



School District 19
(Revelstoke)

2018/19

District Plan for Student Success



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, our focus on student health and well-being, and reflects directions and efforts undertaken by staff and students at each of our schools.

OUR STUDENTS

In 2018 we enrolled 1,045 students including 22 out of province and International learners.

2018–19 Enrollment by Grade												
K	1	2	3	4	5	6	7	8	9	10	11	12
108	75	89	71	82	62	77	82	80	71	82	78	88

Our students 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 STAFF

Strong relationships exist between the Board, the Revelstoke Teachers' Association, our local CUPE, and district and school board administration. Teaching staff have benefited from the work of the District Professional Development committees, from participation in a fourth year of "Teacher Inquiry", the "New Teacher Mentoring" project, now entering its fifth year and formalized training sessions for support staff. Our support staff represent a dedicated group who understand the focus of support in the classroom. Educational Assistant staffing levels remain at an all-time high, and clerical, maintenance and custodial staff work hard to sustain the positive learning environment in our schools.

A total of 128.9 FTE staff includes 75 teacher and 60 support staff members who continue to maintain a full range of services K–12, and connect with both our Early Learning Partners and liaise with post-secondary contacts to ensure our students transitions into and out of the K-12 program is supported and effective.

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 eighth 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 most recently include both an Options for Sexual Health program and access to Medical support in a new Doctors 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 will 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 17/18:

	A. Do you feel safe at school?	B. Do you feel welcome at school?	C. Do you feel good about yourself?	D. Is school a place you feel like you belong?
Grade 4	83 (3)	83 (7)	76 (7)	73 (6)
Grade 7	78 (3)	66 (7)	73 (8)	60 (10)
Grade 10	87 (3)	73 (5)	52 (17)	62 (7)
Grade 12	83 (4)	63 (6)	54 (8)	53 (8)

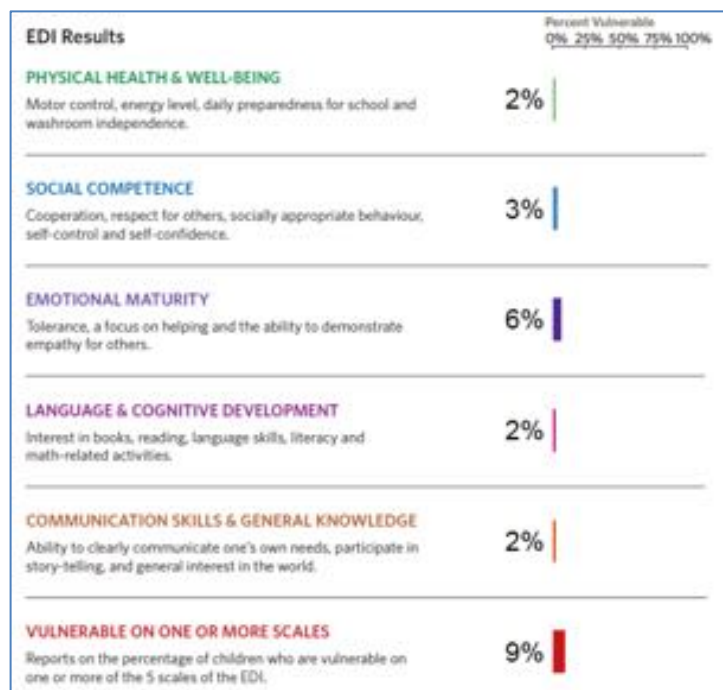
Percentage of students responding 'all the time/most times', 'At no time/few times' in brackets ()

During last 5 'waves' of EDI, Revelstoke has had the lowest levels of vulnerability in the province.

EDI results below for 2016/17 once again show very low levels of vulnerability.

Our partnerships with the Early Learning Community in Revelstoke continue to be a major area of strength.

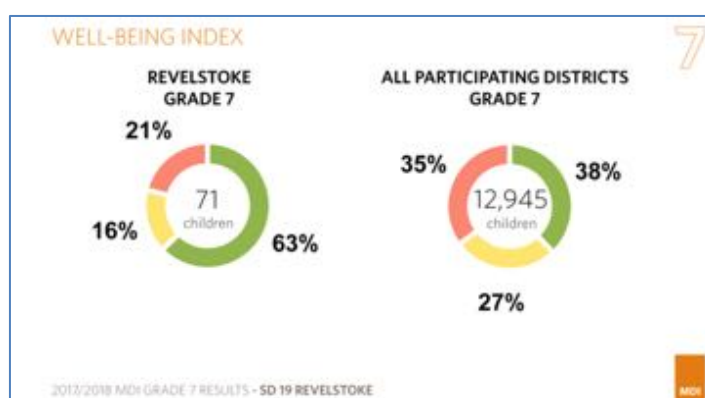
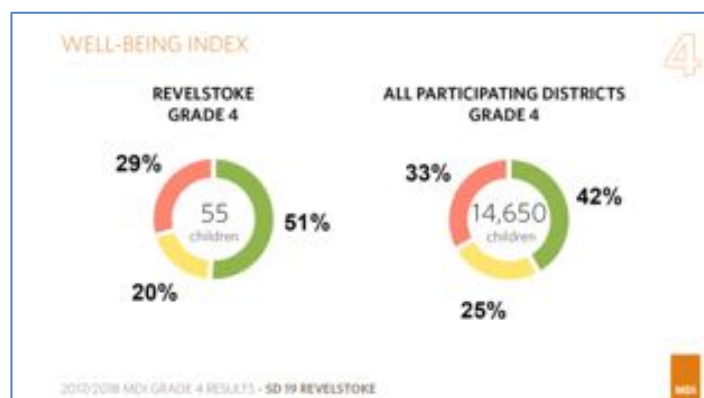
Kindergarten students are entering school with high levels of readiness for learning. This is a credit to the effective community programs to support the early years.



Of note is the numbers in brackets that indicate % of students who need further support and connection. Focus groups of students explore the "why" behind both positive and negative responses in order to build plans for improvement.



The Well-Being index is a composite of 5 subscales: Optimism, Happiness, Self-Esteem, General Health, Absence of Sadness



High Medium to High Low

Our grade 7 group responded in grade 4 (14/15) with these results: 57% Thriving, 19% Med.-High, 25% Low

*Graph from 2017/18 Middle Years Development Instrument Report

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.

Creating and maintaining 'safe' environments

The revised provincial student learning 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?"



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.

Performance Indicators - Percentage of students in the "high well-being" range according to the Middle Years Development Instrument (*brackets indicate % in the "low well-being")

	13/14	14/15	15/16	16/17	17/18
Grade 4 – Absence of Worries	57 (12)	42 (20)	42 (30)	53 (21)	42 (29)
Grade 7 – Absence of Worries	55 (23)	53 (20)	50 (24)	47 (30)	58 (20)
Grade 4 – School Belonging	68 (14)	75 (10)	78 (12)	77 (6)	75 (7)
Grade 7 – School Belonging	60 (7)	63 (17)	62 (19)	64 (16)	68 (13)
Grade 4 – General Health	45 (2)	51 (6)	51 (6)	62 (2)	48 (2)
Grade 7 – General Health	61 (4)	63 (2)	48 (6)	32 (4)	53 (4)

Trends over time indicate that our learners have low levels of vulnerability related to their general health (% in brackets) however, "Absence of Worries" levels remain significant.

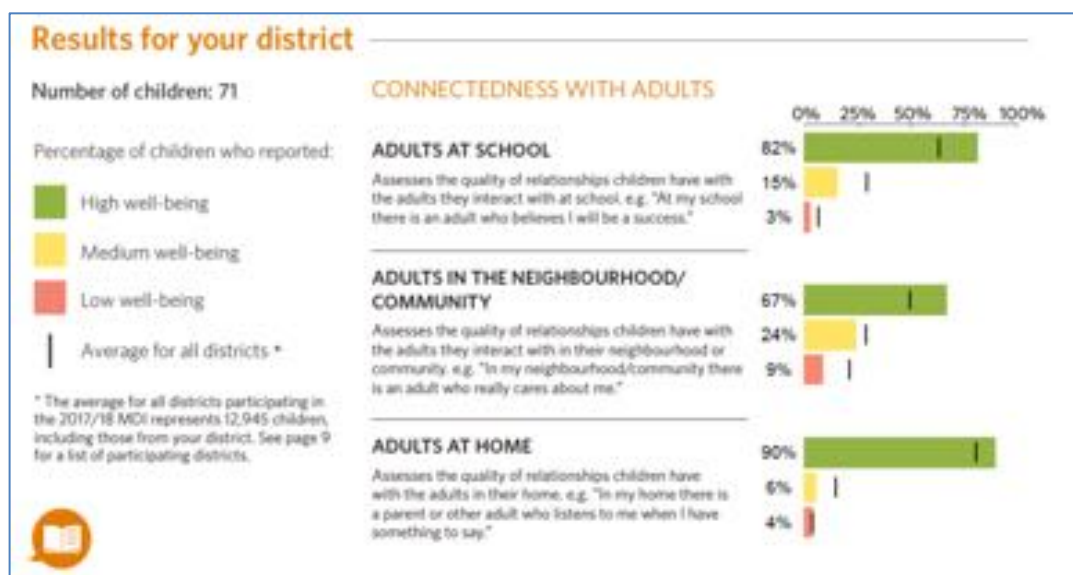
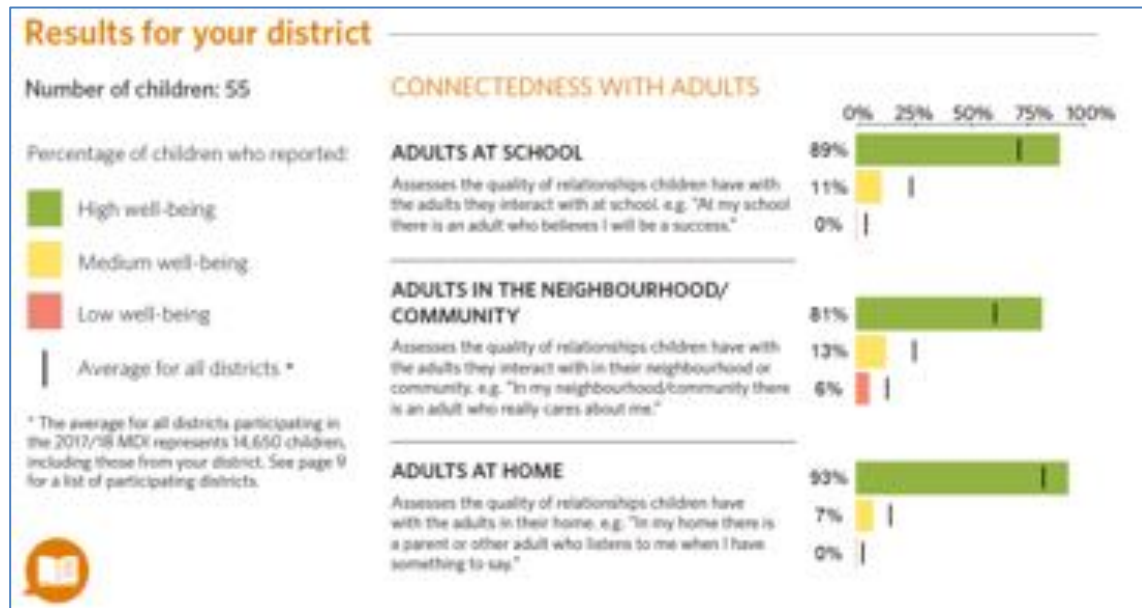
We are very proud of the high levels of connectedness students report at school and continue to engage with students to ensure all students believe they have caring adults in their lives at school.

Performance Indicators

	13/14		14/15		15/16		16/17		17/18	
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 4	96	Grade 4	97	Grade 4	94	Grade 4	86	Grade 4	89
	Grade 7	73	Grade 7	90	Grade 7	87	Grade 7	82	Grade 7	76
	Grade 10	82	Grade 10	88	Grade 10	84	Grade 10	87	Grade 10	88
	Grade 12	96	Grade 12	90	Grade 12	90	Grade 12	90	Grade 12	94
*% reporting 4 or more adults Grade 4 – 60% Grade 7 – 46% Grade 10 – 45% Grade 12 – 54%										

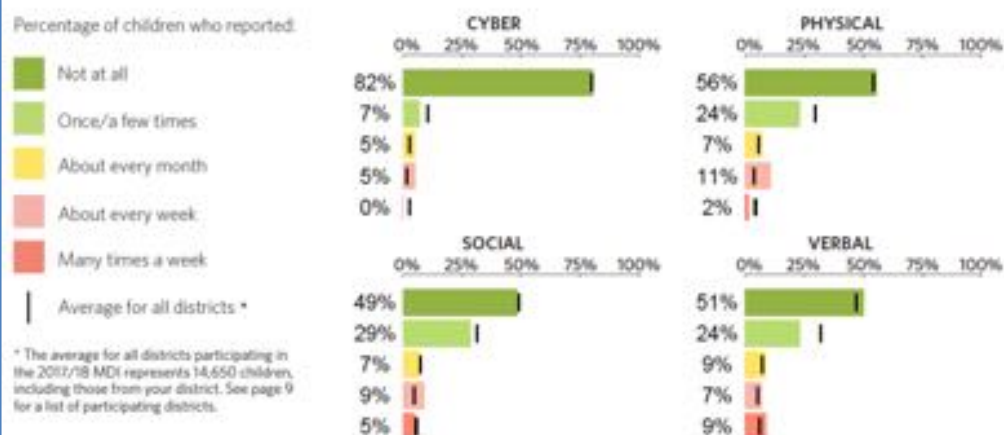
Middle Year Development Instrument (Graphs – Community Summary) 2017/18

Students 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.



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.

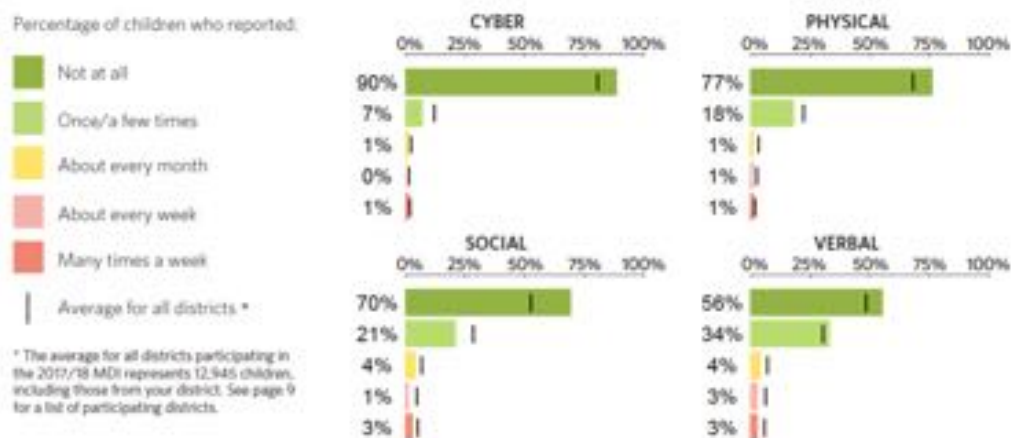
Grade 4 MDI 2017/18

At the grade 7 level we see a significant increase in the “not at all/few times” response in the social indicator (91%) compared to 78% of grade 4.

We continue to have very low numbers of students reporting bullying behaviours. This requires ongoing focus to maintain safe caring environments.

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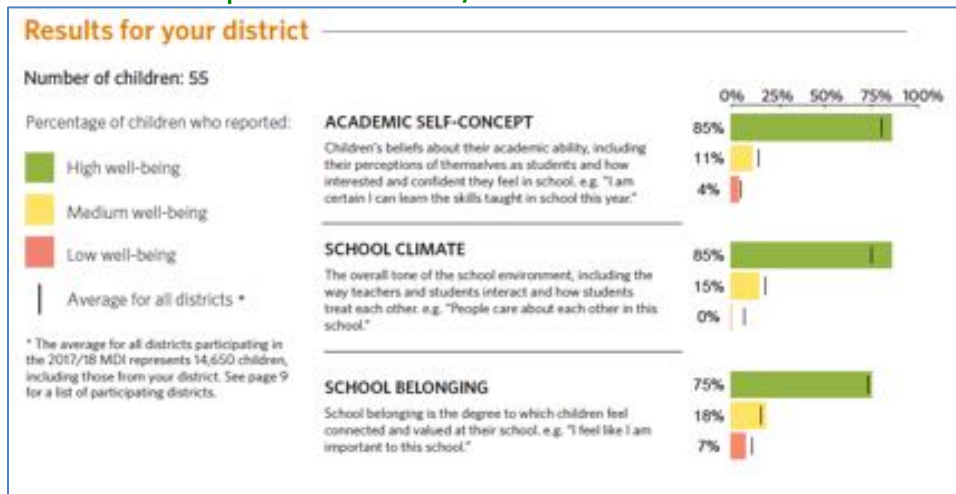


Children and youth who demonstrate empathy are less likely to bully others and are more likely to defend against bullying. Research shows that specific empathy skills differ between those who bully, are victimized, defend or are bystanders. Focusing on developing children's understanding of what others feel results both in less bullying and more defending behaviours (van Noorden et al, 2015).

Grade 7 MDI 2017/18

	13/14		14/15		15/16		16/17		17/18	
Student Learning Survey Results (Gr. 4, 7, 10, 12) percent of students who report that at school that they are bullied, teased or picked on. (Many times/all the time)	Grade 4	9	Grade 4	9	Grade 4	9	Grade 4	11	Grade 4	8
	Grade 7	9	Grade 7	3	Grade 7	7	Grade 7	18	Grade 7	2
	Grade 10	9	Grade 10	2	Grade 10	6	Grade 10	5	Grade 10	4
	Grade 12	3	Grade 12	3	Grade 12	12	Grade 12	4	Grade 12	4

Middle Year Development Instrument 17/18 Grade 4 Results

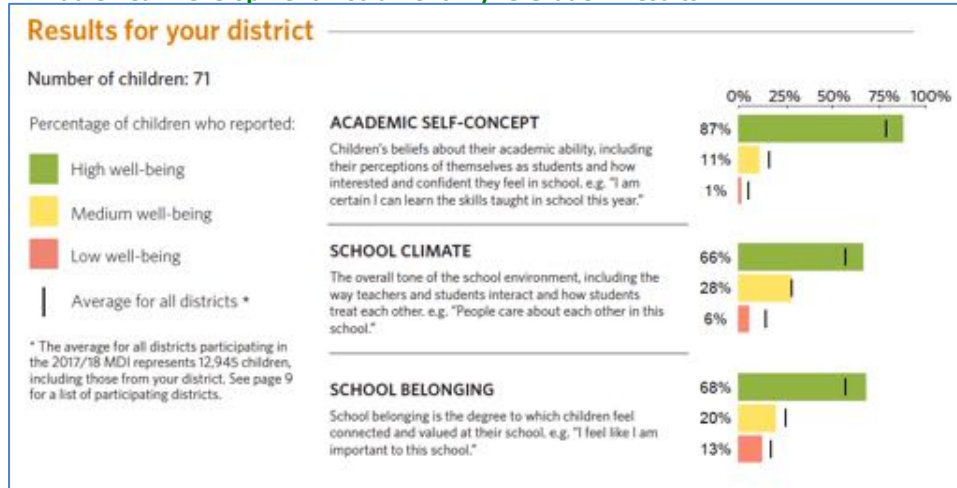


These results provide a picture of how students 'feel' about their school experience.

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 17/18 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?"

The Middle Years Development Instrument full reports are available on our website at sd19.bc.ca

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. As participants in the *Human Early Learning Partnership (HELP)*, we continue to administer the *Early Development Instrument (EDI)*. Indicators from this assessment identify Revelstoke children as being among the least vulnerable in the province. We credit this achievement to the long-standing child focused supports that exist within our community.



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.

How do we know?

Performance Indicators - Percentage of students meeting or exceeding the benchmark

	12/13	13/14	14/15	15/16	16/17	17/18
Grade 1 PM Benchmark	53	75	59	75	59	61
Grade 2 PM Benchmark	83	72	74	78	75	60
Grade 3 PM Benchmark	83	96	90	90	89	88

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.

Performance Indicators - Percentage of students meeting or exceeding the benchmark

	12/13	13/14	14/15	15/16	16/17	17/18
Grade 4 G.O.R.T.	78	80	83	80	82	83
Grade 5 G.O.R.T.	95	85	81	91	84	89
Grade 6 G.O.R.T.	93	98	87	84	91	90
Grade 7 G.O.R.T.	88	95	99	90	90	92

Percentage of students meeting or exceeding the benchmark

	11/12	12/13	13/14	14/15	15/16
Grade 8 G.O.R.T.	83	90	100	92	90
Grade 9 G.O.R.T.	98	90	100	88	82

What are our next steps?

Our students continue to benefit from enhanced levels of staffing and targeted support at the K-9 grades. This past year our grade 3 cohort was an area of focus as a result of their grade 2 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.

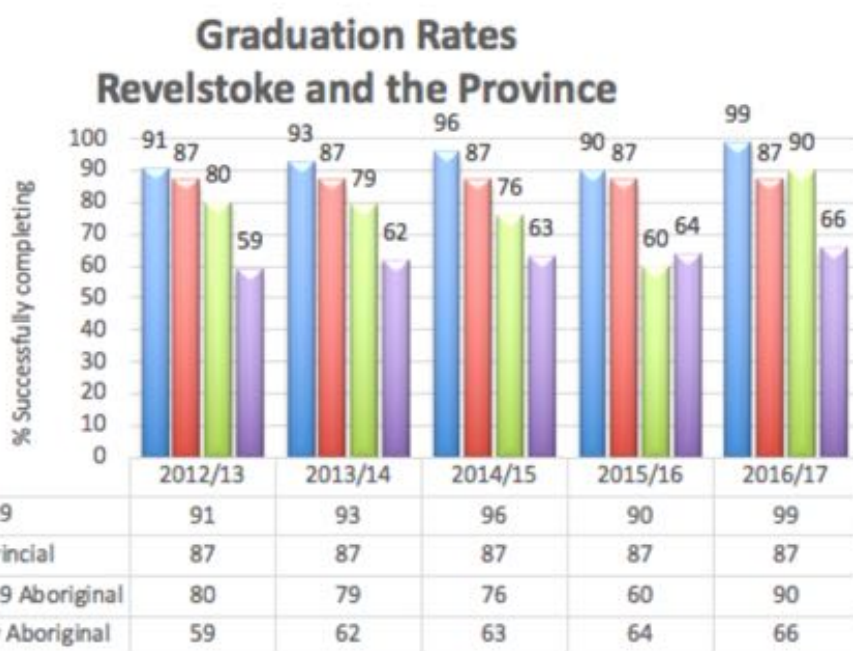


GOAL 3 – TO INCREASE THE NUMBER OF STUDENTS GRADUATING AND COMPLETING SCHOOL

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"***.

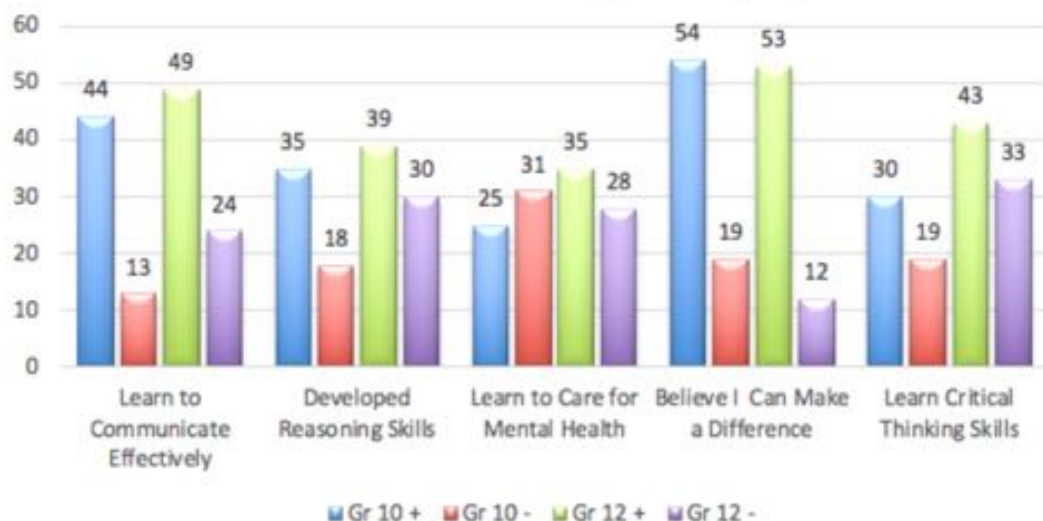


The Ministry Graduation Rates for "Resident" students, which recognizes that in the past, international students enrolled in our schools were being considered "non-graduates" which had the effect of lowering a district graduation rate. Our school completion rates continue to be among the highest in the province.

When education is engaging and relevant, students stay in school. Our Dogwood completion rate is based on a cohort of less than 100 students, making our focus on individual students even more relevant. School learning survey data is being used to assess our students sense of preparedness for their future. While many of our areas related to the social and emotional development of our learners are very high, areas related to preparedness do not align with our expectations. Fears through programs in Career Education may begin to address the gaps in students feelings of preparedness for the future.

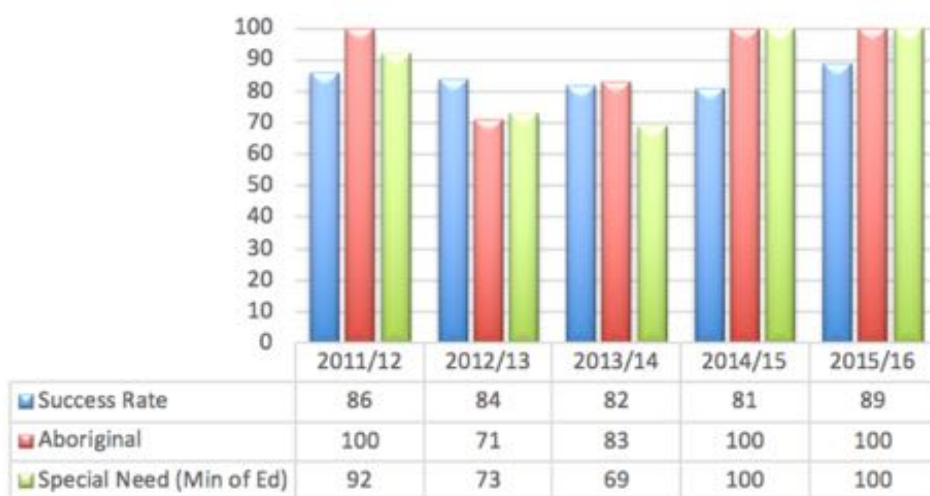
How do we know?

Core Competencies: Preparing for the Future Provincial Student Learning Survey April 2018



Results provide a snapshot of positive levels of responses (+) and the negative (-) responses as students answer questions about what they think they are getting at school.
+ Represents the % of students reporting "most/all the time".
- Represents the % of students reporting "at no times/few times".

Students Transitioning from Grade 11



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. Transition rates at the grade 11 year are also related to an increase in our international student population. Through individual student tracking, we continue to monitor this area to ensure we achieve 90% completion of Dogwood.

What are our next steps?

Student performance levels continue to meet and exceed expectations. Course failure rates in Grade 8-12 continue to be below 3%. In addition, students' letter grades at the *B or better level* remain at all-time highs.

Grade to grade transition data at all grades is sustained to ensure students are prepared for graduation. School level data, including student learning survey results, are monitored to attend to students' social and emotional learning needs. Literacy interventions and focus at the primary and intermediate levels continue to ensure students enter Grade 8 with the necessary skills to experience success.

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.

INDIGENOUS EDUCATION

Now in the third year of our Enhancement Agreement, we are pleased to highlight some of the progress made toward our two goals: 1) to nurture in Indigenous students a spirit of generosity, belonging, independence and mastery, and 2) to integrate reconciliation and Indigenous ways of knowing across all grades for all learners. The EA outlines "Trailmarkers" (specific objectives), around which the District, the Indigenous Education team, schools, and classrooms are implementing the Goals.

Indigenous students in Revelstoke are honouring their heritage, with 127 students and their families self-identifying their Indigenous ancestry (11.9% of the whole student population).

Eighty-two students recently chose to travel to Kelowna to participate in the 9th annual Okanagan College Pow Wow. Indigenous students are demonstrating mastery of the skills and content in the curriculum, including 100% of Indigenous students reading at grade level by the end of Grade 3. 98.7% of Grade 9 Indigenous students are reading at or above grade level.

100% of Indigenous students chose to participate in a Blanket Ceremony at graduation, an opportunity for them to share their heritage with the school as a whole.



Educators and the four schools of Revelstoke are integrating First Peoples' Principles of Learning across many subject areas, and ensuring classroom and school environments are safe, welcoming, honouring spaces. For example, on September 28th all of the schools commemorated Orange Shirt Day with locally-designed orange shirts. Students and staff learned about the reason for this annual event in assemblies, including the difficult truth of the treatment of students in Residential schools not so long ago.

Regular professional development is ongoing to build capacity for all staff. Helping Teacher Lissa Cancilla-Sykes continues to work with teachers to help them implement culturally sensitive curriculum in classes from K through 12. Some of the topic areas for which pro-d sessions have been offered include: territory and the land, science and outdoor learning, storytelling and oral tradition, learning about ceremony and protocols, including drumming, and learning about truth and reconciliation.

The Indigenous Advisory Committee continues to meet monthly, and is a diverse group of parents, educators, and community members, along with a School Board Trustee representative. This group helps keep our Indigenous programming focused on the five-year plan in the Enhancement Agreement, and has – since 1996 - been vital to building a strong and thriving Indigenous Education program in our District.

Just as we see happening across the province, Indigenous Education is not separate from regular education. Rather, it is about good pedagogy and rich, engaging curriculum, with a focus on the comprehensive health and success of individual students.

