

# District Achievement Contract



*We aspire to be the finest educational system in the country*

*-- for our children, our employees, our community and our world*



2011 — 2013  
June 2013 Update



## DISTRICT CONTEXT

The [West Vancouver School District](#) includes the District of West Vancouver, the Capilano 5 Reserve, the Village of Lions Bay and Bowen Island – an area of 18.5 kilometres stretching just east of the Capilano River to Howe Sound. The district has three secondary schools, two primary schools (K-3), and 12 elementary schools, including two, single-track French Immersion elementary schools.

Through innovative programming and increased options for learners, the West Vancouver School District continues to attract students, in the midst of several well-established private schools. Enrollment projections remain stable for 2013/2014 with movement from both inside the district (students selecting to move from private to public schools) and from outside the district (out-of-district students selecting to attend a school in West Vancouver).

The West Vancouver Board of Education’s vision statement is a commitment to maintaining our high standards at all levels:

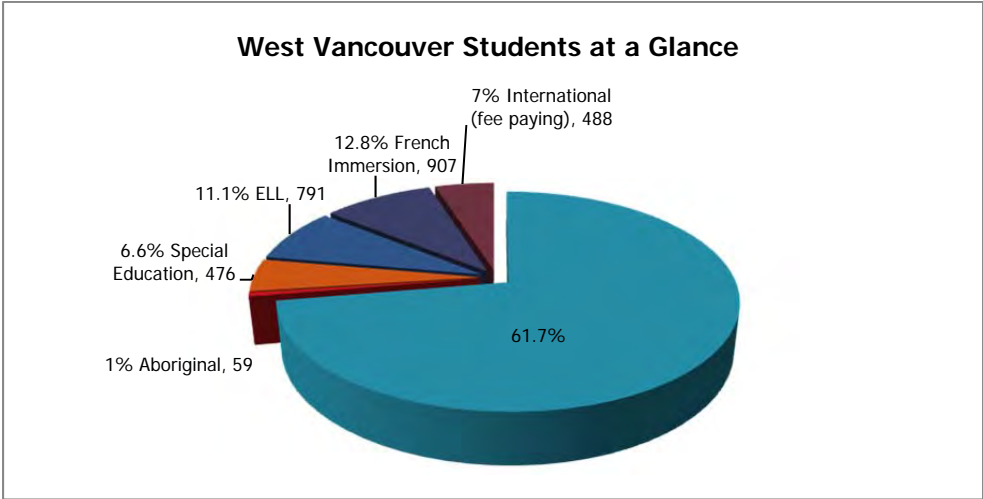
*“We aspire to be the finest educational system in the country – for our children, our employees, our community and our world.”*

The Board of Education has a [\\*Strategic Plan](#) with a series of goals and objectives for the West Vancouver School District built around Educational Excellence, System Sustainability and Community Connections. The *District Achievement Contract* has short- and long-term targets and is viewed as a living document, with input from our students, parents, educators and community partners.

### District Information

(As of May, 2013)

	numbers	%
<b>Total Students</b>	7,112	
<b>Female Students</b>	3,504	49.3
<b>Male Students</b>	3,608	50.7
<b>Aboriginal</b>	59	0.8
<b>Special Education</b>	476	6.6
<b>ELL</b>	791	11.1
<b>French Immersion</b>	907	12.8
<b>International (fee paying)</b>	488	7.0



### UNIQUE FEATURES AND AREAS OF STRENGTH

West Vancouver School District continues to lead the province in all areas of student learning. Student achievement remains at the 100<sup>th</sup> percentile among public school districts according to the number of students meeting or exceeding expectations on the Foundation Skills Assessment and our annual Grade 10, 11 and 12 students' results from government program examinations. Our goals, therefore, are focused on moving students from already high achievement levels to even stronger achievements through a culture of excellence that allows students more choice and self-organized learning.

Our six-year graduation completion rate in 2012 was 92.2 per cent which is above the average 81.8 per cent rate for the province. This is up 2 per cent from last year. When the data is further disaggregated, and International students are removed, the six-year graduation rate is about 97 per cent

The West Vancouver School District provides a range of unique program options throughout the district. The following are Board approved Academies and Specialty Programs:

#### Rockridge Secondary

- Advanced Placement Program
- Baseball Academy
- International Baccalaureate -- Middle Years Program (Candidate School)

#### Sentinel Secondary

- Advanced Placement Program
- French Immersion
- Baseball Academy
- Hockey Academy
- Soccer Academy
- Tennis Academy

#### West Vancouver Secondary

- International Baccalaureate -- Diploma Program
- District Honour Choir
- Ace It Carpentry Program
- Basketball Academy

#### Bowen Island Community School

- Outside45 Academy

#### Caulfeild Elementary

- iDEC – Inquiry-based Digitally Enhanced Community

#### Ecole Cedardale

- Single-Track French Immersion

#### Cypress Park Primary

- International Baccalaureate -- Primary Years Program

#### Eagle Harbour Montessori

- Montessori

#### Ecole Pauline Johnson

- Single-Track French Immersion (early and late)

#### West Bay Elementary

- International Baccalaureate -- Primary Years Program

## **DISTRICT AND SCHOOL CONNECTIONS**

### **The Process Used to Approve School Plans**

The Director of Instruction connects with School Administrators and/or School Planning Councils to review drafts of school plans and discuss student progress. Goals are developed to meet the needs of students according to data collected throughout the year.

Upon completion and signing off by SPCs, each plan is then read and signed off by the Superintendent of Schools. Administrators review and develop their school goals during district meetings and school-based meetings.

School Plans are submitted for final approval by June 30<sup>th</sup> of the school year. There is a commitment to ensure that school plans contain clear language and are accessible to the general audience. School plans contain measurable targets directly linked to school goals and objectives. School Plans are posted on each school's website.

The District Achievement Contract (DAC) includes both short- and long-term targets which reflect those in the individual school plans. These documents guide school plans for curriculum, assessment and initiatives to enhance student learning.

### **The Role of School Planning Councils**

School Planning Councils (SPCs) were established in each school in January 2003. Each SPC is comprised of an administrator and three parents. Each secondary school 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. Teachers have not been part of the formal SPCs.

SPCs are supported by district staff in developing their Action Plan for Learning.

### **Connecting School and District Goals**

For 2013-2014, eight of 14 elementary schools indicate they are working to improve literacy skills. Literacy skills continue to be an important focus for our teachers and they connect directly to the District Literacy Goal. It is important to note that schools have tracked student literacy skills over several years and have reported steady progress in many areas. Details are described later in this document.

A growing trend this year is that of goals to augment student and teacher inquiry. Many schools plan to develop new inquiry models of learning for 2013/2014 which could be a direct result of the comprehensive district focus on inquiry-based learning and increased staff development to support implementation of new practices and pedagogy. Next year, 10 schools will have a goal related to inquiry-based teaching and learning.

We continue to focus on self-regulation (started two years ago). Our district views self-regulation through the five domains that are outlined in Stuart Shanker's book, *Calm, Alert, and Learning*. In this model, self-regulation is viewed through the lens of the biological, emotional, cognitive, social, and pro-social domains with the goal to help students achieve the state of calm focus and alertness for optimal classroom learning.

All of our elementary schools are engaged in self-regulation, although this is not a formally stated goal in every school. Our secondary schools are also exploring new programs to develop their students' social and emotional learning skills for next year. Programs include: *Mind Up, Positive Behavior Support, Zones of Regulation, Second Step, Focus on Bullying, Peer Tutoring, Roots of Empathy, Play is the Way, Beyond the Hurt, Friends, Transitions and Service Learning*. Our district's *Foundations for Learning Goal* supports a focus on school health, the environment and sustainability.

Also under the umbrella of self-regulation, 13 of our 17 schools have a specific goal based on student skills in social emotional learning. These goals are connected to healthy living, the environment and community service. Goals range from the creation of school gardens and outdoor education programs to providing opportunities for community learning, service and leadership.

This year, schools have made progress with an increased effort to develop programs based on the *Five Core Competencies* as outlined in the [BC Education Plan](#). The three pillars of Inquiry, Self-Regulation and Digital Literacy have continued to guide our planning and implementation of curriculum in the past year. Professional development opportunities have been extended to teachers, support staff, and administrators to facilitate student achievement.

An additional focus throughout the district has been that of the Grade 7-to-8 transition process. With support from the Ministry of Education's Quality Teaching and Learning Program, we have made significant progress in connecting teacher goals, learning programs and student needs as they move from elementary to secondary school. This work will continue next year and is also connected to our District Innovation Grants.

## Connections to Current Practices for Today's Learners

### Inquiry-Based Learning

*Inquiry-Based Learning* models have been more widely implemented in our schools this year. This has continued to expand our capacity for innovation and personalized learning. These models are guided by curriculum with clearly defined learning outcomes. Ongoing formative assessment and rich informational resources provide the scaffolding for self-directed learning and improved student achievement. Inquiry-based learning models have been included in:

- Administrators' Growth Plans
- School-based professional development opportunities – elementary and secondary
- Choice Programs – iDEC, Outside 45, MYP, PYP, IB, FI
- Action Plans for student learning 2012/2013 – 12 out of 17 schools with specific inquiry models
- Innovation grant proposals – projects this year district-wide and over 150 teachers involved in Innovative projects
- School/Out of district visits – Teacher initiated professional development opportunities to research inquiry models of learning
- North Shore IB Schools Committee – professional learning community
- Network of Inquiry and Innovation – School-based Inquiry Projects
- Healthy Schools Network – school-based inquiry projects
- Online conferences and webcasts – international networking with Inquiry-based educators – Kath Murdoch, Shelley Wright, Helen Timperley, Judy Halbert and Linda Kaser

## Digital Literacy

Digital literacy has evolved to encompass digital learning – improving student engagement, learning relevancy and rigour through digital opportunities. Digital Learning is supporting a district-wide focus on inquiry and self-regulation and is becoming a cornerstone of learning across all grades and curriculum. Digital literacy teachers are now supporting digital learning through assessment, inquiry and other pedagogical concepts. During the past year, staff received mobile devices to assist them in leveraging digital resources with their planning and teaching. This access has provided an opportunity for teachers to utilize current resources and ideas with their classrooms. The district continues to focus on:

- Support for blended learning opportunities for teachers and classrooms
- Classroom adoption of laptop programs at elementary schools
- Creation of a K-to-7 Digital Literacy Framework for student outcomes at each key stage of development
- Continued teacher support through district support teachers
- Continued joint partnership through group committee on technology and communication
- Innovation teams focused on teacher-led inquiry using technology to facilitate deeper learning
- Expansion of a “personalized web portfolio” for all students in Grades 4 to 10
- Continued professional support for teachers using *Web 2.0 Tools* in the classroom

## Self-Regulation

We have continued to expand both our understanding and practices in self-regulation this year. Self-regulation is viewed through the five domains outlined by Stuart Shanker in *Calm, Alert, and Learning*: biological, emotional, cognitive, social, and pro-social domains. The goal of self-regulation work is to help students achieve the state of calm focus and alertness for optimal classroom learning. West Vancouver has joined other school districts in British Columbia to become one of the First Wave schools in the Canadian Self-Regulation Initiative. Although only two schools are officially collecting data for this initiative, all elementary schools are implementing self-regulation programs and strategies within one or more of the five domains. Self-regulation has been emphasized through:

- Expansion of District Occupational Therapist time
- Creation of a District Self-Regulation Team consisting of the District Occupational Therapist, Behaviour Learning Support Teacher, District Counsellor, Speech and Language Pathologist, and District Administration
- Implementation of self-regulation strategies in 72 primary classrooms
- Professional development provided to teachers, special education assistants, on-site preschool and child care providers
- Active participation in Canadian Self-Regulation Initiative
- Presentations made to West Vancouver Board of Education, Administrators, DPAC, individual PAC groups
- Self-regulation ties to social emotional learning in school goals in 10 of 17 schools
- Online conferences and webcasts– international networking with Social and Emotional Learning experts – Deborah Butler, Nancy Perry, Stuart Shanker, Margaret Weiss, Glen Davies, Susan Fraser and Susan Syklos



## Connecting Teacher Innovation and District Initiatives

### SD 45 Innovation Grants

For a second year, West Vancouver educators have benefitted from the availability of innovation grants to support student learning. This initiative has been highly successful with over 150 teachers involved in innovation projects over the past two years. The structure of inquiry to support innovation and improve student learning is growing in our schools and leading to increased collaboration and professional development for teachers.

Teachers, support staff, and administrators may apply for a grant of up to \$3,500 to provide release time, resources and professional development opportunities in the areas of inquiry, digital literacy and self-regulation. The Learning Team is a group of educators engaged in collaborative forms of inquiry with an explicit commitment to routinely investigate, explore and plan ways to improve student achievement. This inquiry team structure has provided a staff development model to deepen understanding of teaching practice and student achievement.

The *Innovation Grants Projects* include the following characteristics, criteria and commitments:

- **Teamwork** – a willingness to work in learning teams on behalf of learners in your community
- **Interdependence** – a willingness to work with, and on behalf of, all interested schools in the district
- **Inquiry** – an interest in developing and collectively pursuing significant learning improvement questions in depth and over time
- **Assessment** – a belief in the central importance of the individual and classroom assessment as evidence for powerful change
- **Communication** – an acted upon belief in telling change stories honestly with both qualitative and quantitative evidence sources
- **Depth of Thinking** – a commitment to going deeper by asking increasingly challenging questions about practice
- **Sustained Thinking** – an understanding that realizing genuine learning requires time, focused work, reflection, and an ongoing commitment
- **Metacognition** – using knowledge about learning to strengthen thinking
- **Use of Evidence** – a commitment to using clear evidence patterns to illustrate and describe improvement



## Innovation Coaches – 2013/2014

Next year, we will develop a new teacher leadership program focusing on innovation and inquiry. The model is designed to support those teachers who have demonstrated or articulated an interest in district leadership. Training sessions will continue throughout the year and the teacher leaders will be encouraged to develop cohorts within the group to focus on one of the three pillars of Inquiry, Digital Literacy and Self-Regulation. Teachers will work as a team to build their skills in the following areas:

- Formal Leadership training
- Coaching Innovation Team teachers
- Facilitating staff development sessions
- Participating in a personal Inquiry related to leadership skills
- Sharing resources and professional development opportunities in leadership

Developing teacher leadership skills will foster and align our goals to develop inquiry and innovation in the district to support student learning. This will also enable us to build capacity for progressive leadership in our schools.

## Innovation Projects – topics of interest

- Developing learning communities to foster student achievement through appreciative inquiry and collaboration
- Student choice through multi-media teaching
- Self-organized learning to improve literacy skills and foster motivation, independence and self-regulation
- Zones of regulation to increase student achievement and scaffold teaching strategies
- student choice and self-organized learning to improve engagement and achievement for Grade 8 students
- iPads to support learning for students with autism
- WeBlogs to develop digital literacy skills
- Experiential learning in Grade 9 Social Studies to enhance Aboriginal understanding
- Experiential learning shared between Grade 8 and 11 math students to improve student achievement
- iPads for music education
- Student inquiry enhanced by technologies to improve student learning
- Ecological education through the principles of inquiry and place-based learning to enhance student engagement and foster ethical decision making
- Technology to support student writing proficiency and improve attitudes for learning

## Ministry of Education Innovation Project-Quality Teaching and Learning (QTL)

This innovative project has involved 14 schools in the district and has a great impact on teacher networking and collaboration between elementary and secondary schools. West Vancouver School District is one of six districts in the province to work with the QTL project team. Our district's innovative work has to improve the transitions process for students as they move from Grade 7 to 8. A key part of this project is the collaboration between elementary and secondary teachers and student coaching.

Each family of schools has started to develop a plan to improve the transition process for students next year. Strategies for implementation include the new fixed fourth block for all secondary schools, increased access to technology in Grade 8 classrooms to support student learning, smaller cohorts of students working with fewer teachers in Grade 8; teaching partnerships between the elementary and secondary schools and student coaching opportunities in the areas of Fine Arts, Literacy and PE.

## Connecting to Our Aboriginal Student Population and Community

There are currently 59 self-declared Aboriginal students across the West Vancouver School District. Student profiles have been prepared for all Aboriginal students including information pertaining to academic achievement, attendance and cultural involvement. These "Purple Files" are maintained and updated each term to provide school staff with an up-to-date picture of student progress and engagement throughout the year.

In addition, this year, we have mapped out the specific achievement progress of each student in a comprehensive data report spanning the past three years. Details of grades and achievement levels in all academic and elective programs are included. This report will remain "live" online and will be used to inform planning and funding for instruction of all First Nations students as needed and in an appropriately supportive time frame. Target areas that have emerged through this data are in Numeracy and Literacy. Specifically, the numeracy skills of students in Grades 1 to 12 are generally average or below average. This data is reflected in Aboriginal education trends throughout the province and will be of focus for student support next year.

The current curriculum for the 2012/2013 school year has included close connections with our Squamish Elders and educational leaders. Local Squamish history and teachings have been embedded in Language Arts, English and the Social Studies curriculum including: Literature Studies – Coast Salish traditional storytelling; Protocols – Cedar stories; Social Studies and Social Justice – Squamish history and social justice based on Aboriginal teachings. Woven into the culturally-relevant curriculum are: oral language development, art connections, carving, dancing, drumming workshops, traditional weaving and cooking projects. Our First Nations coordinator works closely with the school administrators and teachers to assist with coordinating plans for authentic educational programs and resources.

In 2013-2014, the district will continue with a curriculum that is culturally relevant and authentic to the Squamish Nation. We are still in the process of formalizing our *Aboriginal Enhancement Agreement* as we work with the Squamish Nation Elders, educational leaders, Aboriginal students and their parents to create a meaningful document that meets the needs of our learners.

### Aboriginal Student Progress Reports:

#### Secondary Students' General Progress Reports 2012/2013 -

	A	B	C+	C	C-	I
Math	2/17	2/17	1/17	4/17	6/17	2/17
English	0/21	10/21	4/21	3/21	3/21	1/21
SS	0/16	6/16	5/16	2/16	1/16	2/16
SC	3/17	6/17	2/17	3/17	1/17	2/17
Electives	10/22	8/22	2/22	1/22	0/22	1/22

## Elementary Students' General Progress Reports 2012/2013

	Not Yet Meeting	Meeting	Exceeding
<b>Numeracy</b>	5/20	9/20	6/20
<b>Literacy</b>	4/16	10/16	2/16

## Connecting to School and our Immigrant Community

- Over 146 individual new clients received service; there were five settlement workshops/information sessions held with families connected to six community events
- Supporting this community with workshops targeting their needs (such as understanding the school system, parenting support to help student integration, enhance student achievement, and summer learning opportunities)
- Partnership with community agencies and resources

## Connection to Early Learning

The Four Pillars of *ReadNow* — BC's Action Plan, form the organizational framework for the District Achievement Contract. The first pillar is *School Readiness in Young Children*. We work with our partners in WECAN (*North Shore Early Childhood Network*) to align our literacy programs with those of other agencies, such as the municipal library and community recreation programs. Our district has continued to focus on providing support for children's early literacy development through programs including:

- *Ready, Set, Learn* at all elementary schools
- *Welcome to Kindergarten* at all elementary schools
- *Mother Goose* at select sites
- *StrongStart* Centres at Hollyburn and Eagle Harbour
- *Changing Results for Young Readers* – Ministry of Education

Through our *District Early Literacy K/1 Screener* data, we track readiness skills of our K learners as they enter school. This year, all elementary schools also participated in the *Early Development Instrument* (EDI) to contribute data for use by the broader community in developing the District Literacy Plan.

## Connection to District Literacy Plan

The second pillar is *Reading Success in Schools* and in our District Literacy Plan we reference the student literacy goals contained in the Achievement Contract (Goal #1, Objectives 1 and 2), with the third pillar being *Reading Success for Adults*. For the purposes of K-12, we have incorporated the fourth pillar *Reading Success for Aboriginal People* into the broader *Reading Success in Schools* goal. The Performance Target to establish baseline data regarding the number of Aboriginal students who are achieving at grade level was reached this year, and will be used to inform instructional practice for next year.





# School District #45 (West Vancouver)

## Literacy

**TO IMPROVE LITERACY SKILLS FROM K TO 12**

***Objective 1: To increase reading comprehension of all students***



***Objective 2: To increase the reading and writing proficiency of ELL students***

***Objective 3: To improve the digital literacy of all students***



2011 — 2013

June 2013 Update

# Objective #1

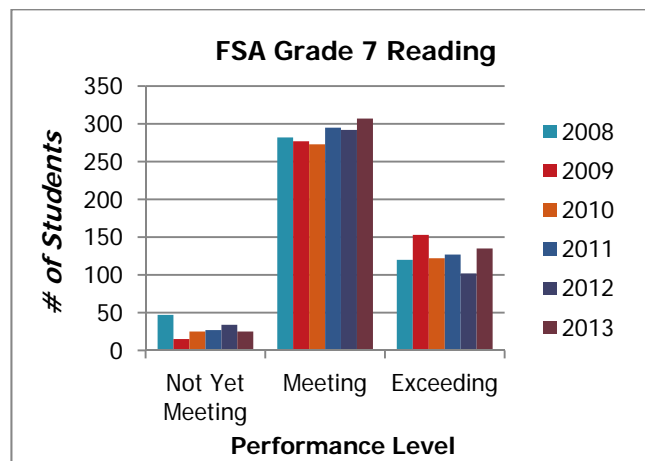
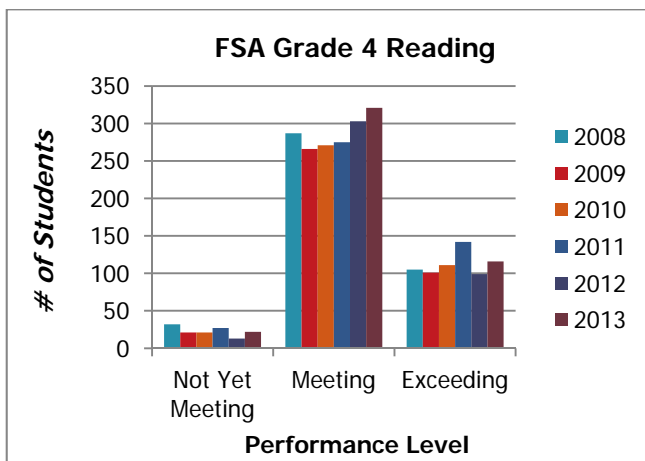
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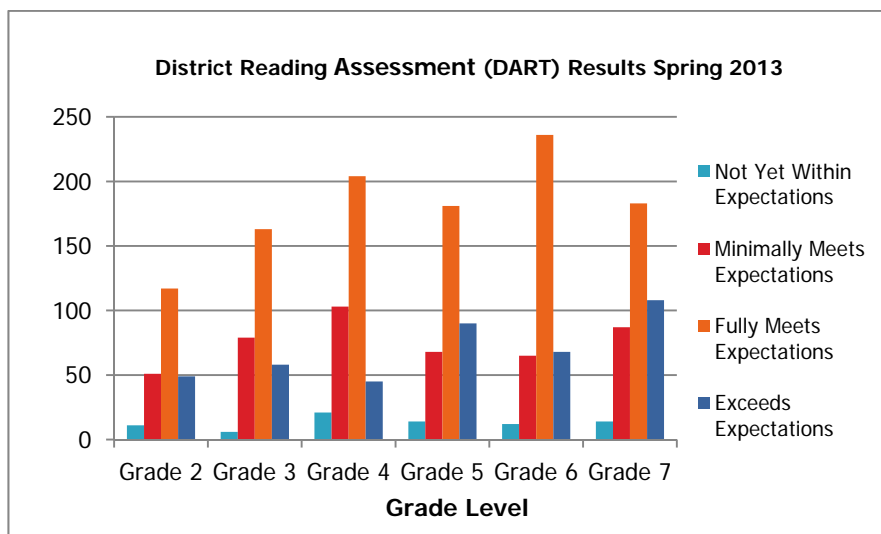
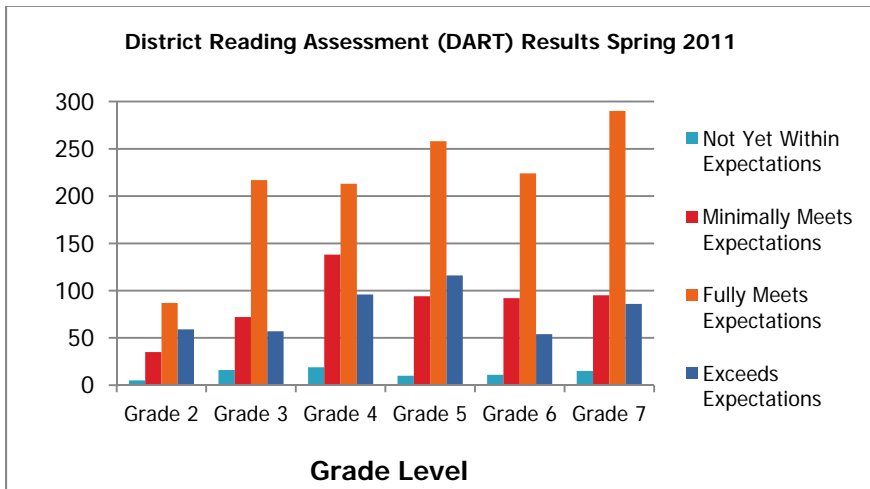
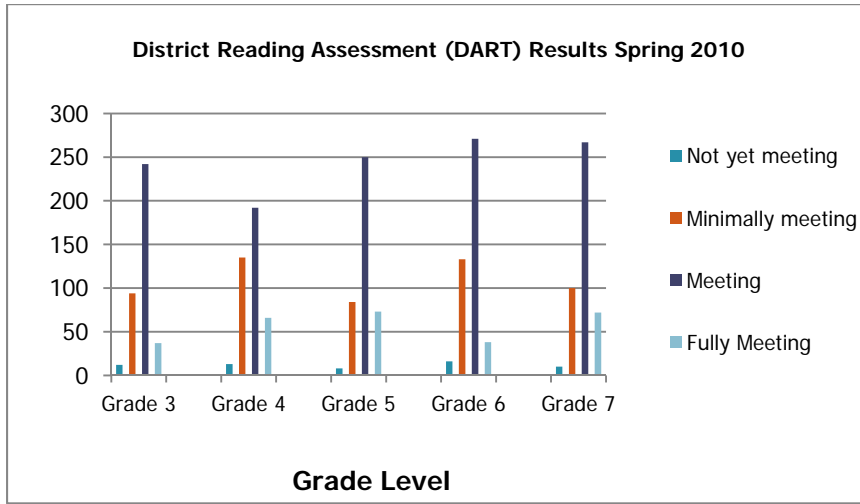
## Rationale

- In the 2013 FSAs, 5 per cent of Grade 7 students were *Not Yet Meeting Expectations* in Reading
- The 2013 DART results indicate that less students in Grades 4 and 5 *Exceeded Expectations* in Reading as compared to last year
- District Early Literacy Kindergarten K-Grade 1 Screener indicates that about 26 per cent of all K students are not meeting criterion in sound/symbol recognition, blending, and segmenting skills
- On the 2012 English 10 Provincial Exam, 18 per cent of our students scored C or C-
- The individual achievement of our Aboriginal students in 2012/2013 indicates that more than 50 per cent are achieving below average scores in literacy skills

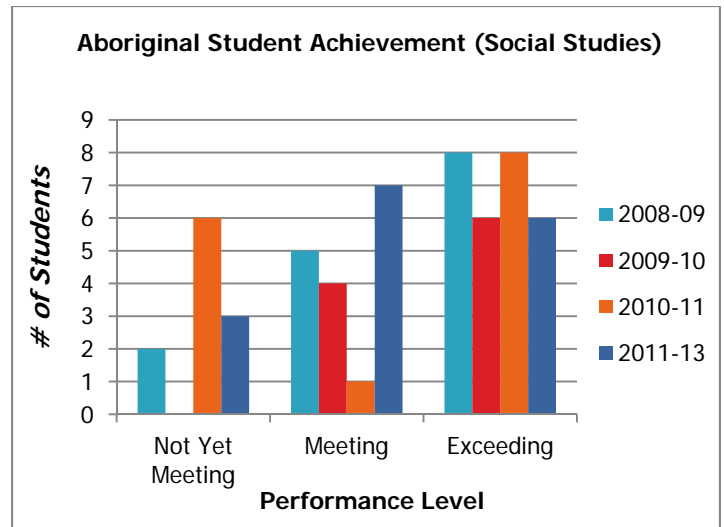
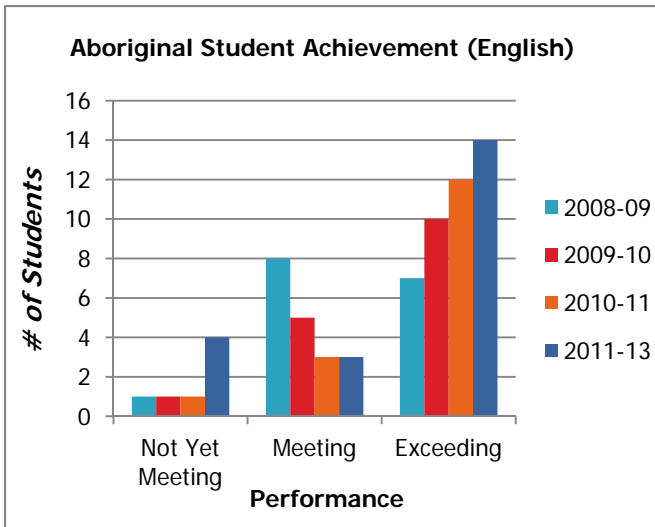
## Performance Indicators

- District Early Literacy Kindergarten-Grade 1 Screener
- Ministry of Education — Satisfaction Survey Results
- Foundation Skills Assessment (FSA) Grades 4 and 7 – Reading Component
- English 10 Provincial Exam
- Report Cards – Term 1 and 2 – 2012/2013









Source: Secondary Report Card Data 2011-2013

## Progress

- Foundations Skills Assessment (FSA) results are being tracked starting with the 2008 results. On the provincial level, West Vancouver students continue to score well above provincial averages on all components of the FSAs
- While overall results are reported across the system, individual results are being used to create action plans for individual learners at the school level
- The majority of our students fully meet expectations for reading at their grade level. We need to continue to move students to the next level of achievement based on the four-point, Performance Standards rubric
- Aboriginal students in our district are achieving at a higher rate than those in other districts. However, we need to increase support in the core academic areas so that they may improve to their full potential

## Targets

- Continue to monitor and reduce the number of students *Not Yet Within* and *Meeting* Expectations on the FSA assessments with a goal to raise student achievement by at least one level
- Increase the number of students *Exceeding Expectations* on the District Reading Assessment for 2013/2014
- Increase the number of Aboriginal students who are *Minimally Meeting* and *Fully Meeting Expectations* in Secondary English and Social Studies (*Aboriginal Student Improvement*)
- Continue to monitor and maintain current graduation rates (*Completion Rates*)

## Actions

### Sustaining Successful Actions:

- Continue to increase teacher use of the *B.C. Reading Performance Standards* as part of classroom assessment for learning

- Continue to develop school participation in the *Changing Results for Young Readers* program through the Ministry of Education
- Support the participation of schools in the *Network of Innovation and Inquiry*
- Support the use of school, district and provincial data to make informed decisions about student success in reading

### Emerging Actions:

- Develop or adopt a new district reading assessment tool for 2013/2014 with non-fiction reading samples as requested by teachers in elementary schools. This will replace the DART tool next year
- Develop a Literacy Touchback Series for teachers to focus on specific literacy strands of learning
- Establish a team of site-based Literacy Coaches for each elementary school to facilitate and develop school-wide literacy programs with support from District Literacy Committee
- Continue to support the revised secondary literacy strategy at Grades 8 and 9
- Continue to employ the student support services coordinator as a resource for school-based teams to identify, track and plan for teaching interventions with students *Not Yet Within* or *Minimally Meeting* expectations for learning
- Continue to monitor and support Aboriginal learners in core foundational skills for literacy and connect with the Squamish Education Department to provide appropriate and authentic support as needed
- Explore the use of the First Nations *ArrowMight Literacy Program* for young adult learners in connection with the staff at Esliha7an Learning Centre
- Maintain support and further develop the work on formative assessment practices that focuses on increasing feedback and decreasing the use of marks
- Continue to support and develop the *Daily 5 Reading Program* in elementary schools as requested
- Continue to support and develop the use of inquiry-based frameworks for learning
- Continue to support and develop student and staff digital literacy
- Expand the use of differentiated instruction techniques for teachers to meet the needs of learners within increasingly complex classrooms
- Further develop the use of differentiated instruction at secondary schools through *Sheltered Instruction Observation Protocol (SIOP)* training.
- Expand and develop the implementation of *Fast ForWord* as an early target reading intervention
- Continue to provide early learning supports focusing on individualized in-class supports for Kindergarten children in the areas of early phonemic awareness and language/literacy development

## Objective #2

To increase the reading and writing proficiency of English Language Learners

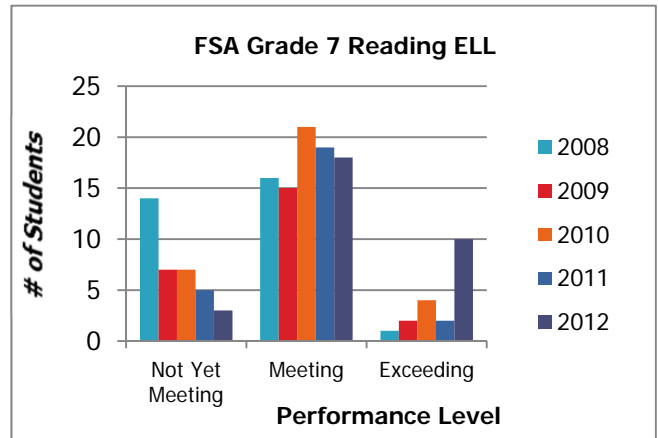
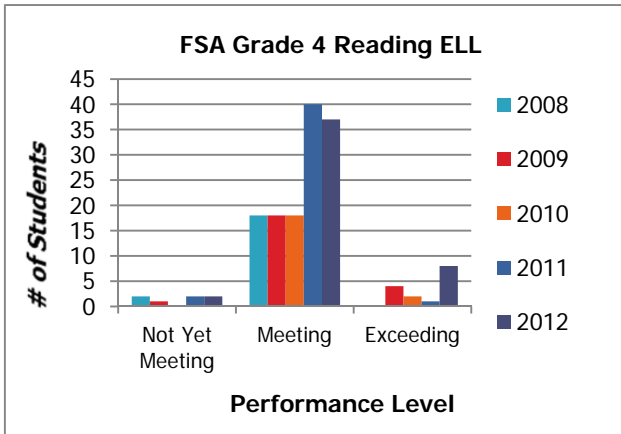
### Rationale:

- Our demographics continue to change. From September 2010 to February 2013, our ELL numbers have increased 42 per cent in elementary and secondary combined, with an increase of 17 per cent in the last year. Three elementary schools have ELL populations in excess of 100 students. In February 2013, we recorded 825 ELL students, up from 735 in February 2012. ELL students comprise 12 per cent of the district population and there are approximately 1,280 students who are either ELL or International learners.
- This objective is inclusive of ELL and international students
- While the objective speaks to all ELL, there is a more noticeable impact for student achievement at the secondary level
- The focus of the *North Shore Community Literacy Plan* is on ELL of all ages within the community
- Over the years, There has been an overall improvement in pass rates in a range of core areas for ELL students, including English 10, Science 10, Social Studies 11, Communications 12 and English 12, but their achievements are still generally lower than the non-ELL population
- Previous ELL targets which focused on success rates in secondary school core academic courses have been met, and now more challenging targets have been set

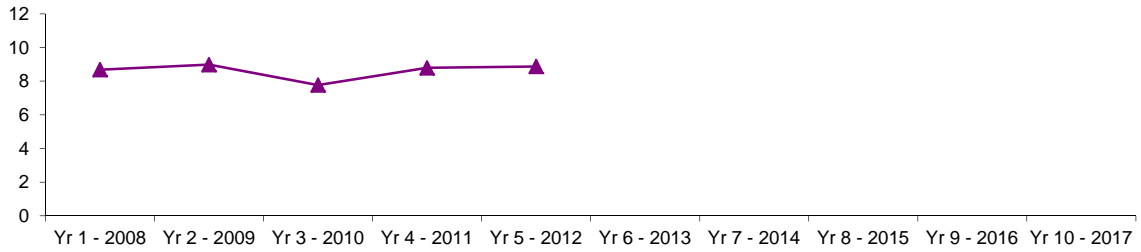
### Performance Indicators

- Foundation Skills Assessment (FSA) Grades 4 and 7 – Reading and Writing Component
- Graduation Program Exams (EN 10, SC 10, SS 11, COM 12, EN 12,)
- Lower Mainland English Reading Assessment (LOMERA/WVERA) for secondary
- Idea Proficiency Test (IPT) for elementary (oral IPT on-line assessment for primary)
- Idea Proficiency Test (IPT) reading assessment for intermediate
- Idea Proficiency Test (IPT) for all new incomers to elementary

# Goal #1 – Literacy

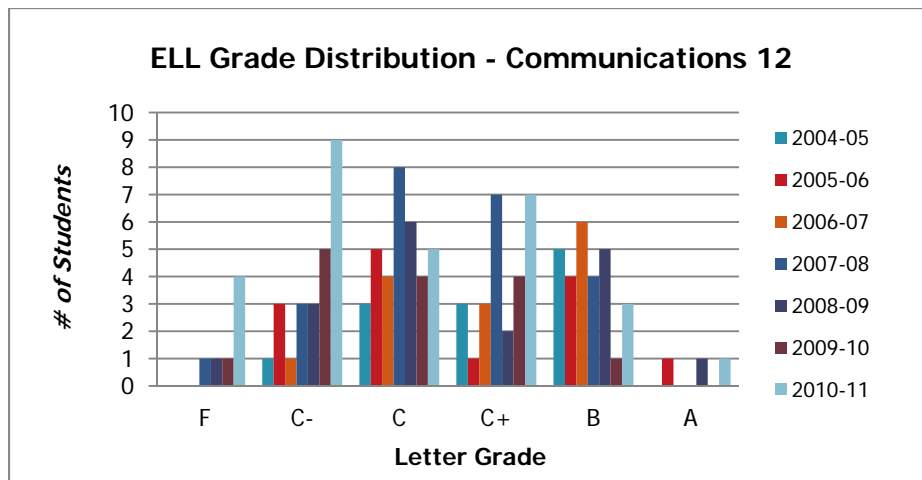
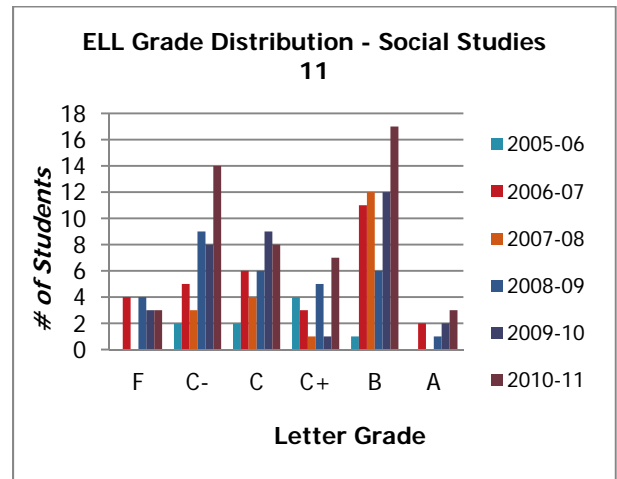
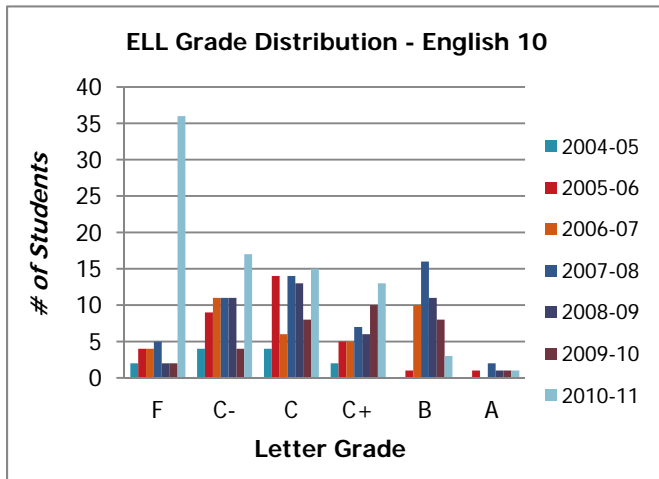


Average FSA Score - Grade 4 Writing



Average FSA Score - Grade 7 Writing





Source: Report Card Data (final blended marks)

## Progress

- When compared to current results, there have been very strong increases in success rates for ELL students since 2004
- There has been an increase in the number of our ELL students taking English Program Examinable courses
- The new cohort of students entering our schools in both elementary and secondary tends to have lower English Language Proficiency levels. These beginning levels are reflected in the number of our ELL students who did not write the FSA grades 4 and 7 Reading and Writing tests:
- - Gr.4 ELL – 36 per cent performance unknown
  - Gr. 7 ELL – 47 per cent performance unknown

## Goal #1 – Literacy

- In the secondary schools, these new students expect to graduate “on time” and may rush entry into academic subjects without the required language skills necessary for success. This is happening on an increasingly frequent basis with students often arriving at the Grade 10 and 11 ages expecting to graduate in three years.
- ELL students tend to perform better in reading (receptive language) than in writing (expressive language). The achievement gap widens in the higher grades.
  - At the Grade 4 level, the ELL students’ achievement in reading mirrors that of all our students *Meeting Expectations* (ELL 60 per cent - ALL 66 per cent) but drops significantly in the *Exceeding* category (ELL 1 per cent - ALL 22 per cent). In writing, 61 per cent of ELL students meet expectations compared to 76% of our total population; 3 per cent exceed expectations compared to 14 per cent (ELL and total population respectively).
  - At the Grade 7 level, the ELL students’ achievement in reading indicates 39 per cent of ELL students are *Meeting Expectations* compared to 63 per cent of the total cohort; 4 per cent ELL students and 22 per cent of all students *Exceed Expectations*. In writing, 51 per cent of ELL students meet expectations compared to 77 per cent of our total Grade 7 cohort; 2 per cent exceed expectations compared to 14 per cent (ELL and total population respectively).
- District results (Blended Mark) generally mirror those of provincial results for ELL students in the secondary schools. That said, West Vancouver ELL students tend to pass at a minimal level, and the number scoring a C+ or higher is slightly below provincial averages for all students
- On the Blended Final Mark, ELL students achieving a C- or better in SC10 and SS11 remain stable at 85 per cent and 94 per cent respectively. This mirrors the achievement of all our students taking these courses. However, native English speakers outperform our ELL cohort achieving a C+ or better: SC10 (74 per cent versus 48 per cent ELL cohort); SS11 (71 per cent vs. 52 per cent ELL).
- Although there has been a slight decrease in the per cent of students achieving pass rates or better in EN10, EN12 and COM12, the pass rates reflect those of all ELL students in the province. These results must also be viewed in the context of considerably more of our ELL students in SD45 writing these English exams: EN10 (up 34 per cent); EN12 and COM12 (up 63 per cent).
- In the past years, there had been an increasing trend in the district for students to leave ELL service, particularly at the secondary level, which may have had a negative effect on student achievement. This trend appears to be reversing as students are choosing our Language Adapted blocks for ELL support.

## Targets

- Increase or maintain the number of students obtaining a C+ or higher on the Blended Final Mark (combination of school and exam mark) in English 10, Science 10, Social Studies 11, English 12 and Communications 12 to above 50 per cent by 2014.

## Actions

### Sustaining Successful Actions:

- The ELL Learning Support teacher will continue to provide support and professional development to all ELL teachers in order to ensure practice and assessment are aligned with Ministry of Education guidelines and policy
- Continue to provide English language instruction tailored to meet the needs of the student's level of English language proficiency
- Continue to provide professional development for all curricular teachers in Differentiated Instruction and Differentiated Assessment to accommodate the various levels of proficiency in English of our English Language Learners. Three workshops have been offered this year and SD45 has also hosted the ELL PSA 2012, and will continue to do this in 2013
- Secondary schools support *Sheltered Instruction Observation Protocol (SIOP)* training of teachers
- Staff understanding of ELL issues will be enhanced by our participation in the ELL Consortium, ELL Assessment Consortium (with UBC), the ELL Metro Network and the ELL PSA
- Continue to provide resources to ensure consistency of program delivery. In the past year, resources targeting support for ELL Beginners and the teaching of specific writing genre have been provided to all elementary schools. At the secondary level, resources have included novel studies to enhance the language adapted EDGE Series and materials targeting vocabulary development
- Consistent programs and assessment tools are implemented district-wide to lead to common experiences for students at all sites, as well as a consistent district framework maintained for reporting K to 12 ELL progress, to improve transitions between elementary and secondary
- The ELL district resource teacher will continue to facilitate close coordination between elementary and secondary schools to ensure appropriate ELL support
- Use of inside45 portal to support *Annual Instructional Plan (AIP)* development and transitioning from elementary to secondary school
- Align student reporting to specific goals for ELL language development
- Remove letter grades from English Language Development courses to focus more on student improvement
- Provide professional development to assist ELL teachers in recognizing behaviors indicating additional support needs

### Emerging Actions:

- Continue the use of contact teachers at each secondary school for ELL, creating a Secondary, ELL Coordination Team (district administrator – student support services, district ELL learning support teacher, and school contacts from each of the three secondary schools)
- Continue to identify students needing ELL support in French Immersion Programs



- Continue to encourage students to postpone graduation program exams until they are proficient enough in English and are likely to be successful
- Continue to provide an ELL teacher support block at each secondary school to help implement the collaborative model of ELL support (SIOP). This model will help build teacher capacity for working with English language learners and provide teacher support across the curriculum
- Continue to establish Language Adapted/Supported secondary classes, as needed, for core subjects in order to help students meet the *Intended Learning Outcomes* (ILOs) in the courses and develop a stronger command of academic language. Support these courses with appropriate language-adapted materials
- Introduce Language Adapted Materials for SC10 in order to support ELL students and ensure their success in this Government Program Examinable course
- Introduce Models of Collaboration and Co-teaching within the mainstream classrooms. These models reflect current pedagogy and help build capacity for supporting our ELL students
- Utilize *Settlement Workers in Schools* (SWIS) to support the transition needs of new immigrant students and their families

## Objective #3

To improve the digital literacy of all students

### What is Digital Literacy?

Digital Literacy is the ability to participate effectively and ethically in a digital environment.

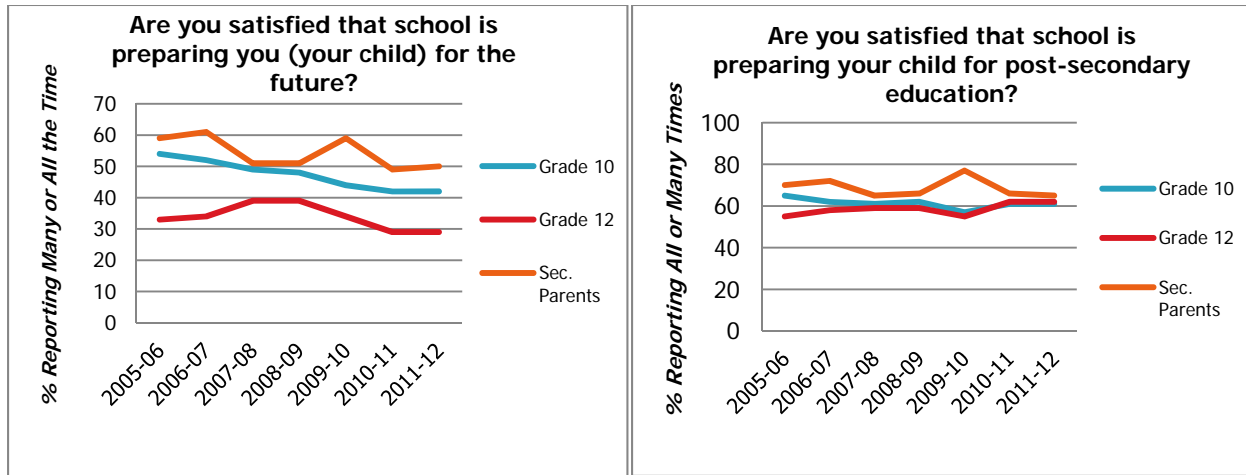
*West Vancouver School District Digital Literacy Committee (2010)*

### Rationale:

- The district recognizes the central role technology plays in supporting effective teaching and learning and is taking a progressive approach in this area
- The district has established a reliable, secure “digital environment” that can be accessed at school or home and provides the structure for digital literacy activities
- The district has provided a standardized level of access across all schools and is pursuing new forms of access to digital information, resources, and collaboration
- The district has committed to using technology as a tool to support student learning throughout the curriculum
- Student forums have identified student engagement, flexibility and “ownership of learning” as a primary area of improvement
- Data indicates that approximately 50 per cent of secondary school parents believe schools are preparing students for the future *All the Time* or *Many Times*. Over time, it is hoped students will link digital literacy to their perceptions of readiness for their world beyond school
- Students, parents and teachers have identified the ability to participate in digital media effectively and ethically as a high priority for all students

### Performance Indicators

- Ministry of Education – Satisfaction Survey Results
- National Educational Technology Standards
- Student Forums



Source: Ministry Satisfaction Survey (both graphs)

## Progress

- Satisfaction levels related to post-secondary readiness are well above provincial averages, while preparation for jobs in the future is similar to province-wide results
- Identified key outcomes and assessments at each of the developmental stages and will continue to implement these outcomes in the 2013-2014 school year
- The district will work to establish baseline data in 2013-2014 in this area (e.g. performance tasks, survey)

## Targets

- A continued improvement on the *Satisfaction Survey* results by parents and students in the following areas by 2014
  - Are you satisfied that school is preparing you (your child) for a job in the future?
  - Are you satisfied that school is preparing you (your child) for post-secondary education (for example: college, university, trade school)?
- Baseline data and targets to be developed during the 2013-2014 school year

## Actions

### Sustaining Successful Actions:

- Adoption of a common set of software tools across the district to support student learning
- Creation of a technology strategy to increase access to technology
- Creation of “next” practice to highlight and understand innovative teaching and learning with technology
- Support for blended learning opportunities for teachers and classrooms
- Classroom adoption of laptop programs at elementary
- Creation of a K to 7 Digital Literacy Framework for student outcomes at each stage of development
- Continue to provide teacher support through District Support Teachers
- Continue a joint partner group committee on Technology and Communication

### Emerging Actions:

- Provide all teaching staff with a “modernized” teaching environment, including access to projectors and mobile technology
- Support and expand innovation teams focused on teacher-led inquiry
- Continue to expand a “personalized web portfolio” for all students in Grades 4 to 10
- Implement teacher collaboration tools including class websites and teacher collaboration sites
- Continued professional support for teachers using Web 2.0 Tools in the classroom
- Supporting staff with a series of ongoing professional development opportunities focusing on digital literacy during common professional development daytime workshops
- Expand digital writing opportunities through the development of a framework to provide resources and lesson plans
- Complete the implementation of a district wireless infrastructure to increase access
- Encourage and support the use of digital devices as part of the learning environment



# School District #45 (West Vancouver)

## Foundations For Learning

TO RAISE STUDENT ACHIEVEMENT LEVELS BY IMPROVING STUDENTS'  
SOCIAL, EMOTIONAL AND PHYSICAL HEALTH AND  
SOCIALLY RESPONSIBLE BEHAVIOURS

*Objective 1: To increase student factors related to the development of resiliency and reduce risk-taking behaviours*



*Objective 2: To increase the number of students reporting they are contributing to positive change at school or in the community*

2011 — 2013

June 2013 Update

## Objective #1

To increase student factors related to the development of resiliency and reduce risk-taking behaviours

### What is resiliency?

Resiliency is the ability to recover readily, spring back from adversity, and succeed in school despite the presence of adverse conditions

## Rationale

- An extensive body of research supports the idea that when children are healthy they learn better, achieve more and have higher self-esteem. Comprehensive school health is an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way. Research clearly demonstrates interrelated comprehensive approaches offer more effective solutions than addressing single components (*BC Healthy Schools Network*)



- The *Comprehensive School Health Model* supports our goal of increasing student resiliency and reducing risk-taking behaviors based on the following:
  - *In the classroom, CSH facilitates improved academic achievement and can lead to fewer behavioural problems. In the broader school environment, it helps students develop the skills needed to be physically and emotionally healthy for life*
  - *Healthy eating, physical activity and mental health interventions were most effective if they included involvement of the whole school, parents, community and changes to the psychosocial environment, personal skill development, and implementation over a long period of time*
  - *Schools that provide supportive physical and social environments and high-quality health and physical education, have positive effects on fostering healthy lifestyles. Where sustained, these actions will lower the risk of overweight and chronic diseases, improve quality of life and avoid future health care costs. Students attending CSH schools have more healthy eating habits, are more active and less likely to be overweight*
  - *The benefits of CSH for learning and self-esteem are expected to exceed the combined effects of healthy eating and active living. Other benefits include the strengthening of family and other relationships, equity in education and health, and better school ethos to support healthy eating and active living*
  
- The district has been focusing on reducing risk-taking behaviours, and improving areas such as physical fitness, healthy eating and positive social interactions, in efforts to improve student achievement
- Resiliency has been shown to be a primary factor in reducing risk-taking behaviour in youth, particularly when early efforts are directed through youth engagement in communities and schools and the importance of healthy relationships (friends, family, mentors) is stressed and facilitated
- The district recognizes the important role the entire community plays in education, and this objective emphasizes the key role of parents, as well as partners, including the *District of West Vancouver*, the *West Vancouver Police Department* and *Vancouver Coastal Health*
- Although our results mirror rates across the province, the district continues to be concerned with the number of students self-reporting that they regularly engage in risk-taking behaviours
- The *Early Development Indicator* (EDI) results indicate that the development of social and emotional competencies in young children should be a focus for the broader community in planning for targeted interventions
- The district, in concert with policies and directions from the provincial government, is committed to increasing physical activity and ensuring healthy food choices are available to students in schools



## Performance Indicators

- Ministry of Education – Satisfaction Surveys
- VCH priorities
- Core Public Health documents
- Safe and Caring Schools documents
- Ministry of Health Healthy Living Performance Standards
- McCreary Adolescent Health Survey
- West Vancouver School District – District Comprehensive School Health Survey

New data on West Vancouver School District for 2012 from the combined reports of DASH BC., Ministry of Education and Ministry of Health (*Summary – Healthy Schools BC Consultation – West Vancouver*) indicate the following:

### Adolescent Health Survey (Grades 7-12)

Source: McCreary Centre Society:

*Weight and Body Image* – Dieting by age and Health Service Delivery Area

- Percentage of respondents reporting they have gone on a diet in the past year, with respondents classified by their age and the *Health Service Delivery Area* in which they attend school

Age	Richmond	Vancouver	Coastal
12 years	26%	20%	20%
13 years	29%	30%	24%
14 years	30%	28%	28%
15 years	34%	33%	32%
16 years	32%	38%	33%
17 years	34%	34%	36%
18 years	36%	41%	35%

### **Dieting by self-reported weight category and Health Service Delivery Area**

- Based on their self-reported height and weight, researchers classified respondents into three weight categories: underweight (Body Mass Index, or BMI, less than 18.5kg/m<sup>2</sup>), normal weight (BMI between 18.5 and 25kg/m<sup>2</sup>), and overweight (BMI above 25kg/m<sup>2</sup>)
- Percentage of respondents reporting that they have gone on a diet in the past year, with respondents classified by their weight category and the Health Service Delivery Area in which they attend school

	Richmond	Vancouver	Coastal
Underweight	14%	18%	14%
Normal weight	32%	31%	29%
Overweight	49%	43%	46%

### Skipping breakfast

- Percentage of respondents reporting that they do not eat breakfast on a regular basis, with respondents classified by their weight category and the Health Service Delivery Area in which they attend school

	Richmond	Vancouver	Coastal
Underweight	46%	49%	36%
Normal weight	46%	44%	42%
Overweight	47%	52%	47%

### Mental and Emotional Health

- “During the past 30 days, have you felt so sad, discouraged, hopeless or had so many problems that you wondered if anything was worthwhile?” with respondents classified by the Health Service Delivery Area in which they attend school

	Richmond	Vancouver	Coastal
“Not at all” or “A little”	72%	70%	74%
“Some, enough to bother me”	12%	12%	12%
“Quite a bit” or “Extremely so, to the point I couldn’t do my work or deal with things”	16%	18%	14%

### Substance Use

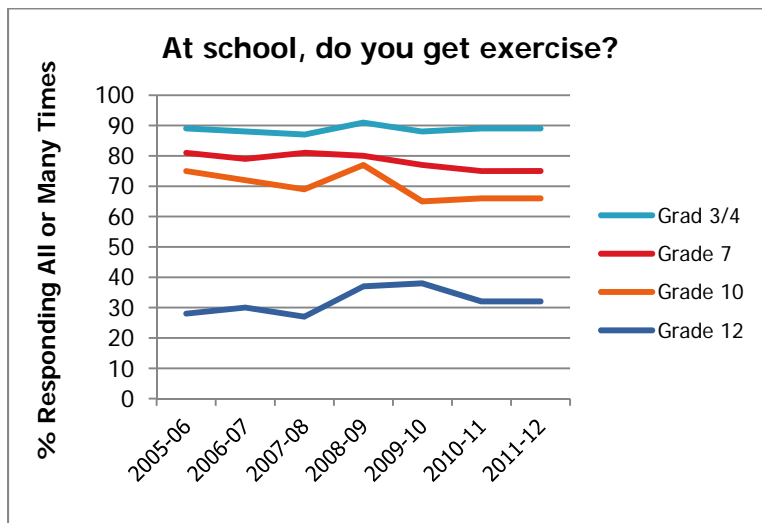
- Percentage of respondents in each age category who reported having ever tried alcohol (other than a few sips), with respondents classified by the Health Service Delivery Area in which they attend school

	Richmond	Vancouver	Coastal	BC Average
13 years	20%	12%	25%	29%
15 years	32%	37%	66%	58%
17 years	61%	59%	83%	78%

### Family connectedness

- Family connectedness includes youths’ feelings of closeness, caring, warmth, satisfaction and understanding toward their parents and family
- Percentage of respondents who self-rate their health as poor or fair and percentage of respondents who have been involved in a fight, with respondents classified by the Health Service Delivery Area in which they attend school and whether they report high or low family connectedness

		Richmond	Vancouver	Coastal
Poor/ fair health	High connectedness	6%	7%	4%
	Low connectedness	39%	39%	30%
Fight involvement	High connectedness	11%	10%	14%
	Low connectedness	31%	28%	40%



Source: Ministry Satisfaction Survey

## Progress

- The *Comprehensive School Health Committee* was developed in September, 2012. Membership includes: Community Nutritionist (contracted to the school district), program leader for school health, manager for public health and Child and Youth Mental Health, representatives from Action BC!, Parks and Recreation, District Principal for Student Support Services, one to two parent advisor representatives, Director of Instruction, and the District Safe and Caring Schools Counselor. This committee meets every two months throughout the school year.
- The district continues to partner with the *West Vancouver Police* in the delivery of a prevention initiative primarily targeting “at risk” youth in the school district
- The district continues to partner closely with the *North Shore Middle Childhood Matters Community Table (MCM)*, *West Vancouver Child and Family HUB* and *North Shore ECD Community Table (WECAN)*

## Targets

Students in Grades 5 to 12 will complete the District Comprehensive Health Survey for 2013/2014. Based on that survey, our targets include the following:

- Increase the number of students (Grades 5 to 12), who *Agree* or *Strongly Agree* that it is harmful to use alcohol, marijuana and other drugs to over 85 per cent by 2014 based on the District Comprehensive School Health Survey
- Increase the number of students (Grades 5 to 12), who report their parents/guardians have talked with them about the dangers of using alcohol or other drugs at least once per year, to over 75 per cent by 2014
- Increase the number of students (in Grades 5 to 12), who report they get over 30 minutes of physical activity per day to over 95 per cent (elementary) and 85 per cent (secondary) by 2014
- Increase the number of students (in Grades 5 to 12), who report they choose healthy food at elementary and secondary school levels to over 90 per cent by 2014

## Actions

### Sustaining Successful Actions:

- The *Comprehensive School Health Committee* will continue to bring together all school and community partners focused on all aspects of health
- "Askable Parent" delivered by PHNs, one session for two hours during the school year focuses on empowering parents to connect with their children.
- North Shore Youth Eating Disorder Services – Resources provided to all WV schools
- Development of the Secondary School Fairs for Mental Health – all three schools to participate
- School and community-based youth workers to facilitate youth engagement and provide delivery of targeted prevention/intervention strategies
- Continue working with district occupational therapist to provide professional development for teachers and support for implementation of self-regulation in primary classrooms
- Continue initiatives introduced for "at risk" youth, with a particular focus on the Grades 7 to 9 students
- Continue to create service hubs by co-locating services to support particular communities. These services can include *Settlement Workers in Schools (SWIS)*, *StrongStart Centres*, childcare services, and parenting programs
- Continue active participation and partnership of school district in the *West Vancouver Child and Family HUB*
- Continue partnership with *Vancouver Coastal Health* (community dietitian, and substance misuse prevention consultant) to work with all constituents to support comprehensive school health
- Continue use of provincial healthy school initiatives including *Action Schools! BC* (all elementary schools currently registered), a best practices model to promote healthy living and *the BC School Fruit and Vegetable Nutrition Program* (13 schools currently registered)
- Continue to support schools to use evidence-based practices to prevent disordered eating through the *North Shore Education Committee for the Prevention of Disordered Eating*
- Draw on the services and expertise of the WVPD to support teacher instruction in these areas, in conjunction with recommendations from "[Reaching Out – West Vancouver Police and Youth 2009](#)" and support the WVPD with the Drug and Alcohol section of their website and *Alcohol Awareness Campaign* targeting liquor stores in our community
- Support teachers and schools to improve the activity levels of inactive female secondary students with creative course offerings and partnerships with the municipality and other community partners
- Align substance prevention strategy with the *Canadian Standards for School-based Youth Substance Abuse Prevention* initiatives established by the *Canadian Centre on Substance Abuse (CCSA)*
- Continue to partner with *District of West Vancouver* to access grants to enhance after-school programming opportunities for elementary age students

- Support the *North Shore Congress – Child and Family Friendly Community Charter*, an agreement of North Shore governments, Vancouver Coastal Health and First Nations. We are committed to recognizing the importance of children and their families by creating broad, equitable access to the learning conditions that help them thrive in our community

### Emerging Actions:

- Implementation of new resources and lessons to support the outcomes related to substance misuse and prevention, safety and injury prevention and healthy living at Grades 4 to 7
- Creation of a new *Mental Health Website link* in partnership with North Shore Mental Health Services for Youth: [www.vch.ca/schoolhealth/ns](http://www.vch.ca/schoolhealth/ns) to provide immediate contact information for students in crisis. Include a parent link.
- Creation of a new Comprehensive School Health Contact Information resource for Students, Staff and Parents
- West Vancouver students in Grade 4 will participate in the MDI (Middle Years Development Instrument) to measure their responses regarding: Social/Emotional Development, Connectedness, School Experiences, Physical Well-Being and Health and Constructive Use of After-School Time
- Self-regulation education and practices will continue to be expanded from primary classrooms to include intermediate and secondary students and staff

## Objective #2

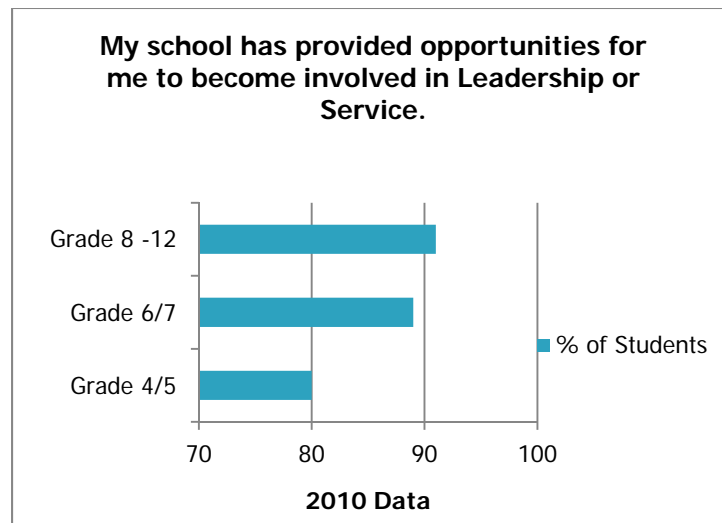
To increase the number of students reporting they are contributing to positive change at school or in the community

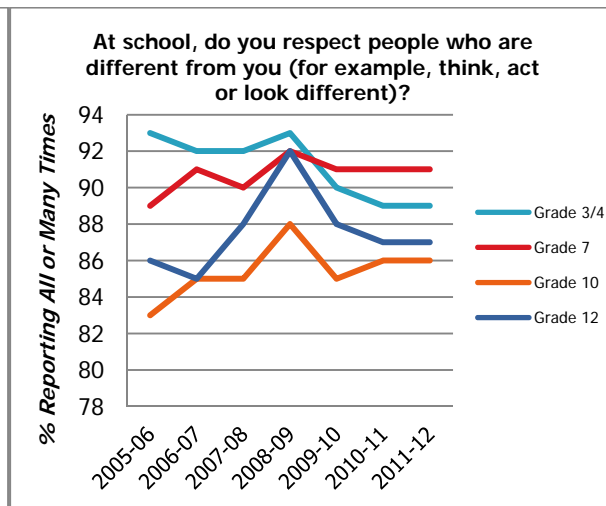
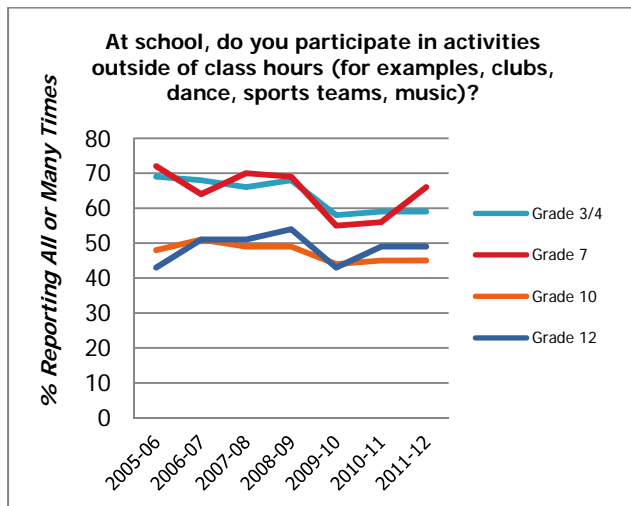
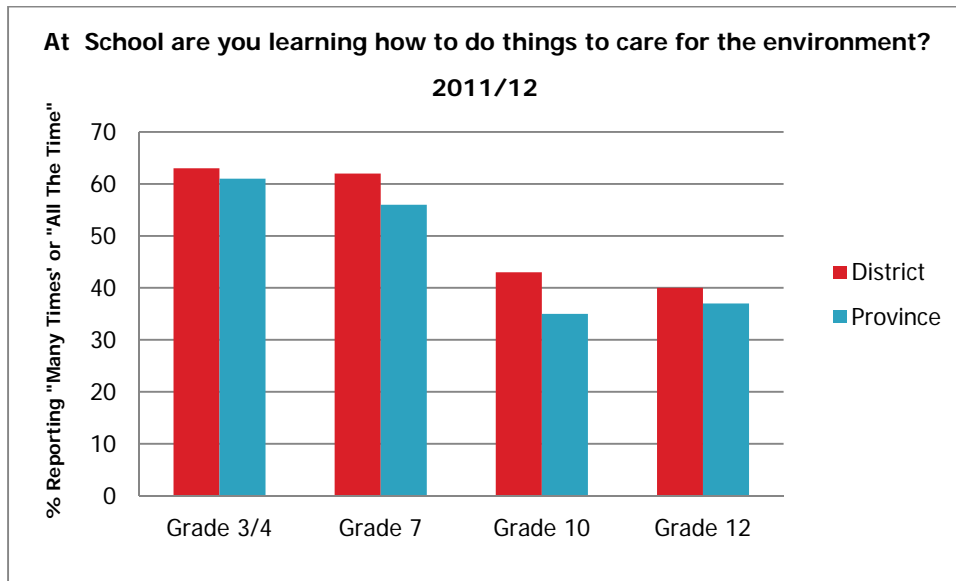
### Rationale:

- District survey results indicate areas for improvement in service learning and student leadership
- Students have recognized that it is important to learn leadership skills at school as evidenced through the district survey
- Strong crossover to other areas of social responsibility including respect for diversity
- The district has continued to focus on a commitment to global citizenship
- This objective is inclusive of a previous objective focused on student bystander behaviour when confronted with bullying in the school and community
- Supports the district commitment to giving student increased ownership of their own learning

### Performance Indicators

- Ministry of Education – Satisfaction Surveys
- West Vancouver School District Student Leadership Survey





Source: Ministry of Education Satisfaction Survey (all three graphs above)

## Progress

- Data from the Ministry Satisfaction Survey indicates that more students in West Vancouver in Grades 3, 4, 7, 10 and 12 believe they are learning how to care for the environment *Many times* or *All the time* than the provincial standards for those grades. More than 60 per cent of students in the elementary grades believe they are learning about the environment *Many times* or *All the time*
- Ministry Satisfaction Survey data indicates West Vancouver students report positive levels in these areas with two to 11 per cent of students scoring above provincial averages in the areas of human and social development. The greatest difference is in participation in activities outside of class hours at Grade 7, where West Vancouver students have reported an increase from 58 per cent in 2011, to 66 per cent in 2012 participating *All* or *Many Times*



## Targets

- Increase the number of secondary students who *Agree* or *Strongly Agree* their involvement in volunteer work, community service or leadership is creating closer relationships with other students or adults, and is leading them to continue with volunteer work, community service or leadership after graduation, to 70 per cent by 2014
- Increase the number of students reporting they respect people who are different from themselves to 95 per cent at Grades 3, 4 and 7, and to 90 per cent at Grades 10 and 12 by 2014

## Actions:

### Sustaining Successful Actions:

- Continue to support staff at schools who wish to implement service learning and to continue to create awareness about the value of this objective
- Continue to support the District Student Council in developing new initiatives connected to community support and service learning
- Continue to support a range of school-based service learning experiences (e.g. Schools for Africa, UNICEF, Project Honduras, Me To We, Rights of the Child)
- Access community resources to support existing and new initiatives in schools
- District-wide participation in "Me to We" events and related projects, in partnership with *Free the Children*

### Emerging Actions:

- Increase connections and support programs with senior citizens in West Vancouver such as the *Grand Buddies Program*
- Continue to support *District Student Leadership* program
- Utilize technology to connect students with people and projects supporting their school or community
- Continue to develop the connections between Squamish Nation social justice programs and the use of Restorative Justice practices in schools
- Introduction of new *Administrative Procedure Sexual Minority/Sexual Orientation/Gender Identity*. [Administrative Procedure 171](#)

## Want to Learn More About Our Achievements?

Full data sets are available online for all of the data included in this contract

### **District Literacy Plan:**

[WVSD District Literacy Plan](#)

### **Superintendent's Report of Student Achievement:**

[Superintendent's Report 2010/11](#)

### **District Data Summary:**

[Ministry of Education Provincial/District/School Reports](#)

For more information on our achievements, please contact  
Director of Instruction, Lynne Tomlinson at [ltomlinson@sd45.bc.ca](mailto:ltomlinson@sd45.bc.ca)

For information about our schools and how to register for school in West Vancouver,  
please contact Erica Waddell at 604-981-1341



**Thank You!**