

# District Plan for Student Success 2021/2022



## Revelstoke Board of Education

Our plan aligns with the  
Ministry of *Education Enhancing Student Learning* Reporting Order and  
the Provincial Framework for Enhancing Student Learning



**School District 19**  
(Revelstoke)



# Revelstoke Board of Education Planning for Success 2021-24

## Mission

To inspire passion and joy for learning.

Our Mission Vision Values statements have developed collaboratively with our school community to 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  
Inclusion  
Integrity  
Community  
Collaboration  
Innovation  
Environmental Sustainability  
Resilience  
Reconciliation



*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 FURTHER DEVELOP STUDENTS HEALTH AND WELL-BEING

Our students and staff are actively engaged in the work of creating and sustaining health learning environments where diversity and differences are embraced, encouraged and are the focus of learning. Our continued focus on learner health and well-being is critical to their success. We are 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 well-being of our students and informs our district goal to “Further Students’ Health and Well-being”.

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

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

#### How do we know?

We continue to gather student feedback through formal tools like the MDI, and through focus groups and projects at all levels. 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.

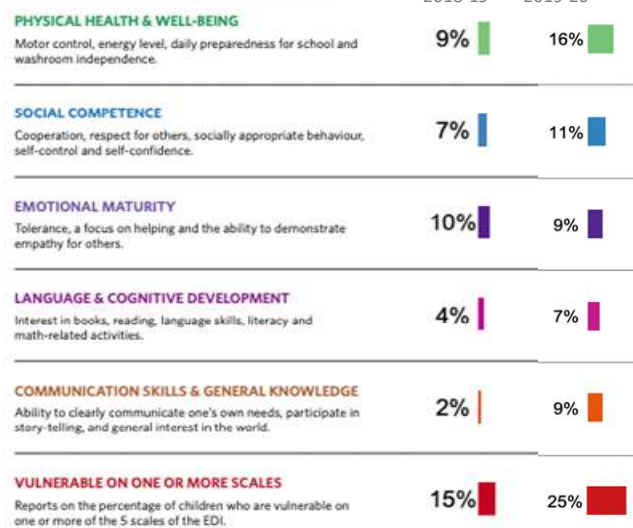
*Our students and staff are actively engaged in the work of creating and sustaining healthy learning environments where diversity and differences are embraced, encouraged and are the focus of learning. Our continued focus on learner health and well-being has been critical to our success.*

*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?*

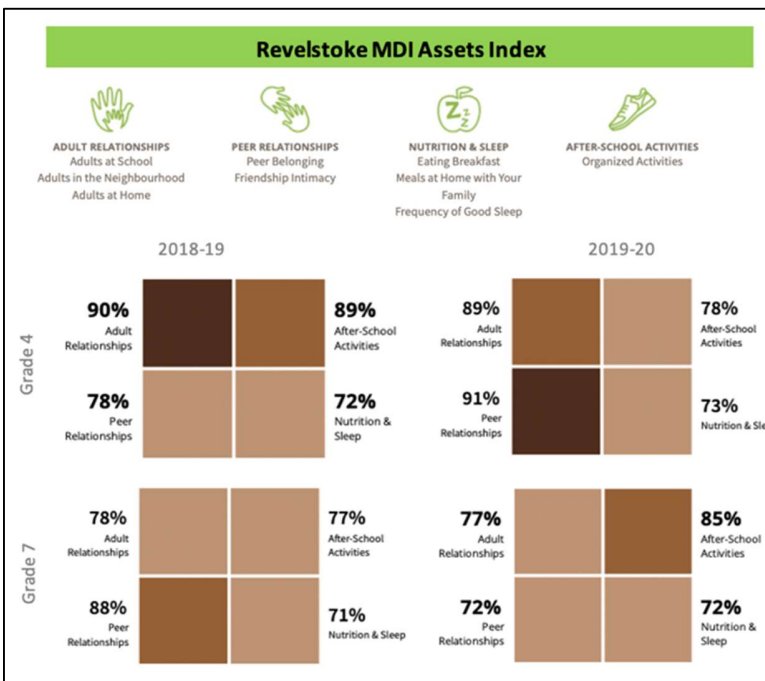
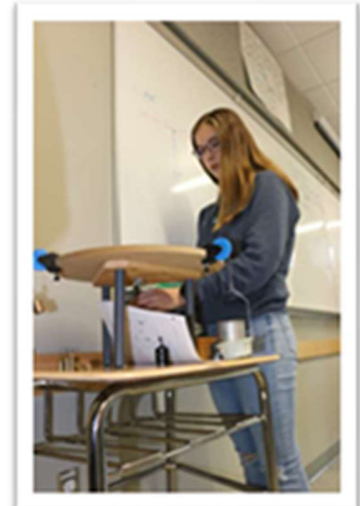
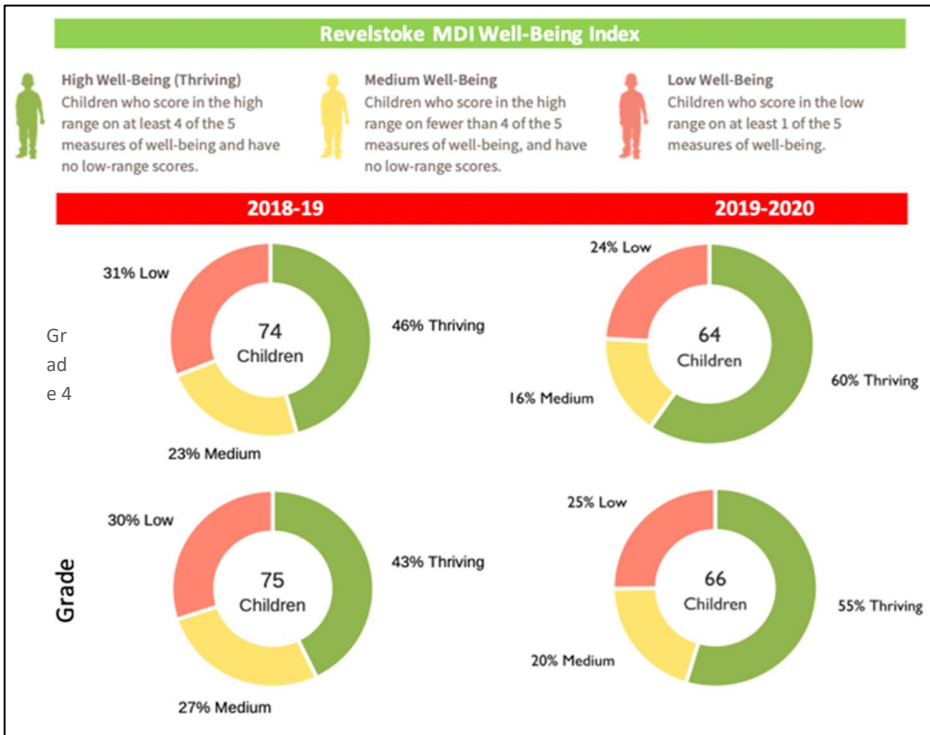
#### SD19 ■ REVELSTOKE

##### EDI VULNERABILITY RATES BY SCALE



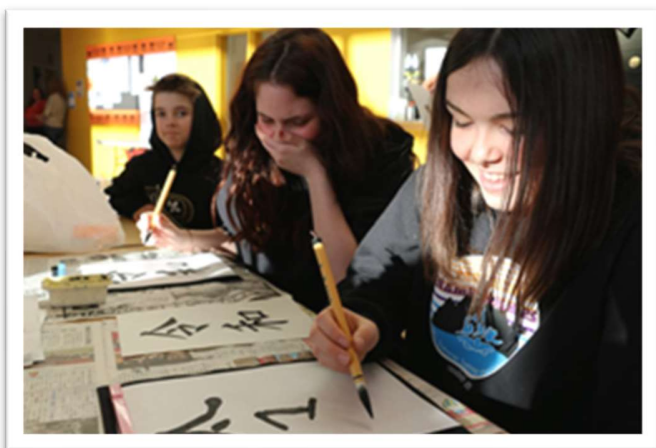
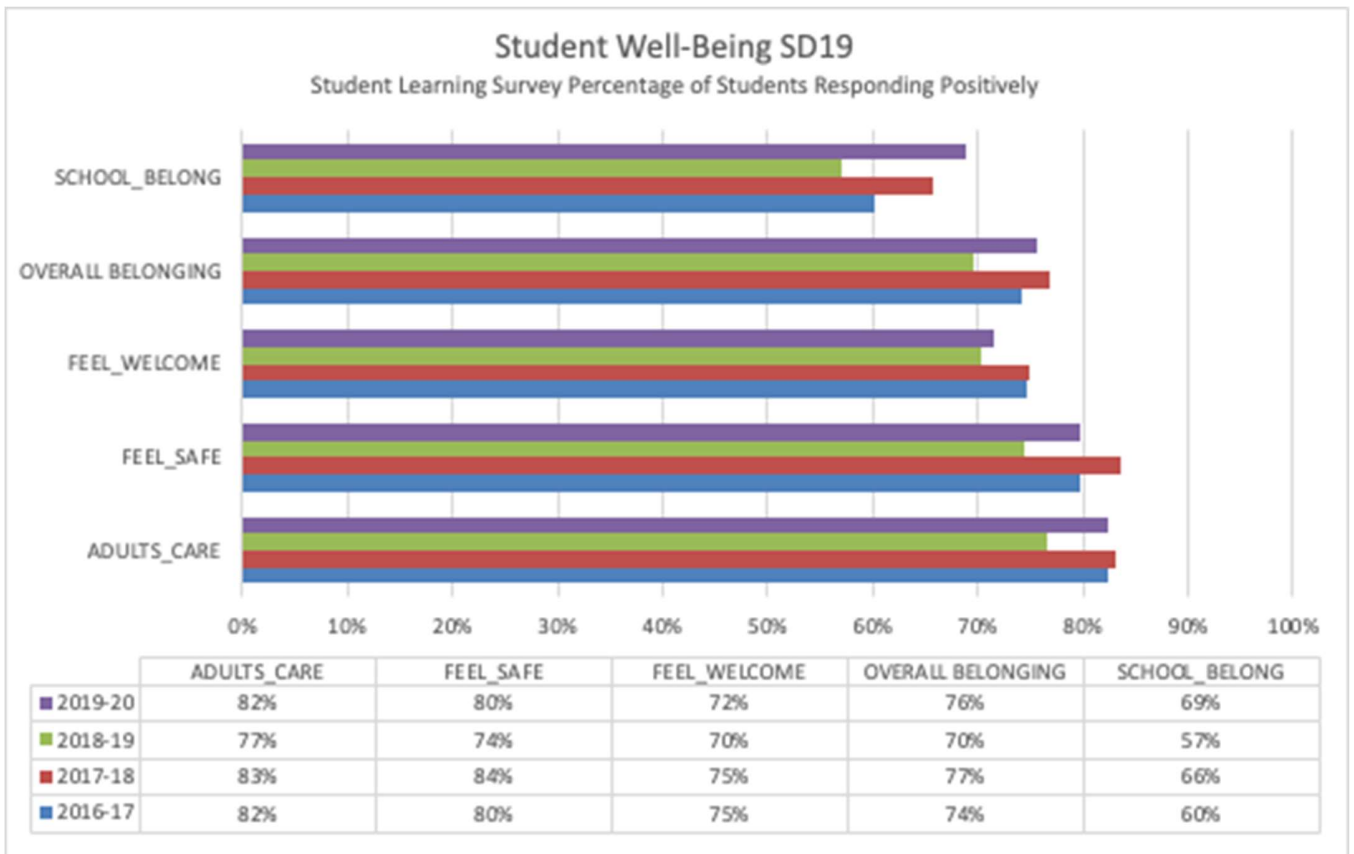
*Revelstoke continues to have the lowest levels of vulnerability in the province. The Early Learning Community in Revelstoke continues to ensure that Kindergarten students are entering school with high levels of readiness for learning. This is a credit to the effective community programs that support 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.

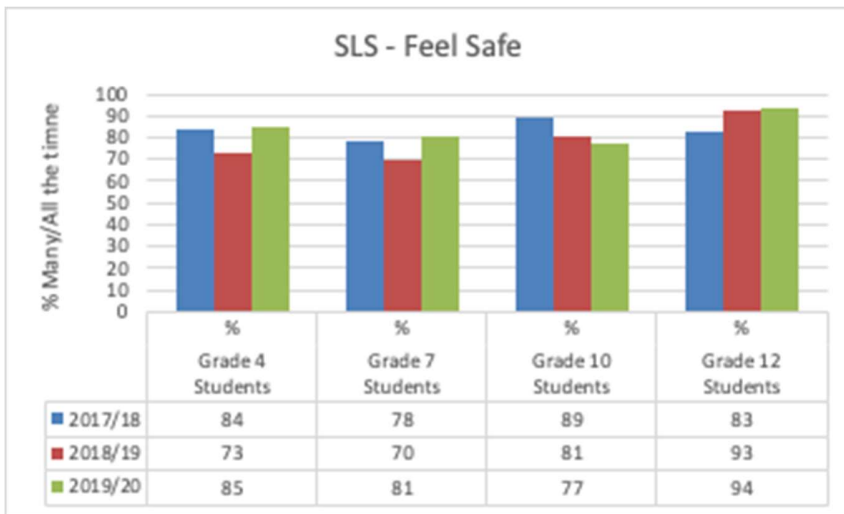


*The Assets Index combines MDI measures that highlight positive experiences, relationships or behaviours present in children's lives. Schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.*

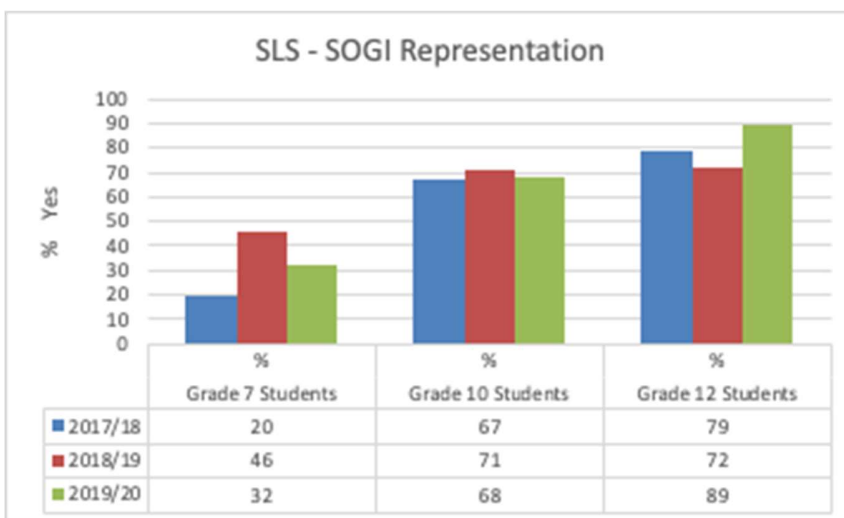
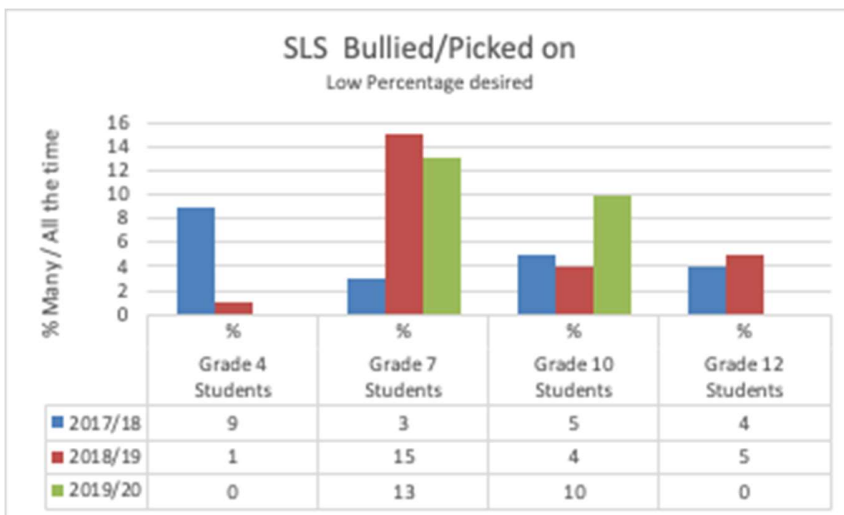
Students report very high levels of connectedness and overall belonging at school on the Provincial Student Learning Survey. The following chart indicates the district average for grades 4, 7, 10 and 12 for the past four years. Although there are slight changes from year to year, our students continually 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. 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 and ensuring that we maintain our high levels of student connectedness and belonging while developing our learners' skills in mental health.

## INTELLECTUAL DEVELOPMENT

### GOAL 2 – TO ENHANCE STUDENTS’ LITERACY SKILLS

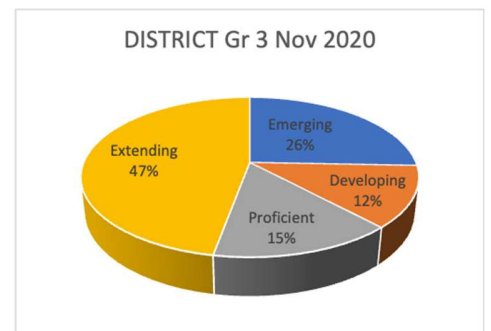
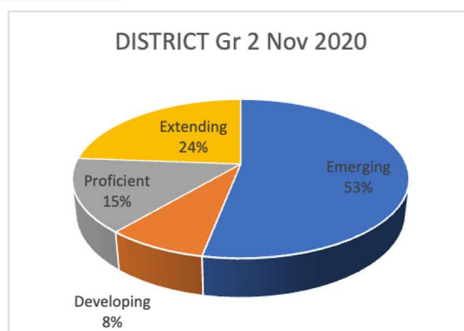
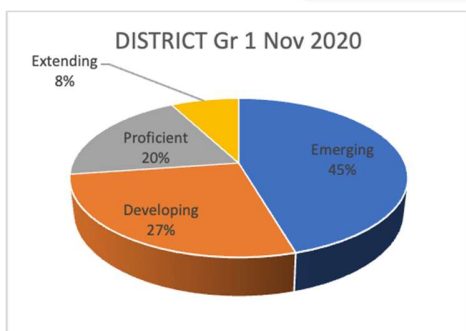
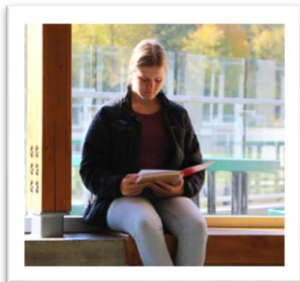
Literacy skills are the cornerstone skills of developing confident, capable learners in our system. The skills of decoding and comprehension of text and the writing of text are necessary for students to develop their skills and become independent learners who can apply literacy skills to their passion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

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

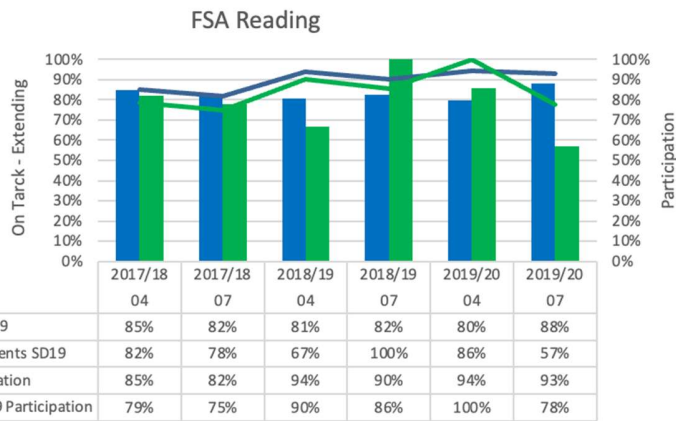
This area is over all stronger for our learners. However, it does not mean that there not areas which require our attention as a district. In primary areas we know that decoding skills are crucial and require continued development for all learners, realizing that an emphasis on phonological and phonemic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

#### How do we know?

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



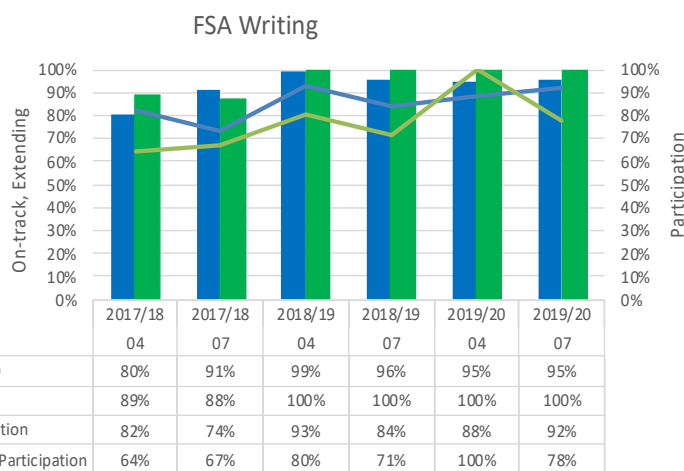
*At the primary level, student progress toward benchmarks is collected in the fall, winter and spring each year. One-to-one and small group supports are assigned based on the numbers of students not yet meeting the grade level benchmark to ensure success by the end of the year. This year we have expanded 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.*



*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.*



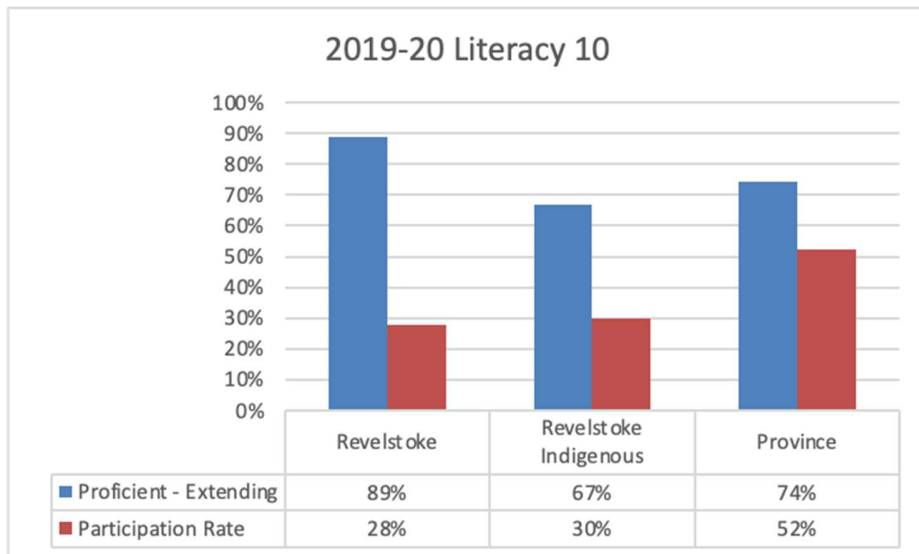
Foundation Skills Writing Assessment Number of Students Participating					
	FSA GRADE	YEAR	EXPECTED Count	WRITER Count	ONTRACK EXTENDED Count
RE	04	2017/18	61	52	44
RE	04	2018/19	82	77	62
RE	04	2019/20	68	64	51
RE	07	2017/18	76	62	51
RE	07	2018/19	82	74	61
RE	07	2019/20	72	67	59



*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

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



## INTELLECTUAL DEVELOPMENT

### GOAL 3 – TO DEVELOP STUDENTS’ NUMERACY SKILLS

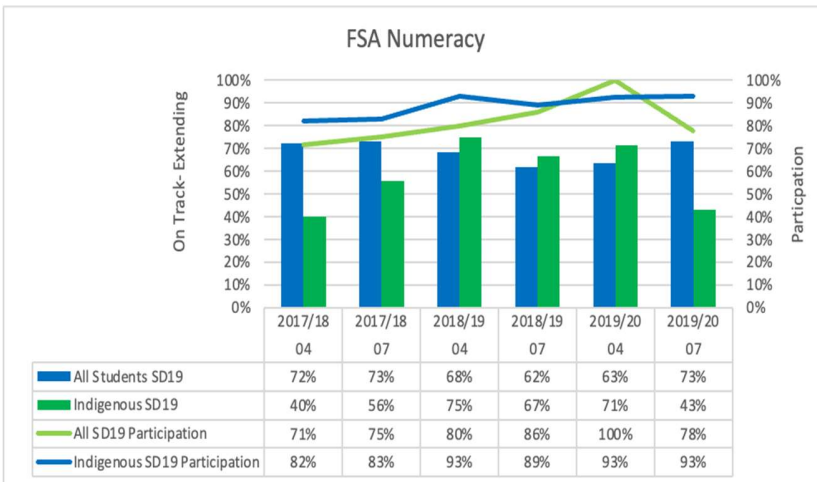
Being numerate today requires our learners to be able to use numbers in real world applications. Numeracy skills go far beyond the traditional math skills of adding, subtracting, multiplying and dividing. The need to see the role of number in our lives is ever increasing.

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

With the implementation of revised curriculum and the new emphasis on skill building we know that students’ math skills have tended to be computationally focussed rather than conceptually based. The need to make this paradigm shift in teaching and learning of numeracy is the task with which we are faced. Our students can compute in isolative ways but find it very challenging to mathematically apply such skills in real- world contexts and tasks. Similarly, students lack an understanding and ownership of what skills they actually need to develop in Numeracy and can become stuck on content rather than processes.

#### How do we know?

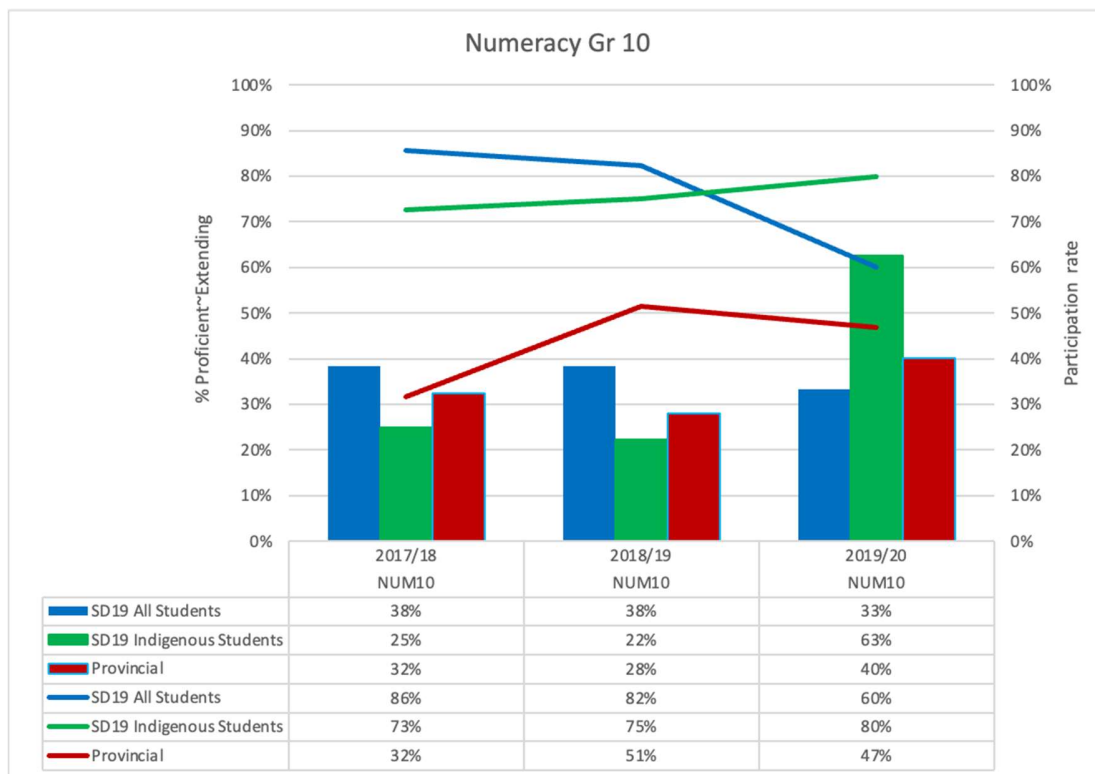
Class based assessments, the Foundation Skills Assessments and Provincial Grade 10 Numeracy Assessment together paint a clear picture for us. These assessments tell us that students can become easily overwhelmed in multi-step numeracy tasks. These assessments also show us that students need greater development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



*Our FSA results provide another snapshot of student learning at an individual and group level. To ensure our Indigenous students achievement continues to remain on track we have included this demographic in our reporting.*



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

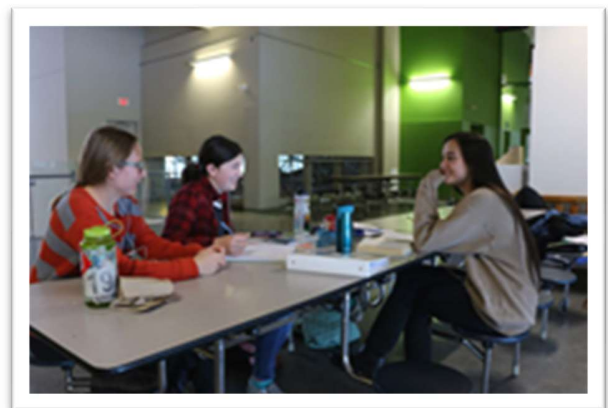


Grade 10 Numeracy Number of Students Participating					
	YEAR	GROUP	EXPECTED Count	WRITER Count	PROFICIENT EXTENDED Count
NUM10	2017/18	Revelstoke	70	60	23
NUM10	2017/18	Revelstoke Indigenous	11	8	2
NUM10	2018/19	Revelstoke	79	65	25
NUM10	2018/19	Revelstoke Indigenous	12	9	2
NUM10	2019/20	Revelstoke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

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



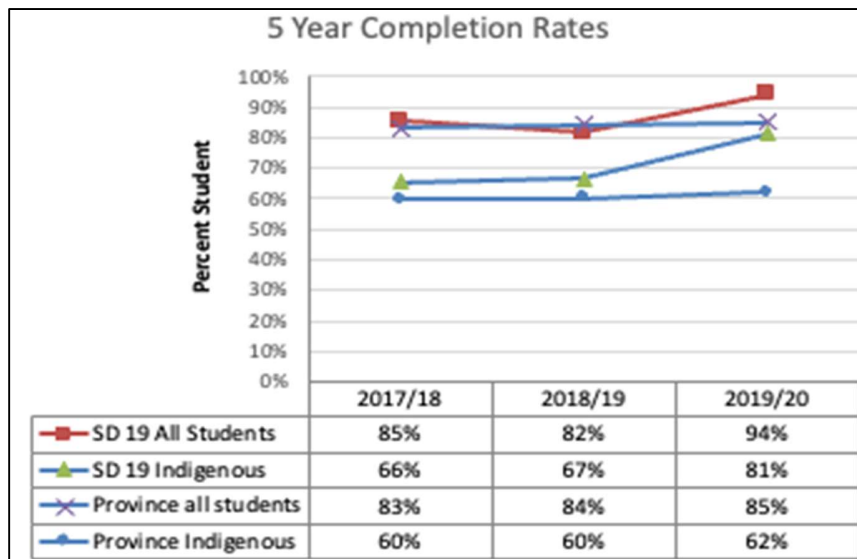
## GOAL 4 – TO ENSURE THAT OUR STUDENTS ARE COMPLETING GRADE 12 WITH DIGNITY, PURPOSE AND OPTIONS

### What is going on for our learners?

Our high school continues to provide a full range of opportunities for our students to develop their potential. Course offerings in the academics, athletics, fine arts, and applied skills provide students with choices to focus on their strengths, and expand their experiences. A focus on trades related training has further enhanced programming for students as they prepare for transitions beyond high school. Staff continue to develop new courses that reflect student interests and passions.

### How do we know?

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

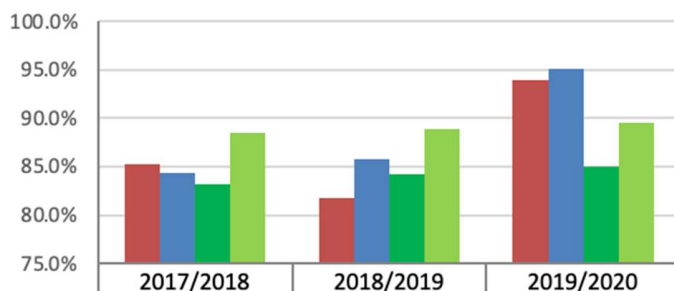


Pre-Covid Grad Parade



Covid Grad Parade

### Completion Rates



	2017/2018	2018/2019	2019/2020
5 Yr Completion	85.3%	81.8%	94.0%
6 Year Completion	84.4%	85.7%	95.1%
5 Yr Completion Prov	83.2%	84.2%	85.1%
6 Yr Completion Prov	88.5%	88.8%	89.6%

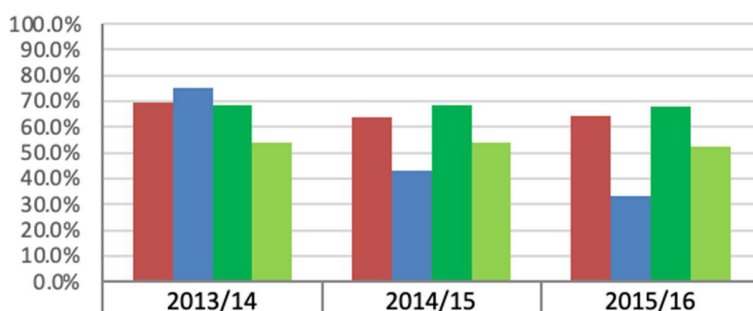


*Grade to grade transitions of our students demonstrate the success of our student's achievement moving through their secondary school years*

### 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



	2013/14	2014/15	2015/16
SD19 All Students	69.3%	63.9%	64.3%
SD19 Indigenous	75.0%	42.9%	33.3%
Prov All Students	68.3%	68.4%	68.0%
Prov Indigenous	53.9%	53.8%	52.5%

*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		
	2018-19	2019-20
<b>I believe I can make a difference in the world</b>		
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%
<b>I try to make the world a better place</b>		
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%

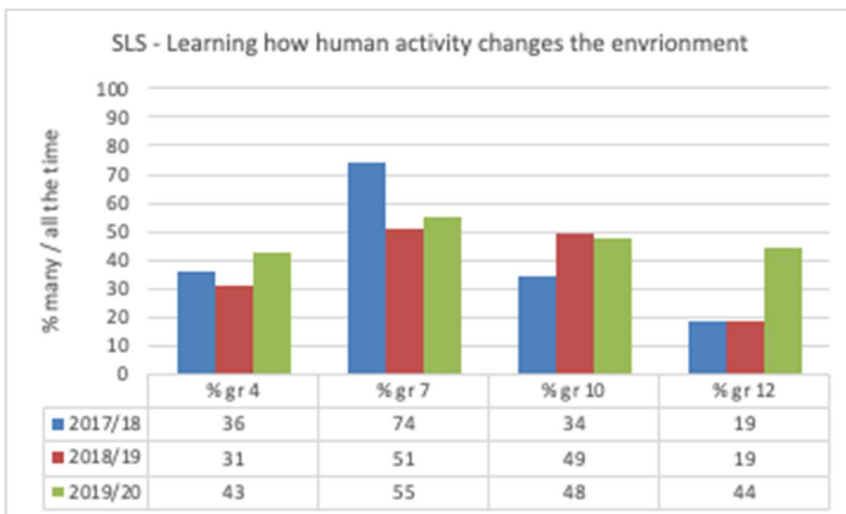
*Social and emotional competencies include showing concern for others, sustaining healthy relationships and making effective personal and social decisions*

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

Grade 7 MDI

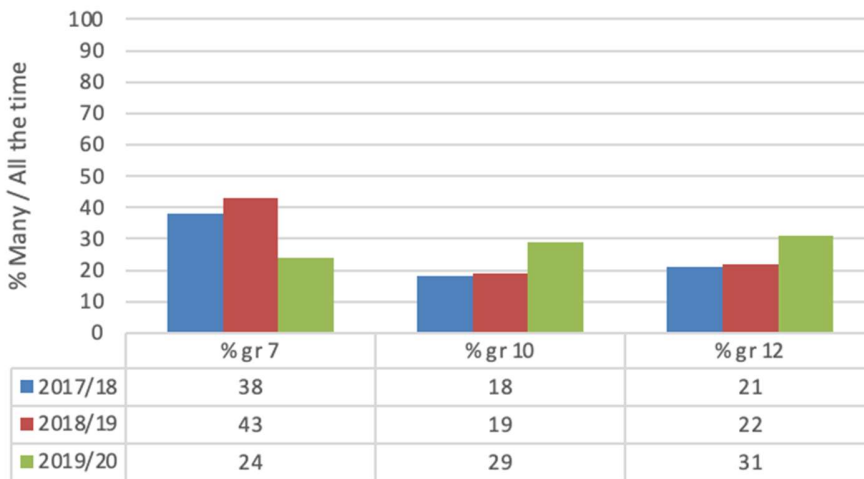
*Student plans to engage through volunteerism are an important indicator of their feelings of optimism and agency.*

	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%
	Yes	No	Yes	No	Yes	No

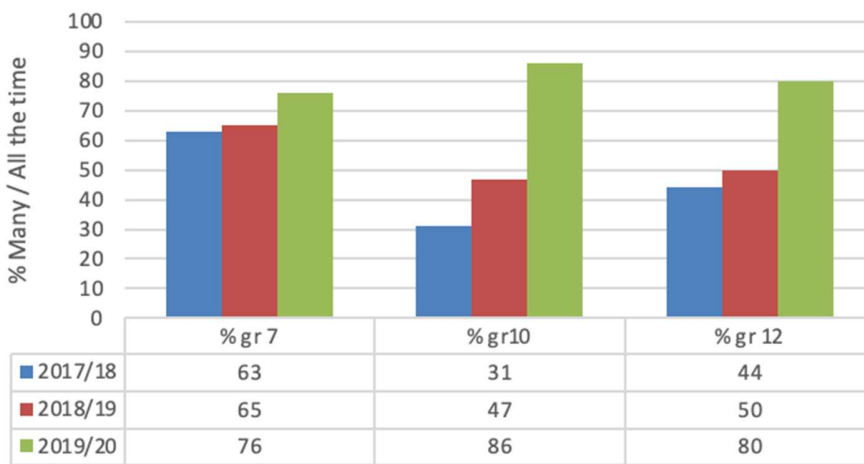


*Students have become more engaged in environmental activities, planning events at both the school and community level. Student and staff champions in this area are creating momentum and encouraging education and action.*

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



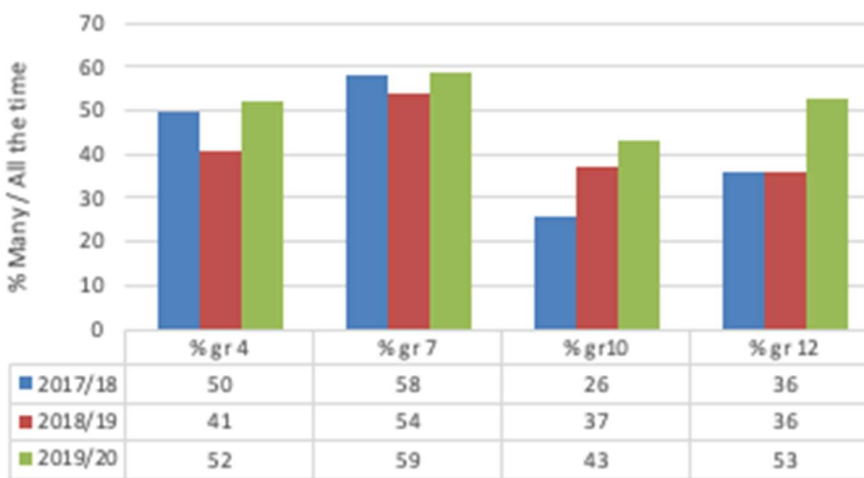
### SLS - Learning to be a critical thinker



*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.

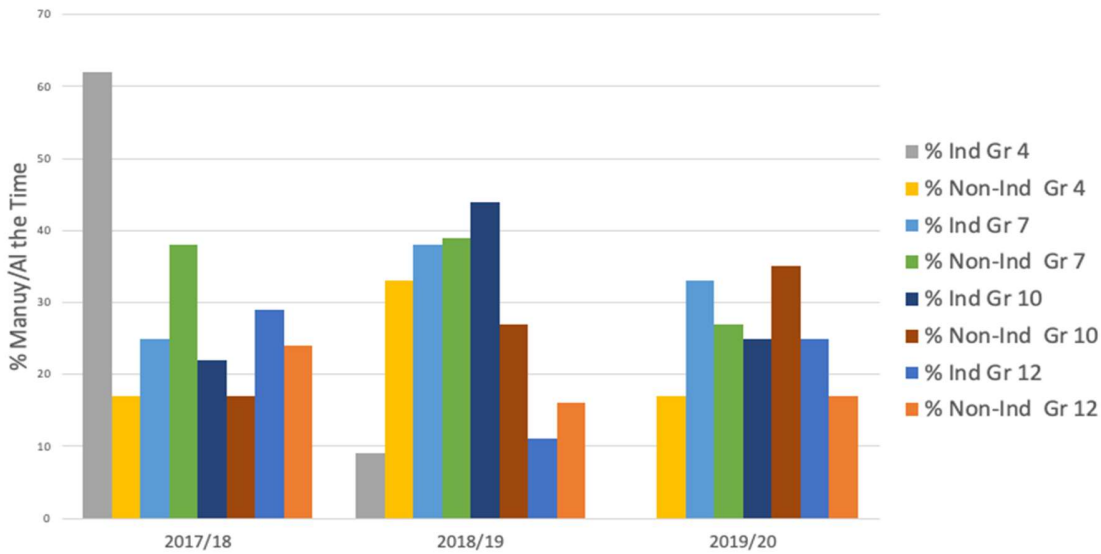
#### Students who Self-identify as Indigenous

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



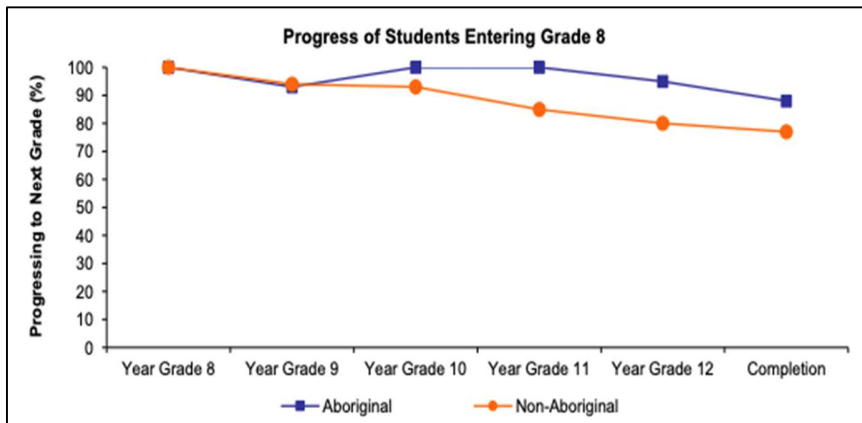
*“It is precisely because education was the primary tool of oppression of Aboriginal people, and the miseducation of all Canadians, that we have concluded that education holds the key to reconciliation”.*  
Justice Murray Sinclair

### 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*