



School District 19
(Revelstoke)

Revelstoke Board of Education

Enhancing Student Learning Report 2021-22

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 and informs district decisions related to the allocation of our resources. It reflects directions and efforts undertaken by staff and students at each of our schools and connects the work of parents and community partners to our student successes and aligns with the Framework for Enhanced Student Learning Reporting Order.

Developing our District Strategic Plan

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: the Education Committee (parent, student, staff, trustee), and the Indigenous Education Advisory Committee (community, parent, student, staff, trustee), with community involvement through the City of Revelstoke Social Development Committee, the Early Childhood Development Committee and has been shared more broadly with the City's Economic Development Committee, community service organizations and service providers.

District Plans for Success reflect the focus for student learning articulated in our school are and built with input and collaboration from the District Parent Advisory Council, School Parent Advisory Councils, and all district staff. Student voice plays an important role in this work and is heard formally through the use of tools including the Middle Years Development Instrument, Youth Development Instrument and Provincial Learning Survey.

Our 2021-2024 Strategic Plan was approved by the Board of Education November 17th, 2021

Connections to Strategic Plan Priorities:

3. We believe in communication strategies that foster school and community engagement

- *Enhance communication with the community through events and activities that bring awareness to successes and challenges and celebrate student growth and learning*
- *Maintain an annual plan for communication including liaison with, and presentations to, community groups*

HUMAN AND SOCIAL DEVELOPMENT

GOAL 1 – TO FURTHER DEVELOP STUDENTS HEALTH AND WELL-BEING

Our students and staff are actively engaged in the work of creating and sustaining health learning environments where diversity and differences are embraced, encouraged and are the focus of learning. Our continued focus on learner health and well-being is critical to their success. We are into our twelfth year administering the Middle Years Development Instrument (MDI) and moved from grade 4 and 7 to grade 5 and 8, 2021/22. This tool, along with Provincial Student Learning Surveys, assist our efforts to understand factors related to the overall health and well-being of our students and informs our district goal to “Further Students’ Health and Well-being”.

What’s going on for our learners?

Scanning and analysis of the Early Development Instrument (EDI) data chart shows a range across 5 domains and an overall vulnerability of only 13%. As we move to the middle years, patterns emerge that indicate anxiety, worries and general health may be setting barriers to individual success. A focus on student health to enhance social and emotional well-being helps to reduce barriers to learning and enhance achievement for all students.

How do we know?

We continue to gather student feedback through formal tools like the MDI, and through focus groups and projects at all levels. We are in our third year in piloting of the Youth Development Index (YDI). This will provide us with information related to the health and well-being of our grade 11 students and will provide a context to explore their development since their past participation in the grade 4 and grade 7 MDI.

Our students and staff are actively engaged in the work of creating and sustaining healthy learning environments where diversity and differences are embraced, encouraged and are the focus of learning. Our continued focus on learner health and well-being has been critical to our success.

SD19 ■ REVELSTOKE

EDI VULNERABILITY RATES BY SCALE

PHYSICAL HEALTH & WELL-BEING

Motor control, energy level, daily preparedness for school and washroom independence.

2018-19 2019-20

9% 16%

SOCIAL COMPETENCE

Cooperation, respect for others, socially appropriate behaviour, self-control and self-confidence.

7% 11%

EMOTIONAL MATURITY

Tolerance, a focus on helping and the ability to demonstrate empathy for others.

10% 9%

LANGUAGE & COGNITIVE DEVELOPMENT

Interest in books, reading, language skills, literacy and math-related activities.

4% 7%

COMMUNICATION SKILLS & GENERAL KNOWLEDGE

Ability to clearly communicate one's own needs, participate in story-telling, and general interest in the world.

2% 9%

VULNERABLE ON ONE OR MORE SCALES

Reports on the percentage of children who are vulnerable on one or more of the 5 scales of the EDI.

15% 25%



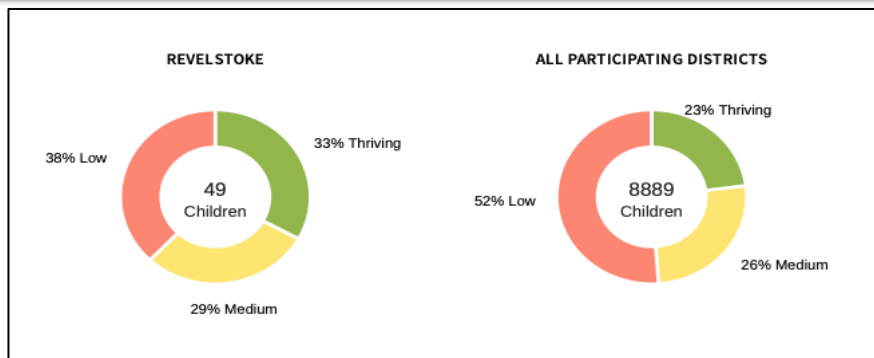
District Successes: Revelstoke continues to have the lowest levels of vulnerability in the province. We are anticipating that vulnerability rates may be on the rise as we prepare for the next wave of EDI data to be available provincially this year. The Early Learning Community in Revelstoke continues to ensure that Kindergarten students are entering school with high levels of readiness for learning. This is a credit to the effective community programs that support the early years.

Connections to Strategic Plan Priorities:

1. We believe that engaged learners will achieve successes that reflect their passions and interest in safe, equitable learning environments.

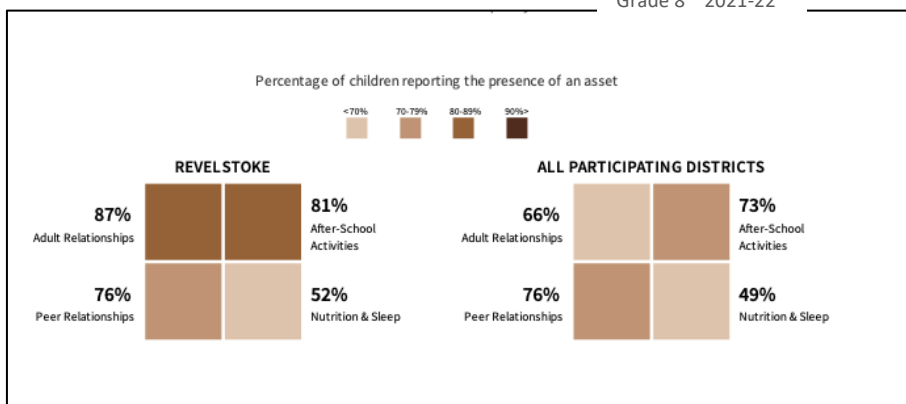
- Encourage student participation in global and community social action
- Support enhanced Indigenous programs and services
- Ensure that students have access to effective mental health tools and supports
- Encourage student engagement in setting direction for their learning

Our students continue to report very high levels of connectedness with adults in our schools, the community, and their homes,



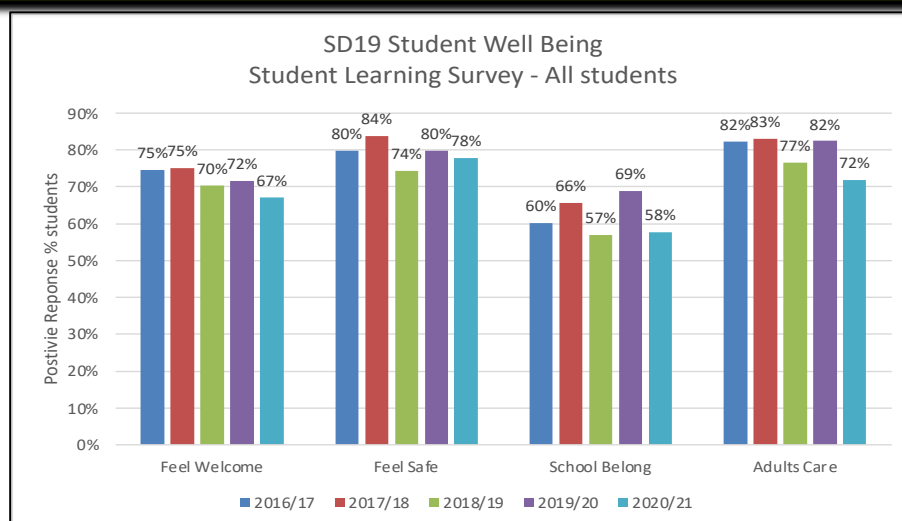
Grade 8 2021-22

The Assets Index combines MDI measures that highlight positive experiences, relationships or behaviours present in children's lives. Schools and communities can focus their efforts in these areas to create the conditions and contexts where children can

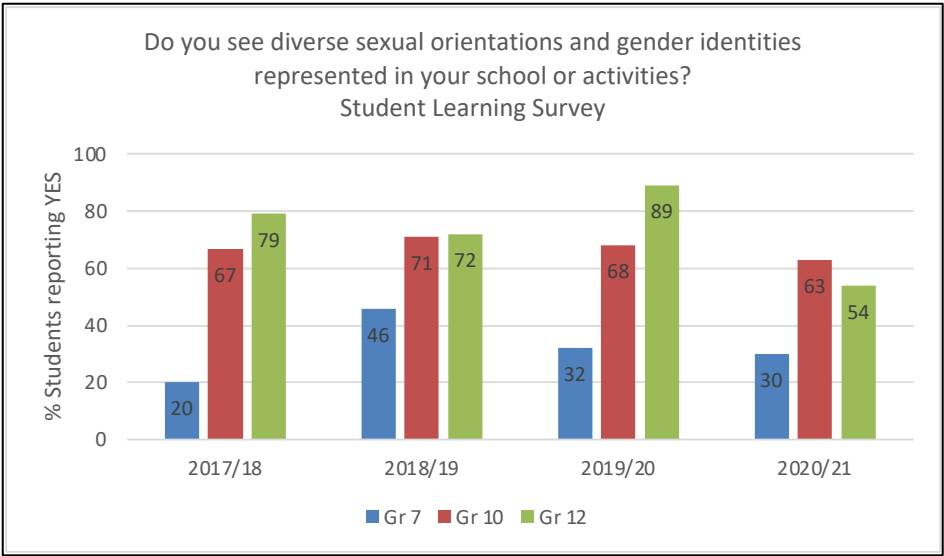


District Successes: Students report very high levels of connectedness and overall belonging at school on the Provincial Student Learning Survey. The following chart indicates the district average for grades 4, 7, 10 and 12 for the past four years. Although there are slight changes from year to year, our students continually report overall positive rates. High levels of 'connectedness' to adults/staff at school, belonging, feeling safe and welcome is indicative of the value and strength of relationships that are nurtured and maintained in each of our schools.

Student reflections on school climate confirm that the pandemic and associated restrictions on 'normal' school life impacted their experiences.



We monitor positive responses to the student learning Survey question “Do you see diverse sexual orientations and gender identities represented in your school activities.” through the grades from grade 7 to 12. This indicator demonstrates both the safe feeling of expression as well as the increased awareness of sexual orientation and gender identity among students.



WHERE TO NEXT?

The school level supports and educational opportunities for addressing health and well-being have continued to evolve. The addition of teacher leads at each of our schools and the addition of mental health funding are supporting our focus on mental health and ensuring that we maintain our high levels of student connectedness and belonging while developing our learners’ skills in mental health, literacy and overall health and well-being.

INTELLECTUAL DEVELOPMENT

GOAL 2 – TO ENHANCE STUDENTS’ LITERACY SKILLS

Literacy skills are the cornerstone skills of developing confident, capable learners in our system. The skills of decoding and comprehension of text and the writing of text are necessary for students to develop their skills and become independent learners who can apply literacy skills to their passion areas.

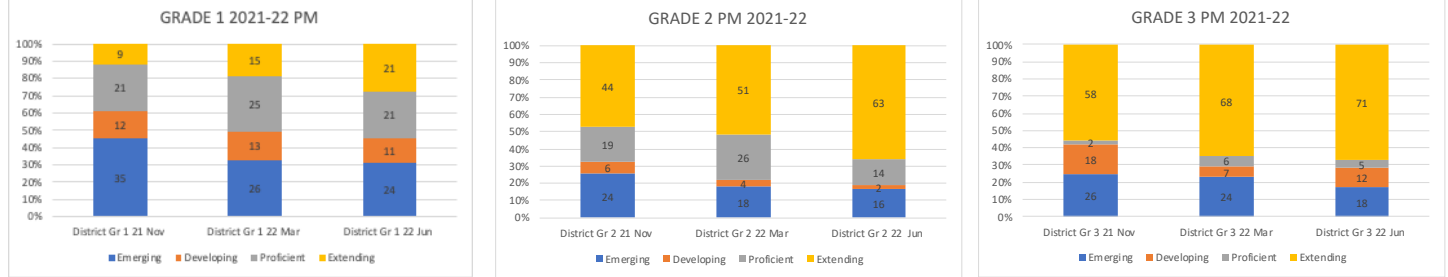
What’s going on for our learners?

This area is over all stronger for our learners. However, it does not mean that there not areas which require our attention as a district. In primary areas we know that decoding skills are crucial and require continued development for all learners, realizing that an emphasis on phonological and phonemic awareness is necessary to ensure that our learners’ reading is developmentally appropriate. As move along into Intermediate and Secondary levels the emphasis is on comprehension of text and development of meta cognition skills. In writing, students across the board can find written output more challenging and most specifically have demonstrated the greatest need in informational writing in response to read text.

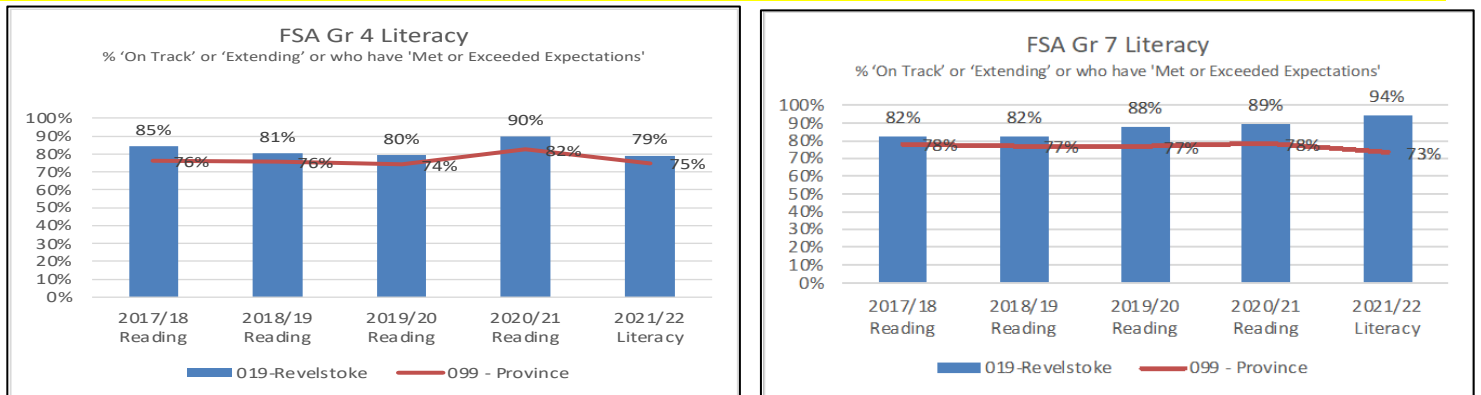
How do we know?

In Primary, PM benchmarks along with a Balanced Literacy Approach give us the information we need to make informed decisions about decoding skills that kids need in order to become literate. As we move along, the use of school-based assessments, the FSA, and the Literacy 10 we can see that students have a greater ability to comprehend and respond to fictional texts and can find non-fiction texts more challenging to comprehend and to demonstrate that understanding through effective writing.

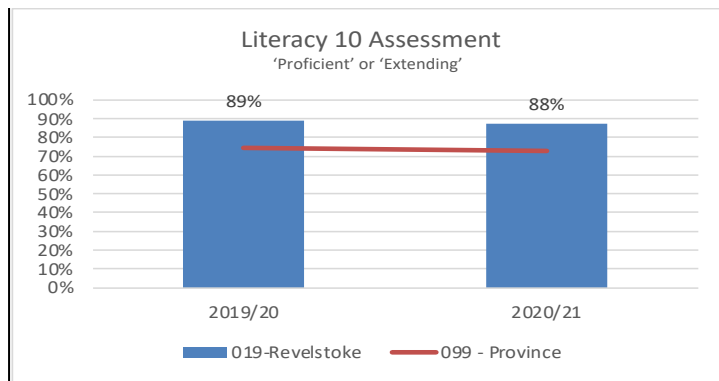
District Success: This year we have expanded our use of PM Benchmarks revised our proficiency scale and provided in-service for individual student reading assessment analysis of running records to look beyond the score to guide instruction and support for emerging and developing readers.



District Successes: 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.



At the grade 4, 7 and 10 levels our students are performing above the provincial average. However, this information provides only a snapshot of our student success and is only one piece of evidence that forms a larger picture of student



OUR NEXT STEPS

We recognize the need to move our learners' forward and ensure that they are meeting benchmarks in the early years. It is well known that quality balanced literacy programs contribute to this development. We will continue to promote and develop quality literacy instruction and routines that benefit all learners. We also know that the meta-cognition in the comprehension of text is crucial to students' engagement and enjoyment of text. This will translate to higher levels of literacy overall. Emphasizing quality writing from K-12 and understanding what that looks like at all levels is also an important next step for us in literacy.

INTELLECTUAL DEVELOPMENT

GOAL 3 – TO DEVELOP STUDENTS' NUMERACY SKILLS

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.

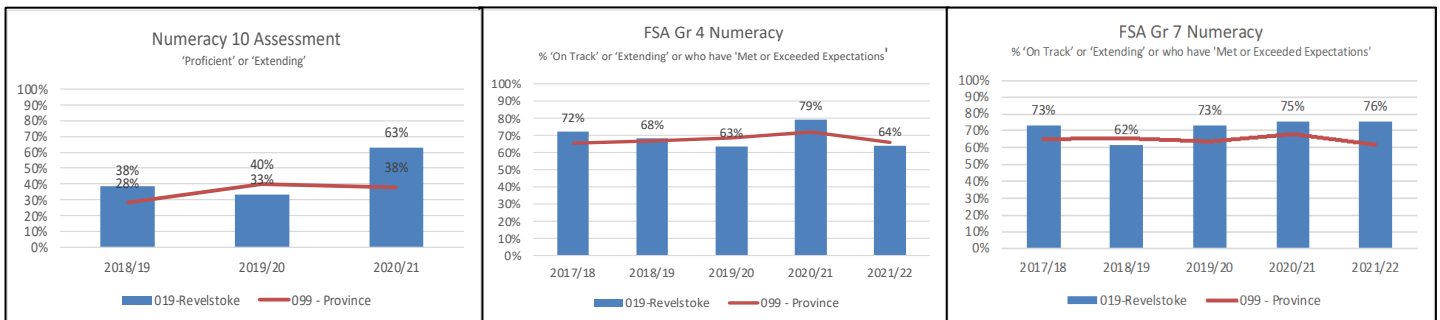
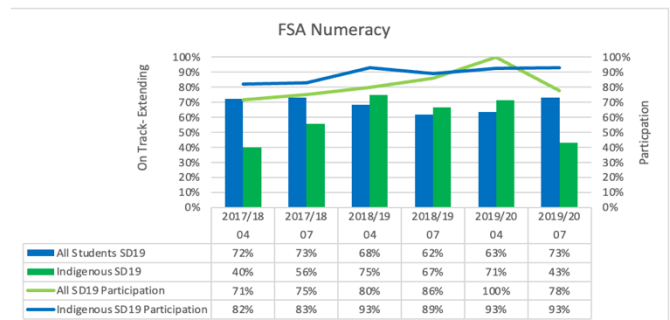
What's going on for our learners?

With the implementation of revised curriculum and the new emphasis on skill building we know that students' math skills have tended to be computationally focussed 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. Similarly, students lack an understanding and ownership of what skills they actually need to develop in Numeracy and can become stuck on content rather than processes.

How do we know?

Class based assessments, the Foundation Skills Assessments and Provincial Grade 10 Numeracy Assessment together paint a clear picture for us. These assessments tell us that students can become easily overwhelmed in multi-step numeracy tasks. These assessments also show us that students need greater development in financial and data literacy in order to demonstrate their mathematical understanding of a context.

Our FSA results provide another snapshot of student learning at an individual and group level. To ensure our Indigenous students achievement continues to remain on track we have included this demographic in our reporting when the cohort size is large enough to protect privacy. Individual student performance is monitored at the school level.



WHERE TO NEXT?

We know that in order to develop our students' numeracy skills we must also develop our own deeper understanding of numeracy and its fundamental difference from being just math. This comes from greater emphasis on the curricular competencies in Math for all learners so that we can increase students' ability to understand and succeed in real life tasks requiring application and conceptual understanding of number. This begins with a balanced numeracy approach in the early years all the way to a greater emphasis on numeracy across the curriculum.

GOAL 4 – TO ENSURE THAT OUR STUDENTS ARE COMPLETING GRADE 12 WITH DIGNITY, PURPOSE AND OPTIONS

What is going on for our learners?

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. Staff continue to develop new courses that reflect student interests and passions.

How do we know?

The Five Year and Six Year Completion rates of our students continues to align or exceed with Provincial averages. In addition, survey data suggests that students are developing leadership in a wide variety of areas including environmental action, contributing through volunteerism, and their belief that they can make a difference.

5 Year Completion Rate

(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)

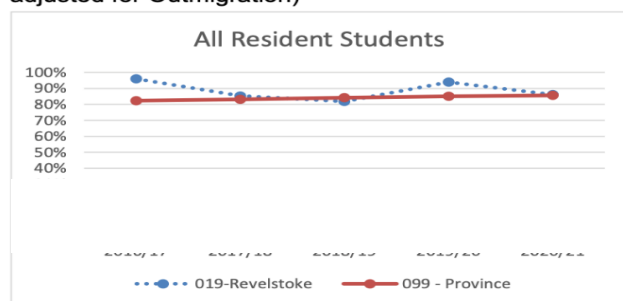


Figure 67: 5 Year Completion Rate - All Resident Students

Our student graduation rates continue to be at levels we expect. For the small number students who do not complete in 5 years, individual supports, and a 6th year of high school, are in place to ensure all of our students are able to complete graduation requirement.

Post-Secondary Institute (PSI) 3 Year Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)

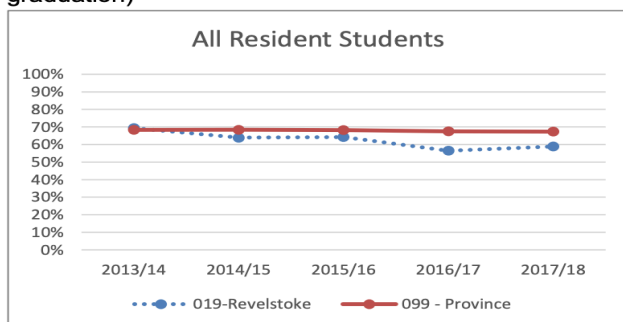


Figure 77: Post-Secondary Institute Transition - All Resident Students

Students who further their education within 3 years of graduation and transition to Post Secondary Institutions remains within range of the provincial averages. The PSI transition identified the percent of students who enrol into BC post-secondary institutions within 3 years of graduation. Due to small cohort sizes Indigenous student performance has been masked.

(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)

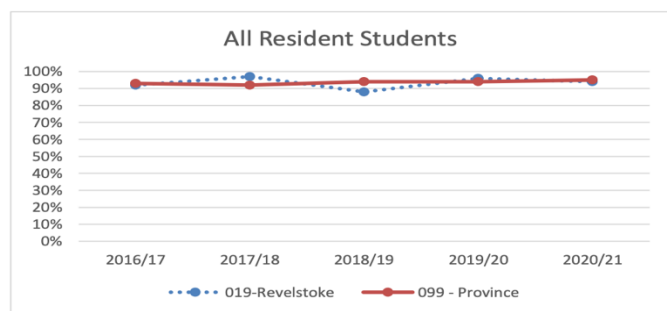


Figure 46: Transition Grade 11 to 12 - All Resident Students

Grade to grade transitions illustrate the success of our students' achievement moving through their secondary school years. At the grade 11 level, students who may require an extra year to graduate are listed as grade 11 until close to the end of their grade 12 year and moved ahead as they approach completion. Indigenous data is masked; however, all students are monitored closely at the school level. Transition rates at all grade levels are within range of provincial averages.

EMERGING AREAS OF FOCUS/NEED

Connections to Strategic Plan Priorities:

4. 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.
 - Identify promising practices and implicit bias that impact Indigenous student achievement and success
 - Ensure that all members of our school community understand the role they play in Reconciliation
 - Increase awareness and knowledge in our school community of Indigenous cultures, languages, and histories to further enhance the success of all students
 - Support and provide professional learning opportunities related to Indigenous cultures, languages, and histories

INDIGENOUS WAYS OF KNOWING AND BEING

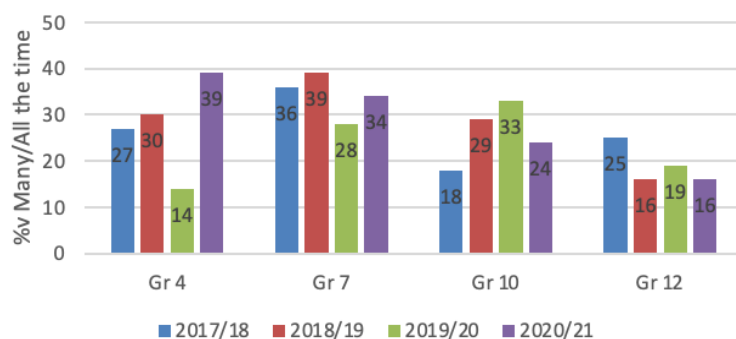
Our equity scan and action plan included a review of the First Peoples Principles of Learning and Indigenous Ways within our district and school policies, our district and school environments, our professional practices and how we support individual students and their learning and respectfully acknowledge the role colonization has had on traditional Canadian “History”. We are guided in this journey by the calls of Action in the National Truth and Reconciliation report, by the United Nations Declaration of the Rights of Indigenous People, and by the First People Principals of Learning.

Survey data from students suggest that across the district we have more work to do to ensure that First Peoples Principles of Learning are being addressed by all staff, not just staff within the ‘Indigenous Education’ area.

The provision of enhanced indigenous lead teaching time, support worker allocations and regular district wide communications have been put in place to begin this work.

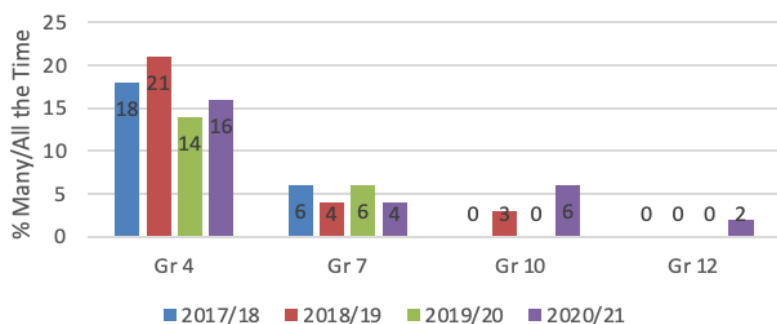
Being taught about Aboriginal peoples in Canada?

Student Learning Survey



Participate in any Aboriginal or First Peoples celebrations or activities?

Student Learning Survey



Indigenous Support Workers work closely with students, teachers, classes and schools to further Aboriginal Ways of Knowing and Being and the First Peoples Principles of Learning in our educational journey. Students are provided opportunities to connect their learning to culture, land and spirit all creating an increased sense of self and heritage. Although we recognize the work ahead to remove systemic bias that currently is held in educational practice, Indigenous connections to learning are building as we learn and grow.

MENTAL HEALTH AND WELL BEING

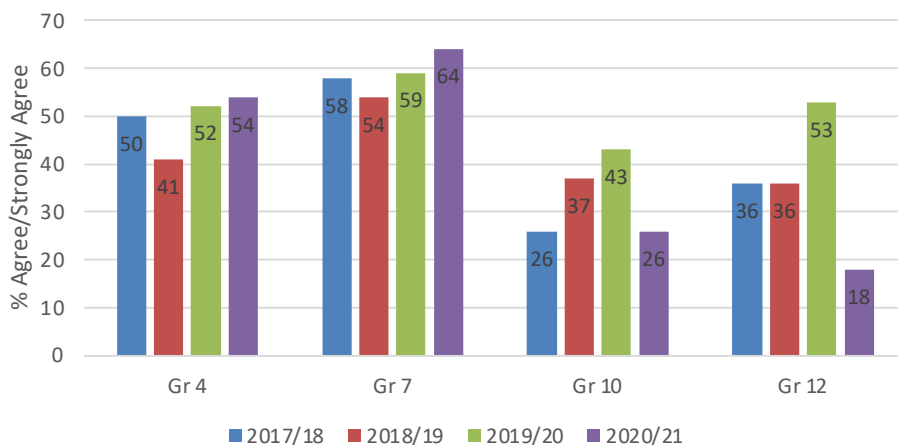
Our district wide focus on mental health is reflected in the numbers of students responding positively to the question “I am learning to care for my mental health”.

At the grade 10 and 12 levels we saw a sharp decline which is cause for further investigation. Initial indications were that this change was a part of the pandemic experience.

We are targeting additional supports at each of our schools through a lead teacher model and enhanced counselling time.

Learning how to care for my mental health

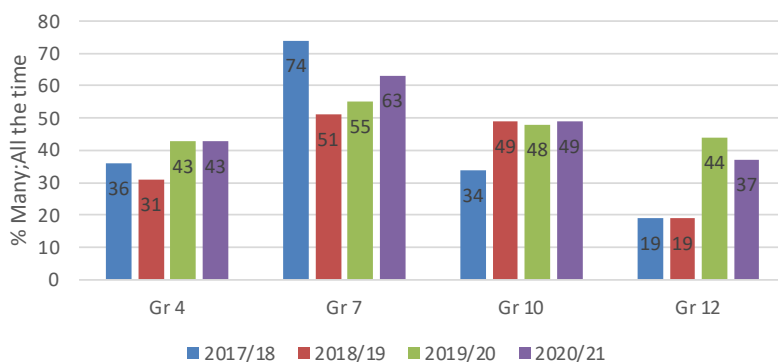
Student Learning Survey



We have further work to do in this area. Students do not necessarily see how they are learning about how environmental education is addressed in their curriculum. Our professional development activities are being supported through the Columbia Basin Environmental Education Network. We will continue to monitor this area.

Learning about how human activity affects our environment?

Student Learning Survey



Connections to Strategic Plan Priorities:

3. We optimize the sustainability of our school system

- Support staff mental health and wellness initiatives and activities
- Maintain and enhance our ability to reduce environmental impact
- Ensure that our budget, finance and audit processes are inclusive, transparent and aligned with our goals for student