

# SAANICH SCHOOL DISTRICT

Saanich Schools



## 2009/10 ACHIEVEMENT CONTRACT

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## DISTRICT CONTEXT

Saanich School District, located on South Vancouver Island just north of Victoria, British Columbia, has a student population of 8959 representing a full time equivalent of 7694 students. First Nations students represent approximately 6% of the total school population. The district's sixteen schools have been located on the map on page 3. Enrolment decline over the last few years has resulted in five elementary school closures and some consolidation of school populations. Two new replacement facilities (one elementary and one middle) have been built in the last two years and the district is anticipating the opening of another new middle school in 2011. The district's operating budget for 2009/10 is \$69,291,650.

Over the last few years a number of foundational documents have contributed to the directions and decisions guiding School District 63 Saanich. These documents include the:

Principles of Learning

Principles of Inclusive Schools

2009/10 SD63 Board Goals

District Level Priorities

Saanich Commission on Public Education 2007

Saanich Appreciative Inquiry Report 2008

School District 63, WSÁNEĆ, OTHER FIRST NATIONS, METIS AND INUIT  
Education Enhancement Agreement  
(signed June 2008)

Community Literacy Plan Progress Report 2009

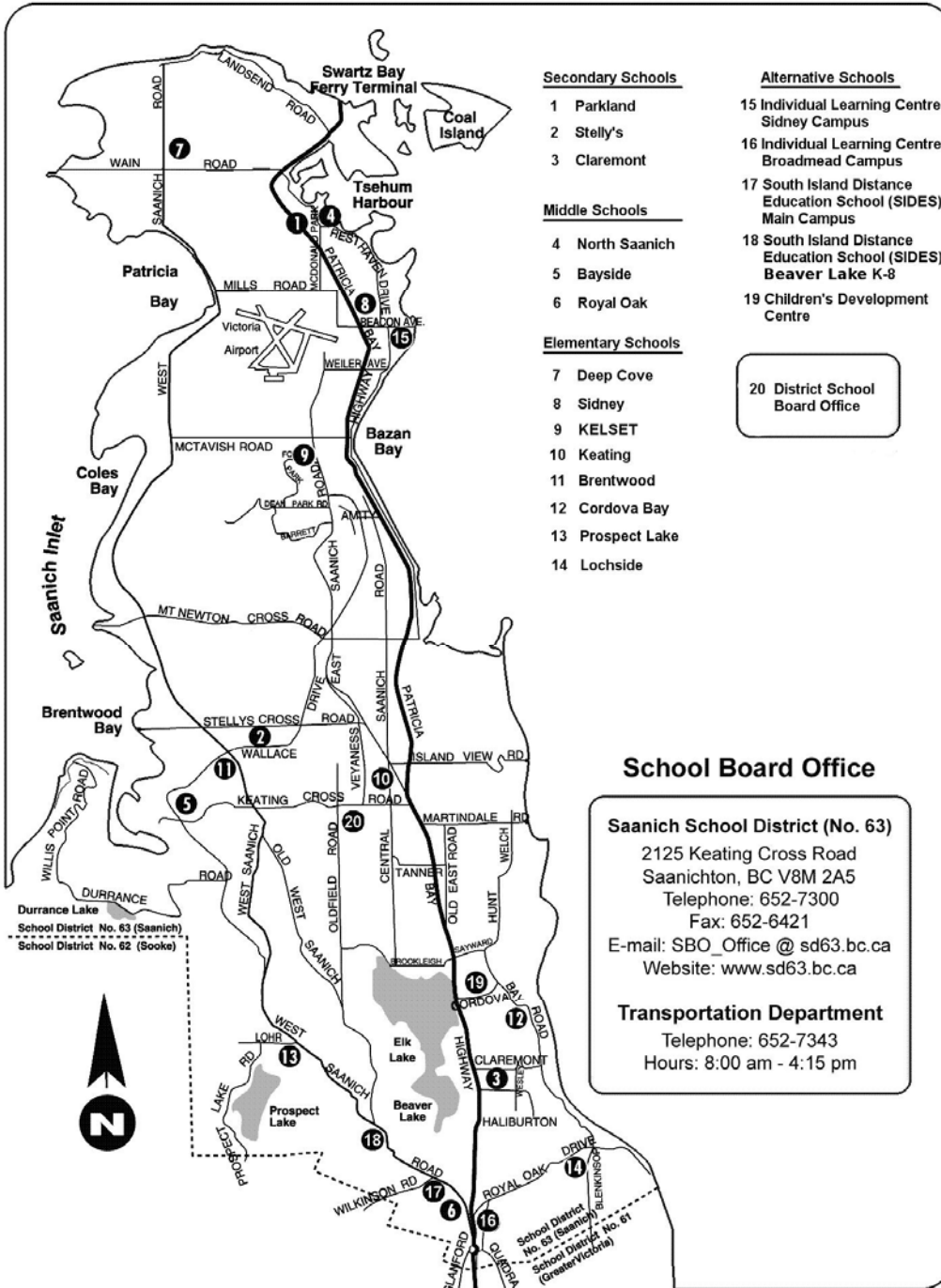
While providing a vibrant and comprehensive K-12 educational learning environment, the following programs are also offered:

Reading Recovery, Target Reading  
SENCOTEN language  
StrongStart Centres  
Core French K-12  
Early French Immersion

Distance Education  
Partnership with Camosun College  
International Student Program  
Advanced Placement  
Sports Academies



# SCHOOLS IN SAANICH



## DISTRICT AND SCHOOL CONNECTIONS

### 1. School Planning

In School District 63 Saanich, the development and approval of school plans occurs on an annual basis. Early in the fall, School Planning Councils are elected in each school. A district meeting of all School Planning Councils is held annually in order to allow all groups to review the school goals in relation to district goals in the Achievement Contract. This meeting also provides parents an opportunity to discuss their role on the Council and to discuss new directions for the school plan.

On an annual or biannual basis, district executive members and other district staff visit each school and conduct a meeting that focuses primarily on the goals of the school plan. School Planning Council members, teachers, support staff, students (secondary) and administration participate in this school visit. At this meeting, there is an opportunity to discuss student achievement in relation to goals, and to bring forward stories, accomplishments, challenges and other issues. These meetings have a positive focus and each visiting staff member has an opportunity to provide suggestions, commendations and constructive feedback.

In the Spring of each year, a revised school plan is reviewed by the Superintendent or designate. Suggestions for revisions or better alignment are provided over the month of April. Some individual meetings take place with Principals, to provide support and direction. The final copy of the school plan is submitted to the Education Directions Committee and then to the Board of Education for approval in its May sitting.

### 2. School Planning Councils

In the fall of each year, School Planning Councils review staffing allocations, resource allocations (budget information), timetables, and class size and composition. School Planning Councils meet regularly in Saanich to discuss educational services and educational programs in schools.





### 3. Enhancement Agreement and the Achievement Contract

The **School District 63, èSÁNEÇ OTHER FIRST NATIONS, METIS AND INUIT** Education Enhancement Agreement was signed in June 2008. The three goals set in the Enhancement Agreement are:

- All students will develop an increased awareness of, and respect for, WSÁNEÇ OTHER FIRST NATIONS, METIS AND INUIT peoples' histories, values, cultures and traditions.
- èSÁNEÇ, OTHER FIRST NATIONS, METIS AND INUIT students will develop an increased sense of identity and belonging within the school's learning community.
- èSÁNEÇ, OTHER FIRST NATIONS, METIS AND INUIT secondary school students will experience successful transitions.

Both the Enhancement Agreement and the Achievement Contract address the important elements of grade to grade transitions and school completion. Strategies are in place specifically for our First Nations students in the Achievement Contract. The responsibility for Aboriginal student success is distributed throughout the school system and the wider community.

## NEW DIRECTIONS IN THIS YEAR'S ACHIEVEMENT CONTRACT

- School District 63 is now participating in the “What Did You Do In School Today” (WDYDIST) national survey, sponsored by the Canadian Education Association. Ninety three schools across Canada are involved in this survey of grade 6-12 students. The WDYDIST survey focuses on student engagement in learning and categorizes engagement as intellectual, academic or social. Students respond to several questions in each category and are provided the opportunity to answer open-ended questions. Several schools are now incorporating WDYDIST results in school plans. This achievement contract now contains WDYDIST data from the first year of the survey's implementation.
- Goal 1 now contains an objective on student engagement, supported by WDYDIST data and strengthening our understanding of school completion challenges.
- Strategies in place under each objective now provide updates on the effectiveness of current actions, professional development and other initiatives.
- Student engagement in literacy and numeracy is now included as part of Goal 2 and 3.
- Goal 4 is now supported by WDYDIST data on participation in activities that promote social responsibility.
- Secondary school examination results are now presented in line graphs to show trends over time.
- This is the first year of longitudinal tracking of Reading Recovery student success.
- While the district continues to use Benchmarks Running Records and District Assessment Reading Team (DART) to assess primary and intermediate reading levels, schools are exploring alternative assessments that are based on the British Columbia Performance Standards. Graphs now display “District reading assessment” to

indicate that other assessments may be used to indicate the performance of students.

## 2009/10 ACHIEVEMENT CONTRACT GOALS

### GOAL 1

To improve the six-year Dogwood Completion rate

### GOAL 2

To improve literacy achievement

### GOAL 3

To improve numeracy achievement

### GOAL 4

To improve students' levels of social responsibility

# **GOAL ONE TO IMPROVE THE 6 YEAR DOGWOOD COMPLETION RATE**

## **Objectives**

1. To increase the overall number of students completing grade 12 requirements over 6 years.
2. To increase the number of First Nations students completing grade 12 requirements over six years.
3. To improve student engagement.

## **Rationale**

- Secondary school completion is of greater importance in today's society.
- Three secondary schools have goals related to course and school completion in their school plans.
- The Education Enhancement Agreement contains a goal related to transitions and school completion for First Nations students.
- The completion rate is still below expected levels for Saanich.
- The Graduation Rate Improvement team (GRIT) has identified four factors that contribute to non-completion (attendance, sense of belonging, Grade 9 course success and early reading). Many initiatives and strategies in place and require long-range monitoring.

## **Structures**

The district will:

Continue with the position of Student Advocate (whose work is identified on page 8).

Support the implementation of the new tracking processes for students withdrawing.

Continue with the position of Instructional Support Teacher for Aboriginal Education. That teacher will collaborate with the Student Advocate.

Continue its involvement with Camosun College and the South Island Partnership for trades and technology initiatives, including Accelerated Credit Enrolment-Industry Training (ACE-IT).

Explore new initiatives through ACE-IT.

Expand opportunities for in-service for SIDES and ILC teachers on career program options.

Continue to support the work of the Graduation Rate Improvement Team.

The Student Advocate will:

Follow up on strategies recommended by the Graduation Rate Improvement Team.

Develop a tracking system for current and potential withdrawals.

Intervene with students and families when students are beginning to disengage from their home school.

Establish the profile of students who are considering withdrawing from school or who stop attending.

Identify reasons for non-completion in collaboration with secondary schools.

Share findings with schools and the district through the Education Directions Committee.

Act as a liaison between neighbourhood and alternate schools.

## **Objective 1**

To increase the overall number of students completing grade 12 requirements over 6 years

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### **Performance Indicators**

- Dogwood Completion Rate

### **Current level of achievement**

The completion rate provided by the Ministry of Education was 72.5% (province 79%) in 2008.

The adjusted completion rate of all 3 neighbourhood secondary schools is 90%.

The South Island Distance Education School adjusted completion rate is 61%.

The Individual Learning Centre adjusted completion rate is 33%.

Adjusted rates have been calculated by removing international students who do not intend to graduate and students with special needs who receive a School Leaving Certificate. Adjusted rates include those students who are still enrolled in school after year 6 and students who left BC as these students are likely to graduate.

Adjusted rates have given us the opportunity to identify areas of focus for the district.

Both alternative programs (SIDES and ILC) have placed course and school completion as a high priority and have improved tracking and follow-up. SIDES has experienced improvement in completion rates.

All schools completed a comprehensive analysis of students identified as not completing school within six years. The district has a strong commitment to realizing significant improvement by taking early steps of intervention and support.

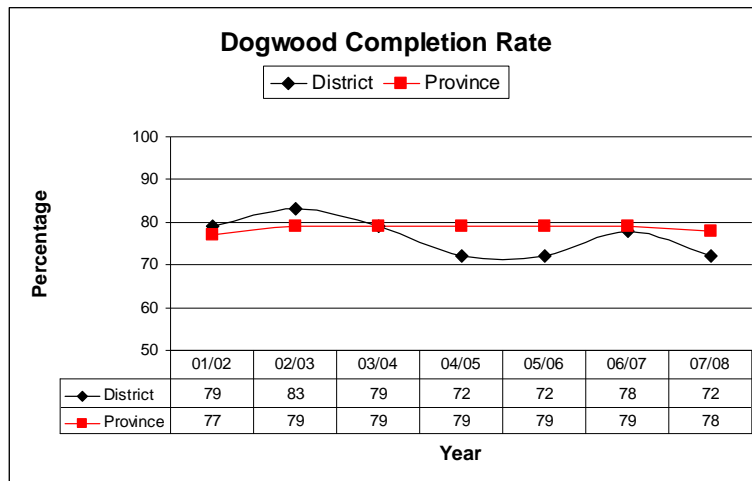
While the provision of alternative educational opportunities has expanded through SIDES and ILC, these programs also attract students from other districts (63% of SIDES students reside outside SD63). Therefore, the Dogwood Completion Rate as established by the Ministry of Education does not completely reflect the effect of support and programs offered locally.

## Performance Target

### Dogwood Completion – all students

Target for 2009 and to sustain until 2012:

- To achieve a Dogwood Completion Rate of 85%



Target not met.

**Objective 1 Strategies** – *To increase the overall number of students completing grade 12 requirements over 6 years.*

- |   |  |                  |
|---|--|------------------|
| <ul style="list-style-type: none"> <li>▪ Continue to identify students who are at risk through other district assessments and implement programs to support these students.</li> </ul>  | <p>Student services teams at each school meet and discuss the needs of at risk students and facilitate access to district support and assessments.</p>   | <p>➤ Ongoing</p> |
| <ul style="list-style-type: none"> <li>▪ Continue the withdrawal process through the district student advocate</li> </ul>   | <p>The process is being refined and adjusted to be able to support students before they withdraw from school.</p>  | <p>➤ Ongoing</p> |
| <ul style="list-style-type: none"> <li>▪ Assess the success of linear secondary school integrated programs for students at risk or students with academic need.</li> </ul>  | <p>Students in the grade 9 and 10 program have experienced:</p> <ul style="list-style-type: none"> <li>- More academic success in math, English, social studies and science.</li> <li>- More academic success in other courses.</li> <li>- Stronger sense of connectedness to their class, teachers and school.</li> </ul> | <p>➤ Ongoing</p> |
| <ul style="list-style-type: none"> <li>▪ Expand trade initiatives and secondary school apprenticeships for all students and explore further funding opportunities. In particular, increase the number of First Nations learners participating in the programs.</li> </ul> | <p>Cosmetology program underway with a cohort of 16 students.</p>  | <p>➤ Ongoing</p> |
| <ul style="list-style-type: none"> <li>▪ Make online courses available to all students (grades 10-12) including those in the regular program.</li> </ul>  | <p>Students in grades 10-12 are taking advantage of the online course offerings.</p>   | <p>➤ Ongoing</p> |
| <ul style="list-style-type: none"> <li>▪ Support vulnerable learners as they transition from middle to secondary school.</li> </ul>   | <p>The student services teams at each middle school will identify the group of vulnerable learners. These learners will be referred to the student advocate who will assist and support that student and family in the transition to secondary school.</p>   | <p>➤ New</p>     |
| <p><b>At SIDES and ILC:</b></p>   |  |                  |
| <ul style="list-style-type: none"> <li>▪ Implement student led conferencing.</li> </ul>   | <p>ILC – teacher advisors are in place for each student.</p>   | <p>➤ Ongoing</p> |

- Assign a teacher to each student to monitor progress. ILC focus is moving to a strong focus on attendance. Course completion is more realistic and achievable when students are in regular attendance. ➤ New

- |   |   |                  |
|---|---|------------------|
| <ul style="list-style-type: none"> <li>▪ Implement strategies in school plans related to course completion.</li> </ul>            | <p>Three school plans have increased the focus on course completion.</p>  | <p>➤ Ongoing</p> |
| <ul style="list-style-type: none"> <li>▪ Begin pilot project at ILC to increase the success of First Nations learners.</li> </ul> | <p>Develop an “Employability skills/work experience program in partnership with Beacon Community Services and Coast Salish Employment and Training Society. Math/English 9/10 cohort of First Nations learners.</p> | <p>➤ New</p>     |

## Objective 2

To increase the number of First Nations students completing grade 12 requirements

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### Performance Indicators

- Dogwood Completion Rate (First Nations)

### Current level of achievement

The 2008 First Nations Completion Rate is 21% and is a significant concern. This rate represents 14 out of 67 First Nations students in 2008.

The First Nations Completion Rate has declined in the last few years and is below the provincial average.

53% of First Nations non-completers show SIDES or ILC as the last school of record. There needs to be a continued focus on transitions to alternate programs and on programming for First Nations students.

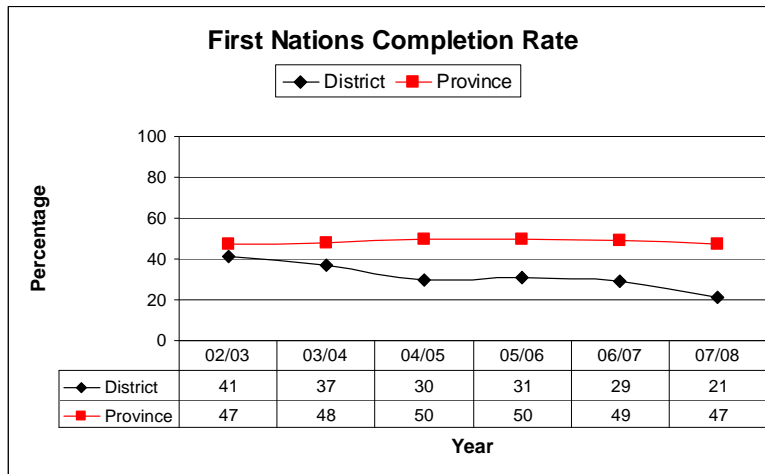
We expect to see long-range improvement now that the Enhancement Agreement implementation has begun.

## Performance Target

### Dogwood Completion – First Nations

Target for 2009 and to sustain until 2012:

- To achieve a First Nations Dogwood Completion Rate of 60%



Target not met.

**Objective 2 Strategies** - To increase the number of First Nations students completing grade 12 requirements over 6 years.

- |   |   |                       |
|---|---|-----------------------|
| <ul style="list-style-type: none"> <li>▪ Implement TESTON_CE, a secondary program with a First Nations focus.</li> </ul>  | <p>This program is being discontinued based on low enrolment. Other opportunities are being explored as indicated below.</p>  | <p>➤ Discontinued</p> |
| <ul style="list-style-type: none"> <li>▪ Continue the First Nations language programs at middle school.</li> </ul>  | <p>The program is offered to all First Nations students. A large percentage of First Nations learners choose this program as their second language.</p>   | <p>➤ Ongoing</p>      |
| <ul style="list-style-type: none"> <li>▪ Implement and monitor strategies contained within the School District 63 Education Enhancement Agreement related to student transitions.</li> </ul>  | <p>Mentorship programs are in place at middle and secondary school to support student transitions. District projects as part of the provincial Aboriginal Network (Network of Performance Based Schools) have been proposed. Student Advocate supports students as they transition from middle to secondary school.</p> | <p>➤ Ongoing</p>      |
| <ul style="list-style-type: none"> <li>▪ Continue the work of the District Literacy Plan as it pertains to the First Nations pillar.</li> </ul>   | <p>The Literacy Outreach Coordinator has met with local bands and progress has been made.</p>   | <p>➤ Ongoing</p>      |
| <ul style="list-style-type: none"> <li>▪ Develop and pilot a First Nations Employability Skills program at ILC and recruit learners who have left school.</li> </ul>  | <p>This is a new pilot project in partnership with Beacon Community Services and Coast Salish Employment and Training Society.</p>  | <p>➤ New</p>          |
| <ul style="list-style-type: none"> <li>▪ Expand the ILC program to offer a teacher directed program to strengthen First Nations learners skills in math and English as they return to school after having been disengaged.</li> </ul> | <p>ILC will offer an afternoon program to a cohort of First Nations learners to strengthen their foundation math and English skills. They will incorporate community cultural components in the program.</p>  | <p>➤ New</p>          |
| <ul style="list-style-type: none"> <li>▪ Continue to work with local education partners to ensure access to all programs for First Nations Learners.</li> </ul>   | <p>The Saanich Peninsula Education Committee continues to meet to collaborate and share program and course offerings.</p>   | <p>➤ Ongoing</p>      |
| <ul style="list-style-type: none"> <li>▪ Continue discussions at</li> </ul>   | <p>This committee will continue to focus on</p>   | <p>➤ Ongoing</p>      |

the Local Education Agreement Committee meetings.

success for First Nations students.

- Share information with Tribal School about students with special needs.

Planned for 2009.

➤ New

## Objective 3

To improve student engagement (grades 6-12).

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### Performance Indicators

- National student survey “What Did You Do In School Today” (WDYDIST)
  - Intellectual engagement
  - Finishing secondary school
  - Going to college or university
  - Completing a trade or apprenticeship

### Current level of achievement

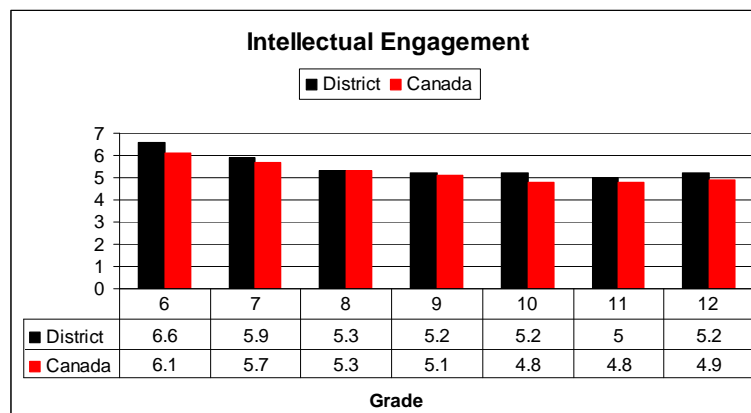
This year represents baseline data. While Saanich results are above national norms, higher levels of engagement are expected, given the connection between engagement and school completion.

### Performance Targets

#### “What Did You Do In School Today” survey

Target for 2012:

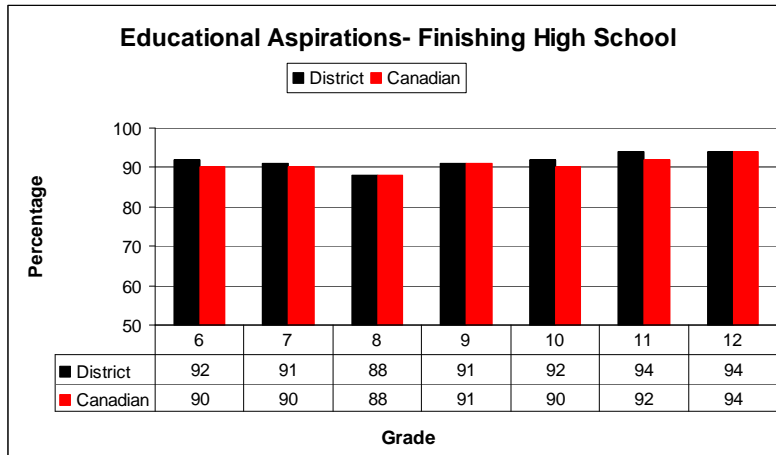
- Intellectual engagement will increase to a level of 7.0 out of 10.0 for grade 6-12 students \*



\* Intellectual engagement is calculated based on a series of survey questions and not a single question. For this reason a factor out of a possible 10 is provided.

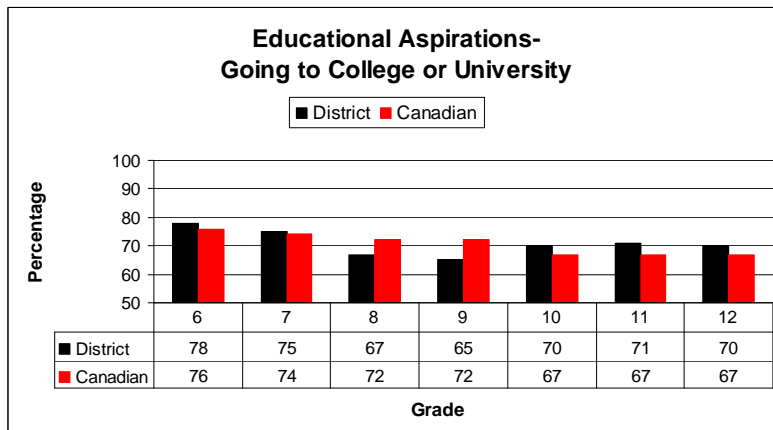
Target for 2012:

- 100% of students (grades 6-12) will indicate aspirations to finish secondary school



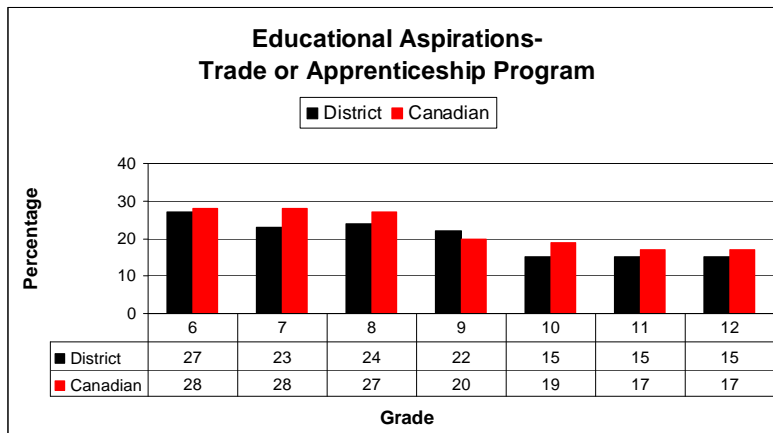
Target for 2012:

- 80% of students will indicate aspirations to attend college or university



Target for 2012:

- 30% of students will indicate aspirations to complete a trade or apprenticeship program



### Objective 3 Strategies - *To improve student engagement*

- School administrators and teacher leaders will continue the focus on student engagement with Professional Growth Council.

Four sessions were held in 2008/09. Teachers focused on teacher/student relations and teaching strategies. These sessions were highly successful.

➤ Ongoing
- Schools will continue to use WDYDIST to monitor engagement.

The first year of WDYDIST has been a success. School staffs are using the results in many ways in support of student learning and to adjust practices.

➤ New
- Many school plans contain strategies for improving student engagement.

Schools will be providing feedback on the success of these strategies.

➤ New



## **GOAL TWO TO IMPROVE LITERACY ACHIEVEMENT**

### **Objectives**

1. To improve primary students' reading achievement.
2. To improve intermediate/middle students' reading achievement.
3. To improve intermediate/middle First Nations students' reading achievement.
4. To improve intermediate/middle students' writing achievement.
5. To improve intermediate/middle First Nations students' writing achievement.
6. To improve middle level intellectual engagement in language arts.
7. To improve secondary students' literacy (English Language Arts) achievement and intellectual engagement in language arts.

### **Rationale**

- School plans have identified literacy as a focus area.
- Based on the importance of literacy throughout the system and in the community, there is a greater expectation of performance for students in the district.
- There is an ongoing interest in identifying specific learning areas within literacy in order to inform practice and adjust teaching strategies in the classroom.
- As assessment practices are being further refined and as Performance Standards are more broadly used, teachers are deepening their understanding of literacy achievement.

### **Structures**

The district will:

Provide district level staffing for literacy support.

Provide literacy staffing in schools to support Reading Recovery, Supporting Early Literacy, and Target Reading.

Provide opportunities for district literacy teams to meet.

Support reading assessments.

Continue to organize monthly staff meetings for all First Nations Teachers and Educational Assistants.

Continue to conduct home and community visits with the First Nations communities.

Provide funding for professional book clubs.

Provide funding for the Professional Growth Council.

Support Elementary and Middle Leadership teams.

## **Objective 1**

To improve primary students' reading achievement.

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### **Performance Indicators**

- Primary reading assessment annual progress
- Primary reading assessment cohort progress
- Reading Recovery progress by cohort

### **Current level of achievement**

Primary reading assessments indicate improved reading levels from grade 1 to grade 3 and all targets were met in 2008 in annual indicators.

Similarly, the last 3 cohort groups have performed at a very high level.

Reading Recovery students are now being tracked over time. As these students are identified as vulnerable readers at an early age (grade 1), we expect that the program will continue to set a starting point for future success.

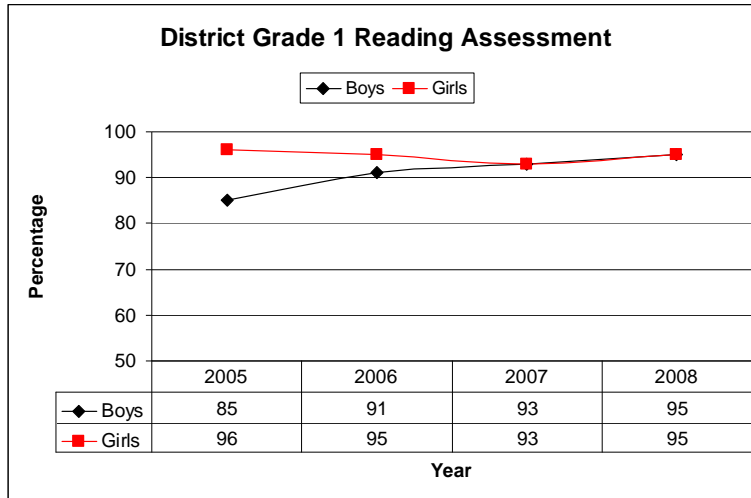
At this time success is strong for the 2005/06 reading recovery cohort, now in grade 3. These results are very encouraging.

## Performance Targets

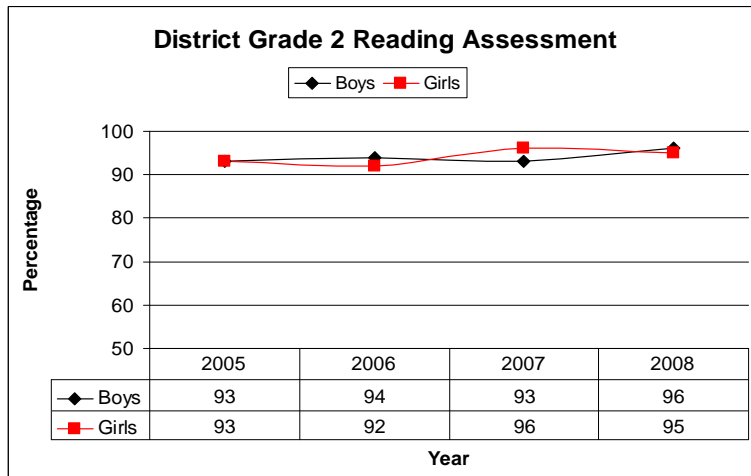
### Primary Reading Assessment Annual Progress

Target for 2009, to sustain to 2012:

- 95% of students in grade 1 to 3 will achieve the level of minimally meeting, meeting, fully meeting, exceeding expectations in reading in annual Reading Assessment (Benchmarks)

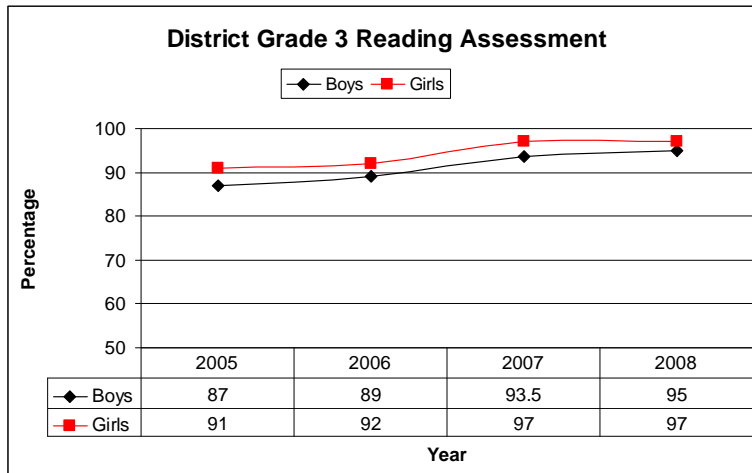


Target met.



Target met.





Target met.

## Primary Reading Assessment Cohort Progress

Target for each gender cohort by Grade 3:

- 95% of students will achieve the level of minimally meeting, meeting, fully meeting and exceeding expectations in reading by grade 3

	Grade 1	Grade 2	Grade 3
Boys	85%	94%	93.5%
Girls	96%	92%	97%
	2005	2006	2007

Target met for girls.

	Grade 1	Grade 2	Grade 3
Boys	91%	93%	95%
Girls	96%	96%	97%
	2006	2007	2008

Targets met.

	Grade 1	Grade 2	Grade 3
Boys	93%	96%	
Girls	93%	95%	
	2007	2008	2009

Targets met.

## Longitudinal Reading Recovery Cohort Progress

Target for 2009, to sustain to 2012:

- 90% of students who enter the Reading Recovery Program will continue to meet expectations in reading in local and provincial assessments

The following table shows the number of students who were identified for Reading Recovery support in three cohort groups and the percentage of that group that met expectations in subsequent reading assessments. The slight decline in number of students is due to students moving out of the Saanich district. In each cohort, a small percentage of students is referred for specialist support.

Grade 1		Grade 2		Grade 3		Grade 4		Grade 4
2005/06 cohort		2006/07		2007/08		2008/09		FSA
Students	% meets	students	% meets	students	% meets	students	% meets	% meets
33	73%	34	88%	31	90%			
2006/07 cohort		2007/08		2008/09		2009/10		FSA
Students	% meets	students	% meets	students	% meets	students	% meets	% meets
39	85%	34	88%					
2007/08 cohort		2008/09		2009/10		2010/11		FSA
Students	%	student	% meets	students	%	students	% meets	% meets

Target met with first cohort. Tracking will continue to grade 4.

## Objective 1 Strategies - *To improve Primary students' reading achievement*

The District will provide professional development workshops:

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>▪ On reading practices and interventions that support success for all students in primary classrooms.</li> </ul>                                       | <p>The majority of schools still identify reading as a school goal; hence, we will continue to explore new strategies to be responsive to school and student needs. We will focus on strategies for reading non-fiction text.</p>   | <ul style="list-style-type: none"> <li>➤ Ongoing</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ On differentiated instruction as it pertains to reading assessment.</li> </ul>   | <p>This strategy will be integrated with the strategy above. The district will embrace open-ended strategies that are accessible to all students as per the information presented at the BCSSA Leadership for Learning Academy.</p>   | <ul style="list-style-type: none"> <li>➤ Integrate</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ On the principles and practices of formative assessment and personalized instruction as it pertains to literacy.</li> </ul>                          | <p>In 2008/09 the district focused on Assessment for Learning through a series of professional development sessions. Subsequently, schools engaged in inquiry projects and have indicated a desire to continue this work as reflected in many school plans. Specifically, schools are working on strategies to make their reading assessments more congruent with the principles of Assessment for Learning by providing more descriptive feedback to students.</p> | <ul style="list-style-type: none"> <li>➤ New</li> </ul>       |
| <ul style="list-style-type: none"> <li>▪ On strategies that connect reading, writing and oral language within a comprehensive literacy program.</li> </ul>                                    | <p>We hosted a highly successful oral language series this year, facilitated by Sharon Jeroski and Colleen Politano. Next year, the work in oral language will be continued and expanded cross content areas and cross levels.</p>  | <ul style="list-style-type: none"> <li>➤ Ongoing</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ To support teacher's continued implementation of Benchmarks Reading Assessment and moreover to use this assessment to inform instruction.</li> </ul> | <p>In 2008/09 inservice on the implementation of Benchmarks Reading Assessment focused on the use of this tool throughout the year to support learning and guide instruction. We will continue with this focus congruent with AFL strategies and BC Performance Standards.</p>  | <ul style="list-style-type: none"> <li>➤ Ongoing</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ To train Reading Recovery teachers.</li> </ul>   | <p>In 2008/09 two Reading Recovery teachers received training. Next year we will use the expertise of our trained Reading Recovery teachers to help with inservice and provide formal and informal peer support in reading.</p>   | <ul style="list-style-type: none"> <li>➤ Maintain</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ To enhance Supporting Early Literacy.</li> </ul>   | <p>'Supporting Early Literacy' for grade one students is a highly effective intervention. Teachers new to grade one will receive</p>  | <ul style="list-style-type: none"> <li>➤ Maintain</li> </ul>  |

inservice. Next year, how parents can support their children with reading, will be a focus.

- On descriptive performance based practices using the BC Performance Standards.

This strategy will be integrated with the Benchmark Reading Assessment Strategy above.

➤ Integrate

## Objective 2

To improve intermediate/middle students' reading achievement.

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### Performance Indicators

- Foundation Skills Assessment results in:
  - Grade 4 reading
  - Grade 7 reading
  - Grade grade 4 and 7 reading by gender
  - Reading progress by cohort from grade 4 to 7
- Annual reading assessment grades 4, 5, 6, 7, 8

### Current level of achievement

2008 was the first year of the new Foundation Skills Assessment (FSA) electronic format and was conducted in February as opposed to May. This change must be taken into consideration when comparing annual results.

In the first year of the new FSA, Saanich demonstrated exceptionally high performance, scoring well above provincial averages in Grade 4 and 7 reading and close to its target of 90% in grade 4.

While it appears that the performance of girls declined in grade 7, this may be due to the new test format. Saanich performance was well above the province for both genders. The reduction of the gap in Grade 7 is an encouraging sign.

Annual reading assessment results (currently DART) indicate a strong level of performance by grade 4 and 5 students. Targets were met and exceeded.

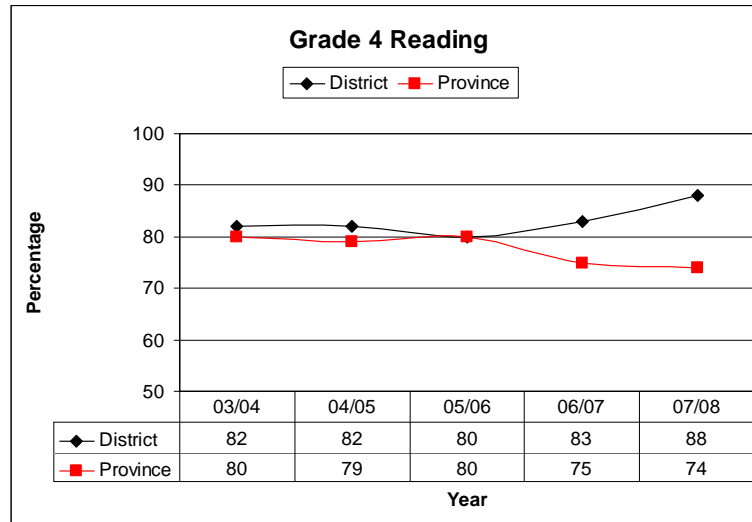
Grade 6 and 7 student results in annual reading assessments declined somewhat but not significantly. Grade 8 students' results improved and came very close to the indicated target.

## Performance Targets

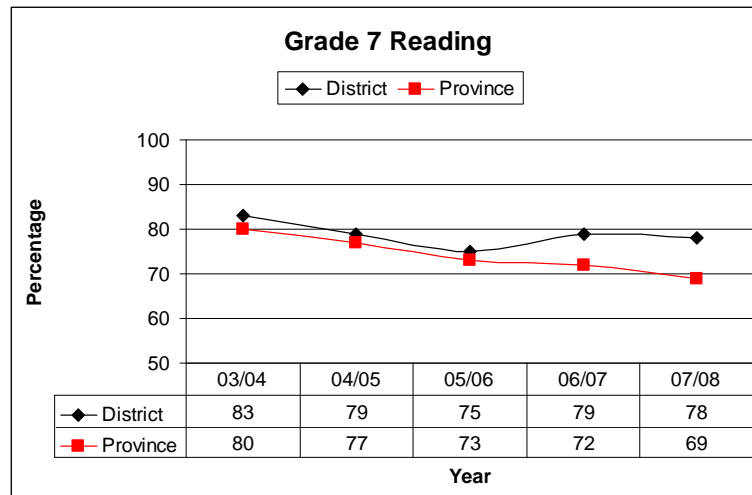
### Foundation Skills Assessment

Target for 2009, to sustain to 2012:

- 90% of grade 4 students will achieve the level of meeting or exceeding expectations in reading in FSA
- 85% of grade 7 students will achieve the level of meeting or exceeding expectations in reading in FSA



Target not met.

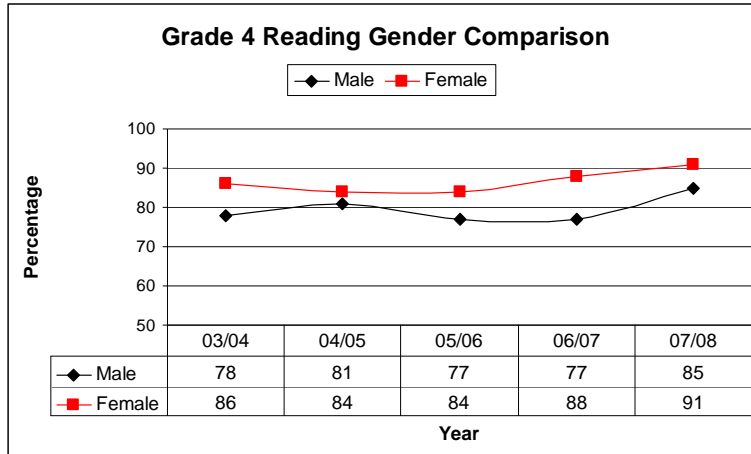


Target not met.

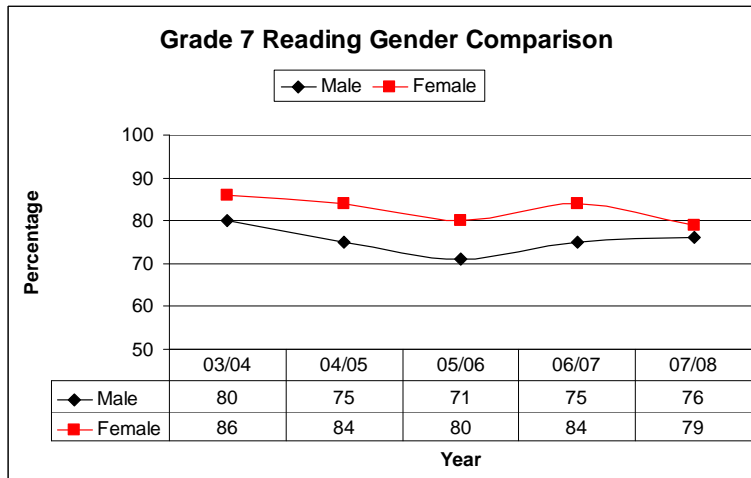
## Foundation Skills Assessment Gender Comparison

Target for 2009, to sustain to 2012:

- The performance of boys in reading will match the girls performance within 3% in reading in FSA in grade 4 and 7



Target not met.



Target met.

## Foundation Skills Assessment Cohort Progress

Target for 2009 and to sustain until 2012:

- Reading results will show even or positive progression from grade 4 to 7 for boys, girls and First Nations students in each cohort

Percent of students meeting expectations in reading in FSA:

	<b>Grade 4</b>	<b>Grade 7</b>
	<b>2003</b>	<b>2006</b>
Boys	75%	71%
Girls	82%	80%
First Nations	43%	52%

	<b>2004</b>	<b>2007</b>
Boys	78%	75%
Girls	86%	84%
First Nations	63%	50%

	<b>2005</b>	<b>2008</b>
Boys	81%	76%
Girls	84%	79%
First Nations	56%	49%

	<b>2006</b>	<b>2009</b>
Boys	77%	
Girls	84%	
First Nations	59%	

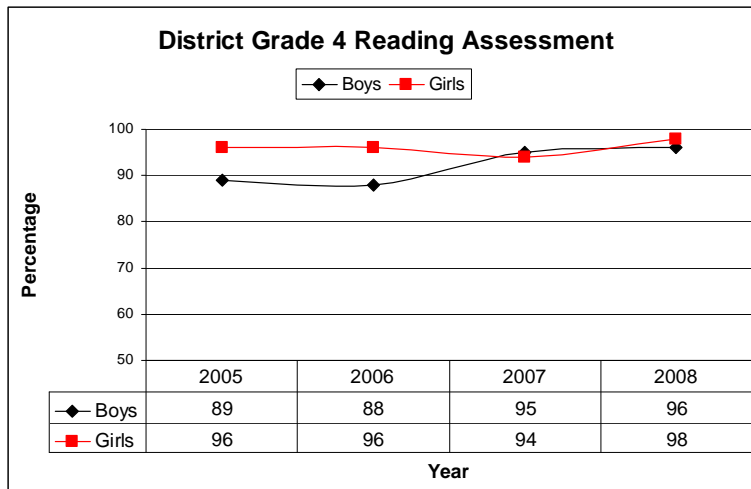
	<b>2007</b>	<b>2010</b>
Boys	77%	
Girls	88%	
First Nations	48%	

Targets not met.

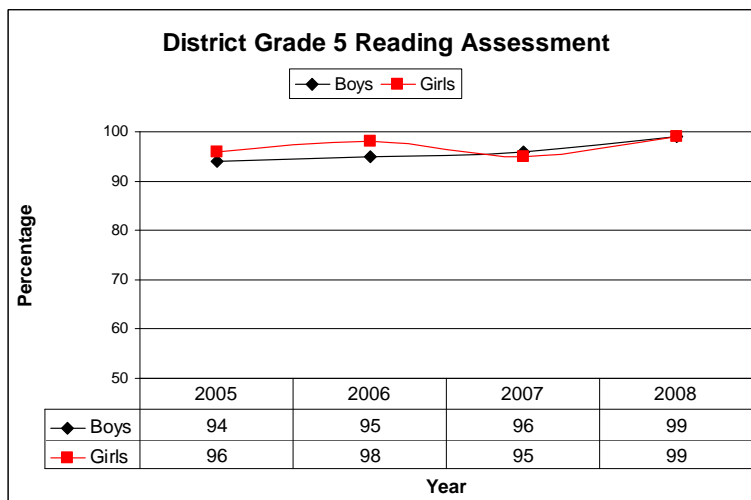
## Intermediate Level Reading Assessments

Target for 2009, to sustain to 2012:

- 95% of grade 4 and 5 students will achieve the level of minimally meeting, meeting, fully meeting, exceeding expectations in the annual reading assessment (DART)



Target met and exceeded.

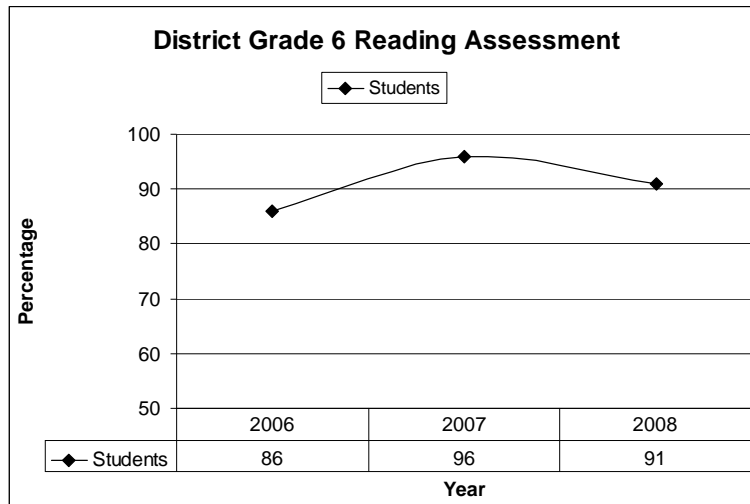


Target met and exceeded.

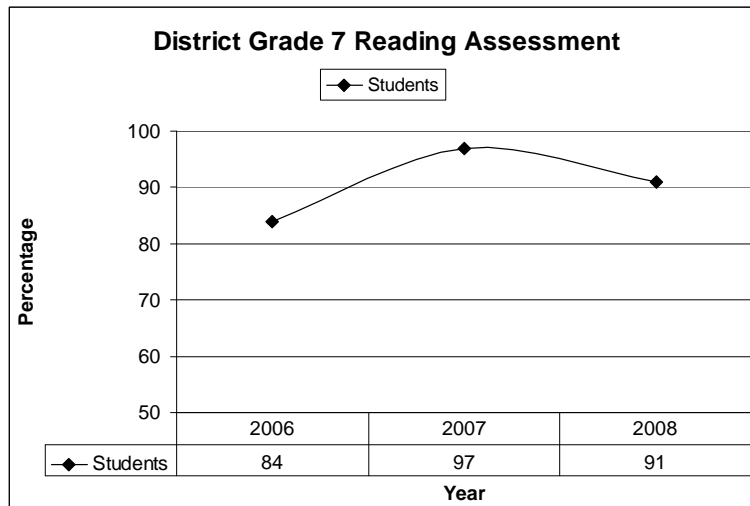
## Middle Level Reading Assessments

Target for 2009, to sustain to 2012:

- 95% of grade 6, 7, 8 students will achieve the level of minimally meeting, meeting, fully meeting, exceeding expectations in the annual reading assessment (DART).

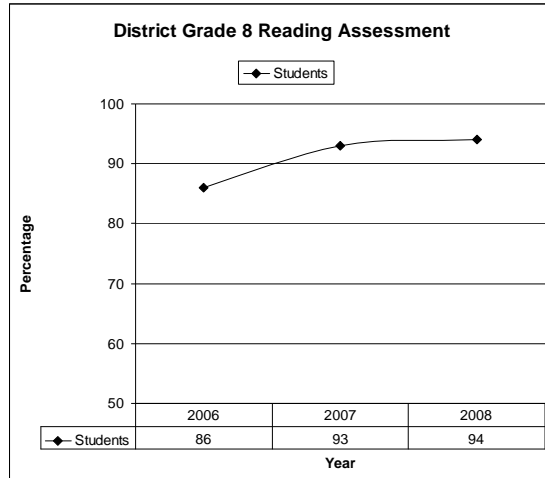


Target not met.



Target not met.





Target not met.

**Objective 2 Strategies** - *To improve intermediate/middle students' reading achievement*

The District will provide professional development workshops:

- On the principles and practices of formative assessment and personalized instruction as it pertains to literacy.

In 2008/09 the district focused on Assessment for Learning through a series of professional development sessions. Subsequently, schools engaged in inquiry projects and have indicated a desire to continue this work as reflected in many school plans. Specifically, schools are working on strategies to make their reading assessments more congruent with the principles of Assessment for Learning by providing more descriptive feedback to students.

➤ New
- To support teachers' continued implementation of DART reading assessment.

This strategy will be integrated with the strategy above.

➤ Integrate
- On reading practices and interventions that support success for all students in intermediate/middle classrooms.

The majority of schools still identify reading as a school goal; hence, we will continue to explore new strategies to be responsive to school and student needs.

➤ Ongoing
- On differentiated instruction as it pertains to reading assessment.

This strategy will be integrated with the strategy above. The district will embrace open-ended strategies that are accessible to all students as per the information presented at the BCSSA Leadership for

➤ Integrate

### Learning Academy.

- On strategies that connect reading, writing and oral language. We hosted a highly successful oral language series this year, facilitated by Sharon Jeroski and Kathleen Gregory. Next year we'd like to continue the work in oral language by expanding it cross content areas and cross levels. ➤ Ongoing
- To enhance current intervention projects, specifically Target Reading. Our Target Reading program has been in place for over 5 years. The teachers are well-trained and are offering exemplary programs in their schools. We will continue to support the program by offering training to new teachers, by having three "check in" meetings throughout the year, and by supporting the work these teachers have been doing with assessment. ➤ Maintain

## Objective 3

To improve intermediate/middle First Nations students reading achievement.

### Performance Indicators

- Foundation Skills Assessment results in:
  - Grade 4 First Nations reading
  - Grade 7 First Nations reading
- Annual reading assessment results for First Nations in grade 6, 7, 8

### Current level of achievement

FSA results indicate a significant improvement in Grade 4 First Nations reading.

The Grade 7 FSA result is lower than expected but matches the provincial average.

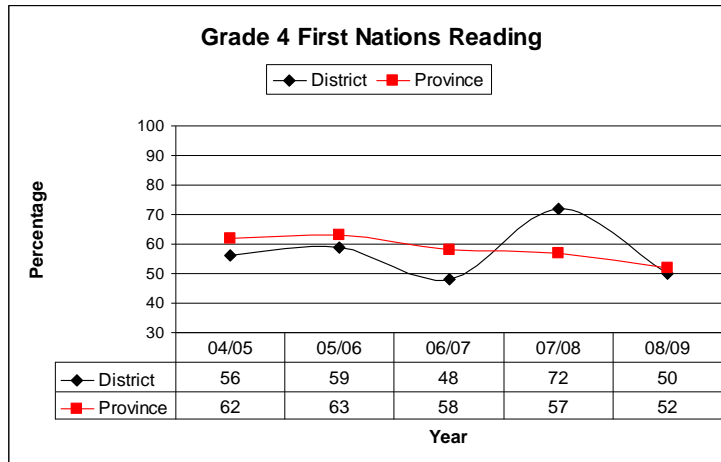
Annual reading assessments (currently DART) for middle level First Nations students indicate that targets have been met.

## Performance Targets

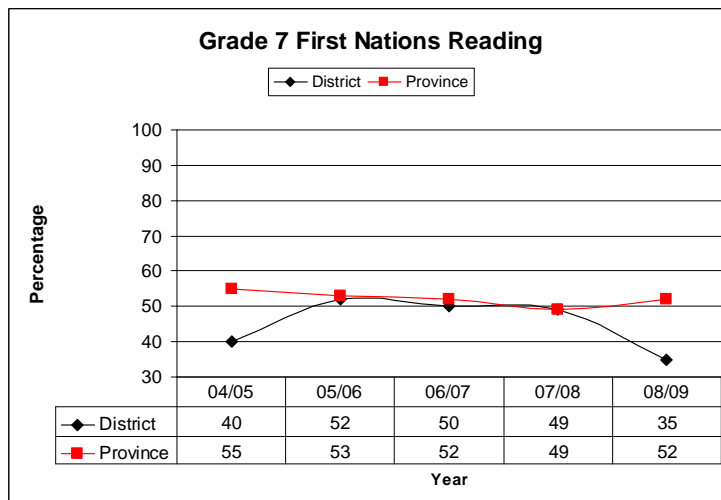
### Foundation Skills Assessment – First Nations

Target for 2009, to sustain to 2012:

- 65% of grade 4 and 7 First Nations students will achieve the level of meeting or exceeding expectations in reading in FSA



Target met.



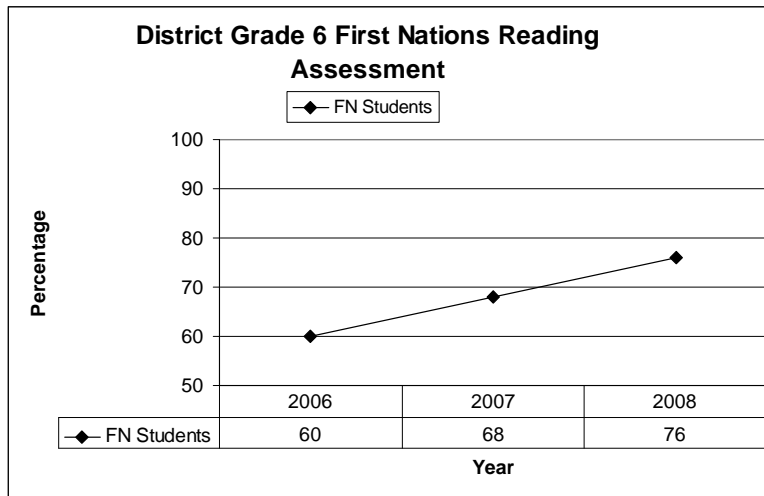
Target not met



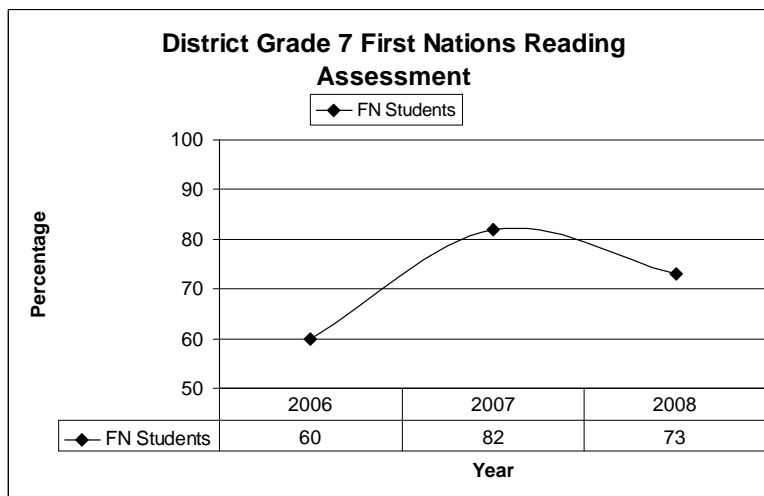
## Annual Reading Assessment - First Nations

Target for 2009, to sustain to 2012:

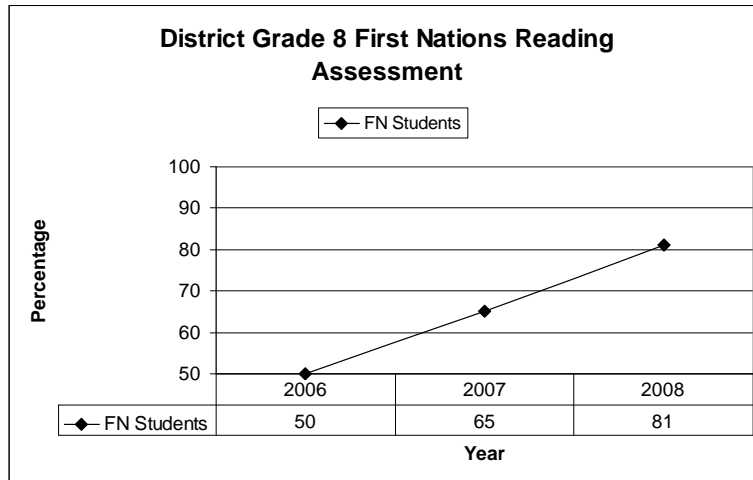
- 70% of First Nations students in grade 6, 7, 8 will achieve the level of minimally meeting, meeting, fully meeting, exceeding expectations in the annual reading assessment (DART)



Target met.



Target met



Target met.

**Objective 3 Strategies** – *To improve intermediate/middle First Nations reading achievement.*

The District will provide professional development workshops and opportunities:

- To include First Nations teachers and support staff in the professional development opportunities being initiated at their respective schools.

The majority of First Nations students attend school in our central zone. We've held reading strategy workshops at our central zone schools and have had strong participation from our First Nations teachers. Most notably was our reading strategy series with Kathleen Gregory at Bayside Middle School.

➤ Ongoing
- To support First Nations teachers and support staff in supplementing school reading programs with culturally relevant materials for the First Nations students.

This goal is also connected to our Enhancement Agreement. Culturally relevant materials have recently been added to many library research projects as well as to classroom lessons.

➤ Ongoing
- On Soar to Success for First Nations staff including education assistants.

Planned for 2009.

➤ New
- On Picture Word Induction Method.

Planned for 2009

➤ New

▪ On oral language.

Planned for 2009

➤ New

## **Objective 4**

To improve intermediate/middle students' writing achievement.

### **Performance Indicators**

- Foundation Skills Assessment results in:
  - Grade 4 writing
  - Grade 7 writing
  - Grade 4 and 7 writing by gender
  - Writing progress by cohort from grade 4 to 7

### **Current level of achievement**

District results were significantly above the provincial average in 2008. The gap between boys and girls was reduced which is an encouraging sign.

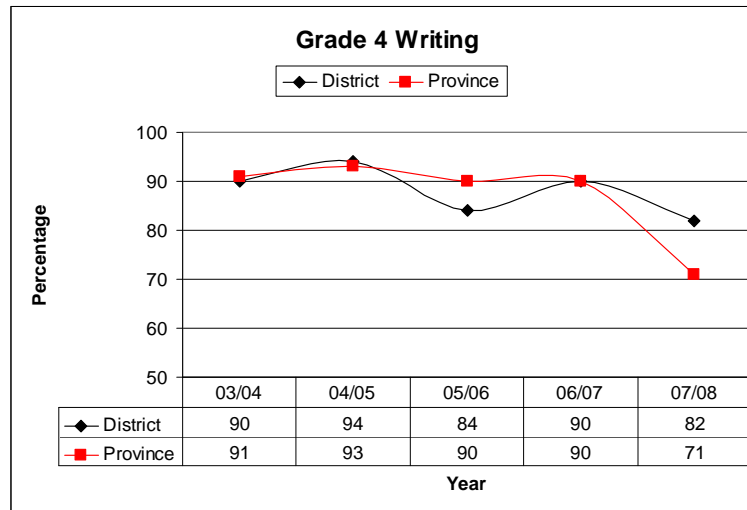
The performance of Grade 7 boys has improved over the last 3 years.

## Performance Targets

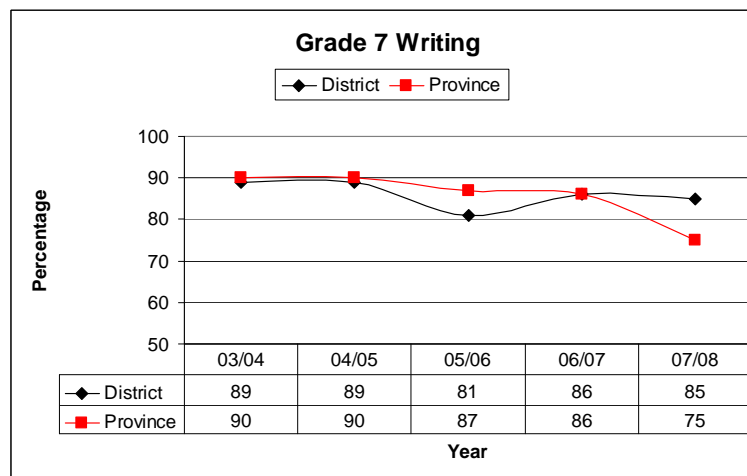
### Foundation Skills Assessment

Target for 2009, to sustain to 2012:

- 95% of grade 4 students will achieve the level of meeting or exceeding expectations in writing in FSA
- 90% of grade 7 students will achieve the level of meeting or exceeding expectations in writing in FSA



Target not met.

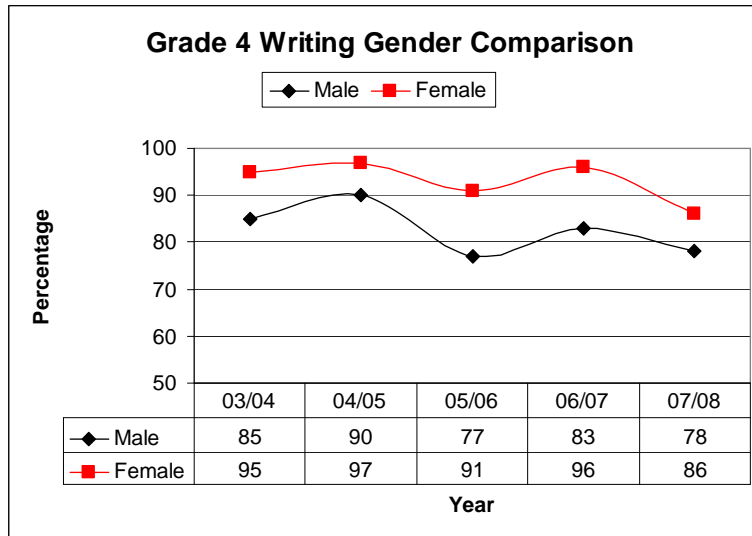


Target not met.

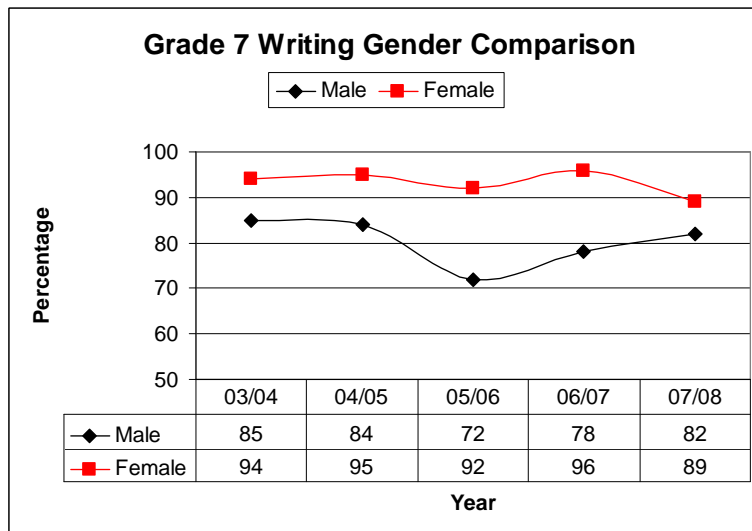


Targets for 2009, to sustain to 2012:

- The performance of boys in writing will match the girls' performance within 3% in FSA in grade 4 and 7



Target not met.



Target not met.

## Foundation Skills Assessment Cohort Progress

Targets as follows:

- Writing results will show even or positive progression from grade 4 to 7 for boys, girls and First Nations students in each cohort

Percent of students meeting expectations in FSA writing:

	<b>Grade 4</b>	<b>Grade 7</b>
	<b>2003</b>	<b>2006</b>
Boys	90%	72%
Girls	98%	92%
First Nations	83%	48%

	<b>2004</b>	<b>2007</b>
Boys	85%	78%
Girls	95%	96%
First Nations	74%	60%

	<b>2005</b>	<b>2008</b>
Boys	90%	82%
Girls	97%	89%
First Nations	74%	72%

	<b>2006</b>	<b>2009</b>
Boys	77%	
Girls	91%	
First Nations	69%	

	<b>2007</b>	<b>2010</b>
Boys	83%	
Girls	96%	
First Nations	68%	

Targets not met.

## **Objective 4 Strategies** – *To improve Intermediate/Middle students' writing achievement*

The district will provide professional development workshops:

- |   |  |             |
|---|--|-------------|
| ▪ On the principles and practices of formative assessment and personalized instruction as it pertains to literacy.                          | In 2008/09 the district focused on assessment for learning through a series of professional development sessions. Subsequently, schools engaged in inquiry projects and have indicated a desire to continue this work as reflected in many school plans. Some schools are working on strategies that align their writing assessments with the principles of assessment for learning. | ➤ New       |
| ▪ To support teachers' continued implementation of school-based school-wide writes.   | This strategy is integrated with the strategy above.   | ➤ Integrate |
| ▪ On writing practices that support success for all students in intermediate/middle classrooms.   | We will continue to explore new strategies through the traits of writing framework and BC Performance Standards.   | ➤ Ongoing   |
| ▪ On analytical and systematic frameworks (such as the BC Performance Standards or traits of writing) aligning assessment with instruction. | This strategy is integrated with the strategy above.   | ➤ Integrate |

## **Objective 5**

To improve intermediate/middle First Nations' achievement in writing.

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### **Performance Indicators**

- Foundation Skills Assessment results in:
- Grade 4 First Nations writing
- Grade 7 First Nations writing

### **Current level of achievement**

As in reading, the district First Nations numbers are relatively small, making overall performance difficult to assess.

The 2008 performance of Grade 4 First Nations students in writing was significantly above provincial averages and a very encouraging sign.

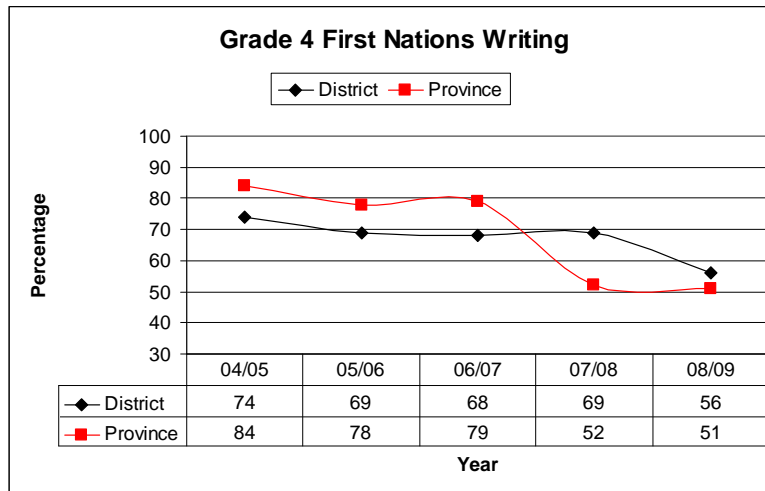
The 2008 performance of Grade 7 First Nations students shows a dramatic improvement since 2005/06 and met the indicated target. This score of 72% was 16% above the provincial average.

## Performance Targets

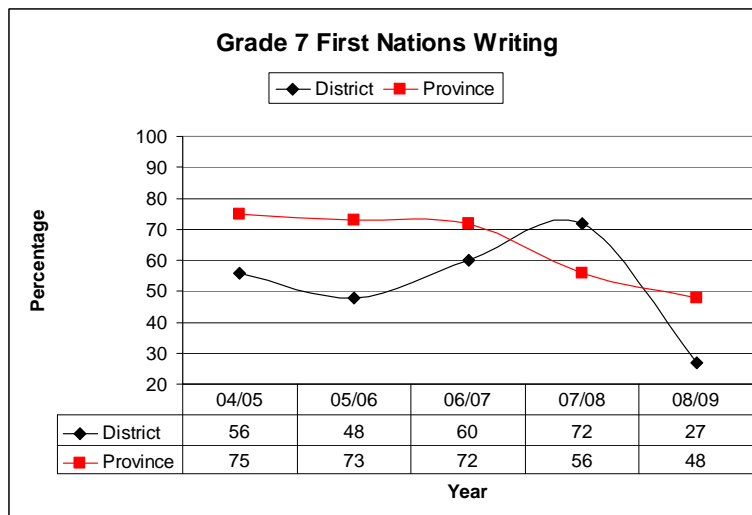
### Foundation Skills Assessment – First Nations

Target for 2009, to sustain to 2012:

- 80% of grade 4 First Nations students will achieve the level of meeting or exceeding expectations in writing in FSA
- 70% of grade 7 First Nations students will achieve the level of meeting or exceeding expectations in writing in FSA



Target not met.



Target met.



**Objective 5 Strategies** – *To improve intermediate/middle First Nations' achievement in writing.*

The District will provide professional development workshops and opportunities:

- To include First Nations teachers and support staff in the professional development opportunities being initiated at their respective schools.      The majority of schools are just beginning to shift their literacy focus to writing. As a result less work has been done in this area than in reading. One initiative that has shown some preliminary success with First Nations learners has been “Words Their Way” (spelling).      ➤ Ongoing
  
- To support First Nations teachers and support staff in supplementing school writing programs with culturally relevant materials for the First Nations students.      This goal is connected to the Enhancement Agreement. One writing initiative that has proven to be culturally relevant has been “In Their Words” (poetry). Schools will continue to explore opportunities for students to engage in culturally relevant writing projects.      ➤ Ongoing

## Objective 6

To improve middle level students' intellectual engagement in language arts.

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### Performance Indicators

- National student survey "What Did You Do In School Today" (WDYDIST)
- Intellectual engagement in language arts

### Current level of achievement

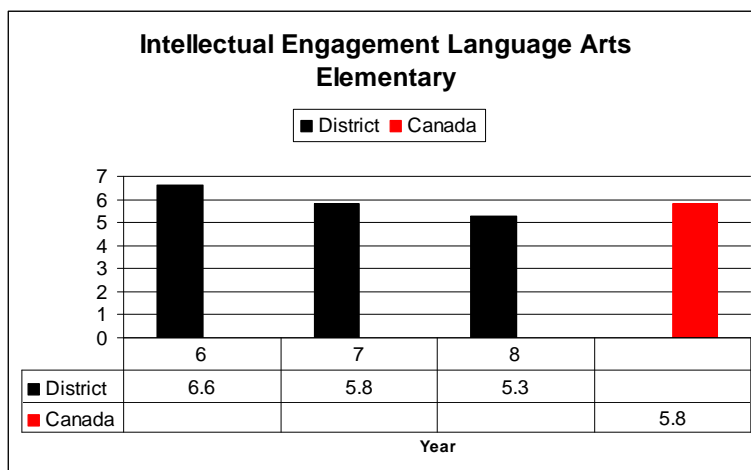
2008 represents baseline data. Student engagement in language arts will be closely monitored.

### Performance Targets

#### "What Did You Do In School Today" survey

Target for 2012:

- Intellectual engagement in language arts will increase to a level of 7.0 out of 10.0 for grades 6, 7, 8



## **Objective 7**

To improve secondary students' literacy achievement and engagement in language arts.

### **Performance Indicators**

- Provincial Examination results in:
  - English 10 (Pass Rates and A and B Rates)
  - English 12 (Pass Rates and A and B Rates)
  - Communications 12 (Pass Rates and A and B Rates)
  - First Nations English 10 and 12 (Pass Rates)
  - First Nations Communications 12 (Pass Rates)
- National student survey "What Did You Do In School Today" (WDYDIST)
  - Intellectual engagement in language arts

### **Current level of achievement**

Saanich continues to perform well above provincial averages in English examinations. A number of achievement targets have been met.

Significantly high numbers of students in Saanich achieve an A or B score.

There is low participation in English 12 by First Nations students. However, all students who completed the course passed the final exam. Saanich will continue to find ways to support higher participation rates.

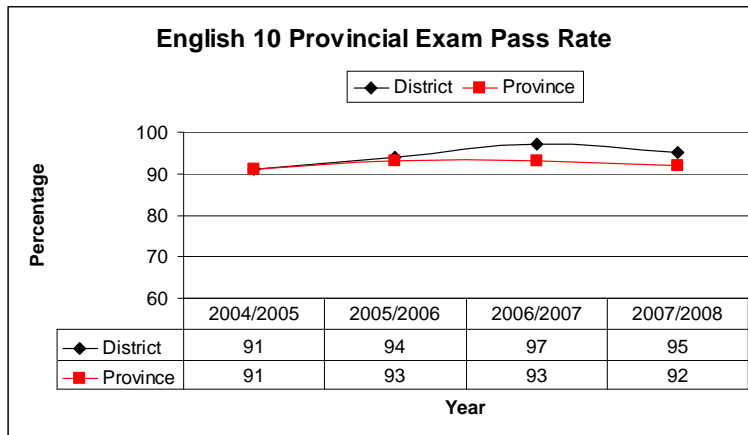
While survey results are above the national norm, there is a general expectation that engagement levels should be higher.

## Performance Targets

### Grade 10 and 12 Provincial Exams

Target for 2009, to sustain to 2012:

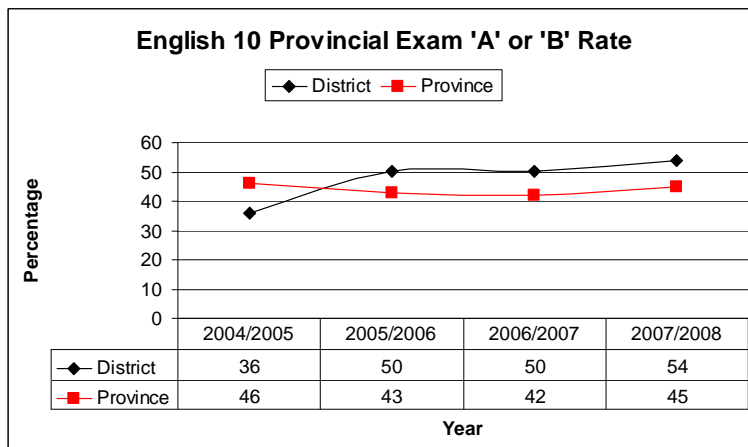
- Pass rate of 95% in the English 10 Provincial Exam



Target met.

Target for 2009, to sustain to 2012:

- A or B rate of 50% in the English 10 Provincial Exam

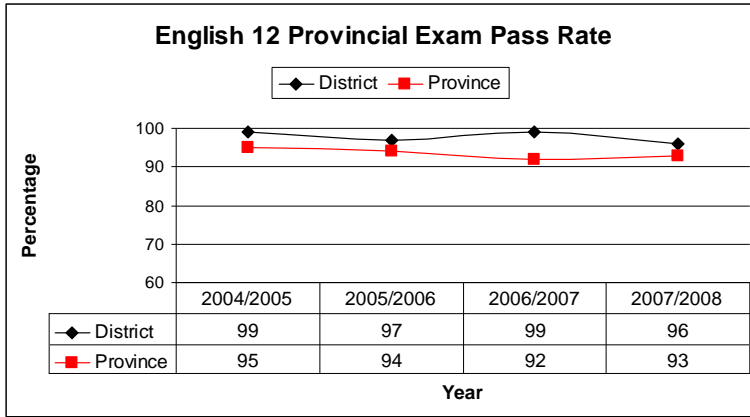


Target met.



Target for 2009, to sustain to 2012:

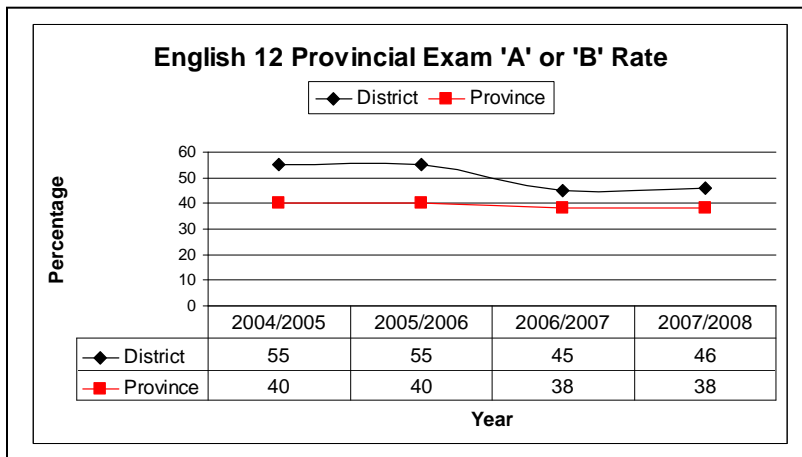
- Pass Rate of 99% in the English 12 Provincial Exam



Target not met.

Target for 2009, to sustain to 2012:

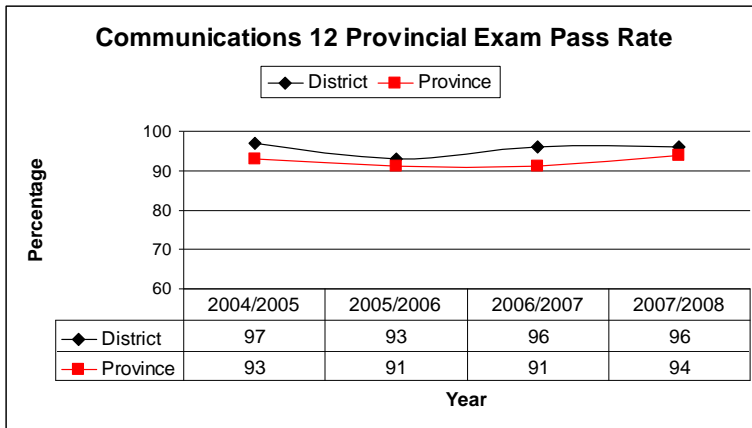
- A or B Rate of 55% in the English 12 Provincial Exam



Target not met.

Target for 2009, to sustain to 2012:

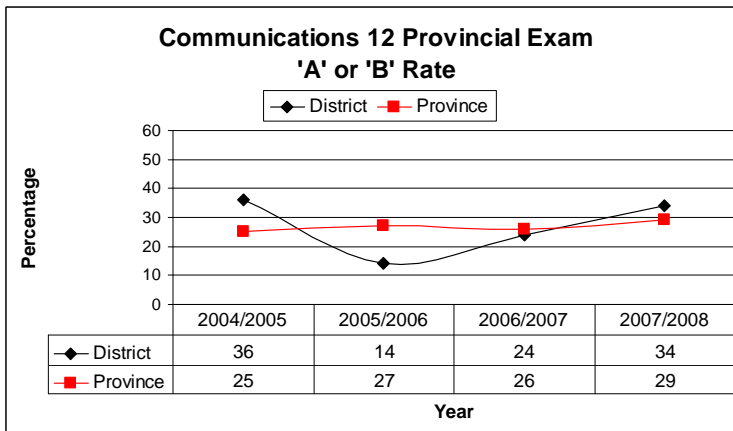
- Pass rate of 95% in the Communications 12 Provincial Exam



Target met.

Target for 2009, to sustain to 2012:

- A or B rate of 25% in the Communications 12 Provincial Exam

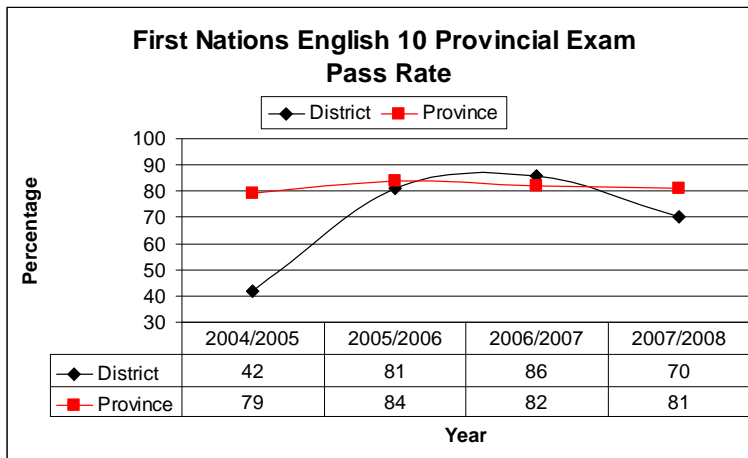


Target met.



Target for 2009, to sustain to 2012:

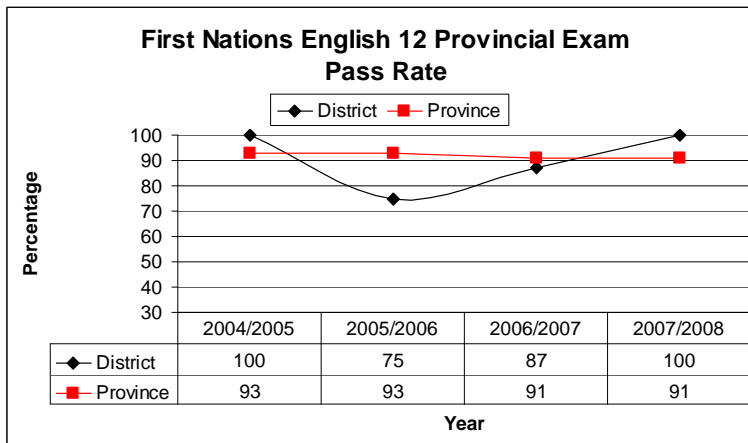
- Pass rate of 80% in the First Nations English 10 Provincial Exam



Target not met.

Target for 2009, to sustain to 2012:

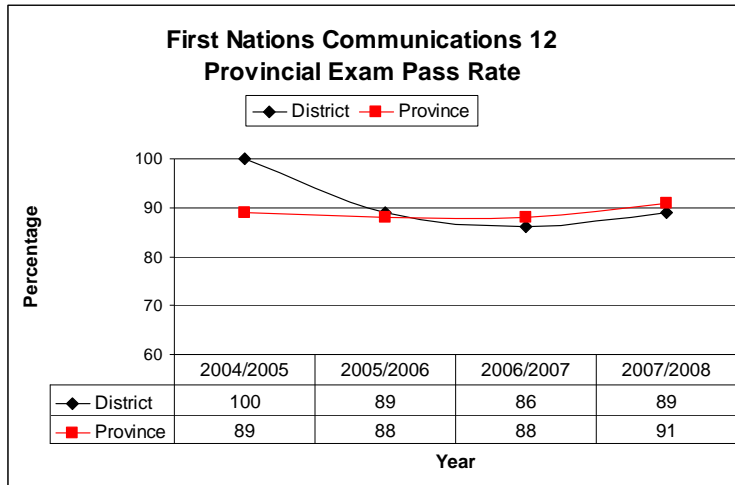
- Pass rate of 90% in the First Nations English 12 Provincial Exam



Target met.

Target for 2009, to sustain to 2012:

- Pass rate of 90% in the First Nations Communications 12 Provincial Exam

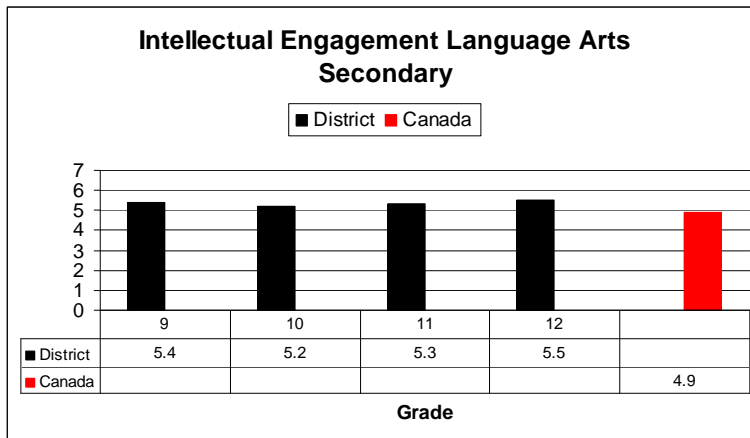


Target not met.

### “What Did You Do In School Today” survey

Target for 2009, to sustain to 2012:

- Intellectual engagement in language arts will increase to a level of 7.0 out of 10.0 for grades 9, 10, 11, 12





**Objective 7 Strategies** – *To improve secondary students’ literacy achievement and intellectual engagement language arts.*

The District will provide professional development workshops:

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>▪ On the principles and practices of formative assessment and personalized instruction as it pertains to literacy.</li> </ul>                      | <p>Secondary schools have moved away from the DART assessment and are administering the RAD assessment with some great success. Schools have begun making reading assessments more congruent with the principles of Assessment for Learning by providing individualized, descriptive feedback to students. The district will continue to support this endeavor.</p> | <ul style="list-style-type: none"> <li>➤ New</li> </ul>       |
| <ul style="list-style-type: none"> <li>▪ To support teachers’ continued implementation of DART reading assessment.</li> </ul>   | <p>This strategy will be integrated with the strategy above.</p>  | <ul style="list-style-type: none"> <li>➤ Integrate</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ On analytical and systematic frameworks (such as BC Performance Standards or traits of writing) aligning assessment with instruction.</li> </ul> | <p>This strategy will be integrated with the strategy above.</p>  | <ul style="list-style-type: none"> <li>➤ Ongoing</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ On reading practices and interventions that support success for all students in secondary classrooms.</li> </ul>                                 | <p>The majority of schools identify reading as a school goal; hence, we will continue to explore new strategies to be responsive to school and student needs.</p>   | <ul style="list-style-type: none"> <li>➤ Integrate</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ On differentiated instruction as it pertains to reading assessment.</li> </ul>   | <p>This strategy will be integrated with the strategy above. The district will embrace open-ended strategies that are accessible to all students as per the information presented at the BCSSA Leadership for Learning Academy.</p>   | <ul style="list-style-type: none"> <li>➤ Maintain</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ On strategies that connect reading, writing and oral language.</li> </ul>  | <p>We hosted a highly successful oral language series this year, facilitated by Sharon Jeroski and Kathleen Gregory. Next year we’d like to shift the responsibility for this goal to the secondary English Departments. We will monitor this shift.</p>  | <ul style="list-style-type: none"> <li>➤ Maintain</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ To continue and enhance the linear programming at</li> </ul>   | <p>Linear program teachers will continue to explore the Adrienne Gear strategies for reading non-fiction. We will also</p>  | <ul style="list-style-type: none"> <li>➤ Ongoing</li> </ul>   |

secondary.

investigate and implement strategies for  
USSR time such as browsing bags.

- On digital literacy strategies to address online reading comprehension and online writing skills.

We hosted three highly successful workshops on digital literacy strategies. We plan to continue work in this area by exploring the use of Web 2.0 tools in secondary classrooms.

➤ Ongoing

## **GOAL THREE TO IMPROVE NUMERACY/MATHEMATICS ACHIEVEMENT**

### **Objectives**

1. To improve primary and intermediate/middle students' achievement in numeracy and middle level students' engagement in mathematics.
2. To improve intermediate/middle and secondary First Nations students' achievement in numeracy.
3. To improve secondary students' mathematics achievement and intellectual engagement in mathematics.

### **Rationale**

- Professional reflection and dialogue have made it clear that competence in numeracy and mathematics is an important priority.
- School plans at several elementary and one middle school include goals to improve student achievement in mathematics.
- District initiatives in assessment for learning indicate the need to continue to promote assessment practices (including the DMA) that link reflective teaching to student learning.
- The small student cohorts of First Nations students make conclusions difficult however there is a concern for student engagement and performance.
- Recent baseline information from the WDYDIST survey suggest that student engagement in mathematics be monitored.

### **Structures**

The district will:

Provide an instructional support teacher to support numeracy K-12.

Provide a budget to support professional development initiatives, release time and resources.

Support the needs of middle and secondary schools in terms of the acquisition of appropriate resources as curriculum is implemented.

Help facilitate zone sharing to enhance the communication between the elementary, middle and secondary mathematics teachers.

Provide opportunities for school and level numeracy teams to meet.

Continue to organize monthly staff meetings for all First Nations Teachers and Educational Assistants.

Continue to conduct home and community visits with First Nations communities.

Provide funding for the Professional Growth Council.

## **Objective 1**

To improve primary and intermediate/middle students' achievement in numeracy and middle level students' engagement in mathematics.

### **Performance indicators**

- Foundation Skills Assessment results in:
  - Grade 4 numeracy
  - Grade 7 numeracy
  - Numeracy progress by cohort from grade 4 to 7
- National student survey "What Did You Do In School Today" (WDYDIST)
  - Intellectual engagement in mathematics

### **Current level of achievement**

2008 was the first year of the new Foundation Skills Assessment (FSA) electronic format and was conducted in February as opposed to May. This change must be taken into consideration when comparing annual results.

While the district performance in numeracy appears to have declined, results in 2008 were well above provincial averages in Grade 4 and 7.

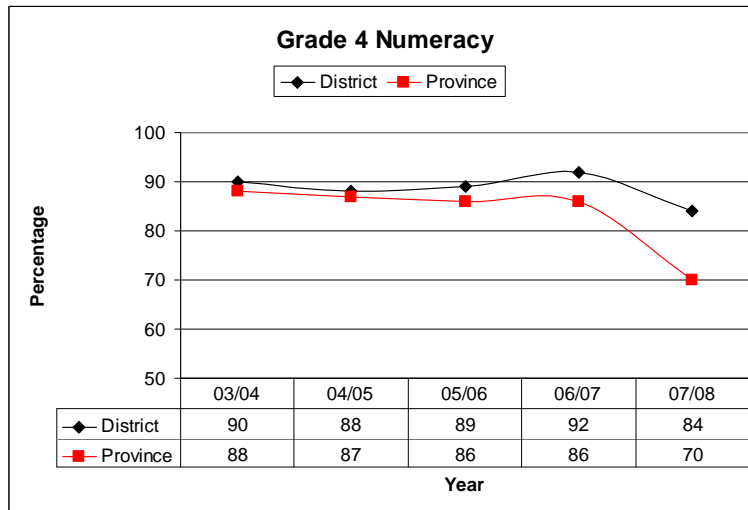
There appears to be a gradual decline in intellectual engagement in mathematics over the middle years, an aspect that the district will monitor closely.

## Performance Targets

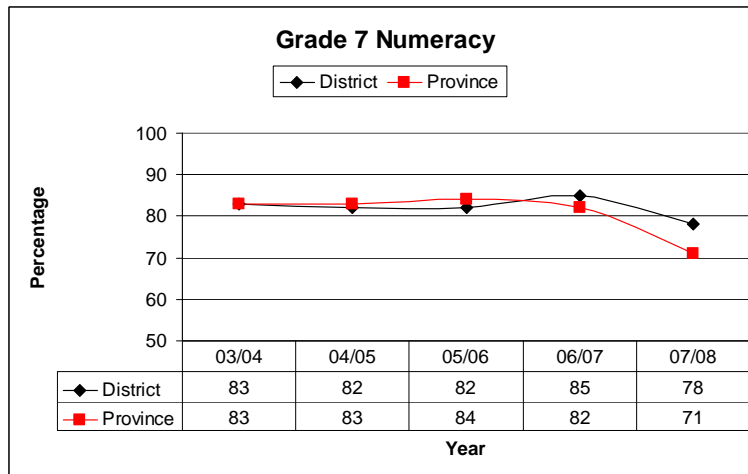
### Foundation Skills Assessment

Target for 2009, to sustain to 2012:

- 90% of grade 4 and 7 students will achieve the level of meeting or exceeding expectations in numeracy in FSA



Target not met.



Target not met.

## Foundation Skills Assessment Cohort Progress

Target for 2012:

- Numeracy results will show even or positive progression from grade 4 to 7 for boys, girls and First Nations students in each cohort

Percent of students meeting expectations in numeracy in FSA:

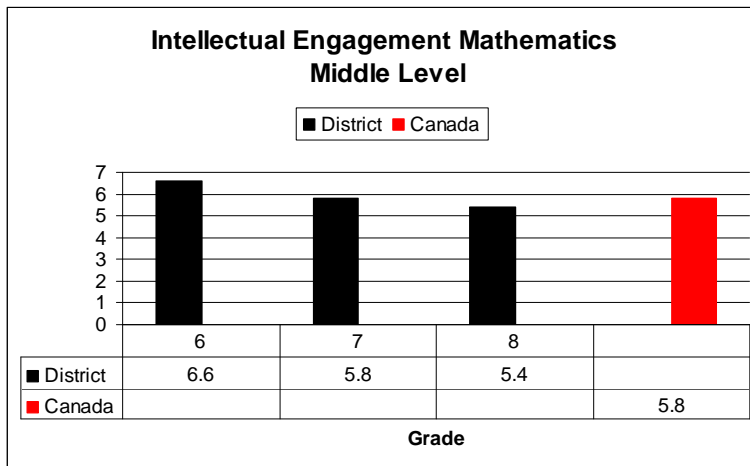
	<b>Grade 4</b>	<b>Grade 7</b>
	<b>2003</b>	<b>2006</b>
Boys	90%	79%
Girls	92%	86%
First Nations	69%	62%
	<b>2004</b>	<b>2007</b>
Boys	91%	85%
Girls	90%	85%
First Nations	79%	89%
	<b>2005</b>	<b>2008</b>
Boys	89%	80%
Girls	86%	75%
First Nations	45%	44%
	<b>2006</b>	<b>2009</b>
Boys	90%	
Girls	88%	
First Nations	56%	
	<b>2007</b>	<b>2010</b>
Boys	90%	
Girls	94%	
First Nations	64%	

Targets not met.

## “What Did You Do In School Today” survey

Target for 2012:

- Intellectual engagement in mathematics will increase to a level of 6.0 out of 10.0 for grades 6, 7, 8



**Objective 1 Strategies** – *To improve primary and intermediate/middle students' achievement in numeracy and middle level students' engagement in mathematics.*

The district will provide professional development workshops:

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>▪ On the principles and practices of formative assessment and personalized instruction in middle school math class.</li> </ul>               | <p>on<br/>The district focused in 2008/09 on assessment for learning through a series of professional development sessions. We would like to continue that initiative next year with a specific content area focus of mathematics and literacy. This strategy will also be supported through continued promotion of formative assessment tools, such as the Diagnostic Math Assessment.</p> | <ul style="list-style-type: none"> <li>➤ New</li> </ul>       |
| <ul style="list-style-type: none"> <li>▪ On each of the 4 strands of mathematics curriculum: number, pattern and relations, shape and space, statistics and probability.</li> </ul> | <p>This year, professional development was offered in all 4 strands. Next year, we will integrate the content of these strands (with a primary focus on number) within the broader framework of formative assessment and problem based learning.</p>  | <ul style="list-style-type: none"> <li>➤ Integrate</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ On problem based learning.</li> </ul>  | <p>Integration of open ended problems as a way of teaching mathematical concepts is consistent with the new curriculum and a critical component to meeting the needs of all students within an inclusive classroom setting. Elementary and middle school teachers are beginning to recognize and use this approach in their teaching.</p>   | <ul style="list-style-type: none"> <li>➤ Ongoing</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ On the diagnostic tool "First Steps" in the areas of Number and Operations.</li> </ul>   | <p>The district provision of First Steps inservice has been very well received over the past 3 years, providing valuable professional development for learning assistant teachers and classroom teachers from grade 1-8. Next year, the focus of this inservice will be on new teachers to the district.</p>  | <ul style="list-style-type: none"> <li>➤ Ongoing</li> </ul>   |

The district will support the implementation of new curriculum through:

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>▪ A 'week in school' support model in middle schools.</li> </ul>                             | <p>This support model was initiated in 2008/09, focusing Professional Development for extended periods of time within each of the schools. While highly successful in this initial year, the model is not sustainable given the reduction in IST time.</p> | <ul style="list-style-type: none"> <li>➤ Discontinued</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ Support for individual teachers and staffs through co-planning and co-teaching.</li> </ul> | <p>Continuation of this support is critical as teachers become familiar with changes to the philosophy and content of the new curriculum. Moving professional development to the classroom through</p>   | <ul style="list-style-type: none"> <li>➤ Ongoing</li> </ul>      |

coaching, co-teaching, and teacher-driven inquiry is the most effective way for improvement of classroom practice and understanding of mathematics.

- Support for parents with a focus on how they can help their children with mathematics.

Several opportunities were provided (e.g., PAC meetings, open houses) to share and discuss directions in mathematics with parent groups. This will continue to be especially important in the middle school.

➤ Ongoing

## Objective 2

To improve intermediate/middle and secondary First Nations students' achievement in numeracy.

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### Performance Indicators

- Foundation Skills Assessment results in:
  - Grade 4 numeracy
  - Grade 7 numeracy
- Provincial Examination results in:
  - Principles of Mathematics 10 (pass rate)
  - Applications of Mathematics 10 (pass rate)
  - Essentials of Mathematics 10 (pass rate)

### Current level of achievement

Grade 4 achievement by First Nations students remained similar to previous years and showed an increase over the provincial average.

Grade 7 achievement dropped significantly. However this drop was in line with the overall provincial performance.

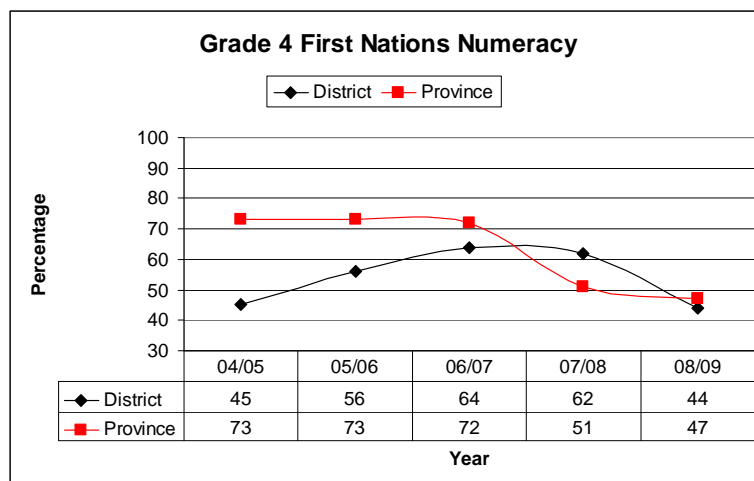
Very few First Nations students enroll in Principles of Mathematics 10 or Applications of Mathematics 10. It is a district initiative through the Enhancement Agreement to increase participation in academic courses. Results are below provincial average in Essentials of Mathematics 10.

### Performance Targets

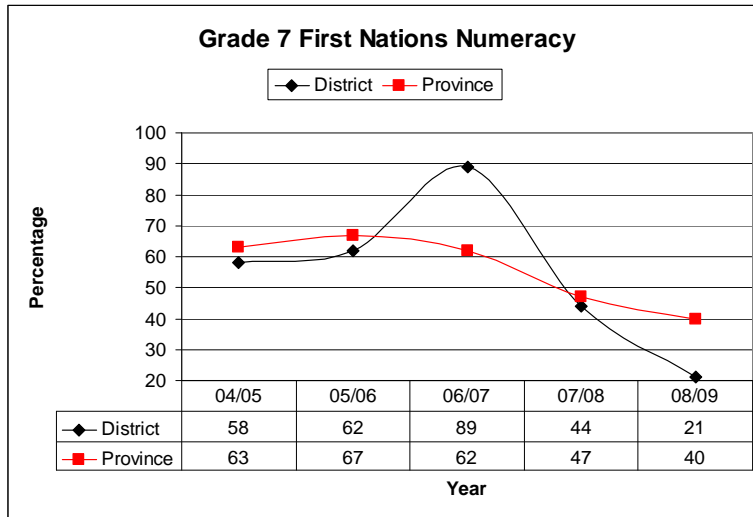
#### Foundation Skills Assessment

Target for 2009, to sustain to 2012:

- 70% of grade 4 and 7 First Nations students will achieve the level of meeting or exceeding expectations in numeracy in FSA



Target not met.

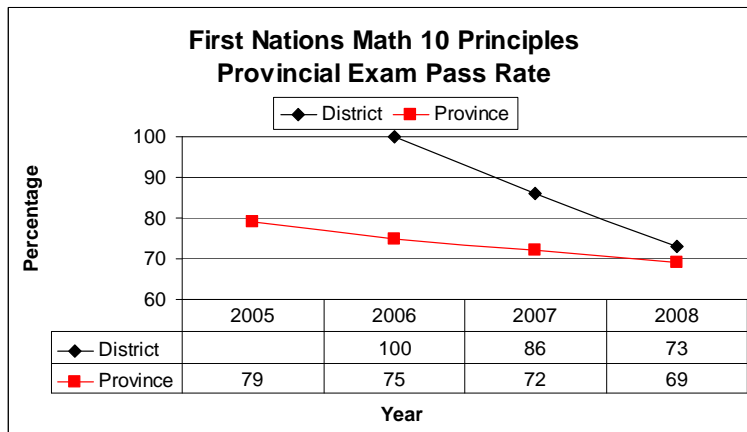


Target not met.

## Provincial Exams – First Nations

Target for 2009, to sustain to 2012:

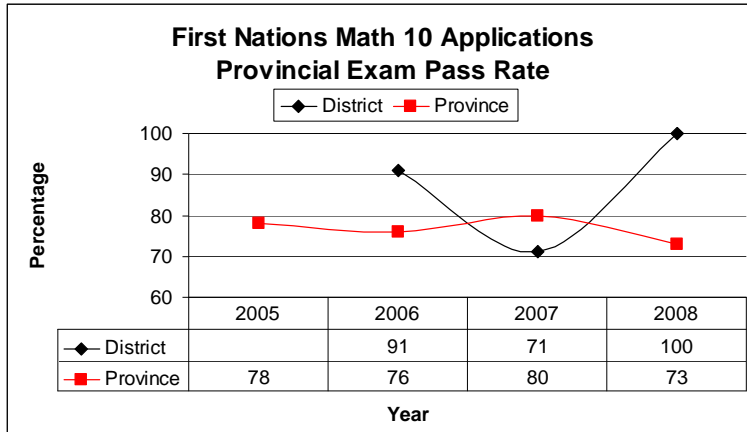
- Pass Rate of 90% in the Principles of Mathematics 10 Provincial Exam



Target not met (very low enrolment in this course).

Target for 2009, to sustain to 2012:

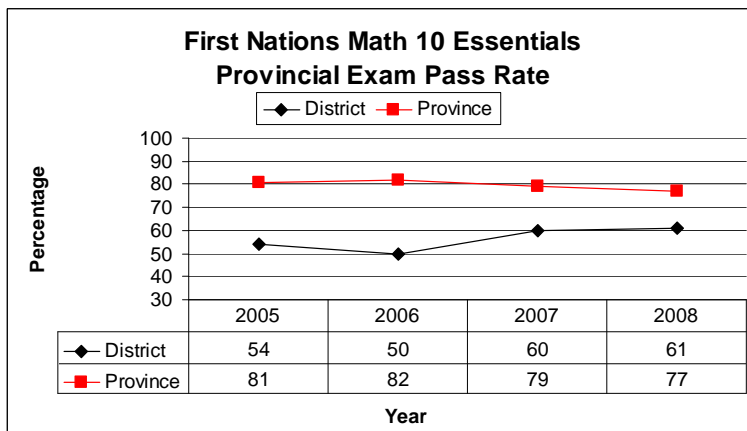
- Pass Rate of 90% in the Applications of Mathematics 10 Provincial Exam



Target met (very low enrolment in this course).

Target for 2009, to sustain to 2012:

- Pass Rate of 75% in the Essentials of Mathematics 10 Provincial Exam



Target not met.

**Objective 2 Strategies** – To improve First Nations students’ achievement numeracy.

on

- |  |  |           |
|--|--|-----------|
| ▪ The district will continue to include First Nations teachers and support staff in the previously listed professional development opportunities.  | We will continue to include First Nations staff in all activities. | ➤ Ongoing |
| ▪ The district will collaborate with schools that have a significant First Nations population on a Network of Performance based school inquiry to raise achievement in mathematics for First Nations students. | For implementation in 2009/10.                                     | ➤ New     |

## Objective 3

To improve student achievement and intellectual engagement in mathematics at the secondary level.

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### Performance Indicators

- Provincial Examinations results in:
  - Principles of Mathematics 10 (pass rates and A or B rates)
  - Applications of Mathematics 10 (pass rates and A or B rates)
  - Essentials of Mathematics 10 (pass rates and A or B rates)
  - Applications of Mathematics 12 (pass rates and A or B rates)
- National student survey “What Did You Do In School Today” (WDYDIST)
  - Intellectual engagement in mathematics

### Current level of achievement

Results in Principles of Mathematics and Applications of Mathematics are significantly higher than the provincial average. Participation rates in this course are very high, indicating that a higher number of students are taking challenging courses.

Subsequently the lower result in Essentials of Math is not a significant concern.

While some targets have not yet been met, they have been set at a very high level of performance.

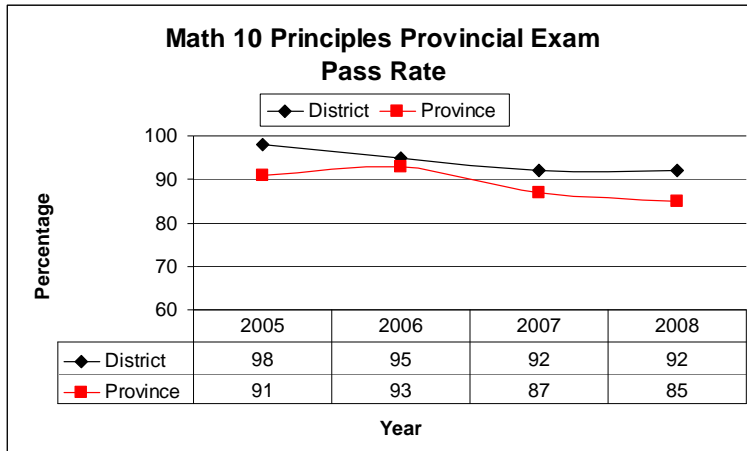
Preliminary results do not indicate a gender difference nor a change over the grades. However, overall intellectual engagement in mathematics is not at a level that meets district expectations.

## Performance Targets

### Grade 10 Provincial Exams

Target for 2009, to sustain to 2012:

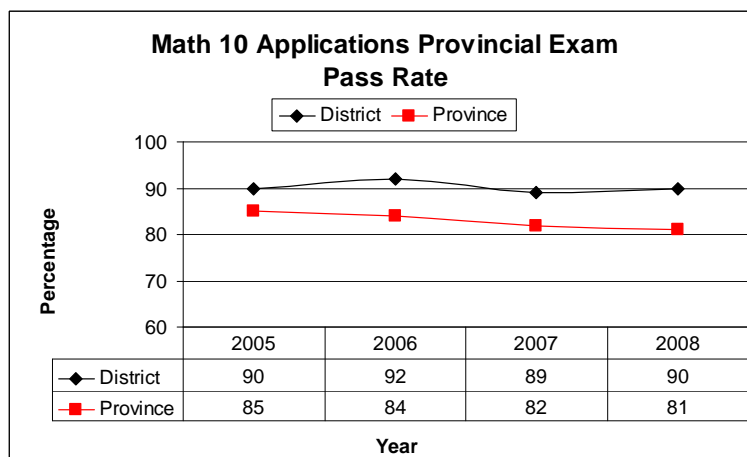
- Pass Rate of 95% in the Principles of Mathematics 10 Provincial Exam



Target not met.

Target for 2009, to sustain to 2012:

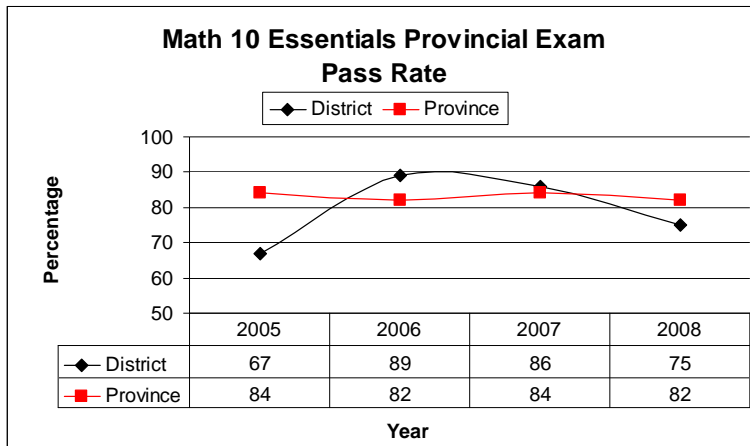
- Pass Rate of 95% in the Applications of Mathematics 10 Provincial Exam



Target not met.

Targets for 2009, to sustain to 2012:

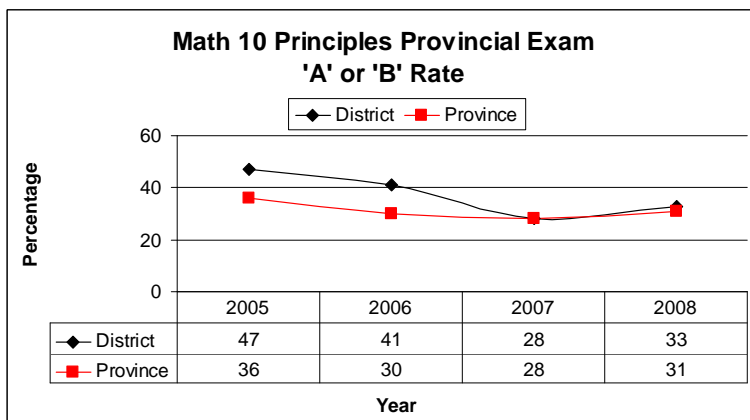
- Pass Rate of 75% in the Essentials of Mathematics 10 Provincial Exam.



Target met.

Target for 2009, to sustain to 2012:

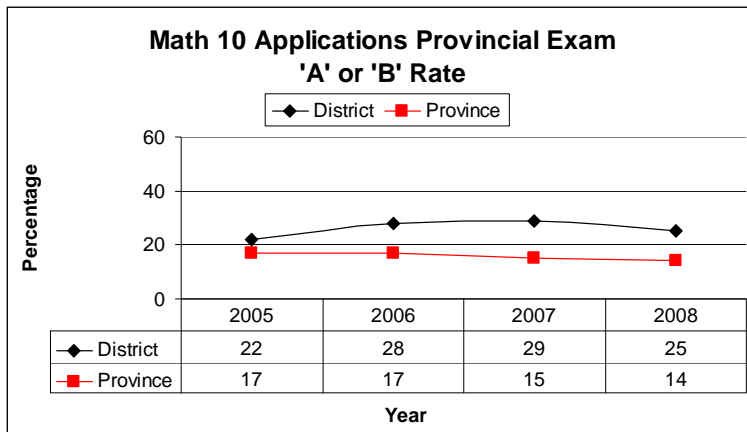
- A or B rate of 50% in the Principles of Mathematics 10 Provincial Exam



Target not met.

Target for 2009, to sustain to 2012:

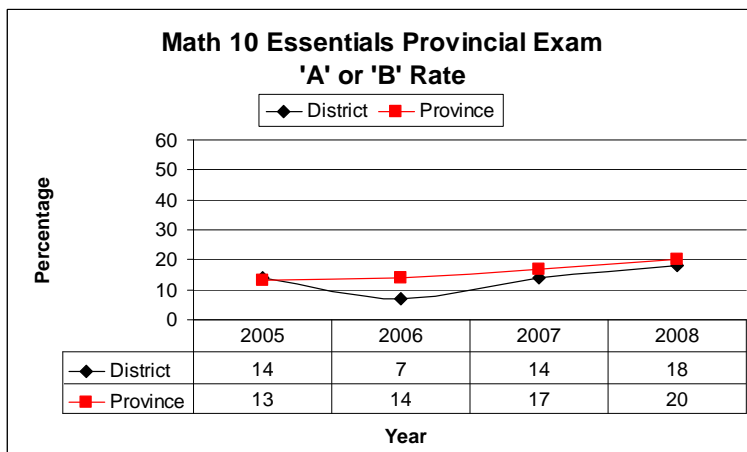
- A or B Rate of 30% in the Applications of Mathematics 10 Provincial Exam



Target not met.

Target for 2009, to sustain to 2012:

- A or B Rate of 25% in the Essentials of Mathematics 10 Provincial Exam

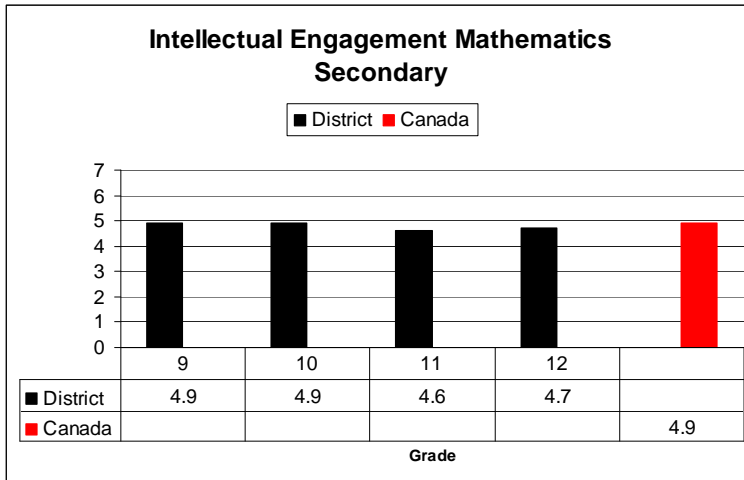


Target not met.

## “What Did You Do In School Today” survey

Target for 2009, to sustain to 2012:

- Intellectual engagement in mathematics will increase to a level of 6.0 out of 10.0 for grade 9, 10, 11, 12





**Objective 3 Strategies** – To improve student achievement and engagement in mathematics at the secondary level.

- |  |  |           |
|--|--|-----------|
| ▪ Schools will continue to participate in secondary mathematics contests.  | Contests are offered as a way to challenge high achieving students and to promote engagement in mathematics.   | ➤ Ongoing |
| ▪ Schools will continue to support students struggling in mathematics through their peer tutoring programs and/ or free tutoring to students outside of the regular class time.              | Teacher willingness to provide extra support and the peer tutoring programs are invaluable opportunities for struggling students. This will continue to be a focus to improve student achievement.   | ➤ Ongoing |
| ▪ The district will facilitate discussions with its secondary teachers on the changes to the Mathematics IRPs in grades 9-12 in preparation for curriculum implementation 2009 through 2012. | Initiated in 2009, this provided a valuable opportunity for discussion between schools.  | ➤ New     |
| ▪ The district will provide inservice to facilitate understanding of the changes in the approach within the curriculum, and shifting grade level content.                                    | With what has been learned about the adolescent brain and effective teaching practices to engage students, the district will continue to provide these opportunities to facilitate transition of mathematics instruction from the elementary/middle levels to the secondary level. | ➤ New     |

## **GOAL FOUR TO IMPROVE STUDENTS' LEVELS OF SOCIAL RESPONSIBILITY**

### **Objectives**

1. To improve elementary and middle students' levels of social responsibility.
2. To improve secondary students' levels of social responsibility.
3. To increase the attendance at school and participation level of students in activities that promote social responsibility.

### **Rationale**

- The Saanich School District has continued to place the development of social responsibility as a high priority.
- School Growth Plans indicate the commitment of schools to focus on social responsibility, especially at the middle level.
- Through Appreciative Inquiry, social and global responsibility was identified as a strong priority.
- The WDYDIST survey includes a number of questions related to social responsibility. As the district continues to collect this input, further information will enhance our understanding of social behaviours and their influence on student achievement.

### **Structures**

The district will:

Provide district staffing for an Instructional Support Teacher for Student Services.

Continue its relationship with community groups such as the Police Liaison officers in our schools, the volunteers trained in Restorative Justice and Restitution and Beacon Community Services.

Continue to support the secondary and middle school PASS programs (Program Alternatives to Student Suspension) for drug/alcohol education.

Provide release time to support the Professional Growth Council which will seek ways to find alignment in the various social responsibility programs being offered at each level.

Support the goals and strategies included in the First Nations Enhancement agreement as they relate to promoting First Nations culture, connectedness and student transitions.



## **Objective 1**

To improve elementary and middle students' levels of social responsibility.

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### **Performance Indicators**

- Ministry Satisfaction Survey
  - Respecting personal differences
  - Feeling safe at school
  - Not being bullied
  - Knowing expectations
  - Enforcement of rules at school

### **Current level of achievement**

In general, elementary students feel safe, respect others and feel well treated by others.

At middle level, students feel somewhat less safe. Middle schools continue to address this issue through a variety of programs.

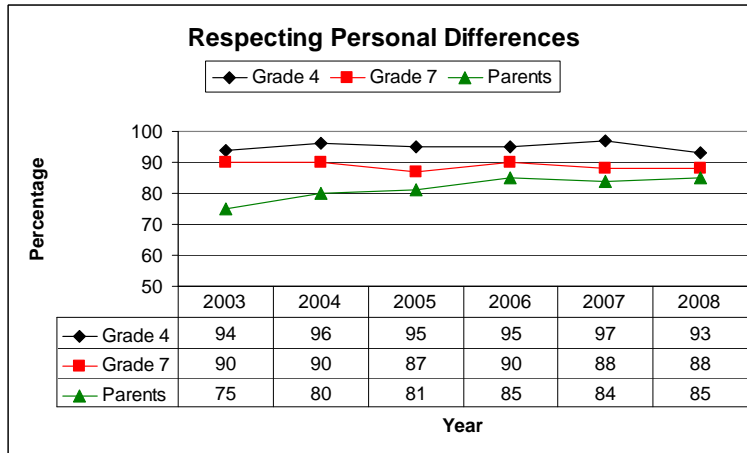
Overall, there appears to be a greater need to engage parents with the understanding and enforcement of rules at school.

## Performance Targets

### Ministry Satisfaction Survey

Target for 2009, to sustain to 2012:

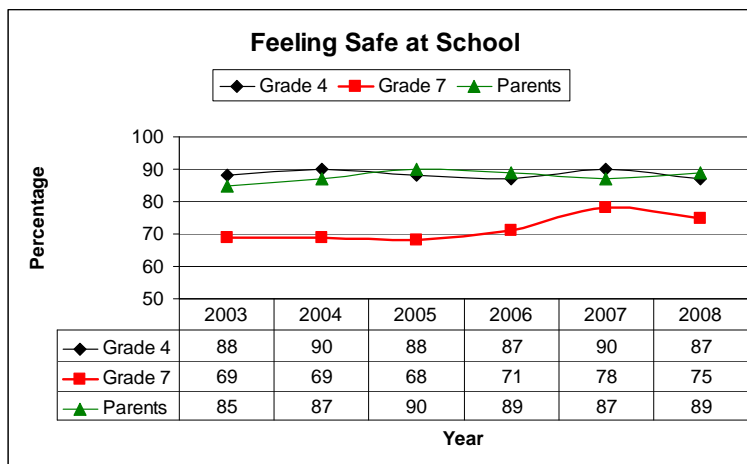
- 95% of grade 4 and 7 students will indicate they respect personal differences
- 90% of elementary/middle parents will indicate their children show respect for personal differences



Targets not met.

Target for 2009, to sustain to 2012:

- 90% of grade 4 and 7 students will indicate they feel safe at school
- 90% of elementary/middle parents will indicate their children feel safe at school

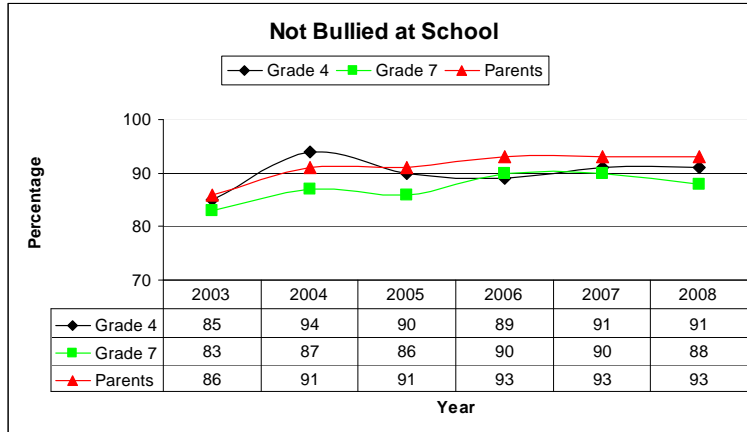


Targets not met.



Target for 2009, to sustain to 2012:

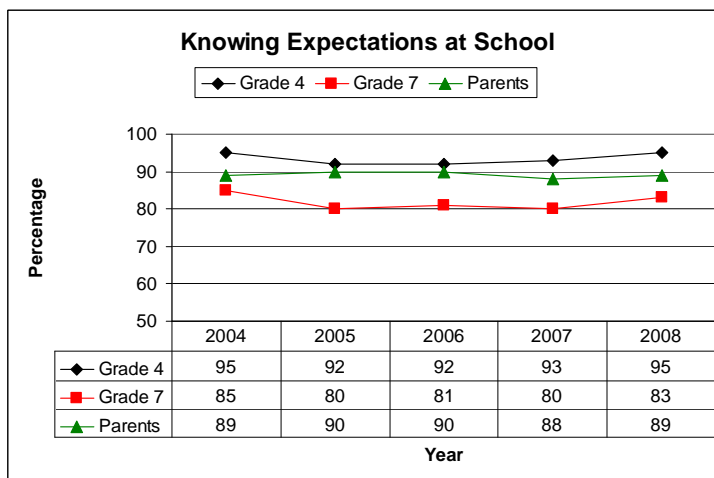
- 95% of grade 4 and 7 students will indicate that they are not bullied, teased or picked on
- 95% of elementary/middle parents will indicate their children are not bullied, teased or picked on



Target not met.

Target for 2009, to sustain to 2012:

- 95% of grade 4 and 7 students will indicate they know how the school expects them to behave
- 95% of elementary/middle parents will indicate that their children know how the school expects them to behave

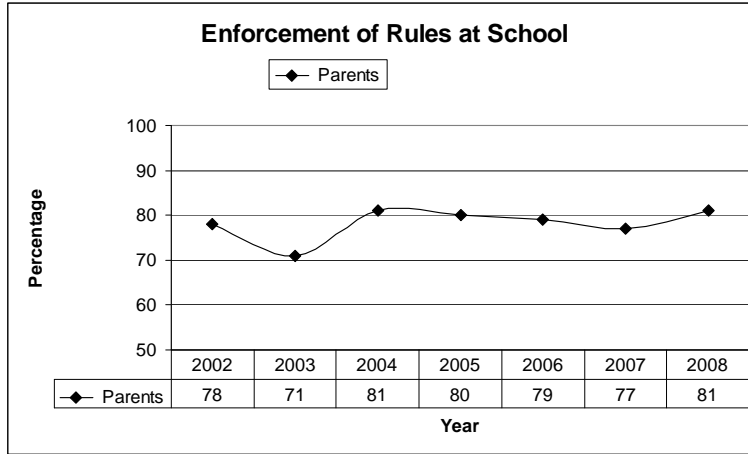


Target met for grade 4.



Target for 2009, to sustain to 2012:

- 85% of elementary parents will indicate that there is consistent enforcement of behaviour rules



Target not met.

**Objective 1 Strategies** – *To improve elementary and middle students' levels of social responsibility*

- The district will continue to provide professional development workshops for school staffs on the following topics:
    - Tribes Training
    - The Friends Program
    - Restorative Justice
  - As more and more staff become trained, school-wide implementation is becoming more frequent and systemic.
  - Ongoing
- The district will continue to expand and promote the use of the FRIENDS program at elementary and promote this new program at the middle school level.
  - Use of FRIENDS program increased at both the elementary and middle levels. Seven elementary schools and three middle schools participated were trained this year. As a result of the reduction in the Comprehensive Support Teacher's time, it is unlikely that any new schools will be in serviced in 09/10.
  - New
- The district will continue to offer the Peacemakers program at the elementary level.
  - Elementary students continue to develop and practice conflict resolution strategies. Not all elementary schools have had the opportunity to participate in this program.
  - Ongoing
- Middle schools will
  - Students will develop a familiarity with
  - Ongoing

continue to teach lessons that address aspects of the social responsibility rubric.

the rubric and a deeper understanding of their own behavior

- |   |   |                  |
|---|---|------------------|
| <ul style="list-style-type: none"> <li>▪ Schools will continue to offer restitution through trained community volunteers at each of the middle schools.</li> </ul>  | <p>Trained volunteers continue to visit each of the three middle schools weekly to assist in resolving student conflicts.</p>     | <p>➤ Ongoing</p> |
| <ul style="list-style-type: none"> <li>▪ Schools will continue to offer the Girls' Circle, Social Conversation groups, Peer Mediation and Leadership classes.</li> </ul>  | <p>Programs vary depending on the schools.</p>  | <p>➤ Ongoing</p> |
| <ul style="list-style-type: none"> <li>▪ Middle schools will seek ways to include information from the "sense of belonging" question in the WDYDIST survey in school social responsibility planning.</li> </ul> | <p>The WDYDIST survey gives schools and the district information about student perceptions of their school experiences.</p>       | <p>➤ New</p>     |
| <ul style="list-style-type: none"> <li>▪ The district will support the new middle school PASS Program (Program Alternatives to Student Suspension) for drug/alcohol education.</li> </ul>                       | <p>Students participating in this program receive support from both their school and VIHA(Vancouver Island Health Authority).</p> | <p>➤ New</p>     |

## Objective 2

To improve secondary students' levels of social responsibility

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### Performance Indicators

- Ministry Satisfaction Survey
  - Feeling safe at school
  - Respecting personal differences
  - Not being bullied
  - Enforcement of rules at school

### Current level of achievement

There have been improvements in the level of students feeling safe at school. Very few students indicate that they have been bullied, teased or picked on.

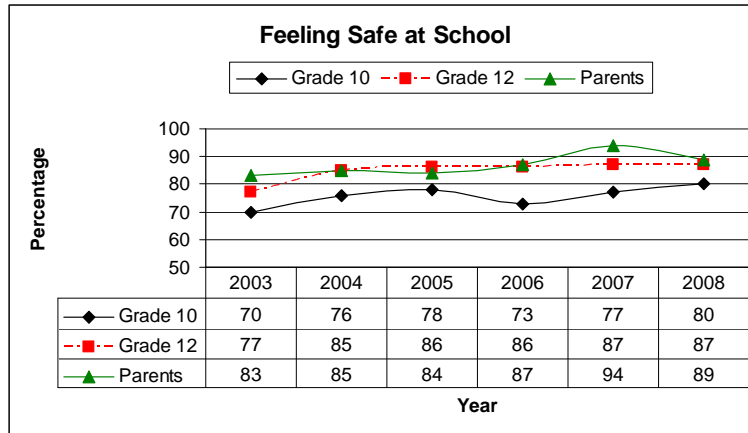
As with parents at elementary and middle, parents of secondary students would like to see a greater level of consistent enforcement of rules at school.

## Performance Targets

### Ministry Satisfaction Survey

Target for 2009, to sustain to 2012:

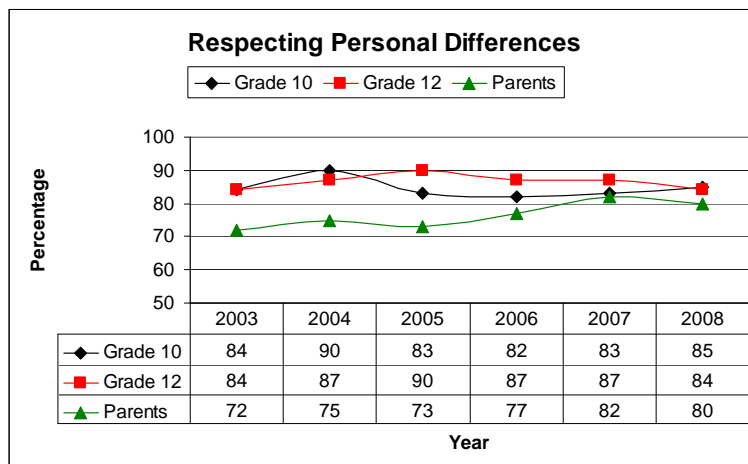
- 80% of grade 10's and 90% of grade 12's will indicate they feel safe at school
- 90% of secondary parents will indicate their children are safe at school



Target met for Grade 10.

Target for 2009, to sustain to 2012:

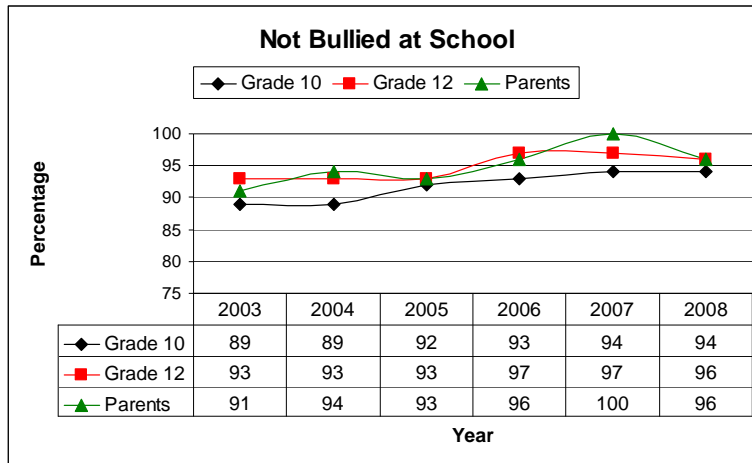
- 90% of students in grade 10 and 12 will indicate they respect personal differences
- 80% of secondary parents will indicate their children show respect for personal differences



Target met for parents.

Target for 2009, to sustain to 2012:

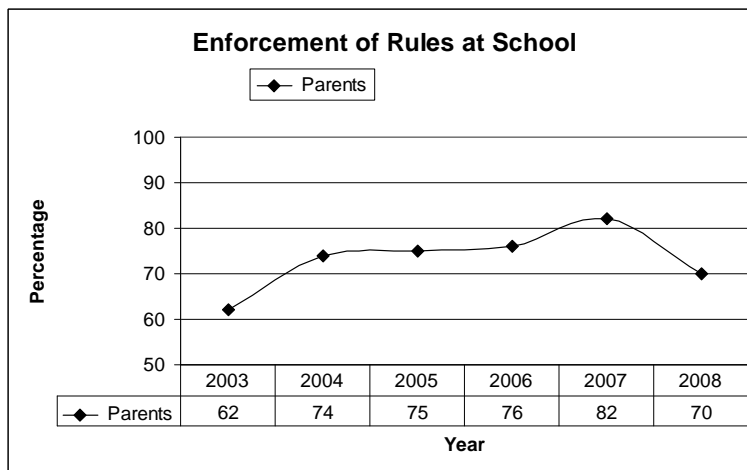
- 95% of students will indicate that they are not bullied, teased or picked on
- 95% of parents will indicate that their children are not bullied, teased or picked on



Targets met for Grade 12 students and parents.

Target for 2009, to sustain to 2012:

- 80% of secondary parents will indicate that there is consistent enforcement of behaviour rules



Target not met.

**Objective 2 Strategies – *To improve secondary students' levels of social responsibility***

- |   |  |                  |
|---|--|------------------|
| <ul style="list-style-type: none"> <li>▪ The district will continue to provide professional development workshops on:             <ul style="list-style-type: none"> <li>- Levels One and Two Restitution</li> <li>- Restorative Justice</li> </ul> </li> </ul> | <p>As more and more staff become trained, school-wide implementation is becoming more frequent and systemic.</p>                                       | <p>➤ Ongoing</p> |
| <ul style="list-style-type: none"> <li>▪ Schools will continue to offer leadership classes, peer helping, peer tutoring and green and global responsibility programs. Social Justice 12 and Global Perspectives 11/12 are also offered.</li> </ul>              | <p>Programs vary depending on the school.</p>  | <p>➤ Ongoing</p> |
| <ul style="list-style-type: none"> <li>▪ The district will continue the Superintendents' Student Leadership Group to address emerging issues at the secondary level.</li> </ul>   | <p>This group gives students an opportunity to develop their leadership and self-advocacy skills.</p>  | <p>➤ Ongoing</p> |
| <ul style="list-style-type: none"> <li>▪ The district will continue to support the PASS Program.</li> </ul>   | <p>This program allows for student to receive support from both their school and VIHA (Vancouver Island Health Authority).</p>                         | <p>➤ Ongoing</p> |
| <ul style="list-style-type: none"> <li>▪ The district will continue to provide release time to support the Professional Growth Council.</li> </ul>  | <p>The opportunity allows school leaders to seek ways to find alignment in the various social responsibility programs being offered at each level.</p> | <p>➤ Ongoing</p> |

## Objective 3

To increase attendance at school and participation level of students in activities that promote social responsibility.

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### Performance Indicators

- What Did You Do In School Today (WDYDIST) survey
  - Student attendance
  - Participation in school sports
  - Participation in school clubs
  - Volunteer involvement

### Current level of achievement

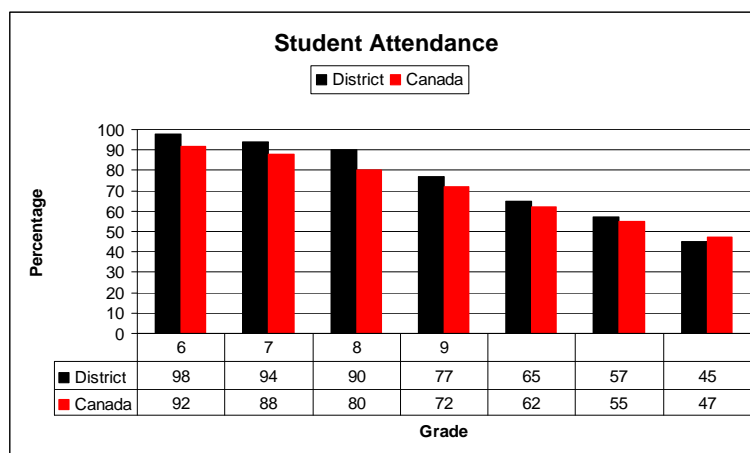
2008 data is a new baseline as this is the first year of the survey.

### Performance Targets

#### “What Did You Do In School Today” survey

Target for 2012:

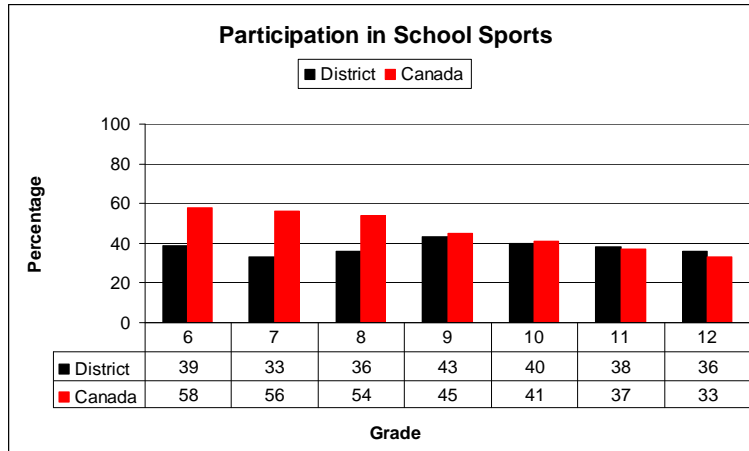
- To improve student attendance (percentage of students indicating they have NOT missed a class or been late without permission in the last month) to 95% at middle and 80% at secondary





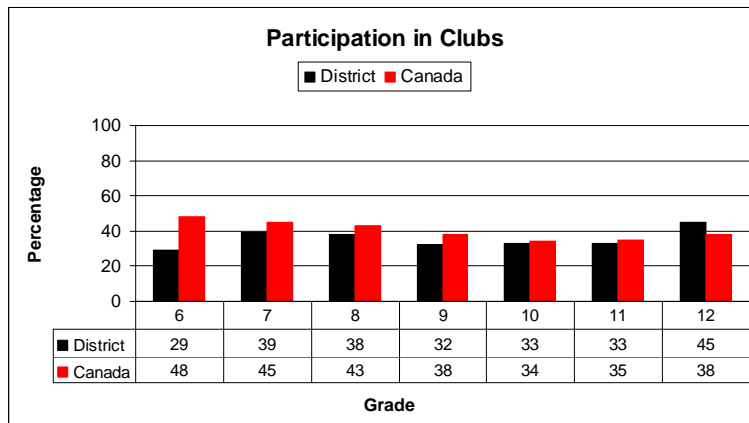
Target for 2012:

- To improve student participation in school sports to 50%



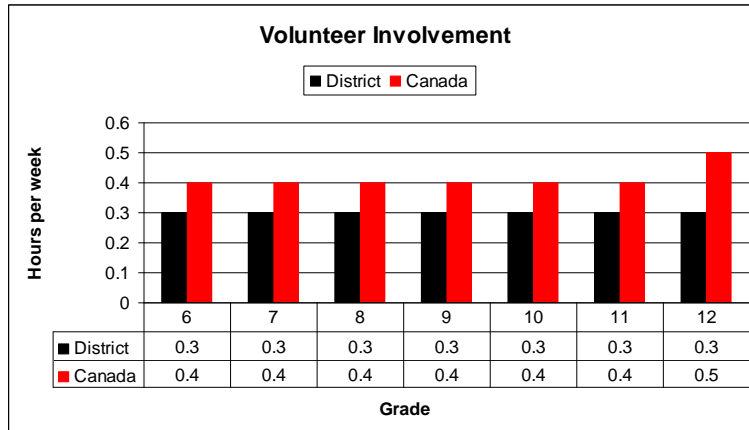
Target for 2012:

- To improve student participation in school clubs to 50%



Target for 2012:

- To increase the number of volunteer hours to .5 hours per week



**Objective 3 Strategies** – To increase the attendance at school and participation level of students in activities that promote social responsibility.

- Middle and secondary schools will continue to use WDYDIST to monitor progress. There is significant interest in WDYDIST from administration and teaching staff. ➤ New
- Many school plans have goals and strategies in place. These plans show targets and will be monitored over time. ➤ New
- The Graduation Rate Improvement Team will continue its focus on student attendance and sense of belonging at school. Graduation Rate Improvement Team continues open dialogue with schools regarding recommendations for improving student engagement at school. ➤ Ongoing
- Graduation Rate Improvement Team members have explored current research on engagement. There has been a broad level of sharing of this current research with school leadership teams. ➤ Ongoing