

**REVELSTOKE SD 19**

# Enhancing Student Learning Report

**September 2023**

**In Review of Year 3 of Strategic Plan 2021-24**

*Approved by the Revelstoke Board of Education, October 3, 2023*



**SCHOOL DISTRICT  
#19 (REVELSTOKE)**

**Revelstoke Secondary • Arrow Heights Elementary  
Begbie View Elementary • Columbia Park Elementary**

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# Introduction:

*We are honored to be working and learning on the unceded traditional territories of the Sinixt, Secwepemc, the Ktunaxa and the Syilx who have been stewards of this land since time immemorial.*



Nestled along the picturesque Columbia River, Revelstoke enjoys an enchanting backdrop framed by the Selkirk and Monashee Mountain Ranges. Revelstoke is a true gem in the heart of nature's grandeur.

Revelstoke's geographic location, ensconced in the mountains, sets it apart offering a unique blend of isolation and resilience. Our strength lies in fostering robust community partnerships, a tradition we've upheld since the 1990s, particularly in the realm of Early Learning initiatives.

Within our school district, we proudly house one secondary school and three elementary schools. Serving a diverse student population of 1,136, we embrace a rich tapestry of learners. Included in the student population are 21 international students contributing to our cultural mosaic, 10 students actively pursuing upgrades at the secondary level and 17 Conseil Scolaire Francophone students enrolled in courses at our secondary school.

A vital aspect of the district's identity is the ten percent of students of Indigenous ancestry. We hold a deep-rooted partnership with the Indigenous Friendship Society, recognizing the shared territory. While no First Nation Bands physically reside in Revelstoke, we nurture growing alliances with First Nations spanning from Enderby, BC to Inchelium, WA. For the purpose of this report and right to student privacy, Indigenous data is masked due to small cohort size. It is, as always, embedded knowledge in our pathways of *What's going on for our learners and how do we know?*, *Celebrating Our Success of the Past Year*, *Existing \ and or Emergent areas of Growth and Planning* and *Adjusting for Continuous Improvement*.

Further enriching our community, twenty percent of our student population encompasses students with disabilities / diverse abilities. Our commitment revolves around providing a safe, equitable learning environment where each learner's unique passions and interests are embraced, setting them on the path to success. Currently, we do not have Children and Youth in Care.

In the 2021 Census conducted by Statistics Canada, Revelstoke's population stood at 8,275, signifying a significant 9% increase from the 2016 figure of 7,562. Presently, the baseline population is 12,00 and that can double during prime destination tourism periods. Over the past three years, the demand for after-school care has surged, while housing costs and availability have emerged as pressing concerns.

Revelstoke is a community thriving amidst natural beauty, forging partnerships and embracing diversity, all while navigating the evolving landscape of education and societal change.

# Section A: Reflecting 2022-23 Student Learning Outcomes

## Intellectual Development

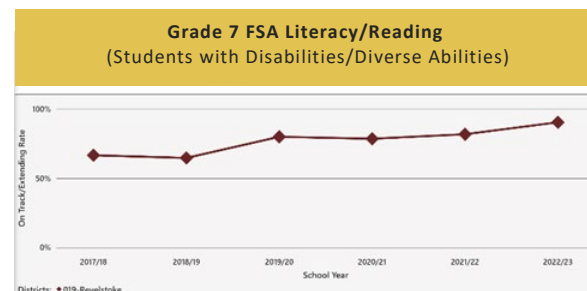
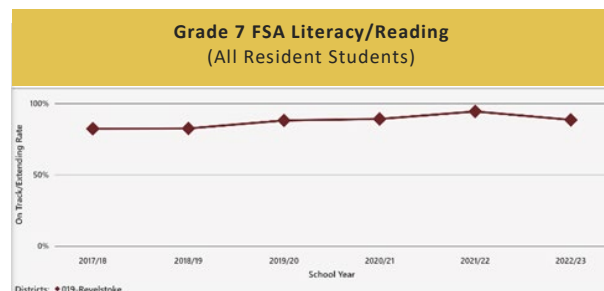
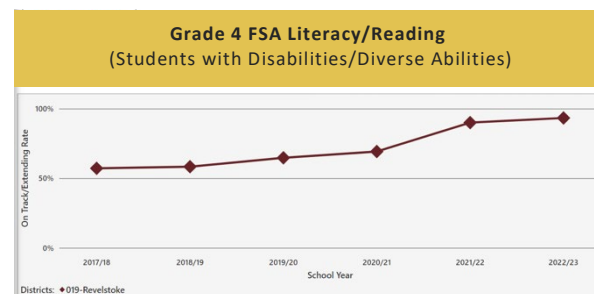
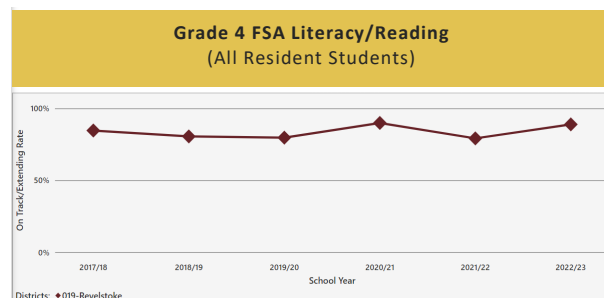
### EDUCATIONAL OUTCOME 1: LITERACY

Students will meet or exceed literacy expectations for each grade level.

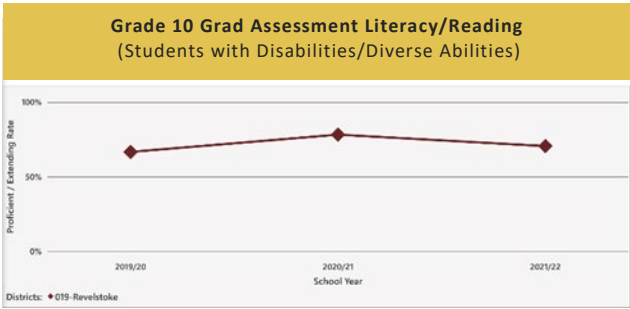
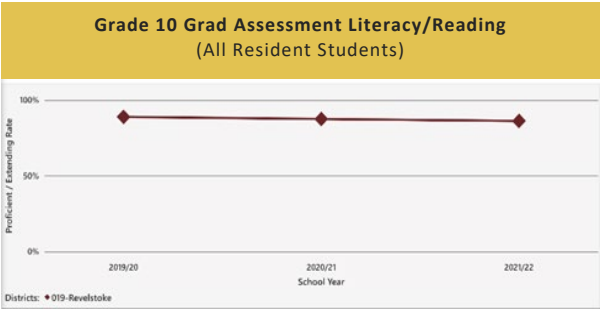
#### Overview:

Literacy skills continue to be the cornerstone skills of developing confident, capable learners in our system. Balanced literacy programming in each of our elementary schools emphasizes the need to help children to develop oral language skills, phonics and phonemic awareness, and well as word reading and comprehension skills. As a district we are committed to helping all our students to develop in literacy and become independent learners who can apply literacy skills to their passion areas.

**Measure 1.1:** Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.

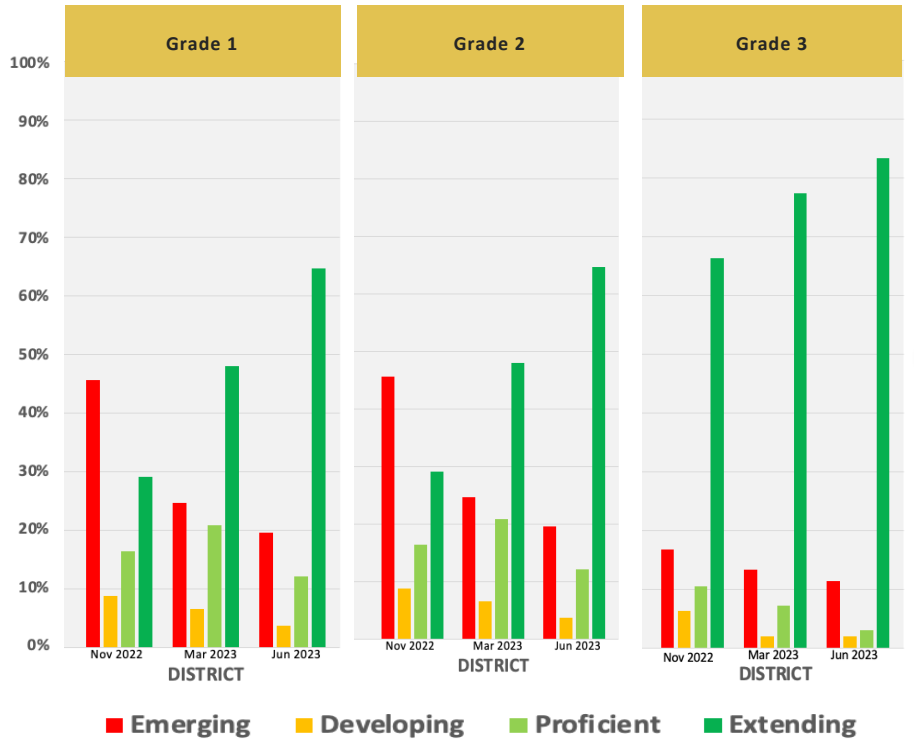


**Measure 1.2:** Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments.



**Relevant Additional/Local Data and Evidence**

**PM Benchmarks 2022-2023**



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## Analysis and Interpretation: What does this mean?

### What's going on for our learners and how do we know?

FSA data along with local district data such as PM Benchmarks in the primary years, paints a story of many proficient readers in our system. However, in the past three years we have seen our students entering our system with atypical oral language skills and hence less developed phonological and phonemic awareness. Students can experience reader fatigue on provincial assessments such as the FSA because decoding is more challenging for them. FSA 4 and 7 and Literacy 10 results still indicate strong reading comprehension skills. In consideration of our local data, PM Benchmarks indicate that these reading levels had room for improvement through the primary years post pandemic. Our focused data on Indigenous(masked) and Diverse Abilities is comparable to all students at the Grades 4 and 7 level. This is something to celebrate as we know that an inclusive approach in SD19 is a crucial factor in ensuring that all children can grow and develop their reading skills. As we look to our Grade 10 Literacy results for students with Diverse abilities, we note a 10% drop in achievement levels. This requires our attention moving forward.

As writers, our students have demonstrated proficiency in their writing skills. FSA data indicates the need to move our attention from personal narrative writing in isolation to personal writing in response to text. Masked FSA data demonstrates that Indigenous students demonstrate equitable writing skills. This is indicative of the work being done with students to provide them with the tools needed to demonstrate their capabilities and meet their potential. Some students with diverse abilities do continue to perform at a lower writing level and require our attention.

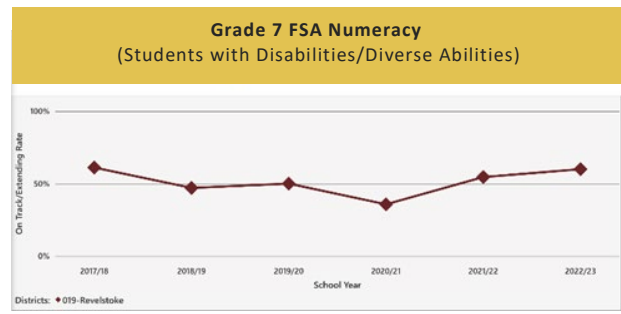
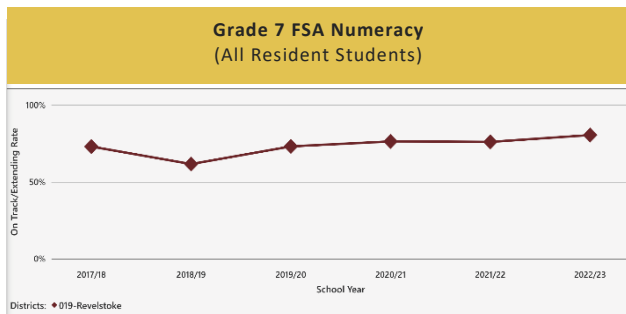
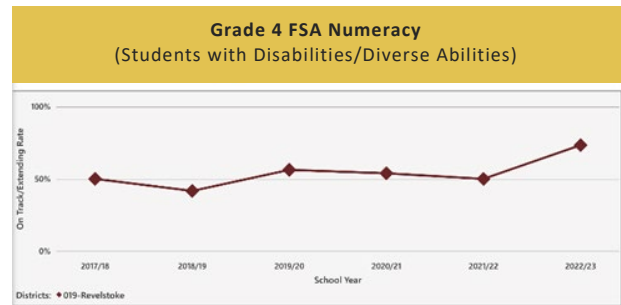
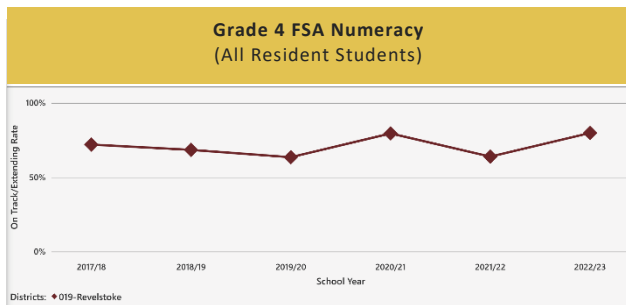
## EDUCATIONAL OUTCOME 2: NUMERACY

Students will meet or exceed numeracy expectations for each grade level.

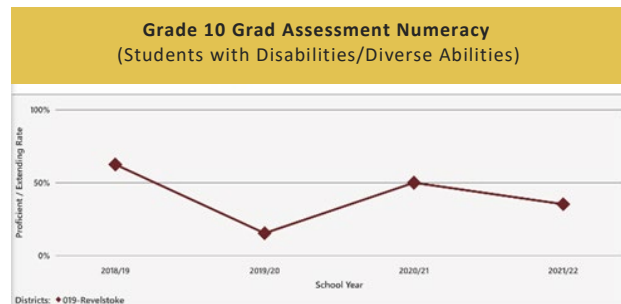
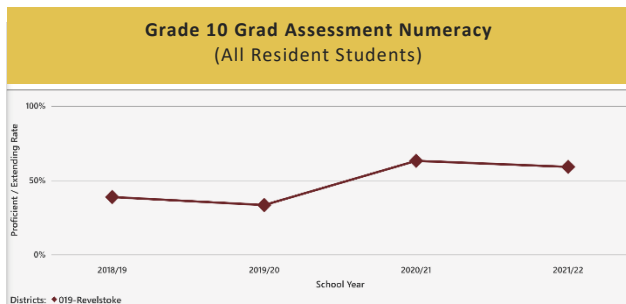
### Overview:

Being numerate today requires our learners to be able to use numbers in real world applications. Numeracy skills go far beyond the traditional math skills of adding, subtracting, multiplying and dividing. The need to see the role of number in our lives is ever increasing.

**Measure 2.1:** Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Provincial assessments.



**Measure 2.2:** Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments.



## Analysis and Interpretation- What does this mean?

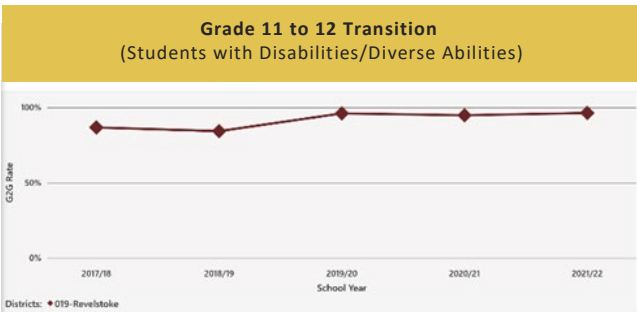
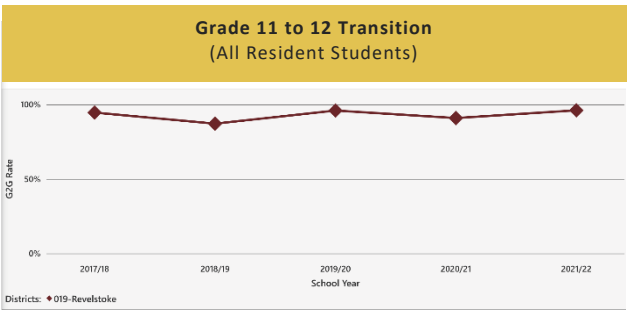
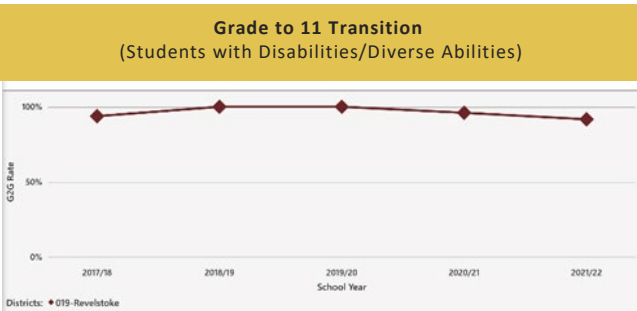
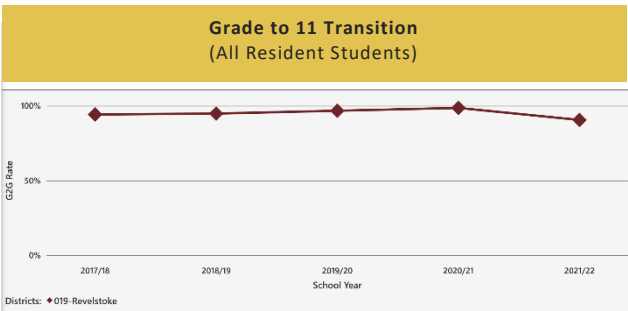
### What's going on for our learners and how do we know?

Renewed curriculum emphasizes skill building within numeracy. Despite this, we know that students' numeracy development still tends to be computationally focused rather than conceptually based. The need to make this paradigm shift in teaching and learning of numeracy is the task with which we are faced. Our students can compute in isolative ways but find it very challenging to mathematically apply such skills in real- world contexts

and tasks. In addition, students lack an understanding and ownership of what skills they need to develop in Numeracy and can become stuck on content rather than processes.

The Foundation Skills Assessments and Provincial Grade 10 Numeracy Assessment tell us that students can become easily overwhelmed in multi-step numeracy tasks. They consequently struggle to draw from their “internal” toolkits to be successful in numeracy. Students have demonstrated that their data literacy needs improvement, which indicates the need to place greater attention numeracy pedagogy in response to the development of these skills across the curriculum. When considering our data through the lens of Students with Diverse Abilities, we recognize that these students in our district are less successful by approximately 20% when compared to all residents. This is a wonder that we have started to ask ourselves and for which we seek the answers. Some conclusions we have drawn thus far is that program delivery in numeracy looks different than in literacy. We recognize that a deeper understanding of numeracy pedagogy is required to achieve true differentiation for students in Math.

Measure 2.3: Grade-to-Grade Transitions





## Analysis and Interpretation: What Does this Mean?

### What's going on for our learners and how do we know?

Our grade-to-grade transition rates are high for all students including Indigenous students and student with disabilities/diverse abilities. The trend continues to be 90% to 100 % for all students. Of note, the Boards' support of smaller class sizes and school-based support team ratios, enhance opportunities in a small secondary school for connections to be built.

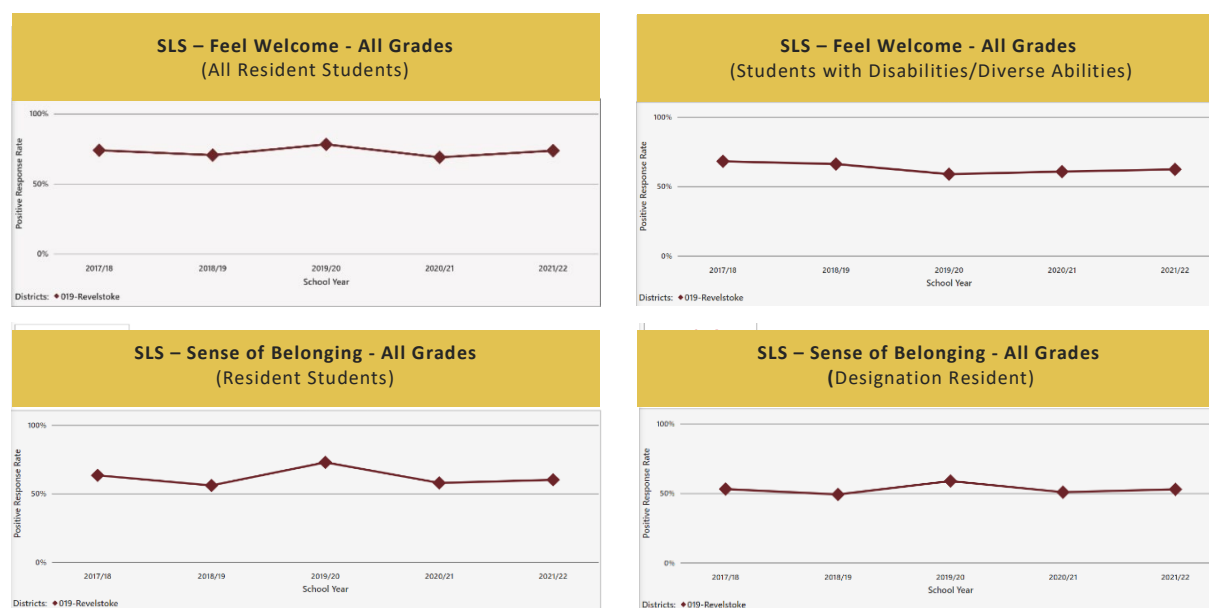
## Human and Social Development

### EDUCATIONAL OUTCOME 3: STUDENTS FEEL WELCOME, SAFE, AND CONNECTED

#### Overview:

Students in Revelstoke continue to share their voice through self-reported surveys (Middle Years Development Instrument (MDI), Youth Development Instrument (YDI), Student Learning Survey). The data from these surveys indicate that students feel welcome, safe and connected in our schools, and in our community. The MDI surveys students in grades 5 and 8, the YDI surveys students in grade 11, and Student Learning Surveys at grades 4,7,10 and 12. The Early Years Development Index (EDI) is administered by teachers with kindergarten students.

#### Measure 3.1: Student Sense of Belonging 2021\_22

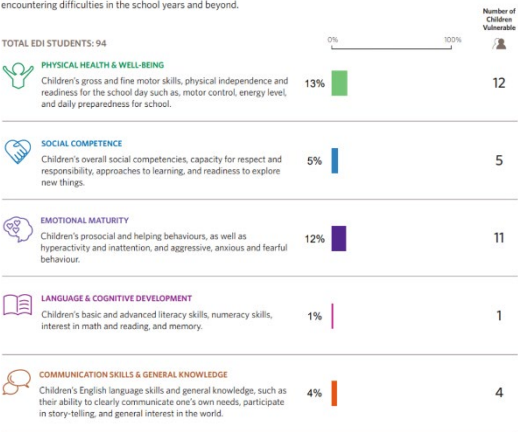


# EDI 2022-23 Kindergarten

SD19 ■ REVELSTOKE

## EDI VULNERABILITY RATES BY SCALE

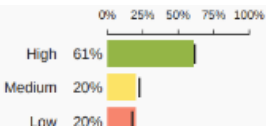
Without additional support or care, children who are vulnerable on the EDI have, on average, an increased risk of encountering difficulties in the school years and beyond.



# MDI 2022-23 Grade 5

## SCHOOL BELONGING

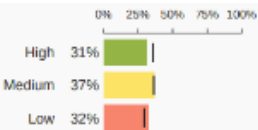
School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



# MDI 2022-23 Grade 8

## SCHOOL BELONGING

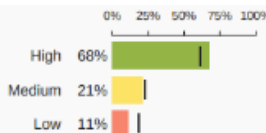
School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



# MDI 2021-22 Grade 5

## SCHOOL BELONGING

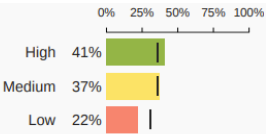
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# MDI 2021-22 Garde 8

## SCHOOL BELONGING

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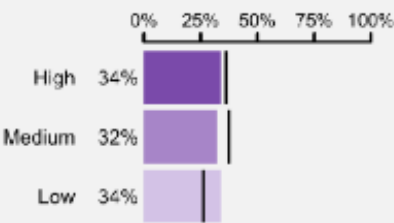
# YDI 2022-23 Grade 11

## SCHOOL CONNECTION

### SCHOOL BELONGING\*

Youth's level of agreement with statements about their sense of belonging at school.

e.g., "I feel like I belong in this school"

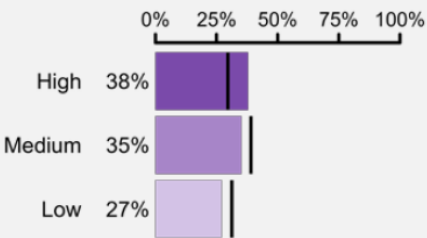


# YDI 2021-22 Grade 11

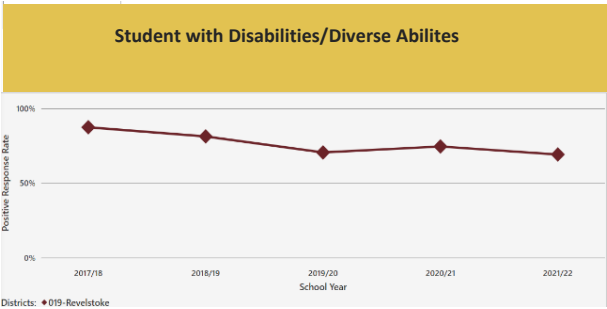
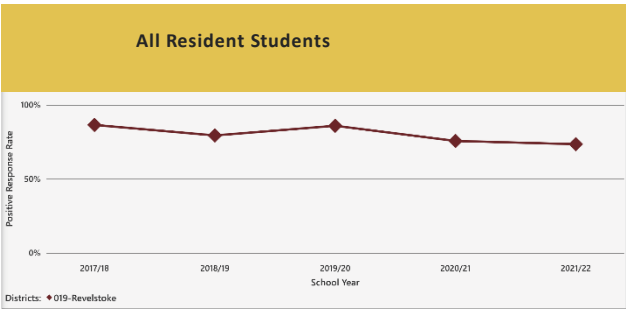
### SCHOOL BELONGING\*

Youth's level of agreement with statements about their sense of belonging at school.

e.g., "I feel like I belong in this school"



## Measure 3.2: Two or More Adults who Care About Them



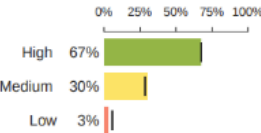
# Relevant Additional/Local Data and Evidence

## MDI 2022-23 | Grade 5

### CONNECTEDNESS WITH ADULTS

#### ADULTS AT SCHOOL

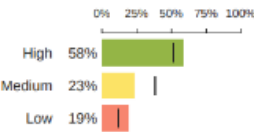
Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



## MDI 2022-23 | Grade 8

#### ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

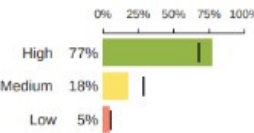


## MDI 2021-22 | Grade 5

### CONNECTEDNESS WITH ADULTS

#### ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

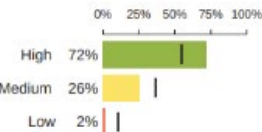


## MDI 2021-22 | Grade 8

### CONNECTEDNESS WITH ADULTS

#### ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

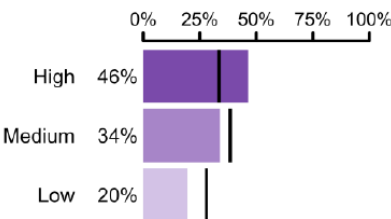


## YDI 2022-23 | Grade 11

### SUPPORTIVE ADULTS AT SCHOOL\*

Youth's level of agreement with statements about how supported they feel by the adults at their school.

e.g., "At my school, there is an adult who really cares about me"

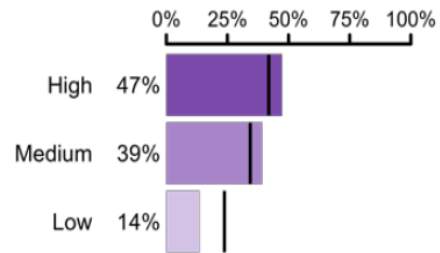


## YDI 2021-22

### SUPPORTIVE ADULTS AT SCHOOL\*

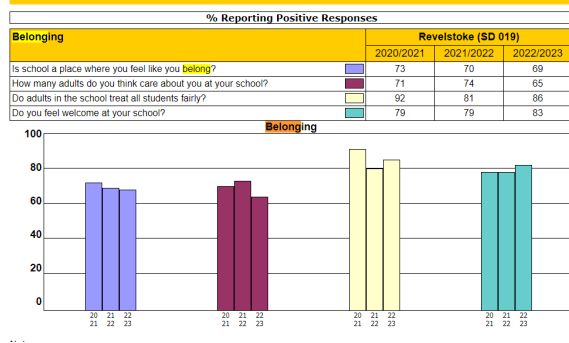
Youth's level of agreement with statements about how supported they feel by the adults at their school.

e.g., "At my school, there is an adult who really cares about me"

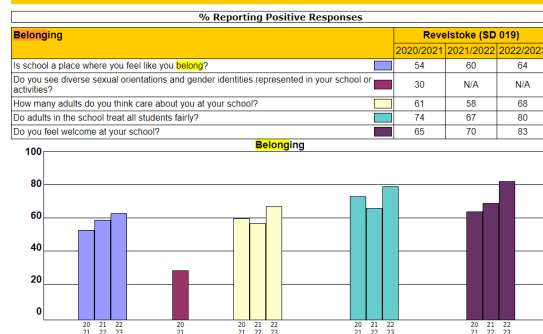


## Student Learning Survey – Compilation of Sense of Belonging and Adults Who Care

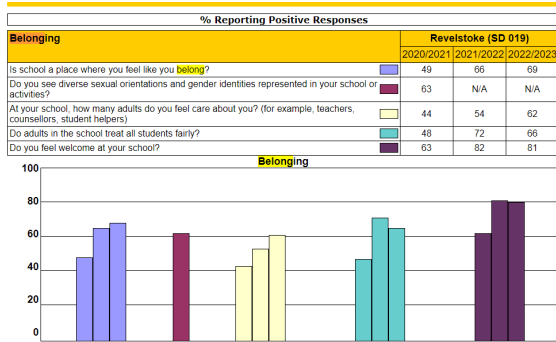
### GRADE 4 RESULTS (in %, 2020/2021 - 2022/2023)



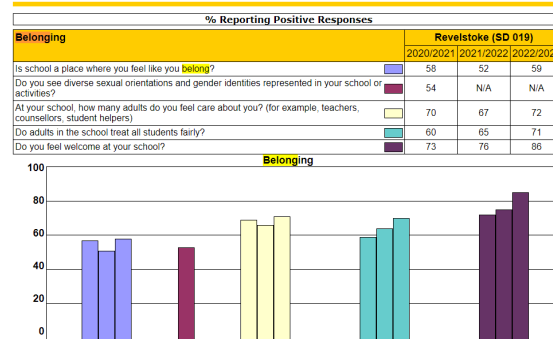
### GRADE 7 RESULTS (in %, 2020/2021 - 2022/2023)



### GRADE 10 RESULTS (in %, 2020/2021 - 2022/2023)



### GRADE 12 RESULTS (in %, 2020/2021 - 2022/2023)



## Analysis and Interpretation: What Does this Mean?

### What's going on for our learners and how do we know?

The EDI for 22-23 indicates that kindergarten students are more vulnerable in the areas of physical health and well-being, and emotional maturity in comparison to the areas of social competence and language and communication. We will continue to monitor this cohort with a focus on strengthening connection to school.

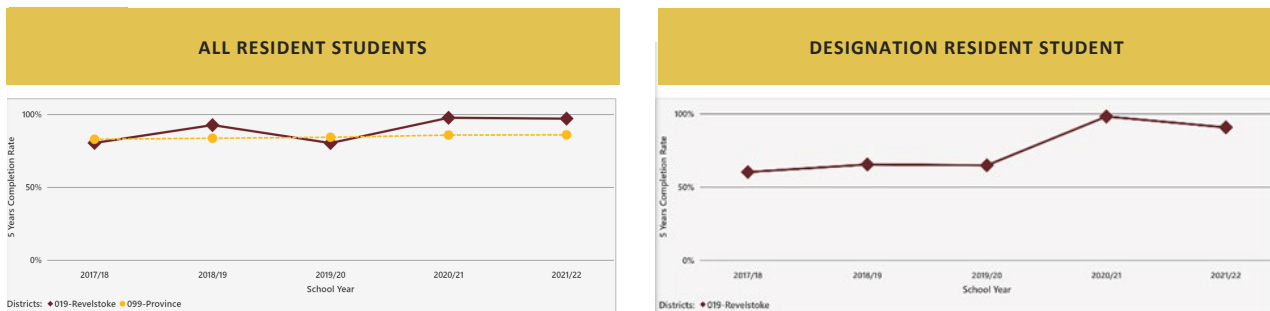
Data from the MDI and YDI are congruent with the information students shared in the Student Learning Survey about the strong connection students feel with adults in the school and community. Although the data continues to be above the provincial average at all surveyed grade levels, we will investigate this further as we noticed a slight decline over the past year in grades 5 and 8 MDI data. The grade 7,10 and 12 data from the Student Learning Survey, however, shows an increase in students who believe that adults at school care about them. We have noted across all grades that Indigenous student data indicates that a higher percentage students believe that adults in the building care about them. The same can be said for students with diverse abilities in grades 4,10 and 12.

The Student Learning Survey data shows increasing trends for students' sense of belonging in their schools. This is another area we will continue to investigate as the MDI and YDI data showed a decline in the number of students indicating they felt important to their school.

## Career Development

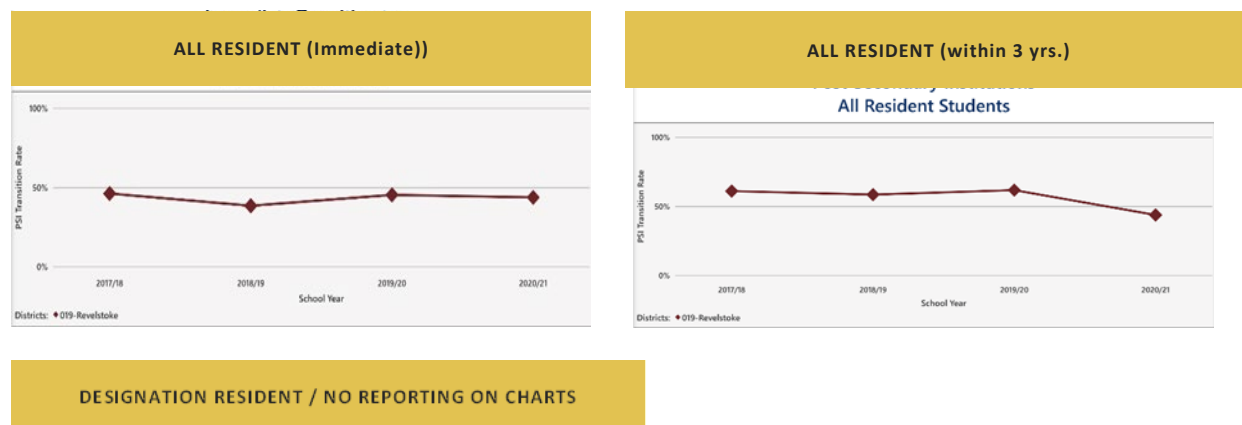
### EDUCATIONAL OUTCOME 4: STUDENTS WILL GRADUATE

#### Measure 4.1: Achieved Dogwood Within 5 Years



## EDUCATIONAL OUTCOME 5: LIFE AND CAREER CORE COMPETENCIES

### Measure 5.1: Transitioning to Post-Secondary



### Analysis and Interpretation: What Does this Mean?

#### What's going on for our learners and how do we know?

The Five Year and Six Year Completion rates of our students continue to align or exceed with Provincial averages for all students, including students with diverse abilities and Indigenous students.

Most Revelstoke graduates must relocate to continue with their post-secondary education. Over the past four years, 39-46% of our graduates have transitioned immediately to a post-secondary institution within British Columbia. Some of our graduates choose to attend post-secondary institutions out of province across Canada, with the largest number moving to Alberta due to its proximity, access to accommodation, and cost. Due to small cohort sizes, Statistics Canada reports combine our district with SD10 (Nakusp). The most recent data shows that our combined districts send between 6-16% of our graduates to other Canadian provinces. About ten percent of our graduates choose to work for a year to save money before continuing with their studies, reporting to us that this is due to the cost of post-secondary education and accommodation.

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# Section B: Moving Forward Planning and Adjusting for Continuous Improvement

## Current Strategic Plan Priorities

The Revelstoke Board of Education has 4 goals identified in the Strategic Plan

- We believe that engaged learners will achieve successes that reflect their passions and interests in safe, equitable learning environments
- We optimize the sustainability of our school system
- We believe in communication strategies that foster school and community engagement
- We acknowledge the responsibility of our school community to learn the truth about, and honour, Indigenous cultures, languages, and histories, and our responsibility to work through the Reconciliation process.

<https://www.sd19.bc.ca/our-district/strategic-plan>

Our Mission Vision Values statements have been developed collaboratively with our school community to reflect our shared sense

### Our Mission

*To inspire passion and joy of learning*

### Our Vision

*Our school community is engaged in the pursuit of learning and knowledge that focuses on each individual developing to their potential and contributing to the wellbeing of all.*

### We Value

*Equity • Inclusion • Integrity • Community • Collaboration • Innovation  
Environmental • Sustainability • Resilience • Reconciliation*



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# Celebrating our Successes for the Past Year

## INTELLECTUAL DEVELOPMENT

### LITERACY:

Our early years work has been instrumental in helping our learners become proficient readers. Implementation of phonemic and phonological awareness has resulted in significant strides in student reading levels in the primary grades. K-3 grade group meetings helped to further our understanding on the science of reading and results indicate that this learning transferred to our students who demonstrated significant gains.

### NUMERACY:

The past year saw some deepened pedagogical understanding and a realization as a system of the work to be done in the area of numeracy. Teachers desire to improve their practice and incorporate district-wide assessment to drive instruction to support all learners is to be celebrated. Greater emphasis is being placed on the curricular competencies within mathematics education as opposed to the arithmetic itself.

### INCLUSIVE EDUCATION:

We have continued the work to deepen Inclusive Education practices and have shifted successfully to Competency Based IEPs to help guide programming for students with diverse abilities. This awareness of inclusion and assessment is positive. We will continue towards a more seamless push in model of support that emphasizes the true spirit of Inclusion centering on what students can do to meet their full potential.

### INDIGENOUS EDUCATION:

Much of the data in the How Are We Doing? report is masked due to the size of the cohort. This report shares information about Indigenous students is being done to protect the identity of our students; however, all students are monitored at the school and district level. Reviewing FSA, literacy and numeracy data, as well as course marks data, indicates that Indigenous students typically demonstrate similar results as non-Indigenous students.

## HUMAN AND SOCIAL DEVELOPMENT

The District Mental Health Steering Committee, comprised of Mental Health leads and district counsellors, worked together to plan and implement educational opportunities to build connections with students, build skills with mental health literacy, and improve student overall well-being. As a result of our equity scan, we have implemented monthly themes and activities that support Equity, Truth and Reconciliation, and Indigenous Learning. We are entering our third year of running these activities and last year there was a 7-15% increase in the percentage of students indicating that they are learning about local Indigenous Culture. The collaboration with local physicians to run a weekly clinic at the high school has become so popular that the Doctors have offered to run this for a full day, reducing barriers to access for many of our students. With the Affordability

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fund, we were able to support many local families with weekend backpacks full of food, recipes, activities and monthly tickets for a family activity. This was very much appreciated.

## CAREER DEVELOPMENT

Our high school continues to provide a full range of opportunities for 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. This focus on student choice led us to the decision to offer a variety of courses that meet the new Indigenous education requirement, rather than making a course mandatory. This year the high school ran four new Indigenous courses based on student requests. Staff continue to develop new courses that reflect student interests and passions.

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# Existing and/or Emerging Areas for Growth

## INTELLECTUAL DEVELOPMENT

### LITERACY:

Moving forward we are realizing that a district wide emphasis on phonological and phonemic awareness is necessary to ensure that our learners' reading is developmentally appropriate. Primary years teams have come together to hone their practice of helping children to read and decode successfully. This will only help our students with Diverse abilities in helping classroom contexts to be further differentiated to support all learners. We are currently implementing the use of a non-fiction reading assessment in Grade 4-9. As a district, we know that upper grades place the emphasis on comprehension of text and development of meta cognition skills. With this in mind, teachers will have the opportunity to give students practice with reading non-fiction text and responding to it in writing. We predict that this explicit teaching, practice opportunities, adjustment to instruction for all students across the board will result in even higher provincial data outcomes. At the secondary level, we are shifting our attention to promoting differentiated instruction and a more robust push in model of learning support that concentrates on creating learning contexts that better support our learners with diverse abilities.

### NUMERACY:

As we look ahead in numeracy, we are placing a significant district attention on our numeracy learning. To address foundational skills, we are implementing District Early Number Sense Assessment to help drive instruction and give our educators a clearer picture on those students who are missing key understandings in the primary years. In addition, numeracy circles are being implemented in K/1 level to promote a deeper sense of Indigenous Ways of Knowing and Being, helping our children to see themselves in the curriculum. Intermediate and secondary students will also have a District Assessment for Grades 4-8. These assessments are created to draw out areas of strength and areas to stretch and should indicate a need for classroom teachers to seek new ways to differentiate instruction through high yield routines that promote a deeper sense of numeracy skills. In addition, these new district assessments will act as a vehicle for helping educators to focus on a continuous improvement cycle for students and helping students to understand themselves as numeracy learners inevitably promoting a growth mindset approach to learning in Math.

### INCLUSIVE EDUCATION:

Further work is required in both assessment practices and inclusive education practices. Just as we recognize the need for greater student voice through self-assessment, we too need to see a greater use of inclusive ed practices directly in classrooms. Greater understanding and collaboration on push in models of support are needed to create equitable learning environments for our students with diverse abilities.

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## HUMAN AND SOCIAL DEVELOPMENT

The District Mental Health Steering Committee and the District Indigenous department will continue to use student voice to plan and implement opportunities to improve student sense of connectedness and belonging across the district. We want to focus on inviting more students to sit on various committees and each school is planning to start an Indigenous Student Leadership group. The Indigenous Student Leadership Summit in Kamloops inspired students and adults who participated to continue the conversation locally and expand to include more students. Post-covid, we are starting to reconnect with community partners to offer wrap-around care, supporting students and families.

## CAREER DEVELOPMENT

The counsellors at Revelstoke Secondary, along with the career department, will continue to work with post-secondary institutions to arrange visits to Revelstoke as well as plan school trips to a variety of campuses. We continue to offer a strong Trades program at the high school and bi-annually we run a Trades Sampler program where students have the opportunity to spend an entire semester in the shops and sample a variety of Trades. This program has had a huge impact on helping students make plans for their future, with 21% transitioning immediately into an Apprenticeship this year.

## Adjustment and Adaptations:

## STRATEGIC ENGAGEMENT

Our district strategic planning process is monitored and facilitated through ongoing collaboration within our school learning community. Key to that work are the partnerships that exist and thrive through the work of Rightsholders, parents/caregivers, students, staff and trustees that sit on the Indigenous Education Advisory Committee, Education Committee, District Parent Advisory Committee, Policy Committee, Revelstoke Early Years Centre & Early Childhood Development, Social Development Committee and Okanagan College.

Student voice plays an important role in this work and is received formally through the use of tools including the Middle Years Development Instrument, Youth Development Instrument, Provincial Learning Survey, the Indigenous Education Advisory Committee, the Education Committee student voice and the Student Leadership class.

As we embark on a new Strategic Plan for the 2024 school year, we are working to increase engagement through virtual and in person presentations. These presentations will allow community to further learn about the process of our current plan and to provide input into the 2024 new Strategic Plan. This will enhance our Communication at a Glance process to allow for varied entry points of consultation.

In the October staff meetings, the Strategic Plan will be discussed. All staff will receive an 'open source' document of the current plan for input in the 4 areas. The 'open source' document will be open until mid-November. The input will be tabulated and presented back to staff plus staff the opportunity to provide input into the New Strategic Plan.

## Communications at a Glance

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
<ul style="list-style-type: none"> <li>Framework for Enhanced Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>Strategic Plan</li> <li>Financial Statements</li> </ul>	<ul style="list-style-type: none"> <li>School Plans (2) - Begbie View Elementary School and Revelstoke Secondary School</li> </ul>	<ul style="list-style-type: none"> <li>Equity Action Plan</li> <li>Capital Plans</li> </ul>	<ul style="list-style-type: none"> <li>Transitions (K and 7)</li> </ul>
<b>Focus Communication with:</b>				
<ul style="list-style-type: none"> <li>Chamber of Commerce</li> <li>DPAC</li> <li>Indigenous Community</li> </ul>	<ul style="list-style-type: none"> <li>City of Revelstoke's Social Development Committee</li> <li>Rotary</li> </ul>	<ul style="list-style-type: none"> <li>Community Connections</li> <li>Community Futures</li> <li>Columbia Basin Alliance for Literacy (CBAL)</li> </ul>	<ul style="list-style-type: none"> <li>Okanagan College Advisory Committee</li> <li>Revelstoke Arts Council</li> </ul>	<ul style="list-style-type: none"> <li>Early Childhood Development Committee</li> <li>City Planning Department</li> </ul>
<b>Topics:</b> <ul style="list-style-type: none"> <li>New Initiatives/Successes</li> <li>Inclusiveness</li> <li>Mentorship Opportunities</li> <li>Student Voice (MDI/YDI/Learning Surveys)</li> <li>Success of Partnerships</li> <li>Grade 6/7 transition to high school</li> <li>Early learning transition to <a href="#">Kindergarten</a></li> <li><del>ScreenSmart</del></li> <li>Use of technology in learning</li> <li>Special events: Celebrations, Recognitions, Projects</li> <li>Healthy <a href="#">schools</a> projects</li> <li>Mental Health Initiatives</li> </ul>				
FEBRUARY	MARCH	APRIL	MAY	JUNE
<ul style="list-style-type: none"> <li>School Plans (2) - Arrow Heights Elementary School and Columbia Park Elementary School</li> <li>Budget Input</li> </ul>	<ul style="list-style-type: none"> <li>Grade 12 Transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reporting/Assessment of Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>Equity Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>Plan for Student Success</li> <li>Annual Budget</li> </ul>
The following District Committees are engaged in regular review and discussion of district goals for student success during the year. <ul style="list-style-type: none"> <li>Indigenous Education Advisory Committee</li> <li>Education Advisory Committee</li> <li>Policy Review Committee</li> <li>District Parent Advisory Committee</li> <li>School Parent Advisory Councils</li> <li>Early Childhood Development Committee</li> </ul>				

(as of September 28<sup>th</sup>, 2023)

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# Alignment for Successful Implementation

The Board of Education supports the mandate of the public education system for the province of British Columbia as expressed in the [School Act](#), [Provincial Regulations](#), [Provincial Policies](#), [Orders in Council](#), and [Ministerial Orders](#)

The Board of Educations' Strategic Plan sets out a clear vision for public education in SD 19. The Strategic Plan upholds the Board of Education's four priorities: see Current Strategic plan priority section. The Strategic Plan is the north star for our school district, guiding our priorities and allocation of resources.

In the lead up to creating a new Strategic Plan, Revelstoke School District participated in the Continuum of Supports | Corporate Cohort process in 2022-23.

## COOPERATE KICKOFF 2022-2023 | OVERVIEW

The Cooperate component provided a comprehensive approach to effective strategic planning for a dedicated cohort and will focus on the district planning processes using the Enhancing Student Learning report as a conversation starter.

Using the 4-year cycle allows for timely and targeted benefits to districts entering their strategic planning cycle within the following two (2) years and allows districts time to integrate their learnings into their strategic planning processes.

Participants in the Cooperate cohort will include a variety of leaders from the district including Board Chairs, Superintendents, Secretary Treasurers, and other district leaders.

Districts will participate in a peer review process that will include a self-assessment and focused conversation:

- In the spirit of transparency and openness
- For reciprocal learning
- To provide an opportunity to work collaboratively with the Ministry and fellow peers

## Year at a Glance

From October to March, the Cooperate cohort will engage in:

- A self-assessment
- Focused conversations with a peer review team consisting of sector volunteers and Ministry staff
- A review process using the same protocol and descriptive statements utilized by the peer review teams this past year

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From November to June, the Cooperate cohort will participate in the following sessions:

- Data Dive sessions
- Grounding equity into planning
- Engagement-focused seminar
- Strategic planning – setting evidence informed priorities
- Implementation – alignment for impact and success

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This August the two-day Leadership Retreat focused on the Alignment of the Education Citizen, Strategic Plan and School Learning Plans. School Learning plans were shared. Student Learning Outcome data was presented and the stories behind the data presented and reviewed to ensure alignment with the Ministry of Education and Child Care, Board of Education, local School Learning Plans and Classroom data.

Important to Alignment for successful implementation is the Budget consultation process. This process helps us set priorities in alignment with the Strategic Plan. The annual Operating Budget supports school budgets, professional learning and staffing plans

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# Conclusion



School District 19 remains steadfast in its dedication to enhancing educational outcomes for every student. Our actions are firmly aligned with the Board of Education's Mission, Vision, Values and Strategic Plan, demonstrating the unwavering commitment of our district personnel to improving the educational experience for all students. This year the Board of Education will be reviewing the Strategic Plan of 2021-24. As we embark on this journey of growth and collective learning, we wholeheartedly invite input and feedback to foster continuous improvement. In the new year, we look forward to engaging with our entire community as we collectively participate in the building and unfolding of a new Strategic Plan for the 2024-27 school years. Together, we will walk in a good way to ensure a future of equitable and enhanced education for all.