



School District 19
(Revelstoke)

REVELSTOKE BOARD OF EDUCATION

DISTRICT PLAN FOR STUDENT SUCCESS

2017/2018



OUR MISSION

Create a dynamic and safe environment for students to

- approach learning today and tomorrow with passion and joy
- acquire knowledge and skills according to individual potential
- develop personal and social values that prepare students to become citizens who contribute to a healthy, sustainable and democratic society; and
- enable all learners to develop their social, academic, emotional and physical well-being.

Vision Statement

We envision a school system that

- enables all learners to attain individual success and personal fulfillment
- involves the support and engagement of all students, staff, parents and wider community; and
- prepares students to be citizens who fully participate in their local and global communities



CONTEXT

Revelstoke is located on the Trans-Canada Highway adjacent to the Okanagan and Kootenay regions. We are a vibrant, historic mountain community of approximately 7,100. Our school district serves 970 students in three elementary schools and one high school, all within the city of Revelstoke.



This Plan has been prepared to celebrate the successes of our students and to provide direction for our continued efforts to enhance learning. It outlines our district's plans to sustain and enhance student achievement, our focus on student health and well-being, and reflects directions and efforts undertaken by staff and students at each of our schools.

OUR STUDENTS

In 2017 we enrolled 987 students including 21 out of province and International learners.

2017–18 Enrollment by Grade												
K	1	2	3	4	5	6	7	8	9	10	11	12
67	83	69	81	61	81	85	75	64	79	69	74	80

Our students are actively engaged in the work of creating and sustaining positive school climates. Students collaborate to lead events that support local and global efforts to make change, and of course, plan and run events that are just for fun!

With a heightened emphasis on health and well-being, student groups review survey results from student learning surveys, the MDI, and are now developing action plans to address areas of focus.

This year we began to introduce increased inquiry opportunities to students, encouraging focus on 3 key questions:

1. What are we learning, and why is it important?
2. How is it going?
3. Where to next?

The questions flow from ‘Spirals of Inquiry’ (Linda Kaser and Judy Halbert), which lead us to ask ourselves:

1. What is going on for our learners?
2. How do we know?
3. Why does it matter?

Our District Plan for Student Success provides a connection in our work as we support our students success in 3 key areas: Health and well-being, Literacy, and School Completion.



OUR STAFF

A total of 126.75 FTE staff includes 74 teacher and 60 support staff members who continue to maintain a full range of services K–12. Specialist staff including an elementary counselor/behaviour intervention specialist, a school psychologist, a speech-language pathologist, and two elementary aboriginal student assistants support the diverse needs of our students.

Our staff are highly committed to their students and their own professional development. Strong relationships exist between the Board, the Revelstoke Teachers' Association, our local CUPE, and district and school board administration. Staff have benefited from the work of the District Professional Development committees, from participation in a third year of “Teacher Inquiry” and from the “New Teacher Mentoring” project, now entering its fourth year. Our support staff represent a dedicated group who understand the focus of support in the classroom. Educational Assistant staffing levels remain at an all-time high, and clerical, maintenance and custodial staff work hard to sustain the positive learning environment in our schools.

GOAL 1 – TO SUPPORT STUDENT’S HEALTH AND WELL-BEING

We are in our seventh year administering the Middle Years Development Instrument (MDI) with our grade four students, and fourth with grade seven learners. This tool, along with Provincial Student Learning Surveys, assist our efforts to understand factors related to the overall health and wellbeing of our students and informs our district goal to **“Support Students’ Health and Well-being”**.

Staff have worked diligently to create safe supportive school environments. Student codes of conduct are developed, implemented, reviewed and revised annually at each school. We are very proud of the manner our students conduct themselves. As a group they take responsibility for their actions, support one another in school and the community, and demonstrate an understanding of their responsibility to ensure a safe environment for one another. Neighbourhood of Learning spaces in the high school provide areas for youth services, including mental health, Community Connections, and the Youth Liaison, to provide on-site support for our students.

Rationale

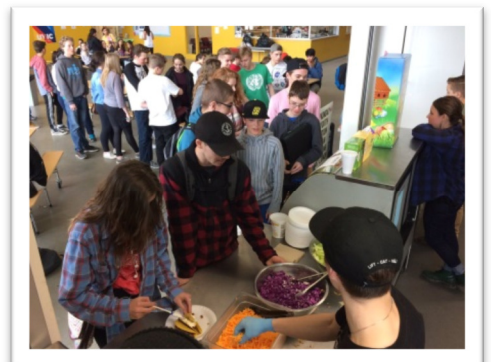
Analysis of the Early Development Instrument and Middle Years Development Instrument data indicate very low levels of vulnerability in Kindergarten and Grade 4 students; however, a focus on student health to enhance social and emotional well-being will reduce barriers to learning and enhance achievement for all students. We know that the health and well-being of our students is critical to their success in school and their overall growth and development.

Target 1: Promote physical health: Increase by 20% the percentage of students reporting that they are “Learning to stay healthy.”

Provincial Student Learning Survey: At school I am learning how to care for my physical health.

Performance Indicators - Percentage of students responding ‘all or most of the time’.

	12/13	13/14	14/15	15/16	16/17
Grade 4	78	69	66	70	77
Grade 7	28	42	52	65	75
Grade 10	29	29	22	29	72
Grade 12	37	39	40	24	50



Work in this area continues at all schools. Personal health is being addressed to a higher degree in redesigned curriculum. Prior to this year the question was phrased ‘At school I am learning about staying healthy’.

Target 2: To increase the well-being of Kindergarten students: Maintain the vulnerability index at <15%.

Performance Indicators - Percentage of students meeting or exceeding the benchmark

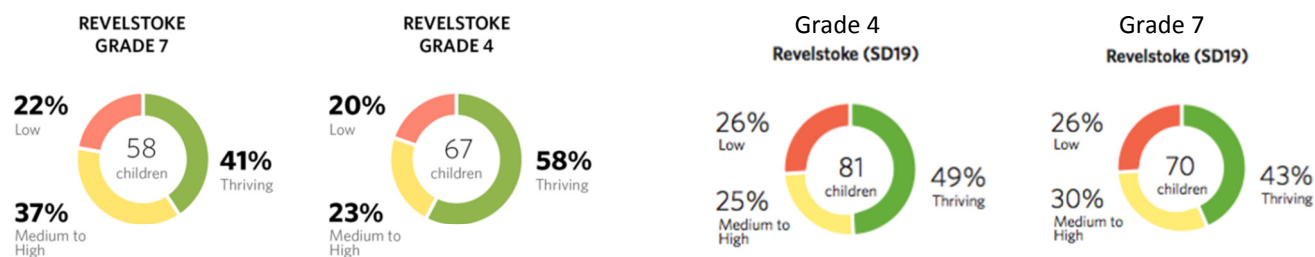
	07/08–08/09	09/10–10/11	11/12–12/13	14/15–15/16
Early Development Instrument, vulnerability in one or more areas	6.7	10	11.1	9

Our partnerships with the Early Learning Community in Revelstoke continue to be a major area of strength. Kindergarten students are entering school with high levels of readiness for learning. This is a credit to the effective community programs to support the early years.

Target 3: To increase the social and emotional well-being of intermediate students.

The Well-Being index is a composite of 5 subscales: Optimism, Happiness, Self-Esteem, General Health, Absence of Sadness

WELL-BEING INDEX



2016/2017 MDI GRADE 7 RESULTS - SD 19 REVELSTOKE

Graphs from 2016-17 Middle Years Development Instrument Report



*Graph from 2015/16 Middle Years Development Instrument Report

The pie chart indicates the proportion of children whose score on the *Well-Being Index* shows them to be ‘thriving’, having ‘medium to high well-being’, or having ‘low well-being’. Children who score high on the least 4 of the 5 dimensions of well-being are considered to be thriving. Understanding our students’ areas of strength and weaknesses in these five areas allows us to make decisions with respect to programs and services.

The revised provincial student learning survey includes a question focused on sexual orientation and gender identity: “Do you see diverse sexual orientations and gender identities represented in your school activities?”



At the high school level, ¾ of grade 10 and 12 students responded “yes” – which illustrates the awareness and education taking place both school wide and in classes.

Performance Indicators - Percentage of students in the “high well-being” range according to the Middle Years Development Instrument (*brackets indicate % in the “low well-being”)

	13/14	14/15	15/16	16/17
Grade 4 – Absence of Worries	57 (12)	42 (20)	42 (30)	53 (21)
Grade 7 – Absence of Worries	55 (23)	53 (20)	50 (24)	47 (30)
Grade 4 – School Belonging	68 (14)	75 (10)	78 (12)	77 (6)
Grade 7 – School Belonging	60 (7)	63 (17)	62 (19)	64 (16)
Grade 4 – General Health	45 (2)	51 (6)	51 (6)	62 (2)
Grade 7 – General Health	61 (4)	63 (2)	48 (6)	32 (4)

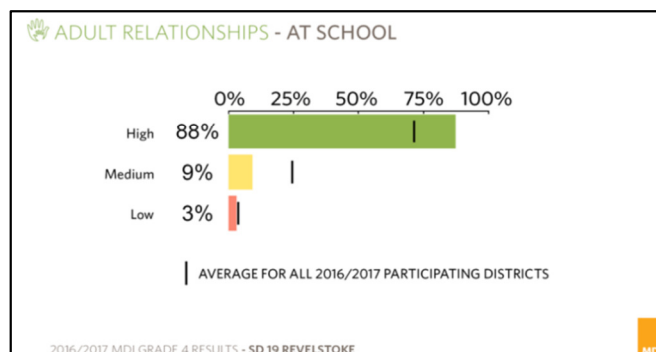
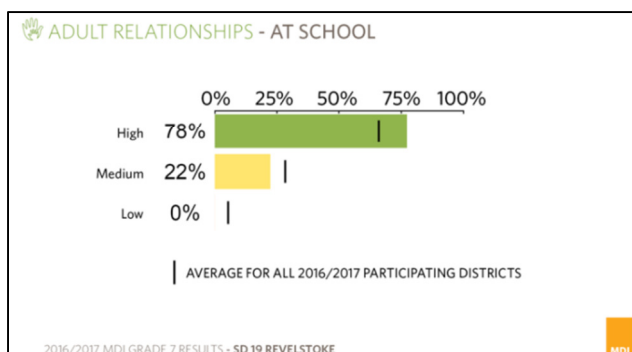
Target 4: To increase the number of adults that intermediate and secondary students who report being “connected” with adults at school

Performance Indicators

	12/13		13/14		14/15		15/16		16/17	
Student Learning Survey Results (Gr. 4, 7, 10, 12) percent of students who report that two or more adults at school care about me	Grade 4	83	Grade 4	96	Grade 4	97	Grade 4	94	Grade 4	86
	Grade 7	77	Grade 7	73	Grade 7	90	Grade 7	87	Grade 7	82
	Grade 10	81	Grade 10	82	Grade 10	88	Grade 10	84	Grade 10	87
	Grade 12	82	Grade 12	96	Grade 12	90	Grade 12	90	Grade 12	90
*% reporting 4 or more adults	Grade 4 – 59%		Grade 7 – 50%		Grade 10 – 48%		Grade 12 – 44%			

The results from our grade 4 and 7 students are providing guidance for programs and services related to our students in and out of school time. We are able to track a cohorts of grade 4 students through to their grade 7 year with the results of the MDI.

Middle Year Development Instrument (Graphs – Community Summary)



Students high levels of ‘connectedness’ to adults/staff at school is indicative of the value and strength of relationships that are nurtured and maintained in each of our schools.

	12/13		13/14		14/15		15/16		16/17	
Student Learning Survey Results (Gr. 4, 7, 10, 12) percent of students who report that at school that they are bullied, teased or picked on.	Grade 4	21	Grade 4	9	Grade 4	9	Grade 4	9	Grade 4	11
	Grade 7	14	Grade 7	9	Grade 7	3	Grade 7	7	Grade 7	18
	Grade 10	9	Grade 10	9	Grade 10	2	Grade 10	6	Grade 10	5
	Grade 12	13	Grade 12	3	Grade 12	3	Grade 12	12	Grade 12	4

Students reporting of bullying incidence is related to the perception of ‘safety’ in school. We continue to encourage broad understanding of behaviours and actions that create safe school environments.

Middle Year Development Instrument (Graphs – Community Summary) 16/17 Grade 4 Results

Results for your district

Number of children: 67

Percentage of children who reported:

High well-being

Medium well-being

Low well-being

Average for all districts *

* The average for all districts participating in the 2016/17 MDI represents 7,599 children, including those from your district. See page 9 for a list of participating districts.

ACADEMIC SELF-CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g. "I am certain I can learn the skills taught in school this year."

0% 25% 50% 75% 100%

85%

8%

8%

SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g. "People care about each other in this school."

82%

11%

8%

SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g. "I feel like I am important to this school."

77%

17%

6%

These results provide a picture of how students 'feel' about their school experience.



Students who believe in their ability, who feel cared for and have a sense of belonging at school are set for success.

Middle Year Development Instrument (Graphs – Community Summary) 16/17 Grade 7 Results

Results for your district

Number of children: 58

Percentage of children who reported:

High well-being

Medium well-being

Low well-being

Average for all districts *

* The average for all districts participating in the 2016/17 MDI represents 6,099 children, including those from your district. See page 9 for a list of participating districts.

ACADEMIC SELF-CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g. "I am certain I can learn the skills taught in school this year."

0% 25% 50% 75% 100%

86%

10%

3%

SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g. "People care about each other in this school."

70%

25%

5%

SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g. "I feel like I am important to this school."

64%

21%

16%



The Middle Years Development Instrument full reports are available on our website at sd19.bc.ca

How are we doing and what's next?

Our focus on connectedness has had tremendous impacts on our focus to promote Health and Well-being. While we take pride in the environments that have been created in our schools, we look ahead to the need to address the complex social and emotional needs of our youth who are growing up in rapidly changing times. As we focus on 'redesigned' curriculum, we will continue to put Health and Well-being at the front of all our work.

GOAL 2 – TO INCREASE STUDENTS’ READING ACHIEVEMENT

Our goal to **“Increase Reading Achievement”** and the focus on early intervention has led to high levels of success in literacy. A comprehensive intervention program provides educational supports to students K – 9 at critical periods of the development of literacy skills. As participants in the *Human Early Learning Partnership (HELP)*, we continue to administer the *Early Development Instrument (EDI)*. Indicators from this assessment identify Revelstoke children as being among the least vulnerable in the province. We credit this achievement to the long-standing child focused supports that exist within our community.

Rationale

Analysis of district reading assessments indicate a high level of success with our first two objectives; sustaining this success is an important focus in our district. Aboriginal student literacy, articulated in objective two, shows encouraging improvement. However we are careful in the use of ‘averages’ with grade level cohorts less than 10 students, our focus is on individual learners.



Target 1: To ensure that a minimum 90% of our students are reading at grade level by the end of Grade 3

Performance Indicators - Percentage of students meeting or exceeding the benchmark

	12/13	13/14	14/15	15/16	16/17
Grade 1 PM Benchmark	53	75	59	75	59
Grade 2 PM Benchmark	83	72	74	78	75
Grade 3 PM Benchmark	83	96	90	90	89
Grade 4 Foundation Skills Assessment	87	88	83	82	88
Grade 7 Foundation Skills Assessment	82	73	73	84	72

At the primary level, student progress toward benchmarks is collected in the fall, winter and spring each year.

One-to-one and small group supports are assigned based on the numbers of students not yet meeting the grade level benchmark to ensure success by the end of the year.

Performance Indicators - Percentage of students meeting or exceeding the benchmark

	12/13	13/14	14/15	15/16	16/17
Grade 4 G.O.R.T.	78	80	83	80	82
Grade 5 G.O.R.T.	95	85	81	91	84
Grade 6 G.O.R.T.	93	98	87	84	91
Grade 7 G.O.R.T.	88	95	99	90	90

Target 2: 90% of our intermediate Aboriginal students are reading fluently at grade level by the end of Grade 7

Performance Indicators - Percentage of students meeting or exceeding the benchmark

	12/13	13/14	14/15	15/16	16/17
Grade 3 PM Benchmark	75	100	90	100	100
Grade 4 Foundation Skills Assessment	58	78	63	57	71
Grade 7 Foundation Skills Assessment	78	55	73	80	90

Target 3: 90% of our students are reading fluently at grade level by the end of Grade 9

Performance Indicators - Percentage of students meeting or exceeding the benchmark

	11/12	12/13	13/14	14/15	15/16
Grade 8 G.O.R.T.	83	90	100	92	90
Grade 9 G.O.R.T.	98	90	100	88	82

How are we doing and what's next?

Our students continue to benefit from enhanced levels of staffing and targeted support at the K-9 grades. This past year our grade 4 cohort was an area of focus as a result of their grade 3 results the previous year. A continued focus on our aboriginal learners is provided by our Aboriginal Student Assistants.

An interdisciplinary approach to literacy is necessary as redesigned curriculum is fully implemented. We will continue to ensure that assessment of literacy skills is connected to our learners and their individual needs and interests.



GOAL 3 – TO INCREASE THE NUMBER OF STUDENTS GRADUATING AND COMPLETING SCHOOL

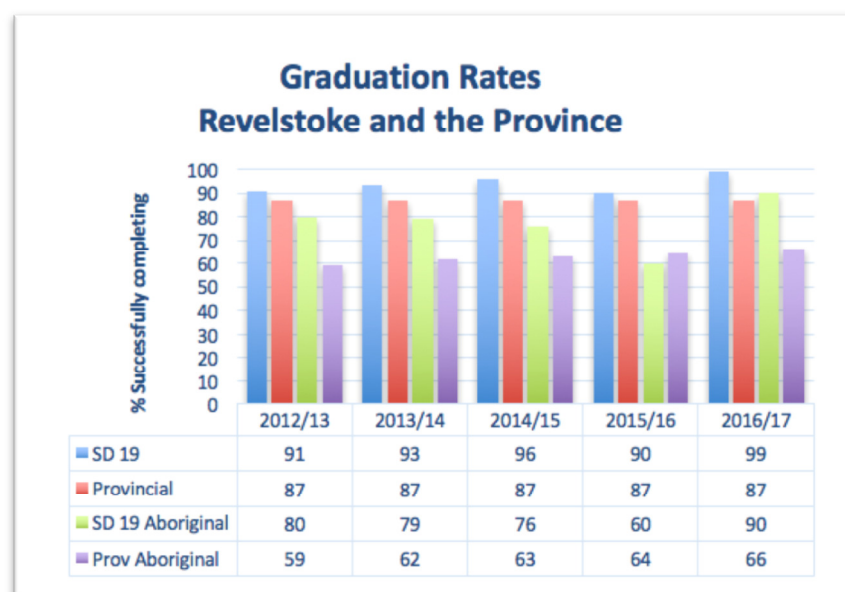


Our high school continues to provide a full range of opportunities for our students to develop their potential. Course offerings in the academics, athletics, fine arts, and applied skills provide students with choices to focus on their strengths, and expand their experiences. A focus on trades related training has further enhanced programming for students as they prepare for transitions beyond high school. Our elementary and secondary students benefit from a wide variety of extra-curricular offerings supported by staff, parents, and the community. In many cases, these activities are ‘coached’ by high school leaders supported by adults from school and the community. Students report high levels of connectedness at school, which has certainly contributed to the success of our goal to ***“Increase the Number of Students Graduating and Completing School”***.

Rationale

When education is engaging and relevant, students stay in school. Our Dogwood completion rate is based on a cohort of less than 100 students, making our focus on individual students even more relevant.

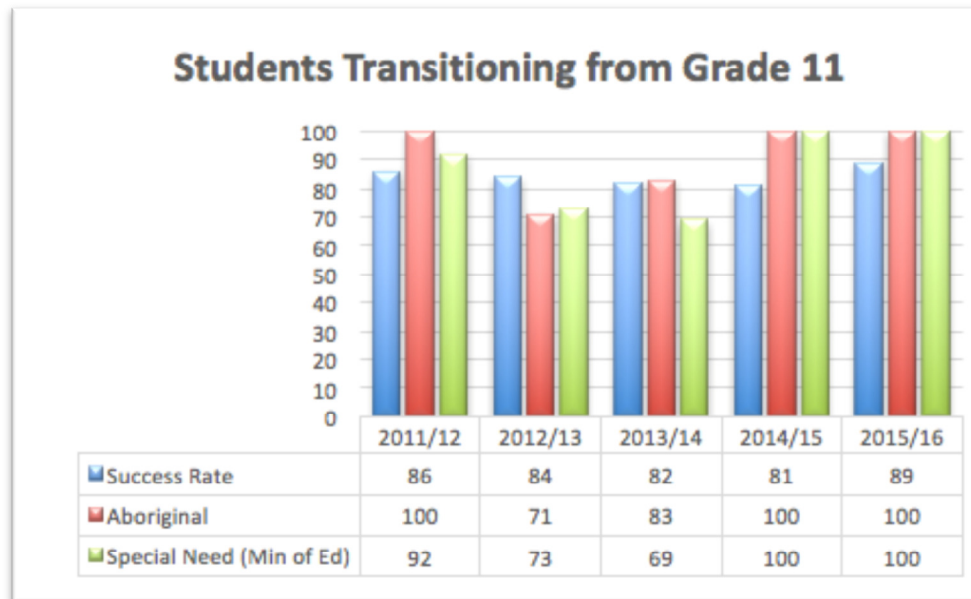
Target 1: To ensure that a minimum of 90% of Revelstoke Secondary School students who are working toward a dogwood graduate



The Ministry is now publishing Graduate Rates for “Resident” students, which recognizes that in the past, international students enrolled in our schools were being considered “non-graduates” which had the effect of lowering a district graduation rate.

In 2016/17, 10 of 11 “first time” Grade 12 students with a designated special need graduated with a Dogwood, the remaining student received an ‘Evergreen Certificate’. 9 of 9 eligible Grade 12 students of Aboriginal Ancestry received their Dogwood and 83 of 84 Grade 12 students graduated.

Target 2: To transition 90% of Grade 11 students to Grade 12



Transition rates from Grade 6 to Grade 10 remain in the 90-100% range. At the Grade 11 year, we transition to Grade 12 only those students who will have the necessary course credits to graduate in the following year. Transition rates at the grade 11 year are also related to an increase in our international student population. Through individual student tracking, we continue to monitor this area to ensure we achieve 90% completion of Dogwood.

How are we doing and what's next?

Student performance levels continue to meet and exceed expectations. Course failure rates in Grade 8-12 continue to be below 3%. In addition, students' letter grades at the *B or better level* remain at all-time highs.

Grade to grade transition data at all grades is sustained to ensure students are prepared for graduation. School level data, including student learning survey results, are monitored to attend to students' social and emotional learning needs. Literacy interventions and focus at the primary and intermediate levels continue to ensure students enter Grade 8 with the necessary skills to experience success.

Success in this goal area is positively impacted by our ability to meet the individual needs of our students in areas beyond academic success. To that end we will continue to offer courses, both during the regular school day and “off timetable” that appeal to student interests and are relevant to their aspirations.

Our six year completion rate does not tell a full story of our students success, or predict their future success. We will explore ways to ensure that students finish school with dignity, purpose and options, and that we track and support their successful transition these options.

ABORIGINAL EDUCATION

Now in the second year of our Enhancement Agreement, we are pleased to highlight some of the progress made toward our two goals: 1) to nurture in Aboriginal students a spirit of generosity, belonging, independence and mastery, and 2) to integrate reconciliation and Aboriginal ways of knowing across all grades for all learners. The EA outlines “Trailmarkers” (specific objectives), around which the District, the Aboriginal Education team, schools, and classrooms are implementing the Goals.

Aboriginal students in Revelstoke are honouring their heritage, with 124 students and their families self-identifying their Aboriginal ancestry (12.7% of the whole student population).

Eighty-two students recently chose to travel to Kelowna to participate in the 9th annual Okanagan College Pow Wow. Aboriginal students are demonstrating mastery of the skills and content in the curriculum, including 100% of Aboriginal students reading at grade level by the end of Grade 3. 86% of Grade 9 Aboriginal students are reading at or above grade level.

100% of Aboriginal students chose to participate in a Blanket Ceremony at graduation, an opportunity for them to share their heritage with the school as a whole.

Educators and the four schools of Revelstoke are integrating First Peoples’ Principles of Learning across many subject areas, and ensuring classroom and school environments are safe, welcoming, honouring spaces. For example, on September 29th all of the schools commemorated Orange Shirt Day with locally-designed orange shirts. Students and staff learned about the reason for this annual event in assemblies, including the difficult truth of the treatment of students in Residential schools not so long ago.

Regular professional development is ongoing to build capacity for all staff. Dr. Martin Brokenleg presented an inspirational series of talks and workshops in May, with the ripple effect of his Circle of Courage approach impacting planning and intervention this year. Helping Teacher Lissa Cancilla-Sykes worked with teachers to help them implement culturally sensitive curriculum in classes from K through 12 last Spring. From recurrent questions teachers had, themed bins have been created. Lissa is visiting staff meetings and department head meetings to introduce the resources, with professional development ongoing in an indigenous education seminar series. Some of the topic areas include: territory and the land, science and outdoor learning, storytelling and oral tradition, learning about ceremony and protocols, including drumming, and learning about truth and reconciliation.

The Aboriginal Advisory Committee continues to meet monthly, and is a diverse group of parents, educators, and community members, along with a School Board Trustee representative. This group helps keep our Aboriginal programming focused on the five-year plan in the Enhancement Agreement, and has – since 19961 - been vital to building a strong and thriving Aboriginal Education program in our District.



Just as we see happening across the province, Aboriginal Education is not separate from regular education. Rather, it is about good pedagogy and rich, engaging curriculum, with a focus on the comprehensive health and success of individual students.