



**WEST VANCOUVER
SCHOOL DISTRICT**

The premier place for learning.



ACCOUNTABILITY CONTRACT

2007 - 2008

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

We aspire to be the finest education system in the country – for our children, our employees, our community and our world.



Our Values

Pursuit of Excellence

We are committed to the pursuit of excellence.

Collaboration

We are committed to seeking input from all those lives we touch before making decisions.

Inclusiveness

We are committed to supporting and celebrating the successes of all of our learners.

Respect and Fairness

We are committed to treating everyone with respect and fairness. We honour and celebrate our differences.

Ethical Action

We are committed to being honest and ethical in everything we do. We aspire to have an organizational culture of integrity.

Openness

We are committed to making our processes and decisions as open as possible.

Responsible

We are committed to making responsible decisions on behalf of all we serve. We believe that we should be held accountable for those decisions.

Joy

We do serious work, but we are committed to infusing our work with fun and joy.

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OCTOBER 2007

DISTRICT CONTEXT

The West Vancouver School District includes the District of West Vancouver, the Village of Lions Bay and Bowen Island – an area of 18.5 kilometres stretching west from the Capilano River to Howe Sound. We have three secondary schools, three primary annexes, one single-track French Immersion primary annex, and 10 Elementary schools, including one single-track French Immersion elementary which also offers Late French Immersion.

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

Current enrollment is 6857 students (as of September 30, 2007). Despite projections of declining enrolment, to date, our enrollment is increasing. In 2007-2008, International students representing 18 countries account for 8.82% of our total student population, and ESL students account for 5.9%. Our Aboriginal population is small with only 10 students and we have 653 (9.52%) Special Education students. Although the majority of our students are Caucasian, the other main ethnic/cultural groups include Asian, Middle Eastern, and South Asian.

In the spring of 2006, the West Vancouver Board of Education developed a new vision statement:

We aspire to be the finest educational system in the country – for our children, our employees, our community and our world.

The Board of Education also approved strategic issue goals and objectives for the West Vancouver School District for a three-year period ending in 2008. The first strategic issue focuses on Educational Excellence, the second on System Sustainability and the third on Community Connections.

UNIQUE FEATURES AND 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 and their achievement levels are also among the top in the province.

¹ Statistics Canada 2001 Community Profile – West Vancouver

Our Dogwood Completion rate for the six years ending in 2006 was 90% which compares favourably to the 79% completion rate for the province. For the school year ending in June of 2006, 135 students in the district won Provincial Scholarships, a per capita rate more than double the provincial average.

In 2006-2007, 49 Grade 12 students and 63 Grade 11 students were enrolled in the International Baccalaureate Diploma program. The Diploma completion rate for 2005-2006 was 98% as compared to a world-wide completion rate of 80%.

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, Super Achievers, and French Immersion. Early French Immersion is offered in a single track setting, one of only four elementary schools in the province to do so. In September 2004, a new French Immersion Primary Annex was opened at École Cedardale and in September 2005, an International Baccalaureate Primary Years Program was introduced at West Bay Elementary. Our Hockey and Soccer Academies, located at Sentinel Secondary, are fully subscribed. 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. For those students who are newest to our system, we continue to offer the K Plus Program throughout the district. We also offer full-day Kindergarten to those students who are eligible for funding under Ministry guidelines.

Finally, we are very proud of our on-going relationship with Dr. Shelley Hymel, and Dr. Ishu Ishiyama in support of our social responsibility initiatives. Over the past several years, in West Vancouver, there has been a focus on safety and leadership. Our focus has been on improving bystander behaviour and initiatives including anti-racism training, multicultural camp, and diversity weeks contribute to school environments with high levels of tolerance and respect. Our ongoing strong relationship with the District of West Vancouver and other community groups has resulted in quality opportunities for service learning, and leadership. Our annual Student Leadership Conference continues to be fully subscribed. As the data in this document indicates, our students value the school district's focus on leadership.

Connecting to our Strategic Plan 2006-08

The West Vancouver Board of Education has adopted three strategic issues that help guide the work of the district and support the district as it works to realize its vision and best serve the educational community and provide each student with the opportunity to meet his or her individual potential.

These strategic directions (reprinted below) are woven into the District Accountability Contract, and both support and guide the work of this document.

Strategic Issue 1 - Educational Excellence

One of our core values – perhaps our most important one – is the pursuit of excellence.

While most of our students go on to post-secondary education, there are other routes to living fulfilling lives. We need to continue to promote educational excellence for all of our students.

Goals and Objectives

- Continue to set high standards of achievement for our students in order to best prepare them for success in university and college.
- Support all students in clarifying and pursuing satisfying careers, regardless of their learning interests or direction, by exploring attitudes to applied skills training in our secondary schools, and helping shape acceptance to these options.
- Enhance career choice support for students, without sacrificing preparation in core academic skills.
- Strive to ensure that all of our students love school and learning by enhancing our child-centered instructional practices to increase flexibility, excitement and fun, as well as including the effective use of educational technology.
- Demonstrate educational leadership through our work with our local community, with municipal council, and in partnership with the Kay Meek Centre and others, to develop a world-class performing arts program to serve both local and out-of-district markets.
- Raise the level of health and fitness among our children.

Strategic Issue 2 - System Sustainability

Our future will be assured to the extent we take steps now to make sure our financial, human, and physical resources are sustainable.

Goals and Objectives

- Expand our financial resources by optimizing the level of government funding, and by continuing to diversify and expand alternative streams of revenue.
- Increase our ability to attract and retain high quality staff by increasing our ability to compete for and retain employees in areas that present particular recruitment and retention challenges.
- Continue our innovative and collaborative focus on addressing workload issues.
- Develop a succession plan for senior leadership.
- Maintain and improve our physical plant and infrastructure, including planning for enhancements to facilities.
- Upgrade our technology infrastructure to support Strategic Issue 1 – Educational Excellence.
- Optimize student enrollment opportunities, and maintain our share of the eligible student market.

Strategic Issue 3 - Community Connections

Our relationships and connections with our partners are critical to our success. We need to do a superb job of cultivating and nurturing those relationships, listening and responding to their concerns, and communicating our achievements.

Goals and Objectives

- Tell our story; celebrate who we are; promote our school district's identity by communicating the achievements of our students and staff to all our communities.
- Maintain and enhance our collaborative model by continuing to support staff in their efforts to enhance student learning, and by continuing our collaborative mandate with all of our partner groups.
- Involve more students in the work of our committees.
- Deepen our connections with our communities as part of the overall promotion of a learning community.
- Explore broader collaborative educational opportunities with other communities and municipal councils.
- Address the unique needs of immigrant children and families.

RESPONSE TO THE DISTRICT REVIEW – FEBRUARY 2005

The District Review Team had four main recommendations, added below in italics, to strengthen the focus of the district and its schools on student achievement:

Recommendation:

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.

Action:

We are continually assessing our literacy data collection tools and practices, reviewing and analyzing student results and supplementing Ministry data with our own class, school and district based data.

Over the last three years, we have implemented a cross-district student assessment based on the B.C. Performance Standards – Reading. Initially, this was implemented at the elementary level, but has expanded to Grade 8 and 9 over the last two years. This common assessment reinforces the use of B.C. Performance Standards - Reading in school classrooms and is supported by district professional development.

In June 2006, new screening/placement tools normed for ESL were purchased. The district developed a new ESL assessment tool to determine eligibility for full day funded Kindergarten. We continue to try to maintain consistent district level data to support the Ministry and class/school data we are using.

Recommendation:

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

Action:

As a district we are continuing our focus on differentiated instruction, and the use of B.C. Performance Standards. We have introduced the book Classroom Instruction That Works by Robert Marzano, Debra Pickering and Jane Pollack to our Principals, Vice Principals and Department Coordinators. This year, through the support of district coordination, there will be workshops focussed on Grant Wiggins' and Jay McTighe's Understanding by Design. Action Research monies have been made available again this year to each school to enable educators to investigate practices that will increase student learning and connect to school and district goals. Faye Brownlie and Carol Saundry have also been retained to support teachers at the classroom level.

Recommendation:

Continue and expand the implementation of the Service Learning Model.

Action:

We are very excited about the way this initiative has captured the imaginations of staff, students, parents, and community members in our district. This past September, Stephen Lewis spoke to all district employees at the West Vancouver Opening Day event, and praised the work that was taking place with Service Learning in the district. The number of projects undertaken, both at the elementary and secondary levels, have surpassed the expectations which had been outlined in previous accountability contracts.

Recommendation:

Continue developing student awareness and willingness to take personal responsibility when witnessing bullying behaviour instead of acting as passive bystander, as identified in the Safe School Surveys.

Action:

Having an impact on bystander behaviour continues to be an important objective in our Accountability Contract under our Social Responsibility goal. As a district, we are continuing our long-standing relationship with Dr. Shelley Hymel, Associate Professor, Faculty of Education, UBC. In addition, two of our schools, Pauline Johnson Elementary and Sentinel Secondary are working with Dr. Hymel to determine how to best decrease verbal and cyberbullying. Both schools have goals in their School Plan which focus on having students demonstrate increased understanding of how humour can be hurtful and can result in verbal bullying. This initiative is considered by Dr. Hymel to be ground-breaking research.

DISTRICT AND SCHOOL CONNECTIONS

Process Used to Approve School Plans

The Assistant Superintendents 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 the Trustees, the District Parent Advisory Council (DPAC) and each Principal. At Principals' meetings, time is set aside for group discussion of school goals.

The West Vancouver School District is currently reviewing and revising its timeline for the preparation and submission of school plans in order to achieve a smooth transition between the District Accountability Contract requirements and those of the District Achievement Contract.

The Role of School Planning Councils

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

All partners involved with the School Planning Councils are asked to provide representation on a District Committee which finalizes the contents of the District Accountability Contract.

Connecting School and District Goals

For the 2007-2008 school year, 14 of our 17 schools will focus on improving either reading and/or writing skills (Appendix Table 12). In West Vancouver there has been strong support expressed by our SPCs for the district to sustain its focus on literacy. As is described later in this document, many schools have been tracking their progress over time and have made achievement gains.

In addition, six schools have selected a goal related to Social Responsibility. Goals range from creation of a safe and caring environment to providing opportunities for service and leadership. While not a goal area at each site, there has been a district-wide and long commitment to tracking the range of socially responsible behaviours at all sites. 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 and

community service. Programs such as Second Step, Focus on Bullying, Peer Buddies, Peer Tutoring, Diversity Camp, and Service Learning are all in place in our district. This past year the Roots of Empathy program was introduced at eight schools.

It is important to note the growth of healthy living goals amongst the school plans. This coming year three of the schools will focus on some aspect of fitness and healthy living. While this goal area is not currently embedded in the Accountability Contract, it is part of the district's Strategic Plan document, and West Vancouver is committed to placing increased emphasis on fitness and nutrition in this coming year.

Aboriginal Enhancement Agreement

The West Vancouver School District does not have a large Aboriginal student population. There are currently 10 Aboriginal students identified for the 2007-08 school year across the district. The Aboriginal Enhancement Agreement, currently in the initial stages of development, will raise awareness of Aboriginal students and will identify our collective responsibility for their success within our public school system.

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 recognize that schools have an essential role to play in ensuring that students are not only knowledgeable, but also 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; Fleshbach & Fleshbach 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 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 been very fortunate in West Vancouver for the past seven years to 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). In 2004, we developed two comprehensive surveys, one for elementary students and one for secondary students which 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, 2006 and 2007, we again surveyed the entire school district with a shorter survey targeted to our district objective of improving students' strategies and responsiveness when confronted with unsafe situations.

We found from these surveys 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%
	2006	7.0%	4.0%	9.0%	29.0%	51.0%
	2007	9.0%	4.9%	9.0%	26.0%	52.0%
Elementary Survey	2004	1.0%	1.0%	7.0%	33.0%	58.0%
	2005	2.4%	2.9%	8.0%	31.8%	54.9%
	2006	4.0%	3.0%	10.0%	31.0%	52.0%
	2007	3.0%	3.0%	10.0%	32.0%	51.0%

This data correlates positively with Ministry of Education Satisfaction Surveys

Satisfaction Surveys – Ministry of Education – 2002 -2007

Survey Item	Grade 4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	WV	BC	WV	BC	WV	BC	WV	BC
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%
2006	6.0%	11.0%	4.0%	9.0%	7.0%	8.0%	4.0%	6.0%
2007	7.0%	11.0%	8.0%	10.0%	12.0%	8.0%	5.0%	6.0%
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%
2006	88.0%	85.0%	88.0%	79.0%	84.0%	71.0%	86.0%	78.0%
2007	85.0%	85.0%	85.0%	78.0%	79.0%	70.0%	86.0%	77.0%

Overall, students’ feelings of safety for most grades are positive in comparison with the province. These are results we would like to maintain, if not improve.

When we examine the data from our own West Vancouver surveys, we continue to be struck by the number of students who admit to witnessing bullying and fail to respond in a socially responsible way. While we understand that disengagement is widespread in society and that our survey results reflect those of major world-wide studies, we are not content to have this disengagement in our schools. A significant number of our students are not behaving with the compassion and integrity we would hope for when confronted with bullying incidents at school. In a school district which prides itself on its sense of community, this lack of responsibility concerns us. Bystanders have a role in

perpetuating bullying. Barbara Coloroso speaks about the bullying circle which contains, among others, *the passive supporter*.²

According to Dr. Shelley Hymel, the most effective and successful anti-bullying programs have stressed the importance of involving student bystanders and witnesses, 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. In addition, when bullying is reported, on 57% of occasions, the bullying stops.³

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*.⁴

We also know that the bullied student can feel increasingly isolated. 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".⁵

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

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

⁴ *Safe, Caring and Orderly Schools: A Guide* (British Columbia Ministry of Education, March 2004) p. 11

⁵ William Burroughs, as found in *Orbit, OISE/UT Vol 34 No. 2* (2004) 4

Performance Indicators and Report of Performance Targets

1. School Safety Survey

The results of the 2007 SD45 Secondary School Safety Survey indicates there has been little change in the number of students reporting they have witnessed physical, verbal or social bullying during the school year. Values for the last three years are relatively constant. A significant number of students – 15% report they witness physical bullying on a regular basis (every week or more). Social and verbal bullying continue to be most prevalent. Reports of students witnessing bullying exceed those of students experiencing bullying. At both the elementary and secondary levels, verbal and social bullying are most pronounced with about one in four students reporting witnessing at least weekly occurrences.

*Please see Appendix – Table 1 – Secondary Safe School Student Survey
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?* 18% of elementary students and 33% of secondary students *sometimes* want to stop it. Although, 75% of elementary students report that they *often or always want to stop it*, only 46% of secondary students are in this category suggesting that students become desensitized over time. It should be noted that research indicates it is easier to impact the behaviour of elementary-aged children before this desensitization occurs. In addition, our data shows that males at every grade level are much less likely to want to stop bullying.

*Please see Appendix – Table 3 – Safe School Student Survey
Table 4 - Safe School Student Survey-Disaggregated by Gender*

Elementary and secondary students were asked to indicate what they did the last time they saw someone being bullied: 49% of secondary students and 23% of elementary students said they *ignored it*. A full 17% of secondary students *made a joke of it*. Elementary aged students were much more likely *to help the person being bullied*. Further, 51% of secondary students have indicated it is never, or hardly ever, their *responsibility to stop bullying, even if it's their friends being picked on*.

Please see Appendix – Tables 6 – 9

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, 16% of elementary and 19% of secondary students agreed *that students who get picked on deserve it, or bring it on themselves most of the time or always*.

It may be possible that students lack appropriate strategies for dealing with bullying as only 45% of secondary students *most of the time or always* know what they can do to stop bullying. For example, at the secondary level only 6% of the students told an adult at the school.

2. Ministry of Education Satisfaction Surveys (Grades 4, 7, 10, 12)

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.

Ministry of Education – Satisfaction Surveys Percentage Responding: *many times/all of the time*

	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%				
2005	94.0%	89.0%	82.0%	83.0%				
2006	90.0%	89.0%	88.0%	84.0%				
2007	86.0%	89.0%	85.0%	84.0%				
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%
2006					70.0%	68.0%	73.0%	71.0%
2007					65.0%	70.0%	67.0%	72.0%

3. Incidents Reported at Secondary Schools of Bullying and Fighting

Since 2003, we have also been tracking incidents with reference to safety at the secondary level.

Incidents Reported by Secondary Principals and Vice-Principals using our Student Information System (SMS)

Year	Bullying	Fighting
2003-2004	34	65
2004-2005	47	56
2005-2006	18	39
2006-2007	22	33

We speculate that the decreases in incidences of bullying and fighting may be due to the combination of the district's Threat Assessment protocol and the increased vigilance of the staff due to the district focus on this area. We will continue to track these incidents.

Objective 1: Performance Targets 2007-2008

- There will be an increase of 5% by June 2010 of students who 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 “most of the time/always”

	2004	2005	2006	2007	2008	2010
Elementary	72.0%	75.1%	73.0%	75.0%	77%	80%
Secondary	69.0%	46.4%	46.0%	46.0%	55%	60%

- There will be an increase of 5% by June 2010 of the number 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.

Think of the last time you saw or heard another student being bullied. What did you do? Choose as many answers as are true for you.				
Elementary Safe School Survey				
	2004	Chosen 2005	2006	2007
I told my parents or other adult family member about it	15.0	24.1	25.0	29.0
I told an adult at school about it	15.0	19.2	21.0	24.0
Secondary Safe School Survey				
I told my parents or other adult family member about it	15.0	14.2	15.0	15.0
I told an adult at school about it	4.0	3.6	5.0	6.0

3. There will be measurable growth in three out of the next four years on measures associated with positive behaviours when students are bystanders to bullying.

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

Elementary Safe School Survey

	2004	2005	2006	2007
I helped the person being bullied	n/a	42.8	40.0	41.0
I got someone to help stop it	18.0	24.1	26.0	27.0
I stood up to the person who was doing it	21.0	31.6	29.0	31.0

Secondary Safe School Survey

I helped the person being bullied	18.0	26.8	30.0	29.0
I stood up to the person who was doing it	17.0	19.6	20.0	19.0

4. There will be an increase of 5% by June 2010 in the number of students who are reporting they know what the school's expectations are for student behaviour at Grades 10 and 12 (as reported in the Ministry of Education Satisfaction Survey).

Do you know what your school's expectations are for student behaviour? (% Many or All Times)

	2004	2005	2006	2007	2010
Grade 10	63	66	70	70	75
Grade 12	71	76	73	70	75

Objective 1: Actions 2007-2008

Build a Systemic Approach Around Bullying in the Presence of a Bystander

- Schools have a regular process for reviewing and revising Code of Conduct
- Schools report out on what they are doing to encourage anonymous reporting
- Through one of the District Psychologists, identify students who are willing to recount personal accounts of victimization which occurred in the presence of bystanders, or personal accounts of those who intervened as bystanders. In addition, a district committee will compile a list of videos and literature that would promote classroom discussions, about bystander behaviour.
- Explicitly teach behaviours contained in Codes of Conduct to elementary students so they know what the content “looks like and sounds like”
- Continue the implementation of the Ethical Fitness model giving secondary students principles for ethical decision making
- Provide training to Grade 6 and 7, and Grade 11 and 12 students, particularly those involved in Peer Helping and Peer Buddy programs so that they will intervene as bystanders and provide positive role models for the younger students
- Student Support Services staff will provide training in classrooms to assist in enhancing students’ socially responsible behaviour
- A .1 FTE Behavioural Support position has been established to teach Social Skills in elementary classrooms
- Support empathy training through literature at the K – 2 level using “Finn’s Friends”
- Expand the Roots of Empathy Program
- Implement “Friends” Program to support social skills at the Grade 4 level
- District-wide use of the Safe Teen program for Grade 10 students

Improve the Quantity and Quality of Communication in the School and Community

- Through school newsletters, provide an explicit rationale for parents as to why it is important to maximize the number of students who intervene as witnesses. Newsletters will provide examples of what is being done at school to promote positive bystander behaviour. In addition, school Codes of Conduct will go home for parents’ signatures. Our DPAC will encourage teams of parents to investigate how best to support this strategy.
- Translate our Safe Schools Surveys into Farsi, Korean and Mandarin
- Continue to use a district-specific survey supported by both district staff and outside experts to gain accurate information
- Train staff to track behaviour through the student management system
- Continue to use the of B.C. Performance Standards – Social Responsibility as part of the School Plan and use district staff to support their use in schools
- Use parent evenings to focus on the topic of B.C. Performance Standards – Social Responsibility
- Use the Codes of Conduct that have been completed in every school as a vehicle to promote socially appropriate behaviour for all students

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. Connecting students to their communities in a meaningful way will enhance social and emotional growth. In addition, when students are concerned about the welfare of others, our schools will become safer and more caring places, thus impacting Objective 1.

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

We believe students welcome and enjoy being involved in leadership and service activities. On our Annual Safe Schools and Leadership Survey, (April 2007) 66% of secondary students and 80% of elementary students indicated that it is important to learn leadership skills at school.

Please see Appendix – Tables 10 and 11

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 and Report on Performance Targets

1. Satisfaction Survey Results

We believe that the district focus on Diversity is creating a more tolerant and equitable climate in our schools. The responses to the following question on the Ministry of Education Satisfaction Survey indicate scores are stable over time and positive in relationship to the province.

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%
2006	93%	89%	83%	86%
2007	92%	91%	85%	85%

2. Youth Leadership Survey – District Results

Each year, following our annual Youth Leadership Conference, we examine attitudes and behaviour with respect to leadership. The results of our conference survey indicate, that because of attendance at the conference, 85% of students believed they enhanced their leadership skills and about half of the students surveyed assumed leadership positions at school, or in the community, or participated in volunteer work or community service. In 2007, 55% of the students indicated they set a goal upon which they acted. We believe the message of the leadership conference had an impact on many others not in attendance because 55% of the students surveyed indicated they had encouraged others to become involved in leadership, service or community work.

Please see Appendix – Tables 10

3. West Vancouver District Survey

As one of our goals is to create participatory citizens, we continue to survey students as to whether our leadership and service initiatives are causing them to believe they are contributing to positive change and whether the leadership skills fostered at school may have an impact on their attitudes and behaviour after graduation.

Approximately half of all elementary and secondary students in the district 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. It is worth noting that, at this time, 57% of students wish to be involved in volunteer work, community service, or leadership even after graduating from secondary school.

Please see Appendix – Tables 10 and 11

Objective 2: Performance Targets 2007-2008

- There will be an increase of 5% by June 2010 in the number of students who answer *Many or All Times* to the question, "At school do you respect people who are different from you? (For example, think, act or look different)."

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%
2006	93%	89%	83%	86%
2007	92%	91%	85%	85%
2008	94%	93%	87%	87%
2010	97%	96%	90%	90%

- There will be an increase of 7% by June 2010 in the number of Secondary students who assume leadership positions and believe they are making a positive difference.

		Strongly Disagree	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%
	(2006)	6.0%	10.0%	31.0%	36.0%	16.0%
	(2007)	9.0%	9.0%	29.0%	35.0%	18.0%
	(2008)				37.0%	19.0%
	(2010)				40.0%	20.0%

- There will be an increase of 6% by June 2010 in the number of Secondary students who wish to participate in volunteer work, community service or leadership after graduation.

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I wish to participate in volunteer work, community service or leadership, even after I graduate from secondary school.	2005	13.7%	36.9%	34.1%	10.1%	5.1%
	2006	23.0%	32.0%	27.0%	9.0%	9.0%
	2007	24.0%	33.0%	25.0%	9.0%	10.0%
	2008				11.0%	12.0%
	2010				12.0%	13.0%

Objective 2: Actions 2007-2008

A Focus on Service Learning

- Continue to conduct research on the effectiveness of our Service Learning initiative by following the students throughout the project with pre- and post-service learning interviews, and we will also gather participant observations
- Continue to support staff at schools who wish to implement Service Learning and to continue to create awareness about the value of this objective
- Develop and refine an inventory to conduct research on the effectiveness of Service Learning
- Assign Service Learning to an Assistant Superintendent as part of their portfolio
- Access community resources to support existing and new initiatives in schools
- Support a range of school-based Service Learning experiences including: Partnership with the Ministry of the Environment building emergency shelters, Nicaragua School Partnership, Schools for Africa, UNICEF partnership, Project Honduras

Supporting Students through Enrichment Opportunities

- Expand the Junior Diversity Conference to other elementary school sites.
- An Assistant Superintendent will support students who attend Diversity Camp in the implementation of their Action plans
- Allocate a full day for the District Student Leadership Conference and continue its support with district funds

GOAL #2 To Focus on Literacy so that Proficiency in Reading and Writing is Increased

Objective 1: Increase the reading comprehension of all students.

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 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, as well as 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, especially for ESL and French Immersion learners. We continue to review and analyze student results, and to focus our Professional Development opportunities on those strategies which support the learning of students in our classrooms. In particular, we continue 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 2005-2006 indicate it is in reading that the highest percentage of students in Grades 4 and 7 are not yet meeting expectations in reading (when compared to the district’s results in numeracy and writing).

As a district, we continue to provide opportunities for teachers to collaborate and to share their expertise with one another to support improved student literacy achievement.

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

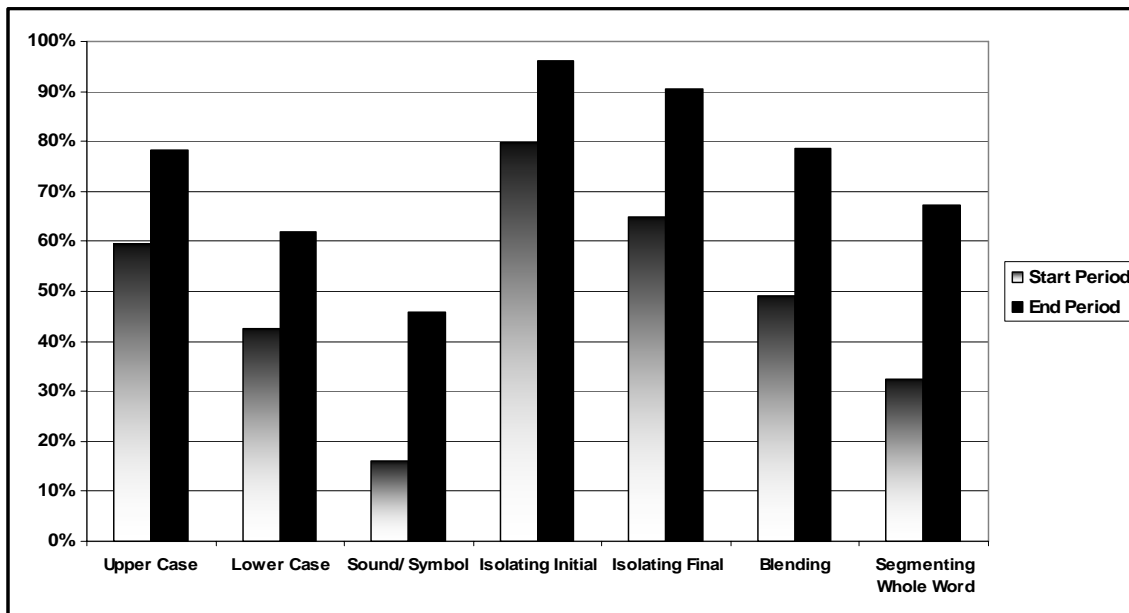
Performance Indicators and Report of Performance Targets

1. District Early Literacy Screener - Kindergarten

Comparison of January – June results for District Early Literacy K / 1 Screener.

% of students meeting targets of Early Literacy 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
Jan. 2006	328	51.0	13.7	86.6	63.8	45.6	31.6
June 2006	315	78.8	52.2	96.9	87.1	78.3	65.7
Jan. 2007	374	68.5	71.9	86.4	74.0	71.6	63.3
June 2007	370	73.9	88.1	96.6	92.2	86.8	83.6

Jan.-June 2007 Comparison Chart



2. Grades 3-9 District Reading Assessments

(DART assessment marked with B.C. Performance Standards - Reading for Information)
Results are shown in relation to the B.C. Performance Standards - Reading.

Percentage of students meeting the determined criteria by June 2007

Grade	Not Yet Within Expectations			Meets Expectations (minimal level)			Fully Meets Expectations			Exceeds Expectations		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3	4%	3%	4%	25%	28%	31%	63%	51%	45%	8%	18%	20%
4	n/a	n/a	5%	n/a	n/a	34%	n/a	n/a	50%	n/a	n/a	11%
5	n/a	4%	4%	n/a	22%	33%	n/a	64%	53%	n/a	11%	10%
6	n/a	3%	3%	n/a	26%	36%	n/a	54%	54%	n/a	18%	7%
7	n/a	2%	3%	n/a	27%	25%	n/a	59%	57%	n/a	12%	15%
8	n/a	8%	9%	n/a	39%	34%	n/a	42%	44%	n/a	9%	13%
9	n/a	n/a	17%	n/a	n/a	37%	n/a	n/a	35%	n/a	n/a	11%

3. FSA Results

Reading Performance – Grade 4 West Vancouver School District
 (Participation Rate 2006– 92%)

	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%
2006	75%	15%	90%	79%

Reading Performance – Grade 7 West Vancouver School District
 (Participation Rate 2006 – 94%)

	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%	94%	76%
2004	85%	9%	94%	80%
2005	71%	16%	87%	77%
2006	69%	16%	85%	72%

Objective 1: Performance Targets 2007-2008

1. There will be an increase to 90% by June 2010 in the number of Kindergarten students meeting expectations on the District Early Literacy K/1 Screener in the areas of *Blending* and *Segmenting*.

	2005	2006	2007	2008	2010
Blending	89.7	87.1	86.8	88.0	90.0
Segmenting	84.1	78.3	83.6	88.0	90.0

2. Track students who were in Grade 4 in 2004, as a cohort through June 2008 (Grade 8). Compare the results of this cohort with Grade 8 students' results in June 2005 and 2006. There will be a 5% increase in the percentage of students in this cohort who fully meet or exceed expectations as measured by the B.C. Performance Standards – Reading, when compared to results of the two preceding years.
3. There will be an increase to 90% by June 2010 in the number of the Grade 9 students achieving at least “*Meets Expectations*” (minimal level) on the district-wide performance based reading assessment.

	2007	2008	2010
Grade 9 Results	83	87	90

4. **New Target** During the 2007-08 school year identify students as potentially at risk on the District Early Literacy K/1 Screener and follow them through Grade 1 in 2008-09 to note changes.

	2008 (K)	2009 (Grade 1)
# at risk	TBA	

Objective 1: Actions 2007-2008

Focus on Early Years Information

- Provide release time for each Kindergarten teacher to support the completion of the District Early Literacy K/1 Screener
- The district will continue to monitor the effectiveness of the District Early Literacy K/1 Screener as a tool for early identification of students who are at-risk for reading problems
- Track students, who were enrolled in Kindergarten in 2004, 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 Meeting Expectations” on the DART reading assessment in Grade 4, were 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 tested in Kindergarten (i.e. phonological awareness, sound/symbol relationships)
- Track kindergarten students identified as at-risk on the District Early Literacy K/1 Screener in Grade 1 to check their progress
- Support the implementation of the Jolly Phonics program
- Introduce sound field amplification system into district primary classrooms and conduct a research study in conjunction with UBC on its effectiveness

Commitment to Research-Based Instruction

- Provide release time for elementary and secondary teachers to participate in the Lesson Study Group project with Faye Brownlie, which will involve teachers in cooperative lesson planning and delivery, and reflection on effective teaching practice. The teams will choose an instructional focus, based on student assessment results, and develop a lesson collectively. Lead teachers will demonstrate the lesson for the team, who will then revise the lesson, and a second teacher will teach the revised lesson in another classroom.
- Continue to schedule touchback sessions for primary and intermediate teachers to support instructional practices in the areas of numeracy and literacy
- Provide release time for secondary teachers to participate in developing a literacy strategy for students at the Grade 8 and 9 levels

Use the B.C. Performance Standards - Reading as the Basis for a Cross-District Assessment – Focussing on Both Assessment Of and For Learning

- Coordinate district-wide coding sessions of the assessment at Grades 3 – 9 in the fall and spring
- Provide staff with a strategy booklet for teachers to use in supporting their instructional practice
- Continue to schedule Grade 7 and 8 teacher meetings 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 FSA, the district assessment, and the fall district assessment. This session will include participation from classroom teachers and Learning Assistance teachers.
- Continue to increase teacher use of the B.C. Performance Standards – Reading as a classroom assessment for learning
- Use the district assessment as an opportunity for teachers to collaborate with colleagues using the B.C. Performance Standards – Reading for assessment and planning
- Disaggregate data to all individual schools and the district in order to inform instruction on particular sub-groups in the population
- Support the participation of schools in the Network of Performance Based Schools

Focus on the Grade 7 to 8 Transition

- Regular meetings in Families of Schools around curriculum and students throughout the school year (planned ahead on the calendar)
- Focus on ESL Literacy transition between elementary and secondary schools
- Classroom teachers and LA teachers will meet to focus on supporting students minimally meeting expectations in Grades 7 and 8 on district assessments
- Focus on Learning Assistance time for remediation at the three secondary schools

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 data, 5.48% of our elementary school population and 5.05% of our secondary school population (excluding International students) are designated as ESL students. However, these numbers are misleading as the majority of ESL learners at secondary are, in fact, International students who comprise 12.15% of our total secondary population. International students represent 4.39% 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 and many students tested in previous years have returned to their home countries. In addition, the Ministry of Education has not historically provided disaggregated data for International students.

Our analysis of the 2005 FSA results for Grade 7, and the 2005 Grade 10 Ministry of Education examination results for our district raised a number of 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.

We first became aware of the need to focus in this area when our teachers analyzed the results of the Ministry of Education examinations in 2003 in Communications 12 and English 12. The results suggested the performance of many of the ESL and International students was 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 also reported concerns about students who refused 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 experienced to graduate "on time" and attend university.

Our ESL Secondary Resource teacher has worked with all ESL staff in the district on a district-wide plan for delivery of ESL services. The plan is meant to provide consistency in programs and practices. This was one of the key recommendations of an external team commissioned by the school district to prepare a report on all of our Student Support Services.

As a result of this goal, we continue to apprise ourselves of current research and practice through our liaison with the Metro Vancouver ESL group and with the ESL consortium.

Performance Indicators and Report on Performance Targets

1. Foundation Skills Assessment (note small sample sizes may lead to large variances in year-to-year results)

Reading Meeting or Exceeding Expectations		ESL	
		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%
	2005-2006	88%	90 %
	2006-2007	N/A	N/A
Grade 7	2000-2001	57%	52%
	2001-2002	56%	51%
	2002-2003	56%	57%
	2003-2004	67%	66%
	2004-2005	14%	56%
	2005-2006	39%	73%
	2006-2007	N/A	N/A

2. Communications 12 – Ministry of Education Examination Results – West Vancouver ⁷

	2001	2002	2003	2004	2005	2006	2007
Exam Mean Score (%)	59%	64%	67%	63%	69%	68%	n/a
Exam Mean Percentile	4	15	41	23	79	74	n/a
Participation Rate (%)	13%	13%	13%	12%	9%	9%	n/a
Participation Percentile	42	31	33	22	15	12	n/a
Number of students who wrote	91	86	81	78	60	62	n/a
No. of Districts used for data	57	59	59	58	60	60	n/a

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

Communications 12 (continued)

	2001	2002	2003	2004	2005	2006	2007
Pass Rate (%)	84%	90%	94%	85%	97%	98%	n/a
Pass Rate Percentile	13	30	57	21	73	83	n/a
Participation Rate (%)	13%	13%	13%	12%	9%	9%	n/a
Participation Percentile	43	31	33	22	15	12	n/a
Number of students who wrote	91	86	81	78	60	62	n/a
No. of Districts used for data	57	59	59	58	60	60	n/a

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

⁷ John Taylor, ADMINFO Resources Inc., 1995 to 2005 pp 16.1 and 16.2. *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.

3. English 12 – Ministry of Education Examination Results ⁸

West Vancouver School District

Exam Mean Scores and Participation Rates *							
	2001	2002	2003	2004	2005	2006	2007
Exam Mean Score (%)	71%	70%	71%	71%	74%	74%	n/a
Exam Mean Percentile	84	72	74	76	81	91	n/a
Participation Rate (%)	88%	92%	97%	95%	92%	93%	n/a
Number of students who wrote	615	726	625	640	628	622	n/a
Number of Districts used for data	60	60	60	60	60	60	n/a
Exam Mean Scores and Participation Rates *							
	2001	2002	2003	2004	2005	2006	2007
Pass Rate (5)	89%	93%	91%	92%	95%	95%	n/a
Pass Rate Percentile	24	32	33	31	52	54	n/a
Participation Rate (%)	88%	92%	97%	95%	92%	93%	n/a
Participation Percentile	92	96	98	98	93	95	n/a
Number of students who wrote	615	627	624	640	628	622	n/a
No. of Districts used for data	60	60	60	60	60	60	n/a

Objective 2: Performance Target 2007-2008

1. **New Target** - To increase the number of ESL students who progress at least one ESL level during a single school year.

	2008	2009	2011
Primary (K – 3)	TBA		
Intermediate (4 – 7)	TBA		
Secondary (8 – 12)	TBA		

2. Attain an exam pass rate in English 12 of 85% for at least three of the next four successive years for ESL students (2007-2010).

	2004	2005	2006	2007	2008	2010
Exam Mark	70	91	79	TBA	85	85

3. Attain an exam pass rate of 75% in Communications 12 for at least three of the next four successive years for ESL students (2007-2010).

	2004	2005	2006	2007	2008	2010
Exam Mark	55	50	74	TBA	75	75

Objective 2: Actions 2007-2008

Support ESL Instruction Particularly at the Secondary Level

- Our ESL Secondary Resource teacher will continue to provide professional development for all curricular teachers (both elementary and secondary) in differentiated instruction to accommodate the various levels of proficiency in English of our ESL learners
- Our ESL Secondary Resource teacher will ensure all secondary staff are familiar with the ESL Policy Framework set by the Ministry to plan for and deliver appropriate programming and assessment
- Our ESL Secondary Resource teacher will continue to work with secondary ESL teachers to develop consistent entry and exit criteria across all three high schools and to establish district norms for these criteria
- District Staff will continue to provide support for our ESL and English teachers in becoming familiar with the Ministry of Education's English as a Second Language Standards and to explore ways in which these standards can be incorporated into authentic assessment of our ESL students
- Identify a "point person" at each of the secondary schools for ESL
- Have ESL specific support classes at each of the secondary schools
- Our ESL Secondary Resource teacher will continue the liaison meetings between the ESL elementary and secondary teachers, which began in 2006 to share best practices and help provide smooth transitions for ESL students
- District staff will meet with Elementary ESL teachers on a regular basis to support their needs and support the elementary/secondary transition
- Support the attendance of ESL teachers at the Metro meeting (one rep from secondary as well as elementary)

Standardize the District Framework and Increase District Services

- Use a consistent district framework for reporting ESL progress K – 12
- Utilize school contacts to disseminate information and supply information to the district
- Focus on refining ESL entry and exit criteria
- Assess all new ESL and International students with the SLEP inventory
- Continue to work with the Ministry to get disaggregated reports on International students in all subject areas

- Increase the offerings in summer for ESL students looking to improve English skills
- Track ESL students to see how many progress at least one ESL level, district-wide, in a school year

Focus on Differentiated Instruction

- Use grant monies obtained from an Innovation Literacy Grant to fund professional development, particularly in differentiation, to improve ESL performance
- Use differentiated instruction as one of the key Pro-D initiatives district-wide to support all learners

Focus on ESL K Students to Ensure Appropriate Support

- Contract a district ESL teacher to assess those Kindergarten students whose language skills are such that they would benefit from a funded all day Kindergarten class. A District AIP has been developed for use with these students.

Objective 3: Improve the Writing Proficiency and Overall Literacy 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 Grade 4 and 7 students meet or exceed expectations in Writing. In fact, on the 2004-2005 results, only six students in Grade 4 and 20 students in Grade 7 in the district were not yet within expectations. 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.

Not surprisingly, we know that the students who are struggling most are our second language learners. Given that we have 405 ESL students in the district and 605 International students, a focus on writing seems essential.

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 schools have implemented cross-grade writes and teachers are working collaboratively to examine student writing and plan for instruction. Schools that have a writing goal, and many others, are utilizing the B.C. Performance Standards – Writing as both a data collection tool and as a vehicle to assess for instruction.

Performance Indicators and Report on Performance Targets

- This graph indicates that insofar as achievement is concerned, Elementary school parents are the least satisfied with their children's development of writing skills. Note: At the Secondary level only, 17% of parents responded, as compared with 10% in the province. As a result, secondary school parents' responses have not been included.

Ministry of Education Satisfaction Survey: Elementary Parent Responses (in %)												
Achievement		2004/2007					All of the Time & Many Times					
		At No Time	Few Times	Some-times	Many Times	All of The Time	01/02	02/03	03/04	04/05	05/06	06/07
Are you satisfied with what your child is learning at school?	2003/04	0	1	15	62	22	76	80	84	82	86	89
	2004/05	0	1	16	59	23						
	2005/06	0	1	12	59	27						
	2006/07	0	1	10	57	31						
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	78	84
	2004/05	1	6	19	41	33						
	2005/06	1	5	16	37	41						
	2006/07	1	3	12	43	41						
Are you satisfied with the development of your child's <u>writing skills</u> at school?	2003/04	1	8	27	43	21	53	62	64	61	68	70
	2004/05	3	8	28	38	23						
	2005/06	2	8	23	39	28						
	2006/07	1	4	24	41	29						
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	69	71
	2004/05	2	7	26	40	26						
	2005/06	1	8	22	38	31						
	2006/07	1	6	22	39	32						
* Participation Rate:	49%											

- This graph shows fewer students exceeded expectations in writing than on the two other FSA subtests

Number of Students by Performance Level									
	Not Yet Meeting			Meeting			Exceeding		
	03/04	04/05	05/06	03/04	04/05	05/06	03/04	04/05	05/06
Grade 4									
Reading Comprehension	26	33	38	336	301	295	36	67	50
Writing	10	6	19	367	379	361	19	13	6
Numeracy	2	16	18	257	273	276	140	108	92
Grade 7									
Reading Comprehension	31	58	69	324	329	303	94	74	93
Writing	5	20	19	428	426	434	14	10	14
Numeracy	22	28	22	347	333	372	88	102	82

The FSA writing subtest is graded on a scale 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*.

FSA Grade 4 – Writing			
	2004	2005	2006
Mark 6	268	205	n/a
Mark 7	21	43	n/a
Mark 8	35	35	n/a
Mark 9	42	96	n/a
Percent at least 7 out of 12	29.8	47.0	n/a
FSA Grade 7 – Writing			
	2004	2005	2006
Mark 6	186	236	n/a
Mark 7	78	85	n/a
Mark 8	91	78	n/a
Mark 9	74	27	n/a
Percent at least 7 out of 12	57.3	43.9	n/a

Objective 3: Performance Targets for 2007-2008

1. Increase the proportion of students by 10% in Grade 7 who achieve a score of 7 or higher in writing the FSA by 2010
2. There will be an increase of 3% by June 2010 in the number of students who earn a C + or higher on the Grade 10 English Exam and a C + or higher on their school based mark

	2006	2007	2008	2010
Exam Mark	76%	TBA	78%	79%
School Mark	75%	TBA	77%	78%

3. **NEW TARGET (Grad Rates)** - Using the results of the 2008, Grade 7 Reading and Writing FSA and our district reading assessment at Grade 9 as a baseline, identify the students not yet meeting expectations and track them over the next five years to graduation

	2008 (grade 7)	2009 (grade 8)	2011 (grade 10)	2013 (grad)
# / % at risk	TBA			

4. **NEW TARGET (Aboriginal Students)** – Establish a baseline of the number of Aboriginal students who are reading and writing at grade level based on professional observations of classroom teachers (elementary) and English teachers (secondary)

	2007-08	2008-09	2010-11
# / % at grade level	TBA / 10 TBA%	TBA	TBA

Objective 3: Actions 2007-2008

Increase the Use of Cross-Grade and Cross-School Writing Standards and Follow-up Conversations on Individual Student Scoring

- Our Secondary ESL Resource teacher will offer a workshop on the ESL Writing Standards in the fall and a second workshop in the spring. An invitation will be offered to non-ESL teachers at secondary to attend these sessions. A workshop will also be provided for elementary teachers.
- Use the school, district and Ministry cross-grade exam sessions as an opportunity for teachers to co-mark and work together on scoring assessments
- Support teachers having “now what” conversations once they have scored assessments and are looking to adjust their practices to increase success. This will be done through collaborative team meetings, teacher meetings and principal meetings.
- Support the use of the B.C. Performance Standards – Writing in all schools

Focus on the Development of Students’ use of Writing Strategies

- Provide teacher in-service on effective writing strategies (eg. Power Paragraphs, Step up to Writing, The Six Traits)
- Provide teacher in-service to introduce the Writing 44 document to staff
- Develop consistent note-taking strategies, within disciplines at the secondary level, and across elementary schools at the Grade 6 - 7 levels

Focus on Authentic Writing Experiences

- Continue to provide opportunities to work with authors and to understand the craft of writing, through the annual participation of Grade 2 and 5 students in BOOKtopia, the West Vancouver Children’s Literature Festival, and author visits
- Continue to provide opportunities for students from Grade 7 – 12 to work with ‘real-world’ poets under the coordination of BOOKtopia and Vancouver Poetry House
- Continue to offer the WriteChallenge program, focussing on linking secondary writing mentors with Grade 7 students who have a passion for writing

APPENDIX

Table 1	<i>Secondary Safe School Student Survey</i>
Table 2	<i>Elementary Safe School Student Survey</i>
Table 3	<i>Safe School Student Survey</i>
Table 4	<i>Safe School Student Survey – Disaggregated by Gender</i>
Table 5	<i>Elementary Safe School Student Survey</i>
Table 6	<i>Secondary Safe School Student Survey</i>
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Table 11	<i>West Vancouver Secondary Students Safety and Leadership Survey</i>
Table 12	<i>School Plans Summary 2006-2007</i>

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%
		2006	26.0%	42.0%	14.0%	8.0%	9.0%
		2007	38.0%	37.0%	10.0%	6.0%	9.0%
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%
		2006	18.0%	39.0%	17.0%	14.0%	13.0%
		2007	22.0%	39.0%	15.0%	11.0%	13.0%
c)	socially bullied by exclusion, rumours, someone making them look bad?	2004	18.0%	36.0%	20.0%	13.0%	13.0%
		2005	19.3%	34.8%	20.8%	13.6%	11.4%
		2006	18.0%	39.0%	20.0%	12.0%	11.0%
		2007	22.0%	38.0%	18.0%	11.0%	11.0%
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%
		2006	62.0%	24.0%	6.0%	3.0%	4.0%
		2007	57.0%	27.0%	7.0%	3.0%	6/0%

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%
		2006	21.0%	40.0%	28.0%	8.0%	3.0%
		2007	35.0%	40.0%	18.0%	4.0%	3.0%
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%
		2006	10.0%	27.0%	38.0%	18.0%	8.0%
		2007	8.0%	28.0%	39.0%	18.0%	7.0%
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%
		2006	10.0%	27.0%	39.0%	16.0%	7.0%
		2007	9.0%	28.0%	38.0%	17.0%	9.0%

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%
Elementary	2006	4.0%	4.0%	19.0%	39.0%	34.0%
Secondary	2006	8.0%	11.0%	36.0%	31.0%	15.0%
Elementary	2007	3.0%	4.0%	18.0%	40.0%	35.0%
Secondary	2007	9.0%	12.0%	33.0%	30.0%	16.0%

Table 4

Safe School Student Survey – Disaggregated by Gender		
When other people are bullied at school, how much do you want to stop it? “most of the time/always”		
Grades	Female	Male
4	83 %	76%
5	81%	80%
6	78%	75%
7	76%	54%
8	65%	40%
9	52%	35%
10	58%	38%
11	52%	34%
12	54%	32%

Table 5

Elementary Safe School Student Survey		Never	Hardly Every	Some-times	Most of the Time	Always
6. In my group of friends, bullying is okay.	2004	71.0%	18.0%	6.0%	2.0%	2.0%
	2005	65.2%	21.8%	8.6%	2.9%	1.5%
	2006	60.0%	25.0%	9.0%	3.0%	3.0%
	2007	60.0%	24.0%	11.0%	3.0%	2.0%
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%
	2006	21.0%	28.0%	34.0%	12.0%	5.0%
	2007	18.0%	31.0%	35.0%	12.0%	4.0%
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%
	2006	4.0%	6.0%	17.0%	24.0%	49.0%
	2007	4.0%	5.0%	16.0%	26.0%	49.0%
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%
	2006	8.0%	11.0%	20.0%	29.0%	32.0%
	2007	8.0%	11.0%	20.0%	31.0%	31.0%

Table 6

Secondary 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	2006	2007
I ignored it.	39.0%	54.0%	51.0%	49.0%
I helped the person being bullied.	18.0%	26.8%	30.0%	29.0%
I made a joke of it.	11.0%	15.1%	17.0%	17.0%
I have not seen or heard other students being bullied.	14.0%	12.9%	14.0%	17.0%
I stood up to the person doing it.	17.0%	19.6%	20.0%	19.0%
I told an adult at school about it.	4.0%	3.6%	5.0%	6.0%
I told my parents or another adult family member about it.	15.0%	14.2%	15.0%	15.0%

Table 7

Elementary 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.

Elementary	2004	2005	2006	2007
I ignored it.	16.0%	24.0%	24.0%	23.0%
I helped the person being bullied.	27.0%	43.0%	40.0%	41.0%
I made a joke of it.	2.0%	5.0%	6.0%	7.0%
I have not seen or heard other students being bullied.	24.0%	16.0%	19.0%	19.0%
I stood up to the person doing it.	21.0%	32.0%	29.0%	31.0%
I told an adult at school about it.	15.0%	19.0%	21.0%	24.0%
I told my parents or another adult family member about it.	15.0%	24.0%	25.0%	29.0%

Table 8

Elementary Safe School Student Survey

		Never	Hardly ever	Some times	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%
	2006	14.0%	13.0%	18.0%	25.0%	31.0%
	2007	12.0%	14.0%	24.0%	24.0%	26.0%

Table 9

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%
	2006	28.0%	24.0%	34.0%	9.0%	5.0%
	2007	28.0%	23.0%	32.0%	9.0%	8.0%
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%
	2006	11.0%	18.0%	27.0%	27.0%	18.0%
	2007	12.0%	16.0%	26.0%	29.0%	17.0%
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%
	2006	51.0%	30.0%	12.0%	4.0%	2.0%
	2007	51.0%	28.0%	12.0%	5.0%	4.0%
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%
	2006	18.0%	26.0%	39.0%	13.0%	6.0%
	2007	18.0%	26.0%	37.0%	13.0%	6.0%
It is not 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%
	2006	28.0%	24.0%	34.0%	9.0%	5.0%
	2007	28.0%	23.0%	32.0%	9.0%	8.0%
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%
	2006	42.0%	27.0%	17.0%	7.0%	7.0%
	2007	47.0%	24.0%	15.0%	7.0%	8.0%
I know what I can do to stop bullying	2004	20.0%	21.0%	28.0%	18.0%	14.0%
	2005	10.7%	14.1%	30.6%	26.8%	17.8%
	2006	12.0%	12.0%	31.0%	26.0%	19.0%
	2007	12.0%	12.0%	27.0%	25.0%	23.0%

Goal #1

Objective: 2

Table 10

Youth Leadership Conference Survey					
P e r c e n t a g e s					
Q#	Text of Question		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%
		2006	85.0%	15.0%	100%
		2007	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%
		2006	85.0%	5.0%	100%
		2007	85.0%	15.0%	100%
5b.	Did you assume a leadership position at your school?	2004	66.1%	33.9%	100%
		2005	45.4%	54.6%	100%
		2006	45.0%	45.0%	100%
		2007	25.0%	60.0%	100%
5c.	Did you assume a leadership position in the community?	2004	52.4%	47.6%	100%
		2005	30.3%	69.7%	100%
		2006	45.0%	45.0%	100%
		2007	30.0%	55.0%	100%
5d.	Have you participated in volunteer work or community service?	2004	77.8%	22.2%	100%
		2005	84.8%	15.2%	100%
		2006	55.0%	35.0%	100%
		2007	70.0%	15.0%	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%
		2006	55.0%	35.0%	100%
		2007	55.0%	30.0%	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%
		2006	70.0%	20.0%	100%
		2007	55.0%	30.0%	100%

7. Why did you become involved in leadership, service or volunteer work?					
7a.	I have not become involved in leadership, service or volunteer work	2004	6.3%	93.7%	100%
		2005	6.0%	94.0%	100%
		2006	10.0%	90.0%	100%
		2007	15.0%	70.0%	100%
7b.	Desire to challenge myself	2004	52.4%	47.6%	100%
		2005	54.5%	45.5%	100%
		2006	20.0%	80.0%	100%
		2007	35.0%	65.0%	100%
7c.	For a new experience	2004	74.6%	25.4%	100%
		2005	69.6%	30.4%	100%
		2006	60.0%	40.0%	100%
		2007	55.0%	45.0%	100%
7d.	To meet new people	2004	63.5%	36.5%	100%
		2005	87.5%	12.5%	100%
		2006	45.0%	55.0%	100%
		2007	30.0%	70.0%	100%
7e.	To enhance my resume	2004	71.4%	28.6%	100%
		2005	48.4%	51.6%	100%
		2006	25.0%	75.0%	100%
		2007	40.0%	60.0%	100%
7f.	To make a difference at my school	2004	54.0%	46.0%	100%
		2005	45.4%	54.6%	100%
		2006	15.0%	85.0%	100%
		2007	20.0%	80.0%	100%
7g.	Because a friend asked me	2004	4.8%	95.2%	100%
		2005	12.1%	87.9%	100%
		2006	10.0%	90.0%	100%
		2007	10.0%	90.0%	100%
7h.	Because a teacher asked me	2004	14.3%	85.7%	100%
		2005	12.1%	87.9%	100%
		2006	40.0%	60.0%	100%
		2007	35.0%	65.0%	100%
7i.	Because I enjoy it	2004	77.8%	22.2%	100%
		2005	60.6%	39.4%	100%
		2006	55.0%	45.0%	100%
		2007	55.0%	45.0%	100%
7j.	Other	2004	17.5%	82.5%	100%
		2005	15.1%	84.9%	100%
		2006	25.0%	75.0%	100%
		2007	10.0%	90.0%	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%
		2006	30.0%	70.0%	100%
		2007	20.0%	80.0%	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%
		2006	25.0%	75.0%	100%
		2007	20.0%	80.0%	100%
8c.	Not feeling confident enough	2004	0.0%	100%	100%
		2005	6.0%	94.0%	100%
		2006	0.0%	100%	100%
		2007	5.0%	95.0%	100%
8d.	Nothing interested me	2004	7.9%	92.1%	100%
		2005	6.0%	94.0%	100%
		2006	0.0%	100%	100%
		2007	5.0%	95.0%	100%
8e.	My friends are not involved	2004	3.2%	96.8%	100%
		2005	6.0%	94.0%	100%
		2006	0.0%	100%	100%
		2007	5.0%	95.0%	100%
8f.	I did not want to	2004	0.0%	100%	100%
		2005	6.0%	94.0%	100%
		2006	0.0%	100%	100%
		2007	0.0%	100%	100%
8g.	I did not know how to get involved	2004	4.8%	95.2%	100%
		2005	6.0%	94.0%	100%
		2006	0.0%	100%	100%
		2007	15.0%	85.0%	100%
8h.	Other	2004	3.2%	96.8%	100%
		2005	9.0%	91.0%	100%
		2006	0.0%	100%	100%
		2007	60.0%	40.0%	100%

Total number of respondents: 85 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 11

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.	2005	24.3%	42.5%	21.1%	6.8%	5.2%	66.8%
		2006	24.0%	42.0%	21.0%	8.0%	5.0%	66.0%
		2007	22.0%	41.0%	22.0%	8.0%	7.0%	63.0%
13.	My present level of leadership skills has resulted from my experiences at school.	2005	7.5%	28.2%	33.8%	19.9%	10.6%	35.8%
		2006	10.0%	28.0%	33.0%	19.0%	10.0%	38.0%
		2007	9.0%	29.0%	31.0%	17.0%	13.0%	38.0%
14.	It is important to me to learn leadership skills at school.	2005	22.5%	44.1%	21.2%	8.1%	4.0%	66.7%
		2006	24.0%	44.0%	21.0%	7.0%	5.0%	68.0%
		2007	24.0%	42.0%	21.0%	7.0%	6.0%	66.0%
15.	Because of my involvement in volunteer work, community service or leadership, I believe I have contributed to positive change.	2005	15.9%	33.5%	33.1%	10.6%	6.9%	49.4%
		2006	16.0%	36.0%	31.0%	10.0%	6.0%	52.0%
		2007	18.0%	35.0%	29.0%	9.0%	9.0%	53.0%
16.	Because of my involvement in volunteer work, community service or leadership, I believe I have had closer relationships with other students or adults.	2005	16.8%	34.5%	28.7%	13.3%	6.7%	51.3%
		2006	16.0%	37.0%	29.0%	10.0%	7.0%	53.0%
		2007	18.0%	37.0%	26.0%	10.0%	9.0%	55.0%
17.	I wish to participate in volunteer work, community service or leadership, even after I graduate from secondary school.	2005	13.7%	36.9%	34.1%	10.1%	5.1%	50.6%
		2006	23.0%	32.0%	27.0%	9.0%	9.0%	55.0%
		2007	24.0%	33.0%	25.0%	9.0%	10.0%	57.0%

West Vancouver Elementary Students Safety and Leadership Survey							
			Never	Hardly Ever	Some-times	Most of the Time	Always
18.	My school has provided opportunities for me to become involved in Leadership, or Service Learning	2006	7.0%	7.0%	22.0%	30.0%	33.0%
		2007	5.0%	8.0%	25.0%	33.0%	30.0%
19.	It is important to me to learn leadership skills at school.	2006	3.0%	3.0%	15.0%	30.0%	49.0%
		2007	2.0%	3.0%	15.0%	30.0%	50.0%
20.	Because of my involvement in service or leadership, I believe I have made a positive difference.	2006	8.0%	10.0%	29.0%	33.0%	19.0%
		2007	9.0%	9.0%	30.0%	32.0%	20.0%

Table 12

School Plans Summary 2007-2008

Name of School	✓	School Improvement Goals for 2007 - 2008
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 with a particular focus on writing to provide information.
Caulfeild Elementary	✓	<p>Goal 1 – Writing</p> <ul style="list-style-type: none"> ➤ To improve writing proficiency of all students as a natural extension of our sustained focus on improving literacy skills. <p>Goal 2 – Physical Fitness</p> <ul style="list-style-type: none"> ➤ To improve the physical well-being of all students (fitness and nutrition).
Ecole Cedardale		<p>Goal 1 – French Communication</p> <ul style="list-style-type: none"> ➤ To increase students’ use of spoken French in class. <p>Goal 1 – French Comprehension</p> <ul style="list-style-type: none"> ➤ To improve students’ active listening skills.
Chartwell Elementary	✓	<p>Goal 1 – Social Responsibility</p> <ul style="list-style-type: none"> ➤ To increase students’ social awareness, sense of belonging at school, and awareness and responsibility as global citizens. <p>Goal 2 – Literacy</p> <ul style="list-style-type: none"> ➤ To focus on literacy so that proficiency in writing and reading is increased.
Cypress Park Primary	✓	<p>Goal 1 – Numeric Problem Solving</p> <ul style="list-style-type: none"> ➤ To increase the number of students so that by June 2009 thirty (30) students will fully meet or exceed expectations in the area of numeric problem solving (specifically, mathematical representation and communication) on Novakowski and Sandry’s “Numeracy Primary Problems to Ponder” assessment rubric.

Eagle Harbour Primary	√	<p>Goal 1 – Numeracy</p> <ul style="list-style-type: none"> ➤ To improve students’ numeracy skills and mathematical reasoning. <p>Goal 2 – Social Responsibility and Leadership</p> <ul style="list-style-type: none"> ➤ To continue to improve students’ social responsibility skills and introduce environmental stewardship.
Gleneagles Elementary	√	<p>Goal 1 – Writing</p> <ul style="list-style-type: none"> ➤ To improve students’ skills in <i>Personal Impromptu Writing</i>. <p>Goal 2 – Social Responsibility</p> <ul style="list-style-type: none"> ➤ To increase the ability of students to act in a socially responsible manner when involved in, or a witness to, incidents between students.
Hollyburn Elementary	√	<p>Goal 1 – Literacy</p> <ul style="list-style-type: none"> ➤ To improve students’ literacy skills in reading for meaning and responding meaningfully with clarity. <p>Goal 2 – Writing</p> <ul style="list-style-type: none"> ➤ Staff continue to work together to coordinate, assess and examine results of Cold-Writes using Performance Standards. <p>Goal 3 – Healthy Living</p> <ul style="list-style-type: none"> ➤ To continue to increase student physical activity levels and healthy nutritional choices at school.
Irwin Park	√	<p>Goal 1 – Reading Comprehension</p> <ul style="list-style-type: none"> ➤ To increase the ability of students to read with comprehension. <p>Goal 2 – Social Responsibility</p> <ul style="list-style-type: none"> ➤ To improve students’ skills in Bystander Behaviour.

Lions Bay Primary	√	<p>Goal 1 – Mathematics</p> <ul style="list-style-type: none"> ➤ By 2010, 75 per cent of students will fully meet or exceed expectations in the area of numeric problem solving (specifically, mathematical representation and communication) on Saundry’s “<i>Numeric Primary Problems to Ponder</i>” assessment rubric. <p>Goal 2 – Writing</p> <ul style="list-style-type: none"> ➤ To improve students’ skills in <i>Imaginative Writing</i>.
Pauline Johnson	√	<p>Goal 1 – Respect for Others</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 (Grade 1 – 7) and in English (Grade 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 – Healthy Living</p> <ul style="list-style-type: none"> ➤ To improve students’ knowledge skills and attitudes in becoming “Healthy Citizens”.
West Bay Elementary	√	<p>Goal 1 – Reading</p> <ul style="list-style-type: none"> ➤ To have students improve their ability to read for main ideas and details. <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 <i>International Baccalaureate Primary Years Program</i>. A writing sample assessed using the “Meaning” and “Form” sections of the <i>Performance Standards for Writing to Communicate Ideas and Information</i> will provide us with evidence of greater complexity of thought and connections to learning through elaboration and supportive details.

Westcot Elementary	√	<p>Goal 1 – Writing</p> <ul style="list-style-type: none"> ➤ To focus on the primary grades to improve writing scores and corresponding parental satisfaction. <p>Goal 2 – Social Responsibility</p> <ul style="list-style-type: none"> ➤ To improve students’ social responsibility skills in the problem solving domain in our school community and classroom contexts.
Rockridge Secondary	√	<p>Goal 1 – Literacy</p> <ul style="list-style-type: none"> ➤ To improve literacy of students in Grades 8 through 12. <p>Goal 2 – Fitness and Nutrition</p> <ul style="list-style-type: none"> ➤ To improve the physical well-being of all students in fitness and nutrition.
Sentinel Secondary	√	<p>Goal 1 – Work Habits and Behaviour</p> <ul style="list-style-type: none"> ➤ To improve students’ ability to make a quick and successful transition from Grade 7 to Grade 8. <p>Goal 2 – Provide Programs for all Learners</p> <ul style="list-style-type: none"> ➤ The school will provide programs and services that will impact and maximize the potential of students not meeting with curricular expectations.
West Vancouver Secondary	√	<p>Goal 1 – Student Achievement</p> <ul style="list-style-type: none"> ➤ To improve student achievement by addressing student work habits. <p>Goal 2 – Reading Comprehension</p> <ul style="list-style-type: none"> ➤ To improve students’ reading comprehension.



WORKING COMMITTEE

WEST VANCOUVER SCHOOL DISTRICT

Assistant Superintendent
Assistant Superintendent

Chris Kennedy
Maureen Ciarniello

WEST VANCOUVER ADMINISTRATORS' ASSOCIATION

Elementary
Secondary
District Principal, Student Support Services

Alison Cairns
Thomas Longridge
Jody Langlois

PARENT REPRESENTATIVES

Parent Representative

Reema Faris

WEST VANCOUVER TEACHERS ASSOCIATION REPRESENTATIVES

Not Represented by Choice

WEST VANCOUVER MUNICIPAL EMPLOYEES' ASSOCIATION

Business Manager

Brian Schramm

WORKING COMMITTEE MET ON THE FOLLOWING DATES:

Monday, September 17th, 2007
Thursday, October 4th, 2007

Monday, September 24th, 2007