



# REVELSTOKE SECONDARY

## School Learning Plan

### 2023-2024 (May 28, 2024)



## School Focus

1

Literacy



2

Numeracy



3

Social/Emotional



# Our School Learning Story:

In our school, the academic success of students is woven together with their social and emotional well-being. We know that students who feel understood, respected, and connected are more engaged and motivated to learn. By emphasizing social emotional learning, we create a foundation where students can best learn. Our dedication to the First Peoples Principles of Learning further strengthens this foundation, promoting a culture of respect, community, and holistic growth. Together, these elements create a school learning story where every student has the opportunity to be themselves, be heard, and be successful.



## Scanning:

**What do we, as staff and community, know about our students - their successes and challenges? What's going on for them?**

At RSS, we pride ourselves on the close connections we've built with students, based on trust and respect. Students know that staff care and that we're always willing to help in their learning. Staff are skilled at assessing student abilities and student challenges which helps us support them effectively. With the work done in past years, we're seeing improvements in students' resiliency and coping skills.

Many students love and appreciate the outdoors, and most of them like our school, feeling safe and valued here. Students care about what staff think of them and their work, and they often seek feedback to improve. However, like many teenagers, our students struggle with too much cell phone use, too little sleep, and they have worries about their broader future. This is the first year where students must have Indigenous coursework in order to graduate; as a result, we offered courses such as English First Peoples 10 and 12, Contemporary Indigenous Studies 12 and BC First Peoples Studies 12.

Our RSS PAC have helped finance

## Focus:

**From what we know, what is the most important work we can do to improve the success of our students? What key areas of learning will we focus on?**

### Literacy

The advent of the grade 8 literacy assessment is the first school-wide literacy screener for our youngest students since the Gates-McGinity tests from the early 1990's. Using the results of our literacy screener will better help teachers use formative assessment to understand where students are in their literacy and to hone in on best practices to help students who may be struggling in their reading and writing.

### Numeracy

We are at the beginnings of using more school-based data to help learn and inform our instructional practices.

At RSS we have a proportionally high number of teachers who are provincially credentialed markers of the Grade 10 Numeracy Assessment. Their understanding of current numeracy practices and assessment is helping to guide improved numeracy instruction. In addition, our newfound SD19 Numeracy Plan is further helping to guide our instructional practice.

### Social Emotional Learning

This is the first year since COVID that, with the help of our Healthy Schools Coordinator, we were able to have our Mental Health and Wellness Fair. This half day activity brought together health and wellness providers from our community to raise awareness of and reduce the stigma of mental health issues. In addition, this year saw the start of having Nurse Kelsey here offering health care services every Tuesday along with having doctor's hours every Thursday at RSS. Continuing to focus on Social Emotional Learning and Mental Health education will reinforce the foundation that will lead to student success.

## Question:

If we prioritize creating inclusivity, building resilience, and addressing mental health, will it allow students to be more successful in their studies and reach their full potential. A greater emphasis on community, relationships, and respect for all forms of knowing and learning are some of tenets of the First Peoples Principles of Learning. Will stronger emphasis on this also help students to reach their full potential?

## Hunch:

The newly piloted grade 8 Literacy and Numeracy Assessments equip teachers with the ability to identify skills gaps, personalize learning and better inform intervention programs. The newly implemented provincial Proficiency Scales will no longer reduce a student's learning to a single score; the scales will emphasize a student's strengths and areas of growth which helps build a more positive attitude toward learning and success.

## Professional Learning:

**Summarize areas for professional learning and how we will go about designing strategies and structures that will impact our school community.**

**NUMERACY:** Follow the suggestions in the SD19 Numeracy Plan Timeline for 2024-2025 which, for example, includes focussing on building smoother transitions from elementary to secondary school by learning about the Residency Model from Kendra Jacobs (Oct 3,4,5<sup>th</sup>). Several other Professional Learning Opportunities are listed, many of which involve the notion of balanced numeracy (using math skills and strategies to engage in everyday life and solve real world problems).

**LITERACY:** Seek out professional development opportunities for teachers to better incorporate Writing ( and Numeracy for that matter!) Across the Curriculum.

**ASSESSMENT:** Next year marks year two of using the BC Proficiency Scale in grades 8 and 9. There's a desire to have more professional development on how best to use the scale in the junior grades and perhaps in the older grades as well.

**SOCIAL/EMOTIONAL:** As well as seeking out ProD opportunities on SEL, continue the learning and collaborating that happens among teachers using structures such as our Mental Health and Wellness Fair, the Preventure program in grade 8, and the grade 9 Mental Health Literacy programs.

## Taking Action:

**Describe the actions that we propose to take related to our goals. What will we do more of, less of, or do differently to improve student learning?**

Use our new homeroom structure to help deliver social emotional learning

Work on learning how to best deliver and utilize our new literacy and numeracy screening assessments in grade 8

Work to increase both the junior and senior book club participation

Improving on the communication of events to students, parents, and staff

Set up a peer mentoring program where senior students help guide grade 8-9 students

Improve overall awareness of the core competencies for students, staff, and parents



# Checking:

Have we made a difference? How do we know?

**LITERACY:** Annual goal of being at or above provincial average on the grade 10 and 12 BC Ministry of Education Literacy Assessment

**NUMERACY:** Annual goal of being at or above provincial average on the grade 10 BC Ministry of Education Numeracy Assessment

**SOCIAL/EMOTIONAL:** Monitor results of the Middle Years Development Index (gr8), Student Learning Survey (gr 10,12), Youth Development Index (gr11).

## Data Story:

2023-2024 MDI – Grade 8's

### WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

#### MEASURES

Optimism  
Happiness  
Self-Esteem  
Absence of Sadness  
General Health



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

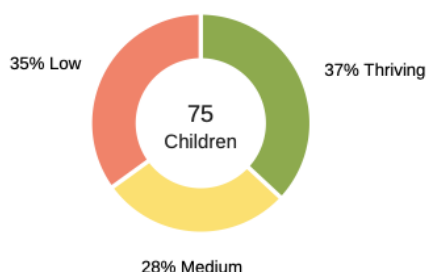


**Medium Well-being**  
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

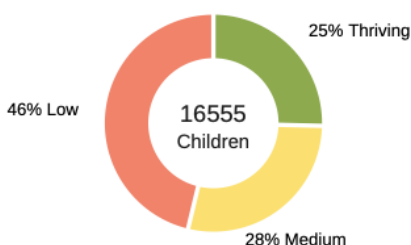


**Low Well-being**  
Children who score in the low range on at least 1 of the 5 measures of well-being.

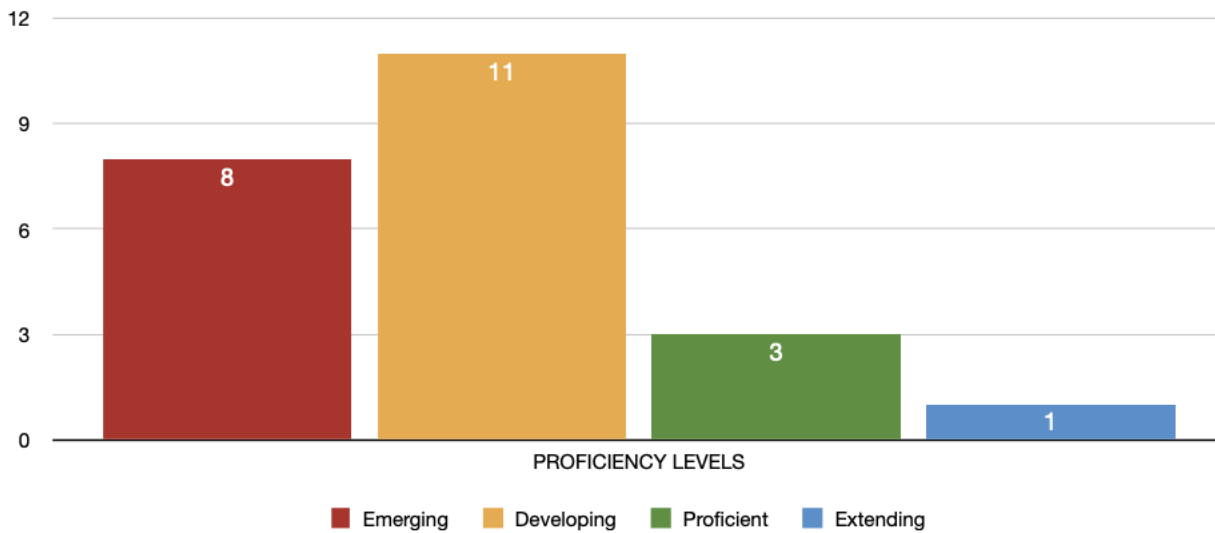
#### REVELSTOKE



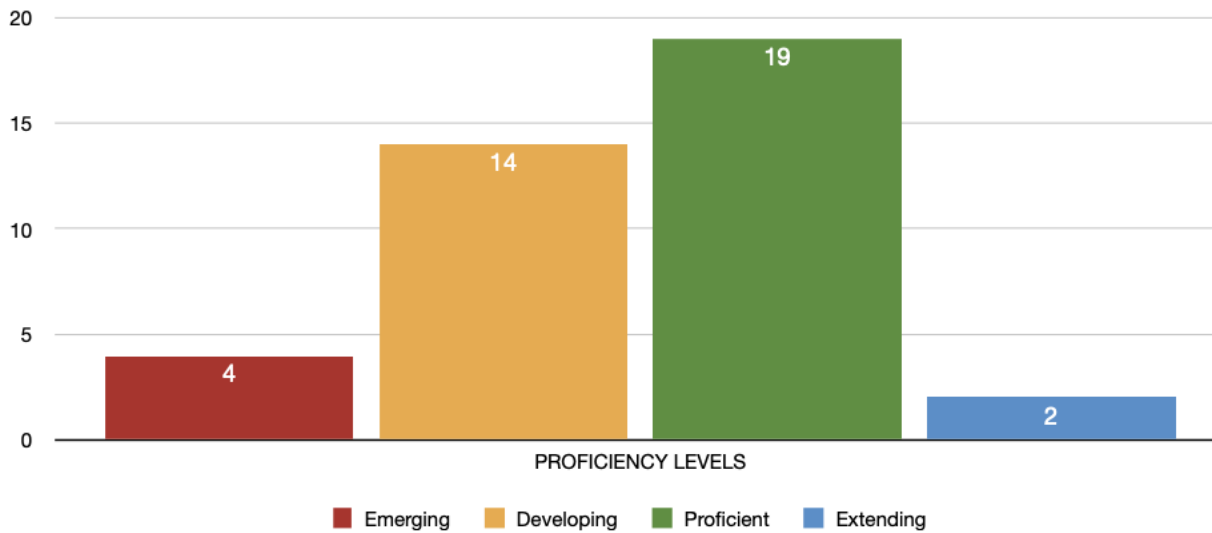
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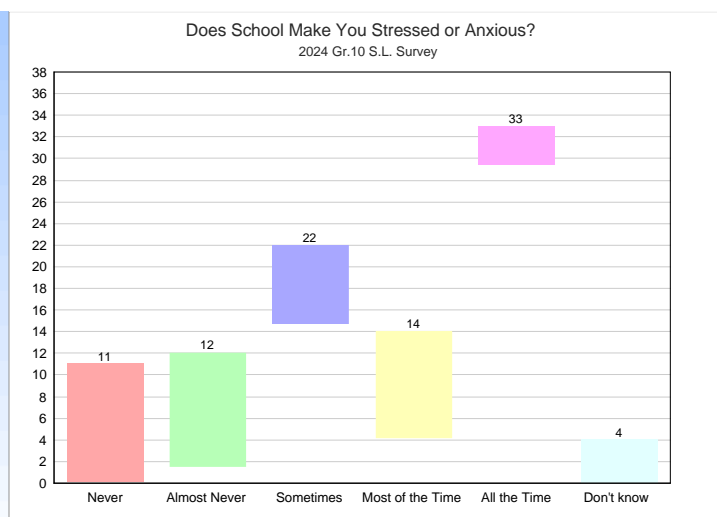
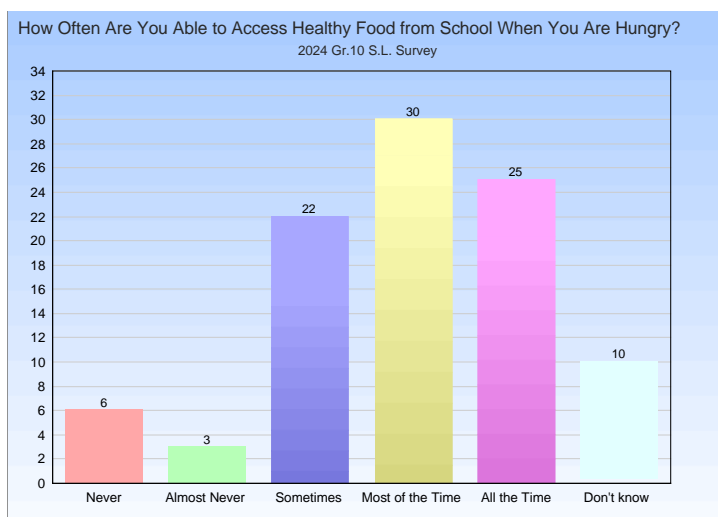
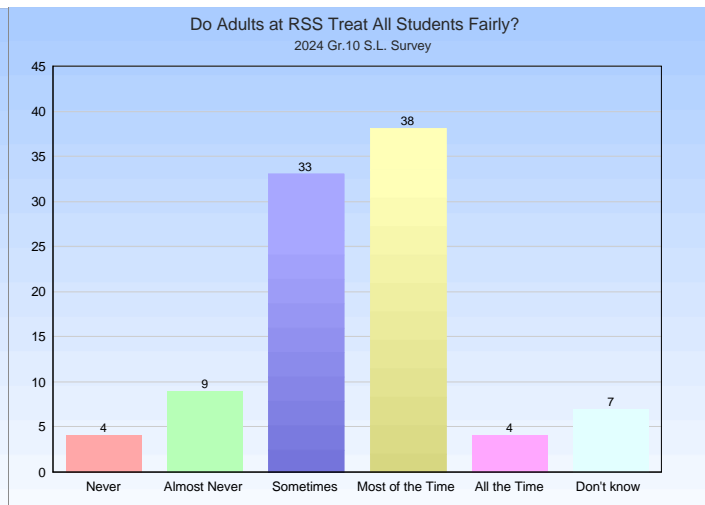
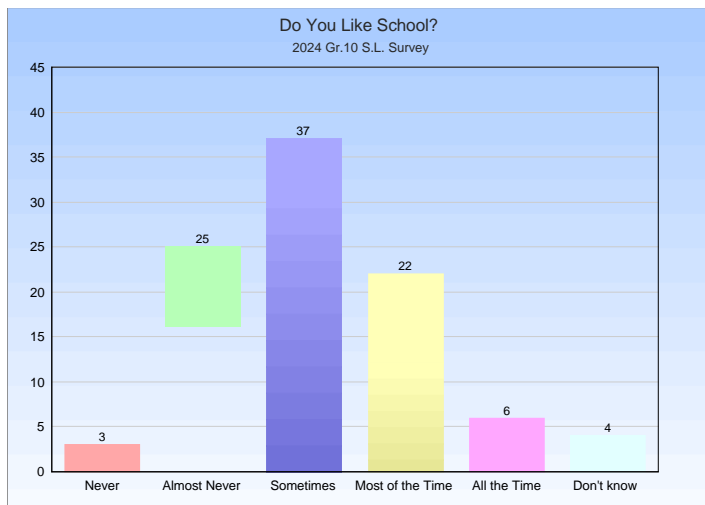
### RSS GR. 8 ISLAND NUMERACY- NUMBER SENSE ASSESSMENT- SEM 1 2023



### RSS GR. 8 LITERACY ASSESSMENT- SEM 1 2023



**2024 Ministry of Education Student  
Learning Survey – Grade 10's**



## SUMMARY: STRENGTHS & AREAS OF FOCUS |

We have highlighted some areas that differ between your school or district and the average of all participating districts. Please note that these areas may not be related to students' school experiences. Students' experiences with friends, family, and community, and access to assets such as nutritious food, green space, secure housing, extracurricular activities, and safe neighbourhoods may contribute to the differences reported here. Schools may use this information to help better understand the strengths and challenges faced by their students. Note: If the sentence states "trended towards..." it means it was a trend in the data but not a statistically significant difference (which can be influenced by sample size).

### STRENGTHS

1. Students trended toward being more likely to report participation in art lessons at school in your district compared with students in other districts (39% vs. 25%)
2. Students trended toward being less likely to rate their social media use as '3 or more hours/day' in your district compared with students in other districts (23% vs. 36%)
3. Students trended toward being more likely to rate their perception about mental health support in schools as 'high' in your district compared with students in other districts (64% vs. 50%)

### AREAS OF FOCUS

1. Students trended toward being more likely to rate victimization/bullying as 'high' in your district compared with students in other districts (>2% vs. 2%)
2. Students trended toward being less likely to report participation in volunteering at school in your district compared with students in other districts (9% vs. 24%)
3. Students trended toward being more likely to rate their externalizing behaviour (aggression) as 'high' in your district compared with students in other districts (>3% vs. 3%)

