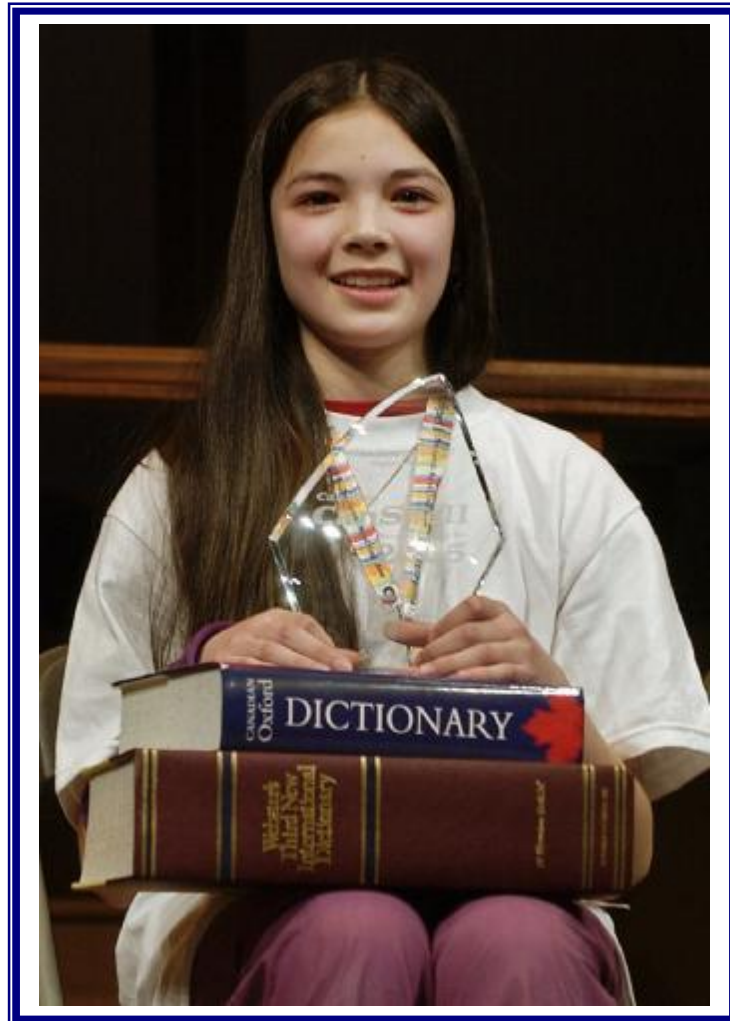




**WEST VANCOUVER
SCHOOL DISTRICT**
The premier place for learning.



ACCOUNTABILITY CONTRACT

2005 - 2006

*West Vancouver public schools consistently rank in the top percentile
of all schools in British Columbia.*

West Vancouver public schools – the premier place for learning.



At our first Community Forum held in April 2000, more than 150 parents, students, educators, and others worked together to define the Graduating Gifts that our students would take with them after completing 13 years of public education in West Vancouver. While intellectual development remains the prime goal of education, it was very clear from the discussions that evening that we care a great deal about the social competencies as well.

Graduating Gifts for our Children





WORKING COMMITTEE

WEST VANCOUVER SCHOOL DISTRICT

Assistant Superintendent, Secondary Education & Instructional Services	Linda K. Jones
Principal – Elementary	Lynne Tomlinson
Principal – Secondary	Thomas Longridge
District Principal, Instructional Services	Maureen Ciarniello
District Principal, Student Support Services	Neil Matson/Jody Langlois
Psychologist/Counselling Secondary	Aaron White

PARENT REPRESENTATIVES

Parent Representative	Kim Hamilton
Parent Representative	Cindy Dekker

WEST VANCOUVER TEACHERS ASSOCIATION REPRESENTATIVES

President	Kit Krieger
Vice President	Judy Marshall
Secondary ESL Resource Teacher	Donna Neilson

WEST VANCOUVER MUNICIPAL EMPLOYEES ASSOCIATION

Assistant to the Business Manager	Sharon Worley
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WORKING COMMITTEE MET ON THE FOLLOWING DATES:

Wednesday, September 21 st , 2005	Wednesday, November 2, 2005
Tuesday, September 27 th , 2005	Friday, November 4, 2005
Tuesday, November 8, 2005	Friday, November 25, 2005

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ACCOUNTABILITY CONTRACT REPORT

OCTOBER 2005

DISTRICT CONTEXT

The West Vancouver School District includes the District of West Vancouver, the Village of Lions Bay and Bowen Island - a distance of 18.5 kilometres from the Capilano River to Howe Sound. We have three secondary schools, three primary annexes, one French Immersion primary annex, and ten elementary schools.

Expectations for educational achievement are high in West Vancouver. More than 54% of the population ages 35 – 64 years has a university certificate, diploma or degree.¹ More than 38% of the population is over the age of 55, and more than 25% of our families speak a language other than English at home.

Current enrollment is 6777 students (as of September 30, 2005). Despite projections of declining enrollment, to date, our enrollment is holding steady. In the 2005-2006 school year International students representing 18 countries account for 8.35% of our total student population and ESL students account for 4.57%. Our aboriginal population is small with only 10 students. We have 560 (8.26%) Special Education students. Although the majority of our students are Caucasian, the other main ethnic/cultural groups include Asian, Middle Eastern, and South Asian.

The school District subscribes to the following mission statement:

The mission of West Vancouver School District is to inspire students to develop the knowledge, skills and attitudes essential for participation in our changing society, by creating supportive learning environments, and demonstrating our commitment to quality.

In September, 2003, the Board of School Trustees approved goals for West Vancouver School District for the coming two years. The first and most important goal deals with our commitment to the education of youth in West Vancouver, and is as follows:

To provide an innovative and enriched educational environment where best practice in teaching and learning thrives, and where our students continuously seek to extend their achievements in:

- *academic performance*
- *ethical and social development*
- *physical well-being*
- *cultural growth*

¹ Statistics Canada 2001 Community Profile – West Vancouver
Final 2005/06 Accountability Contract

Unique Characteristics

There are many accomplishments of which we can be justifiably proud. Over the past several years in West Vancouver there has been a focus on providing in-service on diversity to staff and students. This focus has resulted mainly from anti-racism training, multicultural camp, and multicultural weeks. Each of our secondary schools hosts a Diversity week which seeks to educate the student body about issues relating to the Holocaust, and the global cultures of which the student body is comprised. Each year, one of our elementary schools organizes a two-day Diversity Conference. We have worked closely over the years with Dr. Ishu Ishiyama from UBC who contributed questions for the District's comprehensive Safe Schools Survey which has allowed us to measure attitudes toward racism in our schools.

Our District also believes in offering as much choice as possible to our students through a wide variety of programs, such as Career Preparation, International Baccalaureate, Advanced Placement, and French Immersion. Early French Immersion is offered in a single track setting, one of only four elementary schools in the province. Late French Immersion is offered at the same school at the Grade 6 level. After considerable discussion with our stakeholder groups, a new French Immersion Primary Annex was opened, in September 2004, L'Ecole Cedardale and in September 2005, an International Baccalaureate Primary Years Program was introduced at West Bay Elementary. Our Hockey Academy, another program of choice, located at Sentinel Secondary, is in its third year of operation. In September 2005 we enrolled students at our new Soccer Academy. Both of these Academies are under the umbrella of SuperAchievers, a program which attracts students who wish to pursue a particular passion in a strong academic environment. We will continue to investigate other quality programs of choice, so that we can continue to maintain high academic standards and, at the same time, meet the needs and interests of our learners. Finally, for those students who are newest to our system, we continue to offer K+ at ten sites.

In addition, West Vancouver School District is one of 12 school districts in BC selected by the Ministry of Education to pilot the use of wireless student laptop computers in schools.

Our wireless laptop project will focus on supporting student achievement in writing and reading, as related to the literacy goal in our district's Accountability Contract. The two-year project launched in September 2005 at two schools, Hollyburn Elementary and Ridgeview Elementary, in five classrooms.

Areas of Strength

West Vancouver School District has become synonymous with high achievement. The number of students meeting or exceeding expectations on the Foundation Skills Assessment has consistently placed our District at the 100th percentile among public school Districts. Our Grade 12 students participate in government examinations at very high rates in most subjects. For example:

Participation Rates for Ministry Examinations 2004

Chemistry 12	100 th percentile
English 12	98 th percentile
French 12	100 th percentile
Geography 12	100 th percentile
Geology 12	89 th percentile
History 12	97 th percentile
Literature 12	89 th percentile
Principles of Mathematics 12	100 th percentile
Physics 12	99 th percentile

On the June 2005 examinations, twenty students received scores of 100%. Ten students in the District received 100% in Principles of Mathematics 12. Other 100% scores occurred in Physics 12 (two students), Chemistry 12 (one student) Japanese 12 (three students), Spanish 12 (one student), French 12 (two students) and Literature 12 (one student).

In 2004-2005, 42 students were enrolled in the International Baccalaureate program . The Diploma completion rate was 100% as compared to a world-wide completion rate of 75%.

Our Dogwood completion rate for the six years ending in 2004 is 88.0%. The number of graduates who receive Ministry of Education scholarships was 23% in 2004 as compared with 10.6 % in the province.

PROCESS USED TO APPROVE SCHOOL PLANS

School Planning Councils were established in each of our schools in January 2003, and, each year, all councils receive a full day training session which focuses on the role of the SPC in working as a team, understanding data, and goal setting. Each School Planning Council at secondary has added a student and there is optional participation, as non-voting members, for representatives of the West Vancouver Municipal Employees Association (WVMEA), the support staff union.

Although it is suggested that School Planning Councils might wish to keep District priorities in mind when setting goals, there is no attempt to limit the exploration of school data. School goals are to be meaningful and based on a careful analysis of data at each site. We are very proud of the work of our School Planning Councils. To quote from the District Review (March 2005): *It was clear at all schools that parents are meaningfully engaged and are actively involved in working together with their school and the District to improve the achievement of all students.*

The Assistant Superintendent meets with School Administrators and/or School Planning Councils to review drafts of School Plans. Upon completion and signing off by SPCs, each Plan is then read and signed off by our Superintendent of Schools. A complete set of School Plans is then provided to each trustee, the District Parent Group and to each school.

DISTRICT AND SCHOOL CONNECTIONS

Of our seventeen school sites, for the 2005-2006 school year, all will focus on either improving reading and/or writing. (Please see Appendix Table 10) In West Vancouver there has been strong support expressed by our School Planning Councils to sustain our focus on literacy. As is described later in this document, many schools have been tracking their progress over time and we have made achievement gains. Parents are equally supportive of our Social Responsibility goal focussed on safety, leadership and citizenship initiatives. Although the District's *Graduating Gifts for Our Children* (outlined on page 2) were created in April 2000, the *gifts* continue to guide our thinking.

In addition, eight schools have selected a goal related to Social Responsibility. Goals range from creation of a safe and caring environment to providing opportunities for leadership. In fact, all of our schools continue to stress the importance of personal core values and respect for others. This may be done formally through School Plans or, through school climate initiatives such as Effective Behaviour Support (EBS), classroom initiatives such as monthly character themes or a virtue of the week, extracurricular activities or community service. Programs such as Second Step and Focus on Bullying, Peer Buddies, Peer Tutoring, Diversity Camp, Service Learning and an annual Student Leadership Conference are all in place in our District.

In September 2003, the Professional Learning Communities model was implemented at each site. *We know from current research that providing opportunities for teacher collaboration is the single most important factor for successful school improvement initiatives* (Eastwood and Lewis, 1992). School staffs work in collaborative teams and are engaged in a cycle of reflection, analysis and goal setting. The teams use student work as a focus for improvement and teachers' conversations are related to School Plans or effective curriculum, instruction or assessment practices. Our collaborative model was considered by the District Review Team (March 2005) to be a strength.

In May 2005, the district was involved in the first annual West Vancouver Literacy Festival, **Booktopia**, organized jointly by the West Vancouver Municipal Library, the West Vancouver Municipal Library Foundation and the West Vancouver School District. The idea for the Festival originated with one of our parents.

Professional Development has been designed to support School Plans. School staff members at all grade levels can be provided with release time to work on the goals of their School Plans with colleagues from across the district.

DISTRICT REVIEW FEBRUARY 2005

The District Review Team had four main suggestions, added below in italics, to strengthen the school and district focus on student achievement:

1. *Continue to review and analyze the types of data collected to determine the most relevant and useful assessment strategies and practices to improve student achievement.*

We are continually assessing our literacy data collection tools and practices, reviewing and analyzing student results. As a result, it was decided to replace CARS with DART, beginning in the fall of 2005, at the Grades 5, 6, and 7 levels. In the fall of 2007, Grade 4 students also will be given the DART assessment.

We have also discontinued use of the Jerry Johns Informal Reading Inventory which was used to assess students in Grades 2 and 3 as we believe it is not the best assessment tool for informing classroom instruction. In its place, we introduced a new assessment tool, at the Grade 2 level, which is based on the B.C. Reading Performance Standards. Grade 3 students are being given the DART assessment in place of the Jerry Johns Informal Reading Inventory.

We are currently investigating assessment instruments and best practices which can be used with ESL learners so that we can establish greater consistency across the district. (Please see Goal 2, Objective 2, p.36)

2. Continue to review, analyze and define specific instructional strategies that impact student achievement.

As a district we are continuing our focus on differentiated instruction, and the use of Performance Standards. We have introduced the book Classroom Instruction That Works by Robert Marzano, Debra Pickering and Jane Pollack to our Principals and Vice Principals and Department Coordinators. Action research monies have been made available again this year to enable educators to pursue a focus meant to increase student learning. A District committee has been struck to decide on how the grants will be awarded and projects will be shared throughout the system.

3. Continue and expand the implementation of the Service Learning Model.

We are very excited about the way this initiative is catching on. We already have several projects underway both at the elementary and secondary levels. We have a well-known facilitator coming in December to lead a full day workshop for staff and parents. We are working with one of our parents who is doing her doctorate on the effectiveness of Service Learning which means we will be able to conduct research on the effectiveness of this pedagogical model in our district. Service Learning was a focus at our 2005 Youth Leadership conference. (Please see Goal 1, Objective 2, pp 21-26)

4. Continue work in developing the awareness of, and willingness of, individuals to take personal responsibility dealing with bystander/witness behaviour as identified in the Safe School Surveys.

Bystander behaviour continues to be a goal in our Accountability Contract. We are continuing our long-standing relationship with Dr. Shelley Hymel, Associate Professor, Faculty of Education, UBC. Through our Annual Safe School Surveys we have a clearer understanding of the issues and have augmented our strategies for 2005-2006. (Please see Goal 1, Objective 1, pp.10-20)

After much consultation with our stakeholder groups, we have decided as a District on two achievement goals for our 2005-2006 Accountability Contract.

GOAL #1 To increase students' socially responsible behaviour

The most creative and emotionally engaged teachers see themselves not just as educating learners and workers, but as developing citizens.”

- Andy Hargreaves and Michael Fullan
What's Worth Fighting For Out There, p.33

Objective 1 Improve students' social responsiveness when confronted with unsafe situations at school.

Rationale

In West Vancouver we have always recognized that schools have an essential role to play in ensuring students are not only knowledgeable, but also that they are responsible and caring. We stress the concept of community, and that to be a member of a community is to care about the welfare of others. Emotional intelligence has a legitimate place in the learning environment. As Daniel Goleman said, “It’s a different way of being smart.” There is considerable research to support the notion that prosocial behaviour is linked with positive intellectual outcomes (e.g., DiPerna & Elliott, 1999; Flesbach & Flesbach 1987; Haynes, Ben-Avie, & Ensign, 2003; Pasi 2001).

The need to focus on caring about each other and behaving ethically and responsibly was underlined by the report of the Safe Schools Task Force, Facing our Fears - Accepting Responsibility (June 11, 2003). The report indicated that in virtually every community there are issues of safety and that communities need to “face their fears and accept responsibility.” (p.6) The writers of the report referenced the “code of silence” that every student understands and that exists in all schools. The report further goes on to say that the issue of safety is complex and “best addressed through local solutions customized to meet the unique needs of schools and communities.” (p.11)

We have indeed been very fortunate in West Vancouver that for the past six years we have been involved with the research of Dr. Shelley Hymel, and Dr. Ishu Ishiyama, Associate Professors in the Faculty of Education at UBC, and Dr. Aaron White (School Psychologist SD45). We developed two comprehensive surveys, one for elementary students and one for secondary students which in 2004 were administered to all students in the district from Grades 4-12. The total sample included 1,727 elementary students and 2,813 secondary students. The surveys have enabled us to evaluate the prevalence of bullying at the elementary level and bullying, racism and gender harassment at the secondary level. We were also able to measure student attitudes and beliefs about these conditions. In 2005, we again surveyed the entire school district with a shorter survey targeted to our objective of improving students' strategies and responsiveness when confronted with unsafe situations.

What we found from these surveys was that, in general, the vast majority of West Vancouver students do feel safe.

How safe do you feel at school? Safe means feeling comfortable, relaxed and not worried that something bad could happen.

15. I feel safe at school		Never	Rarely	Some of the time	Most of the time	Always
Secondary Survey	(2004)	2.0%	2.0%	6.0%	34.0%	56.0%
	(2005)	5.5%	2.6%	8.3%	32.4%	51.2%
Elementary Survey	(2004)	1.0%	1.0%	7.0%	33.0%	58.0%
	(2005)	2.4%	2.9%	8.0%	31.8%	54.9%

This data correlates positively with Ministry of Education Satisfaction Surveys

Although, overall, students' feelings of safety for most grades are positive in comparison with the province, it is unsettling that West Vancouver students report that they are bullied, teased or picked on at about the same degree as their provincial counterparts.

Satisfaction Surveys – Ministry of Education – 2002 -2005

Survey Item		Grade 4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
		<i>WV</i>	<i>BC</i>	<i>WV</i>	<i>BC</i>	<i>WV</i>	<i>BC</i>	<i>WV</i>	<i>BC</i>
Student is bullied, teased, picked on, many times or all of the time.	2002	12.0%	14.0%	12.0%	13.0%	7.0%	10.0%	5.0%	8.0%
	2003	9.0%	14.0%	6.0%	12.0%	8.0%	12.0%	5.0%	10.0%
	2004	8.0%	13.0%	14.0%	11.0%	8.0%	9.0%	5.0%	7.0%
	2005	12.0%	12.0%	9.0%	10.0%	9.0%	9.0%	4.0%	7.0%
Student feels safe at school	2002	86.0%	83.0%	85.0%	76.0%	79.0%	68.0%	85.0%	74.0%
	2003	87.0%	83.0%	85.0%	77.0%	82.0%	65.0%	85.0%	72.0%
	2004	91.0%	86.0%	82.0%	78.0%	74.0%	68.0%	85.0%	75.0%
	2005	94.0%	86.0%	82.0%	83.0%	81.0%	70.0%	90.0%	77.0%

When we examined the data from our 2004 and 2005 West Vancouver Surveys, we were struck by the numbers of students who admit to witnessing bullying, but who fail to act in a socially responsible way. While we understand that disengagement is widespread in society, we are not content to have this be the case in our schools. A significant number of our students are not behaving with the compassion and integrity we would hope for when confronted with incidents at school. In a school district which prides itself on its sense of community, this lack of perspective taking concerns us. Bystanders have a role in perpetuating bullying. Barbara Coloroso speaks about the bullying circle which contains, among others, *the passive supporter*.²

² Barbara Coloroso, *The Bully, The Bullied and The Bystander. From pre-school to highschool. How Parents and Teachers Can Break the Cycle of Violence* (Toronto: Harper-Collins 2002) 65

According to Dr. Shelley Hymel, the most effective and successful anti-bullying programs have stressed the importance of getting student bystanders and witnesses involved, since students are typically much more aware of bullying than adults and are more likely to be present when it occurs. In fact, observational research by Wendy Craig and Debra Pepler in Ontario indicates that other students are present in 85-88% of the bullying episodes that occur.³

We also know that the bullied student can feel increasingly helpless. He or she will start avoiding places where the bullying occurs and may avoid school altogether. If left unchecked the bullied student becomes increasingly despondent and may even entertain thoughts of suicide. The bullied student may also direct his or her rage outward and begin to bully others. Bystanders need to have the skills and confidence to speak out when confronted with bullying. In the words of author William Burroughs: “There are no innocent bystanders.”⁴

Performance Indicators

1. The results of the 2005 SD45 Secondary School Safety Survey indicate that there has been little change in the number of students reporting that they have witnessed physical, verbal or social bullying during the school year. A significant number of students report that they witness such behaviour on a regular basis (every month or more). Social and verbal bullying continue to be most prevalent. Specifically, 13.6% of the secondary students reported that they witness physical bullying every week or several times a week and the figures are roughly double this for social and verbal bullying. Reports of students’ witnessing bullying exceed those of students’ experiencing bullying. In addition, there are grade and gender differences.

Please see Appendix – Table 1 – Secondary Safe School Student Survey

In the 2005 SD45 Elementary School Safety Survey, 30.3 % of students reported that they have not seen other students being physically bullied at school this year, as compared with 39% in 2004. 50.8% reported that they have seen bullying *once or a few times*. About 10% of the elementary students reported that they see others being bullied *every month* and 8.7% reported that they see others bullied *every week or several times a week*. These values are roughly the same as for 2004.

Please see Appendix – Table 2 – Elementary Safe School Student Survey

Of particular interest to us are the attitudes of the disengaged. When asked: *When other people get bullied at school how much do you want to stop it?* 17.6 % of elementary students and 35% of secondary students *sometimes* want to stop it. Although 75% of elementary students and report that they *most of the time or always want to stop it*, only 46.4% of secondary students are in this category suggesting that students become desensitized over time.

Elementary and Secondary students were asked to indicate what they did the last time they saw someone being bullied. 54% of secondary students and 23.8% of elementary students said they *ignored it*. A full 15.1 % of secondary students *made a joke of it*. Elementary aged students were much more likely to *help the person being bullied*. Further, 34.7% of secondary students say it is

³ Shelley Hymel, *W. V. Student Safety Surveys* (Initial Summary of Results: Safety and Bullying) 13

⁴ William Burroughs, as found in *Orbit, OISE/UT Vol 34 No. 2* (2004) 4

never or hardly ever, their *responsibility to stop bullying, even if it's not their friends being picked on*, a decrease over 2004, but still disquieting. Perhaps secondary students lack strategies for dealing with bullying as only 44.6% *most of the time or always* know what they can do to stop bullying. This compares with the 75.2 % of elementary students who believe it is important to report bullying to adults at school.

Please see Appendix – Tables 3 - 7

Again, a small, but potentially significant number of students, were able to justify and rationalize interpersonal harassment and in doing so “morally disengage” from such acts. Specifically, 17.2% of students agreed *that students who get picked on deserve it, or bring it on themselves most of the time or always* which is a slight increase from 2004.

Values are similar at the elementary level, where (15%) of students agreed that most students who get bullied bring it on themselves.

Finally, it is disturbing to all of us that very few students tell an adult at school (secondary 3.6%; elementary 19.2%). In the Ministry of Education’s Guide to Safe, Caring and Orderly Schools *an important attribute of school safety is that students understand the critical role that bystanders play and take appropriate actions (including getting adult assistance) to stop such incidents.*⁵

2. The Ministry of Education Satisfaction Surveys also provide data that suggests students in the district (as well as the province) lack clarity around expectations for appropriate behaviour, particularly at the Grade 10 level.

	Grade 4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	WV	BC	WV	BC	WV	BC	WV	BC
Do you know how your school expects students to behave? (2004)	92.0%	90.0%	83.0%	85.0%				
(many times/all of the time) (2005)	94.0%	89.0%	82.0%	83.0%				
Do you know what your school’s expectations are for student behaviour? (2004)					63.0%	68.0%	71.0%	70.0%
(2005)					66.0%	67.0%	76.0%	69.0%

⁵ *Safe, Caring and Orderly Schools: A Guide* (British Columbia Ministry of Education, March 2004) p. 11

3. For the 2003-2004 school year, 34 incidents of bullying and 65 incidents of fighting were reported by Secondary Principals and Vice Principals using our Student Information System (SMS).

For the 2004-2005 school year, 47 incidents of bullying and 56 incidents of fighting were reported by Secondary Principals and Vice Principals using our Student Information System (SMS). This is an increase of 13 bullying incidents but a decrease of 9 fighting incidents from 2004. The increase in reported bullying was anticipated and may be because of heightened awareness.

Achievement of Strategies and Performance Targets

Strategies for 2004-2005	Actual Result
<p>Finalize Safety and School Leadership Annual Survey by determining the questions, which will be the most valid to track, from the comprehensive SD45 Safe Schools Survey. Administer surveys across the District (Grades 4-12).</p>	<p>Strategy Completed. The survey was administered in May 2005 to 4,470 students as compared with a total of 4,540 students in May 2004.</p>
<p>Develop school protocols containing clearly understood expectations of bystanders and witnesses. This strategy relates to a recommendation made by the Safe Schools Task Force (1a <i>that policies are developed to ensure clear expectations of student behaviour.</i>) Address this issue in collaboration with parents and School Planning Councils so that they, too, can support school expectations with their children.</p>	<p>Strategy Ongoing All three secondary schools have expectations of bystanders in their Codes of Conduct. The Elementary schools will work toward completion by June 2006.</p>
<p>Introduce Rushworth Kidder's ethical decision-making model by offering a workshop to staff and parents.</p>	<p>Strategy Ongoing For the past two years our two trained district facilitators have presented ethical fitness workshops to two groups of 24 District Challenge students in Grades 6 and 7. In 2005, presentations were made to a group of 24 Grade 8 students.</p> <p>A workshops series of two sessions on Ethical Fitness was offered to West Vancouver teachers. Ten teachers attended . As a result of this series, a District Cohort was established.</p> <p>An Administrators' Cohort of nine educators was established in 2004 and met 6 times during the school year. The group discussed how to resolve administrative issues and ethical dilemmas at their schools using Kidder's ethical fitness model.</p>

Strategies for 2004-2005	Actual Result
	<p>At one secondary school, staff and students have had an overview of Rushworth Kidder's work. Another secondary school has incorporated the Rotary ethical decision making model into their curriculum. This model has similarities to the Kidder model.</p>
<p>Compare the results of the SD45 Safe School Survey, and results of the Canadian Public Health Association (CPHA) Survey.</p>	<p>Strategy Completed</p> <p>The CPHA, in a project piloted by Mark Trotten and Perpetual Quiqulay identified the SD45 Safe Schools Survey as the most promising in Canada for school-based assessment. They adapted and administered our survey (fall 2003 and spring 2004) to approximately 2,000 students in several provinces including BC. We compared the responses of West Vancouver students to other Canadian students on the items having to do with <i>telling others and helping peers</i>. On the CPHA study (fall 2003), 15% of the students who experienced bullying reported that they told an adult at school about it as compared with 9.6% in SD45; 26% of CPHA respondents told a parent as compared with 18% of SD45 respondents; and 43% of males and 26% of females reported that they ignored the incident the last time they saw or heard another students being bullied. In SD 45 approximately half of the students at secondary ignored it whereas the number was much lower for males at elementary (27%) and females at elementary (20%). Thus the results of the SD45 survey are statistically similar to the results of the smaller CPHA study.</p>
<p>Encourage the use of both student and teacher focus groups, at the school level, to create awareness about the results of the Safe Schools Surveys and also ensure that the data from the surveys is valid and reliable. Obtain our teachers' and students' perspective about what can be done about bystander apathy. Students and teachers have a critical role to play in keeping schools safe.</p>	<p>Strategy Ongoing</p> <p>Strategy will be carried forward to 2005-2006. Focus groups have been held with school staffs. Drs. White and Hymel led discussions on the data with all of the Grade 8 students and with the Peer Leaders at one of our secondary schools.</p>

Strategies for 2004-2005	Actual Result
Investigate the use of art and drama as powerful ways to create awareness and provide students with an opportunity to develop assertion skills.	Strategy Completed This strategy will continue although it will not be tracked. We have seen drama and music being used extensively as a vehicle for teaching Social Responsibility. This has occurred through Drama 8 and 9 classes, skits at assemblies, and perhaps most extensively at one of our elementary schools where an opera was written by the students with messages about caring for others and dealing with bullies.
Continue to assist teachers in becoming more familiar with the use of the Social Responsibility Performance Standards. Strand 3- <i>Valuing Diversity and Defending Human Rights</i> , for example, may be used, to foster feelings of fairness, basic rights and the desire to “take a stand” when perceiving injustice.	Strategy Ongoing Schools are utilizing Performance Standards as they implement their School Plans. This is being done extensively by 6 elementary schools and one secondary school. In total, thirteen schools report that Social Responsibility Performance Standards are being implemented, however, use is more limited in those schools without Social Responsibility goals.
By June 2005, we will establish baseline data on the number of student-reported incidents of bullying and fighting that occur in the school District.	Strategy Ongoing This has been accomplished at secondary. (See Performance Indicators, p. 15). Elementary schools, particularly those with Social Responsibility goals, have also been keeping track by using a variety of systems such as incident reports, computer data base etc. The Assistant Superintendent will meet with Elementary Principals and/or Vice Principals to establish continuity by having all elementary schools record data using SMS.

Strategies 2005-2006

1. Our data suggests that intervening as a bystander when confronted with bullying is a “tough choice” for many of our students. From our students’ perspective, they are confronted with a right versus right dilemma. It is right to not tell on your school mates, but it is also right to not allow behaviour that is unsafe to occur at school. This dilemma reflects at least three of the paradigms set forth by Rushworth Kidder: truth versus loyalty, individual versus community and justice versus mercy. Each side is rooted in students’ core values. Therefore, we will gradually introduce the Ethical Fitness model in a systematic way to students with a view to having them consider their choices as bystanders through the Kidder lens. Giving students some principles for ethical decision-making will, we believe, help them take more socially responsive actions.

2. District staff will continue to provide support on use of the Social Responsibility Performance Standards in order that schools can better focus and monitor their efforts around their social responsibility goals and objectives.
3. District staff will engage an outside facilitator (s) to lead focus groups with a random sample of elementary and secondary students regarding their perceptions of the results of our Annual Safe Schools Survey. This will enable us to target our strategies in a more informed way.
4. Our data indicate that males have less empathy to those who are bullied than females, and are less willing to intervene when confronted with bullying. The data further indicates that this trend intensifies as students get older. We understand that this is a world-wide trend and that a possible explanation for this is physiological, social and emotional development. Therefore, we will ask our District School Psychologist to plan an evening session for parents. This session will specifically target developmental stages of Grades 5, 9 and 10 males as we believe these are key ages for intervention. The session will provide parents with concrete suggestions as to how they can intervene at home to reinforce the pro-social bystander behaviours being focused on at school.
5. District staff will revise the instructions for administration of our Annual Safe Schools Survey and review with District Administrators. We wish to ensure students and, in particular, second language and special needs students, are clear on the terminology used in our survey. It would also be beneficial to gain a clearer understanding of what bullying looks like in other cultures.
6. The Assistant Superintendent will work with Elementary School Principals and Vice Principals to ensure all Codes of Conduct, by June 2006, have reference to positive bystander behaviours.
7. Elementary Administrators will develop common language, by June 2006, for tracking incidents of fighting, bullying and occasions when these are reported by bystanders.

Objective 1 Performance Targets 2004–2005

- By June 2007 students will report, through our Annual District Safety and Student Leadership Survey, more involvement and less disengagement when witnessing unsafe situations as measured by the following baseline statement on our Annual School Safety and Leadership Survey: *When other people get bullied at school how much do you want to stop it?*

% of students reporting “often/always”

Baseline			Target
	2004	2005	
Elementary	72.0%	75.1%	80%
Secondary	69.0%	46.4%	75%

- By June 2007, we will increase the percentage of students who tell an adult either at home or school when they see or hear another student being bullied. We will look for the start of an upward trend.

4. Think of the last time that you saw or heard another student being bullied. What did you do? Choose as many as are true for you					
Elementary Safe School Survey					
		Chosen		Not Chosen	
		2004	2005	2004	2005
4b.	I told my parents or other adult family member about it.	15.0	24.1		75.9
4c.	I told an adult at school about it.	15.0	19.2		80.8
Secondary Safe School Survey					
4b.	I told my parents or another adult family member about it.	15.0	14.2		85.8
4c.	I told an adult at school about it.	4.0	3.6		96.4

3. By June 2007, we will show measureable growth three out of the next four years on measures associated with positive behaviours when students are bystanders to bullying.

4. Think of the last time that you saw or heard another student being bullied. What did you do? Choose as many as are true for you.					
Elementary Safe School Survey		Chosen		Not Chosen	
		2004	2005	2004	2005
4d.	I helped the person being bullied.	n/a	42.8		57.2
4f.	I got someone to help stop it.	18.0	24.1		75.9
4g.	I stood up to the person who was doing it.	21.0	31.6		68.4
Secondary Safe School Survey					
4d.	I helped the person being bullied.	18.0	26.8		73.2
4f.	I stood up to the person who was doing it.	17.0	19.6		80.4

4. Track Ministry of Education Satisfaction Survey Results.
In particular, we will focus on the question: *Do you know how your school expects students to behave?* Self reporting will increase for Grade 10 and 12 students to 80% by June 2007.

Objective 2

Increase the numbers of students reporting that they are contributing to positive change at school or in the community as a result of our leadership and service initiatives.

Rationale

Leadership and citizenship skills can be taught, and we believe that once students have had meaningful opportunities to demonstrate these skills, they are more likely to seek out opportunities to do so throughout their lives. These skills enable students to make a positive difference in their schools and communities. By connecting students to their communities in a meaningful way, their social and emotional growth will be enhanced. In addition, when students are concerned about the welfare of others, our schools will become safer and more caring places, thus impacting Objective 1 described above.

What is a socially responsible citizen? Joel Westheimer, of the University of Ottawa, and others, offer this definition of three types of citizens:

A responsible citizen is someone who among other things has a job, votes, pays taxes, obeys the law and gives blood. A participatory citizen describes someone who is active in community events, and serves on Community Boards. A social reformer is someone who seeks to understand and to address societal problems.⁶

The youth initiatives we have in West Vancouver seek to impact all three kinds of citizenry.

We believe that students welcome and enjoy the experience of being involved in leadership and service activities. On our Annual Safe Schools and Leadership Survey, (April 2005) 66.6% of students indicated that it is important to learn leadership skills at school.

⁶ Kahne, J., Westheimer, J., and Rogers, B. (2000). Service Learning and Citizenship: Directions for Research Michigan Journal of Community Service Learning. Fall, 42-51

Performance Indicators

1. We believe that the District focus on Diversity is creating a more tolerant and equitable climate in our schools. The response to the following question on the Ministry of Education Satisfaction Survey indicates scores are stable over time and reasonably positive in relationship to the province. However, given the large number of International students attending our schools and given the results of our SD45 Safe Schools Student Survey, we will target a specific strategy to this area. (See Strategy 3 below)

Ministry of Education Satisfaction Survey District Results				
At school do you respect people who are different from you? (For example, think, act or look different)				
	Grade 3/4	Grade 7	Grade10	Grade12
2002	90%	93%	85%	85%
2003	91%	93%	86%	82%
2004	93%	91%	86%	89%
2005	94%	89%	82%	89%

2. Each year, following our annual Youth Leadership Conference we examine attitudes and behaviour with respect to leadership. The results of our Conference survey indicate, for a second year, that because of attendance at the conference more than 90% of students believe they enhanced their leadership skills and more than half of the students surveyed assumed leadership positions at school or in the community or participated in volunteer work or community service. Approximately one half of the students in 2005 set a goal upon which they acted. We believe the message of the leadership conference impacted many others not in attendance, in that 66.6% of the students surveyed indicated that they have encouraged others to become involved in leadership, service or community work. Approximately half of these students believe that because of their involvement in leadership, volunteer work or community service, they are contributing to positive change and are having closer relationships with other students or adults. As one of our goals is to create participatory citizens, it is worth noting that, at this time, 50.6% of students wish to be involved in volunteer work, community service or leadership even after graduating from secondary school.

Please see Appendix Tables 8 and 9

3. In the 2003-2004 school year, we piloted our Service Learning initiative with the participation of one student from each of our three secondary schools. In 2004-2005, we had several successful initiatives at both elementary and secondary school, including:
- ☑ Below the Boat brochure through which Grade 4 students educate tourists who travel to Bowen Island on the BC ferry about the abundant marine life which exists “below the boat,”
 - ☑ Swing and Sweets, a musical performance organized for seniors by high school students,
 - ☑ Participatory Budgeting, a project whereby students learned about this system of allocating funds by making decisions for their school using 10% of the PAC funds with which they had been entrusted,
 - ☑ Great Canadian Shoreline Clean-up, where Grades 2 and 3 students cleaned up the shoreline of a local beach and gave a presentation to the Parks Department of the West Vancouver Municipality .

Achievement of Strategies and Performance Targets

Targets and Strategies for 2004-2005	Actual Result
<p>Continue to work with those schools which have a leadership goal in their School Plans and with the students involved in our leadership and diversity initiatives to measure whether these initiatives are causing students to believe they are contributing to positive change and whether the leadership skills fostered at school may impact attitudes and behaviour after graduation.</p> <p>Support students who attend the October 2004 Youth Leadership Conference in their implementation of a community project.</p>	<p>Strategy Completed. See Appendix Tables 8 and 9.</p> <p>Following the Youth Leadership Conference, students were linked up with community mentors for guidance in the completion of their community projects.</p>
<p>Meet with the West Vancouver Chamber of Commerce, the West Vancouver Rotary and other organizations in our community to expand opportunities in Community Service Learning. Continue to work with Secondary school staffs to create awareness of how Service Learning fits with curricular outcomes.</p>	<p>Strategy Ongoing. Service Learning is an initiative that crosses all curricular areas and is appropriate for all grade levels. It integrates both the goals of the academic curriculum and the needs of the community .</p> <p>The Assistant Superintendent presented overviews at staff meetings.</p> <p>Both of the West Vancouver Rotaries, as well as the Municipality of West Vancouver, are involved with all three of our secondary schools and fully support our leadership and service initiatives.</p> <p>We continue to liaise with the West Vancouver Chamber of Commerce and West Vancouver Foundation.</p>
<p>Measure whether attitudes of youth toward service and participation in their community were being impacted.</p>	<p>Strategy Completed and Ongoing Please see our district surveys in the Appendix, Tables 8 and 9.</p>

<p>Involve our students who attended Diversity Camp in analyzing the racism and sexual harassment findings of the SD45 Safe Schools Survey in order to develop proactive practices that can be implemented at the elementary and secondary schools. Attitudes toward racism and gender harassment will be tracked through the SD45 Safety and Student Leadership Annual Survey. Strand 3 of the Social Responsibility Performance Standards – Valuing Diversity and Defending Human Rights will also be used to gauge student growth.</p>	<p>Strategy Ongoing For the fifth straight year the District has organized a Diversity Leadership Camp for sixty secondary students. Teams of students return to their schools with action plans including conducting anti-racism training (ART) at elementary schools, and planning multicultural weeks in their schools. Twenty students became anti-racism trainers following an in-service with Dr. Ishiyama.</p> <p>Due to our focus on bystander behaviour and bullying, we are now tracking, in a formal way, attitudes toward racism and gender harassment through the general question on the Ministry of Education Satisfaction Survey: <i>At school do you respect people who are different from you? (For example, think, act or look different)</i>. See Performance Indicators p. 22.</p> <p>We are, however, continuing to measure verbal and social bullying and have a strategy in place to engage our Landed Immigrant and International students in conversations about bullying. See Goal 1 Strategy #5.</p>
<p>Meet with a representative group from our elementary schools to investigate ways to extend youth leadership initiatives to the elementary schools.</p>	<p>Strategy Ongoing Successful initiatives were carried out at three of our elementary schools.</p>
<p>Expand the Junior Diversity Conference to other elementary school sites.</p>	<p>Strategy Ongoing Still a worthwhile idea which we will implement in 2005-2006.</p>
<p>There will be an increase of 7% by June 2007 in the number of students who assume leadership positions and believe they are making a positive difference</p>	<p>Target Ongoing As of April 2005, we have 49.4% of students in Grades 8-12 who strongly agree or agree. We will add this question to our Elementary Safe School Student Survey and to our Leadership Conference Survey.</p>

Strategies 2005-2006

1. Expand the Junior Diversity Conference to other elementary school sites.
2. Meet with a representative group from our elementary schools to investigate ways to extend youth leadership initiatives to the elementary schools.
3. The District will develop an inventory to conduct research on the effectiveness of our Service Learning initiative.
4. Continue to increase the number of schools involved in Community Service Learning following the district-wide in-service in December.
5. Students who attended Diversity Camp have brainstormed ideas about possible action plans. These plans will be submitted to the Assistant Superintendent and support will be provided for implementation.

Objective 2 Performance Targets 2005-2006

1. There will be an increase of 7% by June 2007 in the number of students at Secondary who assume leadership positions and believe they are making a positive difference

	Strongly Agree	Disagree	Not Sure	Agree	Strongly Agree
Because of my involvement in volunteer work, community service or leadership, I believe I have contributed to positive change. (2005)	6.9%	10.6%	33.1%	33.5%	15.9%

2. By June 2006, establish baseline data at the elementary level by adding the question above to our annual Safe School Student Survey.
3. By June 2007, 50% of our schools will be engaged in Service Learning.

Goal 1 – Structures

- A full day is allocated for the District Student Leadership Conference which is supported with district funds.

GOAL #2 To focus on literacy so that proficiency in reading and writing is increased

Objective 1 Focus on reading comprehension strategies District-wide to increase student proficiency.

Rationale

Strong reading skills are at the heart of learning and remain the foundation of intellectual achievement. Although we recognize that our students read well, our years of outstanding results are not taken for granted.

In the District Review Report 2005, West Vancouver was recognized for having goals which were relevant, data-based, and focused on student achievement. The Review Team noted that the District should continue: to review and analyze the types of data collected to determine the most relevant and useful assessment strategies and practices to improve student achievement; and to review, analyze and define specific instructional strategies that impact student achievement. To this end, we continue to assess our literacy data collection tools and practices, to review and analyze student results, and to focus our Professional Development instructional strategies which support the learning of students in our classrooms.

We continue to provide inservice for schools in the use of the Reading Performance Standards, and have begun to incorporate these standards into our district-wide reading assessments, and ongoing classroom assessments. Working with Faye Brownlie, schools are focusing on using these assessments to inform instruction, and to identify specific instructional strategies which can support student achievement, particularly for students who are “Meeting Expectations” at the lower range. The Foundation Skills Assessment results for 2004-2005 indicate that it is in reading that the highest percentage of students in Grades 4 and 7 are still not yet meeting expectations.

As a District, we continue to provide opportunities for teachers to collaborate and to share their expertise with one another.

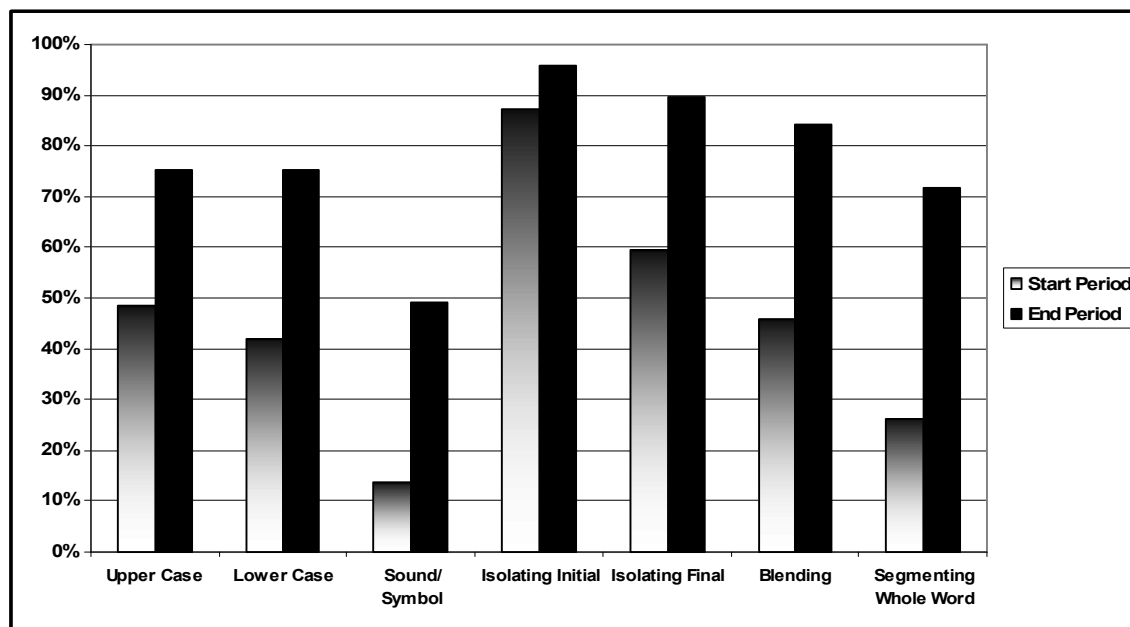
Finally, it should be noted that several schools are working with their parent groups and involving them in reading improvement by recommending reading strategies that can be reinforced at home.

Performance Indicators

1. District Early Literacy Screener - Kindergarten

Comparison of January – June results for Kindergarten Early Literacy Screener.

% of students meeting criterion on K/1 Screener	No. of Students	Upper Case Letters (26)	Sound/Symbol (26)	Isolating Initial (5+)	Isolating Final (5+)	Blending (10+)	Segmenting (25+)
Jan. 2004		Data unavailable.					
June 2004	318	66.9	37.45	97.35	88.95	86.65	73.35
Jan. 2005	320	48.5	13.8	87.3	59.5	45.8	26.1
June 2005	329	75.2	49.2	96	89.7	84.1	71.7



2. Grades 2 and 3 District Reading Assessments

(Grade 2 – District Reading Assessment; Grade 3 – DART; both marked with Performance Standards for Reading for Information)

Results are shown in relation to the Reading Performance Standards

	Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
Grade 2 Fall	25%	51%	19%	0%
Spring	2.5%	23%	72%	2.5 %
Grade 3 Fall	34%	50%	16%	0%
Spring	4%	25%	63%	8%

3. CARS (Comprehensive Assessment of Reading Strategies) Results

Percentage of students meeting the determined criteria by June 2005 as compared to June 2004.

Grade 4 CARS	Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
2003-04	7.7%	31.3%	29.5%	31.5%
2004-05	10%	34%	27%	29%

Grade 5 CARS	Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
2003-04	8.9%	36.7%	37.0%	17.4%
2004-05	10%	34%	27%	29%

Grade 6 CARS	Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
2003-04	5.5%	28.4%	36.1%	30.0%
2004-05	5%	26%	38%	31%

Grade 7 CARS	Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
2003-04	4.1%	15.5%	36.1%	44.2%
2004-05	4%	15%	31%	50%

FSA Results

Reading Performance – Grade 4
(Participation Rate 2005– 95%)

West Vancouver School District

	Meets Expectations	Exceeds Expectations	District Meets and Exceeds Expectations	Province (meeting or exceeding)
2001	83%	10%	93%	78%
2002	83%	10%	93%	80%
2003	83%	8%	91%	77%
2004	85%	9%	94%	80%
2005	75%	17%	92%	79%

Reading Performance – Grade 7
(Participation Rate 2005 – 91%)

West Vancouver School District

	Meets Expectations	Exceeds Expectations	District Meets and Exceeds Expectations	Province (meeting or exceeding)
2000	75%	16%	91%	81%
2001	76%	13%	89%	76%
2002	66%	25%	91%	76%
2003	67%	26%	92%	76%
2004	85%	9%	93%	80%
2005	71%	16%	87%	77%

Achievement of Strategies and Performance Targets

Strategies and Targets for 2004-2005	2004-2005 Actual Result
To continue to refine assessment tools, guidelines, and practices.	<p>Strategy Completed</p> <ul style="list-style-type: none"> Kindergarten teachers met with district Speech and Language Pathologists to review the K/1 Early Literacy Screener results, for the period of January to June 2005. They noted significant growth in all areas of the screener for most students. It was agreed to keep monitoring the results each spring, to note patterns in student progress. Students who were identified as experiencing difficulty in certain skill areas, were referred to School-based Resource Team in order to receive Learning Assistance support. At the request of the Grade 1 teachers, the District coordinated the development of a reading assessment package for Grade 1 students. The assessment looks at sight word identification, sentence dictation, writing vocabulary and reading of both levelled and decodable text. Teachers piloted the assessment tool in several Grade 1 classes in the spring of 2005, following which they met to review and revise the assessment. This optional assessment tool is now available for use by all Grade 1 teachers. The District developed district and school summaries for each grade level assessment. Support documents for assessment procedures and guidelines were posted on-line for access by staff. <p>Strategy Ongoing</p> <ul style="list-style-type: none"> Due to the absence of French Immersion Ministry Reading Performance Standards, French Immersion teachers, at the Grades 2 to 4 level, piloted several assessment tools and strategies suitable to assessing students' reading comprehension development in the Immersion program. These materials will continue to be refined during the 2005-2006 school year.
To increase teachers' use of the Reading Performance Standards as a classroom assessment for learning.	<p>Strategy Completed</p> <p>In the fall of 2004, several Grade 8 teachers piloted the DART materials with their classrooms, and in the spring of 2005 all Grade 8s, at one secondary school, were administered the assessment. Schools agreed to administer</p>

	<p>the DART assessment to all Grade 8 students in the district beginning in the fall of 2005. DART is a performance standards-based assessment tool.</p> <ul style="list-style-type: none"> • In the 2004-05 Accountability Contract the District made a determination to investigate the possibility of replacing the CARS assessment with the DART for Grades 4-7. The rationale for this change was to provide teachers with an assessment tool which would support classroom use of the Reading Performance Standards for assessment purposes, and which would provide useful information for instructional planning. It was decided to replace CARS with DART, beginning in the fall of 2005, at the Grades 5, 6, and 7 levels. In the fall of 2007, Grade 4 students also will be given the DART assessment. • Elementary school teams attended a five-part series with Faye Brownlie on <i>Moving From Assessment to Instruction</i>, with a focus on embedding the use of the Reading and Writing Performance Standards into their classroom practice. • All Grades 2 and 3 teachers assessed their students' reading comprehension using the Reading Performance Standards, in both the fall and spring of 2004-2005.
FSA scores to be maintained.	<p>Target Met.</p> <ul style="list-style-type: none"> • FSA Reading scores at Grade 4 were maintained for 2004-2005. Scores for Grade 7 students appeared to decrease slightly, however, this was a provincial trend. West Vancouver students' Reading results remained at the 100th percentile for the province. (ADMINFO Resources Inc.)

<p>By June 2005, 80% of Grade 3 students will fully meet or exceed expectations on the DART (District Assessment of Reading Team, <i>Brownlie 2004</i>). Increase to 85% by June 2006.</p>	<p>Target not met</p> <p>Seventy-one percent of Grade 3 students fully met or exceeded expectations on the DART in June 2005. If we reported these results in the same manner as the Ministry of Education reports the FSA results, and included students who minimally met expectations, the results would have been 96% of students who met or exceeded expectations.</p> <p>Our original performance target indicated that we would be increasing the target to 85% by June 2006. Upon reflection, we are discontinuing this target for several reasons. Firstly, teachers were using the DART assessment for the first time in June 2005, and we need to refine our marking strategies and develop a more consistent interpretation of the Reading Performance Standards. Secondly, we recognize that there are valid reasons why certain students do not and will not fully meet expectations on this assessment. Of greater importance is that we continue to identify, and support these students in their learning, to enable their growth and development. Thirdly, we need to administer the DART over a period of several years to identify realistic targets, based on more complete data.</p>
<p>Students who were in Grade 4 in 2004, will be tracked as a cohort through June 2008 (Grade 8). For this cohort there will be a 5% increase in the percentage of students who fully meet or exceed expectations as measured by the Reading Performance Standards.</p>	<p>Target Ongoing</p> <p>In order to meet this target, we will establish a baseline by determining the percentage of Grade 8 students who fully meet or exceed expectations as measured by the Reading Performance Standards, in June 2006 and June 2007, on the DART assessment. These results will be compared with the results of the identified cohort group in June 2008.</p>

Strategies 2005-2006

1. Continue to refine assessment tools, guidelines, and practices.
 - Due to the absence of French Immersion Ministry Reading Performance Standards, Grades 2 to 4 French Immersion teachers will continue to develop assessment guidelines which reflect reading comprehension development in the Immersion program.
2. Continue to increase teachers' use of the Reading Performance Standards as a classroom assessment for learning.
 - The District has purchased Faye Brownlie's District Assessment of Reading Team (DART) which can be used for whole class fall and spring assessments in Grades 3-8. In 2005-2006, students at the Grades 3, 5, 6, 7, & 8 levels will be administered the DART by their teacher. These assessments will be marked using the Reading Performance Standards.
 - Teacher leaders from each elementary will attend two sessions with Faye Brownlie on how to support their schools in focusing on *Moving From Assessment to Instruction*.
 - Elementary School teams will be attending a half-day session with Faye Brownlie on *Moving From Assessment to Instruction*. These sessions will feature classroom demonstration lessons, followed by reflection using the Reading Performance Standards, and modelling for how to incorporate effective instructional strategies into classroom practice. The session will be repeated three times across the district, and will provide an opportunity for more teachers to be involved in the professional development activity.
 - Grade 7 and 8 teacher teams will attend a five-part series with Faye Brownlie on *Moving From Assessment to Instruction*. This series will include analysis of DART results, and planning for classroom instruction. Three classroom demonstration lessons will be given at each of the secondary schools, followed by reflection using the Reading Performance Standards, and modelling for how to incorporate effective instructional strategies into classroom practice.
3. Support students in their transition from elementary to secondary school.
 - Grade 7 and 8 teachers will attend a half-day session to examine transition issues between elementary and secondary school, with a focus on supporting students who are identified as minimally meeting expectations on the spring 2005 FSA, and the fall 2006 DART. This session will include participation from classroom teachers and Learning Assistance teachers.

4. The District will continue to monitor the effectiveness of the K/1 Early Literacy Screener as a tool for early identification of students who are at-risk for experiencing reading difficulties. Students who were enrolled in Kindergarten in 2004, will be tracked through to Grade 4 in 2008, as a matched cohort. The purpose of the tracking will be to confirm that any students who are “Not Yet Meeting Expectations” on the DART reading assessment in Grade 4, are among those identified through the K/1 Early Literacy Screener. We will also confirm that no new students within the matched cohort will emerge as exhibiting deficiencies in those skills that were tested in Kindergarten (i.e. phonological awareness, sound/symbol relationships). Should new students emerge, we will revise the screener accordingly in order to gain prediction for future instruction.

Performance Targets 2005–2006

- Maintain our yearly FSA results at the 100th percentile.
- Students who were in Grade 4 in 2004, will be tracked as a cohort through June 2008 (Grade 8). The results of this cohort will be compared with Grade 8 students’ results in June 2005 and 2006. For this cohort there will be a 5% increase in the percentage of students who fully meet or exceed expectations as measured by the Reading Performance Standards, in comparison with the two preceding years.

Objective 2 Increase the reading proficiency of ESL students

Rationale

Cultural and linguistic diversity has been increasing in our school District over the last several years. According to the District's 2005-2006 1701 report, we have 4.97% of our elementary school population and 4.13% of our secondary school population (excluding International students) designated as ESL students. However, these numbers are misleading as the majority of ESL learners at secondary are, in fact, International students who comprise 12% of our total secondary population. International students represent 4.51% of our total elementary population. In addition, tracking these students over time presents many challenges as each year there are new students to the system. In addition, the Ministry of Education has not historically provided disaggregated data for International students.

When we analyzed our 2005 FSA results for Grades 7 and, our 2005 Grade 10 Ministry of Education examination results, this is a group about whom we have questions. For example of the 5.76% of students who did not write (DNW) the English 10 exam, most were ESL or International students who lacked the requisite English skills to be successful.

In addition, data garnered by our teachers from the Ministry of Education examinations in Communications 12 and English 12 also suggest the performance of many of the ESL and International students is below the level of achievement for all other specific groups, including Special Education students.

The District's secondary English, English as a second Language and Transitional English teachers, report concerns about students who refuse the up-to-five years of ESL Services to which they are entitled because of their haste to be in regular English classes due to the pressure the students experience to graduate "on time" and attend university.

In order to focus on these concerns, the District has created a .5 position of ESL Secondary Resource teacher. This individual will be working with the staff at our three secondary schools to bring consistency to ESL Service Delivery models.

Performance Indicators

1. Foundation Skills Assessment

Reading		ESL	
Meeting or Exceeding Expectations		West Van	BC
Grade 4	2000-2001	75%	67%
	2001-2002	89%	68%
	2002-2003	90%	67%
	2003-2004	76%	68%
	2004-2005	78%	67%
Grade 7	2000-2001	57%	52%
	2001-2002	56%	51%
	2002-2003	56%	57%
	2003-2004	67%	66%
	2004-2005	14%	56%
Grade 10 (*results no longer available)	2000-2001	37%	41%
	2001-2002	19%	42%
	2002-2003	75%	47%
	2003-2004*		

2. Communications 12 – Ministry of Education Examination Results West Vancouver

Exam Mean Scores and Participation Rates*					
Expressed as Percentiles ⁷					
	2001	2002	2003	2004	2005
Exam Mean Score (%)	59%	64%	67%	63%	69%
Exam Mean Percentile	4	15	41	23	n/a
Participation Rate (%)	13%	13%	13%	12%	9%
Participation Percentile	42	31	33	22	n/a
Number of students who wrote	91	86	81	78	60
No. of Districts used for data	57	59	59	58	n/a
n/a – Information not yet received from ADMINFO Resources Inc.					

⁷ John Taylor, ADMINFO Resources Inc., 1994 to 2003 11.1 *Participation Rate is defined as the number of unique students who wrote the exam in this course divided by the Grade 12 enrollment in September of the same school year.

Communications 12 (continued)

Pass Rates and Participation Rates* ⁸

	2001	2002	2003	2004	2005
Pass Rate (%)	84%	90%	94%	85%	97%
Pass Rate Percentile	13	30	57	21	n/a
Participation Rate (%)	13%	13%	13%	12%	9%
Participation Percentile	43	31	33	22	n/a
Number of students who wrote	91	86	81	78	60
No. of Districts used for data	57	59	59	58	n/a

n/a – Information not yet received from ADMINFO Resources Inc.

3. English 12 – Ministry of Education Examination Results West Vancouver

Exam Mean Scores and Participation Rates

	2001	2002	2003	2004	2005
Exam Mean Score (%)	71%	70%	71%	71%	74%
Exam Mean Percentile	84	72	74	76	n/a
Participation Rate (%)	88%	92%	97%	95%	92%
Number of students who wrote	615	726	625	640	628
Number of Districts used for data	60	60	60	60	n/a

Pass Rates and Participation Rates

	2001	2002	2003	2004	2005
Pass Rate (%)	89%	93%	91%	92%	95%
Pass Rate Percentile	24	32	33	31	n/a
Participation Rate (%)	88%	92%	97%	95%	92%
Participation Percentile	92	96	98	98	
Number of students who wrote	615	627	624	640	628
No. of Districts used for data	60	60	60	60	n/a

n/a – Information not yet received from ADMINFO Resources Inc.

⁸ John Taylor, ADMINFO Resources Inc., 1994 to 2004 11.2. *Pass Rates are defined as the percentage of examinations written which were awarded a pass (C-) letter grade or higher.

⁹ John Taylor, ADMINFO Resources Inc., 1994 to 2004 11.1. *Participation Rate is defined as the number of unique students who wrote the exam in this course divided by the Grade 12 enrollment in September of the same school year.

Achievement of Performance Targets and Strategies – 2004 – 2005

Targets and Strategies For 2004-2005	Actual Result
<p>Continue to collect data at both the elementary and secondary levels to evaluate the achievement and progress of ESL and International learners. Implement regularly scheduled meetings with ESL staff coordinated by District Principal of Student Support Services and the Assistant Superintendent, Instructional Services.</p>	<p>Strategy Completed and Ongoing Disaggregated Data for the June and August 2005 examinations has been requested from the Ministry. Meetings for ESL and English teachers were held last school year and will continue to be held.</p>
<p>Meet with ESL parents to familiarize them with the Canadian educational system and the need to have realistic expectations about language acquisition. Elementary ESL teachers are creating a bank of strategies to increase parental involvement.</p>	<p>Strategy Completed The ESL District International Counsellor conducted a meeting with parents in August 2005. All elementary ESL teachers will be hosting ESL and International parent meetings at their own schools.</p>
<p>Support ESL staff in becoming familiar with the Ministry of Education Performance Standards for ESL learners and continue to explore how to incorporate use of the Reading Performance Standards as benchmarks to assess student performance.</p>	<p>Strategy Ongoing Use of the Reading Performance Standards has been a focus at all schools across the district. At the elementary level, teachers are now using the Standards as the basis for ESL entry and exit criteria. We believe this approach provides more consistency. Our Secondary ESL Resource Teacher will conduct workshops on use of the ESL Performance Standards for those teachers interested in using the Standards with that target population. We are in the process of gathering information to develop consistent entry and exit criteria at secondary.</p>
<p>Continue to involve those teachers enrolled in ESL diploma program in identifying best practices for these learners.</p>	<p>Strategy Ongoing Two teachers offered a summer camp, <i>Connecting To Canadian Culture</i>, targeted to elementary second language students. One of the objectives of the camp was to help students transition to a new school system and practice their English. The camp enrolled 28 students.</p>

Targets and Strategies For 2004-2005	Actual Result
	<p>These same two teachers have offered and will be offering workshops to school staffs on the adjustment issues faced by newly arrived students.</p> <p>Another teacher has designed a special school website targeted to these students.</p> <p>Our schools with the highest percentages of ESL students are continuing to focus on differentiated instruction.</p>
Provide a series of workshops with Dr. Pat Holburn, formerly a Professor in the Faculty of Education at SFU.	<p>Strategy Completed Dr. P. Holborn provided a workshop series on differentiating instruction for both elementary and secondary teachers. The workshop series was well received and will be continued in 2005-2006.</p>
Continue to track the progress of ESL and International students on the Communications 12 and English 12 Ministry of Education exams. By December 2004, we will establish baseline data for this group. We have requested a disaggregation report from the Ministry.	<p>Strategy Ongoing We analyzed the disaggregation report we received from the Ministry. We noted that of the 57 students who failed the English 12 exam and of the 15 students who failed the Communications 12 exam in June 2004, 71.9% in English 12 and 69.4% in Communications 12 were ESL or International students respectively.</p>
Increase Foundation Skills Assessment Scores for Ministry-designated ESL learners by at least 3% by June 2005.	<p>Target Ongoing Only 14% of Ministry-designated ESL students in Grade 7 met or exceeded expectations in FSA for the 2004-2005. However, this was a small number of students (32% of the Grade 7 ESL population) which suggests we need to continue to track progress over time. Participation rates will also need to be monitored.</p>
Attain a pass rate of 95% in Communications 12. Maintain this pass rate percentage three out of the next four successive years.	<p>Target Ongoing We have noted improvement in our Communications 12 results. In June 2005, the Pass Rate was 97%. We are awaiting the provincial percentile rankings from ADMINFO Resources Inc.</p>

Targets and Strategies For 2004-2005	Actual Result
Attain a pass rate in English 12 of 94% for at least three of the next four successive years.	Target Ongoing In June 2005 our Pass Rate percentile for English 12 was 95%. We are awaiting the provincial percentile rankings from ADMINFO Resources Inc.

Objective 2 Strategies for 2005-2006

1. We are continuing to look for ways that all curricular teachers will feel more comfortable differentiating instruction to accommodate to the various levels of proficiency in English of students in their classrooms. We know that differentiated instructional strategies targeted to second language learners benefit the total student population.
2. Our Secondary ESL Resource teacher will work with secondary ESL teachers to develop consistent ESL entry and exit criteria across our three secondary schools. This will also involve a review of the screening tools used at the International Student Orientation session in August. This review is necessary to ensure the three secondary schools have the information needed for appropriate student placement in September.
3. Teachers and District Staff will continue to track the progress of ESL and International students on the Communications 12 and English 12 Ministry of Education exams, in order to determine the most appropriate placement for students enrolling in Grade 12 English courses the following September. To accomplish this strategy, we have once again requested a disaggregation report from the Ministry for the June and August 2005 results.
4. Continue to support ESL staff in becoming familiar with the Ministry of Education Performance Standards for ESL learners and to explore how to incorporate use of the Reading Performance Standards as benchmarks to assess student performance.
5. Expand Summer School offerings to ensure those students who wish to upgrade their English skills over the summer have courses which meet their needs.

Objective 2 Performance Targets for 2005-2006

1. Attain a pass rate of 95% in Communications 12.
 Maintain this pass rate percentage three out of the next four successive years (2005-2008).
2. Attain a pass rate in English 12 of 94% for at least three of the next four successive years (2004-2007).

Goal 2 Structures – Reading

- Provide release time for each Kindergarten teacher to support the completion of the District Early Literacy Screener.
- Provide online tools for recording Kindergarten screener results.
- Provide release time for elementary and secondary teachers to attend sessions on using the Performance Standards in Reading and Writing with Faye Brownlie, and classroom demonstration lessons.
- Provide release time for district-wide marking of the DART assessment, at Grades 3, 5, 6, 7, and 8 in the fall and spring.
- Hold literacy touchback sessions for each of the following grade groups: K/1, 2-3, 4-7 to support instructional practice for the development of students' reading comprehension. Develop District and school summaries for each grade level assessment.

Objective 3 To improve the writing proficiency of all students

Rationale

Our teachers tell us that they cannot be teachers of reading unless they are also teachers of writing. Both writing and reading are used to engage students in learning. As a District we have been focusing on reading for understanding. Writing allows students to demonstrate and deepen their understanding. Like reading, writing is a developmental process and writing skills can improve with focused instruction and practice.

Results on the Foundation Skills Assessment (FSA) over the years have indicated that most of our Grades 4 and 7 students meet or exceed expectations in Writing. In fact, on the 2004-2005 results, only six students in Grade 4 and twenty students in Grade 7 were not yet within expectations, in the school District. But as the chart in the Performance Indicators section below indicates, when compared with Reading and Numeracy, very few of our students exceed expectations. By focussing on those in the meeting expectations range, as well as the few in the not yet meeting range, we believe all of our students can be even better writers. We also believe the positive impact will carry over into the secondary level. Finally, if we are able to move students to higher levels of achievement, we may have an impact on the number of students exceeding expectations.

Similarly at the Grade 12 level, upon conducting an item analysis of the Communications 12 results, we have discovered that students lose most of their marks on the essay section. We have discovered

that the students who are struggling most are our second language learners. Given that we have 308 ESL students in the District and 566 International students, a focus on writing seems essential. In fact, International students comprise 8.35% of our total student population.

Many of our schools have adopted writing as a goal in their School Plans. Upon surveying teachers and parents, our School Planning Councils found that these groups believe there can be improvements in student writing. (See results of the Ministry of Education Satisfaction Survey below.) As a result, several of schools have implemented cross-grade writes and teachers are working collaboratively to examine student writing and plan for instruction. Those who have a writing goal are utilizing the Performance Standards as both a data collection tool and as a vehicle to assess for instruction.

Performance Indicators

1. This graph indicates that insofar as achievement is concerned, Elementary parents are the least satisfied with their students' development of writing skills. Note: At the Secondary level only 13% of parents responded, as compared with 11% in the province. As a result, secondary parents' responses have not been included.

Ministry of Education Satisfaction Survey Elementary Parent Responses (in %)

Achievement		2004/2005					All of the Time & Many Times			
		At no Time	Few times	Some- times	Many Times	All of The Time	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005
Are you satisfied with what your child is learning at school?	2003/04	0	1	15	62	22	76	80	84	82
	2004/05	0	1	16	59	23				
Are you satisfied with the development of your child's reading skills at school?	2003/04	1	5	18	43	33	67	74	76	75
	2004/05	1	6	19	41	33				
Are you satisfied with the development of your child's writing skills at school?	2003/04	1	8	27	43	21	53	62	64	61
	2004/05	3	8	28	38	23				
Are you satisfied with the development of your child's mathematics skills at school?	2003/04	2	6	24	42	27	62	66	69	65
	2004/05	2	7	26	40	26				

* Participation Rate: 47%

2. This graph shows that of the three FSA subtests, few of our students exceed expectations.

Number of Students by Performance Level						
	Not Yet Meeting		Meeting		Exceeding	
	2003/04	2004/05	2003/04	2004/05	2003/04	2004/05
Grade 4						
Reading Comprehension	26	33	336	301	36	67
Writing	10	6	367	379	19	13
Numeracy	2	16	257	273	140	108
Grade 7						
Reading Comprehension	31	58	324	329	94	74
Writing	5	20	428	426	14	10
Numeracy	22	28	347	333	88	102

The FSA writing subtest is graded on a scale of from 1-12. In order for students to *meet expectations*, they must attain a score of 6-9. The following is a summary of the scores attained by those students *meeting expectations*. The difference of one student between the ADMINFO Resources Inc results and the Ministry results is not statistically significant and according to Dr. John Taylor is *probably due to the definitions the Ministry is using to report results*.

FSA Grade 4 – Writing 2004	
Mark 6	268
Mark 7	21
Mark 8	35
Mark 9	42
Total Meeting Expectations	366
FSA Grade 7 – Writing 2004	
Mark 6	186
Mark 7	78
Mark 8	91
Mark 9	74
Total Meeting Expectations	429

Achievement of Targets

Targets and Strategies For 2004-2005	Actual Result
<p>1. Continue to support the work of teachers in the use of Performance Standards in Writing through in-service and touchback sessions at the District level. Encourage teachers at the intermediate level and beyond, to develop “student friendly” rubrics which can be used by students to assess their own writing.</p>	<p>Strategy Completed</p> <ul style="list-style-type: none"> ● Elementary school teams attended a five-part series with Faye Brownlie on <i>Moving From Assessment to Instruction</i>, with a focus on embedding the use of the Reading and Writing Performance Standards into their classroom practice. ● Touchback meetings were held 5 times during the year for staff at K/1, Grades 2/3, and Grades 4-7. Teachers shared assessment practices and teaching strategies in relation to the use of the Performance Standards in Writing. ● Several schools developed ‘student friendly’ rubrics at the primary and intermediate levels. These will be provided, as a model, to all elementary schools, for adaptation by students and teachers.
<p>2. Understand the requirements for, and assessment of, the new English 10 Program exam and how these link to the Writing Performance Standards.</p>	<p>Strategy Ongoing</p> <p>Most of our English 10 teachers familiarized themselves with the provincial exemplars and participated in the provincial training that was available. Departments at the three secondary schools met, analyzed their exam results and prepared a report on their findings. These reports were shared across the district and will be discussed at a future Department Coordinators’ meeting. This is a key strategy which we will need to continue.</p>
<p>3. Provide in-service for Learning Assistance teachers in the use of the Performance Standards in Writing.</p>	<p>Strategy Completed</p> <p>The District offered an introductory session to the Writing Performance Standards through a workshop with Faye Brownlie. Learning Assistance and Resource Teachers were encouraged to attend.</p>
<p>4. Through cross-grade writes at the secondary level, continue to provide inservice for teachers in the use of Performance Standards as one tool to establish grading consistency. Provide</p>	<p>Strategy Ongoing</p> <p>All of our secondary schools now engage in cross-grade writes and teachers, through the professional development offered and through discussion in their collaborative teams, have</p>

release time so that secondary English teachers can meet together to develop a common assessment language and share exemplars of writing from each grade.	become familiar with use of the Performance Standards. Thus, we have teacher consistency within schools. There is still a need to have English Department representatives meet and work toward consistency <u>across</u> the three schools.
5. Establish a baseline of the number of Grade 10 students who meet expectations in Writing by June 2007 as measured by the BC Performance Standards.	Strategy Ongoing Schools have established this information. As yet the information has not been collected by the district. Information is used to inform classroom instruction. Results on the Ministry of Education Grade 10 exam will also have to be taken into account when formulating a definition of the students who <i>meet expectations</i> in writing. We wish to establish this baseline by collecting data for more than one year.
6. Continue to analyze the data available to identify the kinds of writing with which students are struggling. We will refine our understanding of areas of student strength and weakness in relation to meaning, style, form and convention.	Strategy Completed This strategy is being accomplished in classrooms through cross-grade writes, and through analysis of student responses on DART.
7. Have representatives from our secondary schools meet with Grade 7 teachers to establish a progression of writing development from elementary to secondary.	Strategy Ongoing We are currently re-defining this strategy to ensure work load is manageable.
8. In June 2005, examine the impact of our newly-introduced WriteChallenge program by assessing student attitudes and teacher perceptions.	Strategy Completed Parent, student, and teacher reactions were favourable to the program.
9. Ensure there is agreement at all secondary schools on the level of writing that needs to occur before ESL students exit and move into regular English classes. ESL teachers at the elementary level will pilot the criteria they have recently developed which allows students to exit from ESL service.	Strategy Ongoing This strategy has been partially completed. The elementary teachers did pilot their criteria and found the criteria to have good validity. Secondary teachers are in agreement on a school-by-school rather than by a district basis. We will work toward district guidelines.
10. Increase the proportion of students by 10% in Grade 7 who achieve a score of 7 or higher in writing on FSA	We are awaiting results for 2005 from ADMINFO Resources Inc.

Objective 3 Strategies for 2005–2006

1. Continue to support the work of teachers in the use of Performance Standards in Writing through in-service and touchback sessions at the District level.
2. Convene a focus group of Grade 10 English teachers and Learning Assistance teachers to review the results of, and the requirements for, the new English 10 Program exam. These understandings will inform instruction.
3. The Secondary ESL Resource Teacher will facilitate the development of district criteria for both placement of secondary students into ESL support programs and exit of students into regular programs.
4. We are currently assessing the impact of providing an extra block of language arts support for students who would benefit.

Goal 2 Structures – Literacy General

- School Professional Development days are structured to allow collaborative teams to meet on a more frequent basis during the year. Many teams had a literacy focus for their goal of improving student achievement.
- Provide release time for Grade 7 and 8 teachers to meet to review transition issues, from elementary to secondary, which affect student performance.

Objective 3 Performance Target for 2005–2006

Increase the proportion of students by 10% in Grade 7 who achieve a score of 7 or higher in writing on FSA by 2007.

APPENDIX

Table 1	Secondary Safe School Student Survey
Table 2	Elementary Safe School Student Survey
Table 3	Elementary Safe School Student Survey
Table 4	Elementary Safe School Student Survey
Table 5	Secondary Safe School Student Survey
Table 6	Elementary Safe School Student Survey
Table 7	Secondary Safe School Student Survey
Table 8	Youth Leadership Conference Survey
Table 9	Secondary District Results – Safe School Student Survey
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Table 1**Secondary Safe School Student Survey**

		Not at all this year	Once or a few times	Every month	Every week	Several times a week
21. This school year have you seen other students getting...						
a) physically bullied at school?	2004	30.0%	47.0%	12.0%	6.0%	6.0%
	2005	34.1%	42.0%	10.3%	7.4%	6.2%
b) verbally bullied by insults, put downs or threats at school?	2004	15.0%	39.0%	20.0%	13.0%	13.0%
	2005	18.3%	35.1%	18.7%	13.1%	14.8%
c) socially bullied by exclusion, rumours, someone making them look bad?		18.0%	36.0%	20.0%	13.0%	13.0%
	2004	19.3%	34.8%	20.8%	13.6%	11.4%
	2005					
d) bullied using computer or e-mail messages or pictures?	2004	74.0%	18.0%	4.0%	2.0%	3.0%
	2005	66.0%	20.8%	5.4%	2.9%	4.0%

Table 2		Elementary Safe School Student Survey				
		Not at all this year	Once or a few times	Every month	Every week	Several times a week
This year, how often have you seen other students						
a) physically bullying other students?	Examples: hit, kicked, pushed, slapped, spat on or otherwise physically hurt you					
	2004	39.0%	43.0%	12.0%	4.0%	3.0%
	2005	30.3%	50.8%	10.2%	5.3%	3.4%
b) verbally bullying other students?	Examples: said mean things to you, teased you, threatened you, called you names and tried to hurt your feelings					
	2004	26.0%	42.0%	18.0%	8.0%	7.0%
	2005	12.5%	38.4%	22.3%	14.8%	12.1%
c) socially bullying other students?	Examples: left you out on purpose, refused to play with you, said bad things behind your back or gossiped about you, got other students to not like them.					
	2004	36.0%	39.0%	13.0%	6.0%	5.0%
	2005	10.7%	35.7%	21.4%	17.9%	14.3%

Table 3		Safe School Student Survey				
When other people get bullied at school how much do you want to stop it?						
		Not at all	Hardly Ever	Sometimes	Often	Always
Elementary	2004	4.0%	n/a	25%	31%	41%
Secondary	2004	5.0%	n/a	26%	40%	29%
Elementary	2005	2.7%	4.6%	17.6%	37.2%	37.8
Secondary	2005	7.3%	11.0%	35.3%	30.4%	16.0%

Table 4**Elementary Safe School Student Survey**

6.	In my group of friends, bullying is okay.		71.0%	18.0%	6.0%	2.0%	2.0%
		2004	65.2%	21.8%	8.6%	2.9%	1.5%
		2005					
7.	Most students who get bullied bring it on themselves.						
		2004	36.0%	29.0%	23.0%	8.0%	4.0%
		2005	23.0%	29.1%	33.0%	11.5%	3.5%
8.	It is important to report bullying to adults at school.						
		2004	9.0%	8.0%	17.0%	21.0%	45.0%
		2005	3.4%	5.0%	16.4%	26.9%	48.3%
9.	Adults at this school are helpful if I have a problem with other kids.						
		2004	13.0%	11.0%	19.0%	24.0%	33.0%
		2005	6.6%	9.4%	19.6%	32.5%	31.9%

Table 5**Safe School Student Survey**

Think of the last time you saw or heard another student being bullied, harassed or discriminated against. What did you do? Choose as many as are true for you.

Secondary		2004	2005
	I ignored it.	39.0%	54.0%
	I helped the person being bullied.	18.0%	26.8%
	I made a joke of it.	11.0%	15.1%
	I have not seen or heard other students being bullied.	14.0%	12.9%
	I stood up to the person who was doing it.	17.0%	19.6%
	I told an adult at school about it.	4.0%	3.6%
	I told my parents or another adult family member about it.	15.0%	14.2%

Table 6**Safe School Student Survey**

		Never	Hardly ever	Sometimes	Most of the time	Always
Other students try to help you when you are getting bullied.						
Elementary	2004	16.0%	20.0%	27.0%	22.0%	16.0%
	2005	15.8%	15.5%	19.5%	25.1%	24.2%

Table 7**Questions taken from the Secondary Safe School Student Survey**

		Never	Hardly ever	Sometimes	Most of the time	Always
It is my responsibility to stop bullying, harassment and discrimination even if it's not my friends being picked on.						
	2004	19.0%	24.0%	32.0%	14.0%	11.0%
	2005	13.8%	20.9%	36.9%	16.3%	12.2%
If a student complained to an adult at school about bullying, how often would something be done about it?						
	2004	12.0%	n/a	30.0%	36.0%	22.0%
	2005	8.3%	18.0%	29.1%	29.7%	14.9%
When you see bullying at school how often do you report it?						
	2004	73.0%	n/a	21.0%	4.0%	1.6%
	2005	50.0%	31.0%	13.4%	4.0%	3.0%
Many students who get picked on deserve it, or bring it on themselves.						
	2004	24.0%	32.0%	32.0%	8.0%	4.0%
	2005	16.3%	26.3%	40.2%	13.0%	4.2%
It is my responsibility to stop bullying, even if it's not my friends being picked on.						
	2004	19.0%	24.0%	32.0%	14.0%	11.0%
	2005	13.8%	20.9%	36.9%	16.3%	12.2%
In my group of friends, bullying is common and not a big deal.						
	2004	45.0%	25.0%	16.0%	8.0%	6.0%
	2005	41.5%	27.2%	17.1%	9.0%	5.2%
I know what I can do to stop bullying.						
	2004	20.00	21.0	28.0	18.0	14.0
	2005	10.07	14.1	30.6	26.8	17.8

Goal 1 Objective 2

Table 8

Youth Leadership Conference Survey

Q#	Text of Question		P e r c e n t a g e s		
			Yes	No	Total
2.	Was this the first time you attended the Youth Leadership Conference?	2004	76.2%	23.8%	100%
		2005	100%	0%	100%
5.	As a result of attending last year's Youth Leadership Conference:				
5a.	Do you believe you further developed your leadership skills?	2004	90.5%	9.5%	100 %
		2005	93.9%	6.1%	100%
5b.	Did you assume a leadership position at your school?	2004	66.1%	33.9%	100%
		2005	45.4%	54.6%	100%
5c.	Did you assume a leadership position in the community?	2004	52.4%	47.6%	100%
		2005	30.3%	69.7%	100%
5d.	Have you participated in volunteer work or community service?	2004	77.8%	22.2%	100%
		2005	84.8%	15.2%	100%
5e.	Have you suggested to other students that they should become involved in leadership, service or community work?	2004	83.9%	16.1%	100%
		2005	66.6%	33.4%	100%
6.	Did you set a goal at last year's Youth Leadership Conference that you worked on this year?	2004	41.3%	58.7%	100%
		2005	51.5%	48.5%	100%
7.	Why did you become involved in leadership, service or volunteer work?				
7a.	I have not become involved in leadership, service or community work?	2004	6.3%	93.7%	100%
		2005	6.0%	94.0%	100%
7b.	Desire to challenge myself	2004	52.4%	47.6%	100%
		2005	54.5%	45.5%	100%
7c.	For a new experience	2004	74.6%	25.4%	100%
		2005	69.6%	30.4%	100%
7d.	To meet new people	2004	63.5%	36.5%	100%
		2005	87.5%	12.5%	100%
7e.	To enhance my resume	2004	71.4%	28.6%	100%
		2005	48.4%	51.6%	100%
7f.	To make a difference at my school	2004	54.0%	46.0%	100%
		2005	45.4%	54.6%	100%
7g.	Because a friend asked me	2004	4.8%	95.2%	100%
		2005	12.1%	87.9%	100%
7h.	Because a teacher asked me	2004	14.3%	85.7%	100%
		2005	12.1%	87.9%	100%
7i.	Because I enjoy it	2004	77.8%	22.2%	100%
		2005	60.6%	39.4%	100%

Table 8**Youth Leadership Conference Survey**

Q#	Text of Question		P e r c e n t a g e s		
			Yes	No	Total
7j.	Other	2004	17.5%	82.5%	100%
		2005	15.1%	84.9%	100%
8.	If you did not take on a leadership, volunteer or service role, what reasons do you have?				
8a.	Too busy with my courses and homework?	2004	17.5%	82.5%	100%
		2005	42.4%	57.6%	100%
8b.	Too busy with out of school commitments such as work or sports?	2004	22.2%	77.8%	100%
		2005	36.3%	63.7%	100%
8c.	Not feeling confident enough	2004	0.0%	100%	100%
		2005	6.0%	94.0%	100%
8d.	Nothing interested me	2004	7.9%	92.1%	100%
		2005	6.0%	94.0%	100%
8e.	My friends are not involved	2004	3.2%	96.8%	100%
		2005	6.0%	94.0%	100%
8f.	I did not want to	2004	0.0%	100%	100%
		2005	6.0%	94.0%	100%
8g.	I did not know how to get involved	2004	4.8%	95.2%	100%
		2005	6.0%	94.0%	100%
8h.	Other	2004	3.2%	96.8%	100%
		2005	9.0%	91.0%	100%
Total number of respondents – 63 from West Vancouver Secondary, Sentinel Secondary and Rockridge Secondary. Mulgrave and Collingwood students were not surveyed although they did attend the Youth Leadership Conference.					

Table 9

**West Vancouver Secondary Students
Safety and Leadership Survey**

		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	PCT Agree/SA
12.	My school has provided opportunities for me to become involved in leadership, service or volunteer work.	24.3%	42.5%	21.1%	6.8%	5.2%	66.8%
13.	My present level of leadership skills has resulted from my experiences at school.	7.5%	28.2%	33.8%	19.9%	10.6%	35.8%
14.	It is important to me to learn leadership skills at school.	22.5%	44.1%	21.2%	8.1%	4.0%	66.7%
15.	Because of my involvement in volunteer work, community service or leadership, I believe I have contributed to positive change.	15.9%	33.5%	33.1%	10.6%	6.9%	49.4%
16.	Because of my involvement in volunteer work, community service or leadership, I believe I have had closer relationships with other students or adults.	16.8%	34.5%	28.7%	13.3%	6.7%	51.3%
17.	I wish to participate in volunteer work, community service or leadership, even after I graduate from secondary school.	13.7%	36.9%	34.1%	10.1%	5.1%	50.6%

Table 10

School Plans Summary 2005-2006

Name of School	✓	School Improvement Goals for 2005 - 2006
Bowen Island Community School	✓	<p>Goal 1 - Reading</p> <ul style="list-style-type: none"> ➤ Continue to improve students' reading fluency and comprehension with a particular focus in the area of reading for information. <p>Goal 2 - Writing</p> <ul style="list-style-type: none"> ➤ Continue to improve students' ability to develop meaning in their writing and correctly apply conventions.
Caulfeild Elementary	✓	<p>Goal 1 – Literacy</p> <ul style="list-style-type: none"> ➤ To decrease the number of students not yet fully meeting expectations in reading comprehension by 20% (1-2 students) and to decrease the number of students minimally meeting expectations by 20% (8 students) by June 2006. <p>Goal 2 – Physical Fitness</p> <ul style="list-style-type: none"> ➤ To promote the physical well-being of all students. <p>(Fitness Component) To improve the fitness levels of all students (strength, endurance and flexibility) by 7.5% by June 2006, and to continue to refine and develop our grade level standards for strength, endurance and flexibility.</p> <p>(Nutrition Component) To establish a baseline of K-Gr. 7 students' nutritional habits based on the Canada Food Guide.</p>
Chartwell Elementary	✓	<p>Goal 1 – Social Responsibility</p> <ul style="list-style-type: none"> ➤ To improve students' ability to value diversity and defend human rights. <p>Goal 2 – Communication</p> <ul style="list-style-type: none"> ➤ To improve students' ability to communicate receptively in reading and listening, and expressively in speaking and writing. (This is intended to be a 3 to 5 year goal.)

Name of School	✓	School Improvement Goals for 2005 - 2006
Cypress Park Primary	✓	<p>Goal 1 – Social Responsibility</p> <ul style="list-style-type: none"> ➤ To increase the number of students so that by June 2006 forty (40) students will fully meet or exceed expectations in the area of solving problems in peaceful ways on the Social Responsibility Performance Standards Quick Scale, with an extended focus on community outreach and service leadership. <p>Goal 2 – Writing</p> <ul style="list-style-type: none"> ➤ To increase the number of students so that by June 2006 thirty students will fully meet or exceed expectations in the area of style (specifically description, clarity and variety of written language) on the writing performance standards, in the domain of story writing. (This would be an increase of seven students.)
Eagle Harbour Primary	✓	<p>Goal 1 – Social Responsibility and Leadership</p> <ul style="list-style-type: none"> ➤ Continue to provide a range of opportunities for students in the areas of social responsibility and leadership, so that parents, staff and students, report that student life skills have been enhanced. <p>Goal 2 – Reading and Writing</p> <ul style="list-style-type: none"> ➤ Expand reading goal to include language and writing, in order to increase the students' literacy with regard to non-fiction material.
Gleneagles Elementary	✓	<p>Goal 1 – Reading</p> <ul style="list-style-type: none"> ➤ Increase the ability of students to read fiction and non-fiction with fluency and comprehension. <p>Goal 2 – Writing</p> <ul style="list-style-type: none"> ➤ To improve students' skills in Personal Impromptu Writing.
Hollyburn Elementary	✓	<p>Goal 1 – Writing</p> <ul style="list-style-type: none"> ➤ 75% of students will fully meet or exceed expectations for Style on the B. C. Performance Standards for Writing (three-year average, 2005-2007). <p>Goal 2 – Physical Fitness</p> <ul style="list-style-type: none"> ➤ To increase student participation rates in physical fitness activities by June 2006.

Name of School	✓	School Improvement Goals for 2005 - 2006
Irwin Park	✓	<p>Goal 1 – Reading Comprehension</p> <ul style="list-style-type: none"> ➤ Now that a baseline of Reading Comprehension using the BC Reading Performance Standards has been established in 2004/2005 an increased percent of students will fully meet or exceed expectations in reading comprehension in the Spring of 2006. <p>Goal 2 – Social Responsibility</p> <ul style="list-style-type: none"> ➤ 85% of all students by May 2005 and 95% by May 2006 will have the skills and knowledge to resolve conflicts peacefully using a variety of tools and strategies as measured by a school developed survey.
Lions Bay Primary	✓	<p>Goal 1 – Reading</p> <ul style="list-style-type: none"> ➤ To increase the ability of students to read non-fiction with fluency and comprehension. <p>Goal 2 – Writing</p> <ul style="list-style-type: none"> ➤ To improve students’ skills in writing to communicate ideas and information.
Pauline Johnson	✓	<p>Goal 1 – Communication</p> <ul style="list-style-type: none"> ➤ To increase students’ level of respect for others as demonstrated by positive verbal interaction during non-class time. <p>Goal 2 – Writing</p> <ul style="list-style-type: none"> ➤ To improve students’ written abilities in French (Gr. 1 – 7) and in English (Gr. 4 – 7).
Ridgeview Elementary	✓	<p>Goal 1 – Literacy</p> <ul style="list-style-type: none"> ➤ To improve students’ Literacy skills in Reading for Information and Writing to Communicate Ideas and Information. <p>Goal 2 – Social Responsibility</p> <ul style="list-style-type: none"> ➤ To improve students’ Social Responsibility skills in Contributing to the Classroom and School Community.

Name of School	✓	School Improvement Goals for 2005 - 2006
West Bay Elementary	✓	<p>Goal 1 – Problem Solving</p> <ul style="list-style-type: none"> ➤ To improve our students’ problem solving skills so that their abilities are better reflected by an increase of Gr. 3 and Gr. 6 students fully meeting and or exceeding expectations on the May, 2006 problem solving district assessment using the Numeracy Performance Standards. <p>Goal 2 – Writing/Critical Thinking</p> <ul style="list-style-type: none"> ➤ Student writing will show increased sophistication over a three year time span congruent with the implementation of the International Baccalaureate Primary Years Program. This goal for 2005/06 will provide baseline data assessed using the Performance Standards for writing to communicate ideas and information. The students will demonstrate greater complexity and insight through the application of critical thinking skills, over time, with their written products.
Westcot Elementary	✓	<p>Goal 1 – Reading</p> <ul style="list-style-type: none"> ➤ To improve student reading ability. <p>Target</p> <ul style="list-style-type: none"> ➤ 85% of students at each grade level will read at, or beyond grade level by May of each school year. ➤ Further, all students will show a minimum of 5-10% growth in reading by May of each school year. <p>Goal 2 – Writing</p> <ul style="list-style-type: none"> ➤ To improve student writing ability. <p>Target</p> <ul style="list-style-type: none"> ➤ 85% of students at each grade level will write at/or beyond grade level by May of each school year. ➤ Further, all students will show a minimum of 5-10% growth in writing by May of each school year.
Rockridge Secondary	✓	<p>Goal 1 – Literacy</p> <ul style="list-style-type: none"> ➤ To improve literacy of students in grades 8 through 12 over the next three years.

Name of School	✓	School Improvement Goals for 2005 - 2006
		Goal 2 – Social Responsibility ➤ To increase the number of students who are actively contributing to a positive school environment through: participation in leadership opportunities; actively demonstrating social responsibility skills; actively demonstrating respect for each other and the environment.
Sentinel Secondary	✓	Goal 1 – Writing ➤ To improve writing across the curriculum. Goal 2 – Provide Programs for all Learners ➤ To provide programs and services to meet the needs of all learners.
West Vancouver Secondary	✓	Goal 1 – Improve student achievement ➤ To improve student achievement by addressing student work habits. Goal 2 – Improve students' reading comprehension ➤ To improve students' reading comprehension.