



**School:** Westview Secondary School

**Principal:** Cathryn Blanco

**Director/Assistant Superintendent:** Kenneth Cober

## A. Goal (one goal per page)

### Literacy (new goal)

Increase the number of students earning a proficient on their Graduation Literacy Assessments at both Grade 10 and 12 to at least 60% in the next two years.

## B. Rationale

Literacy results show a downward trend in both the Graduation Literacy Assessment 10 and Graduation Literacy Assessment 12. Staff identified literacy as a concern with specific mention of:

- Students struggling with reading and writing across subject areas
- A need for new strategies to engage students in reading and writing
- A desire to embed literacy strategies in all subject areas not just English

The number of students achieving at the *Proficient* level in Grade 12 has decreased 60.47% in 2022 to 57.72% in 2025. The number of students achieving at the *Proficient* level in Grade 10 has decreased from 63.36% in 2022 to 56.94% in 2025.

Additionally, there is a desire to apply an equity lens to literacy instruction – ensuring that texts, tasks and assessments are accessible to all learners, including those with Individualized Education Plans (IEPs) and English Language Learners (ELL) support. Strengthening literacy will support students in all subject area, enhance their ability to demonstrate core competencies and better prepare them for life beyond Grade 12.

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

- Embed reading and writing strategies in all curricular areas
- Facilitate department-based collaboration to identify authentic reading and writing tasks tied to curricular competencies
- Staff sessions to deepen their understanding of Literacy 10 and 12 assessment criteria tasks connected to curricular competencies: access support from district secondary helping teacher
- Use AI tools (e.g. text simplification, feedback generators) to support Universal Design for Learning and IEP adaptations/modifications
- Offer Literacy Assessment prep session through the library
- Promote inclusive, high interest reading materials that reflect student identities and support accessibility; review classroom texts and materials to ensure accessibility and cultural relevance
- Black, Indigenous, and people of colour (BIPOC) student voice around spending \$2,000 approved by board in current year budget to selection of materials that reflect their identities

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

- Graduation Literacy Assessments 10 and 12
- Track student engagement and participation in assessment prep sessions
- Collect teacher feedback
- Student and parent voice on their experiences with reading and writing



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## A. Goal (one goal per page)

**Equity and Anti-Racism:** To foster a school community at Westview where all students, staff and families feel a deep sense of belonging, value and safety – socially, emotionally, culturally and academically – by advancing equity, inclusion and anti-racism initiatives across the school.

## B. Rationale

Westview Secondary serves a diverse community of learners, staff, and families. Survey data in 2023 and 2024 (2025 has yet to be received) show improvements in students' sense of safety: 15% of students reported a low sense of safety in 2024 compared to 26% in 2023, while 52% reported a high sense of safety in 2024 compared to 48% in 2023. Despite this progress, ongoing feedback indicates the need for deeper work in fostering positive peer culture, supporting BIPOC students, supporting LGBTQIA2S+ students, addressing the use of slurs, and ensuring that all students and staff feel they have valued place and purpose at Westview.

The Maple Ridge-Pitt Meadows School District vision is for "every individual to feel valued and for all learners to reach their potential". Achieving this requires physical, emotional, cultural, and identity safety. Equity and anti-racism are critical to creating learning environments where students and staff can feel brave, supported and thrive.

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

- Strengthen BIPOC student group to advise on school practices and select culturally relevant learning resources using the \$2,000 equity grant approved by the board
- Support student leadership groups (Athletic Leadership, Leadership, Wildcat Council, Pride, Marketing) to host events promoting kindness, diversity and peer community
- Encourage staff participating in late-start anti-racism professional learning
- Continue and expand teacher-led anti-racism working group
- Offer professional learning and resources on Universal Design for Learning (UDL)
- Continue administrative focus on keeping bathrooms safe and inclusive spaces for all students
- Enhance Grade 8 orientation and transition activities to build early connection
- Embed equity and anti-racism conversations in advisory classes

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

- Student Learning Survey results
- Student Voice feedback from BIPOC group
- Staff reflections
- Track office referrals for racial and anti-LGBTQIA2S+ slurs