



School District 19  
(Revelstoke)

# Revelstoke Board of Education

## Achievement Contract

### 2012/2013

June 25<sup>th</sup>, 2012



## Introduction

This Achievement Contract has been prepared in accordance with the School Act for submission to the Ministry of Education. It outlines our district's plans to sustain and enhance student achievement, focusing on the areas of literacy, school completion and graduation, and student health.

## Context

Revelstoke is located on the Trans Canada Highway adjacent to the Okanagan and Kootenay regions. We are a vibrant, historic mountain community of 7,139. Our school district serves approximately 1,000 full-time equivalent students in three elementary schools and one high school, all within the city of Revelstoke. We support a wide range of students with unique needs and take pride in the achievement of these students. Seventeen percent of our students have a diagnosed learning need. Approximately eleven percent of our student population is of aboriginal descent, most of whom are non-status. Our Aboriginal Education Advisory Committee is implementing an Aboriginal Education Enhancement Agreement that guides the accomplishment of objectives in four goals specific to aboriginal student success.

Our Board employs 71 FTE school based professional staff (65 teachers, four principals and one vice-principal), 39 full-time equivalent support staff and five district excluded staff consisting of a superintendent, a secretary-treasurer, a district principal-support services, a director of operations and technology and a confidential secretary. Within our staffing we enjoy a full contingent of specialist staff including an elementary counselor/behaviour intervention specialist, a school psychologist, a speech-language pathologist, a supervisor of aboriginal student services and an elementary aboriginal student assistant.

Relationships among the Board of Education, administrators, teachers, support staff, parents, the City of Revelstoke and the community are characterized as outstanding. We work collaboratively, solve problems promptly and professionally and capitalize on opportunities to address and resolve issues. Committees operate with high levels of collegiality, transparency and effectiveness. Our district hosts the first two new Neighbourhood Learning Centres in the province. Revelstoke Secondary School enjoys a 275 seat theatre and three distinct conference/office spaces to support youth programs and services. Our new Begbie View Elementary School hosts a purpose built early learning hub and a robust gymnastics facility which is the home of the Revelstoke Acrobats.

### **.....our enrollment challenge.....**

We have been faced with the challenge of a 760 FTE student (43%) decline since 1995. The Board of Education has been vigilant in protecting class sizes and enhancing services and programs for children, while presenting a balanced budget to the Ministry of approximately 10 million dollars. Our two elementary school consolidation has generated the most recent efficiencies.

.....our many strengths.....

We are proud of our highly successful early identification and intervention strategy initiated in 2000. A district literacy committee, led by teachers, shepherded processes wherein all students in Kindergarten and Grade 1 are assessed in terms of early indicators of literacy (D.I.B.E.L.S.). Subsequently, individual student reading levels are systematically monitored in Grades 1 through 3 using PM Benchmarks. In Grades 4 to 9, the reading fluency of every student is monitored using the Gray Oral Reading Test (G.O.R.T.) administered by our Principals. These assessments provide a continuity of support throughout the elementary years and into high school. Our school psychologist and speech-language pathologist play important roles in identification and intervention for students who are not achieving success in our schools.

Our District enjoys the support of a comprehensive community response to early learning. Our new Neighbourhood Learning Centre will serve preschoolers by housing the *Stepping Stones Childcare*, the *Community Speech-Language* program, the *Literacy Outreach/Family Literacy* coordinator, a *StrongStart* centre (the first StrongStart to open in the province, in the fall of 2006), a multipurpose health space, *Leapland* (indoor playground) and the *Child Care Resource and Referral Service*. Staff collaborate with preschool teachers, the *Interior Health's* speech-language pathologist, the *Infant Development* program coordinator, and the *Community Living for Children* program director to transition students requiring support as they enter the school system. We are participants in the *Human Early Learning Partnership (H.E.L.P.)* and the *Early Development Instrument (EDI)* indicators describe Revelstoke children among the very least vulnerable in the province. We credit this achievement to the long-standing child focused supports that exist within our community.

Trustees and staff are active participants supporting community literacy through the *Revelstoke Literacy Action Committee*. A comprehensive plan is in place to ensure that literacy remains a focus throughout our community and we ensure that "*Revelstoke Reads*".

In 2011 the district piloted the *H.E.L.P. Middle Years Development Instrument (MDI)* and administered it again in 2012. The data from the MDI informs our third goal to ensure that Revelstoke's children have the highest possible levels of health well-being.

Staff have worked diligently to create safe and sustain orderly school environments. Over the past five years, student codes of conduct have been developed, implemented, reviewed and revised at each school. In addition, protocols have been established at the district level in a number of areas to ensure the safety of students: child protection, bomb threats, emergency evacuation, informed consent of risk, critical incidents, sexually intrusive behaviours, medical alerts, stranger alerts and dangerous intruders. Our most recent work in the district has been to develop our district and community response to threats. We have seen substantial decreases in behavioural incidents district wide and profound decreases in students diagnosed with moderate and/or severe behavioural disorders.

In the area of Special Education, significant work has been undertaken to enhance processes and develop consistency in practices. Procedures and services in special education are regularly reviewed through a collaborative process with staff. Our most current work has been to enhance services for students who are gifted. We are striving for the success of every student as articulated by our vision statement:

***We envision an education system that enables all learners to achieve academic success to their potential, obtain personal fulfillment, and demonstrate social responsibility by creating and/or nurturing a learning environment which involves the support and engagement of all staff, parents and the wider community.***

## **Aboriginal Education Enhancement Agreement Status**

Significant consultation was undertaken to develop our first Aboriginal Education Enhancement Agreement, which was signed on March 26<sup>th</sup>, 2010. We achieved a strong consensus formulating our vision for Aboriginal education.

***We envision Aboriginal students who are successful and confident; who have pride in their cultural heritage, unique gifts, strengths and abilities. We are committed to a community that acknowledges, honours and respects the diverse cultures of our Aboriginal students, families and elders.***

We are actively engaged in activities related to our Aboriginal Education Enhancement Agreement Implementation Plan and have published our second Aboriginal Education Enhancement Agreement Annual Report. This report describes our many accomplishments in Aboriginal Education and is available at <http://www.sd19.bc.ca/abed>

## **District and School Connections**

School growth plans are developed with the support of the School Planning Council in consultation with school staff. School plans are informed from a variety of sources including classroom, school, district and provincial data; school and parent priorities; and district initiatives. School Planning Councils are supported by a well-established district policy, an annual school planning calendar, a district-wide communication protocol, growth plan templates, a district School Planning Council member orientation and a School Planning Council member handbook. School Planning Council meetings are scheduled over the course of the school year to ensure a continuity of discussion.

School growth plans are discussed with the superintendent in draft form in June and September. Clarifications, revisions and additions are then made in consultation with staff and the School Planning Council, with a finalized version submitted to the Board for approval in October. School growth plans are considered to be “living documents” with adjustments made throughout the year as staff, School Planning Council and Parent Advisory Councils examine new evidence and monitor and evaluate progress. When school goals are not consistent with district goals, the school has a sound, data-based rationale.

District and school goals inform an annual work plan managed by the superintendent. Weekly principals’ meetings contain agenda items related to the objectives and actions in the goal areas of the achievement contract.

The district has an extremely collaborative budgeting process, which includes district staff, principals, the Revelstoke Teachers’ Association President and the CUPE President as full contributing members. Resources to support the district achievement contract and school plans are allocated district-wide on an equitable basis. Sustaining the resources necessary to support district and school goals remains a priority of the Board and are addressed early in the annual budget process.

## **Early Learning and Literacy – Our Expanded Mandate**

### **Early Learning**

Trustees and District staff actively participate in the Early Childhood Development Committee and have contributed to the goals and objectives outlined in the Early Childhood Development Strategic Plan. We have been very successful working collaboratively delivering programs and services to support young children and families, with the result being that Revelstoke is the least vulnerable community in British Columbia with

respect to the Early Development Indicators established by the Human Early Learning Partnership. The district sees itself as integral to sustaining this work and contributing to healthy young children and families.

### Community Literacy

The Revelstoke Literacy Action Committee completed a District/Community Literacy plan as one of ten pilot districts in December 2007. The plan was updated in June 2008, received significant revision in June 2009 and has been thoroughly updated annually. The District Literacy Plan addresses gaps in services in our community and areas where we wish to continue to support youth subsequent to their experiences in high school. Our Board believes that the District Literacy Plan is integral to supporting family literacy.

### **Achievement Contract Reporting**

- Successes are highlighted by the Superintendent at each public Board of Education meeting.
- Each spring, principals provide a comprehensive report of school achievements at a public Board of Education meeting.
- Progress is communicated regularly at District Parent Advisory Committee and school Parent Advisory Committee meetings.
- Results are communicated on the district website.
- School newsletters highlight growth plan goals and progress made.
- Presentations are made by the Superintendent to Community Futures Development Corporation, the Social Development Committee, Rotary, Early Childhood Development Committee and Revelstoke Literacy Action Committee.
- The Superintendent's Annual Report on Achievement provides a comprehensive update and it is shared widely throughout the community.

#### **...a word about targets**

When targets are not met, they are immediately reviewed to determine if they were reasonable and/or achievable. Once that analysis has taken place, district data is then reviewed at the school level to identify any specific trends or outliers. An analysis of our aboriginal students' success also receives scrutiny through the implementation of our Aboriginal Education Enhancement Agreement.



#### **... responding and adjusting**

The achievement contract is a living document and is updated frequently by the Superintendent over the course of the year as new data is available. Analysis of student growth throughout the year determines adjustments to actions to ensure that targets are likely to be met, or conversely, to take new actions where gaps are identified.

## Goal 1 – To Increase Students’ Reading Achievement

**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 three, remains a focus for improvement

Objective 1.1	Performance Indicators / Evidence	Expected Results / Targets	Results	Summary of Progress
<p>To ensure that <b>90%</b> of our students are reading at grade level by the end of Grade 3.</p> <p>All students not reading at grade level will be identified and supported with an Individual Education Plan, learning assistance and/or individualized literacy interventions.</p>	District Screening DIBELS Kindergarten, Phoneme Segmentation  n = 92		2006/2007: 51% 2007/2008: 68% 2008/2009: 84% 2009/2010: 62% 2010/2011: 56% 2011/2012: 59%	These results provide the context for this objective. A fifteen percent increase from K to Grade 1 forms the basis for the Grade 1 target.
	District Reading Assessment Grade 1 PM Benchmarks, meeting or exceeding  n = 84	2011/2012: 71% 2012/2013: 74%	2006/2007: 64% 2007/2008: 74% 2008/2009: 81% 2009/2010: 56% 2010/2011: 44% 2011/2012: <b>79%</b>	Target exceeded.
	District Reading Assessment Grade 2 PM Benchmarks, meeting or exceeding  n = 58	2011/2012: 80% 2012/2013: 80%	2006/2007: 78% 2007/2008: 77% 2008/2009: 92% 2009/2010: 82% 2010/2011: 65% 2011/2012: 66%	Target not met. Cohort will be supported to higher levels early in the 2012/2013 school year.
	District Reading Assessment Grade 3 PM Benchmarks, meeting or exceeding  n = 75	2011/2012: 90% 2012/2013: 90%	2006/2007: 92% 2007/2008: 91% 2008/2009: 93% 2009/2010: 95% 2010/2011: 93% 2011/2012: <b>93%</b>	Target met. Success sustained for eight consecutive years, since the 2004/2005 school year.
	FSA Reading Grade 4, meeting or exceeding.  n = 62	2011/2012: 90% 2012/2013: 90%	2006/2007: 86% 2007/2008: 96% 2008/2009: 99% 2009/2010: 93% 2010/2011: 95% 2011/2012: 87%	Target not met. Intervention support not provided to the extent as in previous years due to job action. FSA results will be analyzed to determine areas for emphasis for this cohort in Grade 5.

Objective 1.2	Performance Indicators / Evidence	Expected Results / Targets	Results	Summary of Progress
<p>To ensure that <b>90%</b> of our students are reading fluently at grade level by the end of Grade 7.</p> <p>All students not reading at grade level will be identified and supported with an Individual Education Plan, learning assistance and/or individualized literacy interventions.</p>	District Reading Assessment Grade 4 G.O.R.T., meeting or exceeding  n = 67	2011/2012: 90% 2012/2013: 90%	2006/2007: 91% 2007/2008: 80% 2008/2009: 87% 2009/2010: 89% 2010/2011: 93% 2011/2012: <b>93%</b>	Target met.
	District Reading Assessment Grade 5 G.O.R.T., meeting or exceeding  n = 81	2011/2012: 90% 2012/2013: 90%	2006/2007: 93% 2007/2008: 91% 2008/2009: 88% 2009/2010: 94% 2010/2011: 91% 2011/2012: <b>98%</b>	Target exceeded. Highest ever reading fluency levels at this grade level.
	District Reading Assessment Grade 6 G.O.R.T., meeting or exceeding  n = 70	2011/2012: 90% 2012/2013: 90%	2006/2007: 92% 2007/2008: 96% 2008/2009: 96% 2009/2010: 88% 2010/2011: 92% 2011/2012: <b>90%</b>	Target met.
	District Reading Assessment Grade 7 G.O.R.T., meeting or exceeding  n = 62	2011/2012: 90% 2012/2013: 90%	2006/2007: 92% 2007/2008: 91% 2008/2009: 92% 2009/2010: 95% 2010/2011: 90% 2011/2012: <b>97%</b>	Target exceeded. Success sustained for a sixth year.
	FSA Reading Grade 7, meeting or exceeding  n = 53	2011/2012: 90% 2012/2013: 90%	2006/2007: 79% 2007/2008: 85% 2008/2009: 91% 2009/2010: 94% 2010/2011: 89% 2011/2012: 87%	Target not met. Intervention support not provided to the extent as in previous years due to job action. FSA results will be analyzed to determine areas for emphasis for this cohort in Grade 8.

<b>Objective 1.3</b>	<b>Performance Indicators / Evidence</b>	<b>Expected Results / Targets</b>	<b>Results</b>	<b>Summary of Progress</b>
<p>To ensure that <b>90%</b> of our intermediate Aboriginal students are reading fluently at grade level by the end of Grade 7.</p> <p>All students not reading at grade level will be identified and supported with an Individual Education Plan, learning assistance and/or individualized literacy interventions.</p>	District Reading Assessment Grade 3 Aboriginal students, meeting or exceeding  n = 8	2011/2012: 90% 2012/2013: 90%	2006/2007: 87% 2007/2008: 67% 2008/2009: 71% 2009/2010: 80% 2010/2011: 100% 2011/2012: <b>100%</b>	Target exceeded.
	FSA Reading Grade 4 Aboriginal students, meeting or exceeding  n = 9	2011/2012: 90% 2012/2013: 90%	2006/2007: masked 2007/2008: 100% 2008/2009: 86% 2009/2010: 63% 2010/2011: 90% 2011/2012: <b>100%</b>	Target exceeded. This is an outstanding success, with aboriginal student achievement exceeding that of non-aboriginal students.
	District Reading Assessment Grade 7 Aboriginal students, meeting or exceeding  n = 9	2011/2012: 90% 2012/2013: 90%	2006/2007: 100% 2007/2008: 80% 2008/2009: 60% 2009/2010: 80% 2010/2011: 85% 2011/2012: 78%	Target not met. Small cohort impacts percentages.
	FSA Reading Grade 7 Aboriginal students, meeting or exceeding  n = 7	2011/2012: 85% 2012/2013: 90%	2006/2007: 60% 2007/2008: 80% 2008/2009: 83% 2009/2010: 70% 2010/2011: 85% 2011/2012: 71%	Target not met. Small cohort impacts percentages.
<b>Objective 1.4</b>	<b>Performance Indicators / Evidence</b>	<b>Expected Results / Targets</b>	<b>Results</b>	<b>Summary of Progress</b>
<p>To ensure that 90% of our students are reading fluently at grade level by the end of Grade 9.</p>	District Reading Assessment Grade 8 G.O.R.T., meeting or exceeding  n = 81	2011/2012: 90% 2012/2013: 90%	2007/2008: 93% 2008/2009: 89% 2009/2010: 91% 2010/2011: 94% 2011/2012: 83%	Target not met. Supplemental identification of Grade 8 students occurred to ensure any students presenting with challenges with fluency and comprehension were supported.
	District Reading Assessment Grade 9 G.O.R.T., meeting or exceeding  n = 84	2011/2012: 90% 2012/2013: 90%	2008/2009: 90% 2009/2010: 89% 2010/2011: 90% 2011/2012: <b>98%</b>	Target exceeded.

## Actions

1. Provide additional support to each K-9 student not meeting district benchmarks, including targeted Educational Assistant intervention

### Resources, Strategies, Structures

- district-wide assessments K-9
- school-based learning assistance staff monitoring and adjusting
- Educational Assistant support provided to individual students who are not meeting established district benchmarks
- locally developed Literacy Toolkits and research-based programs including: Great Leaps Reading, Precision Reading, Phonographix, Corrective Reading, Spelling Through Morphographics and Soar to Success

### Evaluation

- fall, winter and spring district-wide assessments using DIBELS (K), PM Benchmarks (1-3) and G.O.R.T. (4-9)

2. Strengthen parents' understanding of early literacy through PALS (Parents as Literacy Supporters) in Kindergarten classrooms

### Resources, Strategies, Structures

- four in-class parent and student sessions
- delivered with support of the District Literacy Outreach Coordinator in partnership with the Columbia Basin Alliance for Literacy

### Evaluation

- parent attendance
- parent survey



3. Strengthen parents' abilities to support their childrens' learning through POPS (Parents of Primary Students) at each school

### Resources, Strategies, Structures

- three evening parent and student sessions
- delivered with support of the District Literacy Outreach Coordinator in partnership with the Columbia Basin Alliance for Literacy

### Evaluation

- parent attendance
- parent survey

4. Continue district-wide use of Accelerated Reading K-7 within each school's library program

### Resources, Strategies, Structures

- ongoing implementation over the course of the year
- delivered with the support of the Parent Advisory Councils

### Evaluation

- individual, class and school data

5. Continue to implement 'One to One' reading at schools for students who need additional reading support

### Resources, Strategies, Structures

- students identified by classroom teachers and learning assistance staff
- delivered with support of the District Literacy Outreach Coordinator in partnership with the Columbia Basin Alliance for Literacy

### Evaluation

- participation rates
- student progress information

6. Support underperforming aboriginal students K - 9

### Resources, Strategies, Structures

- district-wide assessments
- targeted Educational Assistant support provided to individual students who are not meeting established district benchmarks

### Evaluation

- fall, winter and spring district-wide assessments using DIBELS (K), PM Benchmarks (1-3) and GORT (4-9)

- locally developed Literacy Toolkits and research-based programs including: Great Leaps Reading, Precision Reading, Phonographix, Corrective Reading, Spelling Through Morphographics and Soar to Success
- individualized support to elementary students by Aboriginal Student Assistant
- individualized support to secondary students by the Supervisor of Aboriginal Student Services
- support to secondary aboriginal students with an aboriginal support program staffed with a certificated teacher
- attendance and letter grade data

7. Continue to collaborate with the Revelstoke Literacy Action Committee in the implementation of the District Literacy Plan, the delivery of parent workshops and the provision of family literacy programs

Resources, Strategies, Structures

- liaise with the District Parent Advisory Council to determine which parent workshops would be of most value
- continued membership by the superintendent and a trustee in the Revelstoke Literacy Action Committee

Evaluation

- parent attendance
- parent survey

8. Continue to collaborate with the Revelstoke Early Childhood Development Committee to support a community coalition in support of early learning

Resources, Strategies, Structures

- continue to work collaboratively to enhance the use of the StrongStart facility
- continue to work collaboratively to implement Ready, Set, Learn
- collaborate with the Early Childhood Development Committee to implement *Ages & Stages Questionnaires* for children aged 36 months
- continued membership by the superintendent and Chairperson of the Board in the Early Childhood Development Committee
- bring the Neighbourhood Learning Centre vision to life at the new early learning hub at Begbie View Elementary School

Evaluation

- EDI data
- child participation rates



**Progress Summary**

Significant progress has been made in our literacy goal with objectives one and two both achieved and sustained. A continued focus for upcoming years will be on objective three, enhancing literacy of our aboriginal students. This work will be

## **Goal 2 – To Increase the Number of Students Graduating and Completing School**

**Rationale** – This goal was initially articulated in our first achievement contract as historically our Dogwood completion rate was significantly below the provincial average (64.4% in 97/98). The current Dogwood completion rate exceeds the provincial average and has been improved by more than 30% over the past thirteen years; as a result, we believe that we can be successful sustaining a 90% graduation rate.

<b>Objective 2.1</b>	<b>Performance Indicators / Evidence</b>	<b>Expected Results / Targets</b>	<b>Results</b>	<b>Summary of Progress</b>
To ensure that 90% of Revelstoke Secondary School students graduate.	Six Year Dogwood Completion Data  n = 96	2011/2012: 90% 2012/2013: 90%	2006/2007: 84% 2007/2008: 80% 2008/2009: 88% 2009/2010: 98% 2010/2011: <b>96%</b> 2011/2012: nya*	Target met, considering students who left the province (4) and students who received a school completion certificate (4) our actual graduation rate was 96%.  62% of Aboriginal Students graduated.
<b>Objective 2.2</b>	<b>Performance Indicators / Evidence</b>	<b>Expected Results / Targets</b>	<b>Results</b>	<b>Summary of Progress</b>
To transition 90% of Grade 11 students to Grade 12.	Ministry Grade to Grade Transition Data  n = 82	2011/2012: 90% 2012/2013: 90%	2006/2007: 79% 2007/2008: 92% 2008/2009: 78% 2009/2010: 90% 2010/2011: 93% 2011/2012: nya*	Target exceeded in 2010/2011. In addition, <ul style="list-style-type: none"> <li>• 98% of Grade 8</li> <li>• 98% of Grade 9</li> <li>• 95% of Grade 10 and</li> </ul> students successfully transitioned to the next grade.
<b>Objective 2.3</b>	<b>Performance Indicators / Evidence</b>	<b>Expected Results / Targets</b>	<b>Results</b>	<b>Summary of Progress</b>
To motivate 80% of our students to do their best as they enter and leave the Graduation Program.	Provincial Satisfaction Surveys – Grade 10 Try to do your best at school, all or many times.  n = 84	2011/2012: 85% 2012/2013: 85%	2006/2007: 64% 2007/2008: 70% 2008/2009: 79% 2009/2010: 63% 2010/2011: 82% 2011/2012: 80%	Target not met. Academic results from this cohort indicate high percentages of students are, in fact, trying their best. Only 5% of students report little effort (at no times, few times). Fail rates continue to be extremely low throughout all content areas.
	Provincial Satisfaction Surveys – Grade 12 Try to do your best at school, all or many times.  n = 71	2011/2012: 74% 2012/2013: 74%	2006/2007: 61% 2007/2008: 64% 2008/2009: 71% 2009/2010: 69% 2010/2011: 74% 2011/2012: 52%	Target not met. School staff continue to focus on what it means to “try your best”. This group remains highly academic and is the same cohort that in Grade 10 were lower than previous cohorts in response to this question. A very high number (30%) of students indicated “sometimes” in response to this questions; double the percent responding sometimes in the last year’s Grade 12 cohort.

\*nya = not yet available

## Actions

### 1. Provide course offerings that are relevant to students lives and future goals

#### Resources, Strategies, Structures

- continue to offer, and expand where possible, secondary school apprenticeship, dual-credit and work experience programs
- provide elective choices to continue to respond to student individual interests
- sustain opportunities for students to be part of building other students' successes through the Teacher Assistant course and a range of leadership activities
- continue to provide a broad range of coursework in the graduation program
- provide flexibility for students to pursue individualized course work with the support of a certified teacher

### 2. Support vulnerable secondary students by providing personalized support and programming.

#### Resources, Strategies, Structures

- provide an on-site Learning Support teacher focusing on social and emotional interventions
- provide ongoing support to teens involved with drugs and alcohol supported by the Revelstoke Community Substance Use Strategy

### 3. Analyze non-graduate data to determine further actions

#### Resources, Strategies, Structures

- review, on an individual basis, all non-graduate student profiles
- contact non-graduated/non-enrolled students to reconnect them with a graduation program

### 4. Provide homework completion opportunities for students who are struggling to succeed

#### Resources, Strategies, Structures

- utilize CommunityLink funding to provide an after school Homework/Study/Tutor Teacher position
- provide supported opportunities at lunch for students to complete homework
- require students to complete missed or incomplete work through a school-wide "late and missing assignment" policy

#### Evaluation

- Provincial Dogwood completion data
- Provincial student satisfaction surveys Grade 8 – 12
- numbers of students enrolling in SSA and dual credit courses
- number of grade 12 courses offered and the corresponding enrolment in each class

#### Evaluation

- grade transition data
- course completion data



#### Evaluation

- Provincial Dogwood completion data
- maintain tracking of completion rates for students not yet graduated after year 5 of high school

#### Evaluation

- program participation rates
- course completion data
- course letter grade data
- tracking of fail rates



5. Collaborate with community agencies to support at risk and vulnerable youth

Resources, Strategies, Structures

- connect RSS students to Community Connections personnel to enhance their social functioning
- designate the Principal at each school to monitor support for Children In Care
- implement a community Transition Plan for Youth with Special Needs
- utilize Neighbourhood Learning Centre youth spaces to capitalize on community services delivered to students conveniently within the building

Evaluation

- student survey data
- student attendance data



**Progress Summary**

Course letter grade and course completion data at the school level continues to look promising. Fail rates have decreased at grades 8-12 with a corresponding increase in the number of students achieving B or better in content area courses. The number of 'Good' student work habit ratings has increased with a corresponding decrease in the number of 'Needs Improvement' ratings assigned. In addition, the number of students achieving honour roll status has increased, with the grades 8-10 students posting the most significant gains. Students are entering grade 8 more capable to achieve success as these students are the benefactors of the early and late literacy initiatives at K-7.



### Goal 3 – To Support Students’ Health and Well-Being

**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.

<b>Objective 3.1</b>	<b>Performance Indicators / Evidence</b>	<b>Expected Results / Targets</b>	<b>Results</b>	<b>Summary of Progress</b>
Promote physical health	Provincial Satisfaction Surveys – Grade 4 Learning about healthy food and exercise, all or many times	2012/2013: 65%	2007/2008: 46% 2008/2009: 62% 2009/2010: 65% 2010/2011: 60% 2011/2012: 50%	Baseline established at 56% over past five years, a fifteen percent improvement target has been set for this objective.
	Provincial Satisfaction Surveys – Grade 7 Learning how to stay healthy, all or many times	2012/2013: 69%	2007/2008: 40% 2008/2009: 62% 2009/2010: 63% 2010/2011: 41% 2011/2012: 54%	Baseline established at 52% over past five years. A fifteen percent improvement target has been set for this objective.
	Provincial Satisfaction Surveys – Grade 10 Learning how to stay healthy, all or many times	2012/2013: 55%	2007/2008: 33% 2008/2009: 46% 2009/2010: 36% 2010/2011: 37% 2011/2012: 40%	Baseline established at 48% over past five years. A fifteen percent improvement target has been set for this objective.
<b>Objective 3.2</b>	<b>Performance Indicators / Evidence</b>	<b>Expected Results / Targets</b>	<b>Results</b>	<b>Summary of Progress</b>
To increase the well-being of Kindergarten students	Early Development Instrument, vulnerability in one or more areas	Sustain vulnerability levels less than 15%	01/02-03/04 Wave 1: 19.1 04/05-06/07 Wave 2: 12.0 07/08-08/09 Wave 3: 6.7 09/10-10/11 Wave 4: 10.0 2011/2013: <i>In progress</i>	Target met. Revelstoke has maintained the lowest vulnerability in the province since 04/05.

Objective 3.3	Performance Indicators / Evidence	Expected Results / Targets	Results	Summary of Progress
To increase the social and emotional well-being of intermediate students	Middle Years Development Instrument - Worries, High Well-Being	2012/2013: 65%	2010/2011: 56% 2011/2012: 51%	New objective for 2012/2013
	Middle Years Development Instrument - School Belonging, High Well-Being	2012/2013: 70%	2010/2011: 71% 2011/2012: 58%	New objective for 2012/2013
	Middle Years Development Instrument - General Health, High Well-Being	2012/2013: 80%	2010/2011: 63% 2011/2012: 70%	New objective for 2012/2013

## Actions

### 1. Identify areas of vulnerability of Kindergarten students

#### Implementation Details

- Analysis of Early Development Instrument levels of vulnerability in all five domains from the Human Early Learning Partnership

#### Evaluation

- EDI data

### 2. Identify areas of vulnerability of Grade 4 students

#### Implementation Details

- Analysis of Grade 4 Middle Years Development Instrument data from the Human Early Learning Partnership

#### Evaluation

- MDI data



### 3. Engage parents in healthy school connections to promote academic engagement and physical health to reduce social and emotional barriers at school

#### Implementation Details

- Conduct Ready, Set, Learn activities
- Continue to support the community's three year old health fair
- Promote the Screen Smart initiative, maintaining website
- Continue to partner with health providers to further Screen Smart
- Support parent training in Parents of Primary Students (POPS)
- Parents as Literacy Support (PALS)
- Work with District Parent Advisory Council (DPAC) and community agencies to develop youth-parent substance misuse information night

#### Evaluation

- Ready, Set, Learn participation
- Attendance data
- Satisfaction Survey

4. Promote activities that develop physical fitness to enhance mental, social, emotional abilities and to promote lifelong activity

Implementation Details

- Schedule opportunities for daily physical activity
- Participation in Action Schools by teachers

Evaluation

- DASH-BC data

5. Promote positive mental health in all schools

Implementation Details

- Support implementation of the FRIENDS program (elementary)
- Provide opportunities to connect to outside agencies
- Provide Neighbourhood Learning Centre space for community partners in support of this goal
- Continue education on tobacco use prevention and substances misuse
- Continue offering Roots of Empathy
- Support community partnerships for staff and student education, in programs such as DARE
- Liaise with community partners with vulnerable learners such as CIC or Aboriginal students
- Provide culturally sensitive support through Aboriginal Education programming

Evaluation

- Attendance and participation data
- MDI data
- Satisfaction Survey results
- CIC G2G transitions

6. Sexual Health Education for all students

Implementation Details

- continue to offer health and career education for all students
- utilize the support of Sexual Awareness for Everyone (SAFER) and HACE classes and the Neighbourhood Learning Centre

Evaluation

- Grade 7 and Grade 10 participation rates

7. Continue to support healthy nutrition opportunities

Implementation Details

- support a healthy school on-site servery program at Revelstoke Secondary School
- continue to provide nutrition education to parents through school newsletters
- provide opportunities for healthy snacks for vulnerable students in all schools

Evaluation

- Satisfaction Survey
- EDI and MDI

## Progress Summary

The district is well supported by the Early Childhood Development Committee in sustaining low levels of vulnerability for young children. Based on this success and with the support of the District Literacy Committee, the Youth Action Committee and the Community Substance Abuse Strategy, we feel confident that we can make significant gains in objectives 1 and 3 in the upcoming school year.