

**REVELSTOKE SD 19**

# Enhancing Student Learning Report

**September 2024**

In Review of Year 3 of Strategic Plan 2021-24

plus, addition of new Strategic Plan

*Approved by Board on September 26, 2024*



**SCHOOL DISTRICT  
#19 (REVELSTOKE)**

Revelstoke Secondary • Arrow Heights Elementary  
Begbie View Elementary • Columbia Park Elementary

*We are honored to be working and learning on the unceded traditional territories of the Sinixt, Secwepemc, the Ktunaxa and the Syilx Okanagan Nations who have been stewards of this land since time immemorial.*

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## Introduction: District Context

**Overview of the Community of Revelstoke** Revelstoke is a small mountain city nestled in southeastern British Columbia, Canada. Located between the Monashee and Selkirk Mountain ranges, Revelstoke sits along the Columbia River and is surrounded by breathtaking natural beauty. Revelstoke's unique blend of natural isolation and close-knit community partnerships fosters an enduring sense of strength. This tradition of strength and collaboration, particularly in Early Learning initiatives, has been a hallmark of the community since the 1990s.

**Geographical Location and Features** Revelstoke's geographic isolation, nestled between the Rogers Pass to the east and the Eagle Pass to the west, plays a significant role in shaping its unique character. Both passes are part of the Selkirk Mountains in the interior of British Columbia, with Revelstoke situated along the Trans-Canada Highway. Rogers Pass, with its high altitudes and challenging winter conditions, is renowned for its heavy snowfall and avalanche risks, often creating periods of travel delays or road closures. Meanwhile, Eagle Pass, though lower in elevation, also presents a rugged landscape that can make access difficult, especially in winter months.

This isolation affects everything from transportation and supply chains to social connections with nearby communities. The town has learned to be self-reliant, with a tight-knit community and strong local resources. While the natural beauty and remoteness attract tourists and outdoor enthusiasts, the geographical barriers also foster a sense of resilience and adaptability among residents, who are accustomed to periods of inaccessibility during harsh weather conditions. Despite these challenges, Revelstoke thrives as a community deeply connected to its environment, with a unique blend of natural seclusion and local spirit.

**Demographics and School District Overview** Revelstoke has a relatively small population, with approximately 8,000 permanent residents. The community is predominantly English-speaking, though it's gradually becoming more diverse as new families and workers from other parts of Canada and abroad settle here. While the median age has traditionally been older due to long-time residents, an influx of younger families and professionals has shifted the age distribution somewhat.

Within our school district, we proudly operate one secondary school and three elementary schools, serving a diverse student population of 1,118. Among these learners are 30 international students and approximately three percent English Language Learners who contribute to our cultural diversity. A significant part of our district's identity is rooted in the approximately nine percent of students who identify with of Indigenous ancestry. We deeply value our partnership with the Indigenous Friendship Society and the Sinixt, Secwepemc, the Ktunaxa and the Syilx Okanagan Nations. While no First Nation Bands are physically based in Revelstoke, our relationships with First Nations from Enderby, BC, to Inchelium, WA, continue to grow.

For the purpose of this report, and in respect of student privacy, the majority of Indigenous data is masked due to small cohort size. Nevertheless, this embedded knowledge plays a vital role in our

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continuous assessment of student success, including understanding "What's going on for our learners, and how do we know?", celebrating successes from the past year, identifying emergent growth areas, and planning for ongoing improvement.

Twenty percent of our student population comprises students with disabilities or diverse abilities. Our commitment is to provide a safe, equitable learning environment that nurtures each learner's unique passions and interests, guiding them on a path toward success. Notably, we currently have no Children and Youth in Care within our district.

**New Families Moving to Revelstoke** Over recent years, Revelstoke has seen an increase in new families moving to the area, attracted by the lifestyle, access to nature, and outdoor recreational opportunities. The town's community-centric focus, coupled with excellent schools, has made it an appealing choice for those looking to raise families in a smaller, tight-knit community. However, the housing market, driven by demand from both tourists and new residents, has seen rising prices, which poses challenges for affordability.

**Recent Climate Challenges** Like many parts of British Columbia, Revelstoke has experienced recent climate challenges, notably forest fires and flooding. In recent years, dry summers and hotter-than-usual temperatures have increased the risk and frequency of wildfires, sometimes affecting air quality and leading to evacuation alerts in surrounding areas. Heavy rainfall and snowmelt have also led to occasional flooding, particularly in low-lying areas near the Columbia River, posing risks to infrastructure and housing.

**Workforce and Other Challenges** Revelstoke's workforce faces unique challenges, particularly in sectors like tourism, service industries, and construction. The seasonal nature of employment, especially driven by winter tourism, can result in fluctuating job availability. There's also a growing need for skilled tradespeople to keep pace with new housing developments. High costs of living, especially housing, have added pressure on both the workforce and new families moving to the area, with housing shortages being a key concern.

During the ski season, Revelstoke's population swells significantly, sometimes doubling in size. Tourists, seasonal workers, and temporary residents flock to the city for skiing and snowboarding at Revelstoke Mountain Resort. This seasonal influx drives the local economy but also places strain on services, housing, and infrastructure. Temporary accommodations and hospitality services face high demand during peak periods, and this shift in population creates a need for additional workforce in these sectors.

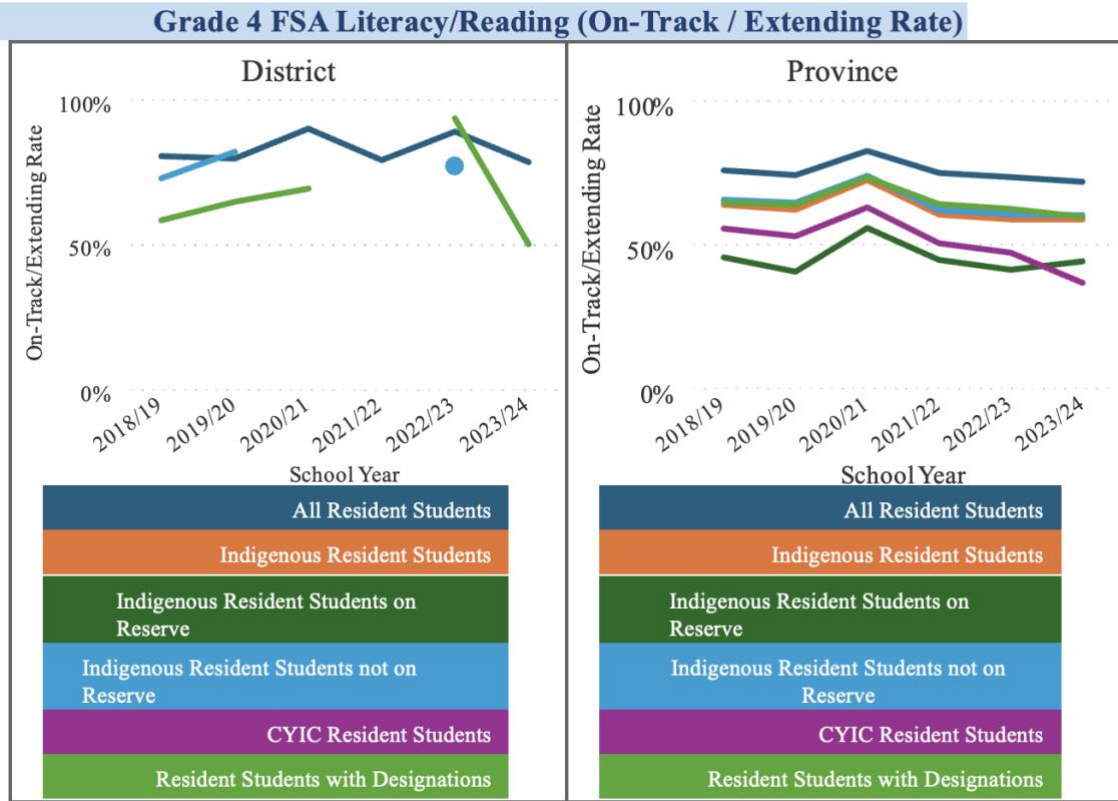
**In conclusion,** Revelstoke is a dynamic community that thrives on tourism, especially during the ski season, but faces challenges related to climate change, a seasonal workforce, and housing affordability. Nonetheless, the influx of new families and the community's strong spirit continue to shape Revelstoke's growth and resilience.

# Section A: Reflecting Student Learning Outcomes

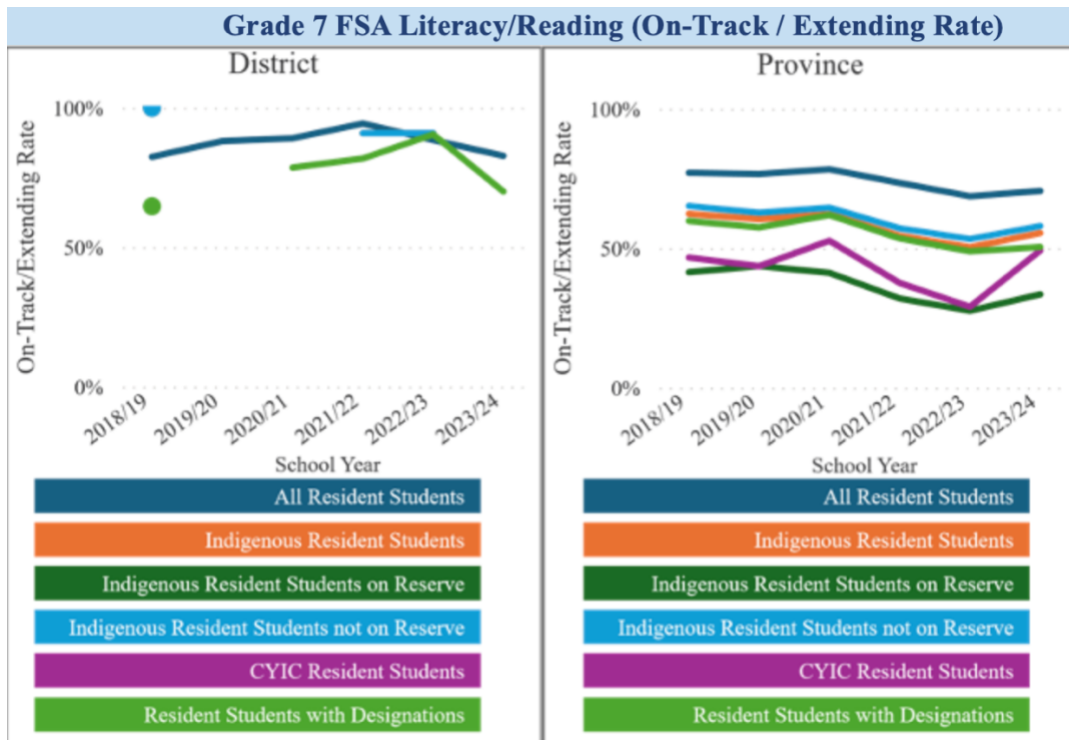
## Intellectual Development

### Educational Outcome 1: Literacy

#### Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

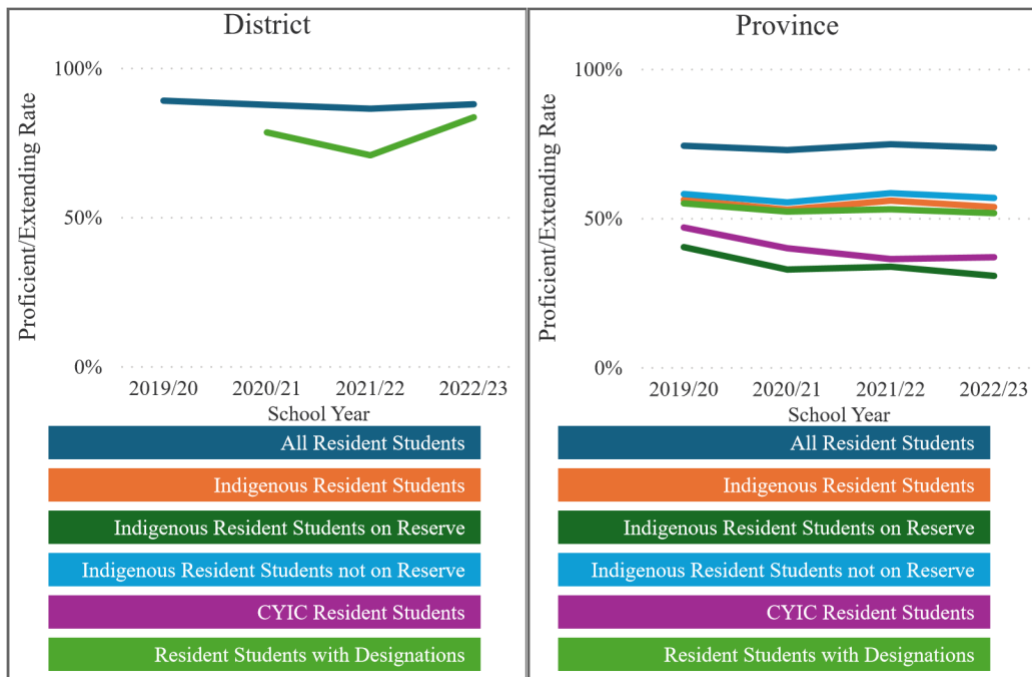






### Measure 1.2: Grade 10 Literacy Expectations

#### Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



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## Analysis and Interpretation

### Outcome 1: Literacy

#### 1. MISSING OR MASKED DATA POINTS

- No CYIC were enrolled in the district for the past five years. There are no on-Reserve students in the district. Due to a small population size, Student Learning Survey results are often masked for students with designations and Indigenous students to maintain student privacy.
- District analysis of unmasked data in the How Are We Doing report and unmasked data from Power BI were used by the internal review team.

#### 2. EMERGING TRENDS AND THEIR IMPLICATIONS FOR THE DISTRICT

- **Trend Identification:** The data shows the 5 years trend in literacy rates over multiple school years for different groups of students. When examining five-year trends in literacy FSAs, notable anomalies appear in both the Grade 4 and, to a lesser extent, Grade 7 cohorts. While our district's results are significantly higher than provincial averages, the data shows a downward trend over the past two years. This decline is partly attributable to the impact of the pandemic on the current Grade 4 cohort, who were in Kindergarten and Grade 1 during school closures. Significant efforts by our three elementary schools have helped to close learning gaps, however; the missed instructional time during those foundational years, particularly in reading development, has had an effect.
- **Implications:** The trends highlight the need for us as a district to continue focusing on closing these achievement gaps. We have begun implementing targeted interventions for groups of students in schools that consistently show lower literacy rates. An emphasis on phonological and phonemic awareness continues as not all schools are using the same approach. Moving forward, we need to evaluate the effectiveness of current programs in each school aimed at these groups and consider new strategies as perhaps current efforts in all locations are not yielding the desired results.

#### 3. INEQUITIES OF LEARNING OUTCOMES

- **Disaggregated Data Findings:** Overall literacy rates for "All Resident Students" are higher than those for students with designations. Indigenous students met or exceeded FSA literacy expectations at a rate higher than non-Indigenous students in three of the past five years at grade 4, two of the past five years in grade 7, and in one of the past five years in grade 10.
- **Analysis:** While support ratios are high and students with diverse abilities have excellent levels of support, further collaboration needs to address the reason for the challenges still seen. Through the work done with the Learning Support teams, it has highlighted the need for differentiated classroom instruction. The district needs to address these disparities by ensuring that these students have access to the same high-quality instruction and support as their peers. The best way to achieve this is by providing further

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professional development for our educators in inclusion and culturally responsive curriculum.

#### 4. STORIES FROM LITERACY DATA AND EVIDENCE

##### **Revelstoke story:**

- The literacy data suggests that while the district is making progress, there are still areas that require our attention. The data reflects the success of school-wide literacy initiatives but also points out that these initiatives may not be reaching all students in all schools. The district's support of Professional Development represents the district's mandate to support teaching and learning and continuous improvement for our educators.
- The data tells a story of gradual improvement in literacy outcomes for the general student population, but it also highlights ongoing challenges in reaching marginalized groups. This could indicate that while broad strategies are effective, more focused approaches are needed to support students who are at risk of falling behind. The district is just making the switch to considering our marginalized groups as a focus of our main instructional practices rather than solely as a part of the learning support program.

#### 5. EQUITY OF LEARNING FOR INDIGENOUS STUDENTS, YOUTH IN CARE, AND STUDENTS WITH DISABILITIES

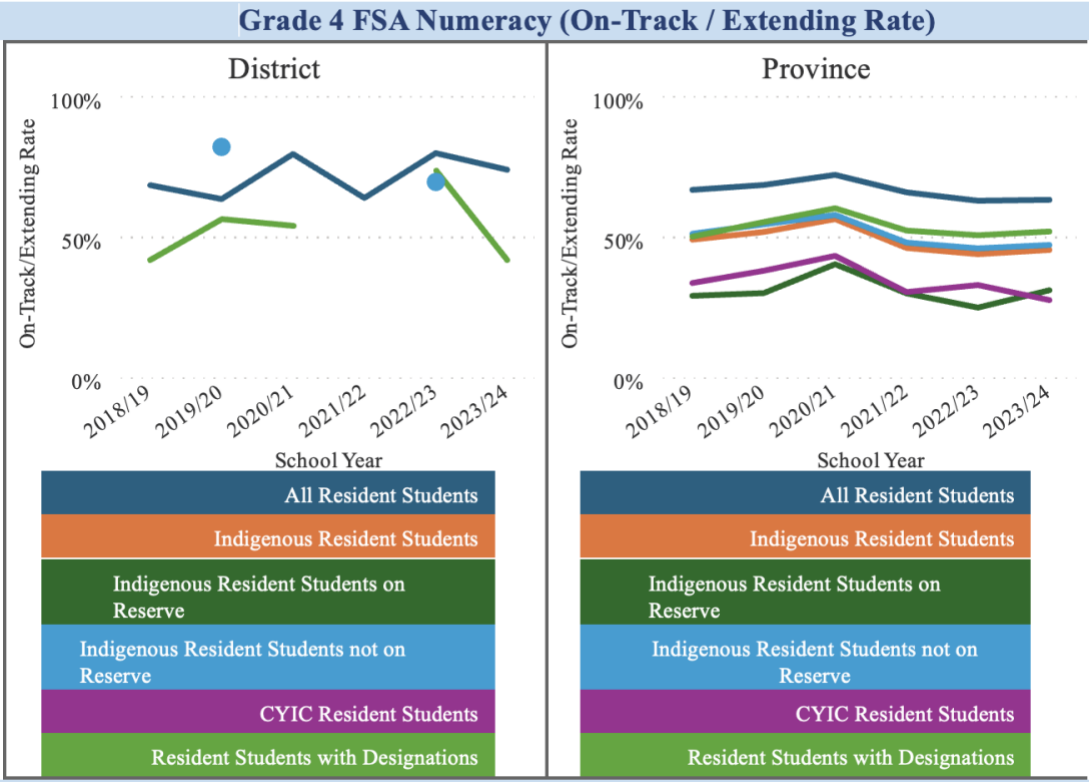
##### **Revelstoke story:**

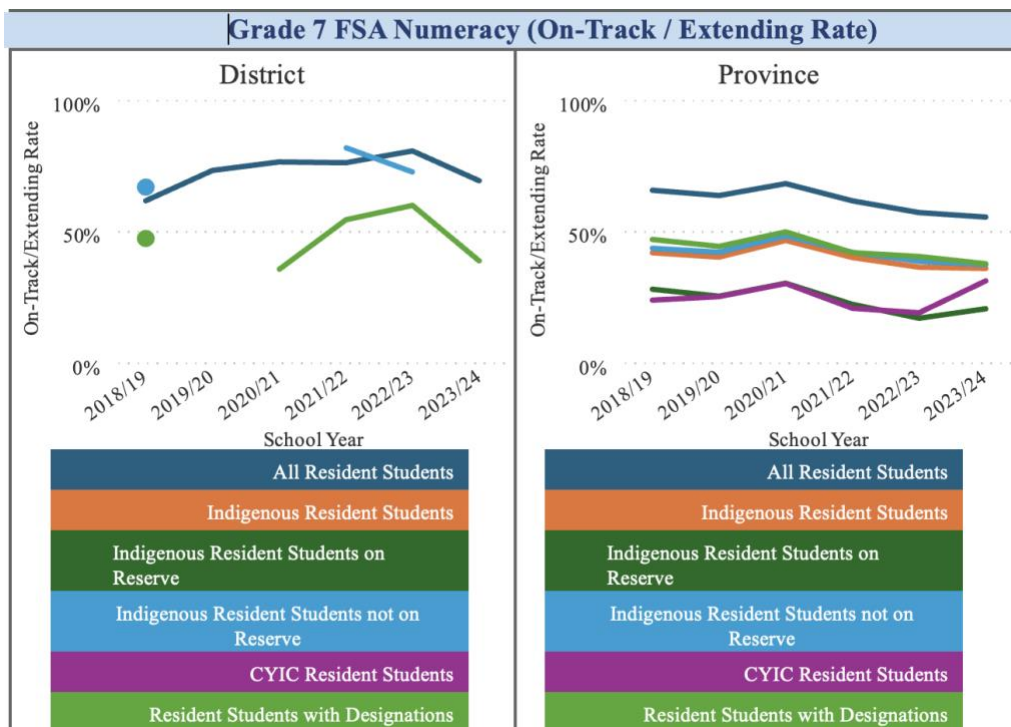
- The literacy data for students with designations suggests that the district's current approaches are still developing in promoting equity. The consistent gaps in literacy rates between this group and the general student population suggest that these students are not benefiting equally from the district's literacy programs. We know that residency support in schools demonstrating will help them immensely in sound, effective literacy instructions.
- The data tells a story of inequity in educational outcomes. The district needs to consider broader contexts and work to create more inclusive and supportive learning environments for these students through an expansion of culturally responsive curriculum and differentiated instruction.



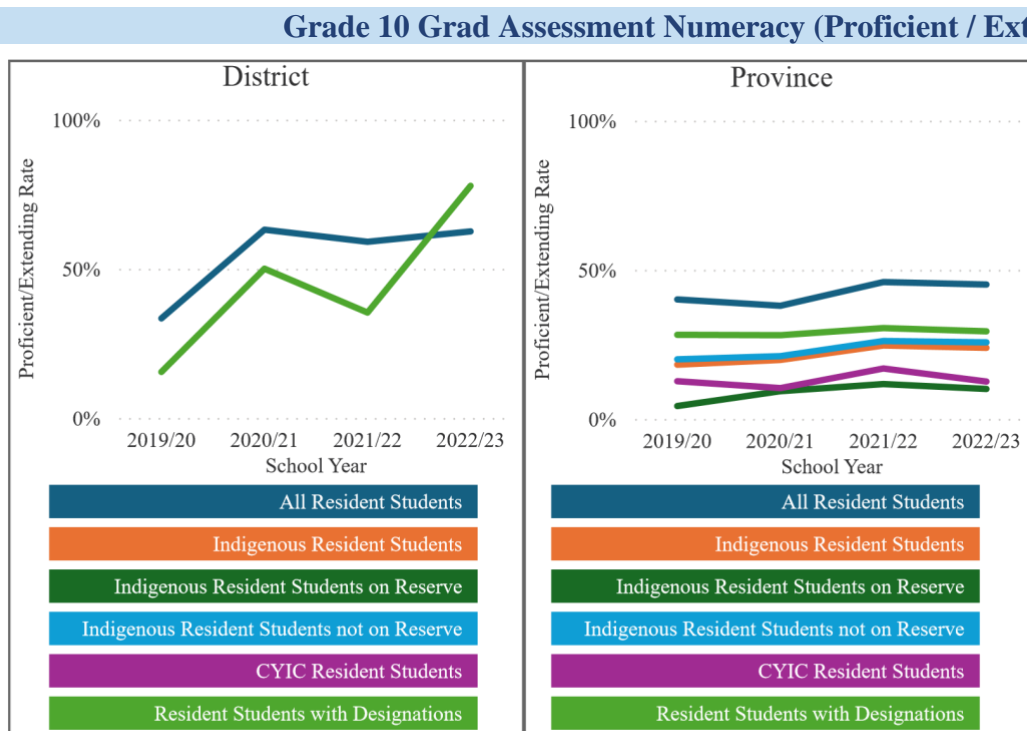
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations



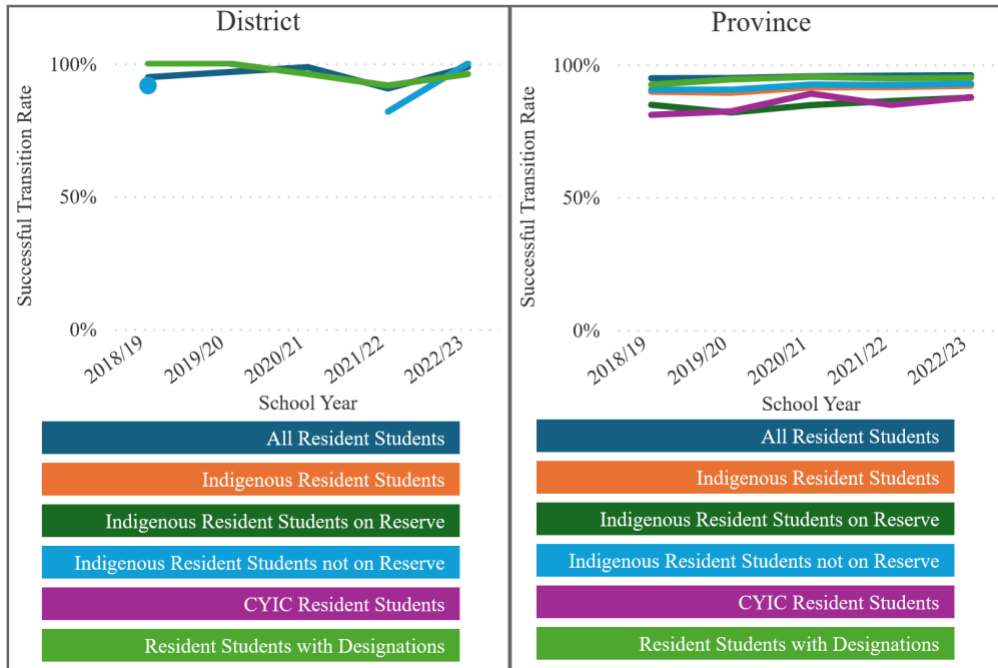


### Measure 2.2: Grade 10 Numeracy Expectations

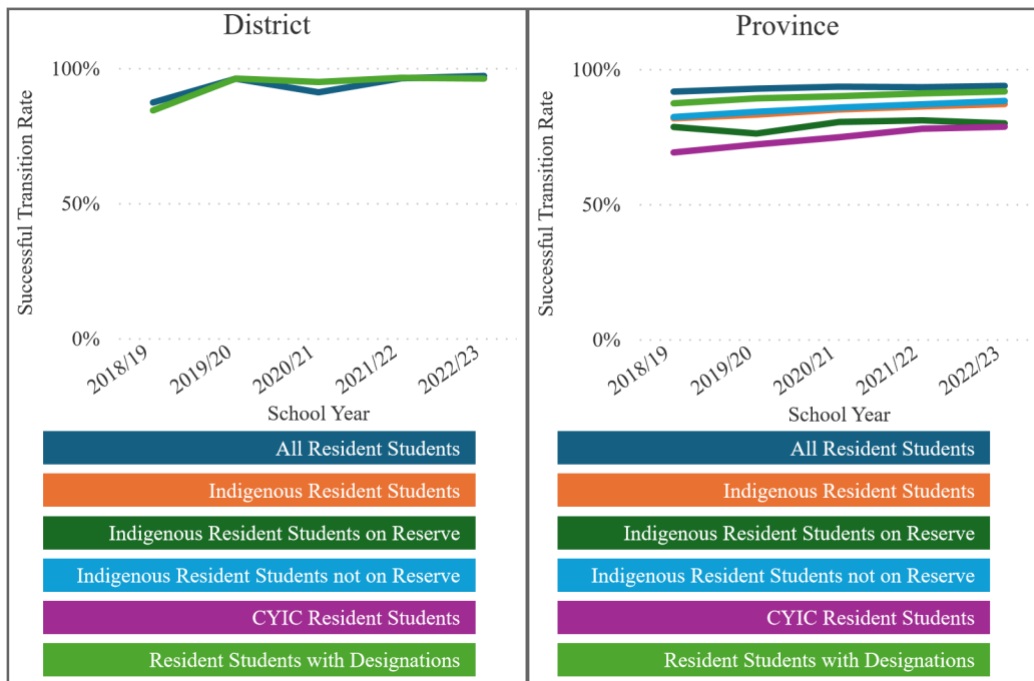


### Measure 2.3: Grade-to-Grade Transitions

## Grade 10 to 11 Transition Rate



## Grade 11 to 12 Transition Rate



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## Analysis and Interpretation

### Outcome 2: Numeracy

#### 1. MISSING OR MASKED DATA POINTS

- No CYIC were enrolled in the district for the past five years. There are no on-Reserve students in the district. Due to a small population size, Student Learning Survey results are often masked for students with designations and Indigenous students to maintain student privacy.
- District analysis of unmasked data in the How Are We Doing report and unmasked data from Power BI were used by the internal review team.

#### 2. EMERGING TRENDS AND THEIR IMPLICATIONS FOR THE DISTRICT

- **Trend Identification:** The overall trend for students meeting or exceeding FSA numeracy expectations slightly decreased this year for both grades 4 and 7, although both cohorts were still well above provincial average. Grade 10 students showed a slight improvement in meeting or exceeding the numeracy expectations.
- **Implications:** The creation of the district's numeracy plan aims to create consistency in instruction and intervention in order to address the differences across schools and classrooms.

#### 3. INEQUITIES OF LEARNING OUTCOMES

- **Indigenous Students:** While data cannot be made public, our internal review showed that Indigenous students in grade 10 met or exceeded numeracy expectations at a higher rate than non-Indigenous students for the past four years. In grades 4 and 7, Indigenous students met or exceeded FSA numeracy expectations at a rate equal or higher than non-Indigenous students in three of the five years.
- **Students with Disabilities or Diverse Abilities:** Students with designations, likely including those with disabilities, show lower performance in numeracy. This indicates that current support structures might not be sufficient to meet these students' needs, potentially due to inadequate differentiation in instruction or lack of appropriate resources.

#### 4. STORIES FROM NUMERACY DATA AND EVIDENCE

##### Revelstoke story:

- The creation of the district's numeracy plan aims to create consistency in instruction and intervention in order to address the differences across schools and classrooms.

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## 5. EQUITY OF LEARNING FOR INDIGENOUS STUDENTS, YOUTH IN CARE, AND STUDENTS WITH DISABILITIES

### Revelstoke story:

- The district brought Susan Leslie, an Indigenous math consultant, to Revelstoke as a keynote speaker and for Professional Development on using numeracy circles in our classrooms. Numeracy circles embed the pedagogy of First Peoples Principles of Learning, created a community of learners, offer various entry points for young mathematicians to build confidence, use pre and post assessment, and align with the BCTF Professional Standard 9.

### Intellectual Development Summary

Literacy Conclusions: The district has worked hard to support students through small class sizes and targeted supports. A continuous learning approach will benefit all and together we will move learning forward for all groups. The district has focused on enhancing phonemic and phonological awareness. In fall 2023, we brought together a K-3 focus group for ongoing professional development in these areas. This led to educators refining their balanced literacy approach with a stronger emphasis on oral language in primary classrooms. A similar emphasis on phonics instruction has improved students' ability to decode words effectively. Schools have also implemented targeted remediation for students struggling to meet grade-level expectations, offering additional support in areas such as word work, letter sounds, and phonemic instruction.

Writing performance remains strong at the elementary level. While students have gained substantial experience in personal narrative writing, there is room for improvement in their ability to respond to texts.

At the secondary level, Grade 10 literacy rates are very strong, largely due to minimal disruption in their schooling. These students have benefited from a focus on developing their skills in interpreting texts and communicating effectively, both in writing and oral language. A district-wide focus on core competencies in the upcoming strategic plan aims to address these needs by enhancing instructional strategies that promote critical thinking and the ability to question and analyze information.

Literacy Next steps: With the hiring of new VP of Early Learning, it would serve us well to take the early learning model of intervention and ensure its implementation in all schools. This



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consistent, systematic streamlined approach will support all students in all schools and ensure greater levels of achievement. Together we can support all students.

**Numeracy Conclusions:** In summary, the numeracy data reveals areas where the district must focus its efforts to address inequities in learning outcomes. These include adopting more culturally responsive teaching methods for Indigenous students and improving inclusive education practices for students with disabilities. A district focus on Numeracy instruction is an excellent step forward in promoting numeracy rates that match our excellent literacy rates.

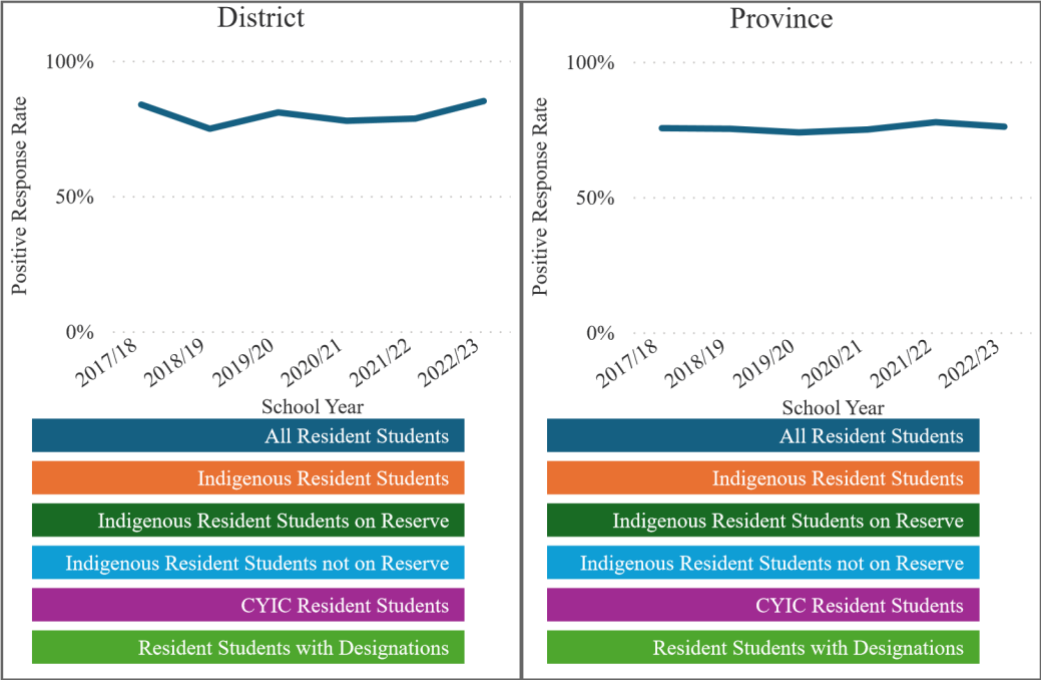
**Numeracy Next Steps:** Many great efforts in numeracy have been planned. The creation of a Numeracy committee, plan and allocating support to Numeracy are all things that the district is doing to address Numeracy learning in our district. In addition, the focus on numeracy for the district learning day was a step forward in helping educators learn more about effective numeracy instruction. A district-wide focus on core competencies in the new strategic plan aims to enhance instructional strategies that promote reasoning and thinking. We have a positive outlook for all students as we know that with dedicated time and resources we can move learning forward for all students in this area.

Human and Social Development

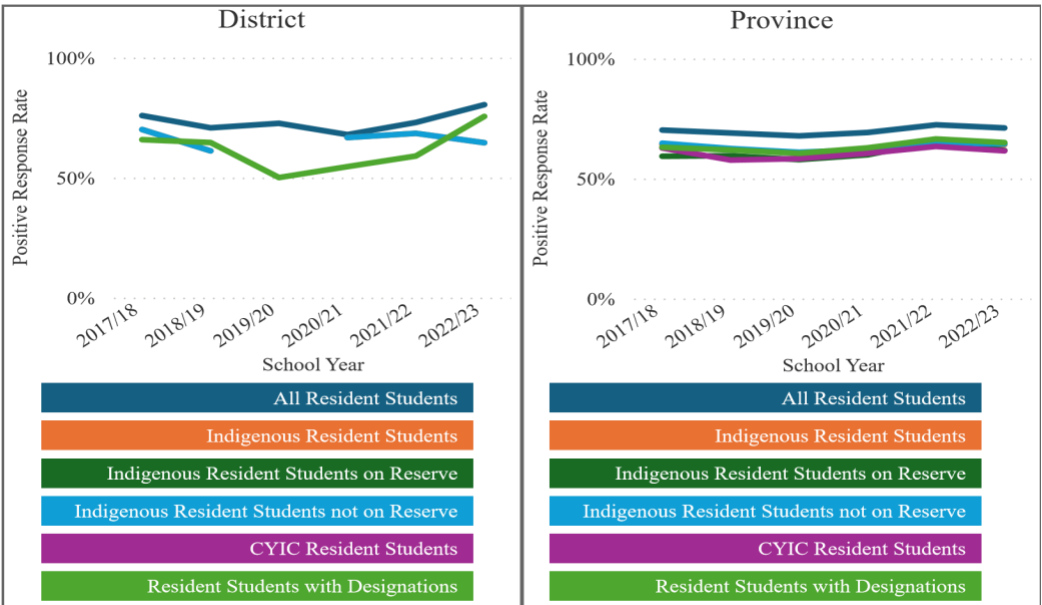
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

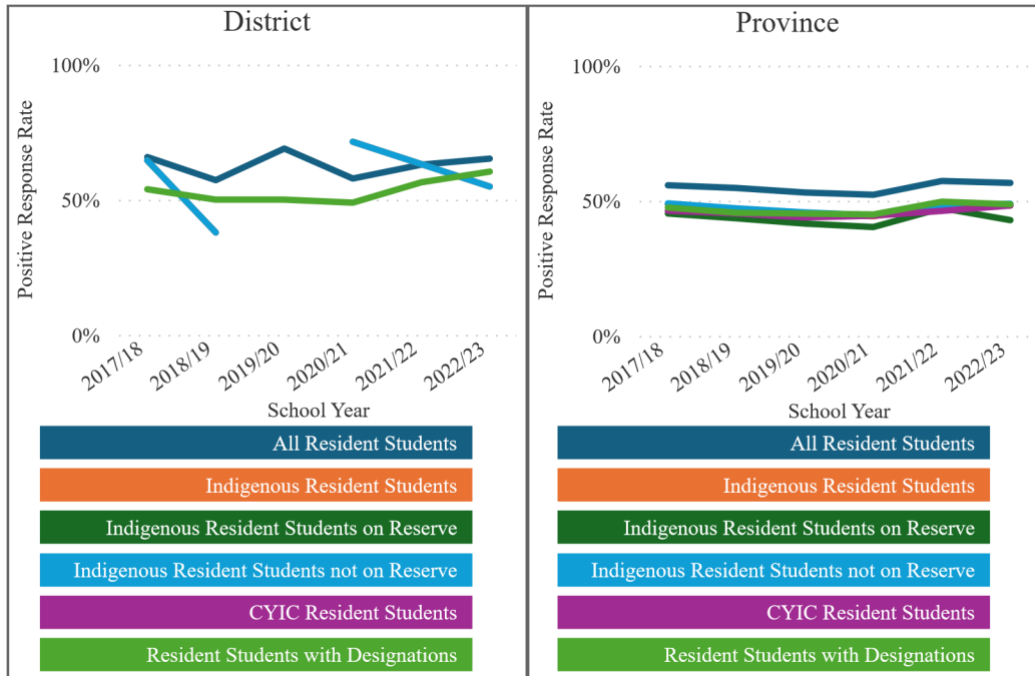
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

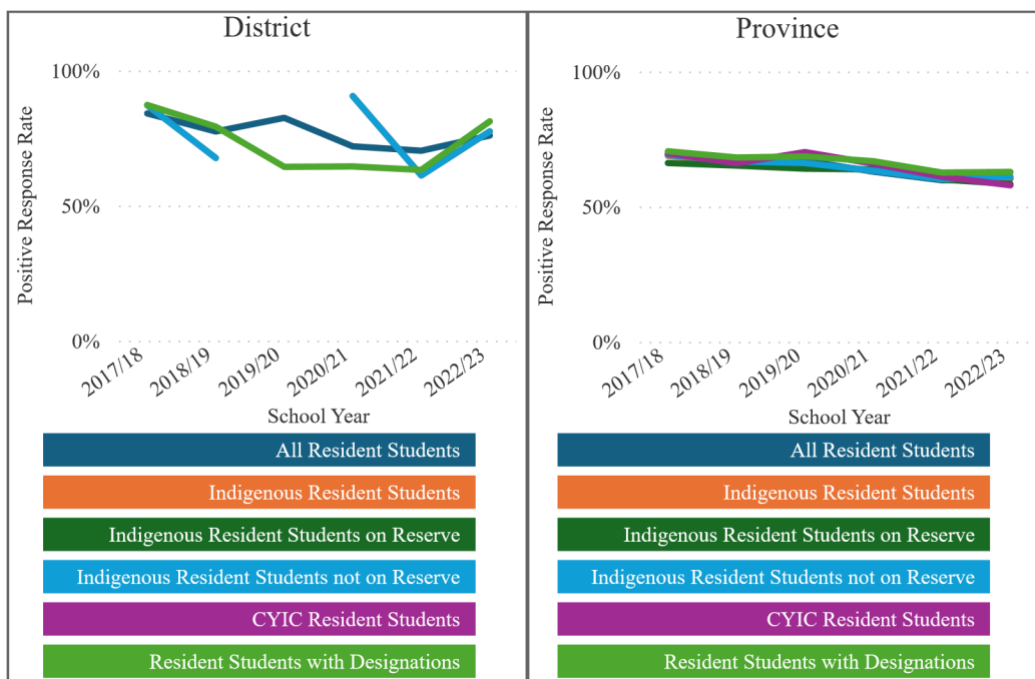


## Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



### Measure 3.2: Students Feel that Adults Care About Them at School

## 2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)



## Analysis and Interpretation

### *Outcome 3: Students Feel Welcome, Safe, and Connected*

#### 1. MISSING OR MASKED DATA POINTS

- No CYIC were enrolled in the district in the 2023-2024 school year. There are no on-Reserve students in the district. Due to a small population size, Student Learning Survey results were masked in 2019-2020 to maintain student privacy.
- **Consideration:** District analysis of masked data in the How Are We Doing report, as well as data from the MDI and YDI were used.

#### 2. EMERGING TRENDS AND THEIR IMPLICATIONS FOR THE DISTRICT

- **Trend Identification:** The overall trend for feeling welcome, safe, and connected has increased over the past two years. Revelstoke students continue to indicate that they feel more welcome, safe, and connected than the provincial average.
- **Implications:** Although the trend across all grade levels indicate a sense of feeling welcome and belonging and are above provincial average, more work needs to be done to improve student sense of belonging as students transition to new schools.

#### 3. INEQUITIES OF LEARNING OUTCOMES

- **Disaggregated Data Findings:** Students with designations indicated an improvement in feeling welcome, safe, and connected over the past two years, and indicated that they feel more connected than their peers. Indigenous students also indicated feeling more connected than their peers, however, their sense of feeling welcome and belonging is lower than their peers.

#### 4. STORIES FROM FEELING WELCOME, SAFE AND CONNECTED DATA AND EVIDENCE

##### **Revelstoke story:**

- Weekly SBT meetings in each school and monthly extended SBTs with district staff, SLPs, counsellors, LSTs, and teachers, help identify students and families who need additional support.
- The Community of Practice (CoP) with Shane Safir initiated a process where LST team members from elementary and secondary schools interviewed students who regularly “elope” from class to listen to student voice and collect street data. This process helped build relationships and was invaluable data for schools.
- Counsellors and Mental Health leads work with teachers to deliver Mental Health

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curriculum K-7. PreVenture, an evidence-based prevention program that promotes mental health and reduces the risk of substance use, is delivered to students in grade 8 and Mental Health Literacy is taught to all students in grade 9 by high school counsellors.

- Local physicians run a full-day clinic once a week at the high school, reducing barriers to access.
- Parents appreciated the parent information sessions we offered last year.
  - Grade 5 parents were invited into schools for PAUSE (**P**arents **A**s **U**ltimate **S**upporters and **E**ducators about mental health) where they learned about anxiety and worries from a CYMH counsellor and learned strategies that their children had been learning alongside their children. Parents were very appreciative and asked for future sessions for high school aged students as well.
  - Educational workshop series on Social Media Impacts and platforms, Pros & Cons of Video Games, and Cyberbullying/Sextortion and Sexual Age of Consent. Parents were able to attend in person or virtually.

## 5. CURRENT APPROACHES TO EQUITY OF LEARNING FOR INDIGENOUS STUDENTS, CHILDREN AND YOUTH IN CARE, AND STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES.

### Revelstoke story:

- District focus on staffing ratios of Learning Support Teachers (LSTs) and counsellors, as well as a designated Indigenous Student Support staff member in each school have had a direct positive impact on students indicating that there are two or more adults who care about them.
- Inviting Elders, language teachers, and Knowledge holders from the Sinixt, Secwépemc, Ktunaxa, and Syilx Okanagan Nations, who traditionally stewarded this land, into classrooms on a regular basis has supported building connections.
- Monthly season-themed programming options are run by the Indigenous Education Department highlighting the First Peoples Principles of Learning and using the outdoors whenever possible. All elementary schools have an outdoor classroom and the district has permanently set up a Lodge (Tipi).



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## Human and Social Development Summary

### Overall trends:

- Students are indicating that they are learning about Mental Health literacy, that schools have a supportive climate for their mental health, (See appendix for YDI Data – Mental Health in Schools), and they are feeling that the adults in schools and community care about them. The decrease in the sense of belonging as they enter high school conflicts with students' sense of feeling welcomed and needs further investigation.

### New areas for growth:

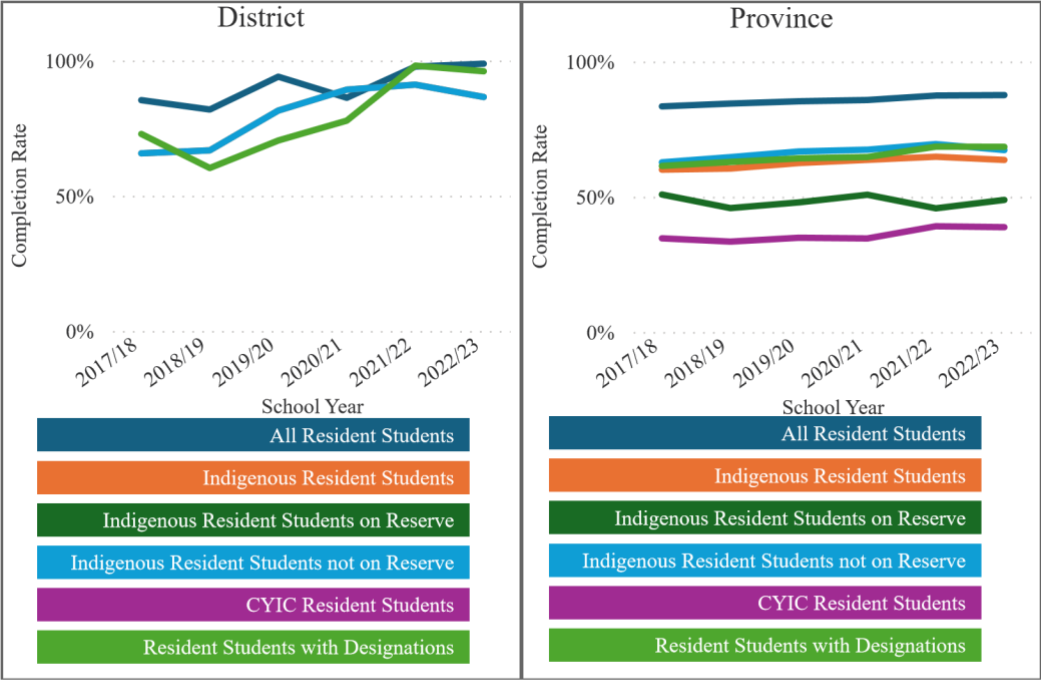
- Starting Open Parachute this year. The Mental Health in Schools grant supported a 0.2 Mental Health Lead position in each elementary school for the past four years, building capacity so teachers to feel comfortable with the curriculum. Open Parachute will support teachers, students, and families with accessible curriculum.
- We are planning to run a monthly parent educational series based on the feedback from parents last year, expanding on topics to meet their needs.
- Communication – using the new website to make it easier for parents, teachers, and students to find resources.
- Use the Shane Safir model to gather street data directly from youth to inform decision making.

Career Development

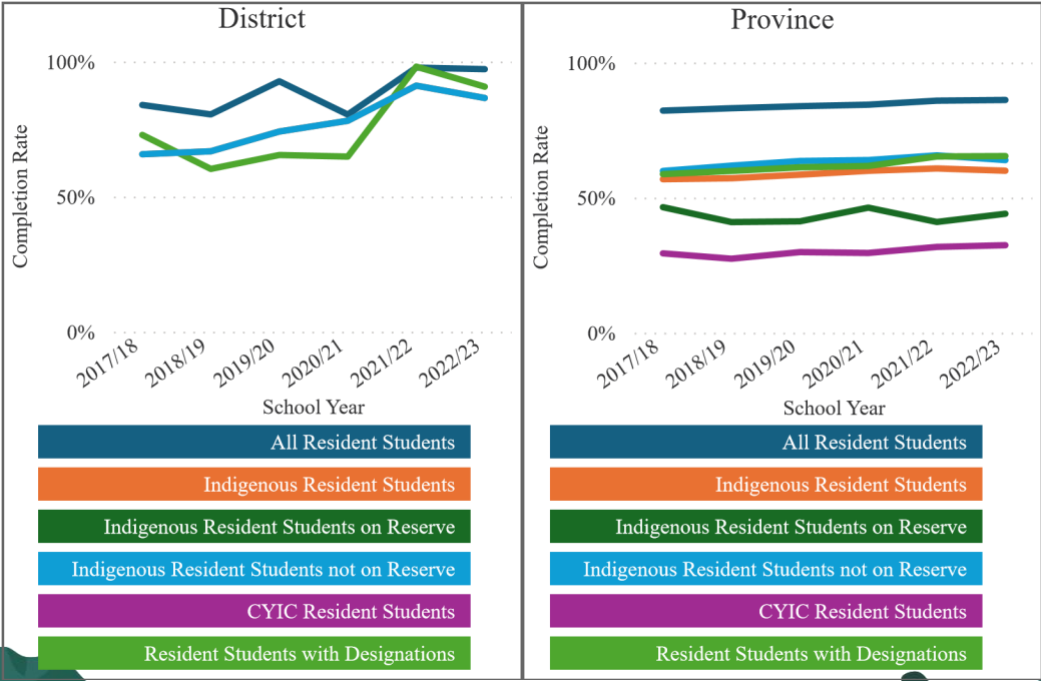
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



5-Year Completion Rate (Dogwood Only)



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## Analysis and Interpretation

### Outcome 4: Graduation

#### 1. MISSING OR MASKED DATA POINTS

- No CYIC were enrolled in the district in the 2023-2024 school year. There are no on-Reserve students in the district.

#### 2. EMERGING TRENDS AND THEIR IMPLICATIONS FOR THE DISTRICT

**Trend Identification:** The five-year completion rate continues to exceed provincial averages for all students, including students with Designations and Indigenous students with 97% of the cohort graduating in 22-23.

#### 3. INEQUITIES OF LEARNING OUTCOMES

- **Disaggregated Data Findings:** While the graph indicates a slight decreasing trend in Indigenous students graduating over the past year, we know the two students who moved out of province did graduate and continued on with post-secondary schooling, which means that 100% of Indigenous students graduated within five years from that cohort. Students with diverse abilities were also well above provincial average and on track with their peers.

#### 4. CURRENT APPROACHES TO SUPPORTING TEACHING AND LEARNING

##### Revelstoke story:

- Counsellors, CLC teachers, career teachers, LSTs, and Indigenous Student Support staff, all support students. Teachers and community partners come together a few evenings during the year to watch student presentations highlighting their successes, strengths and plans for their future.
- The school district funds smaller classes at the senior levels to give students a variety of options towards their career path in the Fine Arts, Trades, and academics.
- Counsellors and career teachers coordinate a variety of opportunities for students to learn about post-secondary schools and work with neighbouring districts to create Dual Credit options for students. Living in a community with a small outlet college option limits the opportunities for our students.

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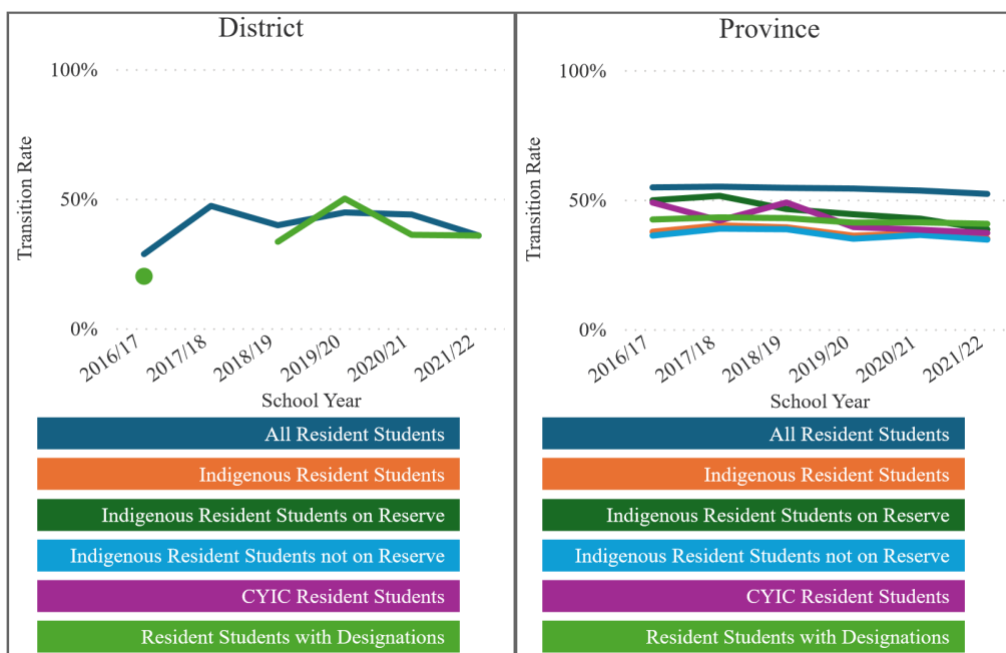
## 5. CURRENT APPROACHES TO EQUITY OF LEARNING FOR INDIGENOUS STUDENTS, CHILDREN AND YOUTH IN CARE, AND STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES.

Revelstoke story: The Indigenous Student Support staff at the high school attend SBT meetings and work with families to support students when necessary. The ratio of LSTs in the high school allow the teachers to work closely with students with diverse abilities to support each of them on their individual path to

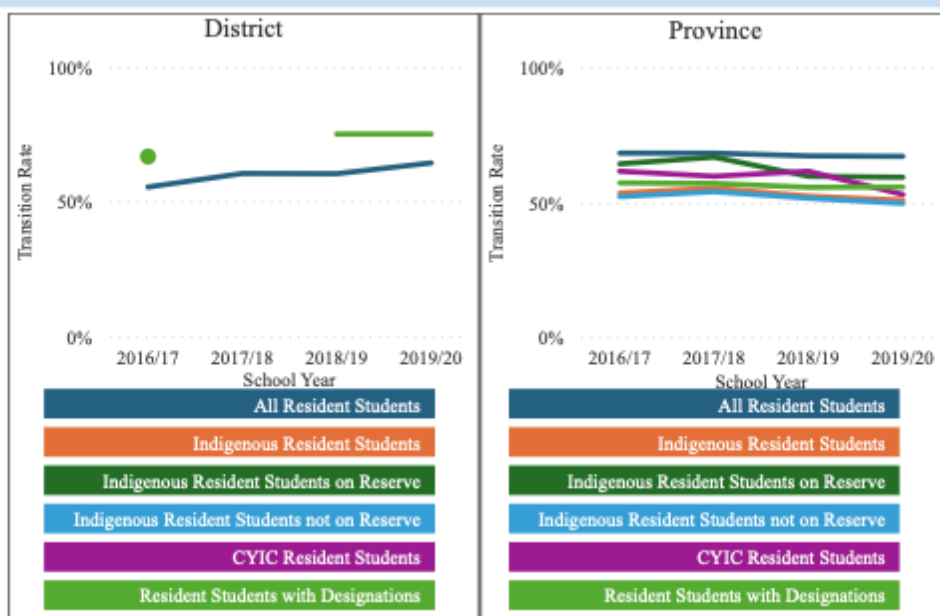
## Educational Outcome 5: Life and Career Core Competencies

### Measure 5.1: Post-Secondary Transitions

#### Transition Rate to BC Public PSI (Immediate)



#### Transition Rate to BC Public PSI (Within 3 Years)





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## Analysis and Interpretation

### Outcome 5: Post-Secondary Transitions

#### 1. MISSING OR MASKED DATA POINTS

- No CYIC were enrolled in the district in the 2023-2024 school year. There are no on-Reserve students in the district. Due to a small population size, Transition rate to BC Public PSIs results were masked for students with Designations prior to 2018-2019 and for Indigenous students to maintain student privacy.
- **Consideration:** Masked data from the Equity Scan and Transition to PSI sections of the Power BI portal as well as street data from knowing our families were used in district analysis.

#### 2. EMERGING TRENDS AND THEIR IMPLICATIONS FOR THE DISTRICT

- **Trend Identification:** The trend in Revelstoke matches the provincial trend with a slight decrease in the number of students transitioning directly into post-secondary school right after high school and an increasing trend of students transitioning within three years.

#### 3. INEQUITIES OF LEARNING OUTCOMES

- **Disaggregated Data Findings:** Due to lack of data, accurate conclusions cannot be made.

#### 4. CURRENT APPROACHES TO SUPPORTING TEACHING AND LEARNING

##### Revelstoke story:

- Graduating students from Revelstoke must relocate to pursue post-secondary education, which can double the cost of schooling when accommodation is included. The last few years of data shows that 35-46% of our graduates transitioned immediately into a BC Post-Secondary Institute, about 10-15% below provincial average. Some graduates opt to move to Alberta or further east due to cost of accommodation, proximity to extended family, or simply for the adventure since they need to move anyhow. These numbers are not accounted for in the above percentages.
- The local Revelstoke Community Foundation manages a scholarship and bursary fund so donors can give a scholarship or bursary that runs in perpetuity. This fund has added to other local scholarships to support Revelstoke graduates with about \$80,000 per year.
- The career department planned and ran four Career days for students from grades 10-

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12. This was implemented to give importance to learning about and preparing for future careers. Guest speakers presented on a variety of careers, and career preparation topics.

## 5. CURRENT APPROACHES TO EQUITY OF LEARNING FOR INDIGENOUS STUDENTS, CHILDREN AND YOUTH IN CARE, AND STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES.

### **Revelstoke story:**

- Indigenous Student Support staff and counsellors work with students and families to find scholarships as well as support with applications. For two years we have travelled with students to Thompson Rivers University to attend the Indigenous Student Leadership Summit where students meet University staff and spend two days on campus.

Students on a School Completion Certificate often have Work Experience placements in the community and participate in the CLC presentations, along with the rest of their grad class, where they celebrate their successes

# Section B: Moving Forward Planning and Adjusting for Continuous Improvement

## Current Strategic Priorities



**New Strategic Plan: Student Learning Focus and Pathways** We will create purposeful learning environments that incorporate the Core Competences into every facet of the curricula. We will prepare students to enter the next steps of their lives as educated citizens equipped with resilience, self-worth, and pathways for a fulfilling future.



### Personalized Learning

Intentional approaches to student agency that encourage independent thought, reflective thinking, curiosity, and ongoing learning.

Learners build on their strengths and identify and grow from their stretches in a way that builds confidence, resilience, perseverance, results, and a joy for learning.

### Student-Centered Assessment

Involves forward thinking, innovative lessons and assessments that support and engage learners in real world, relevant, and meaningful learning.

Allows learners to show educators what they know through cycles of reflection to advance learning and **drive instruction**.

### Indigenous Informed Pedagogy

Incorporates land-based, holistic, experiential connections to self, family, community, and a broader sense of purpose.

The learning journey towards Truth and Reconciliation creates space and time for decolonized practices and Indigenous Ways of Knowing to enhance social emotional wellness, a sense of personal and cultural identity, and connections to one another.

### Connections to Community and Real-World Learning

Learners engage in authentic experiences that include connections and collaboration with families and the local and global community.

Learners develop a range of perspectives that deepen their appreciation, understanding, and ability to create connections and positive change.

### Universal Design for Inclusion

Enables learners to feel safe and confident to express their academic, personal, and social needs and interests, and to see themselves reflected in the fabric of the learning community.

Student voice and choice creates a safe, positive, and productive learning environment which fosters ongoing curiosity and exploration.

### Technology Integration

Provides learners with access to information and creative ways to design, show, and archive their learning over time.

A focus on a deeper understanding of responsible sources and uses promote positive mental health and digital citizenship.

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## STRATEGIC ENGAGEMENT & REVIEW CYCLE

Progress updates on the goal(s) of our Strategic Plan are communicated regularly through public Board meetings, Education Committee meetings, Indigenous Education Council (IEC) meetings, as well as DPAC and PAC meetings. Reports are also posted on the district's website, ensuring transparency and community engagement. The following section, along with the attached timeline, provides examples of our ongoing engagement and review cycle.

**Indigenous Rightsholders Engagement and Consultation** Highlighted in our District Context, while no First Nation Bands are physically based in Revelstoke, our relationships with First Nations from Enderby, BC, to Inchelium, WA, are growing stronger. We deeply value our partnership with the Indigenous Friendship Society and are actively engaged in consultation with Indigenous Rightsholders. This year, we extended invitations to the Sinixt, Secwépemc, Ktunaxa, and Syilx Okanagan Nations to participate in the IEC either through virtual meetings or in person, further fostering collaboration. The Ktunaxa and Secwépemc Nations accepted the invitation and a representative from the Ktunaxa Nation joined via Zoom. We extended an invitation to the Métis Nation as well for this coming year.

**CUPE and Revelstoke Teachers Union Engagement and Consultation** We hold weekly meetings with senior staff and representatives from the Revelstoke Teachers Union, alongside bi-monthly meetings with CUPE representatives. These meetings provide a forum for regular reviews and consultations on student progress and address emergent issues within schools that require immediate attention.

**Children and Youth In Care Engagement and Consultation** At present, Revelstoke does not have Children in Care.

**Students with Diverse Abilities and Disabilities Engagement and Consultation** Throughout the school year, school-based teams collaborate closely with parents of students with diverse abilities and disabilities to develop educational goals, monitor progress, and plan for transitions. This consultation process also involves community partners such as MCFD, CYMH, Community Connections, various therapists, and other community supports working with the students. This ensures a comprehensive, wrap-around approach to supporting these learners.

**Parent and Guardian Engagement and Consultation** Our District has an active DPAC that meets monthly with the Superintendent and Trustee representatives, while each school holds monthly PAC meetings. These meetings facilitate ongoing consultation and engagement between parents/guardians, school administrators, and Trustees, ensuring that the voices of families are heard in decision-making processes. Parent/ Guardians sit on the Education Committee for further areas of engagement and consultation

**Student Voice** Students from grades 8 to 12 serve on the Education Committee, where they actively participate in reviewing data and providing valuable insights. Their perspectives are integral to interpreting the data and ensuring that student needs and experiences are at the forefront of decision-making.



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The Superintendent of Schools regularly attends weekly Student Leadership class meetings. Notably, the Leadership class played an important role in developing the new Strategic Plan, engaging in the review of both the Educational Citizen and district data, ensuring student voices were heard throughout the process.

**Principal and Vice Principal Leadership** The Leadership team, consisting of Principals and Vice Principals and district senior team, meets twice a month. This regular and structured meeting schedule allows for timely review of both provincial and local data, ensuring a comprehensive analysis of student outcomes. These sessions include in-depth data dives and disaggregation, enabling the team to closely examine the impact of instructional strategies, structural decisions, and budget alignment. This process helps identify successes, address gaps, and prioritize areas for improvement to enhance overall student learning.

**Street Data** This year, a team consisting of three teachers, three principals, and the Superintendent participated in the Street Data sessions. Data from this project was shared in staff and committee meetings, providing valuable insights for ongoing improvement and strategic planning.

**School Plans** A key part of the district's improvement review cycle is the annual Principal and Vice Principal Leadership Retreat held in August. During this retreat, school leaders review and share the District's Strategic Plan and align their individual School Learning Plans with district priorities. Throughout the year, ongoing meetings are held with school administrators and senior staff to ensure coherence. Updated School Plans are presented to the Board in the spring, and renewed plans are posted on the District website.

This fall, Trustees, school administration, and senior staff will come together to review all school plans. Each school administration will present, all schools hearing each other's plan. In the spring, a school tour will take place to showcase evidence-based data as a follow-up to each plan, highlighting progress and outcomes.

## Looking Back on the Year: Effectiveness of Implemented Strategies

### Highlight of the successful strategies under the 2021\_24 Strategic Plan

The Board of Education is committed to fostering engaged learners by providing a wide range of learning opportunities and supporting staff in delivering equitable, safe, and inclusive environments. The Board focuses on enhancing student success through various initiatives, including low-enrollment courses, mental health sessions, career days, and Indigenous support programs. They prioritize professional development for staff through collaborative projects and inquiry-based learning, and they support the integration of Indigenous perspectives into teaching practices, such as numeracy through an Indigenous lens.

The Board also encourages student involvement in community action projects, such as environmental teams and cultural exchanges. A strong emphasis is placed on mental health, with programs like PreVenture and mental health literacy training integrated into the curriculum. Students are encouraged to actively engage in shaping their learning experiences, supported by the district's ongoing commitment to professional development and quality teaching for staff.

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Additionally, the Board focuses on sustainability, staff wellness, and creating safe, healthy learning environments. Technological improvements and environmental initiatives, such as electric buses and recycling programs, are ongoing efforts. The district also engages with local and post-secondary institutions, fostering partnerships that enhance learning opportunities for students.

The Board prioritizes transparent communication with the community, recognizing staff achievements and celebrating student growth. They work closely with stakeholders and rightsholders to honor Indigenous cultures and contribute to the reconciliation process. Indigenous education is integrated into district policies, professional development, and classroom practices, ensuring that all members of the school community are involved in fostering an inclusive, culturally responsive learning environment.

Please appendix for a more detailed list under the four goals of the 2021\_24 Strategic Plan

### Highlights of Impact and District Success with the Equity in Action Framework

Student Connection and Well-being: Over the past two years, students with designations have reported significant improvements in feeling welcome, safe, and connected, and notably, they feel more connected than their peers. Indigenous students also reported a stronger sense of connection compared to their non-Indigenous peers, aligning with Outcome 3: Students Feel Welcome, Safe, and Connected.

Equitable Learning Approaches: The district's commitment to equity in learning for Indigenous students, and students with disabilities or diverse abilities is evident in strategic staffing decisions. The increased Learning Support Teacher (LST) and counsellor ratios, along with a dedicated Indigenous Student Support staff member in each school, have positively impacted students' perceptions of having two or more caring adults in their lives. Additionally, the district regularly invites Elders and Knowledge Holders from the Sinixt, Secwépemc, Ktunaxa, and Syilx Okanagan Nations, who have traditionally stewarded this land, into classrooms, fostering cultural connections and supporting relationship-building.

Graduation Success: The district is dedicated to supporting Indigenous students in their journey toward graduation and beyond. Indigenous Student Support staff and counsellors work closely with students and families to help identify scholarships and provide assistance with applications. For the past two years, the district has organized trips for students to attend the Indigenous Student Leadership Summit at Thompson Rivers University, where they engage with university staff and experience two days on campus. Additionally, the district has tracked the success of Indigenous students, achieving a 100% graduation rate within five years for the past two years, including those who moved out of the province. Students with diverse abilities also outperformed the provincial average, remaining on track with their peers.

High School Support Systems: At the high school level, Indigenous Student Support staff participate in School-Based Team (SBT) meetings and collaborate with families to support students as needed. The favorable LST-to-student ratios allow teachers to work closely with students with diverse abilities,

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providing individualized support and ensuring each student progresses on their unique path toward graduation.

### Existing and/or Emerging Areas for Growth

Based on our analysis of data and evidence, we will continue our emphasis on Balanced Literacy for K to 3, with a focus on enhancing phonemic and phonological awareness. This initiative has already made significant progress in the 2023-24 school year, we plan to deepen our support in this area.

In 2023\_24, we have developed a comprehensive Numeracy Plan through collaboration with teachers, Principals/Vice Principals, and senior staff. A Lead Teacher has been identified to lead Numeracy Circles with an Indigenous lens, working closely with Early Years partners and primary staff to integrate culturally responsive approaches into math instruction.

As we launch our new Strategic Plan, we will strengthen our triangulation approach by working with the selected data that aligns with core competencies. community input and evidence-based research. Our two lead teachers will further advance this work, using data-driven strategies for assessment to elevate instructional practices.

Additionally, our Grade 8 Non-fiction Reading Assessments have revealed that students excel at identifying main ideas but need further support in making deeper connections and mastering the skill of inferencing. We will address these needs through enhanced instructional strategies that promote critical thinking, inquiry, and analysis.

To effectively tackle inequities, we will take a multi-faceted approach that focuses on gathering authentic, qualitative data and creating inclusive, flexible learning environments. Building on our Community of Practice Street Data team, we will deepen our practice of gathering qualitative data from students, families, and educators.

We'll continue conducting empathy interviews to uncover barriers faced by students and use these insights to design more responsive teaching practices. This work will be supported through professional development and collaborative time with teachers.

Partnering with community organizations will remain a priority, ensuring that students with designations and neurodiverse learners receive targeted support. Additionally, our District Principal of Indigenous Education, Indigenous Support team and Lead Indigenous Teacher will continue to advance Culturally Responsive Pedagogy, integrating Indigenous perspectives, histories, and ways of knowing into our curriculum.

Our strong relationships with Elders and Knowledge Keepers from the Sinixt, Secwépemc, Ktunaxa, and Syilx Okanagan Nations will remain a cornerstone of this work, as we bring their wisdom into classrooms and build connections with Indigenous Nations will visiting, listening and learning in community.

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## Ongoing Strategic Engagement (Qualitative Data)

### Engaging the Community to Develop a New Strategic Plan

On January 10, 2024, the Board of Education began sessions to build a new Strategic Plan, with a focus on identifying a clear Student Learning Goal. To ensure this plan reflected the community's voice, the Board initiated extensive outreach efforts, including public meetings and online surveys hosted on the district's website. All gathered data and feedback were synthesized to shape the Student Learning Goal and develop the Board's belief statements.

#### Key Sessions and Timeline:

January 10: Strategic Plan session | January 17: Vision, Mission, Values session | January 24: "We Believe" Vision, Mission, and Values session.

By late January, the draft Strategic Plan came together. Board members and senior staff then began engaging school communities. Trustees presented the draft at Parent Advisory Council (PAC) meetings at all schools:

Arrow Heights Elementary (AHE) and Begbie View Elementary (BVE) on February 5 | Columbia Park Elementary (CPE) on February 13 | Revelstoke Secondary School (RSS) on February 26.

The plan was further shared with district and partner groups for feedback:

Education Committee (Feb 27) | Indigenous Advisory Committee (Feb 1) | District Parent Advisory Council (DPAC) (Feb 7) | Student Leadership (Feb 28).

In February and March, student voice was prioritized, with dedicated engagement sessions with Student Leadership to gather their perspectives on the plan. Additionally, partner groups, including the Revelstoke Economic Development Committee (Feb 26) and the Social Development Committee (Feb 28), were consulted, ensuring a broad range of input.

Community Engagement: An online survey was open from February to March 27, allowing the wider community to provide input on the proposed goals and values. The Board synthesized this feedback in March, aligning the final draft of the Strategic Plan with the community's aspirations.

After further collaboration and refinement, the Board adopted the finalized Beliefs and Student Learning Goal at their April 24 meeting, marking the completion of a comprehensive, community-driven strategic planning process.

The Student Learning Goal and Belief Statements established the foundation for creating an Action Plan. The Board of Education entrusted the Superintendent of Schools, along with a consultant and a team of 25 school community members, to develop the action plan. This diverse group included students, parents, guardians, CUPE representatives, teachers, administrators, senior staff, and Indigenous committee members, ensuring broad representation in the process.

### Strategic Plan Sessions: Evidence of Student Learning - Day One (June 13, 2024)

#### Introduction and Land Acknowledgement



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The session opened with a Land Acknowledgement, setting a respectful tone and emphasizing the importance of honoring the Sinixt, Secwépemc, Ktunaxa, and Syilx Okanagan Nations.

The Big Picture: Strategic Planning Overview The introduction to the Strategic Plan addressed its necessity and purpose. Key components of the plan, including the Framework for Enhancing Student Learning (FESL), the concept of the Educated Citizen, and the Policy for Student Success, were highlighted. This provided a foundation for understanding how the Strategic Plan aligns with broader educational goals.

Where Are We At? The group reflected on the process of designing the Strategic Plan, noting the creation of vision and belief statements by the Board. These statements, formed through a collaborative process, guided the vision for student success within the district. The Board's visioning process was reviewed to demonstrate how these foundational elements were established.

Making Connections: Personal Reflections Participants engaged in an activity inspired by Richard Wagamese's teachings, focusing on the importance of personal stories. Attendees reflected, journaled, and shared their reasons for being involved in the session, fostering a deeper connection to the purpose of the work. This was followed by a group circle where participants introduced themselves and shared meaningful words related to their involvement.

Student Learning Focus/Goal Selection The group explored why core competencies would serve as the focus of student learning. A brief review of relevant data helped guide the decision-making process, emphasizing the importance of developing these competencies in students.

Where Are We Going? An overview of the Strategic Plan outlined the components to be completed during the three-day session. Participants focused specifically on the Action Plan section of the Strategic Plan, setting the stage for drafting and finalizing critical elements. This process was designed to culminate in a presentation to the Board on June 26.

How Will We Get There? The concept of a Writing Team was introduced, with an emphasis on shared leadership and risk-taking as essential for transformative change. The team's role was to synthesize data, scholarly and professional educational research, and the vast community input.

Guiding Principles and Group Norms The group discussed the importance of guiding principles to ensure focus and progression, acknowledging that there were no strict rules but mutual agreements to maintain productivity. A second activity linked the Board's Belief Statements to the group's conduct and expectations, establishing norms for collaboration over the following days.

Evidence of Student Learning The core focus of the day was identifying and examining evidence of student learning in relation to core competencies. Participants reviewed core competency facets and profiles through various activities, including reading, card games, and analyzing direct evidence of learning. The session featured a structured sorting process to align student evidence with the competencies, leading to the development of a consensus on what data best reflected student progress. The evidence consists of ALL provincial and local data.

Closing Reflections The session concluded with a visual exercise, inviting participants to imagine a future connected to their work. The group shared one or two reflective words during a closing circle.



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symbolizing their commitment to the strategic planning process. Indirect evidence and other important data were discussed as key elements to track over time, adding depth to the conversation on evidence-based decision-making.

Day One set a solid foundation for the Strategic Plan's development, combining personal reflection, collaborative data analysis, and collective goal setting.

### Strategic Plan Sessions: Action Planning - Day Two (June 14, 2024)

#### Introduction and Land Acknowledgement

The session opened with a Land Acknowledgement, followed by a review of the protocols and processes established on Day One. This included a reminder of the section of the Strategic Plan the group was focusing on and the importance of the guiding principles and posters for making meaning.

#### Focus for the Day: Creating the Action Plan

The primary objective of Day Two was to develop a long-range action plan for the Strategic Plan. This involved identifying and weaving together various strands and elements to create the ideal learning environments for future student success. Key considerations included integrating data, research, and community input.

**Setting the Stage** Participants engaged in a reflective activity by watching a video by Will Richardson, followed by small group discussions to explore personal connections to the video. Each participant then shared two or three words during a group circle to express their reflections.

**Data Walk** The group participated in a "Data Walk" to closely examine various data sets, helping to inform the next steps in the action planning process. The Data Walk consisted of All provincial and local data from K to grade 12.

**Research Review** In this activity, participants reviewed relevant research that would support the action plan. They cited and named the key pieces of research on strips of paper, ensuring they had a clear understanding of how the research would guide decision-making.

**Community Input** Participants sorted and categorized community input to integrate these perspectives into the strategic plan. This activity ensured that the voices of stakeholders were considered and reflected in the action plan.

**Calibrating Understanding** The group engaged in an activity, which helped participants check for understanding and ensure alignment of their ideas and approaches to the action plan.

**Writing the Action Plan** With a solid foundation of data, research, and input, participants began writing the Action Plan by authoring a description of one strategy or structure that would be critical for the plan's success.

**Theory of Action/ Pathways** In the final activity, the group tested their "Theory of Action," ensuring that their strategies and structures would lead to the desired outcomes for student learning and development. Participants critically examined their approach to ensure it aligned with the overarching goals of the Strategic Plan.

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Closing Reflection The day concluded with participants reflecting on the process. Each person shared one or two words in the closing circle to describe how they felt about the day's work, underscoring the collaborative nature and commitment to shaping the future of student learning.

Day Two focused on crafting a meaningful and evidence-based action plan, integrating data, research, and community voices to ensure the Strategic Plan's success.

### Strategic Plan Sessions: Professional Learning - Day Three (June 19, 2024)

#### Introduction and Land Acknowledgement

Day Three began with a Land Acknowledgement, followed by a reminder of the ongoing process and protocols established over the first two days. The group reconnected with key tools, including the Making Meaning and Guiding Principles posters, to set the tone for the day's work.

#### Board Belief Statements

Participants engaged in a "Table Talk and Circle" activity centered around a quote from *Street Data* by Jamila Dugan and Shane Safir. Small groups discussed the quote, and each shared one or two words in the circle, connecting the quote to their thoughts on student learning and professional development.

#### Focus for the Day: Professional Learning Plan

The main goal of Day Three was to develop a comprehensive Professional Learning Plan that would support staff through strategic changes to practices and environments. The group discussed two central questions:

How can staff wellness be prioritized during significant changes? | What is the most effective way to support educators in enduring professional learning?

#### Professional Learning Research Review

Participants engaged in a review of research related to teacher professional learning, grounding the discussion in evidence-based practices.

#### Teacher and Support Worker Reflections

The session included two reflective activities:

- Teacher Fishbowl: A discussion where teachers reflected on professional learning experiences and the challenges and opportunities they encountered.
- Panel with Support Workers: CUPE members participated in a panel, sharing their perspectives on professional learning and how it impacts their roles.

#### Putting Bows on the Work

The group then shifted to completing unfinished work from previous sessions. Participants divided into smaller teams to complete specific tasks:

1. Finalizing the direct and indirect evidence of competency development.
2. Completing the strands of the Learning and Learning Environment Action Plan (strategies and structures).
3. Writing up the Professional Learning Plan.

#### Continued Focus and Teamwork

After a break, the group resumed the “Putting Bows on the Work” activity, ensuring all tasks were completed. Some members joined other groups to help finalize any remaining work. The Action Plan team also re-posted their Theory of Action for review.

#### Goal Statement Fun with Mentimeter

Participants used the Mentimeter platform for an interactive activity to summarize their action plan, condensing their ideas into one to three words that captured the essence of their commitment to the new Strategic Plan.

#### Preparing for the Board Presentation

To conclude the day, the group prepared for the 45-minute board presentation of the new Strategic Plan. Teams were assigned specific roles to share both the process and the final product with the board, including:

Opening and closing remarks | Presenting the evidence of student learning, action plan, and professional learning strategies.

#### Closing Circle

The day ended with a reflection activity, where each participant shared one or two words describing how they would carry the responsibility of serving on the writing team. This exercise emphasized the importance of their work in shaping the district's future.

Day Three solidified the Professional Learning Plan and ensured that all elements of the Strategic Plan were ready for presentation, with a focus on practical strategies for staff support and implementation.

The Board approved the Action Plan for the new Strategic Plan on June 26. On August 28, during the District-Wide Planning Day, members of the Action Plan team presented it to the entire district.

### **Adjustment and Adaptations: Next Steps**

The Board embarked on an in-depth community engagement process to shape the New Strategic Plan, as highlighted in the section on [Ongoing Strategic Engagement \(Qualitative Data\)](#).

Key Highlights:

- Engagement included Committee meetings, which featured the participation of the Indigenous Friendship Society and Indigenous support staff, PAC meetings, Staff meetings, Student Voice sessions, and Community Partner meetings, alongside an online survey.
- This inclusive process drew insights from the Education Citizen, Policy for Student Success, Core Competencies, and Data for Understanding, creating a strong foundation for the new Strategic Plan.
- The Action Plan of the Strategic Plan was developed using a Triangulation approach, combining Community Input, Provincial and Local Data, and scholarly and professional development research to create a holistic and balanced approach.
- Updates on the progress were regularly shared at Board meetings and communicated through Superintendent newsletters and community messages.

#### Triangulation Approach:

- Data Walk and Review: A comprehensive analysis of various data sources, including FSA, Literacy and Numeracy assessments, EDI, MDI, YDI, Student Learning Survey, and local data, was undertaken. The FSA and Literacy and Numeracy data were disaggregated with an Indigenous lens, broken down into cognitive skill categories and students with disabilities or diverse abilities. Additionally, each question in these assessments was closely reviewed to select those that aligned directly with the Student Learning Goal.
- Research Review: A detailed review of 45 scholarly and professional development articles was conducted to ensure that the plan was grounded in evidence-based practices.
- Community Input: Feedback was gathered through meetings and an online survey, ensuring that diverse voices and perspectives were fully considered.

#### Moving Forward:

Triangulation remained central to ensuring the Action Plan was both accessible and inclusive throughout the process. For the upcoming year, the district plans to incorporate empathy interviews as part of the research and data collection process, further enhancing pathways and strategies that address the needs of all students.

### Alignment for Successful Implementation

Our focus for the upcoming year is to ensure cohesion and alignment across all departments with the new Strategic Plan. A Professional Learning Plan is currently in development, specifically designed to align with the goals and priorities outlined in the Strategic Plan. Since the new Strategic Plan was built

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on comprehensive data collected over time, the professional development plan and this year's bookings are already well-aligned with its objectives.

Additionally, we will expand job-embedded learning opportunities, emphasizing collaboration, mentorship, and inquiry-based learning across all staff levels. To foster a deeper sense of community and inclusion, the Superintendent of Schools and the CUPE President will meet with CUPE staff to ensure they feel a strong sense of belonging and connection to the Strategic Plan's vision.

The following plans are currently being updated to reflect alignment with the new Strategic Plan: Technology Plan, Financial Plan, and Long-Range Facilities Plan.

## **Limlmtx, Kukwstsétsemc, Su?kni (Thank you in Nsyilxen, Secwépmctsin, and Ktunaxa) Maarsii (Thank you Michif)**



Revelstoke School District remains steadfast in its dedication to enhancing educational outcomes for every student, with a special lens on those who have faced historical disadvantages. Our actions are firmly aligned with the Board of Education's Belief Statements and Strategic Plan, demonstrating the unwavering commitment of our district personnel to improving the educational experience for all students. This year, the Board of Education will be implementing the Strategic Plan of 2024\_29. As we embark on this journey of growth and collective learning, we wholeheartedly invite input and feedback to foster continuous improvement. Together, we will walk in a good way to ensure a future of equitable and enhanced education for all.

### **Enhancing Student Learning Report: Local Data**



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# APPENDIX:

## Local Data

Strategic Plan\_2021\_24: <https://www.sd19.bc.ca/our-district/policies-reports/district-strategic-plan/>

Communications Calendar

PM Benchmarks (Grades 1-3)

Grade 4-7 Nonfiction Reading

Early Number Sense (K to Grade 3)

Island Numeracy Assessment

MDI and YDI data (Grades, 5,8, and 11)



## School District No. 19 (Revelstoke)

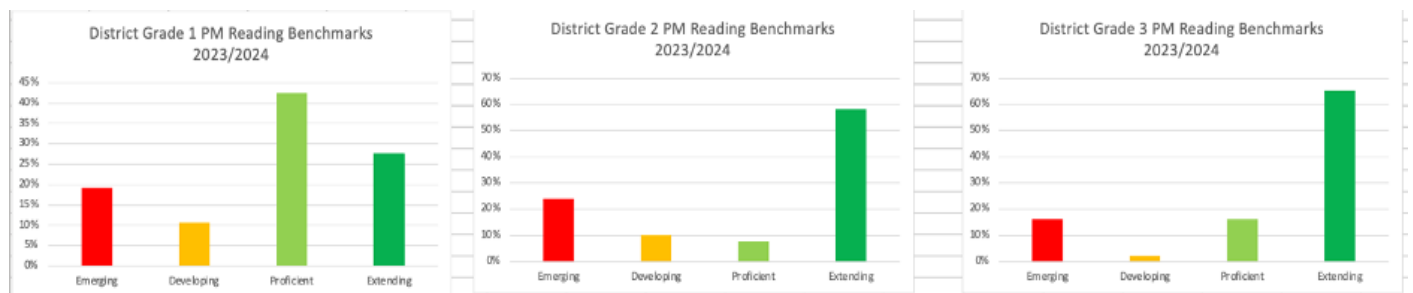
### 2024/2025 Communication and Engagement at a Glance

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
<ul style="list-style-type: none"> <li>Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>Framework for Enhanced Student Learning</li> <li>Local data</li> </ul>	<ul style="list-style-type: none"> <li>School Learning Plans</li> <li>Local data (student voice)</li> </ul>	<ul style="list-style-type: none"> <li>Equity Action Plan</li> <li>Capital Plans</li> </ul>	<ul style="list-style-type: none"> <li>Transitions (Pre-K and 7)</li> <li>Early Learning connections</li> <li>Stoke Youth Network</li> </ul>
<b>Focus Communication with:</b>				
<b>Regular scheduled meeting dates throughout school year</b> Early Childhood Development Committee City of Revelstoke's Social Development Committee Okanagan College Advisory Committee Indigenous Community Indigenous Friendship Society		<b>Meeting invites throughout the school year</b> Community Connections Community Futures City Planning Department in (in comm. For EPP) Chamber of Commerce Columbia Basin Alliance for Literacy (CBAL) Revelstoke Arts Council Rotary		
FEBRUARY	MARCH	APRIL	MAY	JUNE
<ul style="list-style-type: none"> <li>Budget Input</li> <li>Mental Health Initiatives</li> <li>Screen Smart</li> </ul>	<ul style="list-style-type: none"> <li>Grade 12 Transitions</li> <li>Student Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Reporting/Assessment of Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>Equity Action Plan</li> <li>Provincial data (student voice)</li> </ul>	<ul style="list-style-type: none"> <li>Annual Budget</li> <li>Provincial data</li> </ul>
The following District Committees are engaged in regular review and discussion of district goals for student success during the year. <ul style="list-style-type: none"> <li>Indigenous Education Advisory Committee</li> <li>Education Advisory Committee</li> <li>Policy Review Committee</li> <li>District Parent Advisory Committee</li> <li>School Parent Advisory Councils</li> </ul>				
(March, 2024)				

## LOCAL DATA 2023-2024

In the 2023-24 school year, SD 19 expanded the use of local data to provide a more comprehensive view of student literacy and numeracy among schools. Our literacy evidence includes various assessments: PM Benchmarks for Grades 1-3 and the Grade 4-7 Non-fiction Reading Assessment. Our Numeracy evidence includes the K-3 Early Number Sense assessment and the Grade 4-7 Island Numeracy assessment.

## PM BENCHMARKS Gr 1-3. 2023/24



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### Overall Trend Analysis (Grade 1 to Grade 3):

- The data shows student performance levels in reading benchmarks across multiple reporting periods, ranging from November 2022 to June 2024.
- Across Grade 1, Grade 2, and Grade 3, there appears to be a consistent increase in the number of students reaching the *Extending* level over time. For instance, the percentages of students in the *Extending* category increase substantially from earlier reporting periods (e.g., November 2022 to June 2024).
- Conversely, the percentage of students in the *Emerging* and *Developing* categories tends to decrease over time, signaling that many students are moving up in their reading levels.

### Learning Outcome Inequities:

- **Emerging & Developing Categories:**
  - An inequity can be observed in the number of students remaining in the *Emerging* and *Developing* categories. For instance, there is a higher percentage of students in the *Emerging* category (as high as 39% in some reporting periods). This disparity suggests that some students require greater levels of intervention or support.
  - A more tailored or enhanced educational strategy along with greater professional support in differentiated instruction could help support these areas.

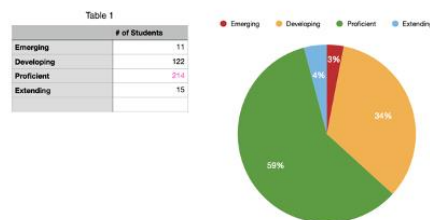
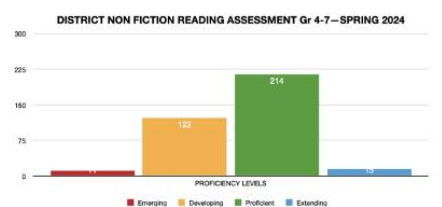
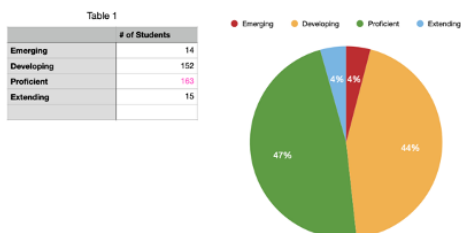
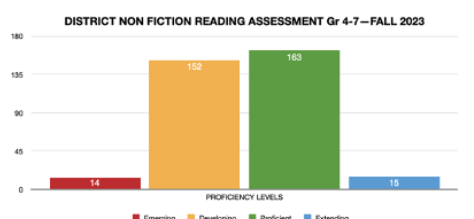
### Implications and Stories Told by the Data:

- **Support for Vulnerable Learners:** The data suggests that vulnerable learners—those in the *Emerging* and *Developing* categories—require more focused support. This might include early interventions, differentiated instruction, or additional resources targeted at schools with higher concentrations of students in the lower performance categories.
- **Focus on Middle Performers:** The consistent rise in *Proficient* and *Extending* levels, particularly in the final years (2024), indicates that once students reach higher grades, they are more likely to thrive. However, greater attention could be placed on ensuring students in the middle (*Developing* level) do not stagnate and move upward toward *Proficient* or *Extending*.
- **Tailored School Support:** School-specific plans, such as professional development for teachers, or adjustments to curriculum delivery will be helpful in supporting all learners in their reading.
- **Positive Growth Story:** The general increase in *Extending* levels across the district tells a positive narrative of improvement in reading performance, suggesting that district-wide initiatives or improved teaching practices are benefiting most students over time.

- **Equity Challenges:** The data also tells a more complex story of inequity. While overall district performance improves, some students are lagging behind, highlighting a gap in outcomes that must be addressed to ensure all students have equal opportunities for success.
- **Effectiveness of Interventions:** If the percentage of students in the *Emerging* and *Developing* categories continues to decrease, it may suggest that specific interventions implemented between November 2022 and June 2024 are working effectively, but additional resources may still be required to fully close the gap for all students.

Conclusion: In summary, the data reveals positive growth in reading outcomes overall. Addressing inequities for certain groups will require targeted interventions, resource allocation, and continuous monitoring to ensure that all students can succeed.

## DISTRICT NON-FICTION READING ASSESSMENT GR 4-7. 2023/2024



The provided graphs and data reveal notable trends in reading proficiency among students in grades 4-7 over two time periods: Fall 2023 and Spring 2024. By comparing the two assessments, we can identify trends, improvements, and potential inequities in learning outcomes.

## 1. Overall Trends Analysis:

- Fall 2023: 4% of students were classified as *Emerging*, 44% as *Developing*, 47% as *Proficient*, and 4% as *Extending*.
- Spring 2024: A shift occurred, with 3% *Emerging*, 34% *Developing*, 59% *Proficient*, and 4% *Extending*.

### General Trend in Student Performance

- **Fall 2023:**
  - **Emerging:** 14 students (4%)
  - **Developing:** 152 students (44%)
  - **Proficient:** 163 students (47%)
  - **Extending:** 15 students (4%)
- **Spring 2024:**
  - **Emerging:** 11 students (3%)
  - **Developing:** 122 students (34%)
  - **Proficient:** 214 students (59%)
  - **Extending:** 15 students (4%)

### Key Observations:

- There has been a **decline** in the number of students classified as "Emerging" (from 14 to 11) and "Developing" (from 152 to 122). This indicates that fewer students are in the lower proficiency levels by Spring 2024.
- The number of students in the **Proficient** category has seen a **significant increase**, rising from 163 in Fall 2023 to 214 in Spring 2024. This reflects a marked improvement in the reading skills of a large portion of the student population.
- The number of students classified as **Extending** has remained constant at 15, suggesting a consistent group of high-achieving students who were already performing well.

## 2. Implications and Stories Told by the Data:

The overall data demonstrates a positive shift in reading proficiency across the student body, with a clear movement of students from lower proficiency categories to higher ones. This suggests that the interventions or teaching methods used between the fall and spring have had a measurable impact, particularly on students who were previously classified as "Developing."

The large increase in students moving to the "Proficient" level highlights the efficacy of support systems in helping most students achieve higher proficiency levels, but there has been little to no increase in the "Extending" group, which indicates a need for additional opportunities for growth.

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### 3. Equity in Learning Outcomes

**While there are encouraging signs of improvement, the data suggests some potential inequities:**

- **Emerging and Extending Groups:** The percentage of students in both the "Emerging" and "Extending" categories has not changed significantly (4% to 3% in Emerging, and 4% consistently in Extending). This shows that the students at the extremes of the proficiency spectrum may not be receiving the targeted interventions they need to either catch up or extend their learning further.
- **Developing Group:** The drop in the "Developing" group suggests progress, but the fact that 34% of students are still in this category shows that a portion of the students still require additional support to reach proficiency. These students may benefit from more personalized or intensive interventions to accelerate their progress.

### 4. Stories Behind the Data

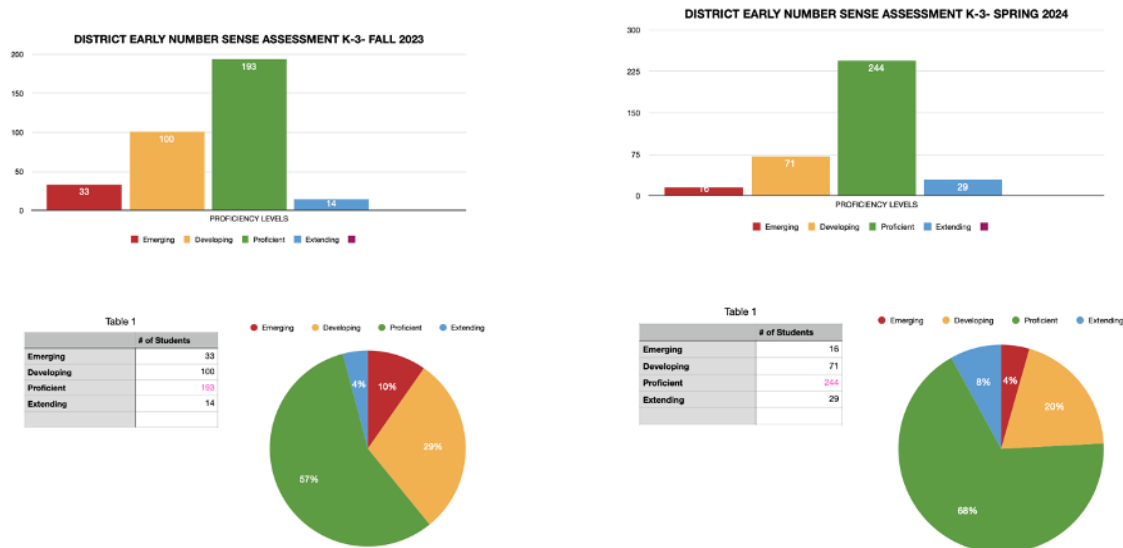
- **Success of Targeted Interventions:** The data tells a story of success in helping many students progress from "Developing" to "Proficient," likely due to our targeted literacy programs, teacher support, and reading interventions. However, the needs of students at the top and bottom of the proficiency scale (Emerging and Extending) will need further attention to foster growth.
- **Room for Improvement in Equity:** While the overall trend is positive, the data reveals that some students are still not benefiting equally. The unchanged "Extending" group may indicate that advanced learners are not being challenged adequately, while the minimal reduction in the "Emerging" group shows that a small number of students are still struggling and not progressing at the same rate as their peers.

### Conclusion:

The data from our Fall 2023 and Spring 2024 non-fiction reading assessments demonstrates positive overall growth, with a significant improvement in the number of students achieving proficiency. However, there are areas that require further attention, particularly in addressing the needs of the highest and lowest performing students. Continued focus on equitable intervention strategies will be addressed to ensure that all students can achieve their full potential. As this is a new assessment for our district, we are still learning and refining its use and response to instruction.



## DISTRICT EARLY NUMBER SENSE ASSESSMENT K-3 2023/24



The data from the District Early Number Sense Assessment for Grades K-3 compares student performance between Fall 2023 and Spring 2024, highlighting shifts in proficiency levels across four categories: Emerging, Developing, Proficient, and Extending.

### 1. Observed Trends:

#### Increase in Proficiency:

- **Proficient students** (those meeting expectations) increased from 193 in Fall 2023 (57%) to 244 in Spring 2024 (68%). This 11% increase reflects significant improvement in students' early number sense, with a large proportion of students moving to meet grade-level expectations.
- **Extending students** (those excelling beyond expectations) increased from 14 (4%) to 29 (8%). This doubling of the Extending group shows positive growth in students excelling in number sense.

#### Reduction in Developing and Emerging Levels:

- **Developing students** (those approaching grade-level expectations) decreased from 100 (29%) in Fall 2023 to 71 (20%) in Spring 2024, a positive decline of 9%.

- **Emerging students** (those struggling significantly) dropped sharply from 33 (10%) to 16 (4%), indicating substantial progress in addressing the needs of the most vulnerable learners.

## 2. Implications and Stories Told by the Data:

- **Strong Overall Growth:** The data indicates clear improvement across the board, with a significant shift of students moving from Developing and Emerging categories into the Proficient and Extending categories. The increase in proficiency and the drop in lower performance levels (Emerging and Developing) suggests that instructional strategies implemented during the year were effective at enhancing early number sense skills.
- **Particularly Notable Gains in the Extending Category:** The growth in the **Extending** category is particularly promising. A higher number of students are not just meeting, but exceeding expectations, indicating that advanced learners are being successfully challenged and provided opportunities to extend their mathematical thinking.

## 3. Inequities in Learning Outcomes:

- **Dramatic Improvement for Struggling Students:** The significant decrease in the **Emerging** group, from 33 to 16 students, signals success in addressing the needs of students who were previously struggling. However, while the group halved, the remaining students will need interventions and these learners will continue to require intensive support to further reduce the gap in achievement.
- **Developing Group Shrinks but Persists:** Although the **Developing** group decreased from 29% to 20%, there remains a significant number of students who are still not meeting grade-level expectations. These students, while making progress, may need additional targeted interventions to push them toward proficiency. Without such continued support, this group risks falling behind as the curriculum progresses.
- **Slight Discrepancy in Advanced Learning:** The improvement in the **Extending** group is encouraging, yet the proportion of students excelling remains relatively small (8%). This suggests there may still be untapped potential among students who are proficient but not yet reaching advanced levels. We will continue and enhance enrichment opportunities and differentiated learning to further increase the number of students in this category.

## Recommendations:

1. **Sustain and Expand Targeted Interventions for Struggling Learners:** The substantial decrease in the **Emerging** group indicates that interventions have been working. These should be

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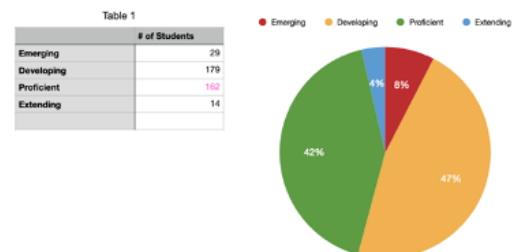
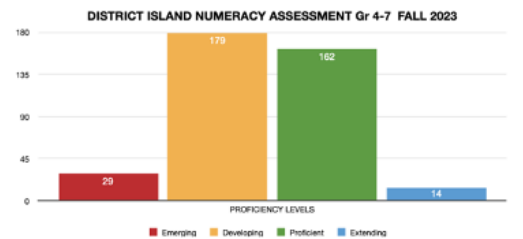
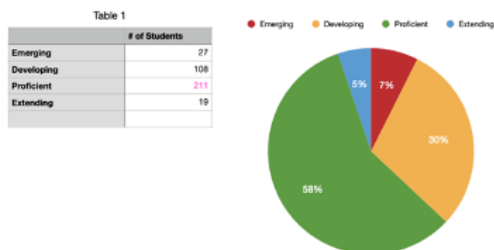
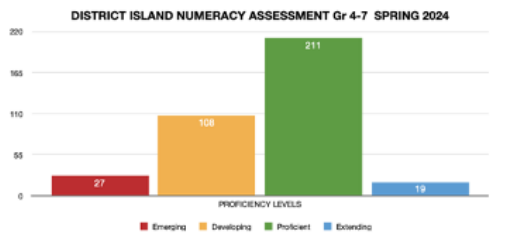
continued and potentially expanded, especially for the remaining students still struggling with early number sense. Strategies such as small-group instruction, one-on-one tutoring, and specialized programs could help bridge these students to proficiency.

2. **Focus on Pushing Developing Students to Proficiency:** Although the **Developing** group shrank, a considerable number of students still require support to move from "Developing" to "Proficient." Providing adaptive learning resources, progress monitoring, and scaffolded instruction could ensure that these students don't stagnate and can close the gap.
3. **Expand Enrichment Opportunities for Advanced Learners:** With the **Extending** group growing but still small, there is room to provide further enrichment activities to challenge students who are already proficient. Working with advanced problem-solving activities, exploration of mathematical concepts beyond the grade level, or project-based learning to foster deeper understanding will extend growth for these students.

### Conclusion:

The use of the K-3 ENSA is new to the district and reflects significant improvement in overall numeracy skills, with more students reaching proficiency and excelling in number sense. The decline in both the Developing and Emerging categories is an indication of effective teaching and interventions. However, ongoing efforts are needed to further support struggling learners and to offer greater challenges for advanced students. By addressing these areas, the district can continue to promote equitable learning outcomes for all students. These results are promising as indicators for future proficiency.

## DISTRICT ISLAND NUMERACY ASSESSMENT 4-7 2023/24



The data from the District Island Numeracy Assessment for Grades 4-7 compares student performance between Fall 2023 and Spring 2024, highlighting shifts in proficiency levels across four categories: Emerging, Developing, Proficient, and Extending.

### 1. Observed Trends:

#### Overall Improvement in Proficiency:

- **Proficient students** increased from 162 in Fall 2023 (42%) to 211 in Spring 2024 (58%). This 16% rise demonstrates a significant improvement in students meeting grade-level expectations.
- **Extending students** (those excelling beyond expectations) increased slightly from 14 (4%) to 19 (5%), showing a small but positive trend in students excelling in numeracy skills.

#### Reduction in Developing and Emerging Levels:

- **Developing students** (those approaching grade-level expectations) decreased notably from 179 (47%) in Fall 2023 to 108 (30%) in Spring 2024, a significant 17% drop.

- **Emerging students** (those struggling significantly) reduced slightly from 29 (8%) to 27 (7%), indicating some stability in the lower range but a small decrease overall.

## 2. Implications and Stories Told by the Data:

- **Improvement in Core Proficiency:** The largest gains were seen in the **Proficient** category, which suggests that many students who were previously close to proficiency in Fall 2023 successfully transitioned to meeting expectations by Spring 2024. This points to effective instructional strategies and interventions that targeted the needs of those developing students.
- **Narrowing of Gaps:** The reduction of students in the **Developing** category suggests that instructional focus was placed on moving those students toward proficiency. The fact that many moved into the Proficient category highlights the success of differentiated instruction or targeted support.
- **Small Progress in the Extending Category:** Despite the overall positive trend, only a few students moved from **Proficient** to **Extending**, signaling that while core numeracy skills were solidified, there may be room to challenge high-performing students further. The modest increase in this category suggests a need for enrichment programs or advanced learning opportunities to foster greater extension.

## 3. Learning Outcome Inequities:

- **Emerging Group Stability:** While many students improved, the **Emerging** group remained largely unchanged, indicating that students with the most learning needs were not significantly impacted by the interventions that helped others. This could reflect an inequity in support for the most vulnerable learners.
- **Small Gains for High Performers:** The **Extending** group's limited growth implies a potential inequity in advanced learning support. High-performing students may not be receiving the enrichment necessary to further extend their learning, possibly leaving some untapped potential.

## Recommendations:

### 4. **Targeted Intervention for Struggling Students:**

- The stability of the **Emerging** group suggests a need for more personalized, intensive interventions for struggling learners. The school district's plan is to invest in more specialized support, such as additional one-on-one tutoring, smaller group instruction, or resources tailored to specific learning gaps.

### 5. **Continued Focus on Developing Students:**

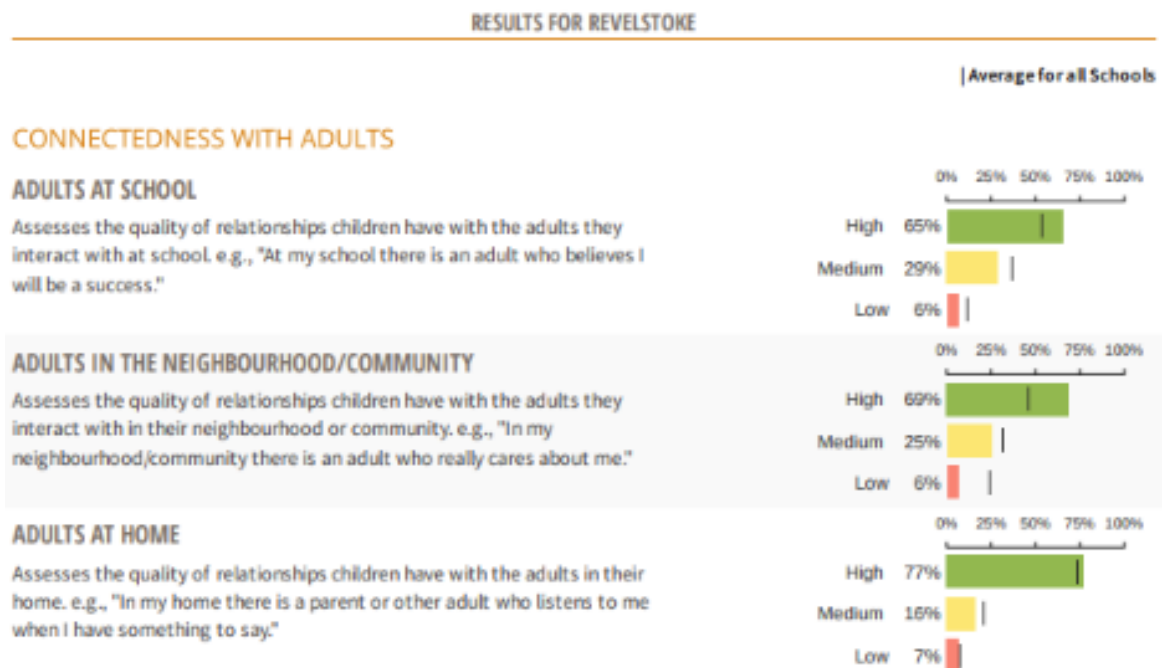
- While there was a positive trend in reducing the **Developing** category, continued support is needed to ensure students don't stagnate. Regular class- based assessments and adaptive instruction can help monitor progress and keep these students on the path to proficiency.

### Conclusion:

The data reflects overall growth and success in moving students toward proficiency in numeracy. However, inequities for the most emerging students and the higher performers suggest a greater need for targeted intervention and enrichment. By addressing these gaps, the district can work towards ensuring that all students not only meet but exceed their numeracy potential. With the addition of the Numeracy Plan, we are targeting the middle years area as we know that learning gaps widen at this level and responsive instruction can help all students.

## MDI and YDI Data – Feeling Welcome, Safe, and Connected

### Connections with Adults – Grade 5





# Connections with Adults – Grade 8

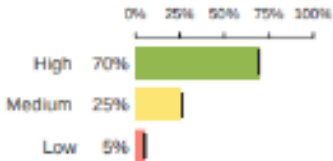
## RESULTS FOR REVELSTOKE

Average for all Schools

### CONNECTEDNESS WITH ADULTS

#### ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



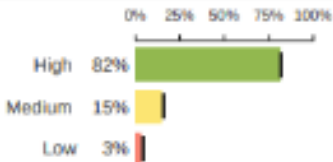
#### ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."



#### ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."

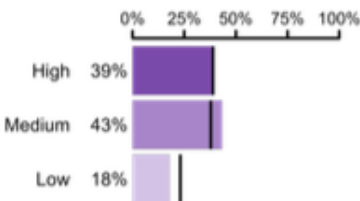


# Connections with Adults – Grade 11

### SUPPORTIVE ADULTS AT SCHOOL\*

Youth's level of agreement with statements about how supported they feel by the adults at their school.

e.g., "At my school, there is an adult who really cares about me."

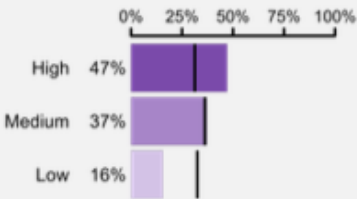


### SUPPORTIVE ADULTS IN THE COMMUNITY\*

Youth's level of agreement with statements about how supported they feel by the adults in their community.

e.g., "In my neighbourhood/community, there is an adult who really cares about me."

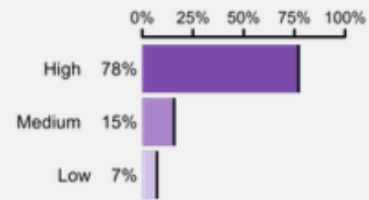
\*called Supportive Adults in the Neighbourhood on the MDI



### SUPPORTIVE ADULTS AT HOME<sup>†</sup>

Youth's level of agreement with statements about how supported they feel by the adults at home.

e.g., "In my home, there is a parent or another adult who listens to me when I have something to say."

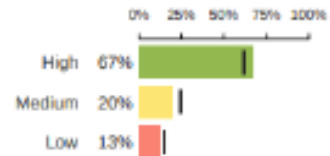


## Connections with Peers – Grade 5

### CONNECTEDNESS WITH PEERS

#### PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."



## Connections with Peers – Grade 8

### CONNECTEDNESS WITH PEERS

#### PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."



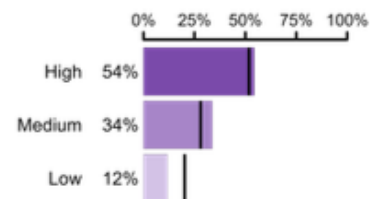
## Connections with Peers – Grade 11

### PEERS

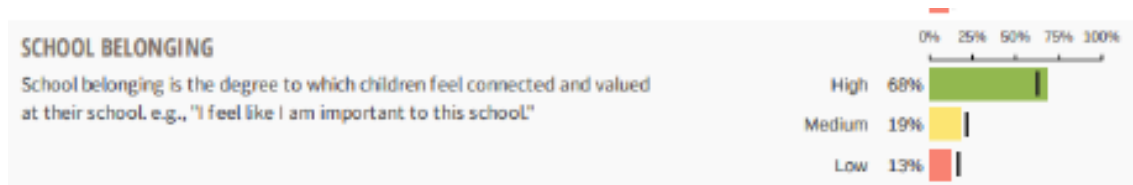
#### PEER BELONGING<sup>†</sup>

Youth's level of agreement with statements about their sense of belonging to a social group.

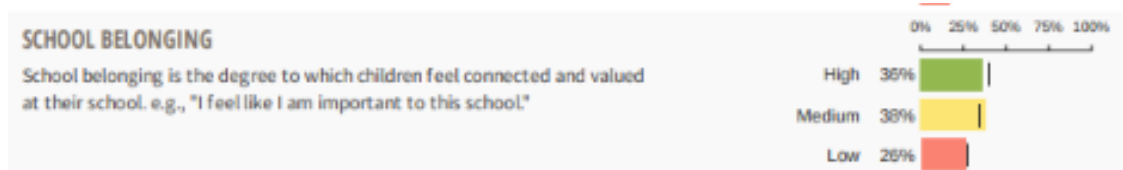
e.g., "I feel part of a group of friends that do things together."



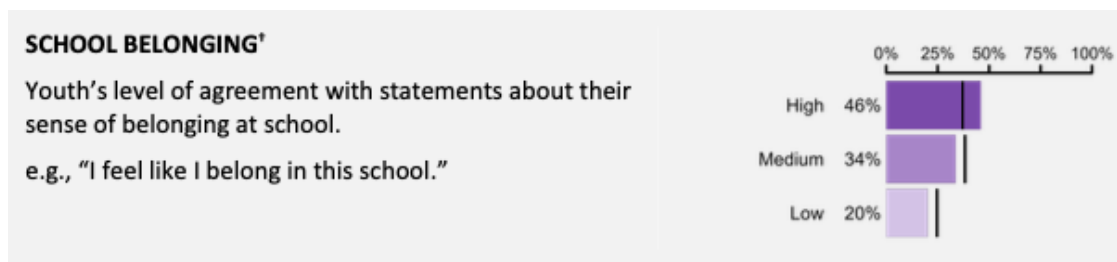
## Connections with School – Grade 5



## Connections with School – Grade 8



## Connections with School – Grade 11



### 1. Overall Trend Analysis

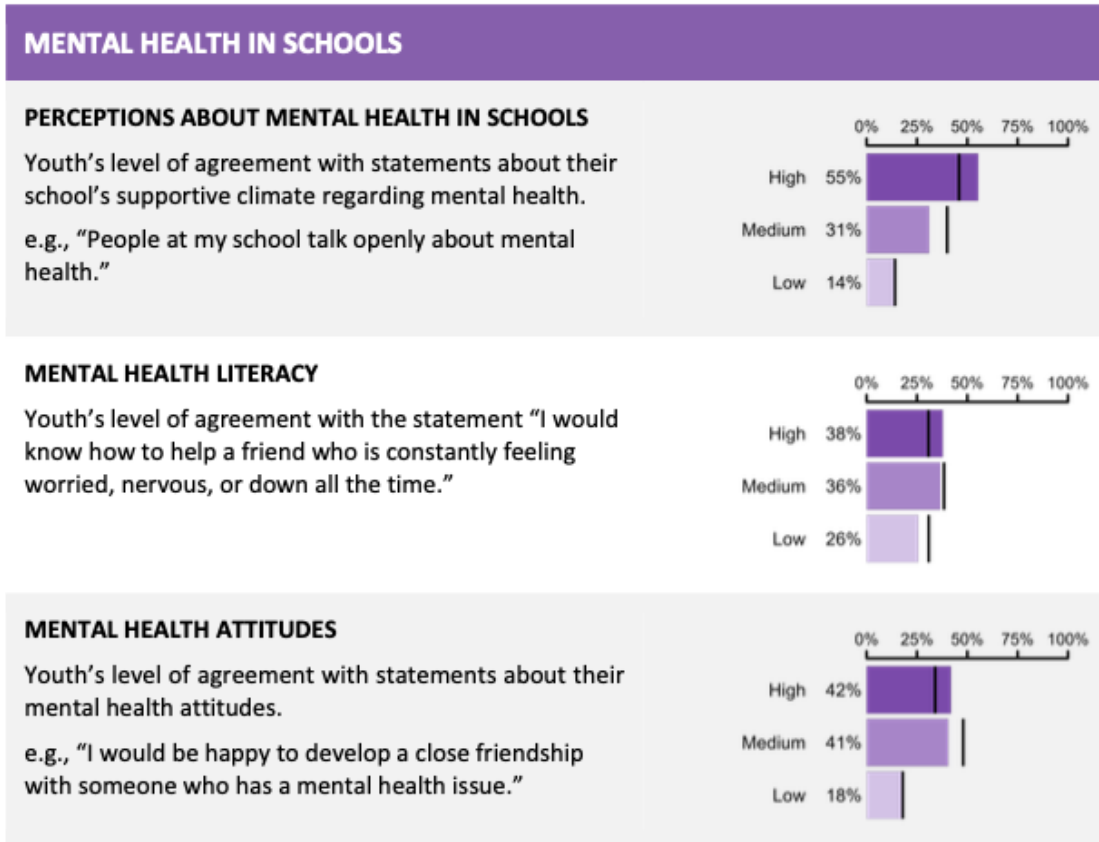
The MDI and YDI surveys provide data for students in grades 5, 8, and 11. Data from these surveys confirm the SLS data that was shared by students in grades 4,7, and 10 in Section A that students in Revelstoke feel welcome, safe and connected:

- Students in grade 5 shared connection to adults in school, community and at home at or above the provincial average. They indicated that school belonging was the same as the provincial average while connections to peers was well above the provincial average.
- Students in grade 8 shared connection to adults in school and the community well above provincial average. They indicated that peer belonging was the same as provincial data, but their sense of school belonging was below provincial average.
- Students in grade 11 indicated that connection to adults in the school, community and home were all above or well above provincial average. Peer and school belonging improved this year with students sharing that peer belonging is the same as across the province, while school belonging was reported above provincial average.

## 2. Inequities in Learning Outcomes:

- We have not had access to the disaggregated data for the MDI and YDI as there is no local band in Revelstoke to request this information. We are consulting with the HELP desk so we can have this data in the future.

## YDI Data – Mental Health in Schools



# SLS Data – Life Preparedness

2022/2023 Student Learning Survey - District Question Results (All Districts, Multiple Schools, Multiple Grades)

