



**WEST VANCOUVER
SCHOOL DISTRICT**

The premier place for learning.

Accountability Contract 2005 - 2006

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December 2005**

The purpose of the District Accountability Contract is to focus District attention and resources on improving student achievement. The contract represents school boards' public commitment to improving student achievement

Progress has been
reported annually since
2001.

**District contracts should be
aligned with School Plans.**

Accountability Contract 2005-2006

Goal #1

- Increase students' awareness of socially responsible behaviour.

Goal #2

- Focus on literacy so that proficiency in reading and writing is increased.

Accountability Contract

Goal #1

Objective #1

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

“The most effective and successful anti-bullying programs have stressed the importance of getting student bystanders and witnesses involved.”

Dr. Shelley Hymel

Examples of Strategies 2005-2006

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.

Examples of Strategies 2005-2006 (continued)

Our data indicates 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. 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.

Examples of Strategies

2005-2006 (continued)

- 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.

Objective 1 Performance Targets 2005-2006

1. 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?*

% reporting (often/always)

Baseline			Target
	2004	2005	
Elementary	72%	75.1%	80%
Secondary	69%	46.4%	75%

Objective 1 Performance Targets 2005-2006 (continued)

2. 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.

Objective 1 Performance Targets

2005-2006 (continued)

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

Accountability Contract 2005-2006

Goal 1

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.

Objective 2 Strategies

1. Expand the Junior Diversity Conference to other elementary school site.
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.

Objective 2

Strategies (continued)

4. Continue to increase the number of schools involved in Community Services 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 Target

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.

		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%

Goal #2

Objective 1 Reading

Focus on reading
comprehension strategies
district-wide to increase
student proficiency.

Goal 2

Selected Strategies 2005-2006

- 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.

Goal 2

Selected Strategies 2005-2006

- 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.

Goal 2

Strategies 2005-2006 (continued)

- 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.

Performance Targets

2005-2006 (continued)

- 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 our ESL
students

Objective 2 Progress

2. Communications 12 – Ministry of Education Examination Results

	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
Pass Rate (%)	84%	90%	94%	85%	97%

3. English 12 – Ministry of Education Examination Results

	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
	2001	2002	2003	2004	2005
Pass Rate (5)	89%	93%	91%	92%	95%

Objective 2 – Some Strategies

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.

Objective 2 – Some Strategies

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.

Objective 3 Writing

To improve the writing
proficiency of all students

FSA SCORES

FSA Grade 4 - Writing

Mark 6 268

Mark 7 21

Mark 8 35

Mark 9 42

Total Meeting Expectations 366

FSA Grade 7 - Writing

Mark 6 186

Mark 7 78

Mark 8 91

Mark 9 74

Total Meeting Expectations 429

Some Strategies

Objective 3

- 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.

Some Strategies
Objective 3 (continued)

- Assess the impact of providing an extra block of language arts, support for students who would benefit.

“School improvement is not a mystery. Incremental, even dramatic improvement is not only possible, but probably under the right conditions ... All results – good or bad – are ultimately good, because they provide feedback that can guide us, telling us what to do next and how to do it better ... An emphasis on results is central to school improvement.

(Mike Schmoker, Results, The Key to Continuous School Improvement, ASCD 1999)