

District Plan for Student Success 2022/2023



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
Truth and 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 into our twelfth year administering the Middle Years Development Instrument (MDI) and moved from grade 4 and 7 to grade 5 and 8, 2021/22. 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.

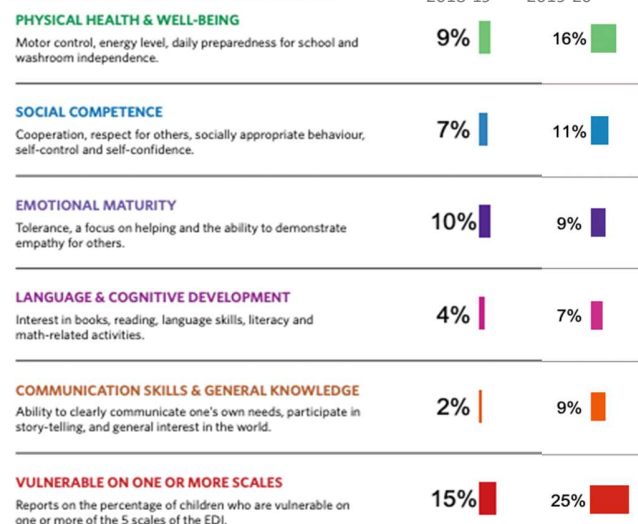
How do we know?

We continue to gather student feedback through formal tools like the MDI, and through focus groups and projects at all levels. We are in our third year in piloting 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.

SD19 ■ REVELSTOKE

EDI VULNERABILITY RATES BY SCALE



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

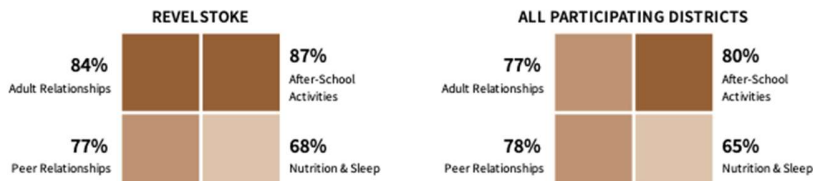
1. What is going on for our learners?
2. How do we know?
3. Why does it matter?

Revelstoke continues to have the lowest levels of vulnerability in the province. We are anticipating that vulnerability rates may be on the rise as we prepare for the next wave of EDI data to be available provincially this year. 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'. 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.

Grade 5 2021-22

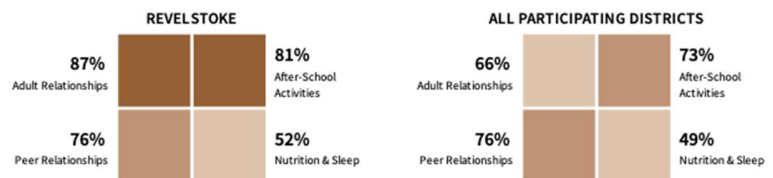
Percentage of children reporting the presence of an asset



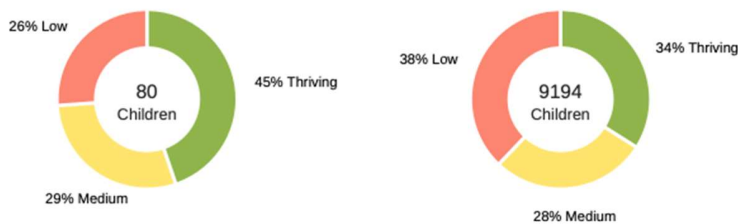
Our students continue to report very high levels of connectedness with adults in our schools, the community, and their homes,

Grade 8 2021-22

Percentage of children reporting the presence of an asset



REVELSTOKE Grade 5 2021-22 . PARTICIPATING DISTRICTS



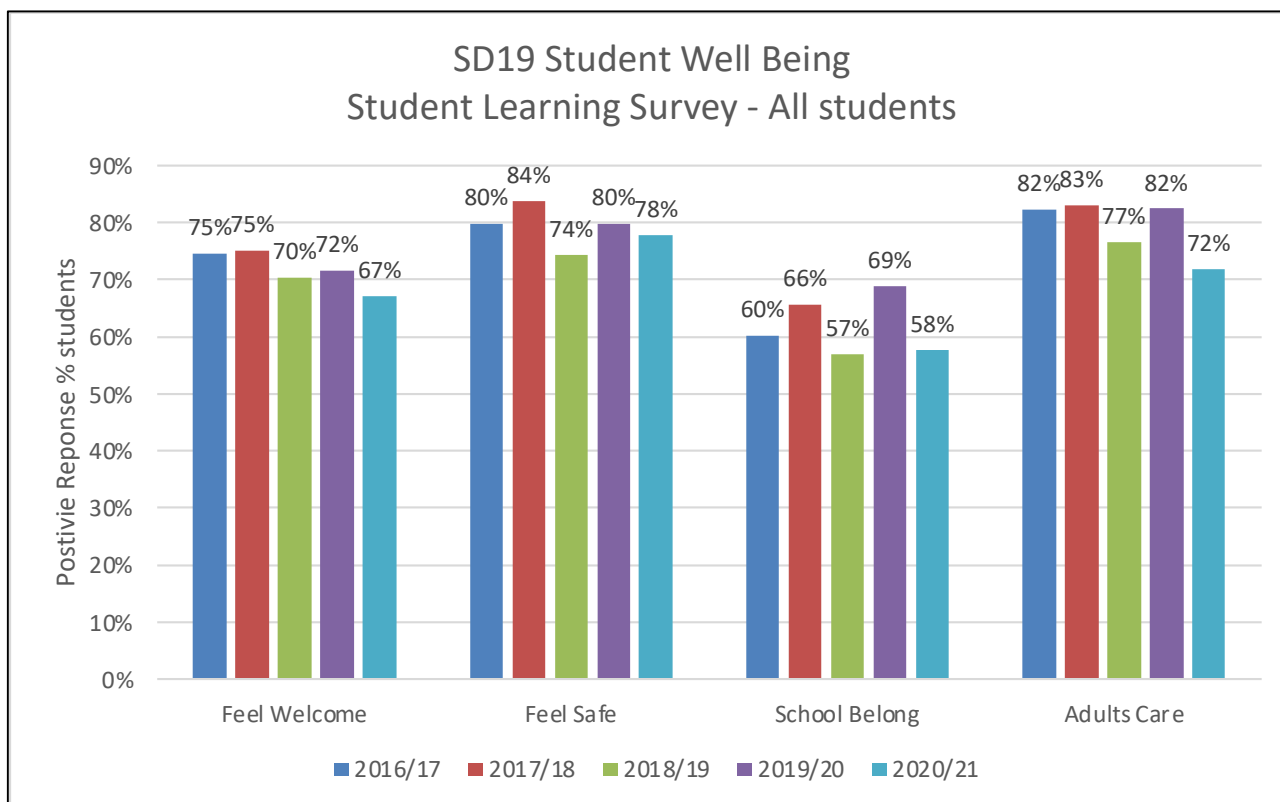
The Assets Index combines MDI measures that highlight positive experiences, relationships or behaviours present in children's lives. Schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.



REVELSTOKE Grade 8 2021-22 ALL PARTICIPATING DISTRICTS



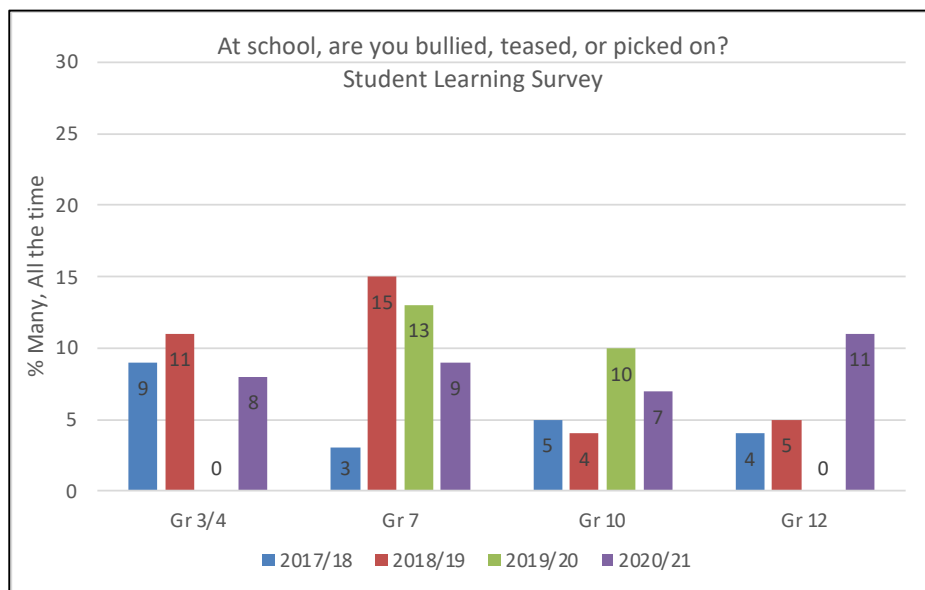
Students report very high levels of connectedness and overall belonging at school on the Provincial Student Learning Survey. The following chart indicates the district average for grades 4, 7, 10 and 12 for the past four years. Although there are slight changes from year to year, our students continually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



Student reflections on overall well-being confirm that the pandemic and associated restrictions on 'normal' school life impacted their experiences related to school climate.

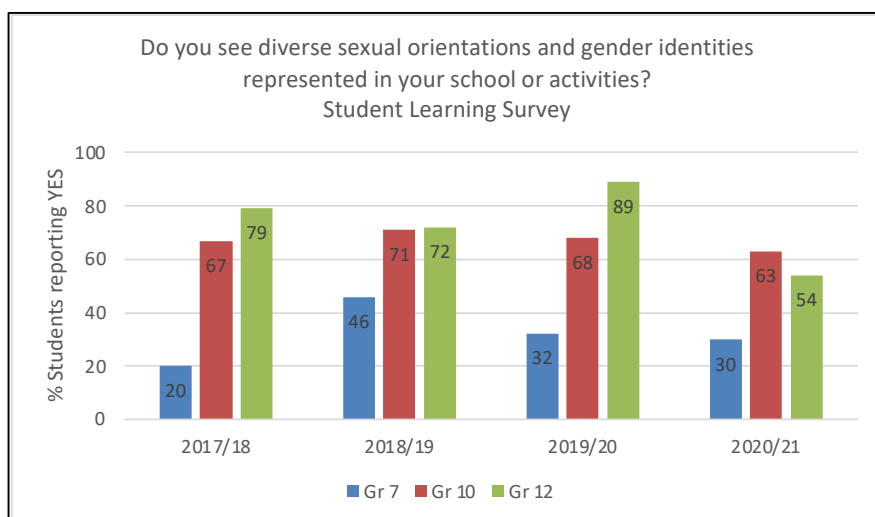


Reviewing grade to grade trends, as well as trends over time help us further explore the impact of the supports provided to student understanding and awareness of personal safety and identify.



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.

We monitor 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. This indicator demonstrates both the safe feeling of expression as well as the increased awareness of sexual orientation and gender identity among students.



WHERE TO NEXT?

The school level supports and educational opportunities for addressing health and well-being have continued to evolve. The addition of mental health teacher leads at each of our schools 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, literacy and overall health and well-being.

INTELLECTUAL DEVELOPMENT

GOAL 2 – TO ENHANCE STUDENTS’ LITERACY SKILLS

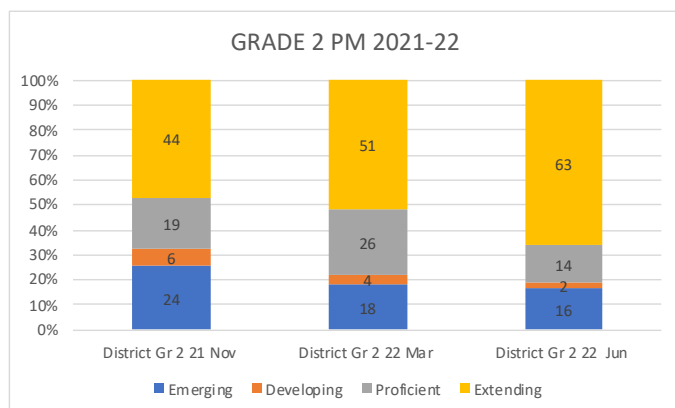
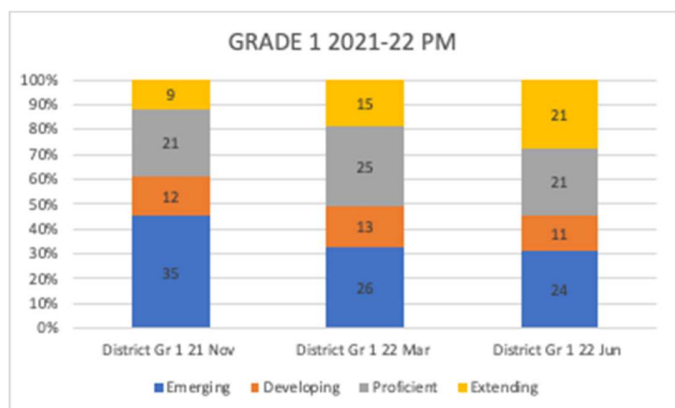
Literacy skills are the cornerstone skills of developing confident, capable learners in our system. The skills of decoding and comprehension of text and the writing of text are necessary for students to develop their skills and become independent learners who can apply literacy skills to their passion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

What’s going on for our learners?

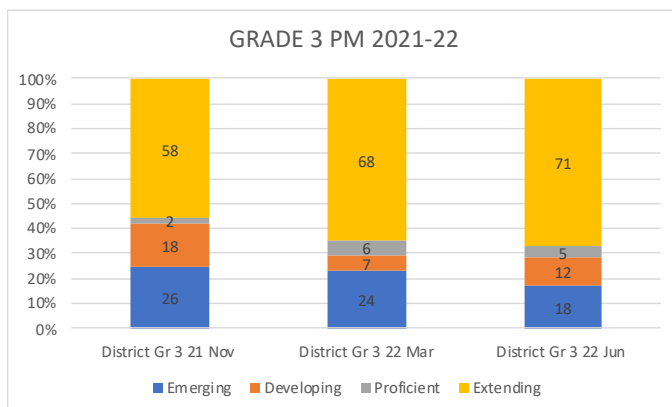
This area is overall stronger for our learners. However, it does not mean that there are not areas which require our attention as a district. In primary areas we know that decoding skills are crucial and require continued development for all learners, realizing that an emphasis on phonological and phonemic 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 gives 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 assessment 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 demonstrate understanding through effective writing.

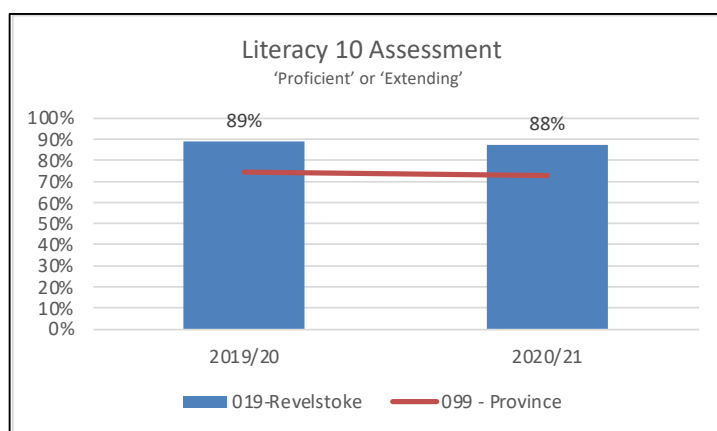
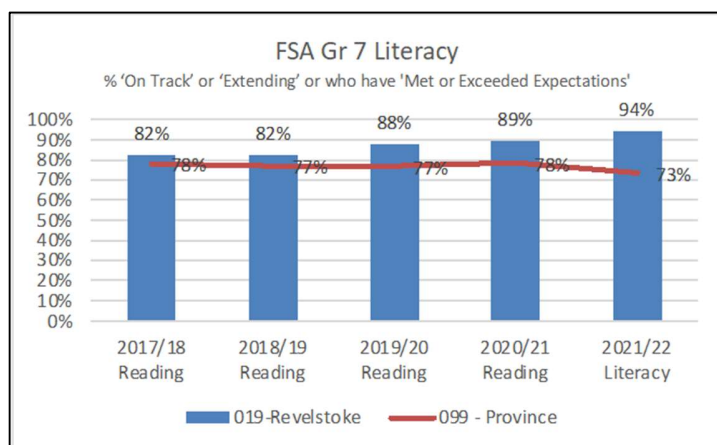
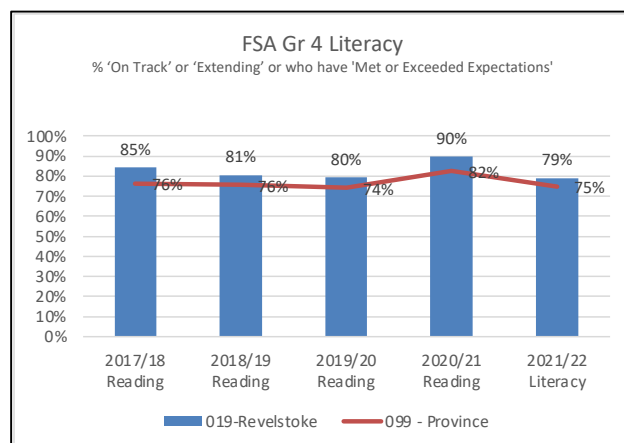


At the primary level, student progress toward benchmarks is collected in the fall, winter, and spring each year. One-to-one and small group supports are assigned based on the numbers of students not yet meeting the grade level benchmark to ensure success by the end of the year.

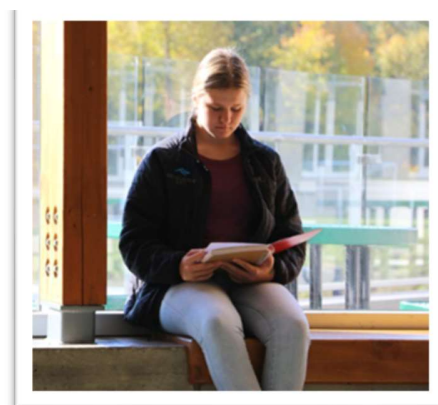


This year we have expanded our use of PM Benchmarks, revised our proficiency scale, and provided in-service for individual student reading assessment to look beyond the score to guide instruction and support for emerging and developing readers.

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.



At the grade 4, 7 and 10 levels our students are performing above the provincial average. However, this information provides only a snapshot of our student success and is only one piece of evidence that forms a larger picture of student learning.



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 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 are also important next steps for us in literacy.

INTELLECTUAL DEVELOPMENT

GOAL 3 – TO DEVELOP STUDENTS' NUMERACY SKILLS

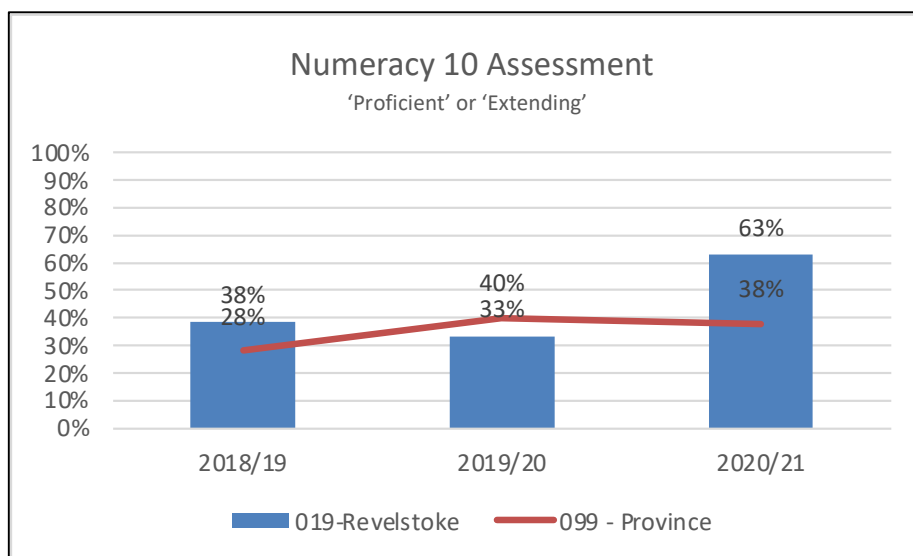
Being numerate today requires our learners to be able to use numbers in real world applications. Numeracy skills go far beyond the traditional math skills of adding, subtracting, multiplying and dividing. The need to see the role of numbers in our lives is ever increasing.

What's going on for our learners?

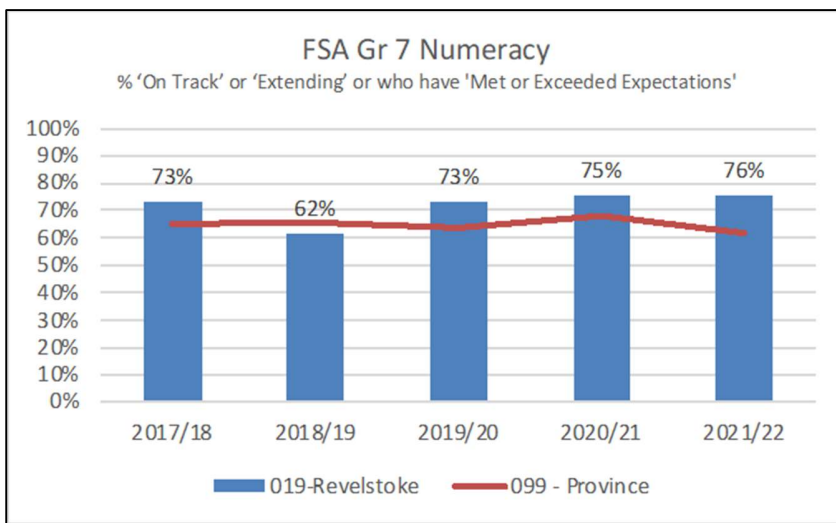
With the implementation of revised curriculum and the new emphasis on skill building, we know that students' math skills have tended to be computationally focussed rather than conceptually based. The need to make this paradigm shift in numeracy teaching and learning is the task with which we are faced. Our students can compute in isolation 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?

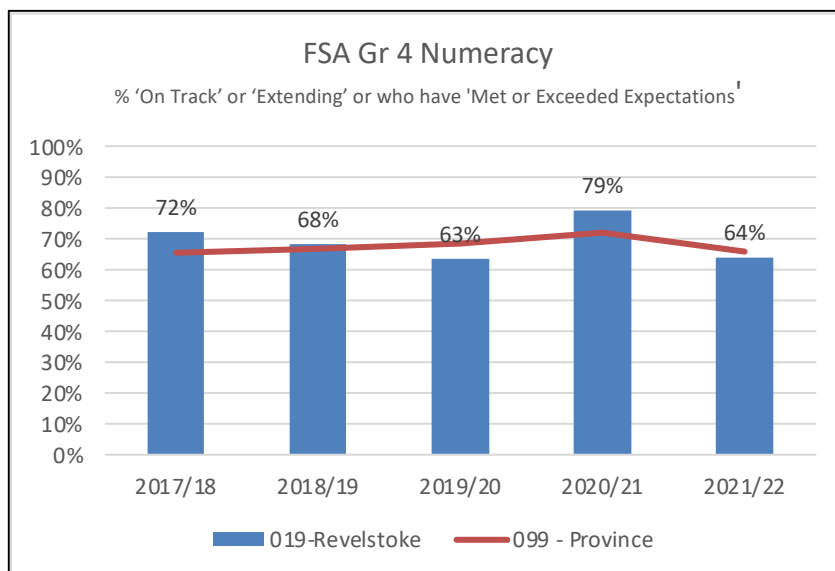
Class based assessments, the Foundation Skills Assessments and Provincial Grade 10 Numeracy Assessment together paint a clear picture for us. These assessments tell us that students can become easily overwhelmed in multi-step numeracy tasks. These assessments also show us that students need greater development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



Gr 10 Provincial Numeracy Assessment was introduced in 2017. The trend demonstrated is Revelstoke students demonstrate proficiency above the provincial average. Raw data available for the 21/22 year indicates that our students continue to achieve above provincial average.



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 when the cohort size is large enough to protect privacy. Individual performance is monitored at the school level.



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 numbers. 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

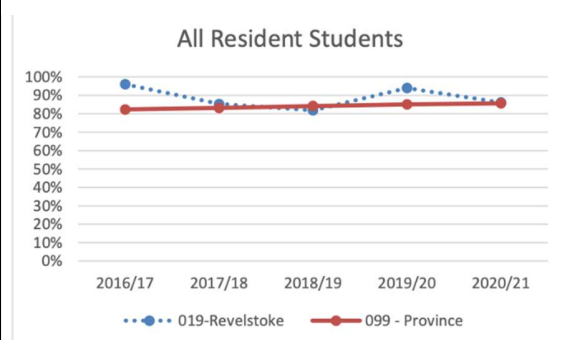
What is going on for our learners?

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 continue 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.

5 Year Completion Rate



Our student graduation rates continue to be at levels we expect. For the small number of students who do not complete in 5 years, individual supports and a 6th year of high school are in place to ensure all of our students are able to complete graduation requirement.



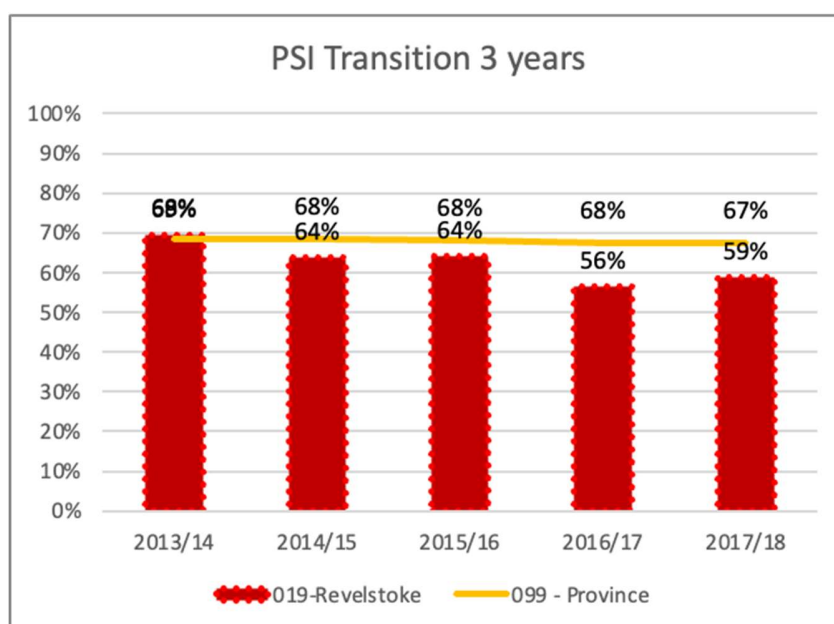
Pre-Covid Grad Parade



Covid Grad Parade

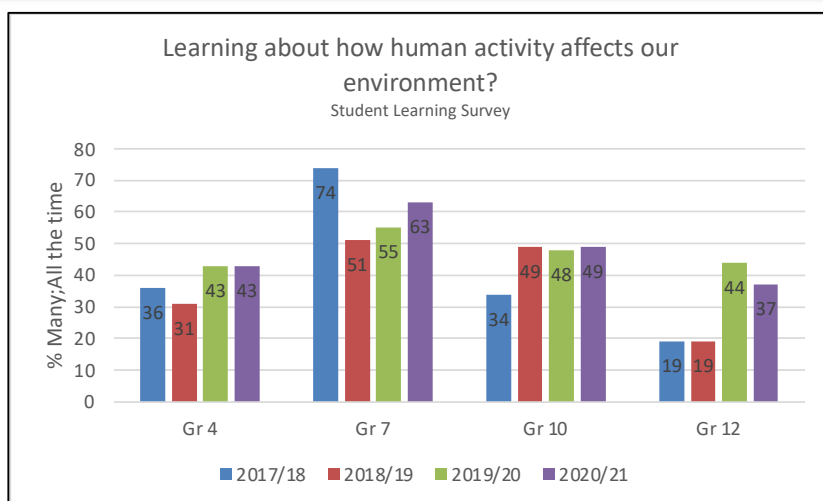
Grade to Grade Transition							
SCHOOL YEAR	STUDENT GRADE	G2G RATE	SUCCESS Count	Enrolment Count	G2G RATE	SUCCESS Count	Enrolment Count
All Students SD19				Indigenous SD19			
2017/18	09	97%	77	79	92%	12	13
2017/18	10	94%	65	69	91%	10	11
2017/18	11	97%	69	71	100%	13	13
2018/19	09	96%	64	67	88%	14	16
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

Grade to grade transitions illustrate the success of our students' achievement moving through their secondary school years. At the grade 11 level, students who may require an extra year to graduate are listed as grade 11 until close to the end of their grade 12 year and then moved ahead as they approach completion.



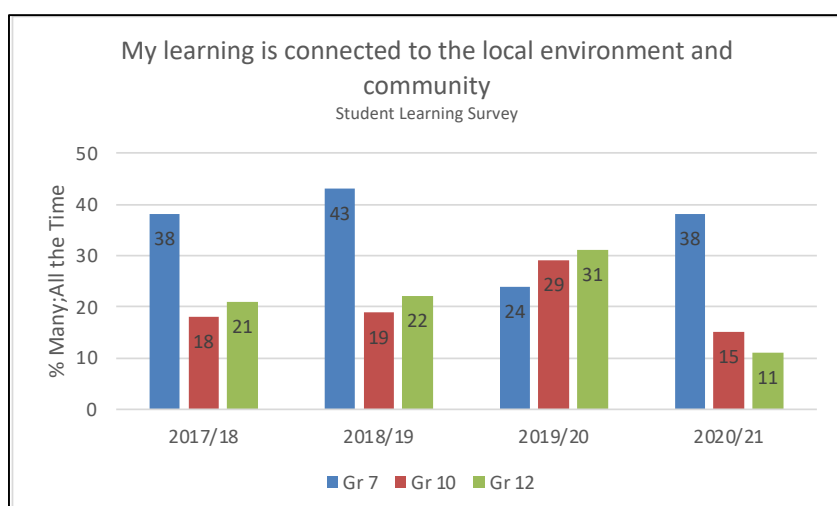
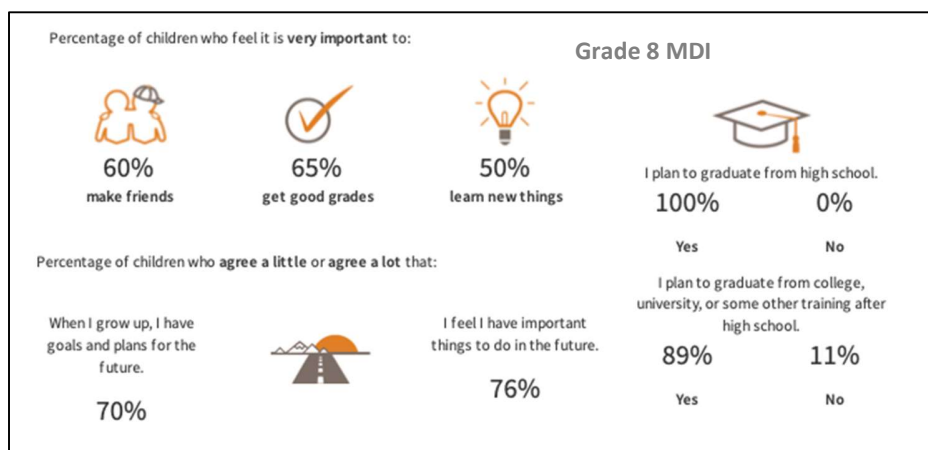
Students who further their education within 3 years of graduation and transition to Post Secondary Institutions remains within range of the provincial averages. The PSI transition identifies the percent of students who enrol into BC post-secondary institutions within 3 years of graduation

Further indicators of students preparedness for their post-secondary years include 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.

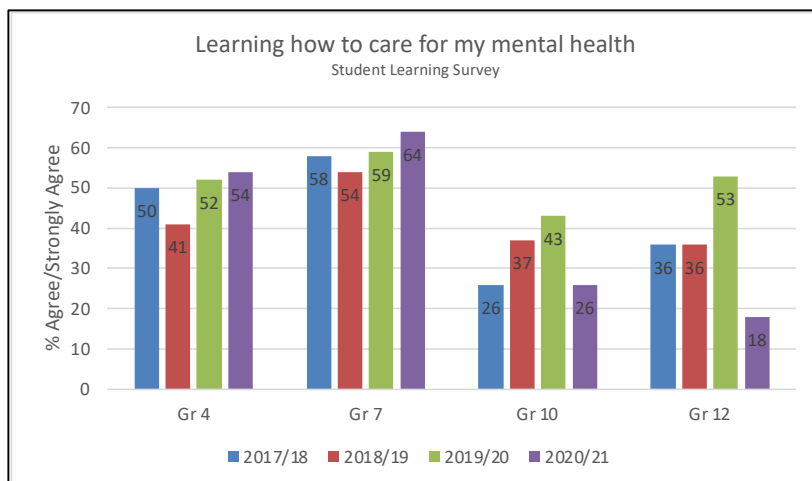


We have further work to do in this area. Students do not necessarily see how they are learning about how environmental education is addressed in their curriculum. Our professional development activities are being supported through the Columbia Basin Environmental Education Network. We will continue to monitor this area.

Student plans and goals are an important indicator of their feelings of optimism and agency.



This is an important indicator of students' connection with learning that takes place outside of the school. We expect that with an increased focus on outdoor education, student responses to this question will be more positive in the next few years.



Our district wide focus on mental health is reflected in the number of students responding positively to the question “I am learning to care for my mental health”.

At the grade 10 and 12 levels we saw a sharp decline which is cause for further investigation. Initial indications were that this change was a part of the pandemic experience.



INDIGENOUS EDUCATION

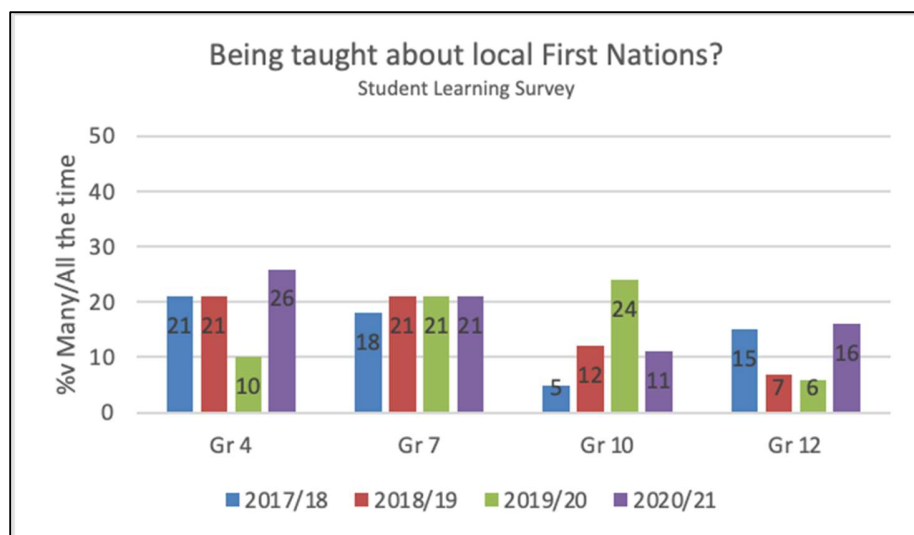
EQUITY IN ACTION

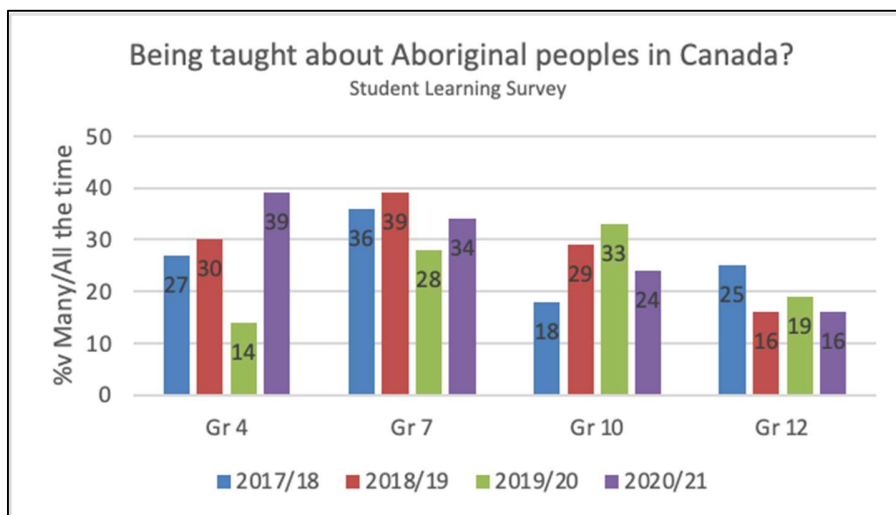
Our equity scan and action plan includes a review of the First Peoples Principles of Learning and Indigenous Ways within our district and school policies, our district and school environments, our professional practices and how we support individual students and their learning and respectfully acknowledge 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 Peoples Principles of Learning.

School Year	District				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%
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	43	4.5
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	18	1.7
2019/20	1,020	109	10.7	7	0.7
2020/21	1,015	114	11.2	4	0.4

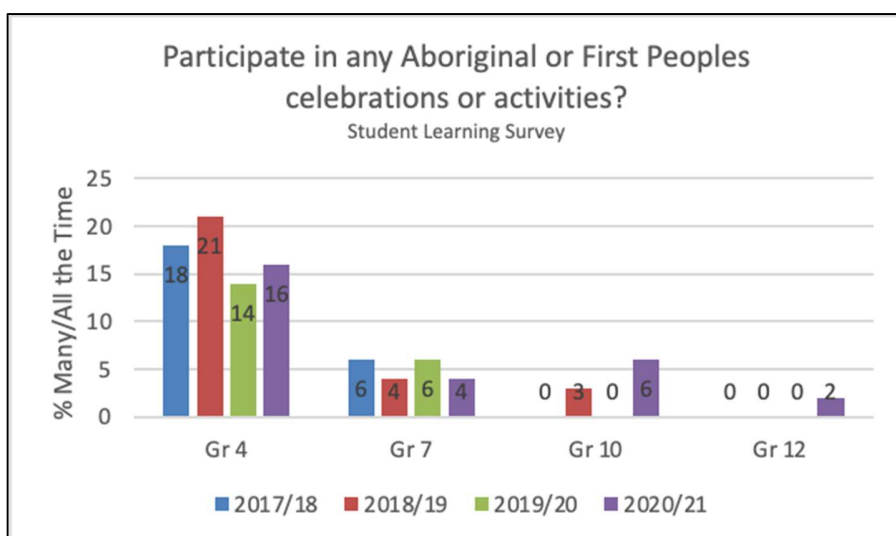
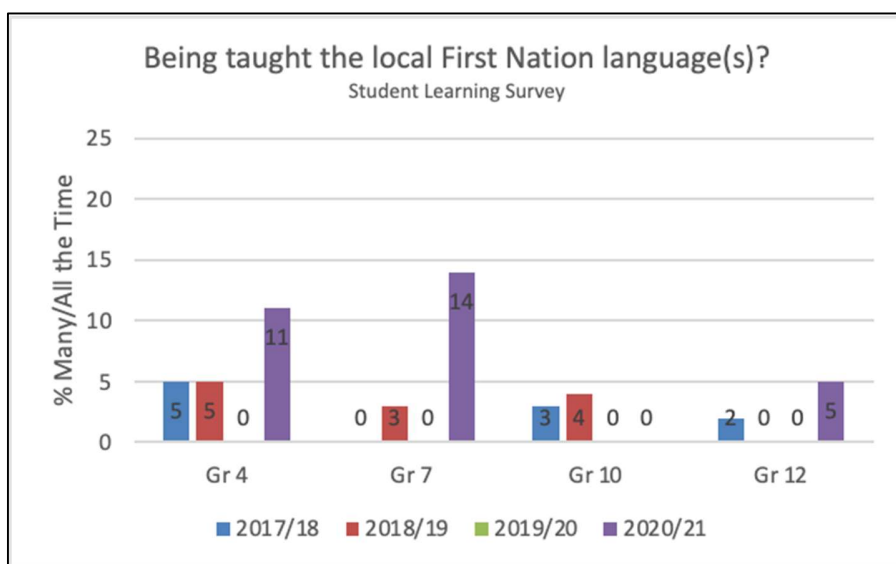
Students Who Self-Identify as Indigenous

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.





"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



Survey data from students suggest that across the district we have more work to do to ensure that First Peoples Principles of Learning are being addressed by all staff, not just staff within the 'Indigenous Education' area.