

District Plan for Student Success

2019/20



School District 19
(Revelstoke)

Revelstoke Board of Education

OUR MISSION

Create a **dynamic** and **safe** environment for students to

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

Vision Statement

We envision a school system that

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



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.

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.

As learners our staff help students focus on inquiry principles with the following questions:

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

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

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

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

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

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

With this focus, healthy school environments have been created and are being maintained. Student codes of conduct are developed, implemented, reviewed and revised annually at each school. Co-located in the high school are youth services, including mental health counselling through MCFD and Community Connections, a Youth Liaison and Mentoring Coordinator, and both an Options for Sexual Health program and access to Medical support in the medical clinic on-site. Each of our elementary school plans address a wide variety of programs and services related to supporting the overall health and well-being of students.

What’s going on for our learners?

Scanning and analysis of the Early Development Instrument (EDI) and Middle Years Development Instrument (MDI) data indicate very low levels of vulnerability in Kindergarten. 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. The health and well-being of our students is critical to their success in school and their overall growth and development.

How do we know?

Provincial Student Learning Survey 18/19:

	A. Do you feel safe at school?	B. Do you feel good about yourself?
Grade 4	83 (3)	76 (7)
Grade 7	78 (3)	73 (8)
Grade 10	87 (3)	52 (17)
Grade 12	83 (4)	54 (8)



Percentage of students responding ‘all the time/most times’, in brackets ‘At no time/few times’

During last 6 'waves' of EDI, Revelstoke had the lowest levels of vulnerability in the province. Our partnerships with the Early Learning Community in Revelstoke continue to be a major area of strength. Kindergarten students are entering school with high levels of readiness for learning. This is a credit to the effective community programs that support the early years.

EDI Results		Percent Vulnerable
		0% 25% 50% 75% 100%
PHYSICAL HEALTH & WELL-BEING Motor control, energy level, daily preparedness for school and washroom independence.	2%	
SOCIAL COMPETENCE Cooperation, respect for others, socially appropriate behaviour, self-control and self-confidence.	3%	
EMOTIONAL MATURITY Tolerance, a focus on helping and the ability to demonstrate empathy for others.	6%	
LANGUAGE & COGNITIVE DEVELOPMENT Interest in books, reading, language skills, literacy and math-related activities.	2%	
COMMUNICATION SKILLS & GENERAL KNOWLEDGE Ability to clearly communicate one's own needs, participate in story-telling, and general interest in the world.	2%	
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.	9%	



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

GRADE 7

Response	Percentage
Yes	46%
Don't Know	42%
No	12%

GRADE 10

Response	Percentage
Yes	72%
Don't Know	23%
No	5%

GRADE 12

Response	Percentage
Yes	73%
Don't Know	22%
No	5%

At the high school level, ¾ of grade 10 and 12 students responded "yes"- which illustrates the awareness and education taking place both school wide and in classes. At grade 7 the positive response rate doubled over last year.

The Middle Years Development Index (MDI) is a composite of 5 subscales:
Optimism, Happiness, Self-Esteem, General Health, Absence of Sadness

High Well-Being (Thriving)
 Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

Medium Well-Being
 Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

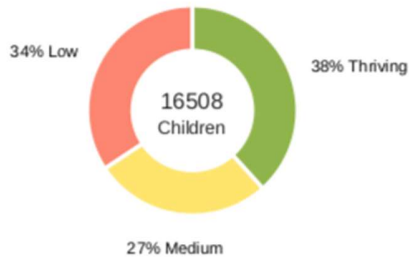
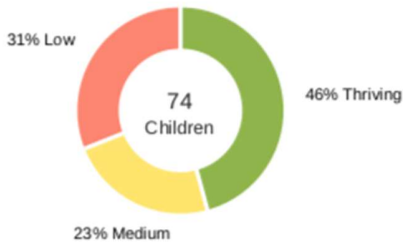
Low Well-Being
 Children who score in the low range on at least 1 of the 5 measures of well-being.



Grade 4

REVELSTOKE

ALL PARTICIPATING DISTRICTS

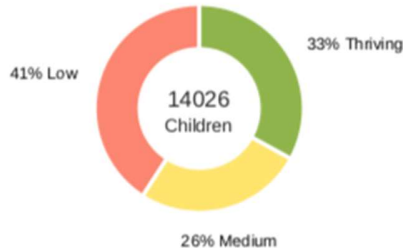
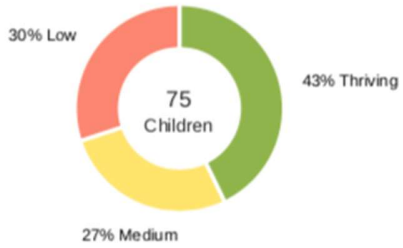


High Medium to High Low

Grade 7

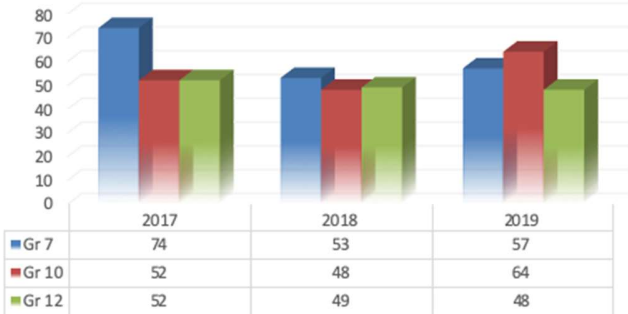
REVELSTOKE

ALL PARTICIPATING DISTRICTS

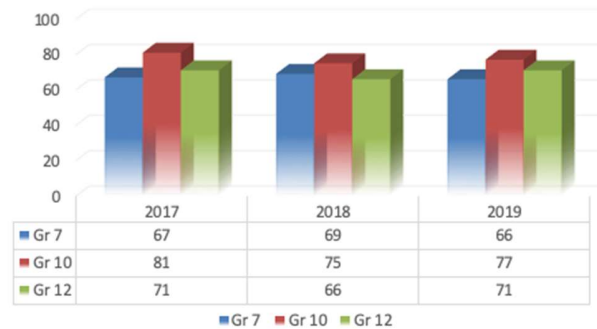


The charts above indicate the proportion of children whose score on the *Well-Being Index* shows them to be 'thriving', having 'medium to high well-being', or having 'low well-being'. Children who score high on the least 4 of the 5 dimensions of well-being are considered to be thriving. Understanding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

IS SCHOOL A PLACE WHERE YOU FEEL LIKE YOU BELONG? (MANY TIMES/ALL THE TIME)



DO YOU FEEL WELCOME IN YOUR SCHOOL? (MANY TIMES/ALL THE TIME)



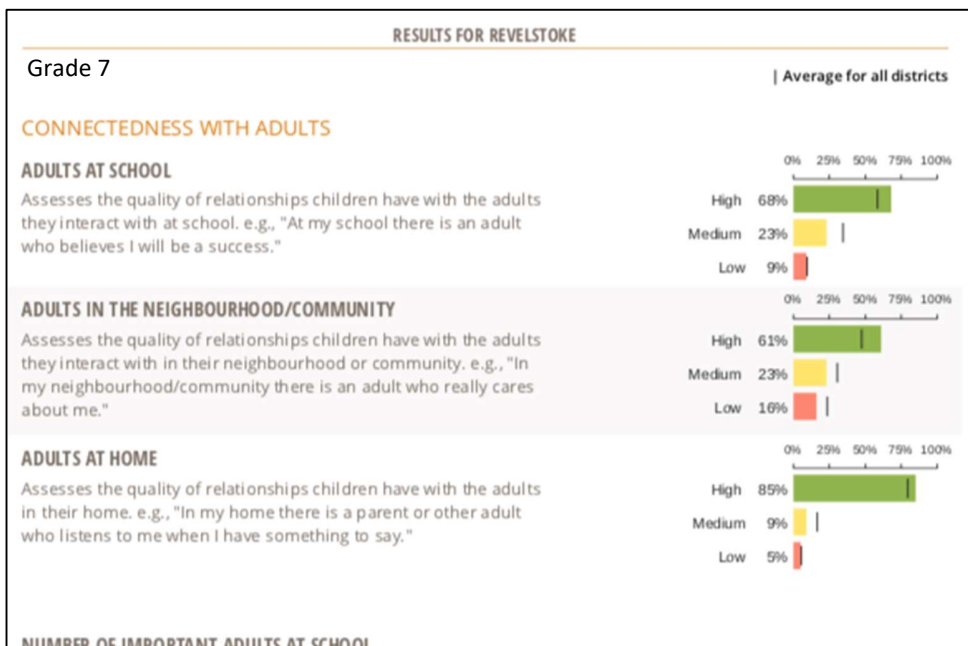
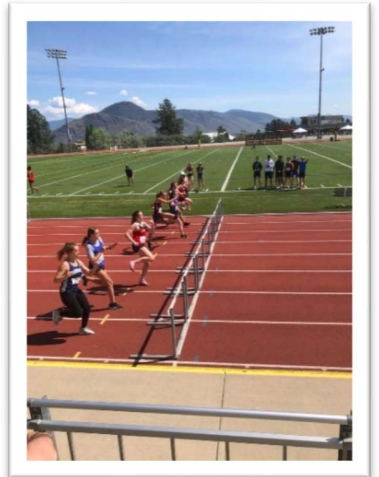
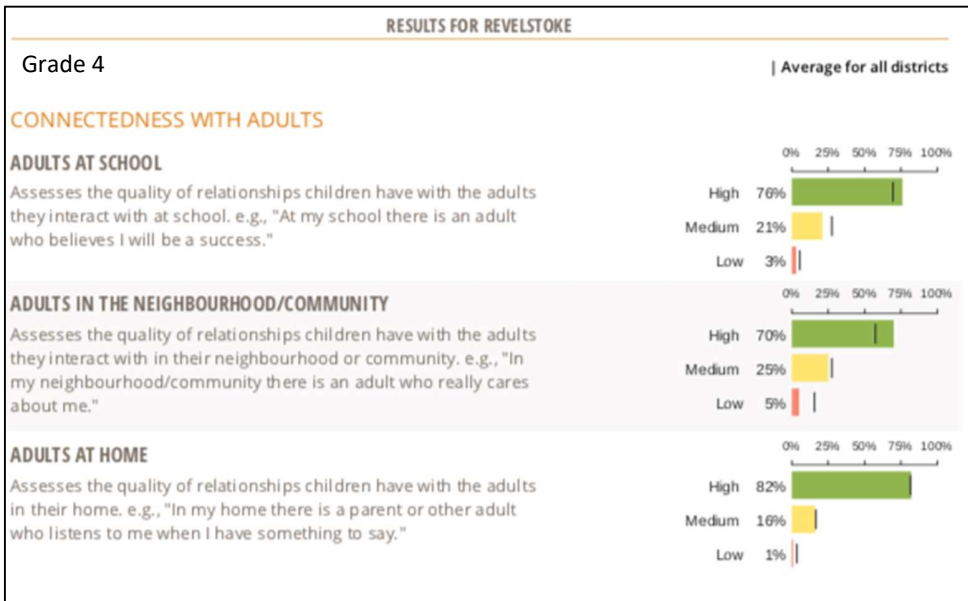
Students report very high levels of connectedness at school. It is critical that all students believe they have caring adults in their lives at school.

Performance Indicators

	16/17		17/18		18/19	
	Grade 4	86	Grade 4	89	Grade 4	74
Student Learning Survey Results (Gr. 4, 7, 10, 12) percent of students who report that two or more adults at school care about me	Grade 7	82	Grade 7	76	Grade 7	73
	Grade 10	87	Grade 10	88	Grade 10	86
	Grade 12	90	Grade 12	94	Grade 12	88

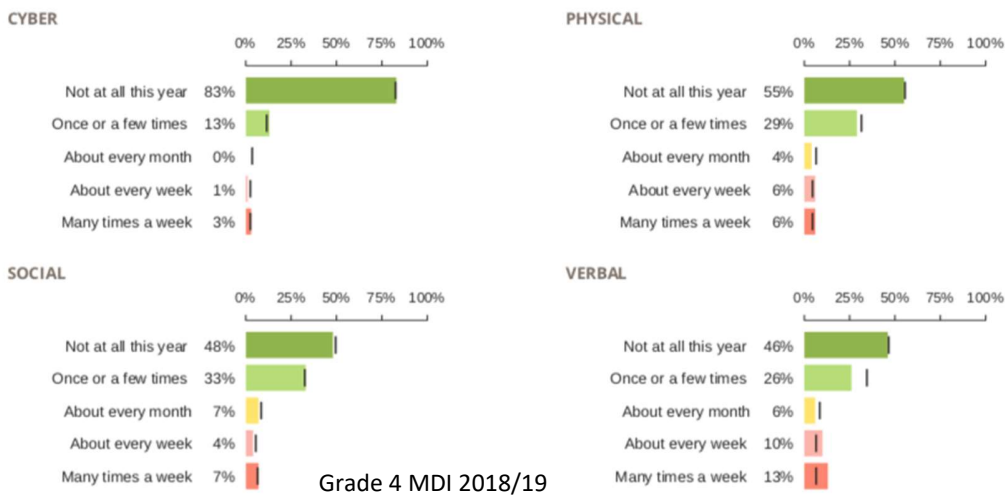
High levels of 'connectedness' to adults/staff at school is indicative of the value and strength of relationships that are nurtured and maintained in each of our schools.

Middle Year Development Instrument (Graphs – Community Summary) 2018/19



VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: "During this school year, how often have you been bullied by other students in the following ways?":



Students report very low levels of "cyber" bullying incidents. Most common are still face-to-face interactions at the grade 4 level.

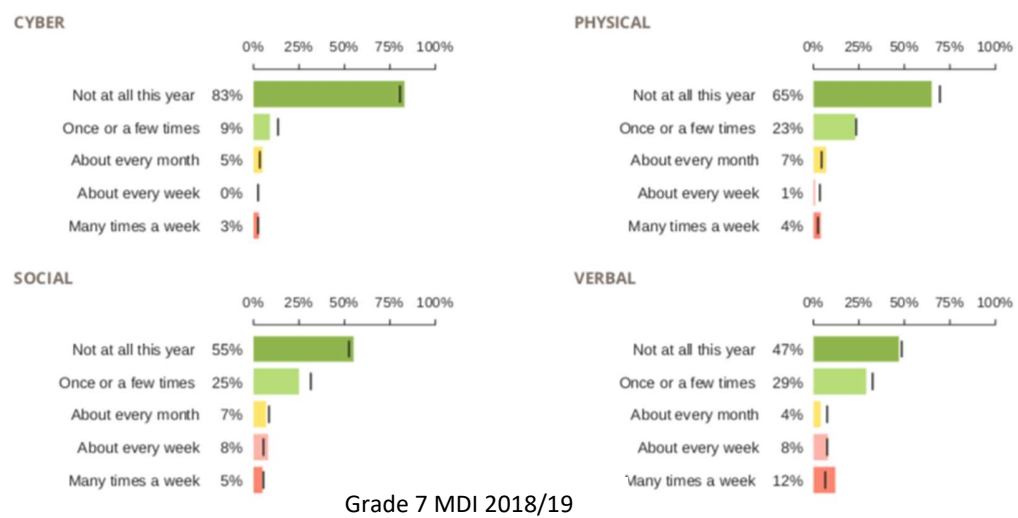
Students reporting of bullying incidence is related to the perception of 'safety' in school. We continue to encourage broad understanding of behaviours and actions that create safe school environments.

At the grade 7 level we see a significant decrease in the 'cyber' bullying behaviours. Students are learning to be more aware of their on-line presence.

We continue to have very low numbers of students reporting bullying behaviours. In all four domains, this requires ongoing focus to maintain safe, caring environments.

VICTIMIZATION AND BULLYING AT SCHOOL

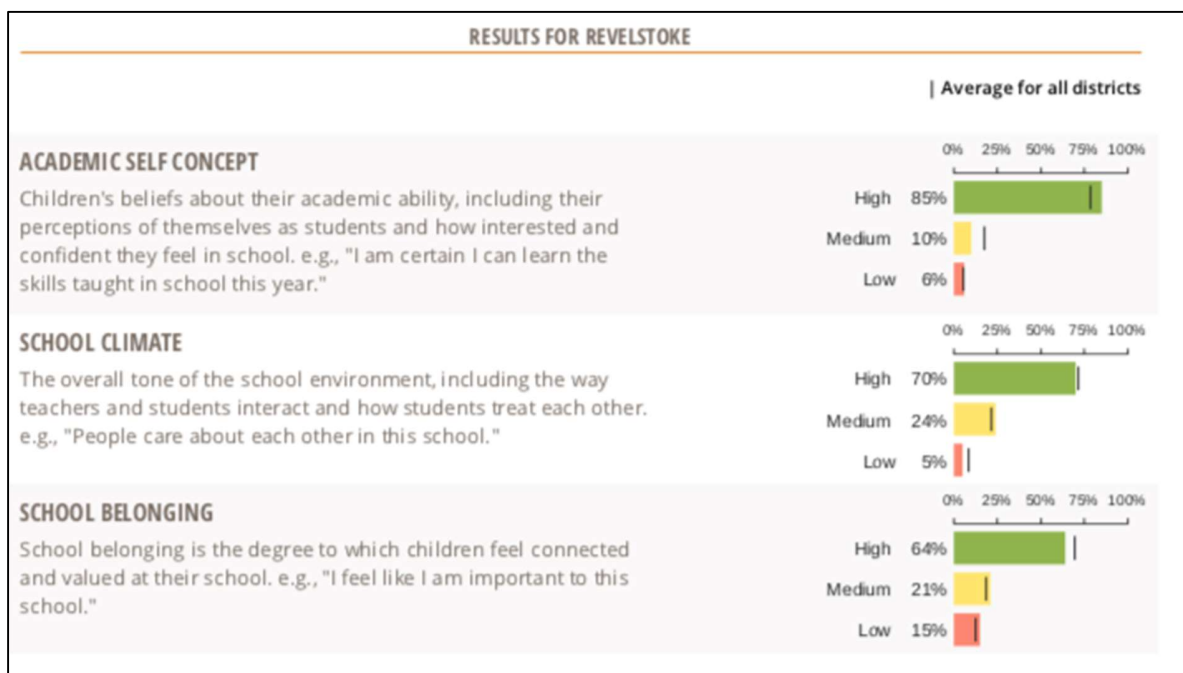
Children are asked: "During this school year, how often have you been bullied by other students in the following ways?":



Provincial Student Learning Survey (Completed annually in Spring)

	16/17		17/18		18/19	
	Grade	Percent	Grade	Percent	Grade	Percent
Percent of students who report that at school that they are bullied, teased or picked on. (Many times/all the time)	Grade 4	11	Grade 4	8	Grade 4	11
	Grade 7	18	Grade 7	2	Grade 7	15
	Grade 10	5	Grade 10	4	Grade 10	4
	Grade 12	4	Grade 12	4	Grade 12	5

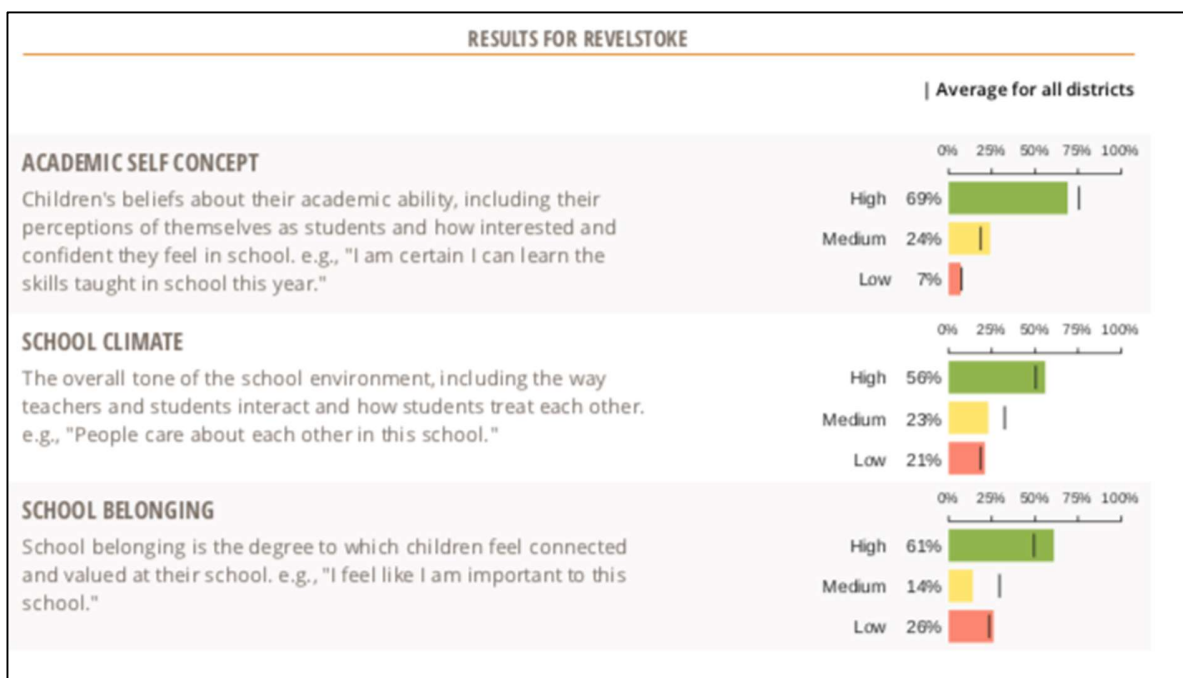
Middle Year Development Instrument 18/19 Grade 4 Results



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

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

Middle Year Development Instrument 18/19 Grade 7 Results



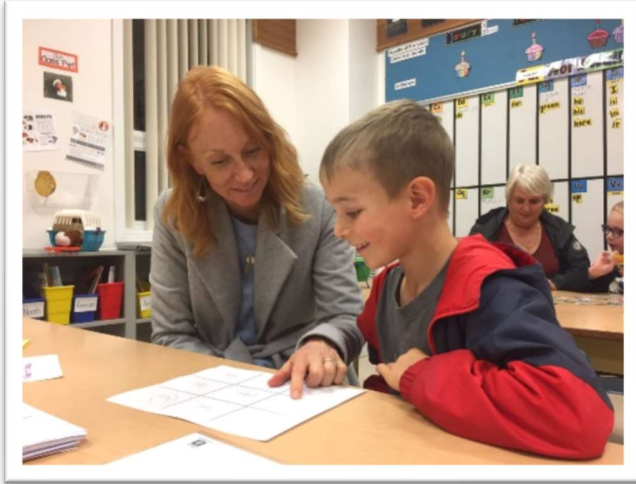
Students who believe they can learn are more likely to experience success. We are careful to provide feedback to students that encourages growth and empowers students to learn. "What are your next steps?"

What are our next steps?

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

GOAL 2 – TO INCREASE STUDENTS’ READING ACHIEVEMENT

Our goal to *“Increase Reading Achievement”* and the focus on early intervention has led to high levels of success in literacy. A comprehensive intervention program provides educational supports to students K–9 at critical periods of the development of literacy skills.



What’s going on for our learners?

Analysis of district reading assessments indicate that early learning programs and a balanced kindergarten program are setting learners on a successful path in their primary years. PM Benchmarks and Grey Oral Reading Tests (G.O.R.T.) provide individual profiles and are linked directly to literacy supports in the form of additional Educational Assistant time during multi-week intensive programs, and specific literacy instruction provided by their teacher.

How do we know?

Percentage of students meeting or exceeding the benchmark

	16/17	17/18	18/19
Grade 1 PM Benchmark	59	61	48
Grade 2 PM Benchmark	75	60	71
Grade 3 PM Benchmark	89	88	78

Percentage of students meeting or exceeding the benchmark

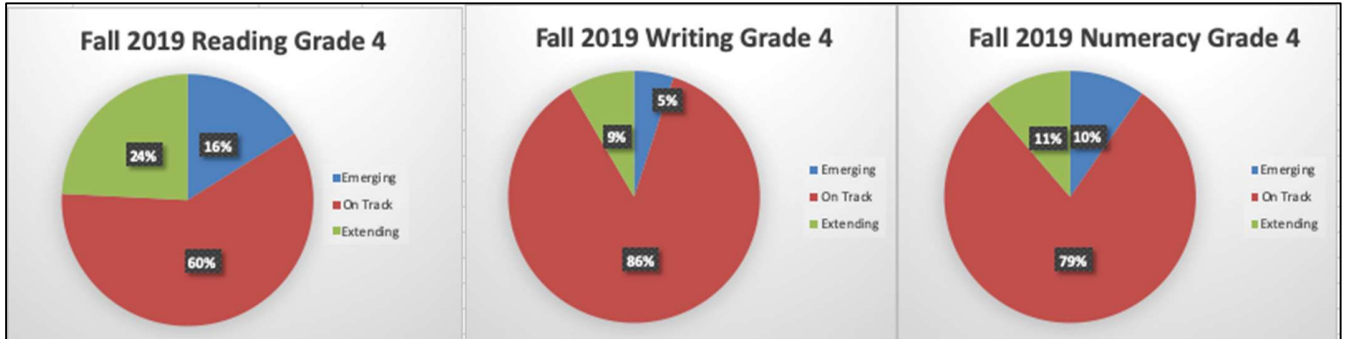
	16/17	17/18	18/19
Grade 4 G.O.R.T.	82	83	87
Grade 5 G.O.R.T.	84	89	83
Grade 6 G.O.R.T.	91	90	87
Grade 7 G.O.R.T.	90	92	85

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.

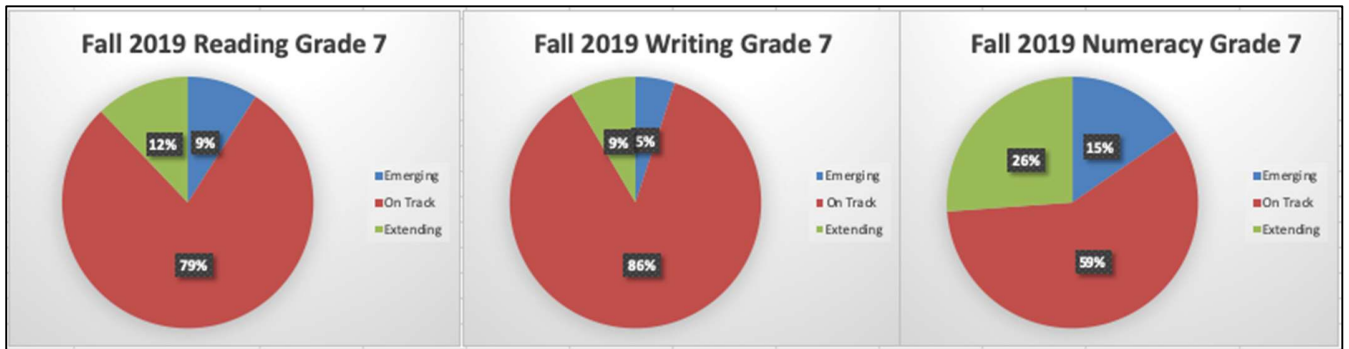
Percentage of students meeting or exceeding the benchmark

	16/17	17/18	18/19
Grade 8 G.O.R.T.	89	82	92
Grade 9 G.O.R.T.	92	87	81

We continue to track students' literacy performance into grade 8 and 9. This does not replace the individual instruction students receive, but does allow us to track patterns.



Our FSA results provide another snapshot of student learning at an individual and group level.



What are our next steps?

Our students continue to benefit from enhanced levels of staffing and targeted support at the K-9 grades. This year our grade 4 cohort was an area of focus as a result of their grade 3 results the previous year.

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

Our teaching and support staff understand the importance of strong literacy instruction and are well supported by school-based teams as individual interventions are provided. We are currently focusing on balanced literacy programming to ensure students are reading at grade level.



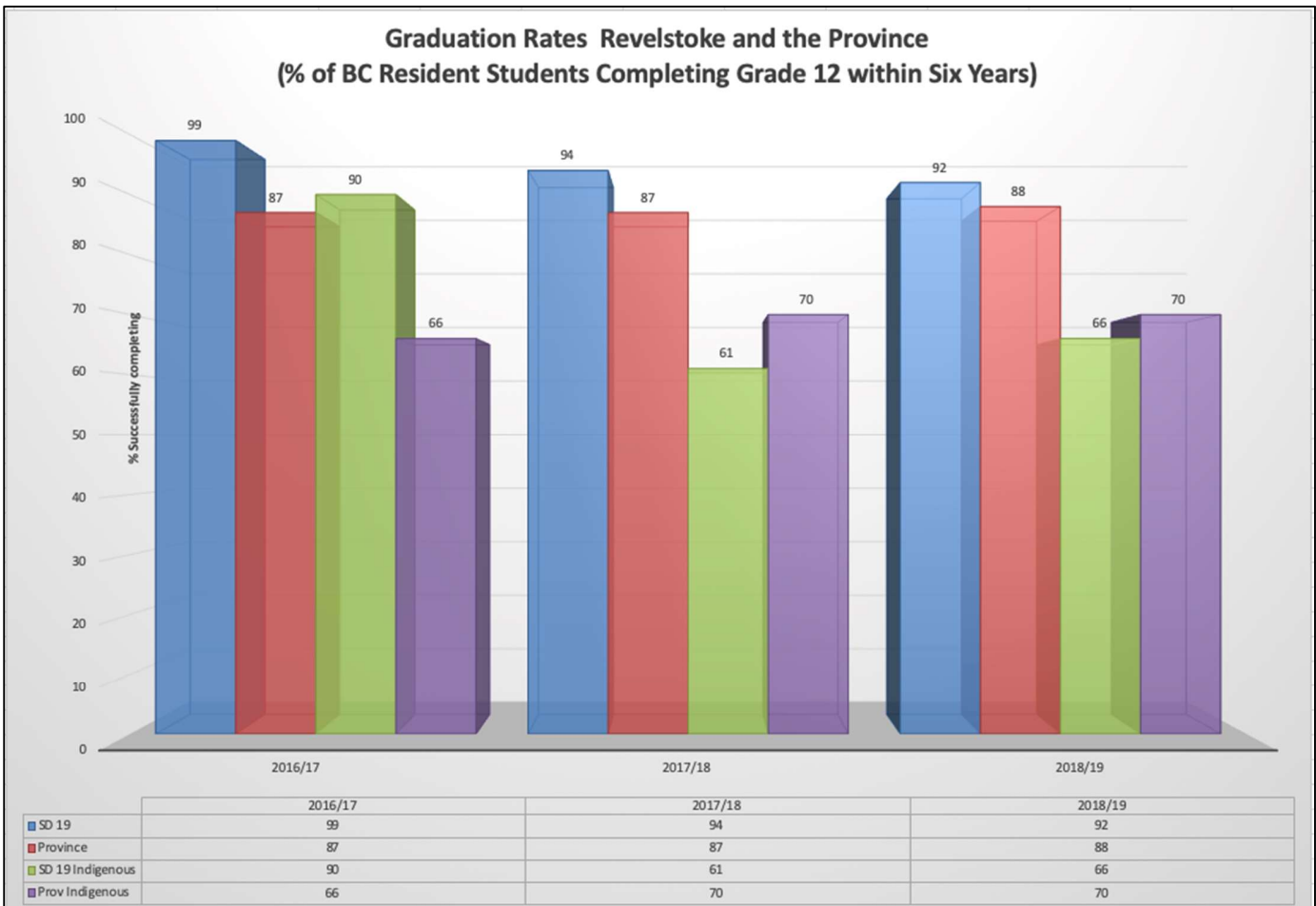
GOAL 3 – TO ENSURE THAT OUR STUDENTS ARE COMPLETING GRADE 12 WITH DIGNITY, PURPOSE AND OPTIONS

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. Our elementary and secondary students benefit from a wide variety of extra-curricular offerings supported by staff, parents, and the community. In many cases, these activities are ‘coached’ by high school leaders supported by adults from school and the community. Students report high levels of connectedness at school, which has certainly contributed to the success of our goal to **“Increase the Number of Students Graduating and Completing School”**.

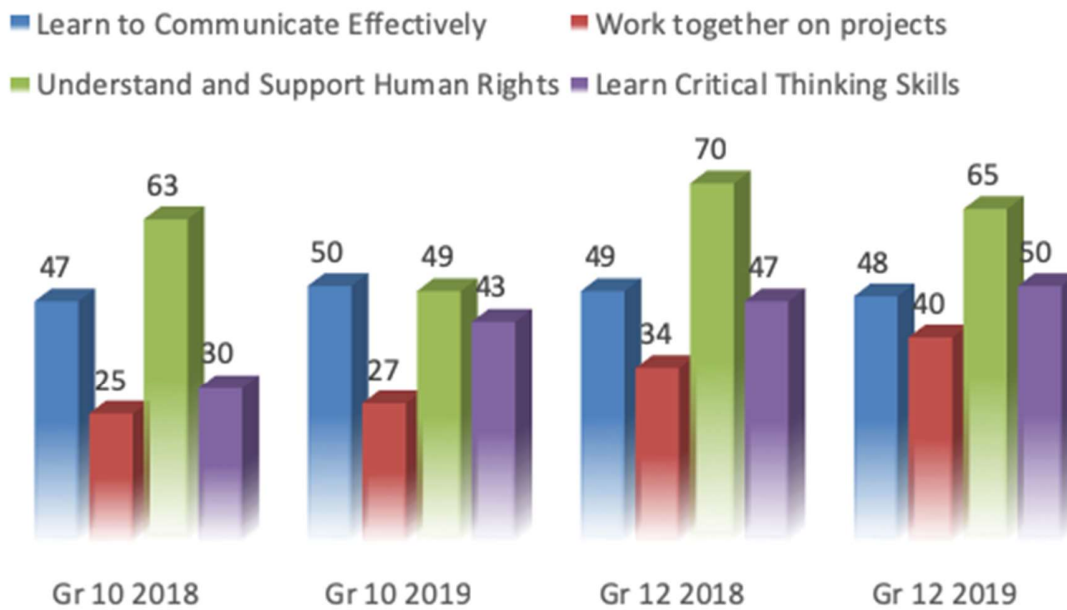


How do we know?



Our school completion rates continue to be extremely high. Our RSS leadership team track individual students on their path to graduation, provide additional supports to meet their needs, and for those few not successful after 6 years, to continue contact and support to encourage completion. In the 2018/19 year, four students who we would have hoped to graduate have not completed yet.

PREPARING FOR THE FUTURE



Transition rates from Grade 6 to Grade 10 remain in the 90-100% range. At the Grade 11 year, we transition to grade 12 only those students who will have the necessary course credits to graduate in the following year.

What are our next steps?

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

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