



Framework for Enhancing Student Learning (FESL)

September 2021



Introduction

FESL (Framework for Enhancing Student Learning) is a comprehensive approach to continuous improvement. This living document includes input from Saanich Schools staff and an ongoing commitment of collaboration with rights holders, educational partners and the community. Its focus is on increasing student growth.

Most importantly, specific actions to address student needs and evidence samples are included using a transparent structure that is accessible to our stakeholders.

The plan will be posted publicly and prominently.

Context

The Saanich School District has nearly 8,000 students in eight elementary schools, three middle schools, and three neighbourhood secondary schools. In addition, the District also provides programming at a Children's Development Centre and two Individual Learning Centres. The South Island Distance Education School is a Kindergarten to Grade 12 school offering online courses to all students in British Columbia. We also have one of the province's most successful International Student programs.

We place a high priority on the important relationships we have formed with the W̱SÁNEĆ First Nation on whose traditional territory we live, work and learn. Together we build strong schools where our students thrive and develop. Saanich Schools represent the best of teaching and learning all within a culturally diverse community supported by caring professionals and families.

In Saanich, everything we do is driven by a desire to see students achieve success and personal growth. Our district's success is measured not only by our students' academic accomplishments, but by how well we inspire them to reach their full potential and be outstanding citizens locally and across the globe. Our academic programs reflect our continued emphasis on building vibrant learning opportunities to support the diverse aspirations of our students. We place a strong emphasis on the learner's social and emotional health ensuring our students develop and demonstrate respect for themselves, their environment, the local Indigenous cultures and each other.

We are proud of the achievements of our students, both within our system and beyond. As leaders of tomorrow, Saanich School District graduates can be found in post-secondary institutions locally and internationally furthering their education. Building the future leaders of tomorrow is our focus and our passion.

2021/22 PROCESS

Strategic Plan

The Board is in the process of creating a new Strategic Plan. A Board's Strategic Plan must have a student centred focus, an unambiguous vision and mission, a strong commitment to values, trust in the processes and the people, evidence to support priorities, and a shared understanding of roles and responsibilities.

The process of creating a new Strategic Plan has included:

- Working with Board appointed consultant, Mr. Mike McKay.
- Forming and engaging with the ad hoc Strategic Plan Advisory Committee (SPAC) which was provided terms of reference including the responsibility to review and analyze district data, ministry data and stakeholder feedback.
- Engaging with community stakeholders through a consultation process to review provincial and local data, obtain feedback on areas of focus, and to explore potential strategies moving forward.
- Creating a plan by identifying specific goals based on the evidence available.
- Creating specific action plans which will be reviewed and renewed on a regular basis.

FESL (Framework for Enhancing Student Learning)

This is the introductory year for the FESL process in BC. Our district's first Framework for Enhancing Student Learning (2021/22) report has been produced with the following understandings:

- Grouping Educational Outcomes into three themes:
 - Human and Social Development;
 - Intellectual Development;
 - Career Development.
- Including data tables and descriptive text which outline strategic connections, goals, current data, specific strategies (current and future) and prospective timelines.
- Using an Annual Enhancing Student Learning Report to indicate progress and including supporting data to the Ministry of Education on a yearly basis.

LEARNING GOALS

THEME 1: INTELLECTUAL DEVELOPMENT			
Goal	To improve literacy outcomes for all students.		
Rationale	The correlation between student success and early literacy intervention is clear. It is essential that literacy instruction is prioritized.		
Data	What do FSA results reveal about student learning needs?		
	2020/21: FSA Reading – Gr 4	Participation	Emerging*
	All	67.4%	12.1%
	Indigenous	41.5%	35.3%
	<i>*Students who do not meet widely held expectations for their grade level and require further intervention.</i>		
	2020/21: FSA Reading – Gr 7	Participation	Emerging*
	All	43.2%	17.5%
	Indigenous	26.7%	56.3%
	<i>*Students who do not meet widely held expectations for their grade level and require further intervention.</i>		
	Observations:		
	<ul style="list-style-type: none"> • Significantly higher percentage of Indigenous students than Non-indigenous students in Emerging category. • Significant increase between Gr 4 and 7 in Emerging category for Indigenous learners (21%). 		
	Data Specific Goal:		
	<ul style="list-style-type: none"> • Address literacy improvement (reduction in Emerging category) for all learners with a goal of also decreasing the disparity between Indigenous and non-Indigenous learner achievement. 		

What does report card data reveal about a student's literacy needs?

Spring 2021 Report Card Data - Emerging* in:	
Literacy	Numeracy
189 (10.13%)	111 (5.95%)

**Students who do not meet widely held expectations for their grade level and require further intervention.*

% of K- 8 students Emerging in Literacy – Spring 2021 Report Card					
	Total Emerging Literacy Students	Children in Care	Indigenous on Reserve	Indigenous off Reserve	Designated
Elementary	10.13%	0.53%	14.81%	1.59%	35.45
Middle	1.75%	0.00%	12.00%	4.0%	76%
Total	6.80%	0.47%	14.49%	1.87%	40.19%

Observations:

- Literacy levels show a need to provide district-wide focus in this area.

Data Specific Goal:

- Track learning cohorts over time (i.e. transitions) to demonstrate a decrease in the number of elementary students emerging in literacy.

Ongoing/ Upcoming Initiatives

- Creation of a comprehensive K-12 Literacy Plan with an initial focus on Early Learning.
- Develop a consistent Gr 1-9 Literacy Assessment tool for all students.
- Provide professional in-service for primary teachers.
- Continue conversations around ‘equity for all students’ in our schools and between schools.
- Create a comprehensive intervention plan to consistently employ tier one and two literacy supports.
- Create a literacy resource review which reflects student diversity / inclusion.
- Continue using report card data to track student progress in grade transitions to inform progress.
- Continue support for proficiency-based assessment language and practice at elementary and middle schools.
- Continue exploration of digital portfolios to communicate student learning.
- Participate within the Provincial Proficiency Benchmark pilot project.

THEME 2: CAREER DEVELOPMENT / INTELLECTUAL DEVELOPMENT

Goal To improve outcomes and opportunities for all Indigenous learners.

Rationale It is a moral imperative to strive for a system where all Indigenous students are educated without encountering barriers or systemic racism to graduate with dignity, purpose and options.

Data **What systemic barriers do Indigenous student graduation rates reveal?
6 Year Graduation Rate**

	Aboriginal Students *	All Students including DL	All Students excluding DL
15/16	46%	80.3%	92.1%
16/17	47%	79.9%	87.6%
17/18	54%	80.2%	88.4%
18/19	52%	82.3%	93.2%
19/20	62%	86%	95.3%

** Aboriginal is used by the Ministry of Education*

Indigenous Adult Graduation Numbers

15/16	17 students
16/17	15 students
17/18	24 students
18/19	21 students
19/20	11 students

Observations:

- Indigenous student graduation rates have been improving year over year, but are not yet at the same level as non-Indigenous students.
- This remains an important metric in our goal of improving Indigenous student success and opportunities.

Data Specific Goal:

- Continue to see a year-over-year increase in the graduation completion rate for Indigenous students.

What are some of the barriers that affect opportunities for Indigenous students to graduate with dignity, purpose and options?

Report Card Data Second Semester 2021

Number of students enrolled in each course	Math Principles/Foundations Enrollment	Math Workplace and Apprenticeship Enrollment
Grade 10	26 (96% completion) -5.5% of total registration	28 (93% completion) -31.1% of total registration
Grade 11	13 (100% completion) -6.6% of total registration	43 (93% completion) 25.4% of total registration

Observations:

- More Indigenous students enroll in Workplace and Apprenticeship Math classes than Math Principles/Foundations classes.
- While this is partly explained by career program choices (e.g. ILC programs), it does reveal a potential barrier for Indigenous students in pursuit of other post-secondary options.

Data Specific Goal:

- Work with secondary schools to increase the number of Indigenous students taking Math Principles/Foundations so that greater post-graduation options are available to them.

What does report card data show about Indigenous student literacy levels?

Primary Students who are Emerging in Literacy

Grade	Indigenous Students		Non-Indigenous Students	
	% out of all Indigenous students	% out of all students	% out of all Non-Indigenous students	% of all students
1	26.09%	2.76%	9.28%	8.29%
2	56%	5.34%	14.77%	13.36%
3	52%	3.38%	11.14%	10.42%

** Students who do not meet widely held expectations for their grade level and require further intervention.*

Observations:

- Indigenous students are more likely to be emerging in literacy in their primary grade levels.
- Increased literacy supports targeted to supporting Indigenous students are necessary.

Data Specific Goal:

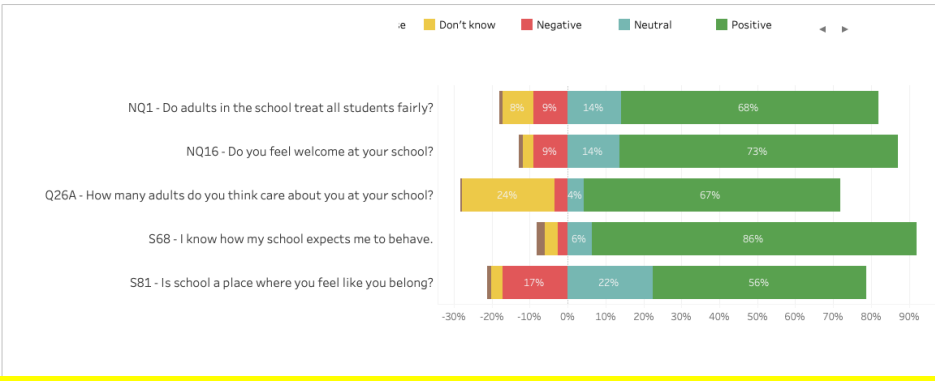
- Add additional literacy supports for Indigenous students and closely monitor their progress through report card data.

Ongoing/ Upcoming Initiatives	<ul style="list-style-type: none"> • Addition of a new Family Advocacy EA position for families transitioning into in school learning. • Continuation of Indigenous Education Coordinator position. • Refocus of Indigenous Education staffing on Early Literacy for Indigenous students. • SENĆOŦEN language instruction for all Kindergarten students. • SENĆOŦEN language instruction for all students at Brentwood Elementary and KELSEY Elementary. • Addition of First Peoples English 12 for all students hosted at Stelly’s Secondary.
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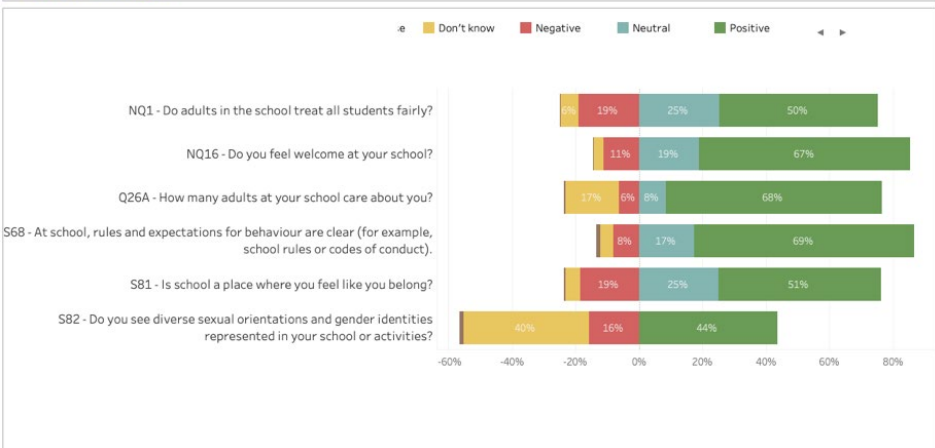
THEME 3: HUMAN & SOCIAL DEVELOPMENT

Goal	To improve mental health and wellness for all students.															
Rationale	Schools are a critical community resource to provide students with access to strategies and some services for mental wellness. We must promote resilience, supportive settings and address barriers to positive mental health.															
Data	Do students feel they have strategies to care for their mental health?															
	<p>Student Learning Survey 20/21</p> <p><i>“At school, I am learning how to care for my mental health.”</i></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Grade 3/4</th> <th>Grade 7</th> <th>Grade 10</th> <th>Grade 12</th> </tr> </thead> <tbody> <tr> <td>19/20</td> <td>41%</td> <td>41%</td> <td>30%</td> <td>31%</td> </tr> <tr> <td>20/21</td> <td>38%</td> <td>42%</td> <td>30%</td> <td>25%</td> </tr> </tbody> </table>	Year	Grade 3/4	Grade 7	Grade 10	Grade 12	19/20	41%	41%	30%	31%	20/21	38%	42%	30%	25%
Year	Grade 3/4	Grade 7	Grade 10	Grade 12												
19/20	41%	41%	30%	31%												
20/21	38%	42%	30%	25%												
	<p>Observations:</p> <ul style="list-style-type: none"> • In particular, Grade 12 students demonstrate a decreased understanding of how to care for their mental health. • Less than 50% of students in all grades report a positive finding. 															
	<p>Data Specific Goal:</p> <ul style="list-style-type: none"> • Target middle and secondary school mental health literacy to increase student understanding of their mental health care. 															
	Do students feel a sense of belonging at school?															
	<p>Student Learning Survey 19/20</p> <p><i>“Is school a place where you feel like you belong?”</i></p>															

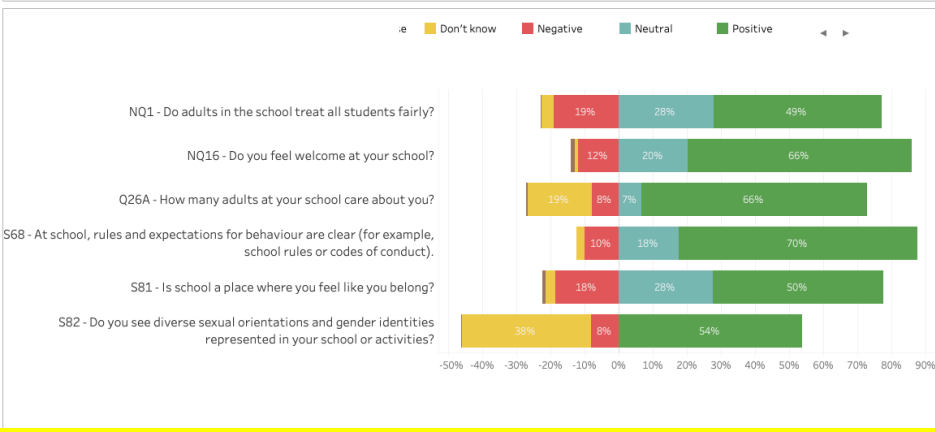
2019/2020 - 063-Saanich - Grade 3 & 4 Students
Category - Belonging



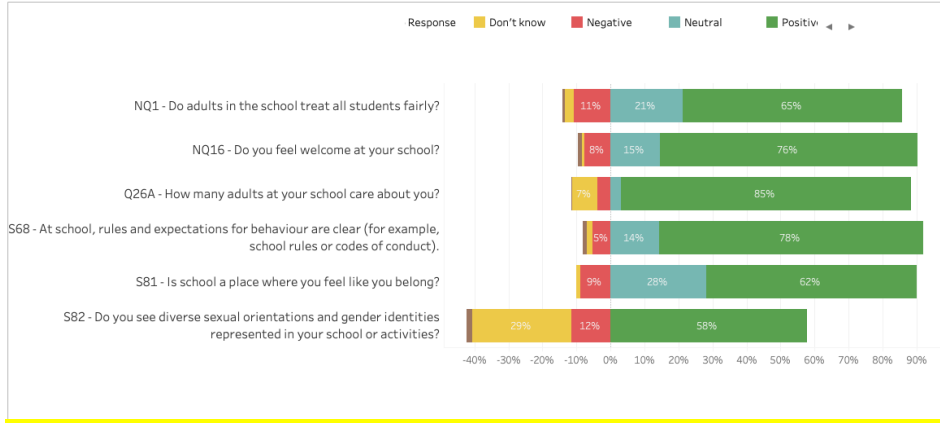
2019/2020 - 063-Saanich - Grade 7 Students
Category - Belonging



2019/2020 - 063-Saanich - Grade 10 Students
Category - Belonging



2019/2020 - 063-Saanich - Grade 12 Students
 Category - Belonging



Observations:

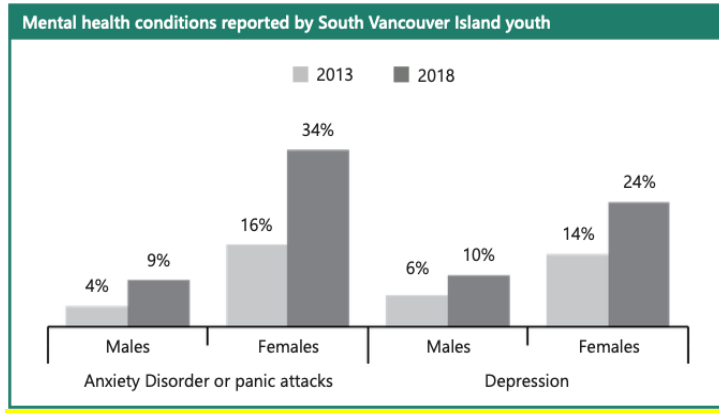
- An average of 55% of students across the 4 cohorts felt positive about belonging at school.
- A greater % of grade 12 students felt positive about belonging at school than in the other grades.

Data Specific Goal:

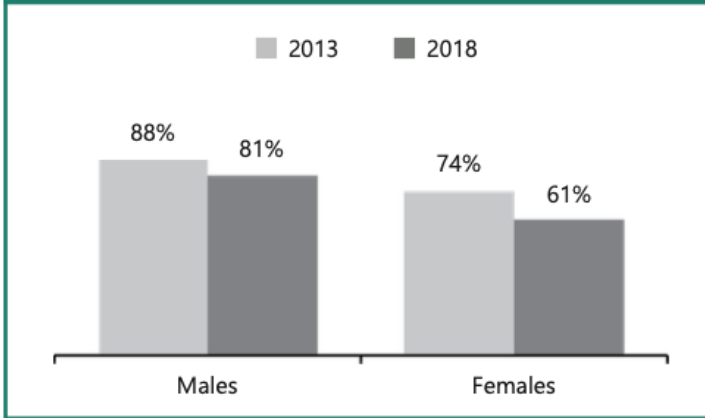
Increase the % of students who feel a sense of belonging at every grade level.

How do students report their mental health conditions?

McCreary Centre Society, BC Adolescent Health Survey — Gr 7-12



South Vancouver Island youth who rated their mental health as good/excellent



Observations:

- There is a significant increase in youth mental health conditions and a decrease in students' sense of their own mental wellness from 2013 to 2018.
- Females self-report poorer mental health overall, and greater struggles with anxiety or depression.

Data Specific Goal:

- Monitor concerning trends in Saanich students' mental health perceptions through data specific surveys and informal data collection strategies.
- Support strategies to cope with symptoms of anxiety and depression.

**Ongoing/
Upcoming
Initiatives**

- Mental Health Literacy initiative.
- PHE (Secondary Physical and Health Education) curriculum support.
- Staff mental health and wellness capacity building.
- EASE (Everyday Anxiety Strategies for Educators) implementation.
- Digital Literacy support.
- Comprehensive Counselling Support.