



School District #45 (West Vancouver)

District

ACHIEVEMENT

Contract



2009 — 2011

DISTRICT CONTEXT

The West Vancouver School District includes the District of West Vancouver, the Village of Lions Bay and Bowen Island – an area of 18.5 kilometres stretching west from the Capilano River to Howe Sound. The District has three secondary schools, three primary schools (K-3), and 11 elementary schools, including two, single-track French Immersion elementary schools.

In an era of province-wide declining enrollment, the West Vancouver School District has continued to attract students. The District competes for students with several well established private schools. Enrollment projections indicate another increase for the fall of 2009, with growth coming 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).

In the spring of 2009, the West Vancouver Board of Education renewed its commitment to its vision statement:

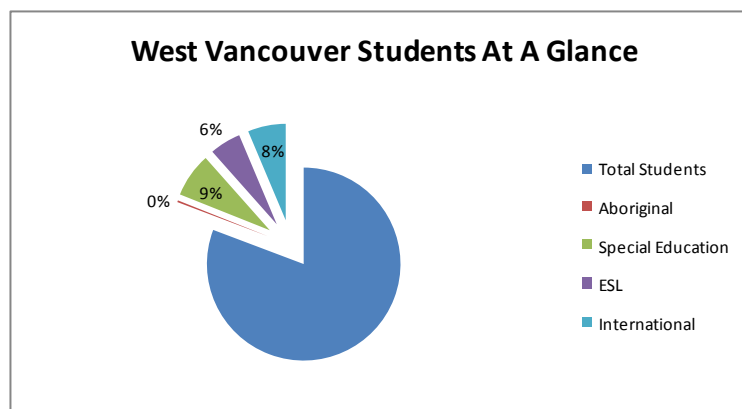
We aspire to be the finest educational system in the country – for our children, our employees, our community and our world.

The Board of Education is also in the process of finalizing a series of goals and objectives for the West Vancouver School District, for a three-year period ending in 2011, built around Educational Excellence, System Sustainability and Community Connections.

District Information

(as of February 2009)

		FEMALE	MALE
Total Students	6853	3337	3516
Aboriginal	25	13	12
Special Education	629	231	398
ESL	441	201	240
International	538	241	297



UNIQUE FEATURES AND AREAS OF STRENGTH

West Vancouver School District has become synonymous with high achievement. The number of students meeting or exceeding expectations on the Foundation Skills Assessment (FSA) has consistently placed our district at the 100th percentile among public school districts. Our Grade 10, 11 and 12 students' results from government program examinations are also close to, or at, the 100th percentile.

Our Dogwood completion rate for the six years ending in 2008 was 93% and compares favourably to the 79% completion rate for the province. When the data is further disaggregated, and International students are removed, the six-year graduation rate is 98.5%. For the school year ending June 2008, 143 students in the district won provincial scholarships, a per capita rate more than double the provincial average.

The West Vancouver School District has a commitment to a range of unique program options throughout the district. In addition to district-wide programs, career programs, and K Plus programs, there are a number of site specific programs. These programs include:

Rockridge Secondary

- Advanced Placement Program
- Tennis Academy (beginning in September 2009)

Sentinel Secondary

- Advanced Placement Program
- Computer Immersion
- French Immersion
- Hockey Academy
- Soccer Academy
- Tennis Academy (beginning in September 2009)

West Vancouver Secondary

- International Baccalaureate Diploma Program

Cedardale Elementary

- Single-Track French Immersion

Eagle Harbour Primary

- Montessori (beginning in September 2009)

Pauline Johnson Elementary

- Single-Track French Immersion

West Bay Elementary

- Primary Years International Baccalaureate

RESPONSE TO THE DISTRICT REVIEW – FEBRUARY 2005

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

Recommendation:

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

Action:

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

Over the past several years, we have established the use of cross-district student reading assessments, based on the B.C. Performance Standards from Grades 3-9. These results are used by teachers as Assessment *for* Learning in the fall, and as Assessment *of* Learning in the spring. This common assessment reinforces the use of B.C. Reading Performance Standards in school classrooms and is supported by district professional development.

The District has implemented screening/placement tools norm referenced for ESL learners to determine eligibility for full-day funded Kindergarten. We continue to try to maintain consistent district level data to support the Ministry and class/school data.

Beginning in 2009-10 we will be revamping our District Comprehensive Health Survey, to cover a greater range of issues related to student health, safety and leadership.

As part of the District's focus on technology, we are committed to finding ways to use technology to provide meaningful and timely data for users including teachers, principals and vice-principals, parents and district staff.

Recommendation:

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

Action:

As a district, we continue to focus on differentiated instruction, and the use of B.C. Performance Standards. For the past two years, there were workshops on Grant Wiggins' and Jay McTighe's Understanding by Design (UbD). This work will continue in the upcoming year with a third cohort of teachers and administrators investigating UbD. Faye Brownlie and Carole Saundry have also been retained to support teachers at the classroom level with appropriate strategies to implement new

curricula. Beginning in the fall of 2009, the District will work to implement digital literacy strategies across the District and to promote blended learning opportunities in a systematic way.

Recommendation:

Continue and expand the implementation of the Service Learning Model.

Action:

We are very excited about the way this initiative has captured the imaginations of staff, students, parents, and community members in our district. The number of projects undertaken, both at the elementary and secondary levels, have surpassed expectations outlined in previous accountability and achievement contracts. The District's commitment in this area is reflected in the objectives of Goal #2 of the contract.

Recommendation:

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

Action:

Having an impact on bystander behaviour has been an important objective in our Achievement Contract under our Foundations for Learning goal. As a district, we are continuing our long-standing relationship with Dr. Shelley Hymel, Associate Professor, Faculty of Education, UBC. In addition, two of our schools, Pauline Johnson Elementary and Chartwell Elementary are working with Dr. Hymel to determine how to best decrease verbal and cyber-bullying. Both schools have goals in their school plans which focus on having students demonstrate increased understanding of how humour can be hurtful and can result in verbal bullying. This initiative is considered by Dr. Hymel to be ground-breaking research.

There are also a growing number of schools adopting systematic approaches to restorative justice as part of their school codes of conduct.

DISTRICT AND SCHOOL CONNECTIONS

The Process Used to Approve School Plans

The Assistant Superintendents meet with School Administrators and/or School Planning Councils to review drafts of school plans. Upon completion and signing off by SPCs, each plan is then read and signed off by our Superintendent of Schools. A complete set of school plans is then provided to the trustees, the District Parent Advisory Council (DPAC) and each principal. At principals' meetings, time is set aside for group discussion of school goals.

The West Vancouver School District adopted a new school template for school plans, the *Action Plan for Learning* for 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 for a common audience. School plans contain measurable targets directly linked to school goals and objectives.

The District Achievement Contract has been revised for 2009-10, 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 year, all councils receive training focusing on the role of the SPC in working as a team, understanding data, and setting goals. Each School Planning Council at secondary has added a student to their SPC and there is optional participation, as non-voting members, for representatives of the West Vancouver Municipal Employees Association (WVMEA), the support staff union, at each site. Teachers have not been part of the formal SPCs during this past school year.

We are very proud of the work from our School Planning Councils. To quote from the District Review (March 2005): *"It was clear at all schools that parents are meaningfully engaged and are actively involved in working together with their school and the district to improve the achievement of all students."*

School Planning Councils receive annual training and all partners involved with the School Planning Councils are asked to provide representation on a District Committee, which finalizes the contents of the District Achievement Contract.

Connecting School and District Goals

For 2009-2010, 14 of our 17 schools have indicated they will focus on improving either reading and/or writing skills. In West Vancouver, there has been strong support by our schools for the District to sustain its focus on literacy. As is described later in this document, many schools have been tracking their progress over time and have made achievement gains.

In addition, six schools have selected a goal related to social responsibility. Goals range from creation of a safe and caring environment to providing opportunities for service and leadership. While not a goal area at each site, there has been a district-wide and long commitment to tracking the range of socially responsible behaviours at all sites. This may be done formally through school plans, or through school climate initiatives such as Effective Behaviour Support (EBS); classroom initiatives such as monthly character themes or a virtue of the week; extracurricular activities and community service. Programs such as Second Step, Focus on Bullying, Peer Buddies, Peer Tutoring, Diversity Camp, and Service Learning are all in place in our district. This past year, 13 schools (24 classrooms) participated in the Roots of Empathy program.

This year's social responsibility goal, now referred to as the Foundations for Learning Goal, reflects the growing commitment in school, and in the District, to comprehensive school health.

Aboriginal Enhancement Agreement

The West Vancouver School District does not have a large Aboriginal student population. There are currently 25 Aboriginal students across the district. The Aboriginal Enhancement Agreement, currently in the development stages, will raise awareness of Aboriginal students and will identify our collective responsibility for their success within our public school system. Beginning with the 2008-9 District Achievement Contract, we have begun to track the success rate of our Aboriginal students as part of this annual process.

Early Learning Programs

The District works in partnership with other agencies through WECAN (North Shore Early Childhood Network) to support early learning initiatives for families and caregivers of children ages 0-5 such as the Farsi Parenting program, Circle of Care for nannies, Mother Goose programs, and the provision of Family Support workers in the StrongStart Centres and Family Places.

The District hosts an annual Early Childhood Resource Fair to provide information and supports for families. With the support of the West Vancouver Memorial Library we offer Ready, Set, Learn and Welcome to Kindergarten programs at all elementary schools. The district also participates in the Early Development Instrument (EDI) which provides data for use in planning with the district and broader community.

District Literacy Plan

The District Literacy Plan outlines the ways in which community initiatives support, contribute, and extend opportunities for literacy development of students in the Kindergarten to Grade 12 system. Programs offered through the community are often structured to involve the whole family as a way of promoting literacy awareness and development in children.



School District #45 (West Vancouver)

Literacy

TO IMPROVE LITERACY SKILLS FROM K TO 12

OBJECTIVES



- ▶ To increase reading comprehension of all students



- ▶ To increase the reading and writing proficiency of ESL students



- ▶ To improve the digital literacy of all students

2009 — 2011

Objective #1

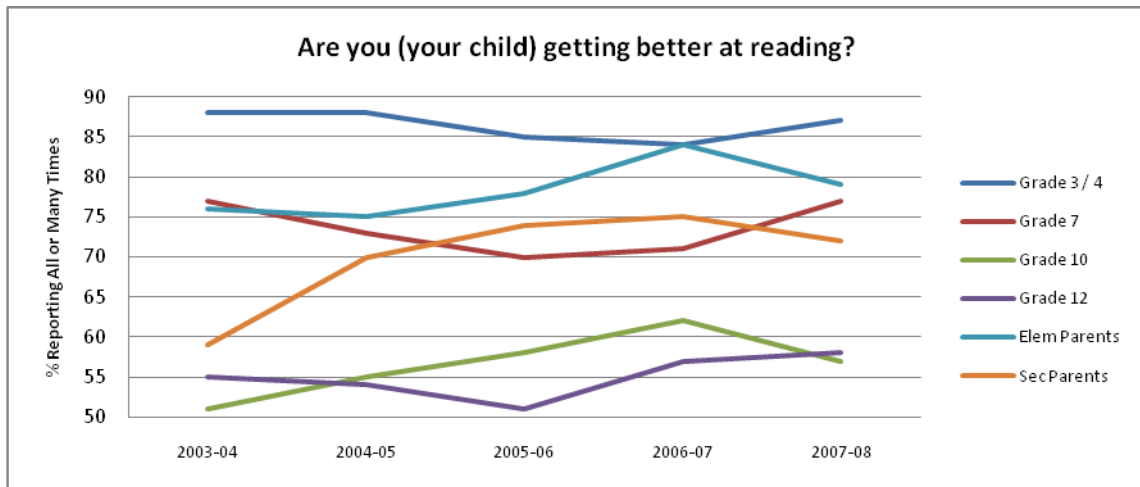
To increase reading comprehension of all students

Rationale:

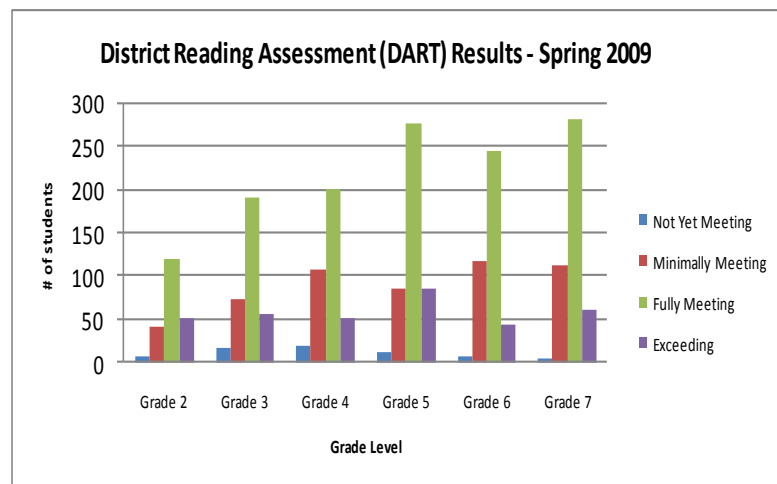
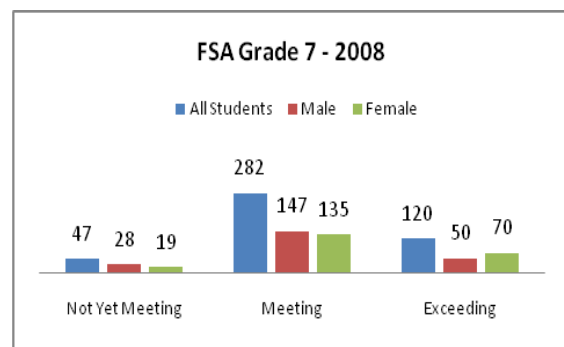
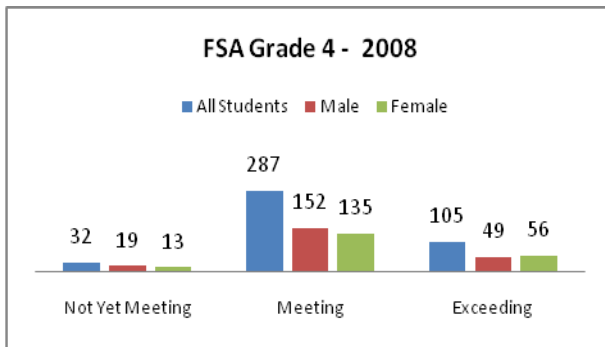
- The District Review Report 2005 recognized West Vancouver for having goals that were relevant, data-based and focused on student achievement. To this end, the District continues to analyze and review data to refine literacy assessment tools
- While in all core competencies (reading, writing, numeracy) 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*.
- District Level Reading Assessment indicates there is room for improvement, particularly at the transition to intermediate (Grades 3 and 4) and secondary (Grades 8 and 9) levels
- While the district has very few Aboriginal students, their individual achievement is being tracked on an annual basis
- While success rates are favourable with other districts on provincial comparisons, this area allows for continued focus on the success of students disaggregated by various factors including gender, French Immersion, and students identified with special needs

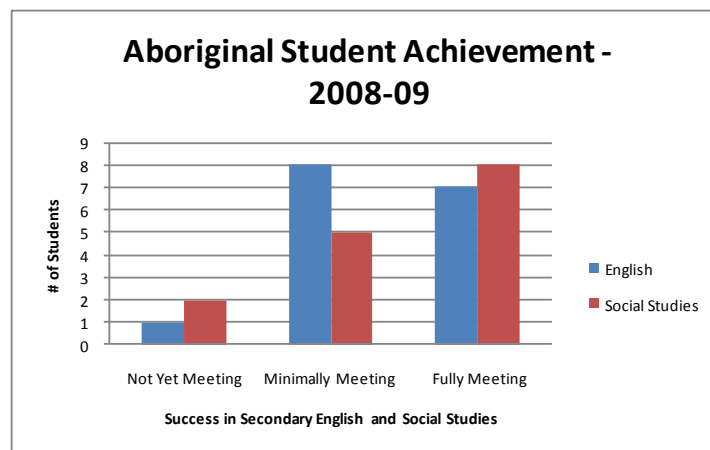
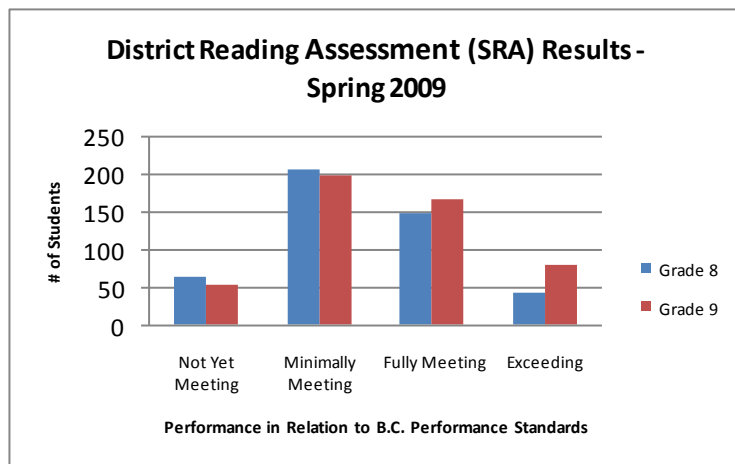
Performance Indicators

- District Reading Assessment (DART) Grades 3 through 7
- District Reading Assessment (SRA) Grades 8 and 9
- District Early Literacy K / 1 Screener
- Ministry of Education — Satisfaction Survey Results
- Foundation Skills Assessment Grades 4 and 7 – Reading Component
- English 10 Provincial Exam, Reading Component, Performance Task



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





Source: Report Card Data

Progress

- Survey information indicates general satisfaction with elementary school students and with parents about reading improvement, while a lower level of satisfaction amongst secondary students that they are becoming better at reading (these results are similar to provincial levels) - we are investigating whether secondary students no longer see themselves as students of reading because they have decoding skills and reading is embedded in other disciplines
- Foundations Skills Assessment (FSA) results are being tracked starting with the 2008 results. On the provincial level, West Vancouver students scored at the 100th percentile on all FSA examinations
- District Reading Assessment data at Grade 8 and 9 does not correlate with other assessments (both local and Ministry) - there are concerns that because it is not "for marks" some students' results may not be accurate

- While overall results are reported across the system, individual results are being used to create action plans for individual learners at the school level
- Cohort data indicates that almost all students identified in Grade 4 as *Not Yet Meeting Expectations* demonstrated success by Grade 10 when FSA and English 10 Exam results are correlated
- 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

- Increase the number of students who are at least *Minimally Meeting* Expectations on the District Reading Assessment by 5 students in both the Grade 4 and 5 cohort by 2010
- Increase to 90% the number of students on the Grade 9 District Reading Assessment who are at least *Minimally Meeting* Expectations
- Increase to 60% the percentage of Grade 10 and 12 students who report they are getting better at reading *All or Many Times*
- Continue to monitor and maintain 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 school 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 Performance Based Schools
- Support the use of school, district and provincial data to make informed decisions about student success in reading
- Continue with the identification and early intervention strategy based on data from the District Early Literacy Screener

Emerging Actions:

- Support the recently revised secondary literacy strategy at Grades 8 and 9
- Continue to use 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
- Support the work on breakthrough assessment practices, including Understanding by Design (UbD) and the Secondary Formative Assessment Initiative
- Utilize technology to increase the feedback loop for teachers and students to make informed decisions about reading goals
- Fully implement the District Grade 1 and 2 Literacy Screeners
- Implementation of Corrective Reading Program at secondary for targeted students

Objective #2

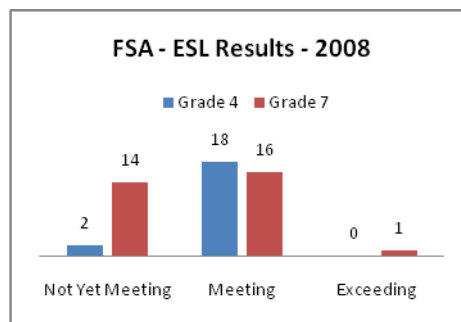
To increase the reading and writing proficiency of ESL Learners

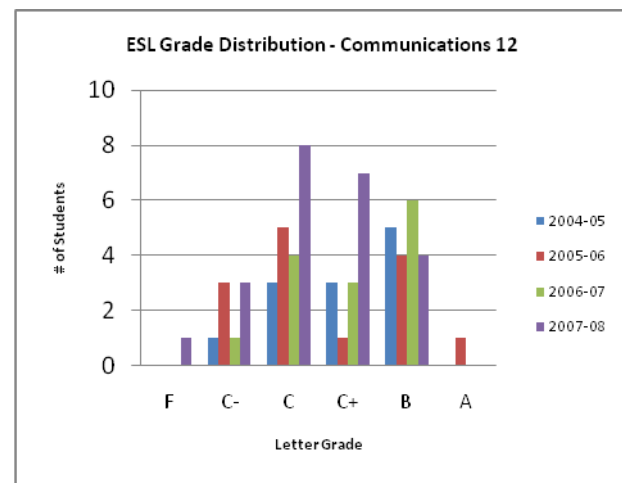
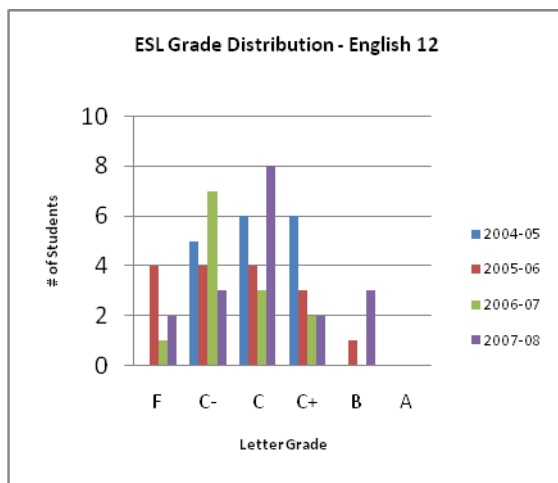
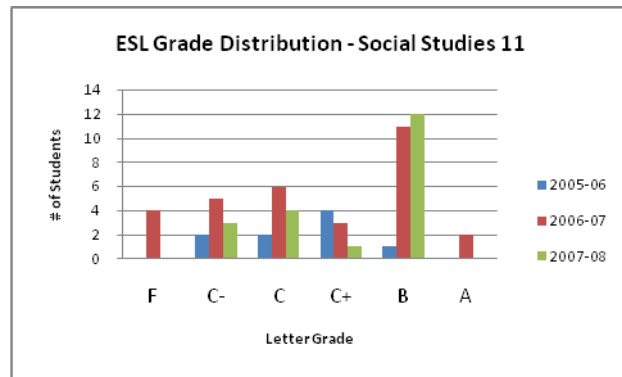
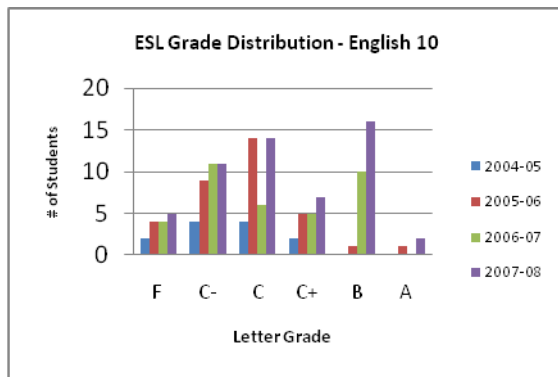
Rationale:

- The District has continued to see a growth in the number of ESL learners – currently 441 (February 2009). More than 6% of the district population is now ESL learners. In addition, more than 8% of the district population is comprised of International students. In total, close to 1,000 students in the district are either ESL or International learners.
- The North Shore's Literacy focus, at all levels in the community, is on ESL learners
- There has been an overall improvement in pass rates in a range of core areas for ESL students, including English 10, Social Studies 11, Communications 12 and English 12, but their achievements are still generally at a minimal level
- Previous ESL targets which focused on success rate in secondary school core academic courses have been met and now more challenging targets have been set

Performance Indicators

- District Reading Assessment (DART) Grades 3 through 7
- District Reading Assessment (SRA) Grades 8 and 9
- Foundation Skills Assessment (FSA) Grade 4 and 7 – Reading Component
- Graduation Program Exams (Eng 10, SS 11, Com 12, Eng 12)





Progress

- When compared to current results, there have been very strong increases in success rates for ESL learners since 2000
- Minimal level performance and pass rates have improved, but generally, ESL learners have not been able to fully meet expectations
- There has been an increasing trend in the District for students to leave ESL service earlier than in the past, which may have an effect on the data
- District results generally mirror those of provincial results for ESL learners, but West Vancouver ESL students tend to pass courses at a higher rate than the rest of B.C. That said, West Vancouver students tend to pass at minimal level, and the number scoring a C+ or higher, although improving, is below provincial averages

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% by 2011

Actions

Sustaining Successful Actions:

- The ESL Resource teacher will continue to provide professional development for all curricular teachers in Differentiated Instruction to accommodate the various levels of proficiency in English of our ESL learners
- The ESL Resource teacher will continue to provide professional development to all ESL teachers in order to ensure practice and assessment is aligned with Ministry of Education guidelines and policy
- The profile of the district as being leaders in ESL will be raised by our participation in the ESL Consortium, ESL Assessment Consortium (with UBC) Metro Network and the Ministry of Education
- Grant monies obtained from an Innovation Literacy Grant will be utilized to fund professional development, particularly in Differentiation, to improve ESL performance
- Consistent programs and assessment tools will be implemented district-wide to lead to common experiences for students at all sites

Emerging Actions:

- Employ a consistent district framework for reporting K-12 ESL progress, to improve transitions between elementary and secondary
- Align student reporting to specific goals of ESL students
- Expand the use of contact people at each secondary school for ESL, creating a Secondary ESL Coordination Team (Assistant Superintendent, district ESL Resource teacher, school contacts from each of the three secondary schools)
- Use of inside45 portal to support Annual Instructional Plan (AIP) development and transitioning from elementary to secondary school
- Use of Settlement Workers in Schools (SWIS) to support the transition needs of new immigrant students and their families
- Implement a BAA Composition Course to improve the writing skills of ESL students

Objective #3

To improve the digital literacy of all students

Rationale:

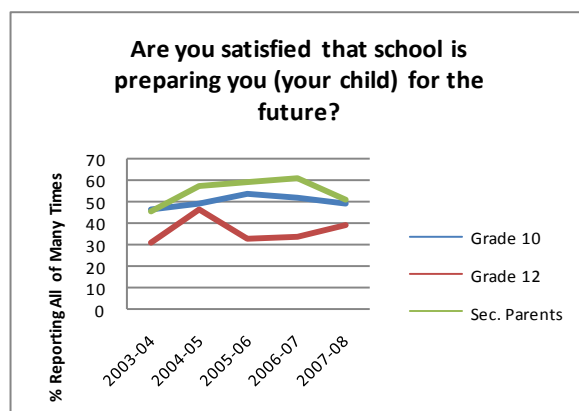
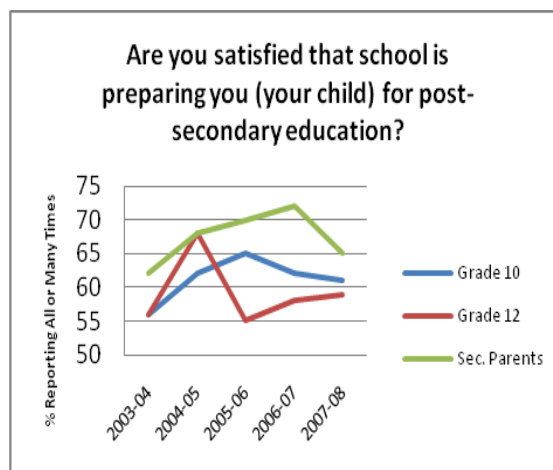
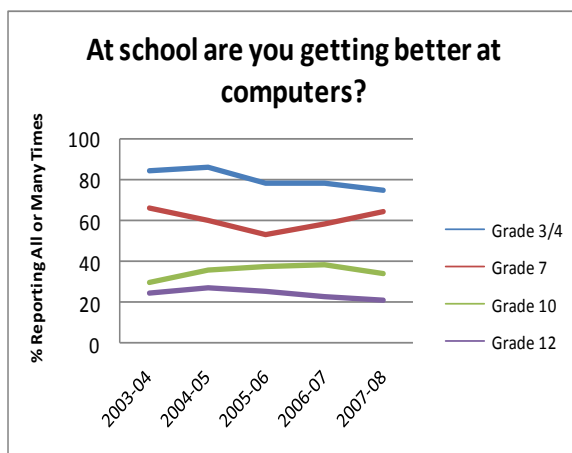
- The District has had a rapid expansion in the use of technology throughout the District, including many laptop carts deployed in elementary schools
- District data indicates below provincial averages on questions related to the use of computers for learning in the classroom
- The District has committed to using technology as a tool to support student learning throughout the curriculum
- While there are various levels of hardware in schools, the District has committed to a district-wide, baseline standard to ensure base equity
- The District is working to ensure technology is seen as supporting learning, and not just as an issue of hardware and resources
- Data indicates that only approximately 50% of secondary school parents believe schools are preparing students for the future *All the Time* or *Many Times*

Performance Indicators

- Ministry of Education – Satisfaction Survey Results
- National Educational Technology Standards
- District created student outcomes for digital literacy

What is digital literacy?

Digital literacy is the ability to locate, organize, understand, evaluate, use and create information using digital technology.



Source: Ministry Satisfaction Survey (all three graphs)

Progress

- This is a new objective beginning in 2009, and will be tracked over the next three years as part of a multi-year contract, and will include targets and data collection connected to the National Education Technology Standards
- Satisfaction levels for computer use fall below provincial averages at all grades
- Satisfaction levels related to post-secondary readiness are well above provincial averages, while preparation for jobs in the future are similar to province-wide results

Targets

- An improvement of 5% on the Satisfaction Survey Results by parents and students in the following areas by 2011
 - Are you satisfied that school is preparing you (your child) for a job in the future?
 - Are you satisfied with your (your child's) computer skills at school?
 - Are you satisfied that school is preparing you (your child) for post-secondary education (for example: college, university, trade school)?
- Additional targets to be developed during the 2009-10 school year

Actions

Sustaining Successful Actions:

- Adoption of a common set of software tools across the District to support student learning
- Implement an aggressive hardware replacement cycle across the District (initiated in 2006)
- Support for blended learning opportunities for teachers and classrooms
- Computer Immersion Program as a program of choice at secondary, and classroom adoption of pilot laptop programs at elementary

Emerging Actions:

- Identification of expected outcomes for students digital literacy at each key stage / grade
- Streamlining all technology initiatives with the appointment of a District Principal – Technology and Innovation
- Full adoption of the inside45 Learning Portal for class and school websites
- Professional support for teachers using Web 2.0 Tools in the classroom
- Supporting staff with a series of professional development opportunities focusing on digital literacy during common professional development days
- Creation of a Digital Literacy District Team to identify instructional strategies and evaluation strategies supported by technology
- Engagement of all partner groups (WVTA, WVAA, WVMEA, WVDPA) in an ongoing conversation surrounding district directions with technology and digital literacy



Foundations for Learning

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

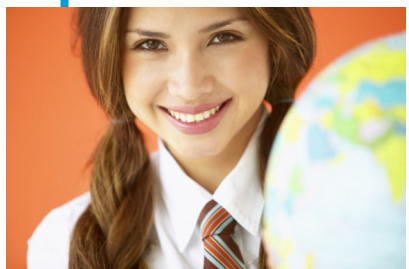
OBJECTIVES



- ▶ To increase student factors related to resiliency and reduce risk-taking behaviours



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



Objective #1

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

Rationale

- 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 it mirrors rates across the province, the District is 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 Ministry, is committed to increasing physical activity and ensuring healthy food choices are available to students in schools

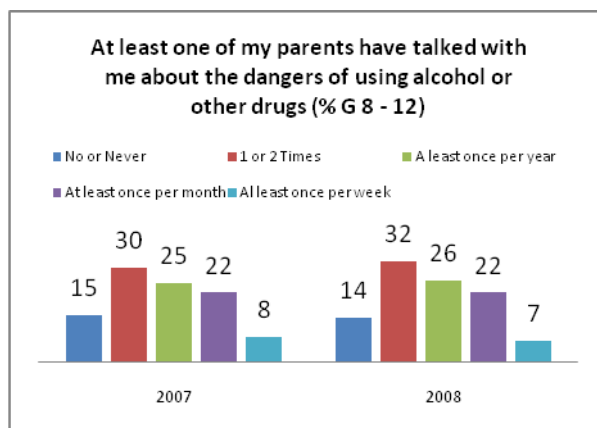
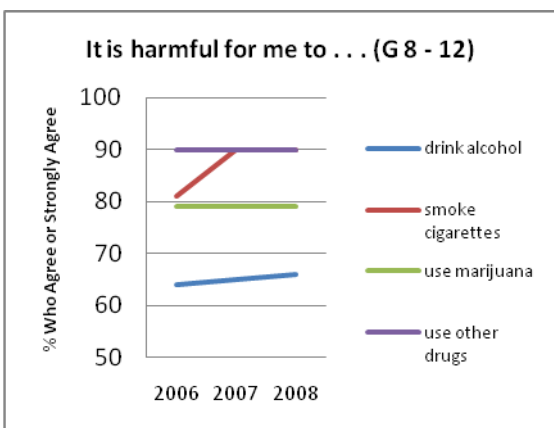
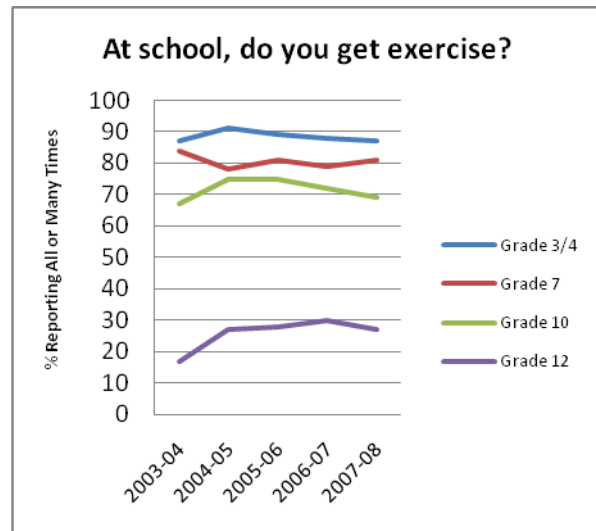
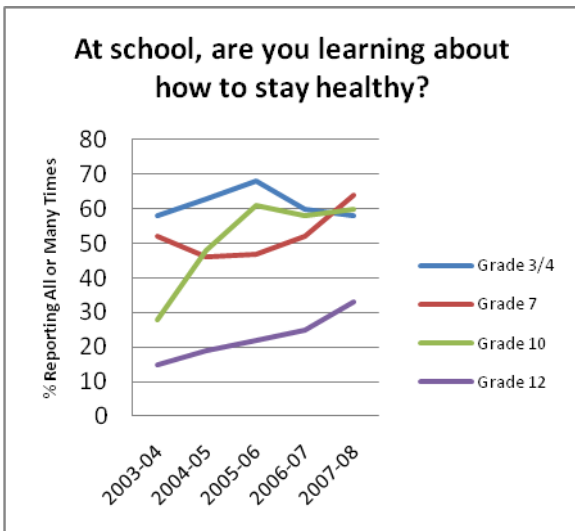
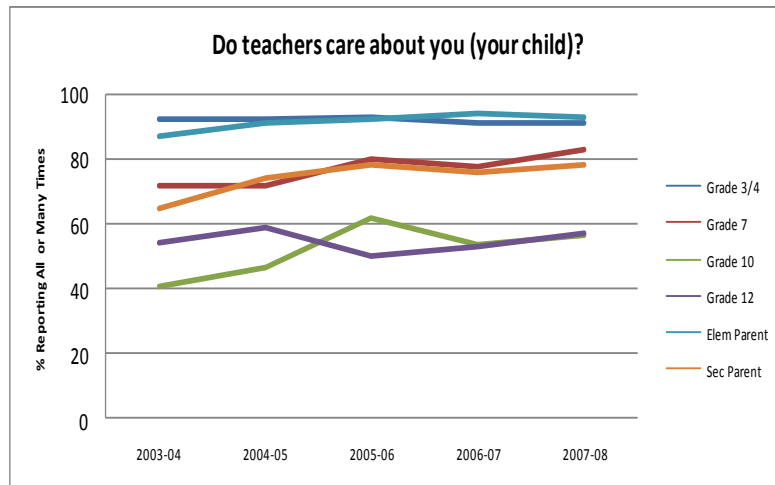
Performance Indicators

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

What is resiliency?

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

GOAL #2—FOUNDATIONS FOR LEARNING



Sources: Ministry Satisfaction Survey (upper three graphs) and District Comprehensive School Health Survey (bottom two graphs)

Progress

- While the general trends have been positive on questions related to health and physical activity, there is a dramatic difference between results on the Satisfaction Survey at Grades 3/4, 7, 10 compared with the results at Grade 12
- This is a new objective beginning in 2009-10, and the first year the data is part of the Achievement Contract. It will be continually monitored as part of the contract from this point forward
- The District Comprehensive School Health Survey has been adjusted for 2009-10 to include specific questions that relate to this objective, allowing for more exact tracking in the future
- Questions previously used only for secondary students will be used at the Grades 6 and 7 level beginning in 2009

Targets

- Increase the number of students who *agree* or *strongly agree* that it is harmful to use alcohol and drugs to over 80% by 2011
- Increase the number of students who report that 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 2011
- New data indicator: Increase the number of students who report they get over 30 minutes of physical activity per day (exact target to be determined following 2009 survey)
- New data indicator: Increase the number of students who report they choose healthy food at secondary school (exact target to be determined following 2009 survey)
- Increase the number of students who report they are learning to stay healthy at schools to 70% at the Grades 3/4, 7 and 10 level, by 2011
- New data indicator: Student Support Services will develop a measurement tool to track anxiety levels and effects of interventions with targeted students

Actions

Sustaining Successful Actions:

- District Healthy Schools committee brings together all school and community partners focused on all aspects of health
- Creating neighbourhood hubs, in particular communities, with supports including Settlement Workers (SWIS), StrongStart Centres, childcare services and parenting programs

GOAL #2 — FOUNDATIONS FOR LEARNING

- Developed a partnership with Vancouver Coastal Health (Community Dietitian) to work with all constituents to support comprehensive school health
- School and community-based youth workers provide for youth engagement and early intervention
- Support and expand the use of provincial healthy school initiatives including Action Schools! BC (15 schools currently registered), a best practices model to promote healthy living and the BC School Fruit and Vegetable Nutrition Program (13 schools currently registered)
- Support school utilizing evidence-based practices to prevent disordered eating in the school setting through the *North Shore Education Committee for the Prevention of Disordered Eating*

Emerging Actions:

- Parent Education Series – Understanding Adolescence – *The Incredible Journey Series* initiated in January 2009, will be continued in 2009/10
- Partnership with Vancouver Coastal Health and the District of West Vancouver to have a Vancouver Coastal Health Prevention Consultant work with all constituents
- Implementation of new resources and lessons to support the outcomes related to substance misuse and prevention, safety and injury prevention, and healthy living in Grade 6 and 7, and expansion of this to also cover in-service for Grades 4 and 5
- Examination of changes in attitudes and behaviours during the Grade 7 / 8 transition
- Elementary counsellors to initiate student seminar series in areas such as anxiety, social skills and cognitive behavioural therapy strategies
- Participate in research with Dr. Lynn Miller (UBC) on *Anxiety Behaviour in Children Early Intervention Project* (Kindergarten parents, teachers, students)
- Work with Vancouver Coastal Health and other partners to support staff and parents with current resources and forms available through the School District website
- Joint projects with the community for youth engagement including increased connection, and working partnership, with youth afterschool services through the West Vancouver Recreation Centre and recreation workers
- Draw on the services and expertise of the West Vancouver Police to support teacher instruction in these areas, in conjunction with recommendations from "Reaching Out – West Vancouver Police and Youth 2009"
- Align Substance Misuse and Prevention strategy with the Canadian Standards for school-based youth substance abuse prevention initiatives established by the Canadian Centre on Substance Abuse (CCSA)

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 District survey
- Strong crossover to other areas of social responsibility including respect for diversity
- 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

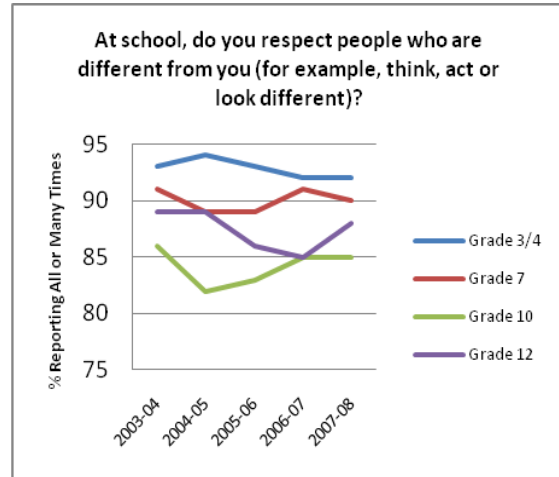
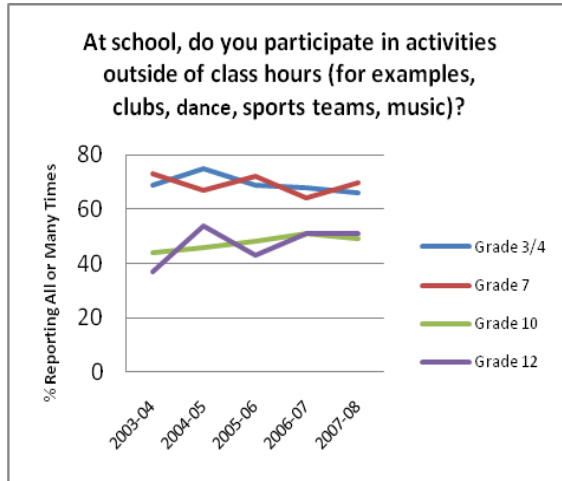
Performance Indicators

- 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 (both graphs)

GOAL #2—FOUNDATIONS FOR LEARNING



Source: Ministry Satisfaction Survey (both graphs)

Progress

- Data from the District Comprehensive School Health Survey indicates that there has been a gradual increase in secondary students believing they have made a positive difference through leadership and service; the numbers at the elementary level have remained consistent.
- Ministry Satisfaction Survey data indicates West Vancouver students report positive levels in these areas 2-10% above provincial averages. The greatest difference is in participation in activities outside of class hours at Grade 7, where West Vancouver reports 70% *All or Many Times*, compared to the 60% province-wide average
- Several new programs have been implemented in this area in the last 12 months subsequent to our last data collection. The impact of these programs will first be measured on the 2009 Ministry Satisfaction Survey and 2009 District Comprehensive School Health Survey

Targets

- Increase the number of students reporting they are participating in activities outside of class hours at school to 75% at Grades 3/4 and 7, and to 55% at Grades 10 and 12 by 2011
- Increase the number of students reporting they respect people who are different from themselves to 95% at Grades 3/4 and 7, and to 90% at Grades 10 and 12, by 2011

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
- Support a range of school-based service learning experiences, e.g. Schools for Africa, UNICEF, Project Honduras
- Access community resources, e.g. Ian Rose, President and CEO, IBR Consulting Services Ltd. to support existing and new initiatives in schools
- Provide opportunities for students to be involved in meaningful ways in the business of the school district (e.g. members of District committees, Leadership 45 initiative)
- Hosting annual Leadership Conference for Grades 5 through 12 for students across the District
- Coordinate student-led work on sustainability at all three secondary schools

Emerging Actions:

- District-wide participation in “We Day” events and related projects, in partnership with *Free the Children*
- Expand District Student Leadership program to include follow-up sessions to the District Leadership Conference, and to connect these students to the *Sharing the Dream* student-led webcast series
- Support the “School Completion and Beyond” efforts in each of the three secondary schools focused on giving student voice in their schools
- Utilize technology to connect students with people and projects supporting their school or community contributions

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:

<http://www.sd45.bc.ca/news/publications/documents/wvandistrictliteracyplanjuly08.pdf>

Superintendent's Report of Student Achievement:

<http://www.sd45.bc.ca/docs/ReportonStudentAchievement08.pdf>

District Data Summary:

http://www.bced.gov.bc.ca/reports/pdfs/sd_perf/045.pdf

DEVELOPMENT STANDARDS
REVIEW INDICATES DATA USE AREAS
SCHOOL PERFORMANCE
SECONDARY HEALTH
VANCOUVER INCLUDING PARENTS FOCUS
SCHOOL
DISTRICT
STUDENT PROGRAMS
ASSESSMENT
EDUCATION
SUPPORT
STUDENTS
LEARNING
READING
ACHIEVEMENT
LITERACY
SCHOOLS
RESULTS
ESL
WEST
MINISTRY