

WESTWOOD SCHOOL PLAN 2025- 2026

GOALS, STRATEGIES, AND OBJECTIVES

We respectfully acknowledge Westwood Elementary resides on the unceded, ancestral lands of the Lheidli T'enneh First Nations where it is an honour to walk alongside indigenous communities in educating students.

Our Vision:

All students are prepared for each step of their life's journey with the skills, knowledge, options, and choices to be successful.

Our Mission:

Through innovation, high standards, and culturally responsive care, we nurture and empower all students where they are to be proud, confident, and engaged lifelong learners.

Our Values:

First Peoples Principles of Learning are integral in all we do.

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Community

We engage all members of our learning community through open and respectful relationships.

Integrity

We are ethical, fair and follow through on our commitments.

Inclusion

We ensure all students contribute and participate in all aspects of school life.

Transparency

We are open, honest and accountable for the decisions we make.

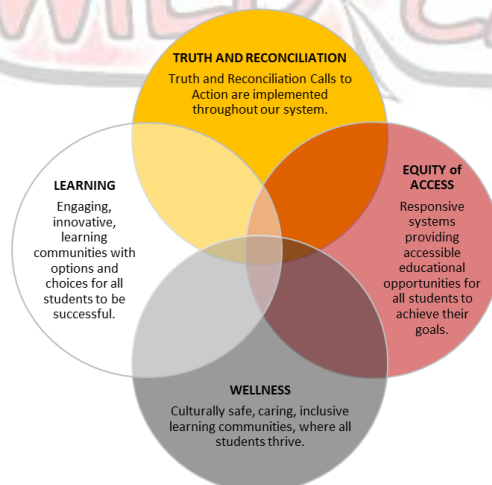
Respect

We demonstrate kindness and care for ourselves, others and the environment.

Equity

We create systems where every student has opportunities and supports to be successful.

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About our School: Westwood Elementary resides on the unceded ancestral lands of the Lheidli T'enneh First Nations. It is within walking distance of the CN Centre, Prince George Aquatic Centre, PG Tennis Club, Prince George Secondary School, OVERhang Outdoor Centre, and several parks and green spaces. Westwood enrolls approximately 210 students representing a wide variety of cultures and employs 35 staff

In order to transform student learning, all of the Westwood staff believe students must feel safe and confident, both socially, emotionally, and academically. For this reason, they strive to meet every student's needs, so they feel welcome, supported, and confident in the school community.

School Plan Engagement Process:

Our engagement process gathers feedback from the community, staff members, and students regarding what they wanted from their experience at Westwood Elementary. We share information through our school website, monthly newsletters, teacher communication and monthly PAC meetings. Community input comes from through monthly surveys connected to the four pillars of the Strategic Plan as well as parent/teacher interviews. We receive student input during assemblies, our student leadership club, and from the Student Learning Survey. Staff input comes during staff meetings, year-end questionnaire/fireside chats and various email surveys throughout the year.

District Directions:

Our District has recently undergone an engagement and feedback process with the intention of developing a new Strategic Plan. Through that process, 4 directions were identified as priorities. These overarching ideas, identified below will also guide our goals at Westwood Elementary.

- ♦ **Truth and Reconciliation**
Truth and Reconciliation Calls to Action are implemented throughout our system.
- ♦ **Equity of Access**
Responsive systems provide accessible educational opportunities for all students to achieve their goals with a specific focus on Indigenous learners, our children, and youth in care, and our students with diverse abilities.
- ♦ **Wellness**
Culturally safe, caring, inclusive learning communities, where all students thrive with an emphasis on mental health, physical health, and overall well-being for students, staff, and families.
- ♦ **Learning**
Engaging, innovative, learning communities with options and choices for all students to be successful. The focus on increasing literacy, numeracy, and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children, and youth in care, and our students with diverse abilities.

Cycle of Reflection

Data gathered from families/guardians/caregivers, in addition to data gathered from student assessment and surveys, will inform our practices and ensure that we are on the path to meet our targets from 2021 to 2026.

Our process will include gathering data mid-year and at the end of the year, and comparing that data to previous results. We will reflect on the effectiveness of our practice and as a staff collaborate to identify "what works" and "what doesn't work".

Truth and Reconciliation

Westwood continues our journey to address the Truth and Reconciliation Commission of Canada's Calls to Action for Education. Westwood is committed to realizing the call to action 63(1), instruction and learning resources on Indigenous history and the legacy of residential schools.

- ✚ **Goal: Increase the number of students who feel connected to their culture and identity, with a specific focus on Indigenous students.**

Strategies

Staff will:

- ◆ increase staff understanding of the Truth and Reconciliation Committee's Calls to Action
- ◆ explicitly teach Lheidli T'enneh history and culture
- ◆ explicit teaching of Indigenous peoples' history and culture in Canada and British Columbia
- ◆ explicit teaching of the Dakelh language.
- ◆ increase land-based learning opportunities (utilize green spaces around our school: Ginter's Trails, Byng Park, etc.).

Students will:

- participate in Orange Shirt Day and Week of Truth and Reconciliation, assembly, class activities, stories
- understand the significance of the Orange shirt in terms of reconciliation
- participate in drumming and singing circles, using drums gifted to them by the staff
- participate in restorative circles when working through problems at school
- learn a Dakelh "word of the week"

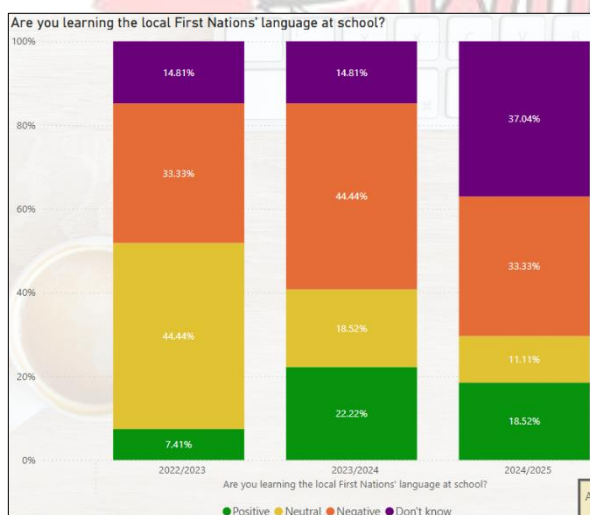
The System will:

- increase presence of Elders and Knowledge Holders in our school to work with students and staff in the education of Residential Schools and Indigenous culture and Indigenous languages

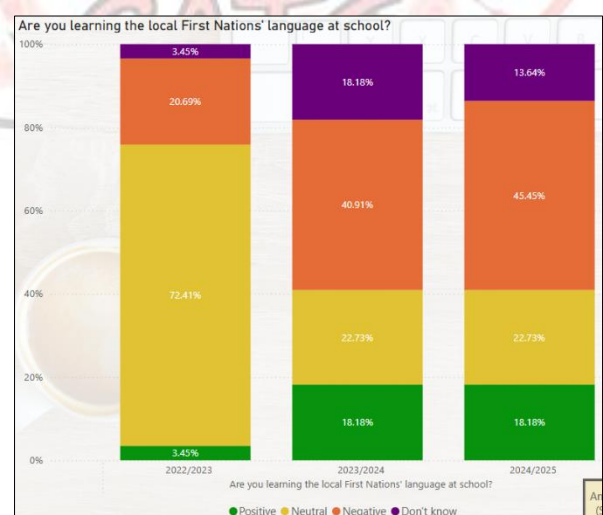
Success Measures:

To measure Westwood's progress, we will look to our Student Learning Surveys, administered in Grades 4 and 7, to measure the percentage of students identifying they are learning about Indigenous content in schools. We want to see an increase of 10%, or higher, of students reporting they are learning about Indigenous and First Peoples in Canada within the 2023-2024 school year.

Current Progress: Grade 4



Current Progress: Grade 7



Equity of Access

Westwood embraces the unique learning profile of each student we have worked with. It is our responsibility to ensure all students have access to quality educational opportunities with diverse supports to meet each student’s needs.

- Goal: Create learning environments that are accepting, valuing, respectful, supportive, safe, and secure so students feel invested in the pursuits of learning

Strategies

Staff will:

- follow the Continuums of Support to benefit the learning of all students implementing universal support for all, targeted support for some, and collaborating and consulting with district support personnel for the few
- Review curriculum to integrate local content and decolonize to allow academics to be learned through a cultural and inclusive lens.

Students will:

- learn about diversity in our community
- identify their own strengths and stretches so that they can better understand their own learning needs
- identify strategies that help them to self-regulate and request supports when needed

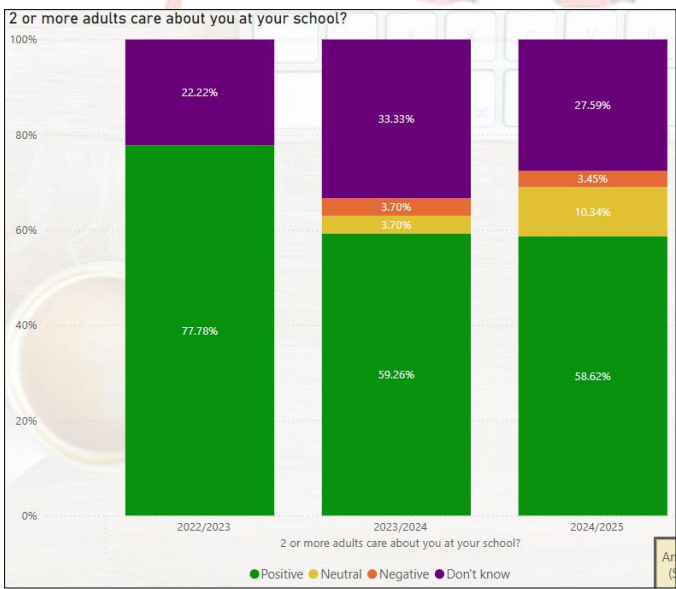
The System will:

- build a diverse support network for learners
- access community partners to ensure students are not marginalized
- increase opportunities for parents/guardians to have regular input in their children’s education
- continue to identify systems and structures that are not equitable and adjust or create systems and structures of equity
- clarify and communicate our process for addressing racism and discrimination within our system

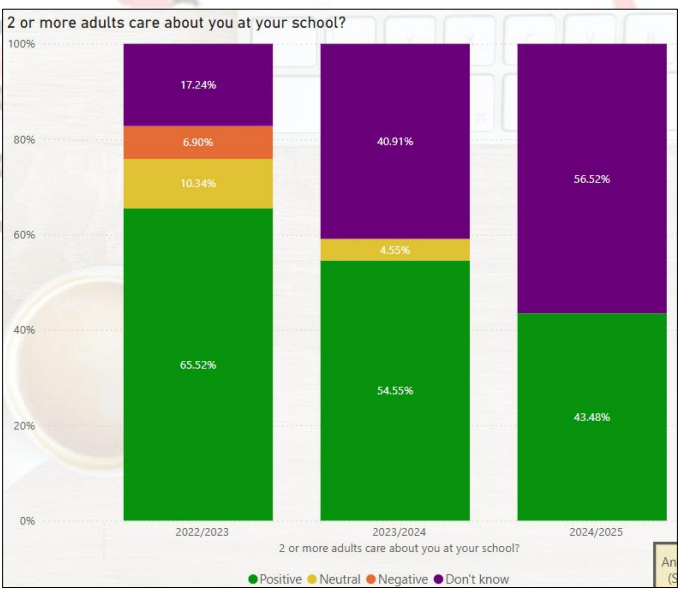
Success Measures:

To measure Westwood’s progress, we will look to our Student Learning Surveys, administered in Grades 4 and 7, to measure the percentage of students identifying how that they feel that school is a place they belong.

Current Progress: Grade 4



Current Progress: Grade 7



Wellness

Safety, social-emotional support, and culturally sensitive, and inclusive learning environments are critical for students to feel safe and confident in our school community. Providing all learners with mental health support is essential to increasing the success of students.

- ✚ **Goal: Enhance mental health literacy with a focus on its implementation so students feel welcome, safe, and confident, and establish a sense of belonging in our learning environment.**

Strategies

Staff will:

- ♦ whole class and small group instruction for Mental Health Literacies
- ♦ provide a sense of belonging for all students by offering a variety of activities
 - including but not limited to: sports teams, the hockey program, extra-curricular volleyball and the running club, help students connect with their school community and learn about the link between physical and mental health
- ♦ focus on transitioning students in our schools from grade to grade, and between elementary and secondary school

Students will:

- ♦ identify at least 2 safe adults they can connect with
- ♦ identify 2 ways they can care for their own mental health

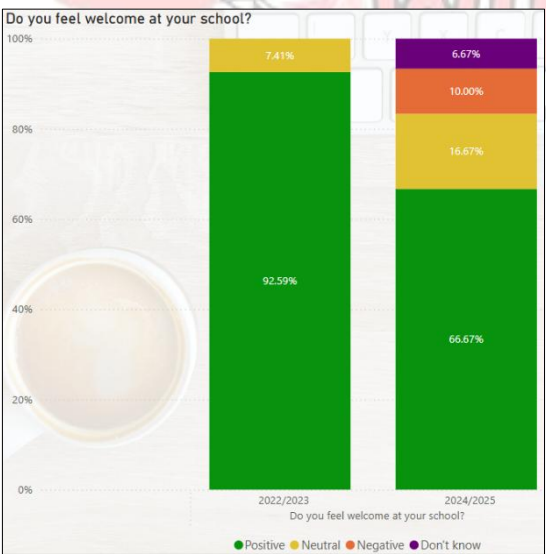
The System will:

- ♦ work with community partners to provide valuable teaching around Mental Health and strategies
- ♦ increase communication with families to discuss the needs of individual students
- ♦ focus on relationships within our school to ensure all students have adults they trust and know care for them
- ♦ provide instruction for Mental Health Literacy to staff and students (i.e. Open Parachute)

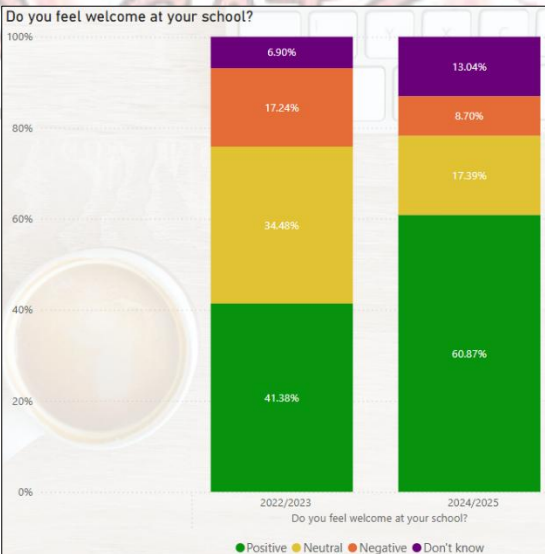
Success Measures:

Our Student Learning Surveys for the Grades 4 and 7 students provide us with insight regarding how they feel about themselves and how they feel in our school community. Our goal is to see a 10% increase in students developing a sense of feeling welcome in our school.

Current Progress: Grade 4



Current Progress: Grade 7



Learning

Westwood will work to achieve innovative and exciting learning opportunities with options and choices for all students to be successful. We plan to focus on numeracy and literacy at all levels to ensure learners are accessing the knowledge they need to be successful in life.

 **Goal: Enhance our Literacy and Numeracy instruction by utilizing a common school-wide approach**

Strategies

Staff will:

- ◆ Use research-based programs and strategies when teaching Literacy and Numeracy
 - Literacy programs such as UFLI, Rewards, and the Sunform Alphabet System
 - Direct, explicit instruction focusing on the Five Pillars of Literacy (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension)
 - High yield routines, manipulatives, and fact fluency for Numeracy

Students will:

- ◆ Use goal setting (Habit setting) to improve their literacy and numeracy skills

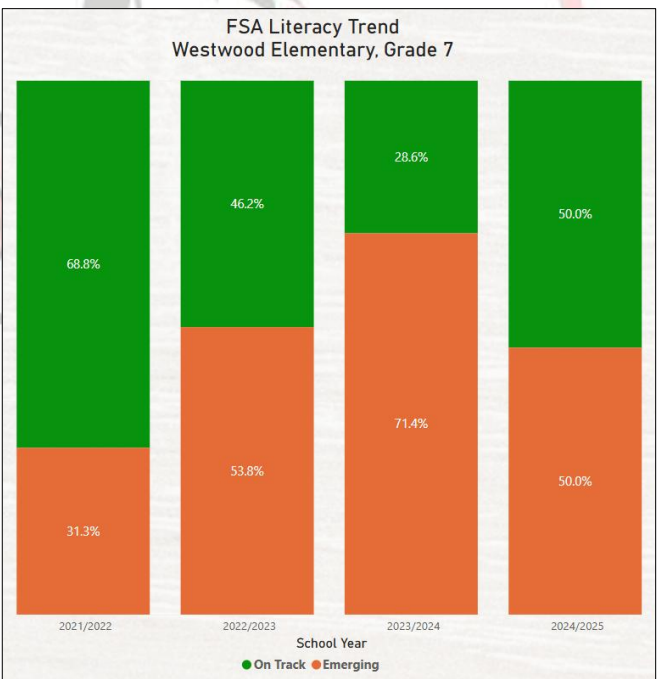
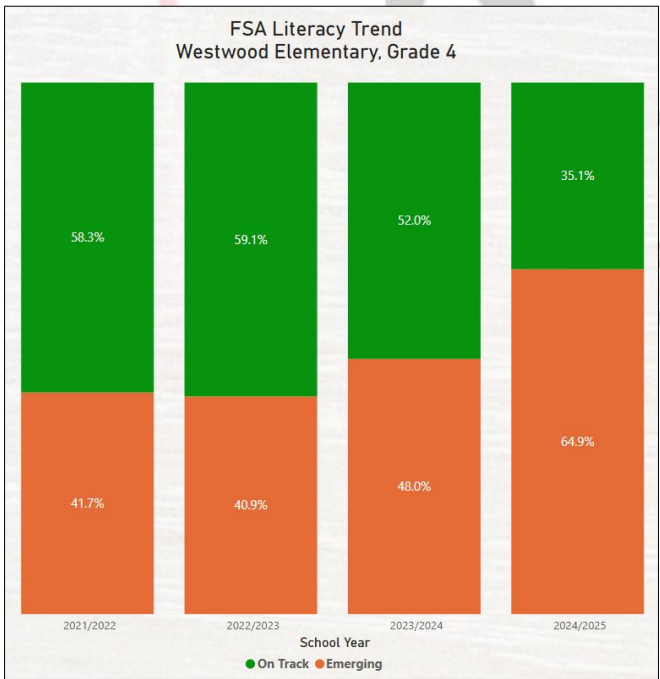
The System will:

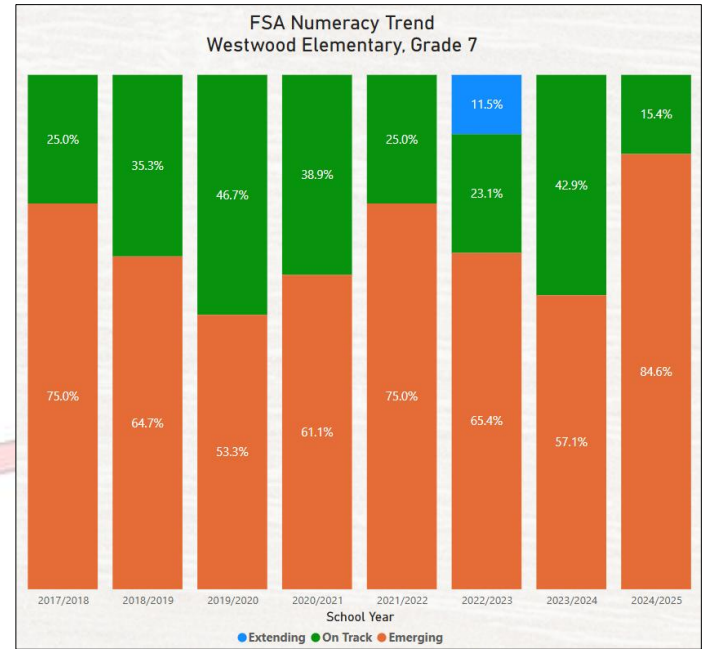
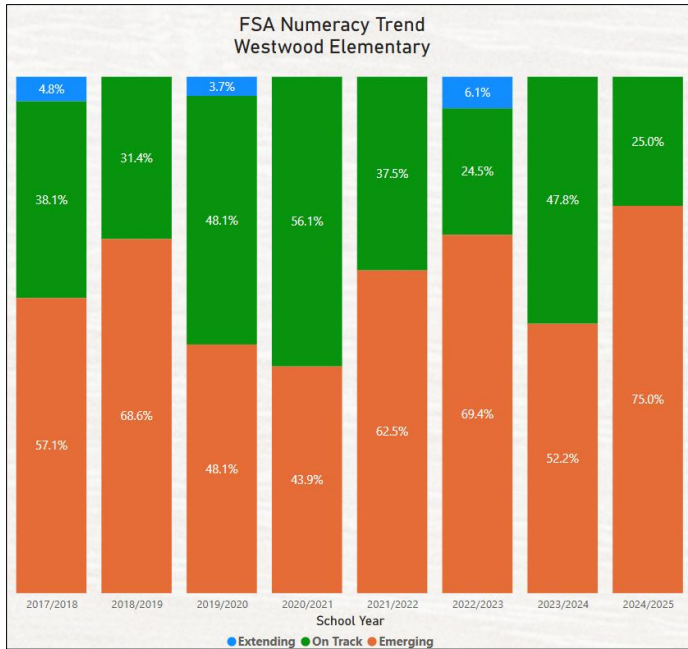
- ◆ Develop and use a school-wide intervention model and schedule to assist students who need additional targeted support
- ◆ Support the Westwood staff so they can work with District numeracy and literacy staff (for example, release teachers during instructional hours to collaborate with each other and District staff)

Success Measures:

To monitor our progress, Westwood will examine the literacy and numeracy domains of the Foundation Skills Assessment.

Current Progress:





Summary:

We will review our strategic plan and our implementation plan on an annual basis. This review will include a comprehensive engagement process with our community. Upon completion of our review, we will adjust our strategies to support our goals toward the District Directions.

The continuous improvement cycle will ensure:

- ◆ A review of strategy effectiveness
- ◆ Through collaboration and communication
 - A review of the data
 - An adjustment to the strategies as a result of the review
- ◆ Adjusted plans are implement



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