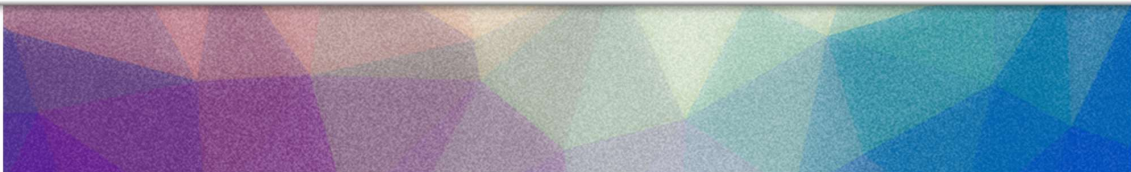
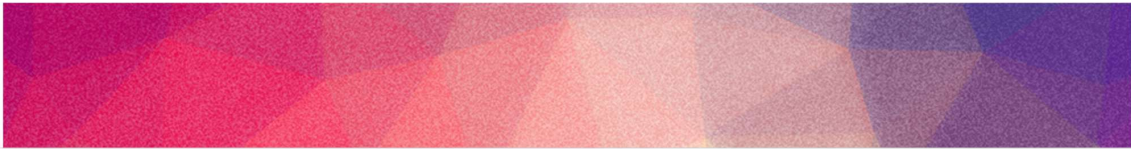


# **District Plan for Student Success 2020/2021**



**Revelstoke Board of Education**





## Revelstoke Board of Education

### Mission

To inspire passion and joy for learning.

Our Mission Vision Values statements appear here in draft form as we continue to seek feedback from our school community on revisions that reflect our shared sense of purpose.

### Vision

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

### We Value

Equity  
Inclusiveness  
Integrity  
Community  
Collaboration  
Innovation  
Environmental Sustainability  
Resilience



*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?*

*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.*

## HUMAN AND SOCIAL DEVELOPMENT

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

We are in our eleventh year administering the Middle Years Development Instrument (MDI) with our grade four students, and sixth 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”.

#### 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. This year we are joining three other districts in a pilot 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.*

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?

#### 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



###### SOCIAL COMPETENCE

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



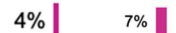
###### EMOTIONAL MATURITY

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



###### LANGUAGE & COGNITIVE DEVELOPMENT

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



###### COMMUNICATION SKILLS & GENERAL KNOWLEDGE

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



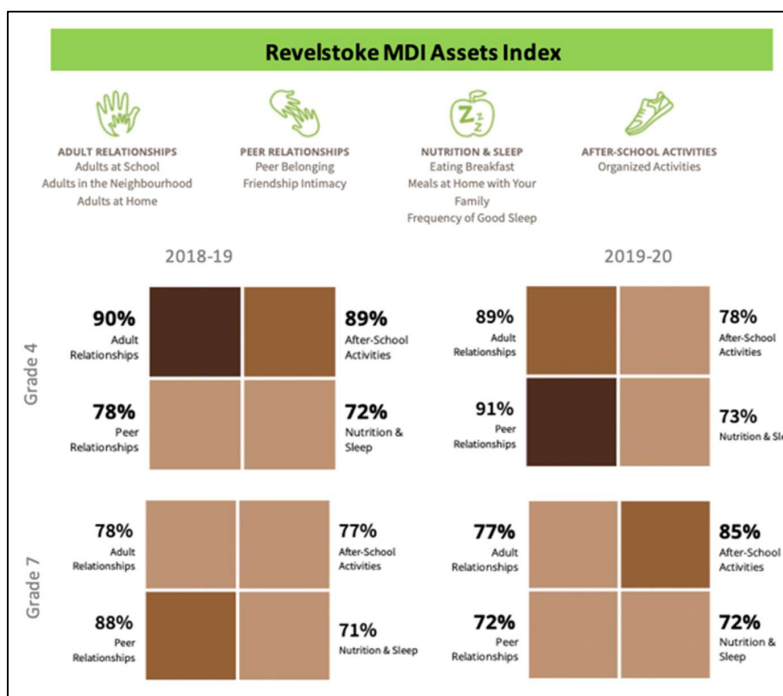
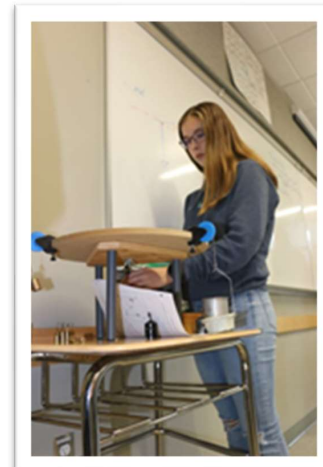
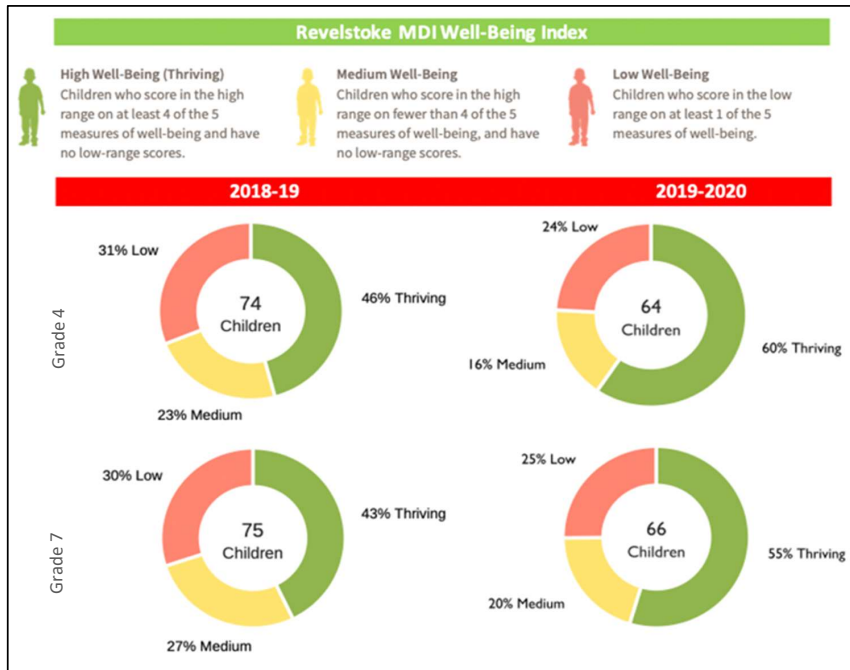
###### VULNERABLE ON ONE OR MORE SCALES

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



*Revelstoke continues to have the lowest levels of vulnerability in the province. 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.*

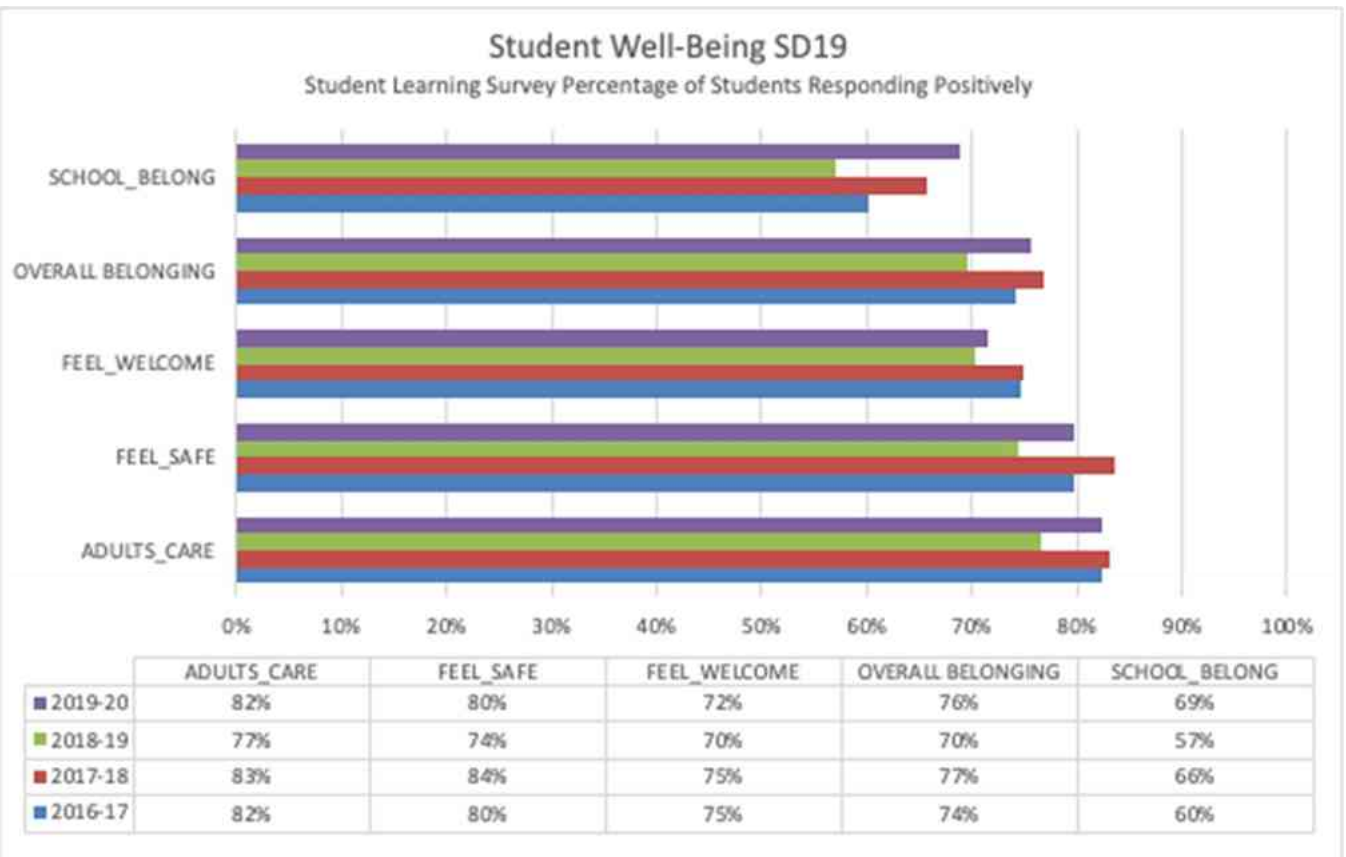
The proportion of children measures of Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health is demonstrated with the MDI Well-Being Index. Scores indicate those who are 'thriving', having 'medium to high well-being', or having 'low well-being' for 2018/19 and 2019/20. Children who 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.



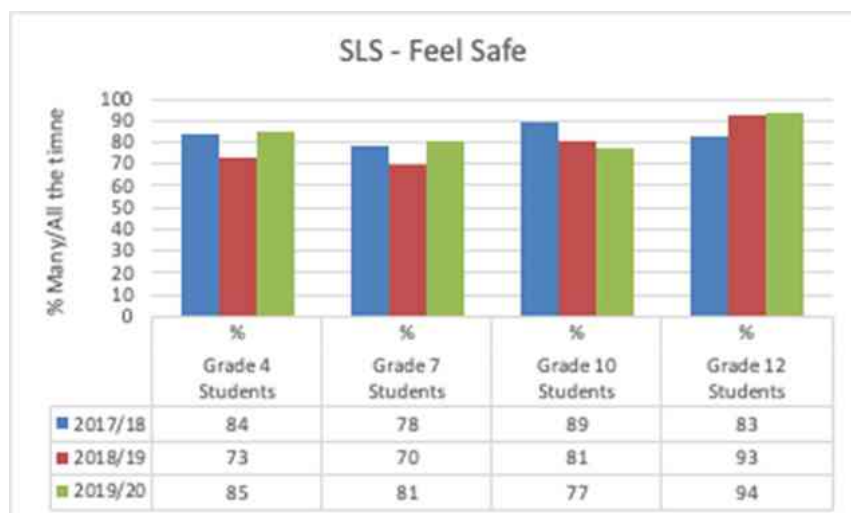
*The Assets Index combines MDI measures that highlight positive experiences, relationships or behaviours present in children's lives. Schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.*



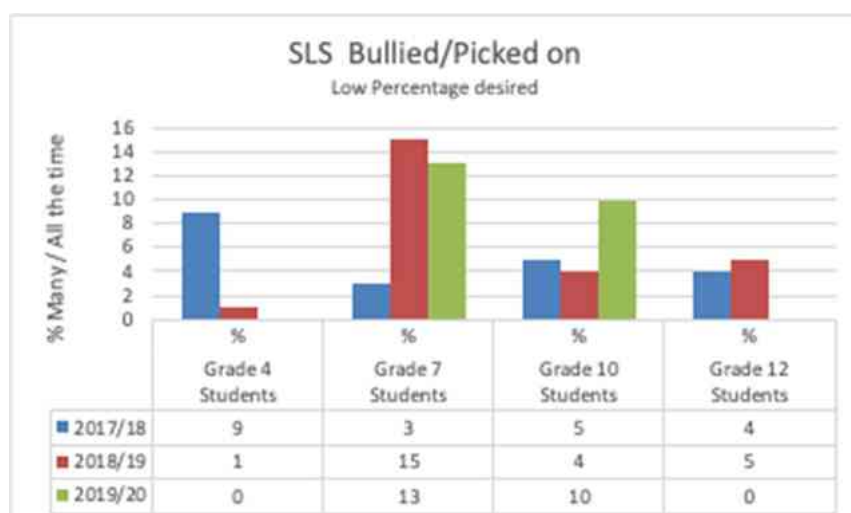
Students report very high levels of connectedness and overall belonging at school on the Provincial Student Learning Survey. The following chart indicates the district average for grades 4, 7, 10 and 12 for the past four years. Although there are slight changes from year to year, our students continually 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.



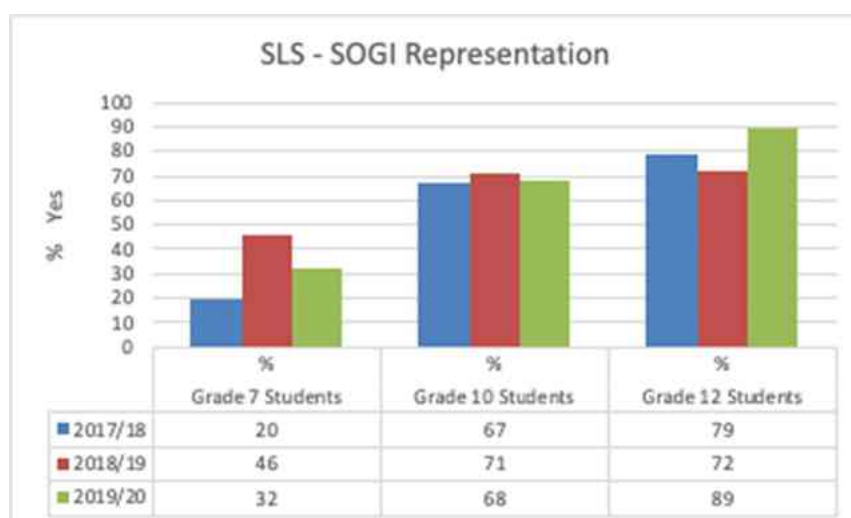
Reviewing grade to grade trends, as well as trends over time help us further explore the impact of the supports provided to student understanding and awareness of personal safety and identify.



*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.*

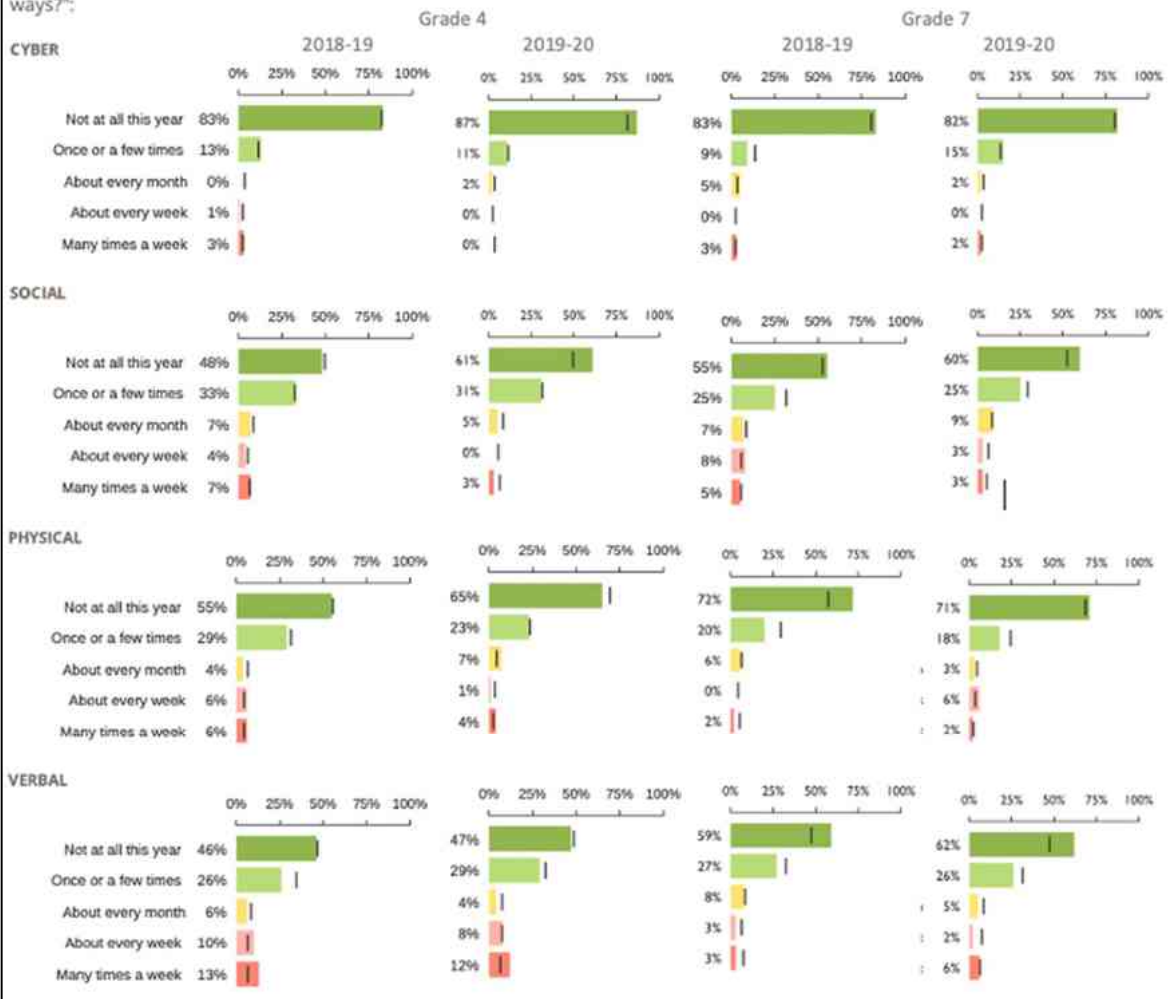


*The increase in positive responses to the student learning Survey question "Do you see diverse sexual orientations and gender identities represented in your school activities." through the grades from grade 7 to 12 demonstrates both the safe feeling of expression as well as the increased awareness of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



## 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?":



*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.*

## WHERE TO NEXT?

The school level supports and educational opportunities for addressing health and well-being have continued to evolve during the pandemic. The addition of teacher leads at each of our schools, student focus groups and the addition of mental health funding are supporting our focus on mental health.

## INTELLECTUAL DEVELOPMENT

### GOAL 2 – To ENHANCE STUDENTS’ LITERACY

Our continued 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.

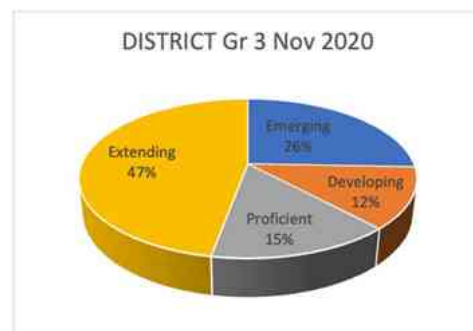
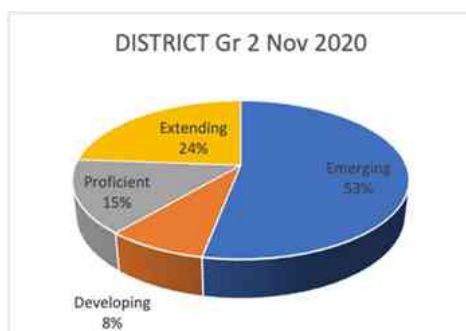
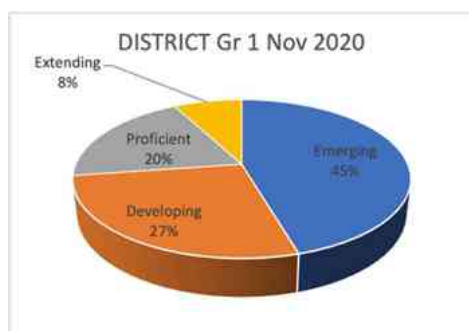
#### What’s going on for our learners?

Analysis of district reading assessments indicate that early learning programs and balanced literacy programs are setting learners on a successful path in their primary years.

#### How do we know?

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.

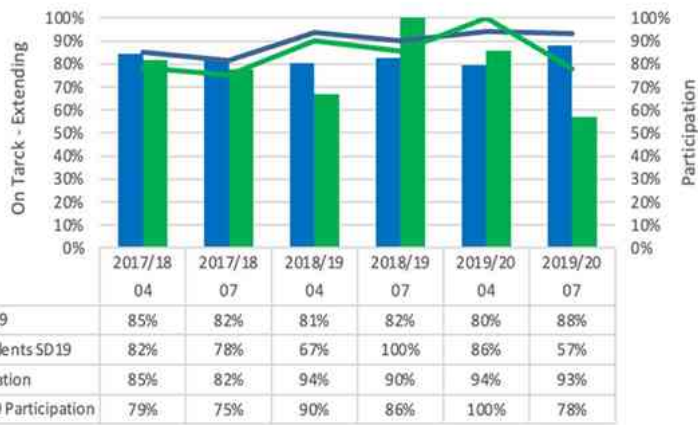
At the individual student level teachers use this information to guide instruction, and at the district level we are able to assess the effectiveness of supports over time.



*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. 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.*



### FSA Reading



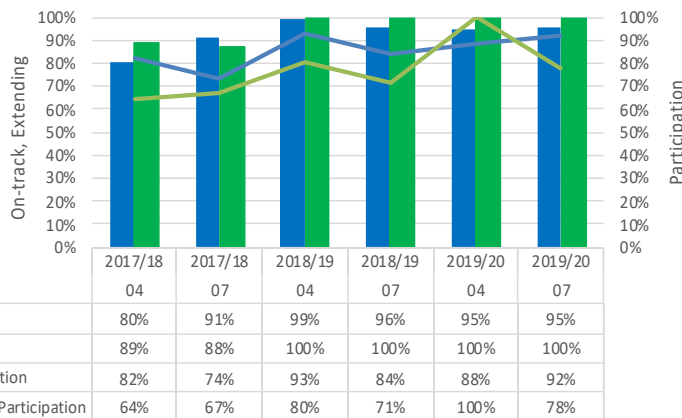
*Our participation rates in the Foundation Skills Assessment remain above the provincial average over the past 3 years. The tool provides another way to review literacy performance of our students.*



### Foundation Skills Writing Assessment Number of Students Participating

	FSA GRADE	YEAR	EXPECTED Count	WRITER Count	ONTRACK EXTENDED Count
RE	04	2017/18	61	52	44
RE	04	2018/19	82	77	62
RE	04	2019/20	68	64	51
RE	07	2017/18	76	62	51
RE	07	2018/19	82	74	61
RE	07	2019/20	72	67	59

### FSA Writing

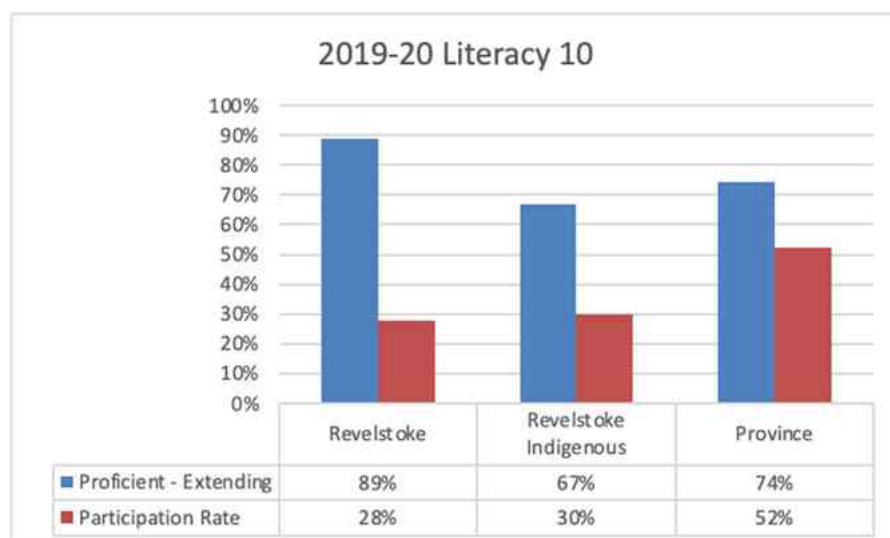


*Our students have continued to demonstrate high levels of writing achievement on the Foundation Skills Assessment for grades 4 and 7 over the past three years*



### Foundation Skills Writing Assessment Number of Students Participating

	FSA GRADE	YEAR	EXPECTED Count	WRITER Count	ONTRACK EXTENDED Count
WR	04	2017/18	61	50	40
WR	04	2018/19	82	76	75
WR	04	2019/20	68	60	57
WR	07	2017/18	76	56	51
WR	07	2018/19	82	69	66
WR	07	2019/20	72	66	63



*2019-20 is the first year our students have participated in the provincial Literacy 10 Assessment. Due to the disruption of in-school learning in the 2020 spring many students chose to defer this assessment resulting in lower participation rates.*

## OUR NEXT STEPS

Our students continue to benefit from enhanced levels of staffing and targeted support at the K-9 grades. This year primary teachers met to review and enhance the use of PM benchmarks to ensure the assessments are guiding instruction and are a regular part of balanced literacy programming.

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.



## INTELLECTUAL DEVELOPMENT

### GOAL 3 – TO INCREASE STUDENTS' NUMERACY ACHIEVEMENT

Our goal to ensure students develop the numeracy results necessary for success.

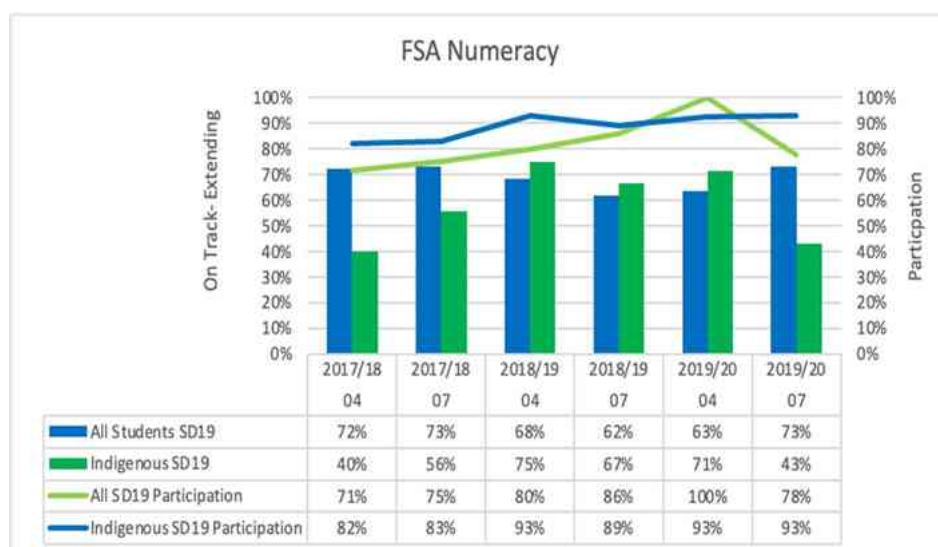
#### What's going on for our learners in numeracy?

In numeracy assessments we see a wider range of performance among cohort groups than in other curricular areas. At the intermediate level, building skills for future success begins, and we continue to see increased numbers of students at the “emerging” and “developing” stages and fewer at the “meeting” and “extending”.

#### How do we know?

Numeracy continues to be an area of focus, particularly as our learners transition from the primary years into intermediate level “math”. The balance between more traditional mathematical skill building and the introduction of higher level problem solving and application of skills is challenging.

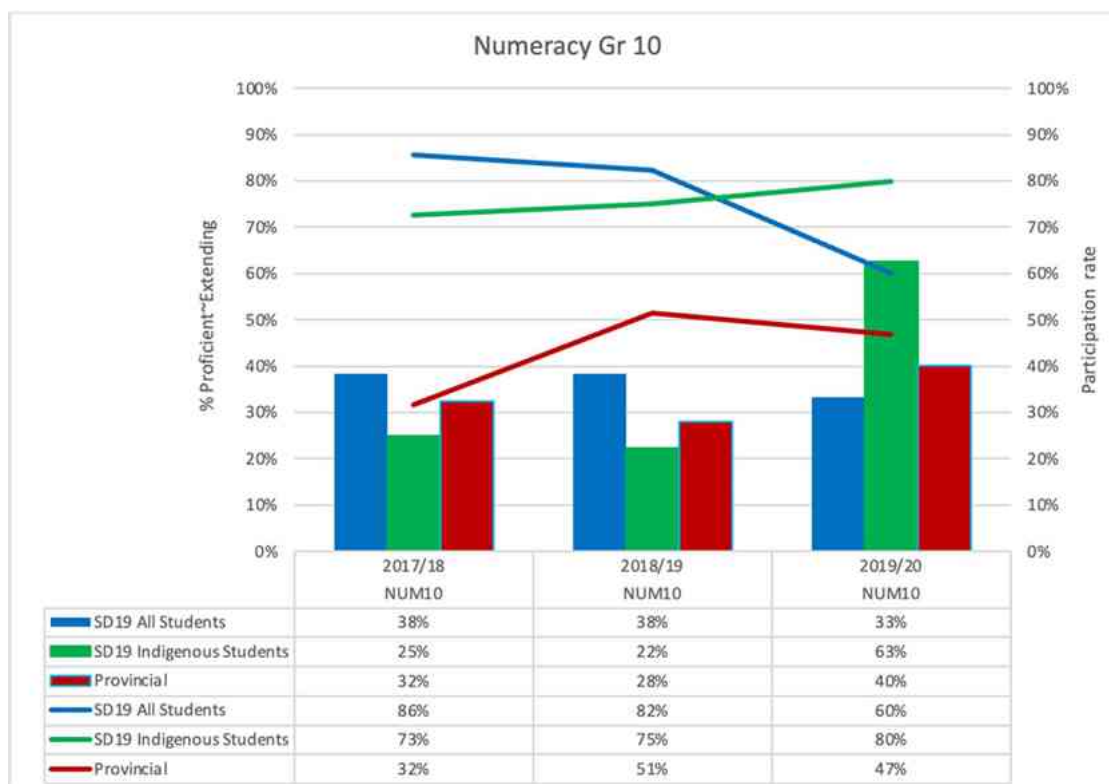
Staff identified numeracy as an area of focus through district “Inquiry groups”. This is an area in need of further work to reflect the changing curriculum and best practices in numeracy.



*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.*



Foundation Skills Numeracy Assessment Number of Students Participating					
	FSA GRADE	YEAR	EXPECTED Count	WRITER Count	ONTRACK EXTENDED Count
NU	04	2017/18	61	50	36
NU	04	2018/19	82	76	52
NU	04	2019/20	68	63	40
NU	07	2017/18	76	63	46
NU	07	2018/19	82	73	45
NU	07	2019/20	72	67	49



Grade 10 Numeracy Number of Students Participating					
	YEAR	GROUP	EXPECTED Count	WRITER Count	PROFICIENT EXTENDED Count
NUM10	2017/18	Revelstoke	70	60	23
NUM10	2017/18	Revelstoke Indigenous	11	8	2
NUM10	2018/19	Revelstoke	79	65	25
NUM10	2018/19	Revelstoke Indigenous	12	9	2
NUM10	2019/20	Revelstoke	65	39	13
NUM10	2019/20	Revelstoke Indigenous	10	8	5

*Gr 10 Provincial Numeracy Assessment was introduced in 2017. The trend demonstrated is Revelstoke students demonstrate proficiency above the provincial average. Due to the interruption of in-class learning many students chose to defer writing this assessment to the 2020-21 school year.*

## WHERE TO NEXT?

During the 19/20 school year professional development activities brought further focus to numeracy instruction. We are in the early stages of creating district wide practice to address traditional “math” instruction and enhance our ability to address “numeracy” across the curriculum.





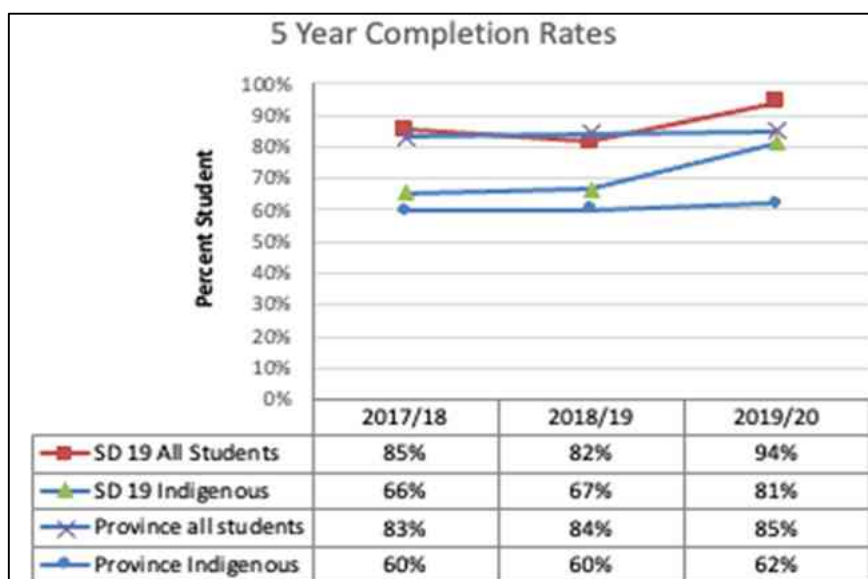
## GOAL 4 – TO ENSURE THAT OUR STUDENTS ARE COMPLETING GRADE 12 WITH DIGNITY, PURPOSE AND OPTIONS

### 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.

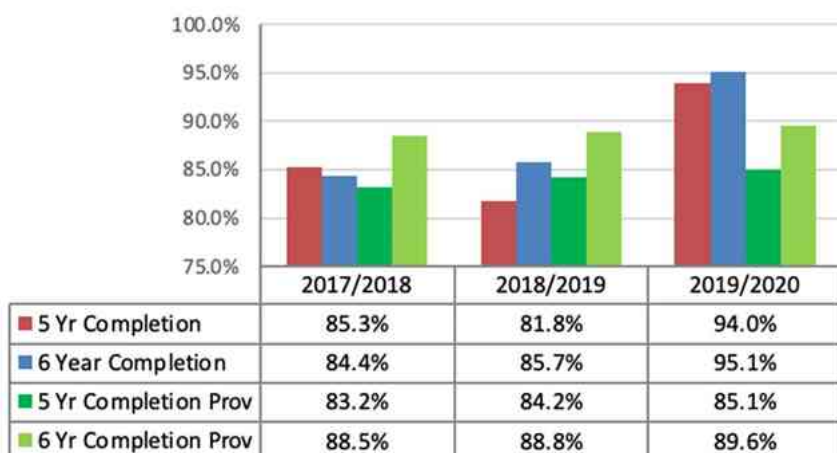


Pre-Covid Grad Parade



Covid Grad Parade

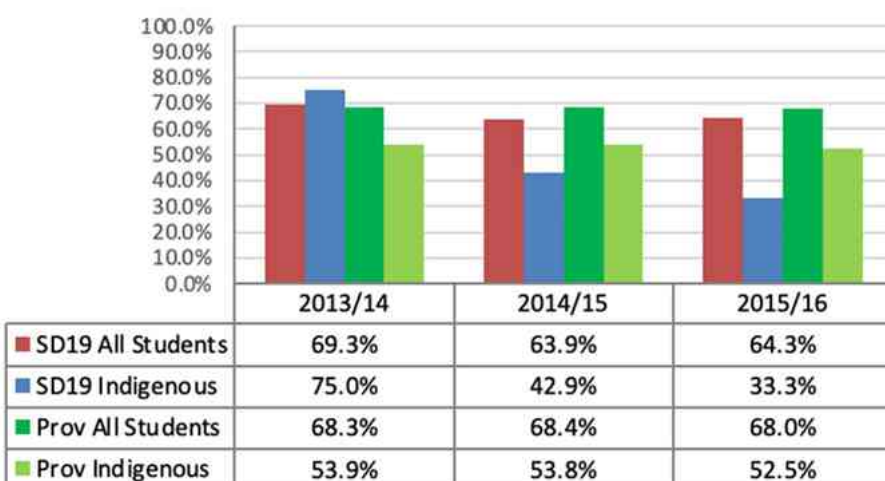
### Completion Rates



*Grade to grade transitions of our students demonstrate the success of our student's achievement moving through their secondary school years*

Grade to Grade Transition								
SCHOOL YEAR	STUDENT GRADE	G2G RATE	SUCCESS Count	Enrolment Count	G2G RATE	SUCCESS Count	Enrolment Count	
All Students SD19					Indigenous SD19			
2017/18	09	97%	77	79	92%	12	13	
2017/18	10	94%	65	69	91%	10	11	
2017/18	11	97%	69	71	100%	13	13	
2018/19	09	96%	64	67	88%	14	16	
2018/19	10	95%	73	77	92%	11	12	
2018/19	11	88%	61	69	67%	6	9	
2019/20	09	96%	74	77	100%	8	8	
2019/20	10	97%	59	61	100%	10	10	
2019/20	11	96%	70	73	100%	9	9	

### PSI - 3 years



*Students who further their education within 3 years of graduation and transition to Post Secondary Institutions remains within provincial averages.*

Further indicators of students preparedness for their post-secondary years includes determining if students are ready to be champions for themselves, for their community and for the world they live in. Indicators we consider include citizenship, social responsibility, environmental awareness, critical thinking skills and personal care.

Grade 7 MDI

CITIZENSHIP AND SOCIAL RESPONSIBILITY		
I believe I can make a difference in the world	2018-19	2019-20
Disagree a lot	9%	9%
Disagree a little	5%	6%
Don't agree or disagree	19%	24%
Agree a little	29%	36%
Agree a lot	37%	24%
I try to make the world a better place		
Disagree a lot	7%	5%
Disagree a little	5%	5%
Don't agree or disagree	16%	20%
Agree a little	32%	38%
Agree a lot	39%	33%

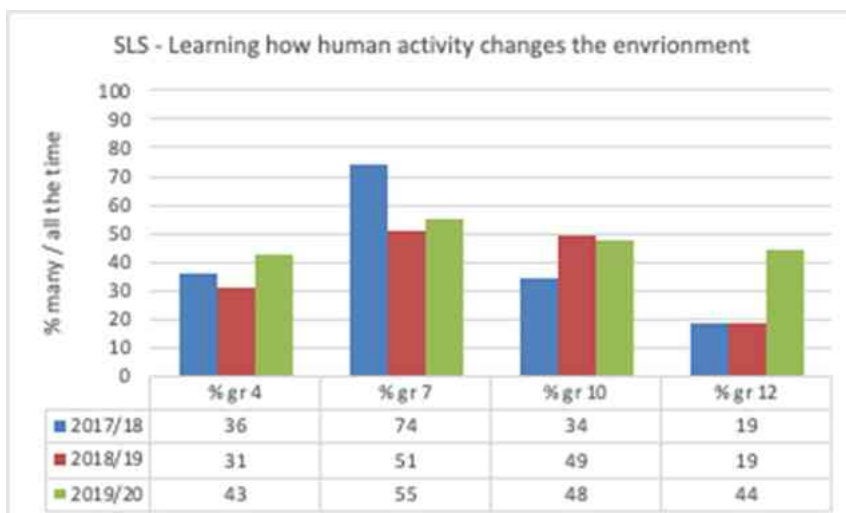
*Social and emotional competencies include showing concern for others, sustaining healthy relationships and making effective personal and social decisions*

(Weissberg, Durlak, Domitrovitch, & Gullota, 2015).

Grade 7 MDI

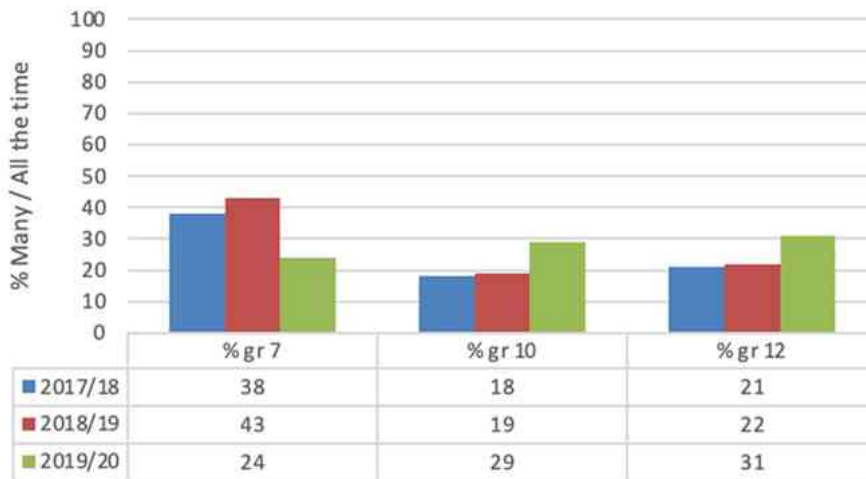
*Student plans to engage through volunteerism are an important indicator of their feelings of optimism and agency.*

	HAVE YOU EVER VOLUNTEERED?		ARE YOU CURRENTLY VOLUNTEERING?		DO YOU PLAN TO VOLUNTEER IN THE FUTURE?	
	Yes	No	Yes	No	Yes	No
2018-19	73%	27%	22%	78%	76%	24%
2019-20	71%	29%	19%	81%	76%	24%

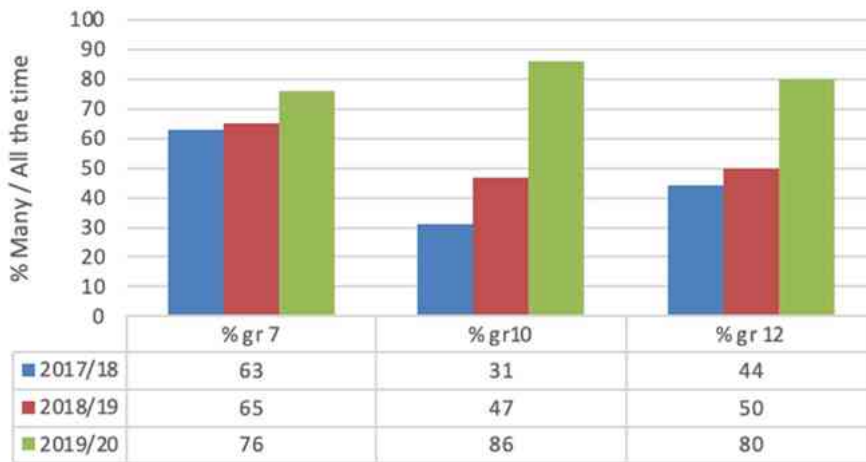


*Students have become more engaged in environmental activities, planning events at both the school and community level. Student and staff champions in this area are creating momentum and encouraging education and action.*

### SLS - Learning is connected to the community and environment



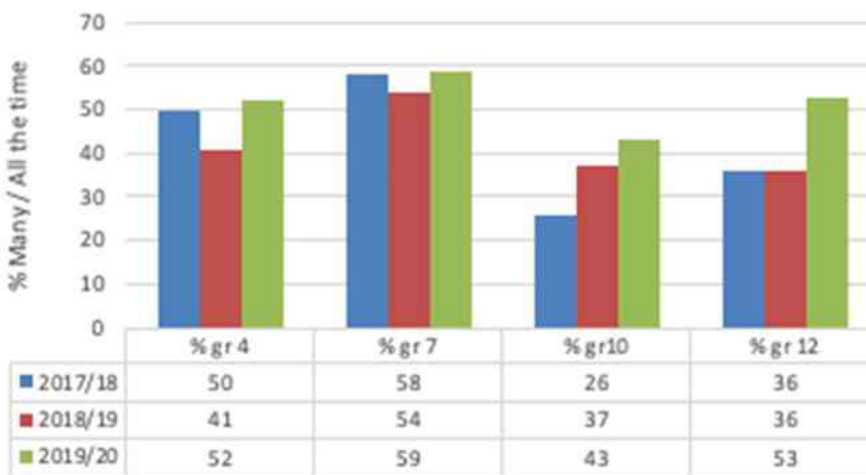
### SLS - Learning to be a critical thinker



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

*We've seen significant increases in students' perception of their critical thinking skills. This may be a response to the effect the pandemic has had on their school experiences.*

### SLS - Care for my Mental Health



*As we move more learning into "real world" experiences we are expecting students will recognize the connections between their own learning and the community and environment.*



## INDIGENOUS EDUCATION

### EQUITY IN ACTION

2020-21 will see the district move from an Aboriginal Education Enhancement Agreement to an Equity in Action Inquiry. The process of inquiry will provide direction at the district, school and classroom level and is focussed on positively impacting student achievement.

Our equity scan and action plan includes 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 Principles of Learning.

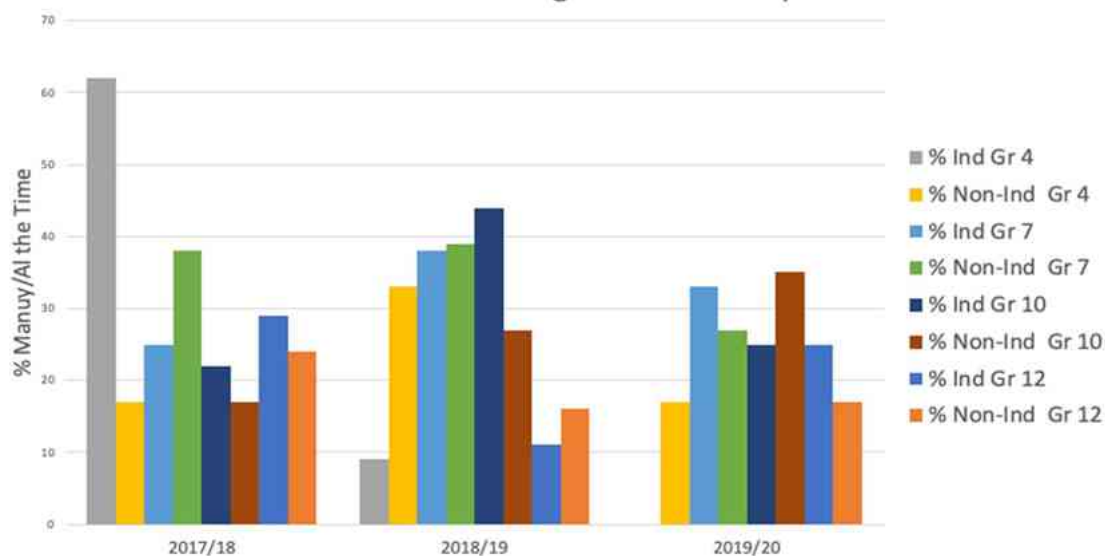
#### Students who Self-identify as Indigenous

School Year	All Students #	District		SIA Only in Other Year(s)*	
		SIA in Year*			
		#	%	#	%
2010/11	1,027	109	10.6	44	4.3
2011/12	1,036	121	11.7	37	3.6
2012/13	1,022	120	11.7	33	3.2
2013/14	959	119	12.4	38	4.0
2014/15	950	120	12.6	42	4.4
2015/16	952	118	12.4	42	4.4
2016/17	974	120	12.3	41	4.2
2017/18	987	131	13.3	24	2.4
2018/19	1,045	131	12.5	17	1.6
2019/20	1,020	109	10.7	6	0.6

This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years.

*Our 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.*

## SLS - Are You Learning about First Peoples



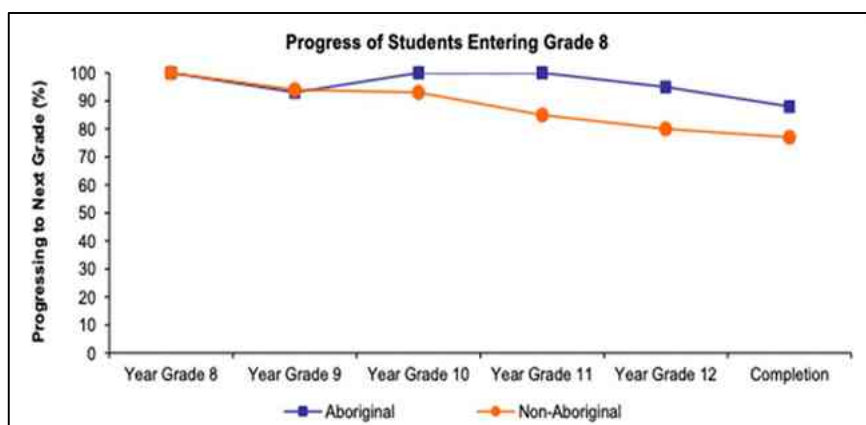
*"It is precisely because education was the primary tool of oppression of Aboriginal people, and the miseducation of all Canadians, that we have concluded that education holds the key to reconciliation".*  
Justice Murray Sinclair

Student Learning Survey: Are you learning about First Peoples at school?

Gr 4	# respondents Gr 4	# Ind Gr 4	% Ind Gr 4	# Non-Ind Respondents Gr 4	# Non-Ind Gr 4	% Non-Ind Gr 4
2017/18	13	8	62	42	7	17
2018/19	11	1	9	70	23	33
2019/20	3	0	0	18	3	17
Grade 7	# respondents Gr 7	# Ind Gr 7	% Ind Gr 7	# Non-Ind Respondents Gr 7	# Non-Ind Gr 7	% Non-Ind Gr 7
2017/18	8	2	25	56	21	38
2018/19	13	5	38	62	24	39
2019/20	3	1	33	26	7	27
Grade 10	# respondents Gr 10	# Ind Gr 10	% Ind Gr 10	# Non-Ind Respondents Gr 10	# Non-Ind Gr 10	% Non-Ind Gr 10
2017/18	9	2	22	53	9	17
2018/19	9	4	44	60	16	27
2019/20	4	1	25	17	6	35
Grade 12	# respondents Gr 12	# Ind Gr 12	% Ind Gr 12	# Non-Ind Respondents Gr 12	# Non-Ind Gr 12	% Non-Ind Gr 12
2017/18	7	2	29	41	10	24
2018/19	9	1	11	49	8	16
2019/20	4	1	25	12	2	17



2014 Grade 8 grade to grade transitions



*Assessment data included within this document for Indigenous students demonstrate general alignment with all students with annual fluctuations which can be attributed to our small cohorts.*

*Indigenous student's grade to grade transition fall within the range of all students as demonstrated by the 2014 Gr. 8 cohort*