themselves and other teachers while looking at creating larger moments of impact at Westview.

We have also invested in professional development and learning opportunities for our staff. Ten staff attended a Saturday Future Design School professional development session focused on design thinking and unit planning that was used to develop project-based learning units to be implemented in WSS classrooms. In the past year, 10 teachers and all members of the administrative team traveled to San Diego to visit the internationally-renowned High Tech High to see inside a school with a tremendous reputation for progressive pedagogy, collaboration, and student engagement. Finally, Westview sent three teachers and two administrators to a Google for Education Summit in Abbotsford to look into the Google for Education suite of tools as well as the possibilities for more collaborative student and staff work. This led to a pilot of Google Classroom in a Grade 8/9 core English class last year. Year two of the pilot has expanded this year with all Grade 8 Humanities classes as well as all Career Life Connections classes being delivered through Google Classroom.

Finally, Westview launched an in-house collaborative network modeled on Vicci Halabi's secondary collaborative network. Groups of staff applied to be a part of the network to create moments of impact in classrooms (based on our book club on Power of Moments last year), a cross-curricular unit, or a project-based learning unit. This group is meeting monthly in the Westview library after school for three hours of planning followed by a dinner together.

D. Evidence / Data (How will you measure success?)

Westview will use both quantitative and qualitative data to measure the success of our work in supporting innovative teaching practices. 1) Conversations with collaborative teachers around what is being produced with cross-curricular literacy and numeracy lessons the emphasis. 2) Student "buzz" and interest around projects. 3) Growth in the Google Classroom pilot will lead to the expansion with more classrooms being involved. 4) Grade and attendance data (see fewer students failing and missing class across the school, particularly in Grade 8 humanities pods/classes). Westview has also offered an in-house Collaborative Network, hosting five monthly meetings after school to bring teachers together by providing time and space for them to meet, plan and carry out new ideas and initiatives. Monthly numbers range from 15-22 staff participating and implementing new units and ideas in their classroom as a result.

In Grade 8 Humanities, we hope to see growth and development through the Standards Based model by tracking Report Card marks through each term. In Term 1, English 8 marks were *not yet meeting* (8), *emerging* (30), *developing* (34), *proficient* (50), *extending* (26). In Term 1, Social Studies 8 marks were *not yet meeting* (9), *emerging* (53), *developing* (52), *proficient* (35), *extending* (3).

In the 2018-19 school year, two teachers were using Google Classroom as a platform in their classes. In the 2019-20 school year, we currently have seven teachers using Google Classroom. This growth helps promote teacher and student collaboration. To measure connection to school for 2019-20, the Grade 10 Student Learning Survey data will be used to determine growth and progress.

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