

Saanich Schools



School Plan Summary 2009/2010 *A Focus on Student Achievement*

School: Royal Oak Middle School



Date: April 2009

Submitted by: Peter Westhaver

School Goal: To improve student engagement

School Mission: Royal Oak Middle School is a community of learners who value positive attitudes and the development of individual potential. Working together in a safe, respectful environment, we support and encourage social responsibility and academic achievement.

School Context: Royal Oak Middle School is home to students from semi-rural and urban locations. We border Victoria city limits and the Saanich Peninsula. Students attending Royal Oak come from a diverse range of family backgrounds. Staff are committed educators supporting the academic and social needs of middle years learners.

School Goal: To improve student engagement

Objective 1: To improve students' ownership of their social responsibility in the classroom and school community of Royal Oak.

Rationale: Staff believe engaged students consider themselves an integral part of their classroom and school communities. Engaged students choose to participate in ways that contribute positively to school culture.

Target:

1. To increase the % of students who demonstrate effective problem solving strategies by 5% based on these questions from the social responsibility rubric.

I make good choices that respect myself and others

I show respect for the class environment

And two additional questions:

I see myself as personally responsible for my own learning

I consistently work to the best of my abilities

2. To increase the % of students who feel a sense of belonging at school by 5% according to the WDYDIST.

Evidence:

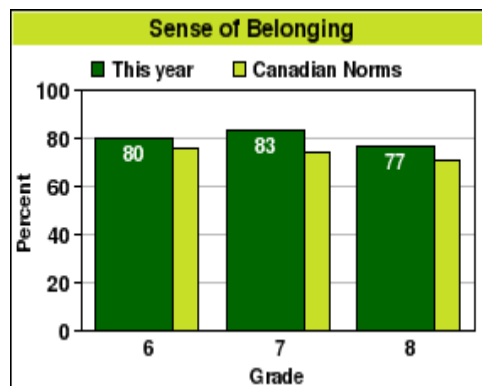
1. Percent of students who "most of the time and "all of the time" demonstrate the following socially responsible behaviours.

Baseline data established February 2008. Percent of students who "most of the time and "all of the time" demonstrate the following socially responsible behaviours for questions 1 and 2.

Baseline data established February 2009. Percent of students who "most of the time" and "all of the time: demonstrate the following socially responsible behaviours for questions 3 and 4.

District Social Responsibility Rubric	2008			2009		
	6	7	8	6	7	8
I make good choices that respect myself and others	86 %	71 %	77 %			
I show respect for the class environment	92 %	77 %	80 %			
I see myself as personally responsible for my own learning	n/a	n/a	n/a			
I consistently work to the best of my abilities	n/a	n/a	n/a			

WDYDIST Survey



Sense of Belonging

The TTFM measure of **Sense of Belonging** is based on the following set of questions:

- I feel included in school activities.
- I get along well with others at school.
- I am able to make friends easily.
- At school I feel accepted for who I am.
- School is a place where I feel like I belong.
- Generally I feel accepted by other kids my age.

Students respond on a five-point scale which is scored as follows: 0 (strongly disagree), 1 (somewhat disagree), 2 (neither agree nor disagree), 3 (somewhat agree), and 4 (strongly agree).

Strategies for students:

- Students will self-evaluate based on the District Social Responsibility Rate Scale.
- Students will engage in anti-bullying activities.
- Students will engage in self-reflection activities.
- Students will participate in and practice cooperative learning and peer support.
- Students will engage in a variety of activities that promote positive relationship building within their Blue/Green communities.
- Students will learn to apply the skills related to the learning outcomes.

Strategies for staff:

- Staff will review and teach skills, on a consistent basis, to enhance student social responsibility (e.g., “I” messages, attentive listening, right to pass, active participation, mutual respect, and restorative process).
- Staff will provide regular opportunities for students to review the “Making It Right” language and embedded skills posted in classrooms.
- Staff will meet at monthly staff meetings in their blue and green communities.
- The school will communicate opportunities to parents to encourage involvement in the school community (e.g. activities during lunch, school ground enhancement projects, field trips, social activities, coaching, recycling programs).
- Staff will make use of advisory time to advance students’ awareness of lifelong skills, attitudes, and beliefs about how a community functions to support its members.
- Staff will promote positive proactive messages about Social responsibility in several formal and informal settings: in “blue / green” hallways meetings, in floor meetings and as an information item at staff meetings.
- Staff will regularly hold class meeting and class community building activities.
- Staff will hold monthly class rep meetings.
- The school will continue weekly restitution sessions.
- Staff will hold monthly assemblies that connect to a social responsibility theme.

Strategies for parents:

- Parents will offer ideas that will increase attendance at monthly PAC meetings, (e.g., guest speakers, parenting tips, book clubs...).
- Parents will have a parent representative on the social responsibility committee.
- Parents will create an open supportive dialogue at all PAC meetings about the school goals.
- Parents will develop strategies to welcome incoming grade 5 parents and encourage them to become involved with the school.

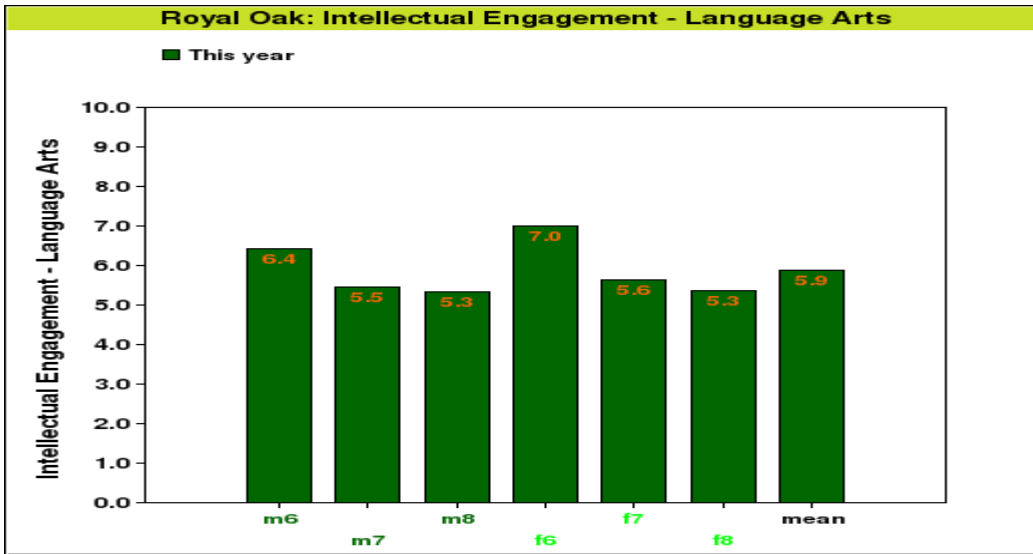
Objective 2: To improve students' academic engagement.

Rationale: Staff believe that the use of Assessment for Learning strategies result in increased academic engagement for all students but have the strongest influence on struggling learners.

Target:

1. To improve students' intellectual engagement in Language Arts and Mathematics by 5% as measured by the WDYDIST survey.
2. To increase the percentage of students who are able to move up a category using the BC performance standards according to reading assessment results. Baseline data will be determined in Spring 09.

WDYDIST



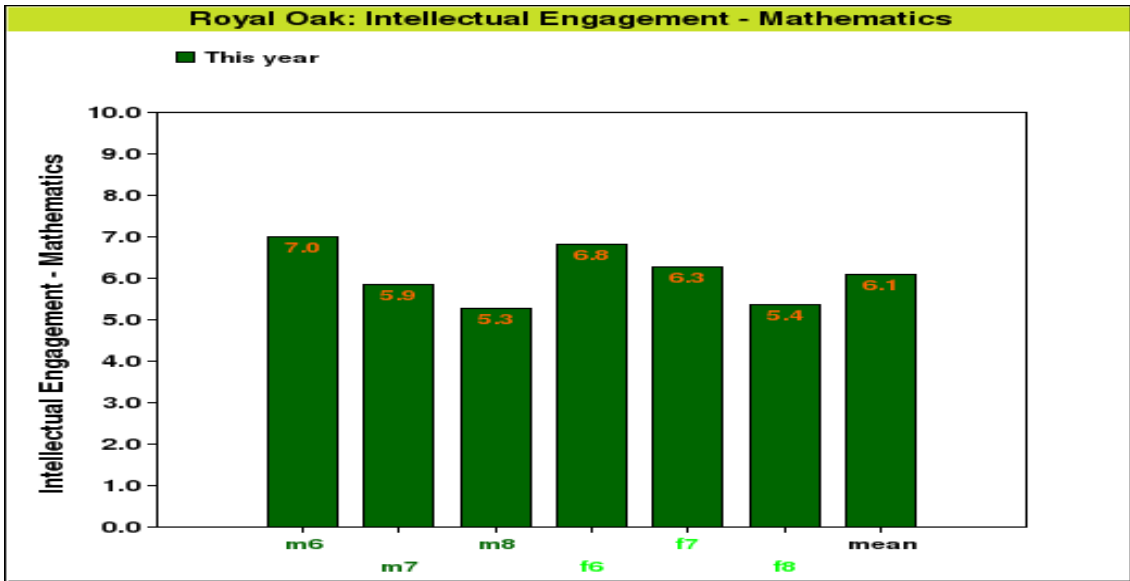
In WDYDIST **Intellectual Engagement** is based on students' responses to the following twenty statements pertaining to their enjoyment of language arts and mathematics, their interest in these subjects, their motivation to do well in them, and the extent to which they see them as relevant to their everyday life.

- I spend a lot of time day-dreaming, socializing, or pretending to pay attention.
- I enjoy learning new concepts and ideas.
- We explore ideas and topics that are meaningful.
- I enjoy our class projects so much that often I do not want to stop.
- I wish we did not have to take language arts.
- We cover topics that are useful in everyday life.
- I enjoy language arts classes so much that I lose track of time.
- I try hard to improve my skills in language arts.
- I find myself thinking about what we are learning even after the lesson is over.
- I know the purpose of what we are learning.

Students respond to these statements on a five-point scale that is scored as follows: 0 (strongly disagree), 1 (somewhat disagree), 2 (neither agree nor disagree), 3 (somewhat agree), and 4 (strongly agree).

READING ASSESSMENT	Spring 2009 DART	Spring 2010
Percent of students who improved a category from the fall to the spring DART		
Grade 6		
Grade 7		
Grade 8		

Writing Assessment	Spring 2009 Hot Write	Spring 2010
Percent of students who improved a category from the fall to the spring DART		
Grade 6		
Grade 7		
Grade 8		



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- I spend a lot of time day-dreaming, socializing, or pretending to pay attention.
- I enjoy learning new concepts and ideas.
- We explore ideas and topics that are meaningful.
- I enjoy our class projects so much that often I do not want to stop.

I wish we did not have to take math.
We cover topics that are useful in everyday life.
I enjoy math classes so much that I lose track of time.
I try hard to improve my skills in mathematics.
I find myself thinking about what we are learning even after the lesson is over.
I know the purpose of what we are learning.

Students respond to these statements on a five-point scale that is scored as follows: 0 (strongly disagree), 1 (somewhat disagree), 2 (neither agree nor disagree), 3 (somewhat agree), and 4 (strongly agree).

Strategies for students:

- Students will become aware of what the learning intentions are for each lesson and focus their attention on meeting them.
- Students begin to learn how to request descriptive feedback on their assignments.
- Students will regularly participate in building and using criteria.
- Readers will participate in activities or programs to strengthen reading and comprehension; (e.g., Target Reading, Guided Reading, Soar to Success, Literature Circles, Novel Studies, Red Cedar Book Club, etc...).
- Students will participate in a variety of formal and informal reading assessments (e.g., DART, FSA, oral presentations, group research projects, role play, advisory activities).
- Continue scheduled library visits for all students on a bi-weekly rotation during advisory time.

Strategies for staff:

- The assessment for learning team will meet regularly to
 - Plan professional development activities for the staff
 - Read current literature and discuss it
 - Share teaching strategies
 - Regularly update the staff at staff meetings.
- The staff will focus on three of the big ideas in the first year of implementation: learning intentions, descriptive feedback and setting criteria.
- Staff will conduct two school wide write assessments per year and use information to inform practice.
- Teachers will continue sharing resources and seek out in-service to teach / implement strategies.
- Implement grade-specific, school-wide use of strategies for all academic areas and other appropriate areas for all students.
- Staff will continue to attend professional development session and work with district and staff leaders on the use of "Math Makes Sense" and the assessment for learning strategies in Math.
- In partnership with the teacher-librarian, DRC resources, and Literacy Coordinators put in place independent reading units that involve a wide variety of fiction and nonfiction choices.

Strategies for parents:

- Become familiar with the 6 Assessment for Learning Strategies and reinforce them at home.
- Seek out strategies specific to your child's reading level.
- Encourage PAC to continue supporting ROMS Reading Week with visiting authors.
- Create an environment at home where reading takes place daily (20 minutes).

Ongoing Priorities:

1. Healthy Living – focus on education regarding food choices, coupled with promotion of physical activity. Ensure Royal oak is in accordance with Healthy Foods Guidelines as established by Ministry of Education
2. Environmental Awareness – Royal Oak is working towards classrooms without garbage cans. A dedicated focus to recycling all materials from classrooms.
3. Fine Arts/Applied Skills- Royal Oak is working on increasing the profile of these excellent programs and exploring other options and methods of delivery.

APPENDIX

DART Defined: District Assessment Reading Team describes an assessment tool being used by many districts in B.C. using selected passages from the Developmental Reading Assessment Kit. DART is comprised of a silent reading selection, written responses, and an oral reading component using modified running record which in then compares to the B.C. Performance Standards for Reading for Information.

Grade Wide Writes: The practice within Royal Oak and across the district using common assessment instruments that are commonly administered to measure students' performance within a variety of writing genre (e.g. procedural, recount, persuasive...)

Cold Write: In the fall of each school year all students complete a Cold Write exercise of a particular genre (procedural, recount, persuasive). Student writing is evaluated using the B.C. Performance Standards. This assessment for learning helps classroom teachers determine which strategies to use throughout the year for the purpose of improving student writing.

Hot Write: In the spring of each school year all students complete a Hot Write exercise on the same genre completed in the fall. Student writing is evaluated using the B.C. Performance Standards. This assessment of learning may show where the student has developed with their writing over the course of the year.

B.C. Performance Standards: The BC performance standards have been developed for voluntary use in BC schools. They describe the professional judgments of a significant number of BC educators about standards and expectations for the following key areas of learning: reading, writing, numeracy, and social responsibility.

The standards focus exclusively on *performance assessment*. In performance assessment students are asked to apply the skills and concepts they have learned to complete complex, realistic tasks. This type of assessment supports a criterion-referenced approach to evaluation and enables teachers, students, and parents to compare student performance to provincial standards. The BC performance standards are intended as a resource to support ongoing instruction and assessment. Teachers can use these standards to: monitor, evaluate, and report on individual student performance identify students who may benefit from intervention develop a profile of a class or group of students to support instructional decision-making prompt discussions with parents, students, and other teachers about student performance inform professional development activities collaboratively set goals for individuals, classes, or schools develop evidence for school growth plans provide models for designing performance tasks.

***Note:** The following Quick Scales are examples or Performance Standards used at Royal Oak in support of our literacy goal.

Quick Scale: Grade 6 Personal, Impromptu Writing

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year. Personal, impromptu writing is usually expected to be checked for errors but not revised or edited.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	The writing offers some ideas related to the topic but is often hard to follow. The writer may need a great deal of support.	The writing is somewhat general but completes the basic task; includes some errors.	The writing is straightforward, direct and easy to follow, with few errors. Develops the topic and offers some personal reactions.	The writing is focused and easy to read. The writer develops ideas with some analysis and complexity.
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • some ideas related to the topic; tends to rely on retelling or listing • parts are inaccurate, illogical, repetitive, irrelevant, or copied • insufficient details, explanations, examples; often extremely short 	<ul style="list-style-type: none"> • some opinions and reactions • information and ideas are relatively simple • some explanation, details, and examples (may be very brief or partly irrelevant) 	<ul style="list-style-type: none"> • relevant personal reactions and ideas with some individuality • ideas and information are direct and straightforward • some relevant explanations, details, and examples 	<ul style="list-style-type: none"> • relevant personal reactions and ideas with some analysis; sense of individuality • ideas and information show some complexity • logical explanations, details, and examples
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • simple, repetitive language; may make errors in word choice • sentences are often short and repetitive 	<ul style="list-style-type: none"> • language tends to be simple and often vague • sentence length may be varied; relies on a few basic patterns 	<ul style="list-style-type: none"> • language is clear; some variety and description • variety of sentence lengths; may vary sentence beginnings 	<ul style="list-style-type: none"> • language is clear, varied; some precise, expressive language • flows smoothly, with a variety of sentence lengths and patterns
FORM • opening • organization and sequence • conclusion • connecting words	<ul style="list-style-type: none"> • begins without establishing the topic, purpose, or context • may attempt to develop the topic, but often wanders, loses focus • no real “ending” • overuses simple connecting words 	<ul style="list-style-type: none"> • introduces the topic; purpose and context may be omitted or unclear • generally sticks to the topic and is easy to follow, but may wander in places • ending is weak or abrupt • may overuse a few connecting words 	<ul style="list-style-type: none"> • introduces the topic and purpose; may provide some context • sticks to the topic; easy to follow, with related ideas grouped together • ending is logical but abrupt • uses a variety of connecting words 	<ul style="list-style-type: none"> • opens with a clear intention or purpose; provides context • develops the topic with a logical sequence of ideas • effective ending • uses increasing variety of transitional words and phrases; may take risks
CONVENTIONS • spelling • punctuation • complete sentences • grammar	<ul style="list-style-type: none"> • frequent errors interfere with meaning 	<ul style="list-style-type: none"> • some noticeable errors; these may cause the reader to hesitate or reread parts to confirm meaning 	<ul style="list-style-type: none"> • few errors; these do not interfere with meaning 	<ul style="list-style-type: none"> • sense of control; few errors; these are usually the result of taking risks to use complex language and structures

Quick Scale: Grade 8 Impromptu Writing (Personal Views or Response)

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year. Impromptu writing is usually expected to be checked for errors but not revised or edited.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
Snapshot	The writing addresses the topic but is seriously flawed by problems in logic, style, and mechanics. May be very short.	The writing presents relevant ideas about the topic but does not develop the topic to any extent. Often vague; parts may be flawed by errors.	The writing is clear and logical, with some analysis and development of a central idea. Provides sufficient material to meet requirements.	The writing is clear, analytic, and shows some insight. It features some engaging ideas or language.
MEANING • ideas and information • use of detail • generalizations or connections	<ul style="list-style-type: none"> • presents some ideas; may be illogical or inappropriate • inaccurate, illogical, or insufficient details • connections may be omitted or confusing 	<ul style="list-style-type: none"> • presents a series of related ideas • generally accurate details, examples, and explanations; may not link to central idea • some difficulty making connections beyond the immediate and concrete 	<ul style="list-style-type: none"> • sense of purpose; tries to deal with complexities • relevant and accurate details, examples, and explanations; includes some analysis • makes connections or generalizations beyond the immediate topic 	<ul style="list-style-type: none"> • purposeful, with some individuality, insight; deals with complexities • some engaging details, examples, explanations; includes analysis, reflection, speculation • puts topic in a broader context; logical generalizations, connections
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • no sense of fluency or flow; sentences are often short and choppy or long and awkward • limited, simple language 	<ul style="list-style-type: none"> • some sentence variety; uses complex sentences • conversational language; generally appropriate 	<ul style="list-style-type: none"> • uses a variety of sentence types and lengths • language is clear, appropriate, and varied 	<ul style="list-style-type: none"> • flows smoothly; uses a variety of sentence types and lengths effectively • varied and effective language
FORM • beginning, middle, end • organization and sequence • transitions	<ul style="list-style-type: none"> • often begins with introduction, assuming that the reader knows the topic and context • ending is ineffective • lapses in sequence • may shift abruptly from one idea to another 	<ul style="list-style-type: none"> • beginning introduces the topic • ending is often weak, formulaic • related ideas are together; may be listed rather than developed • simple transitions; sometimes ineffective 	<ul style="list-style-type: none"> • introduces topics and purpose • explicit conclusion (often formulaic) • logical sequence; related ideas are together • transitions connect ideas clearly 	<ul style="list-style-type: none"> • establishes purpose and context in clear and often interesting introduction • logical conclusion • smooth and logical sequence; explicit paragraphing • variety of natural and smooth transitions

Social Responsibility at Royal Oak Middle School

Earlier this year, we asked our students what they wanted our new school community to Look like, Sound like, and Feel like, as a way to develop pride and ownership in their actions at middle school.

Here's what they agreed Royal Oak should:

LOOK LIKE

- A clean building throughout with no graffiti or vandalism
- People respecting others and all the equipment in the school
- A friendly place to be where learning is fun
- A bully-free school
- Students demonstrating safe behaviour inside and outside

SOUND LIKE

- A calm peaceful place to be with positive language,
no swearing, quiet in the hallways
- Students working together, cooperatively helping each other
- A cheerful environment where people compliment each other
- People listening to others

FEEL LIKE

- A safe secure place to learn
- A comfortable learning environment where everyone is treated respectfully and treated as an individual
- Everyone is trying their best
- A welcoming, caring place to be each day
- Everyone is proud with a positive school spirit

To make this happen, we are all going to:

- Come to school each day with a positive attitude
- Work together and follow the above statements
- Be responsible and respectful students in our new school
- Be kind and cooperative with everyone in our school
- Keep our community clean and always recycle
- Make less noise in hallways

Signature Page

Principal, Peter Westhaver

Date

Parent Rep, Karen Foxall

Date

Parent Rep, Deanna Austin

Date

Parent Rep, Ana Carfra

Date