



# Revelstoke Board of Education

## Achievement Contract

### 2011/2012

June 22<sup>nd</sup>, 2011



## 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, student 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 8,040. Our school district serves approximately 1,010 full-time equivalent students in four 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. Fourteen percent of our students have a diagnosed special 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 a recently completed Aboriginal Education Enhancement that will guide the accomplishment of objectives in four goals specific to aboriginal student success.

Our Board employs approximately 68 FTE school based professional staff (62 teachers, five principals and one vice-principal), approximately 40 full-time equivalent support staff and five district excluded staff consisting of a superintendent, a secretary-treasurer, a district principal-support services, a district principal – 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 special education resource teacher (low incidence), a supervisor of aboriginal student services and an elementary aboriginal student assistant. All staff are committed to actively supporting student learning.

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 will open two new Neighbourhood Learning Centres in the province in 2011 and 2012.

## .....our challenges.....

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. Reorganization in transportation and district administration staff have generated the most recent efficiencies. In 2002, our smallest elementary school was closed. We will be consolidating our two downtown schools for more efficient delivery of elementary education in one new school, opening in September 2012.

## .....our 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 and in Grades 4 to 9, the reading fluency of every student is monitored using the Gray Oral Reading Test (G.O.R.T.). This provides 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 Farwell facility (a closed school) serves preschoolers by housing the *Stepping Stones Childcare*, the *Community Speech-Language* program, the *Family Literacy* coordinator and the *Child Care Resource and Referral Service*. Staff collaborates 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 successfully opened the first *StrongStart* centre in one of our underutilized elementary schools in the fall of 2006. 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. In addition to early learning, the Trustees and staff are active participants supporting community literacy through the *Revelstoke Literacy Action Committee*. In 2011 the district conducted the *H.E.L.P. Middle Years Development Instrument (MDI)*.

Since 2002, Revelstoke Secondary School has had a graduation rate well above the provincial average; the Dogwood completion rate in 2010 was 98%, the highest in the province. In 2010 our secondary school graduated 83% of aboriginal students. Annually, approximately 30 percent of our students graduate with honours. Revelstoke students continue to enjoy very high levels of participation and achievement in provincially examinable subjects.

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 including child protection, bomb threats, emergency evacuation, informed consent of risk, locker searches, notification of adult criminal offenders, sexually intrusive behaviours, medical alerts, stranger alerts and dangerous intruders. Our most recent work in the district has been to develop our district's response to threats. We have seen substantial decreases in behavioural incidents district wide and substantial decreases in students diagnosed with moderate and/or severe behavioural disorders. As a result of the success in the social responsibility goal over the past 5 years, the district retired this goal.

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. A successful Ministry Special Education audit completed in May of 2006 found that the District has excellent processes for the identification of students with learning disabilities and was providing high levels of support to these students. 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 have recently completed an Aboriginal Education Enhancement Agreement Implementation Plan and have published our first Aboriginal Education Enhancement Agreement Annual Report. That report describes our many accomplishments to date in Aboriginal Education and is available on the school district website.

## **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 a full 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 and supporting students.

The district has an extremely collaborative budgeting process, which includes district staff, principals, the Revelstoke Teachers’ Association President and the CUPE President as equal members on the committee. 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.

As the district prepares to implement its first Aboriginal Education Enhancement Agreement, schools and school staff will be actively engaged in shaping the actions that support the four goal areas established in our enhancement agreement.

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

### Early Learning

District staff actively participate with 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 throughout our community 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 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 an extremely important resource for the well being of the community at large.

### 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 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 within the community by the Superintendent.
- The Superintendent's Annual Report on Achievement provides a comprehensive update to the community at large.

#### **...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.



#### **... monitoring success**

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. Updates are published and shared at DPAC meetings and with the Board of Education. An important connection to monitoring and enhancing achievement in the district is the publication of the Superintendent's Annual Report on Achievement in December of each school year. This report provides a mid year snapshot and is utilized as an opportunity to monitor 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 Kindergarten screening and Grade 1, 2 and 3 reading assessments indicate a high level of success with our first two objectives. Grades 4 – 9 reading assessments, anecdotal feedback from our secondary school staff and a review of individual profiles of students indicate that an enhanced focus on fluency and comprehension is now benefitting secondary students.

Objective 1.1	Performance Indicators / Evidence	Performance Targets	Results	Summary of Progress
To ensure that <b>90%</b> of our students are reading at grade level by the end of Grade 3.	District Screening DIBELS – Kindergarten Phoneme Segmentation  n = 77		2005/2006: 45% 2006/2007: 51% 2007/2008: 68% 2008/2009: 84% 2009/2010: 62% 2010/2011: 56%	These results provide the context for this objective. A fifteen percent increase from K to Grade 1 formed the basis for the Grade 1 target beginning with the 07/08 target.
All students not reading at grade level will be identified and supported with an Individual Education Plan, learning assistance and/or individualized literacy interventions.	District Reading Assessment - PM Benchmarks, meeting or exceeding – Grade 1  n = 55		2005/2006: 51% 2006/2007: 64% 2007/2008: 74% 2008/2009: 81% 2009/2010: 56% 2010/2011: 44%  2010/2011: 77% 2011/2012: 71%	Target not met. This cohort contains a lower percentage of students fully meeting our benchmarks, and larger than expected numbers of students who are considered at-risk.
	District Reading Assessment - PM Benchmarks, meeting or exceeding – Grade 2  n = 75		2005/2006: 84% 2006/2007: 78% 2007/2008: 77% 2008/2009: 92% 2009/2010: 82% 2010/2011: 65%  2010/2011: 84% 2011/2012: 84%	Target not met. This cohort contains a large number of students who are very close to meeting the benchmark, nine of twenty-six.
	District Reading Assessment - PM Benchmarks, meeting or exceeding – Grade 3  n = 59		2005/2006: 96% 2006/2007: 92% 2007/2008: 91% 2008/2009: 93% 2009/2010: 95% 2010/2011: <b>93%</b>  2010/2011: 90% 2011/2012: 90%	Target exceeded. Success sustained for seven years, since the 2004/2005 school year.

	FSA Reading Grade 4 meeting or exceeding.  n = 81		2005/2006: 83% 2006/2007: 86% 2007/2008: 96% 2008/2009: 99% 2009/2010: 93% <b>2010/2011: 95%</b>  2010/2012: 90%	Target exceeded. This cohort includes 22% of students exceeding expectations.
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<b>Objective 1.2</b>	<b>Performance Indicators / Evidence</b>	<b>Performance Targets</b>	<b>Results</b>	<b>Summary of Progress</b>
To ensure that <b>90%</b> of our students are reading fluently at grade level by the end of Grade 7. All students not reading at grade level will be identified and supported with an Individual Education Plan, learning assistance and/or individualized literacy interventions.	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 4  n = 82		Fall 05: 82% 2005/2006: 90% 2006/2007: 91% 2007/2008: 80% 2008/2009: 87% 2009/2010: 89% <b>2010/2011: 93%</b>  2010/2012: 90%	Target exceeded.
	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 5  n = 70		Fall 05: 86% 2005/2006: 93% 2006/2007: 93% 2007/2008: 91% 2008/2009: 88% 2009/2010: 94% <b>2010/2011: 91%</b>  2010/2012: 90%	Target met.
	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 6  n = 64		Fall 05: 82% 2005/2006: 85% 2006/2007: 92% 2007/2008: 96% 2008/2009: 96% 2009/2010: 88% <b>2010/2011: 92%</b>  2010/2012: 90%	Target exceeded.
	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 7  n = 79		Fall 05: 80% 2005/2006: 87% 2006/2007: 92% 2007/2008: 91% 2008/2009: 92% 2009/2010: 95% <b>2010/2011: 90%</b>  2010/2012: 90%	Target met. Success sustained for a fifth year.

	FSA Reading Grade 7 meeting or exceeding  n = 79	2010/2011: 90% 2011/2012: 90%	2004/2005: 70% 2005/2006: 75% 2006/2007: 79% 2007/2008: 85% 2008/2009: 91% 2009/2010: 94% 2010/2011: 89%	Target not met. Cohort will be supported at Revelstoke Secondary School to further develop reading competencies.
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Objective 1.3	Performance Indicators / Evidence	Performance Targets	Results	Summary of Progress
To ensure that <b>90%</b> of our intermediate Aboriginal students are reading fluently at grade level by the end of Grade 7. All students not reading at grade level will be identified and supported with an Individual Education Plan, learning assistance and/or individualized literacy interventions.	District Reading Assessment – PM Benchmarks, meeting or exceeding – Grade 3  n = 10	2010/2011: 90% 2011/2012: 90%	2006/2007: 87% 2007/2008: 67% 2008/2009: 71% 2009/2010: 80% 2010/2011: <b>100%</b>	Every student met expectations!
	FSA Reading Grade 4 Aboriginal meeting or exceeding  n = 10	2010/2011: 90% 2011/2012: 90%	2004/2005: 100% 2005/2006: 63% 2006/2007: masked 2007/2008: 100% 2008/2009: 86% 2009/2010: 63% 2010/2011: <b>90%</b>	Target met.
	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 7  n = 13	2010/2011: 90% 2011/2012: 90%	2006/2007: 100% 2007/2008: 80% 2008/2009: 60% 2009/2010: 80% 2010/2011: 85%	11 of 13 students met expectations, the two students not meeting expectations are supported by an Individual Education Plan.
	FSA Reading Grade 7 Aboriginal meeting or exceeding  n = 13	2010/2011: 85% 2011/2012: 85%	2004/2005: 63% 2005/2006: 71% 2006/2007: 60% 2007/2008: 80% 2008/2009: 83% 2009/2010: 70% 2010/2011: 85%	Target met.

<b>Objective 1.4</b>	<b>Performance Indicators / Evidence</b>	<b>Performance Targets</b>	<b>Results</b>	<b>Summary of Progress</b>
To ensure that 90% of our students are reading fluently at grade level by the end of Grade 9.	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 8  n = 84%	2010/2011: 90% 2011/2012: 90%	Fall 2007: 84% 2007/2008: 93% 2008/2009: 89% 2009/2010: 91% 2010/2011: <b>94%</b>	Target exceeded.
	District Reading Assessment – G.O.R.T., meeting or exceeding – Grade 9  n = 88%	2010/2011: 90% 2011/2012: 90%	Fall 2008: 84% 2008/2009: 90% 2009/2010: 89% 2010/2011: <b>90%</b>	Target met.

## Actions

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

*Implementation Details*

- district-wide assessments
- 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, PM Benchmarks and G.O.R.T.

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

*Implementation Details*

- 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 children's learning through POPS (Parents of Primary Students) at each school

*Implementation Details*

- 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

*Implementation Details*

- 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

*Implementation Details*

- students identified by classroom 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

*Implementation Details*

- district-wide assessments
- targeted 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
- 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

*Evaluation*

- fall, winter and spring district-wide assessments using DIBELS, PM Benchmarks and GORT
- 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

*Implementation Details*

- 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

*Implementation Details*

- continue to work collaboratively to enhance the use of the StrongStart facility
- continue to work collaboratively to implement Ready, Set, Learn
- utilize the district Early Learning Grant to the best possible benefit of early learners in the community

*Evaluation*

- EDI data
- child participation rates

- collaborate with the Early Childhood Development Committee to implement *Ages & Stages Questionnaires* for children aged 36 months
- continue to support the use of Farwell School as a community early learning and literacy hub
- continued membership by the superintendent and Chairperson of the Board in the Early Childhood Development Committee



### 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 supported by our recently developed Aboriginal Education Enhancement Agreement.

## **Goal 2 – To Increase the Number of Students Who Graduate**

**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). While the current Dogwood completion rate exceeds the provincial average and has been improved by more than 20% over the past ten years, we believe that we can be successful sustaining at least a 90% graduation rate.

<b>Objective 2.1</b>	<b>Performance Indicators / Evidence</b>	<b>Performance 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 = 87	2010/2011: 90%	2005/2006: 82% 2006/2007: 84% 2007/2008: 80% 2008/2009: 88% 2009/2010: 98% 2010/2011: nya*	Target exceeded in 2009/2010. 99% of students eligible to graduate did, in fact, do so. 21% of grade 12 students graduating obtained an honours standing and 100% of eligible Grade 12 Aboriginal students graduated.
<b>Objective 2.2</b>				
To transition 90% of Grade 11 students to Grade 12.	Ministry Grade to Grade Transition Data  n = 69	2010/2011: 90%	2005/2006: 80% 2006/2007: 79% 2007/2008: 92% 2008/2009: 78% 2009/2010: 90% 2010/2011: nya*	Target met in 2009/2010. In addition, 100% of Grade 8 97% of Grade 9 93% of Grade 10 students successfully transitioned to the next grade.
<b>Objective 2.3</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 = 91	2010/2011: 80% 2011/2012: 85%	2005/2006: 66% 2006/2007: 64% 2007/2008: 70% 2008/2009: 79% 2009/2010: 63% 2010/2011: 82%	Target met, significant improvement noted at this grade level.
	Provincial Satisfaction Surveys – Grade 12  Try to do your best at school, all or many times.  n = 67	2010/2011: 74% 2011/2012: 74%	2005/2006: 72% 2006/2007: 61% 2007/2008: 64% 2008/2009: 71% 2009/2010: 69% 2010/2011: 74%	Although the target was not met, this data represents the highest success in this indicator in the past five years.

\*nya = not yet available

## Actions

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

### Implementation Details

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

### 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

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

### Implementation Details

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

### Evaluation

- grade transition data
- course completion data

3. Analyze non-graduate data to determine further actions

### Implementation Details

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

### Evaluation

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

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

### Implementation Details

- utilize CommunityLink funding to provide an after school Homework/Study/Tutor Teacher position
- provide supervised 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

- 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

Implementation Details

- 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

6. Identify and support students in grades 6 and 7 who present as being at increased risk.

Implementation Details

- identify target population
- provide additional support to those students

Evaluation

- student survey data
- student attendance data

Evaluation

- student attendance data
- course letter grade 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' grades assigned to student work habits has increased with a corresponding decrease in the number of 'Needs Improvement' grades 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 prepared to achieve higher grades. These students are the benefactors of the early and late literacy initiatives at K-7.

## **Goal 3 – To Increase Students' Health and Well-Being**

**Rationale** – Analysis of the Early Development Instrument indicate very low levels of vulnerability in Kindergarten students; however, an enhanced focus on student health to improve social and emotional well-being will reduce barriers to learning and achievement for all students.

<b>Objective 3.1</b>	<b>Performance Indicators / Evidence</b>	<b>Performance Targets</b>	<b>Results</b>	<b>Summary of Progress</b>
To ensure that our students are healthy and demonstrate social and emotional well-being.	Early Development Instrument – vulnerability in one or more areas		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 Wave 4 (Year 1): 15.5	These results provide the context for this objective. Revelstoke has the lowest vulnerability in the province.
	Middle Years Development Instrument – vulnerability statistics – Grade 4	To be developed	2010/2011:	
	Provincial Satisfaction Surveys – Grade 4 Learning how to stay healthy, all or many times	To be developed	2007/2008: 46% 2008/2009: 62% 2009/2010: 65% 2010/2011: 60%	
	Provincial Satisfaction Surveys – Grade 7 Learning how to stay healthy, all or many times	To be developed	2007/2008: 40% 2008/2009: 62% 2009/2010: 63% 2010/2011: 41%	
	Provincial Satisfaction Surveys – Grade 10 Learning how to stay healthy, all or many times	To be developed	2007/2008: 33% 2008/2009: 46% 2009/2010: 36% 2010/2011: 37%	

### **Actions**

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

##### Implementation Details

- Analysis of Kindergarten data from the Human Early Learning Partnership

##### Evaluation

- EDI data

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

##### Implementation Details

- Analysis of Grade 4 data from the Human Early Learning Partnership
- Determination of future actions based on analysis

##### Evaluation

- MDI data

3. Sexual Health Education provided for students Grade 7-10

*Implementation Details*

- Continue to offer educational opportunities in sexual health education
- Utilize the support of the Sexual Awareness for Everyone in Revelstoke (S.A.F.E.R.) staff in the Neighbourhood Learning Centre

*Evaluation*

- Survey data

4. Promote positive mental health in all schools

*Implementation Details*

- Implement the FRIENDS program
- Provide opportunities for students and families to connect to school and outside agency counseling
- Provide support to secondary students through community partnerships

*Evaluation*

- Satisfaction survey results
- MDI data
- Attendance data

5. Continue to implement the Screen Smart initiative, community-wide, with a focus on parent education

*Implementation Details*

- continue to actively collaborate in the Screen Smart committee
- continue to participate in all Screen Smart initiatives, maintaining the Screen Smart website
- partner with health providers to further Screen Smart initiatives

*Evaluation*

- student survey data
- parent survey data

6. Implementation of the Revelstoke Community Substance Use Strategy

*Implementation Details*

- continue to actively collaborate to implement programs and services

*Evaluation*

- Survey Data