



School District #45 (West Vancouver)

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 2012 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, three primary schools (K-3), and eleven elementary schools, including two, single-track French Immersion elementary schools.

Through innovative programming and increased options for learners, the West Vancouver School District has continued to attract students, in the midst of several well-established private schools. Enrollment projections remain stable for the 2012/2013 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."

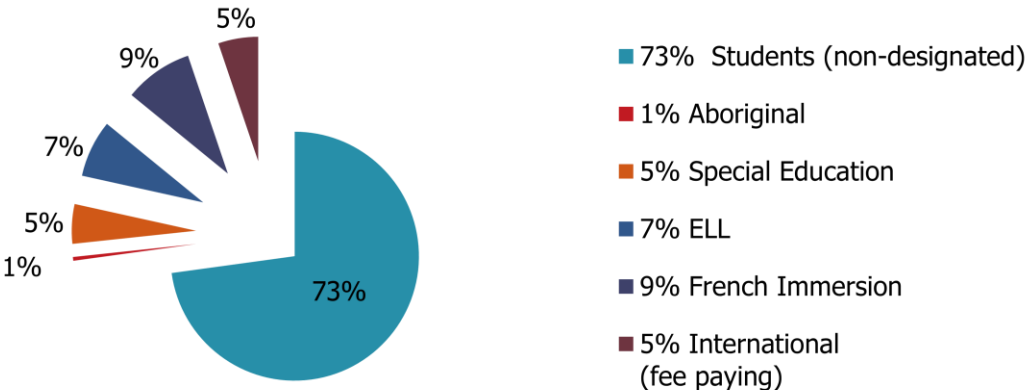
The Board of Education has a [*Strategic Plan](#) with a series of goals and objectives for the West Vancouver School District built around Educational Excellence, System Sustainability and Community Connections. The *District Achievement Contract* has short and long term targets and is viewed as a living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

District Information

(As of May, 2012)

		FEMALE	MALE
Total Students	7223	3563	3660
Aboriginal	48	31	17
Special Education	509	159	350
ELL	736	352	384
French Immersion	885	516	369
International (fee paying)	516	288	228

West Vancouver Students at a Glance



UNIQUE FEATURES AND AREAS OF STRENGTH

West Vancouver School District maintains a culture of excellence as indicated by our students' consistently high achievement in all areas of student learning. The number of students meeting or exceeding expectations on the Foundation Skills Assessment (FSA) has placed our district at the 100th percentile among public school districts. Our annual Grade 10, 11 and 12 students' results from government program examinations are also close to, or at, the 100th percentile.

Our six-year graduation completion rate in 2011 was 90.4 per cent and compares favourably to the 81.0 per cent rate for the province. When the data is further disaggregated, and International students are removed, the six-year graduation rate is about 97 per cent. For the school year ending June 2011, 127 Grade 12 students won a *Graduation Program Provincial Scholarship* and 30 students won a *Dogwood District /Authority Award*.

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
- Golf Academy
- Baseball Academy
- International Baccalaureate -- Middle Years Program (candidate phase)

Sentinel Secondary

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

West Vancouver Secondary

- International Baccalaureate -- Diploma Program

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 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 the Superintendent of Schools. A complete set of school plans is then provided electronically 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 adopted a new school template for school plans, the *Action Plan for Learning*, in 2008-09. Plans are submitted for final approval by June 30th 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.

The District Achievement Contract (DAC) was revised for 2010 to include both short and long term targets which reflect those in the individual school plans.

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 during the past five school years.

SPCs are supported by District Staff in developing their Action Plan for Learning. All partners involved with the School Planning Councils are asked to provide representation on a district committee, which finalizes the contents of the DAC.

Connecting School and District Goals

For 2012-2013, 10 out of 14 of our elementary schools indicated they are focusing on improving literacy skills. These goals align closely to the District Literacy Goal. As is described later in this document, many schools have been tracking their progress over time and have made achievement gains.

In addition, 12 out of all 17 schools have a goal based on student skills in social responsibility. These goals are often connected to sustainability, health and citizenship. Goals range from creation of a safe and caring environment to providing opportunities for service and leadership. There continues to be a district-wide 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 *Positive Behaviour Support* (PBS) and self-regulation.

This year, schools have had an increased focus on the "Soft Skills" connecting to the *Five Core Competencies*. Community service is connected to both curriculum and inquiry-based models of learning. Programs such as *Second Step*, *Focus on Bullying*, *Peer Tutoring*, *Roots of Empathy*, *Beyond the Hurt*, *MindUp* and *Service Learning* are all in place in our district. The *Foundations for Learning Goal* reflects the growing commitment to comprehensive school health, the environment, and sustainability.

In the past year, there has been an increased focus on supporting self-regulation, inquiry and digital literacy. Professional development opportunities have been extended to teachers, support staff, and administrators to facilitate improvements in these areas. This will continue to be our focus in K-12 in 2012/2013.

Connections to Current Practices for Today's Learners

Inquiry-Based Learning

Inquiry-Based Learning models have been used at the school and district levels throughout the year. This has expanded 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. Students' meta-cognition is improved as they become owners of their learning. Adult learners are also encouraged to model inquiry-based learning to enhance transformative pedagogies and deeper learning opportunities for all. Inquiry-based learning models have been included in:

- Administrators' Growth Plans
- School Based Professional Development opportunities – elementary and secondary
- Choice Programs – iDEC, Outside 45, IB-PYP, IB-MYP, IB-DP
- Action Plans for Student Learning 2012/2013 – 11 out of 17 schools incorporating inquiry models
- Innovation Grant Proposals – 14 projects this year district-wide
- School Visits – Teacher initiated professional development opportunities – shared models of inquiry
- North Shore IB Schools Committee – professional learning community
- Network of Inquiry and Innovation – School-based Inquiry Projects

Digital Literacy

There has been significant growth in the area of digital literacy this year with increased focus on both student and teacher skills. Digital literacy teachers have worked directly with teachers and students in the classroom to facilitate student learning. A secure digital environment provides students with opportunities to access their work and connect with each other at school and at home. Every student, in Grades 4 – 7, has had specific training in the use of the Student Dashboards. Next year's focus will extend to Grade 8 – 10 students as we increase their digital learning to facilitate collaboration and access of digital information and resources. Student engagement has improved as indicated by an increased use of the Student Dashboards in term two. Digital Literacy has been of focus in the following:

- Adoption of a common set of software tools across the district to support student learning
- 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-7 Digital Literacy Framework for student outcomes at each key stage of development
- Continued teacher support through district digital literacy 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 4–10
- Continued professional support for teachers using *Web 2.0 Tools* in the classroom

Self -Regulation

- Expansion of District Occupational Therapist time in district
- Expansion ties in with Behaviour Learning Support Teacher position
- Implementation of self-regulation in 72 primary classrooms
- Professional development provided to teachers and special education assistants
- Presentations made to West Vancouver Board of Education, DPAC, individual PAC groups
- Self-regulation ties to social responsibility school goals in 12 of 17 schools.

Connecting Teacher Innovation and District Initiatives

SD 45 Innovation Grants

This year, West Vancouver educators have benefitted from the implementation of an Innovation Grant initiative to support student learning. The Innovation Project is a structure of inquiry and an opportunity to support innovation and improve student learning.

Teachers, support staff, and administrators may apply for a grant of up to \$3500 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

There are currently 14 innovation projects underway in the district and we anticipate that this will increase next year.

Connecting to Our Aboriginal Student Population and Community

There are currently 54 self-declared Aboriginal students across the West Vancouver School District with an additional two students declaring in February 2012. Student profiles have been prepared for all Aboriginal students and our First Nations coordinator works closely with the school administrators to assist with coordinating plans and tracking students.

The current curriculum for the 2011/2012 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.

There have been Squamish Eagle Dancer presentations and storytelling events at all of our schools. For the 2012-2013 school year, the district will continue with a curriculum that is culturally relevant and authentic to the Squamish Nation. The district will also focus on academic baselines and tracking for our First Nations student population so that instructional programs may be developed to meet the individual needs of each student. We plan to complete the process of formalizing our *Aboriginal Enhancement Agreement* as we work with the Squamish Nation Elders, educational leaders, Aboriginal students and their parents.

Student Progress Reports 2011/2012

	Not Yet Meeting			Meeting			Fully Meeting/Exceeding		
	Oct	Feb	May	Oct	Feb	May	Oct	Feb	May
Academically	12	10	10	16	18	19	24	24	25
Attendance/ Punctuality	9	6	5	15	18	21	28	28	28
Cultural Involvement	7	5	5	16	18	19	29	29	30

Connecting to School and our Immigrant Community

- Over 141 individual new clients received service, and five settlement workshops/information sessions held, and 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 focused 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

Through our *District Early Literacy K/1 Screener* data, we track readiness skills of our K learners as they enter school. The district has 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 2012 Update

Objective #1

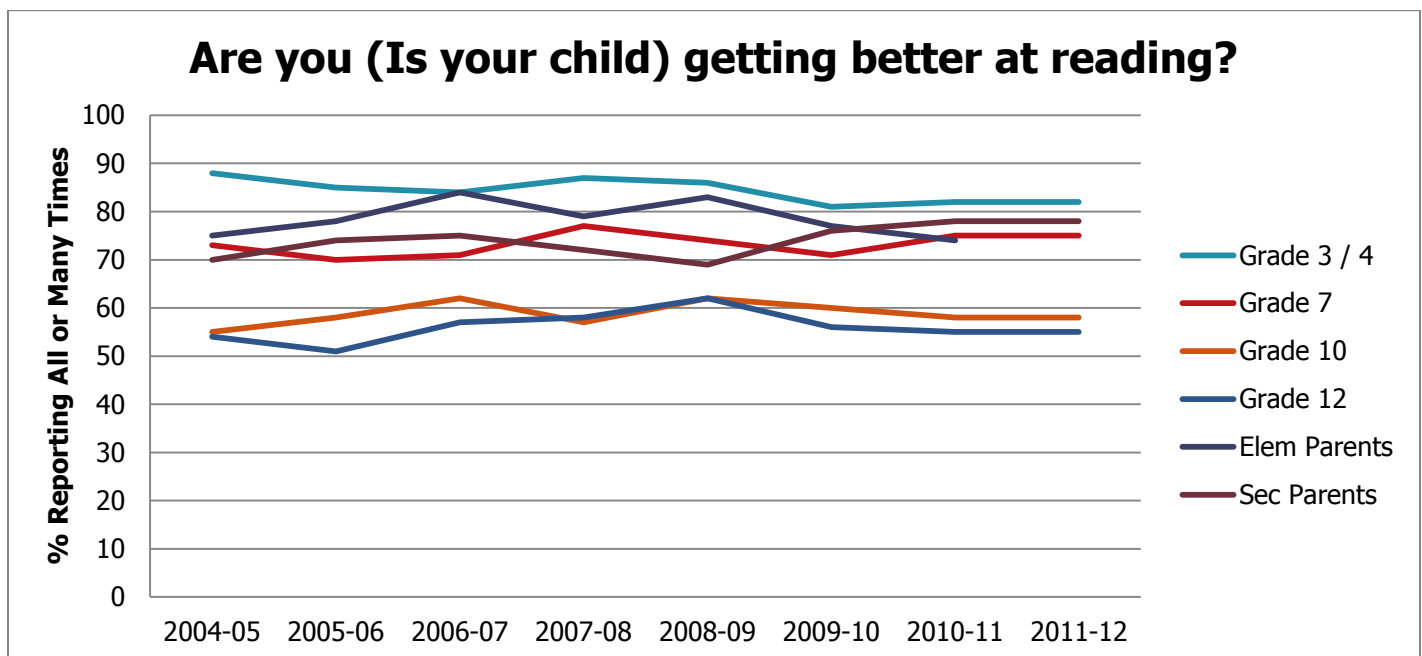
To increase reading comprehension of all students

Rationale

- The *District Review Report 2005* recognized West Vancouver for having goals that were relevant, data-based and focused on student achievement. To this end, the district continues to analyze and review data to refine literacy assessment tools
- While in all core competencies (reading, writing, numeracy) the district continues to perform at the 100th percentile on provincial assessments, it is in the area of reading in which the district has the highest number and percentage of students *Not Yet Meeting Expectations*
- The *District Early Literacy Kindergarten-Grade 1 Screener* indicates that about 20 per cent of all K students are not meeting criterion in blending and segmenting
- While the district has very few Aboriginal students, their individual achievement is being tracked on an annual basis as reported in the District and School Connections in this document

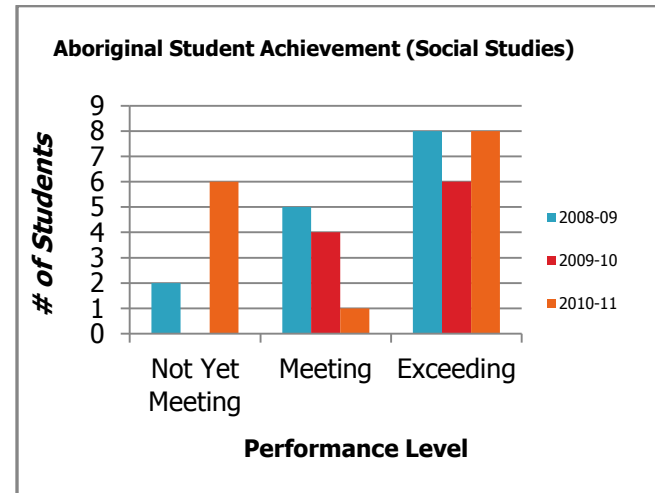
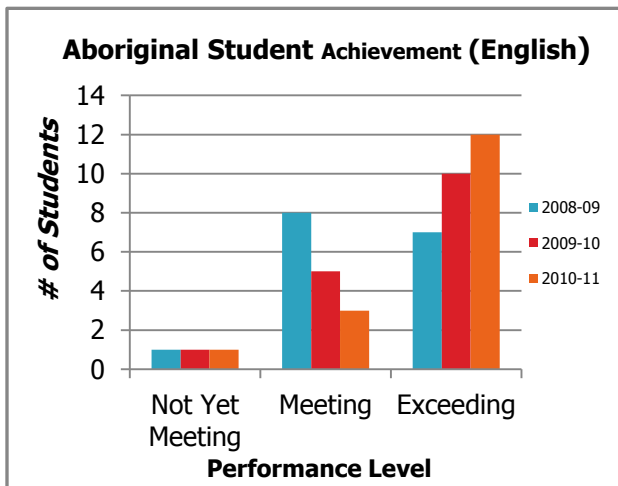
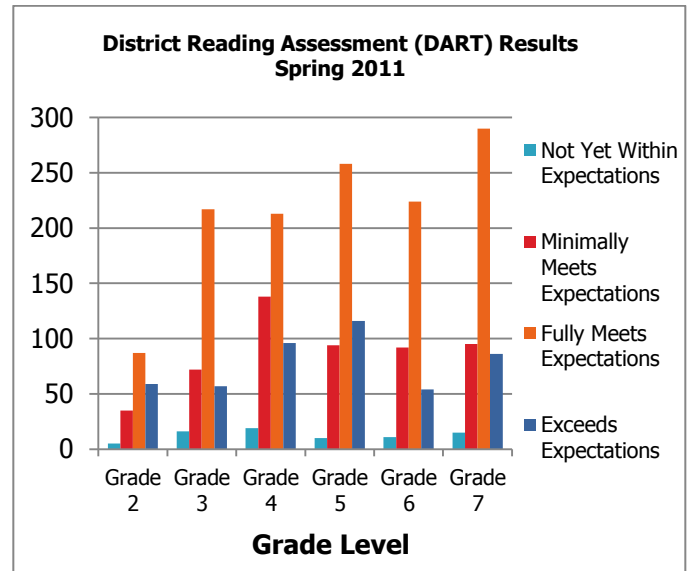
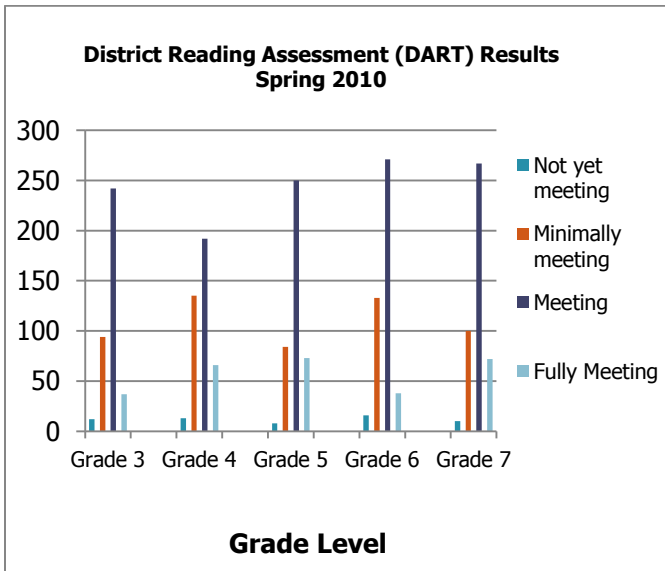
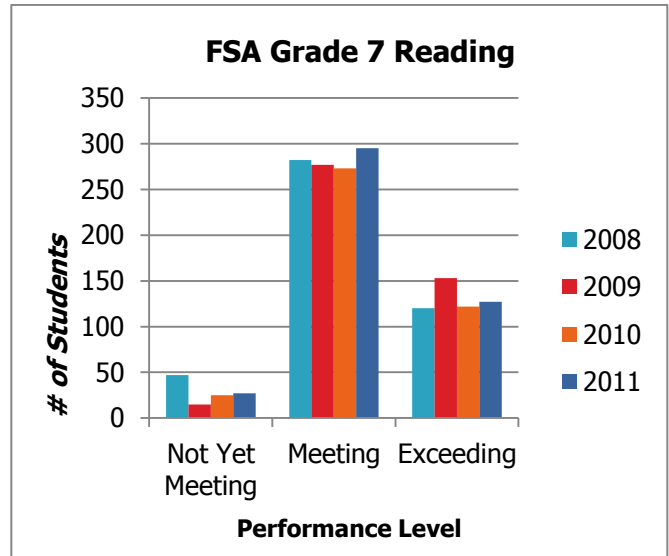
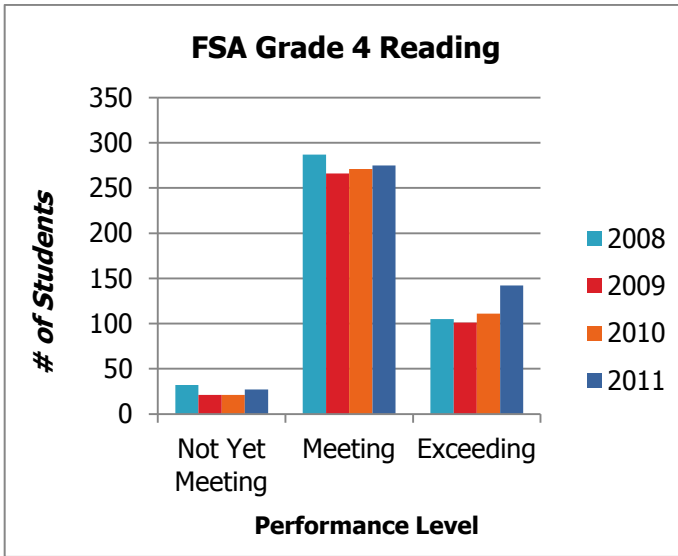
Performance Indicators

- 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 Government Program Exam



Goal #1 – Literacy

Source: Ministry Satisfaction Survey – Note this chart contains both student and parent perception data



Progress

- Survey information indicates general satisfaction with elementary school students and with parents about reading improvement. Secondary students indicate a lower level of satisfaction that they are becoming better at reading (these results are similar to provincial levels)
- There is clearly a gap between the perception of reading improvement as reported on the Satisfaction Surveys and the Achievement results in reading, as seen with school, district and ministry data. This may be a communication issue rather than a reading achievement issue
- Foundations Skills Assessment (FSA) results are being tracked starting with the 2008 results. On the provincial level, West Vancouver students scored 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
- Anecdotal reports indicate the coordinator of student support services working with individual school-based teams is having a positive effect on planning effective interventions to improve individual student performance

Targets

- Continue to monitor and reduce the number of students *Not Yet Within Expectations* on the FSA assessments
- 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
- 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:

- 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
- 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 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

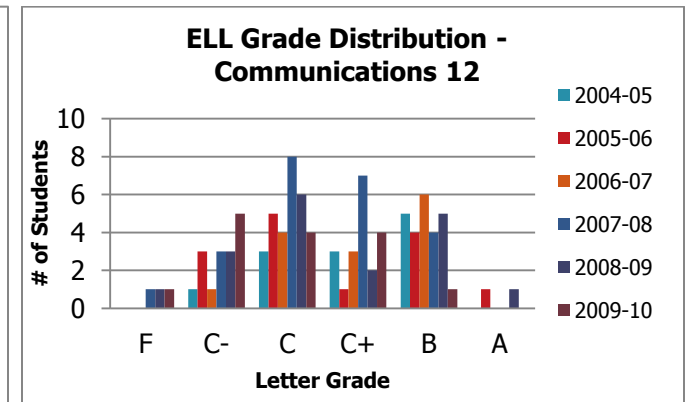
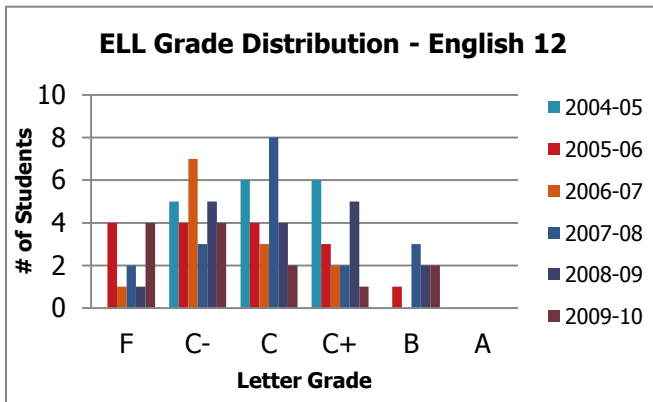
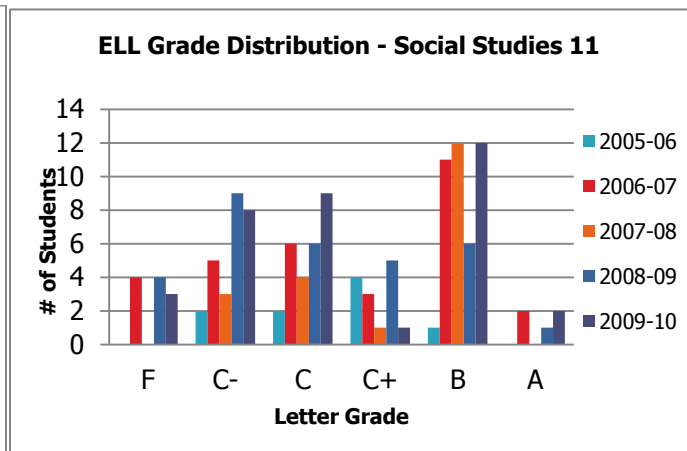
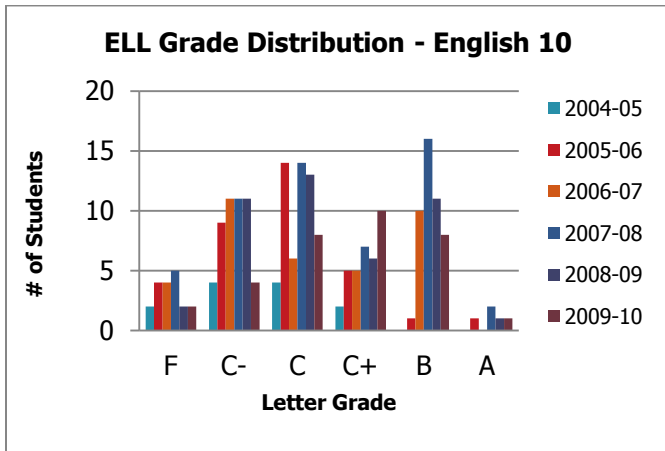
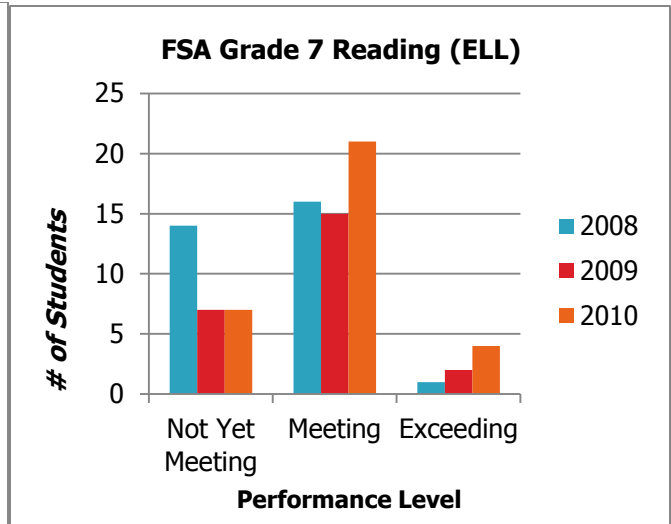
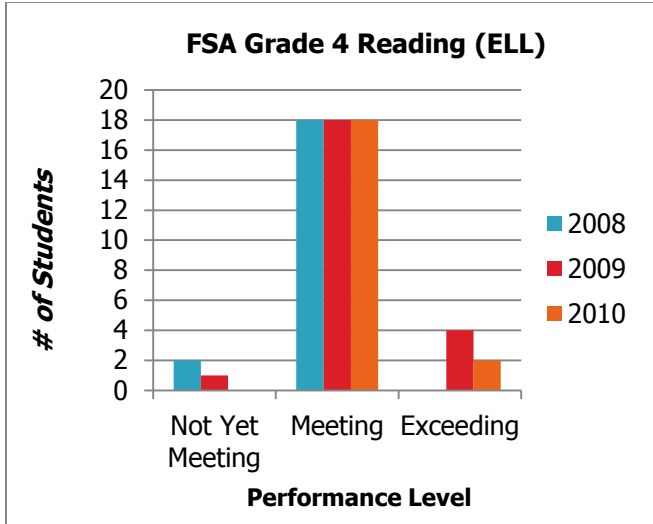
Rationale:

- Our demographics are changing. From September 2010 to September 2011, our ELL numbers have increased eight per cent both in elementary and secondary. Two elementary schools have ELL populations in excess of 44% of FTE. In February 2012, we recorded 735 ELL students, up from 583 in February 2011. ELL students comprise approximately 10 per cent of the district population and there are approximately 1,300 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
- There has been an overall improvement in pass rates in a range of core areas for ELL students, including English 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 Component
- Graduation Program Exams (Eng 10, SS 11, Com 12, Eng 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
- ELL assessment consortium

Goal #1 – Literacy



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
- Minimal level performance and pass rates have improved, but generally, many ELL students have not been able to fully meet expectations
- The most notable increase in achievement has been in the English 12 Blended Final Marks both in the Pass Rate (C- or better) and in the number of students achieving a C+ (good) or better. For example, the pass rate for ELL has increased from 69% (2010) to 100% (2011). Students achieving C+ or better has increased from 23% (2010) to 63% (2011).
- There has been an increasing trend in the district for students to leave ELL service, particularly at the secondary level, which may have a negative effect on student achievement
- District results generally mirror those of provincial results for ELL students, but West Vancouver ELL students tend to pass courses at a higher rate than the rest of B.C. That said, West Vancouver ELL students tend to pass at a minimal level, and the number scoring a C+ or higher, although improving, is below provincial averages for all students
- The new cohort of ELL students entering our secondary schools from abroad tends to have lower English language proficiency levels. These students, however, 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 Grade 10 and 11 age expecting to graduate in three years

Targets

- Increase and maintain the number of students obtaining a C+ or higher on the Blended Final Mark (combination of school and exam mark) in English 10, Social Studies 11, English 12, and Communications 12 to above 50 per cent by 2012

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
- The ELL Learning Support teacher will 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
- Secondary schools support Sheltered Instruction Observation Protocol (SIOP) training of teachers

Goal #1 – Literacy

- Staff understanding of ELL issues will be enhanced by our participation in the ELL Consortium, ELL Assessment Consortium (with UBC) and the ELL Metro Network
- Remaining grant monies obtained from an Innovation Literacy Grant will be utilized to fund professional development, particularly in differentiation, to improve ELL performance *Note: These grant monies have ended. What remains will be used for Pro D and resources*
- 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-12 ELL progress, to improve transitions between elementary and secondary
- Use of inside45 portal to support *Annual Instructional Plan (AIP)* development and transitioning from elementary to secondary school
- Align student reporting to specific goals of ELL students

Emerging Actions:

- Continue the use of contact teachers at each secondary school for ELL, creating a Secondary, ELL Coordination Team (assistant superintendent, district ELL learning support teacher, and school contacts from each of the three secondary schools)
- The ELL district resource teacher will facilitate close coordination between elementary and secondary schools to ensure continued and appropriate ELL support
- Provide professional development to assist ELL teachers in recognizing behaviours indicating additional support needs
- Identify students needing ELL support in French Immersion Programs
- Remove letter grades from English Language Development courses to focus more on student improvement
- Encourage students to postpone graduation program exams until they are proficient enough in English and are likely to be successful
- Provide an ELL teacher support block at each secondary school to help implement the collaborative model of ELL support. This model will help build teacher capacity for working with English language learners and provide teacher support across the curriculum
- Establish Language Adapted/Supported secondary classes, as needed, for core subjects in order to help students meet the *Intended Learning Outcomes (ILOs)* of the courses and develop a stronger command of academic language. Support these courses with appropriate language-adapted materials
- 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)

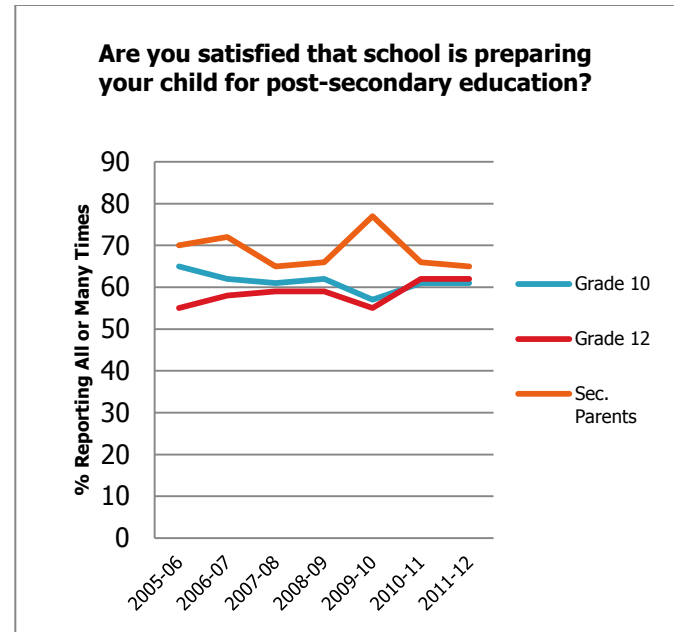
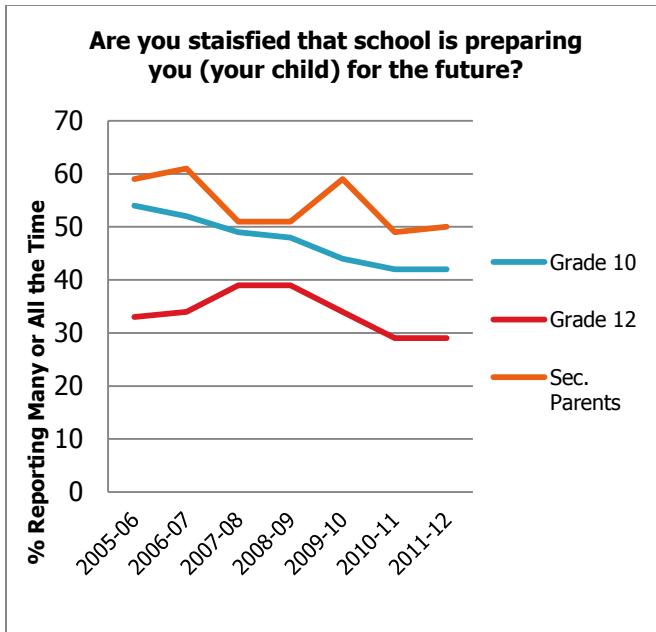
Rationale:

- 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

Goal #1 – Literacy



Source: Ministry Satisfaction Survey (both graphs)

Progress

- This is the third year for this objective and the district focused on technical readiness and people readiness. This included extensive in-service for teachers and the creation of a technology strategy to increase access, provide a focus on digital literacy, and ensure economic and environmental sustainability
- 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
- Key outcomes and assessments have been identified at each of the developmental stages and will continue to be implemented in the 2012-2013 school year
- The district will work to establish baseline data in 2012-2013 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 2013:
 - 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 2011-12 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-7 Digital Literacy Framework for student outcomes at each key stage of development
- Continue to provide teacher support through District Digital Literacy 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 4–10
- 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 (**Linked to Technology Plan**)
- 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 2012 Update

Objective #1

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

What is resiliency?

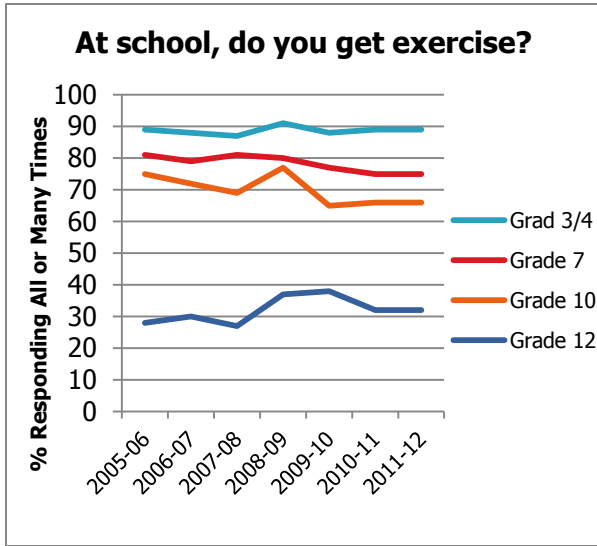
Resiliency is the ability to recover readily, spring back from adversity, and succeed in school despite the presence of adverse conditions

Rationale

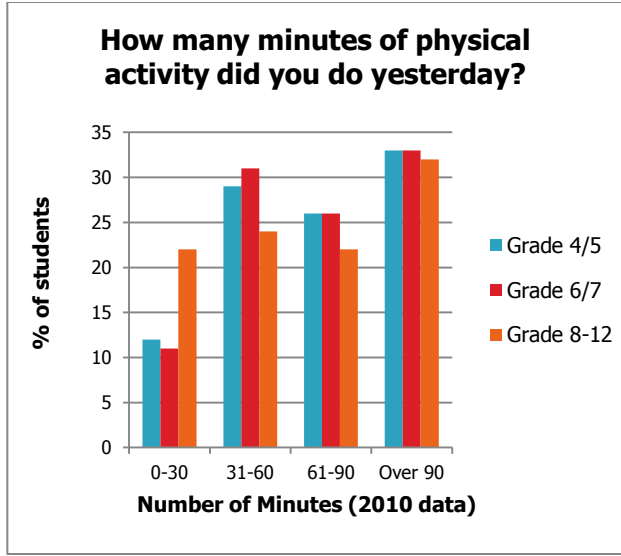
- An extensive body of research supports the idea that when children are healthy they learn better, achieve more and have higher self-esteem. Comprehensive school health is an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health 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*)
- 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 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
- 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

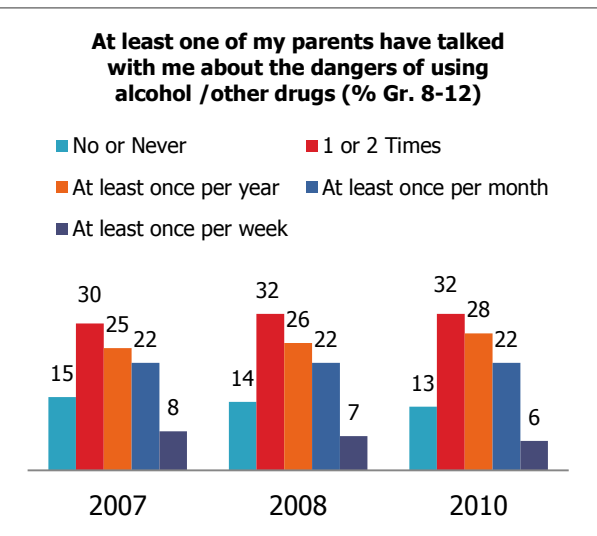
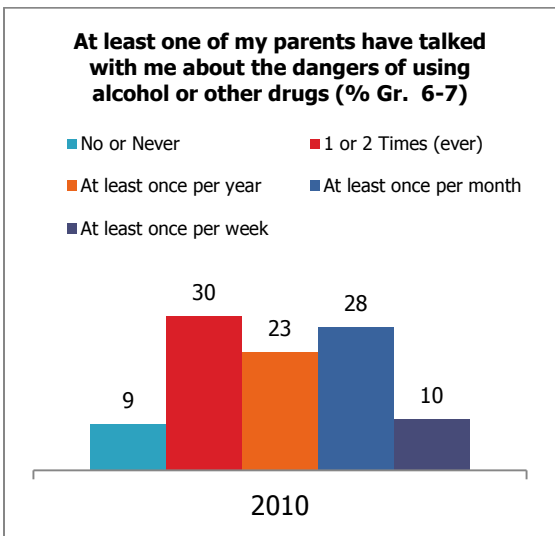
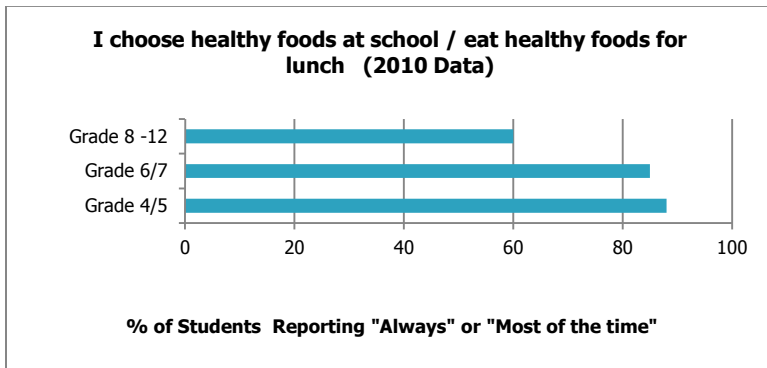
- Ministry of Education – Satisfaction Surveys
- McCreary Adolescent Health Survey
- West Vancouver School District – District Comprehensive School Health Survey



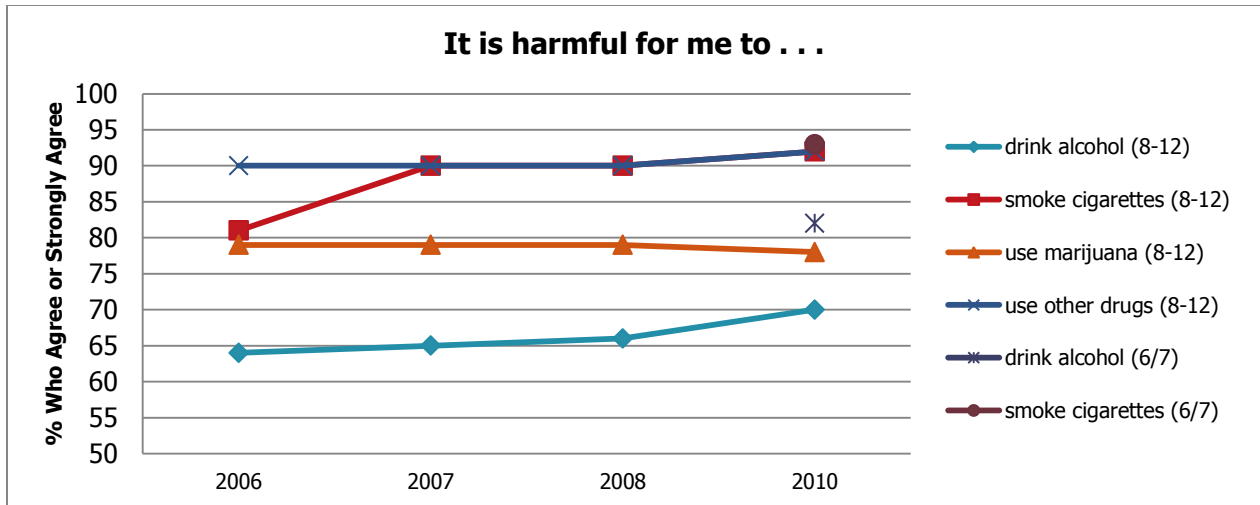
Source: Ministry Satisfaction Survey



Source: District Comprehensive School Health Survey



Source: District Comprehensive School Health Survey (all three graphs above)



Source: District Comprehensive School Health Survey

Progress

- The district completed an external review of our alternate school program delivery for “at risk” youth in the school district
- The district partnered with the *West Vancouver Police* in the delivery of a new prevention initiative primarily targeting “at risk” youth in the school district
- The district participated in a *North Shore Youth Services Review* initiated by the West Vancouver municipality
- 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

- Increase the number of students (Grades 6-12), who *Agree* or *Strongly Agree* that it is harmful to use alcohol, marijuana and other drugs to over 80% by 2013
- Increase the number of students (Grades 6-12), 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 70% by 2013
- Increase the number of students (in Grades 6-12), who report they get over 30 minutes of physical activity per day to over 90% (elementary) and 80% (secondary) by 2013
- Maintain the number of students (in Grades 6-12), who report they choose healthy food at elementary and secondary school levels

Actions

Sustaining Successful Actions:

- The district *Healthy Schools Committee* brings together all school and community partners focused on all aspects of health
- School and community-based youth workers 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 by behaviour transition support teacher for “at risk” youth, with a particular focus on the Grades 7-9 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
- Continued active participation and partnership of school district in the *West Vancouver Child and Family HUB*
- Continued public education opportunities such as the district presentation of Dr. Stuart Shanker on self-regulation and child development.
- Continued a partnership with *Vancouver Coastal Health* (community dietitian, and substance misuse prevention consultant) to work with all constituents to support comprehensive school health
- Continued the 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*

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 4-7
- Self-regulation education and practices will be expanded from primary classrooms to include intermediate and secondary students and staff
- Work with VCH and other partners to support staff and parents with current resources and forms available through the school district website
- 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

Goal #2 – Foundations for Learning

- Develop an administrative procedure regarding school food gardens
- 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)
- Streamlining services available to youth on the North Shore through participation in the *North Shore Youth Services Review Committee* and the *North Shore Youth Services Implementation Committee*
- Continuing 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

Objective #2

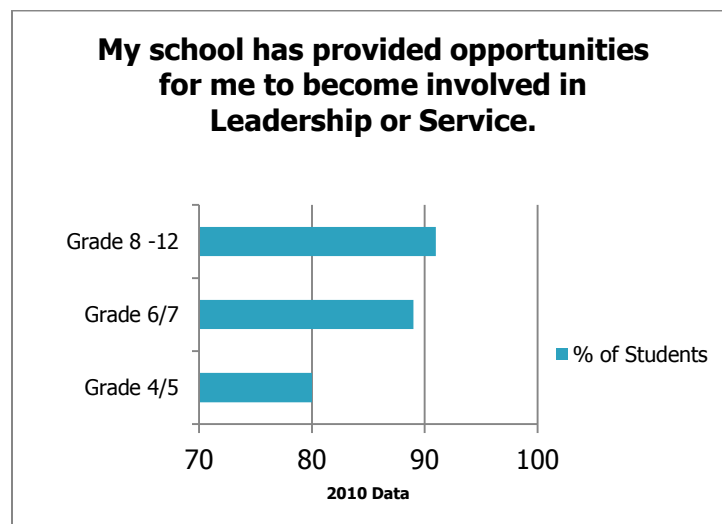
To increase the number of students reporting they are contributing to positive change at school or in the community

Rationale:

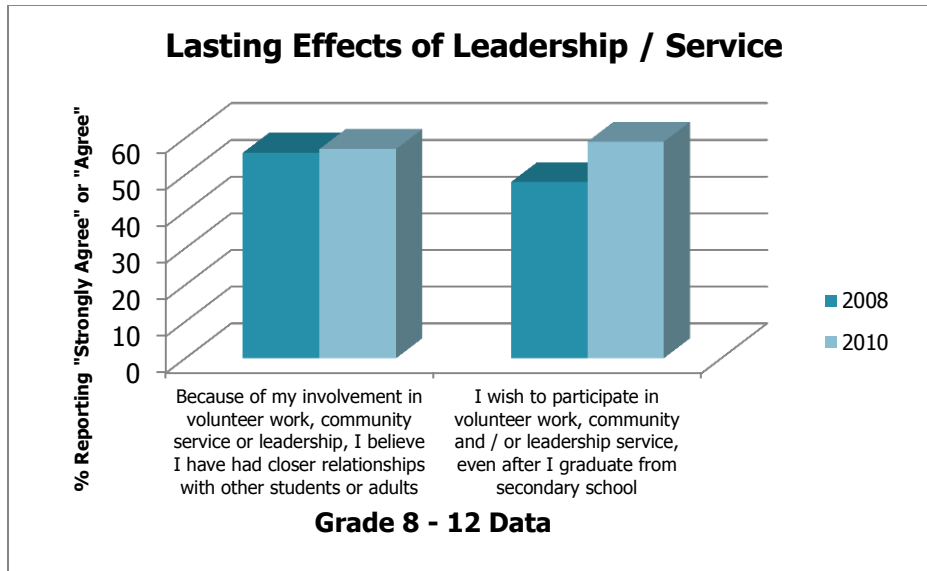
- District survey results indicate areas for improvement in service learning and student leadership
- Students have recognized that it is important to learn leadership skills at school as evidenced through the district survey
- Strong crossover to other areas of social responsibility including respect 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

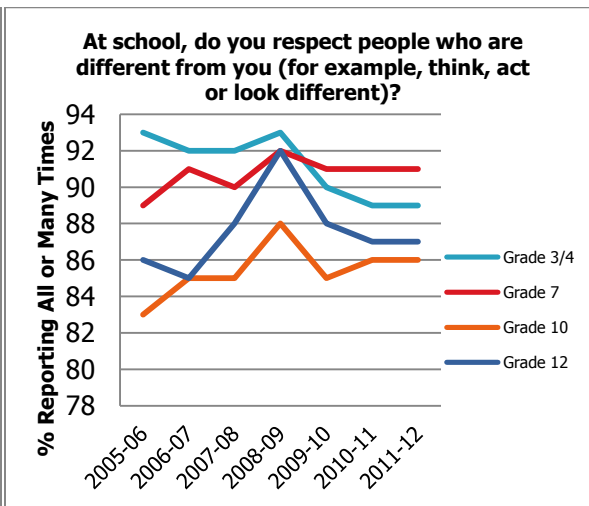
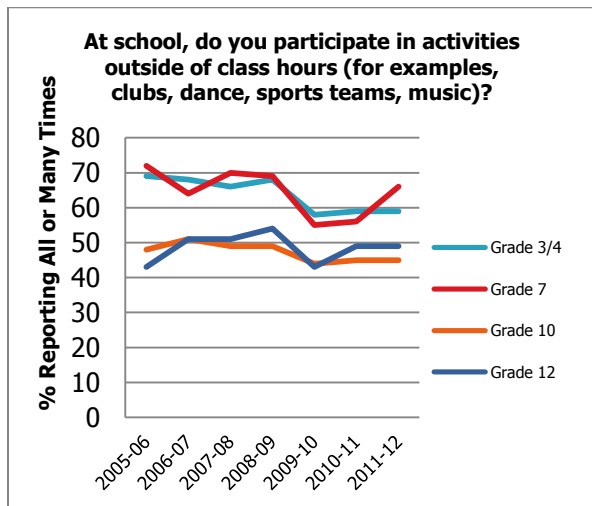
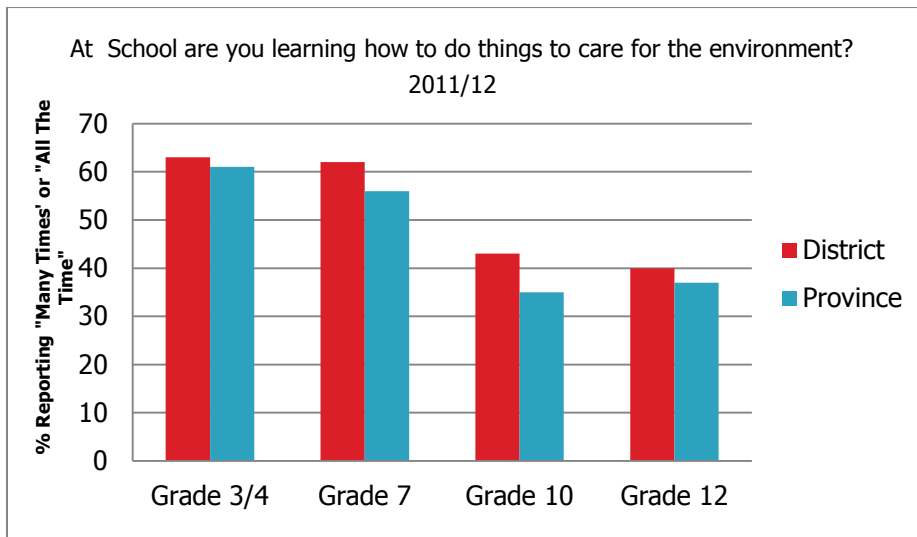
- Ministry of Education – Satisfaction Surveys
- West Vancouver School District – District Comprehensive School Health Survey
- West Vancouver School District Student Leadership Survey



Source: District Comprehensive School Health Survey



Source: District Comprehensive School Health 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% 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 2-11 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 that *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 65 per cent by 2013
- 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 2013

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)
- 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*
- Continue to support district committees, Leadership 45 initiative, District Student Council)

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 to include follow-up sessions and a spring environmental science fair open to all district students
- Support the *School Completion and Beyond* efforts in each of the three secondary schools focused on giving student voice in their schools, and continue to support the use of Leadership 11/12 as a vehicle for district-wide leadership initiatives
- 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

For information about our schools and how to register for school in West Vancouver,
please contact Communications Officer [Andrea Wilson](#) at 604-981-1054