



School District 19
(Revelstoke)

Revelstoke Board of Education

Achievement Contract

2013/2014

June 26th, 2013



Introduction

This Achievement Contract has been prepared in accordance with the School Act for submission to the Ministry of Education. It outlines our district's plans to sustain and enhance student achievement, focusing on the areas of literacy, school completion and graduation, and student health and well-being.

Context

Revelstoke is located on the Trans Canada Highway adjacent to the Okanagan and Kootenay regions. We are a vibrant, historic mountain community of approximately 7100. Our school district serves 1014 full-time equivalent students in three elementary schools and one high school, all within the city of Revelstoke. We support a wide range of students with unique needs and take pride in the achievement of these students. Nineteen percent of our students have a diagnosed learning need. Approximately twelve percent of our student population is of aboriginal descent, although most are non-status, seventy-eight percent of students have identified their nation and heritage. An Aboriginal Education Advisory Committee is implementing an Aboriginal Education Enhancement Agreement that guides our efforts in four goals specific to aboriginal student success.

Our Board employs 69 FTE school based professional staff including: 64 teachers, four principals and one vice-principal, 46 FTE support staff and five district excluded staff consisting of a superintendent, a secretary-treasurer, a district principal-student support services, a director of operations and technology and a confidential secretary. Within our staffing we enjoy a full contingent of specialist staff including an elementary counselor/behaviour intervention specialist, a school psychologist, a speech-language pathologist, a supervisor of aboriginal student services and an elementary aboriginal student assistant.

We have been faced with the challenge of a 347 FTE student (25%) decline since 2003. The Board of Education continues to be thoughtful in our resource allocation and priority setting activities to ensure we protect the strength and quality of our programs, while presenting a balanced budget to the Ministry of approximately 10 million dollars.

.....our many strengths.....

A key to the continued success of Revelstoke students are the relationships among the Board of Education, administrators, teachers, support staff, parents, the City of Revelstoke and the community. We work collaboratively, solve problems promptly and professionally and capitalize on opportunities to address and resolve issues. Committees operate with high levels of collegiality, transparency and effectiveness. Our district opened two new schools during the past two years. Both sites have enhanced opportunities for community engagement with purpose built *Neighbourhood Learning Centres*. At the secondary school, the 275 seat Performing Arts Centre has hosted community events, plays, and musical performances, many of which would have had no venue in Revelstoke previously. Since the opening of Begbie View Elementary School in September 2013, the Early Learning, Literacy and Health Centre and the gymnastics facility have provided outstanding spaces in support of early childhood education and physical activity in Revelstoke.

We are proud of our highly successful early identification and intervention strategy initiated in 2000. A district literacy committee, led by teachers, shepherded processes wherein all students in Kindergarten and Grade 1 are assessed in terms of early indicators of literacy (D.I.B.E.L.S.). Subsequently, individual student reading levels are systematically monitored in Grades 1 through 3 using PM Benchmarks. In Grades 4 to 9, the reading fluency of every student is monitored using the Gray Oral Reading Test (G.O.R.T.) administered by our Principals. These assessments provide a continuity of support throughout the elementary years and into high school. Our school psychologist and speech-language pathologist play important roles in identification and intervention for students who are not achieving success in our schools.

Our District enjoys the support of a comprehensive community response to early learning. Our new Neighbourhood Learning Centre serves preschoolers by housing the *Stepping Stones Childcare*, the *Community Speech-Language* program, the *Literacy Outreach/Family Literacy* coordinator, a *StrongStart* centre, a multipurpose health space, *Leapland* (indoor playground) and the *Child Care Resource and Referral Service*. Staff collaborate with preschool teachers, the *Interior Health's* speech-language pathologist, the *Infant Development* program coordinator, and the *Community Living for Children* program director to transition students requiring support as they enter the school system. We are participants in the *Human Early Learning Partnership (H.E.L.P.)*. The *Early Development Instrument (EDI)* indicators identify Revelstoke children as being among the least vulnerable in the province. We credit this achievement to the long-standing child focused supports that exist within our community.

Trustees and staff are active participants supporting community literacy through the *Revelstoke Literacy Action Committee*. A comprehensive District Community Literacy plan is in place to ensure that literacy remains a focus throughout our community and we ensure that "*Revelstoke Reads*".

In 2011 the district piloted the *H.E.L.P. Middle Years Development Instrument (MDI)* and has administered it in 2012 and 2013. The data from the MDI informs our third goal to ensure that Revelstoke's children have the highest possible levels of well-being.

Staff have worked diligently to create safe and sustain orderly school environments. Student codes of conduct are developed, implemented, reviewed and revised at each school. In addition, protocols have been established at the district level in a number of areas to ensure the safety of students: child protection, bomb threats, emergency evacuation, informed consent of risk, critical incidents, sexually intrusive behaviours, medical alerts, stranger alerts and dangerous intruders. We are very proud of the manner our students conduct themselves. As a group they take responsibility for their actions, support one another in school and the community, and demonstrate an understanding of their responsibility to ensure a safe environment for one another.

In the area of Special Education, significant work has been undertaken to enhance processes and develop consistency in practices. Procedures and services in special education are regularly reviewed through a collaborative process with staff. We continue our work to enhance services for students who require adaptations and modifications to ensure their success. We are striving for the success of every student as articulated by our vision statement:

We envision an education system that enables all learners to achieve academic success to their potential, obtain personal fulfillment, and demonstrate social responsibility by creating and/or nurturing a learning environment which involves the support and engagement of all staff, parents and the wider community.

Aboriginal Education Enhancement Agreement Status

Our first Aboriginal Education Enhancement Agreement was signed on March 26th, 2010. Since that time, our Aboriginal Education Advisory Committee remains actively engaged to ensure that the consultation process continues and that the goals of the agreement remain at the forefront of our aboriginal education programs and services. We achieved a strong consensus formulating our vision for Aboriginal education.

We envision Aboriginal students who are successful and confident; who have pride in their cultural heritage, unique gifts, strengths and abilities. We are committed to a community that acknowledges, honours and respects the diverse cultures of our Aboriginal students, families and elders.

Our third Aboriginal Education Enhancement Agreement Annual Report describes our many accomplishments in Aboriginal Education and is available at <http://www.sd19.bc.ca/abed>. It is reflective of the high levels of engagement from community, staff and students. We are proud of the increasing number of students who have identified their own heritage. This is indicative of the increasing level of pride our students of aboriginal ancestry have in their history, and the high levels of respect demonstrated by their non-aboriginal peers for aboriginal culture. This year the chairperson of the committee received special recognition from the Board of Education for 16 years of volunteer service to the Aboriginal Education Advisory Committee.

District and School Connections

School growth plans are developed with the support of the School Planning Council in consultation with school staff. School plans are informed from a variety of sources including classroom, school, district and provincial data; school and parent priorities; and district initiatives. School Planning Councils are supported by a well-established district policy, an annual school planning calendar, a district-wide communication protocol, growth plan templates and a School Planning Council member handbook. School Planning Council meetings are scheduled over the course of the school year to ensure a continuity of discussion.

School growth plans are discussed with the superintendent in draft form in August and September. Clarifications, revisions and additions are then made in consultation with staff and the School Planning Council, with a finalized version submitted to the Board for approval in the fall. School growth plans are considered to be “living documents” with adjustments made throughout the year as staff, School Planning Council and Parent Advisory Councils examine new evidence and monitor and evaluate progress. When school goals are not consistent with district goals, the school has a sound, data-based rationale.

District and school goals inform an annual work plan managed by the superintendent. Weekly principals’ meetings contain agenda items related to the objectives and actions in the goal areas of the achievement contract.

The district has an extremely collaborative budgeting process, which includes district staff, principals, the Revelstoke Teachers’ Association President and the CUPE President as full contributing members. Resources to support the district achievement contract and school plans are allocated district-wide on an equitable basis. Sustaining the resources necessary to support district and school goals remains a priority of the Board and are addressed early in the annual budget process.

Early Learning and Literacy – Our Expanded Mandate

Early Learning

Trustees and District staff actively participate in the Early Childhood Development Committee and have contributed to the goals and objectives outlined in the Early Childhood Development Strategic Plan. We have been very successful working collaboratively delivering programs and services to support young children and families, with the result being that Revelstoke is the least vulnerable community in British Columbia with respect to the Early Development Indicators established by the Human Early Learning Partnership. The district sees itself as integral to sustaining this work and contributing to healthy young children and families.

Community Literacy

The Revelstoke Literacy Action Committee completed a District/Community Literacy plan as one of ten pilot districts in December 2007. The plan is currently being re-formatted for 2013/2014. The District Literacy Plan addresses gaps in services in our community and areas where we wish to continue to support youth subsequent to their experiences in high school. Our Board believes that the District Literacy Plan is integral to supporting family literacy.

Achievement Contract Reporting

- Successes are highlighted by the Superintendent at each public Board of Education meeting.
- Each spring, principals provide a comprehensive report of school achievements at a public Board of Education meeting.
- Progress is communicated regularly at District Parent Advisory Committee and school Parent Advisory Committee meetings.
- Results are communicated on the district website.
- School newsletters highlight growth plan goals and progress made.
- Presentations are made by the Superintendent to Community Futures Development Corporation, the Social Development Committee, Rotary, Early Childhood Development Committee and Revelstoke Literacy Action Committee.
- The Superintendent's Annual Report on Achievement provides a comprehensive update and it is shared widely throughout the community.

...a word about targets

When targets are not met, they are immediately reviewed to determine if they were reasonable and/or achievable. Once that analysis has taken place, district data is then reviewed at the school level to identify any specific trends or outliers. An analysis of our aboriginal students' success also receives scrutiny through the implementation of our Aboriginal Education Enhancement Agreement.



... responding and adjusting

The achievement contract is a living document and is updated frequently by the Superintendent over the course of the year as new data is available. Analysis of student growth throughout the year determines adjustments to actions to ensure that targets are likely to be met, or conversely, to take new actions where gaps are identified.

Goal 1 – To Increase Students’ Reading Achievement

Rationale – Analysis of district reading assessments indicate a high level of success with our first two objectives, sustaining this success is an important focus in our district. Aboriginal student literacy, articulated in objective three, is showing encouraging improvement.

Objective 1.1	Performance Indicators / Evidence	Expected Results / Targets	Results	Summary of Progress
To ensure that 90% of our students are reading at grade level by the end of Grade 3. All students not reading at grade level will be identified and supported with an Individual Education Plan, learning assistance and/or individualized literacy interventions.	District Screening DIBELS Kindergarten, Phoneme Segmentation n = 75		2008/2009: 84% 2009/2010: 62% 2010/2011: 56% 2011/2012: 59% 2012/2013: 71%	These results provide the context for this objective. A fifteen percent increase from K to Grade 1 forms the basis for the Grade 1 target.
	District Reading Assessment Grade 1 PM Benchmarks, meeting or exceeding n = 86	2012/2013: 74% 2013/2014: 74%	2008/2009: 81% 2009/2010: 56% 2010/2011: 44% 2011/2012: 79% 2012/2013: 53%	Target not met. Cohort will need further support in 13/14.
	District Reading Assessment Grade 2 PM Benchmarks, meeting or exceeding n = 77	2012/2013: 80% 2013/2014: 80%	2008/2009: 92% 2009/2010: 82% 2010/2011: 65% 2011/2012: 66% 2012/2013: 83%	Target exceeded.
	District Reading Assessment Grade 3 PM Benchmarks, meeting or exceeding n = 54	2012/2013: 90% 2013/2014: 90%	2008/2009: 93% 2009/2010: 95% 2010/2011: 93% 2011/2012: 93% 2012/2013: 83%	Target not met. Cohort will be supported to higher levels early in the 2013/2014 school year.
	FSA Reading Grade 4, meeting or exceeding. n = 69	2012/2013: 90% 2013/2014:	2008/2009: 99% 2009/2010: 93% 2010/2011: 95% 2011/2012: 87% 2012/2013: *nya	

* data not yet available

Objective 1.2	Performance Indicators / Evidence	Expected Results / Targets	Results	Summary of Progress
<p>To ensure that 90% of our students are reading fluently at grade level by the end of Grade 7.</p> <p>All students not reading at grade level will be identified and supported with an Individual Education Plan, learning assistance and/or individualized literacy interventions.</p>	District Reading Assessment Grade 4 G.O.R.T., meeting or exceeding n = 69	2012/2013: 90% 2013/2014: 90%	2008/2009: 87% 2009/2010: 89% 2010/2011: 93% 2011/2012: 93% 2012/2013: 78%	Target not met. Cohort of at risk students will continue to receive additional support for the 13/14 year.
	District Reading Assessment Grade 5 G.O.R.T., meeting or exceeding n = 67	2012/2013: 90% 2013/2014: 90%	2008/2009: 88% 2009/2010: 94% 2010/2011: 91% 2011/2012: 98% 2012/2013: 95%	Target exceeded.
	District Reading Assessment Grade 6 G.O.R.T., meeting or exceeding n = 75	2012/2013: 90% 2013/2014: 90%	2008/2009: 96% 2009/2010: 88% 2010/2011: 92% 2011/2012: 90% 2012/2013: 93%	Target exceeded.
	District Reading Assessment Grade 7 G.O.R.T., meeting or exceeding n = 68	2012/2013: 90% 2013/2014: 90%	2008/2009: 92% 2009/2010: 95% 2010/2011: 90% 2011/2012: 97% 2012/2013: 88%	Target not met. Cohort will be tracked and supported in their transition to Grade 8.
	FSA Reading Grade 7, meeting or exceeding n = 68	2012/2013: 90% 2013/2014: 90%	2008/2009: 91% 2009/2010: 94% 2010/2011: 89% 2011/2012: 87% 2012/2013: *nya	

* data not yet available

Objective 1.3	Performance Indicators / Evidence	Expected Results / Targets	Results	Summary of Progress
<p>To ensure that 90% of our intermediate Aboriginal students are reading fluently at grade level by the end of Grade 7.</p> <p>All students not reading at grade level will be identified and supported with an Individual Education Plan, learning assistance and/or individualized literacy interventions.</p>	District Reading Assessment Grade 3 Aboriginal students, meeting or exceeding n = 8	2012/2013: 90% 2013/2014: 90%	2008/2009: 71% 2009/2010: 80% 2010/2011: 100% 2011/2012: 100% 2012/2013: 75%	Target not met. This is a very small cohort. Individual students will continue to be supported in 2013/2014.
	FSA Reading Grade 4 Aboriginal students, meeting or exceeding n = 8	2012/2013: 90% 2013/2014: 90%	2008/2009: 86% 2009/2010: 63% 2010/2011: 90% 2011/2012: 100% 2012/2013: *nya	
	District Reading Assessment Grade 7 Aboriginal students, meeting or exceeding n = 9	2012/2013: 90% 2013/2014: 90%	2008/2009: 60% 2009/2010: 80% 2010/2011: 85% 2011/2012: 78% 2012/2013: 90%	Target met.
	FSA Reading Grade 7 Aboriginal students, meeting or exceeding n = 9	2012/2013: 90% 2013/2014: 90%	2008/2009: 83% 2009/2010: 70% 2010/2011: 85% 2011/2012: 71% 2012/2013: *nya	
Objective 1.4	Performance Indicators / Evidence	Expected Results / Targets	Results	Summary of Progress
<p>To ensure that 90% of our students are reading fluently at grade level by the end of Grade 9.</p>	District Reading Assessment Grade 8 G.O.R.T., meeting or exceeding n = 68	2012/2013: 90% 2013/2014: 90%	2008/2009: 89% 2009/2010: 91% 2010/2011: 94% 2011/2012: 83% 2012/2013: 90%	Target met.
	District Reading Assessment Grade 9 G.O.R.T., meeting or exceeding n = 84	2012/2013: 90% 2013/2014: 90%	2008/2009: 90% 2009/2010: 89% 2010/2011: 90% 2011/2012: 98% 2012/2013: 90%	Target met.

* data not yet available

Actions

1. Provide additional support to each K-9 student not meeting district benchmarks, including targeted Educational Assistant intervention

Resources, Strategies, Structures

- district-wide assessments K-9
- school-based learning assistance staff monitoring and adjusting
- Educational Assistant support provided to individual students who are not meeting established district benchmarks
- revisions to locally developed Literacy Toolkits and the provision of research-based programs including: Great Leaps Reading, Precision Reading, Phonographix, Four Blocks, Daily 5, Reading A-Z, Lumosity, Soar to Success and others

Evaluation

- fall, winter and spring district-wide assessments using DIBELS 6, K Screen (K), DIBELS 6 and PM Benchmarks (1), PM Benchmarks (2-3) and G.O.R.T. - 4 (4-9)

2. Strengthen parents' understanding of early literacy through PALS (Parents as Literacy Supporters) in Kindergarten classrooms

Resources, Strategies, Structures

- 4 in-class parent and student sessions at each school
- delivered with support of the District Literacy Outreach Coordinator in partnership with the Columbia Basin Alliance for Literacy

Evaluation

- parent attendance
- parent survey

3. Strengthen parents' abilities to support their childrens' learning through POPS (Parents of Primary Students) at each school

Resources, Strategies, Structures

- 3 evening parent and student sessions at each school
- delivered with support of the District Literacy Outreach Coordinator in partnership with the Columbia Basin Alliance for Literacy

Evaluation

- parent attendance
- parent survey

4. Continue district-wide use of Accelerated Reading K-7 within each school's library program

Resources, Strategies, Structures

- ongoing implementation over the course of the year
- delivered with the support of the Parent Advisory Councils

Evaluation

- individual, class and school data

5. Continue to implement 'One to One' reading for students who need additional reading support

Resources, Strategies, Structures

- students identified by classroom teachers and learning assistance staff
- delivered with support of the District Literacy Outreach Coordinator in partnership with the Columbia Basin Alliance for Literacy

Evaluation

- participation rates
- student progress information

6. Support students of aboriginal ancestry K - 9

Resources, Strategies, Structures

- district-wide assessments
- targeted Educational Assistant support provided to individual students who are not meeting established district benchmarks

Evaluation

- fall, winter and spring district-wide assessments using DIBELS (K), PM Benchmarks (1-3) and GORT (4-9)

- revisions to locally developed Literacy Toolkits and the provision of research-based programs including: Great Leaps Reading, Precision Reading, Phonographix, Four Blocks, Daily 5, Reading A-Z, Lumosity, Soar to Success and others
- individualized support to elementary students by Aboriginal Student Assistant
- individualized support to secondary students by the Supervisor of Aboriginal Student Services
- support to secondary aboriginal students (Grades 8 – 12) with an aboriginal support program staffed with a certificated teacher
- attendance and letter grade

7. Continue to collaborate with the Revelstoke Literacy Action Committee in the implementation of the District Literacy Plan, the delivery of parent workshops and the provision of family literacy programs

Resources, Strategies, Structures

- liaise with the District Parent Advisory Council to determine which parent workshops would be of most value
- continued membership by the superintendent and a trustee in the Revelstoke Literacy Action Committee

Evaluation

- parent attendance
- parent survey

8. Continue to collaborate with the Revelstoke Early Childhood Development Committee to support a community coalition in support of early learning

Resources, Strategies, Structures

- continue to work collaboratively to enhance the use of the StrongStart facility
- continue to work collaboratively to implement Ready, Set, Learn
- support the Early Childhood Development Committee to implement *Ages & Stages Questionnaires* for children aged 18 and 36 months
- continued membership by the superintendent and Chairperson of the Board in the Early Childhood Development Committee
- continue to support the Early Learning, Health and Literacy Centre at Begbie View Elementary School

Evaluation

- EDI data
- child participation rates



Progress Summary

Significant progress has been made in our literacy goal; however to sustain success, continued focus on individual student success is necessary. We have identified and will support students achieving below benchmarks early in the 2013/3014 school year. Our aboriginal student cohort remains small, but continue to be the focus of additional supports as outlined in our Aboriginal Education Enhancement Agreement.

Goal 2– To Increase the Number of Students Graduating and Completing School

Rationale – This goal was initially articulated in our first achievement contract as historically our Dogwood completion rate was significantly below the provincial average (64.4% in 97/98). The current Dogwood completion rate exceeds the provincial average and has been improved by more than 30% over the past thirteen years; as a result, we believe that we can be successful sustaining a 90% graduation rate.

Objective 2.1	Performance Indicators / Evidence	Expected Results / Targets	Results	Summary of Progress
To ensure that 90% of Revelstoke Secondary School students graduate.	Six Year Dogwood Completion Data	2012/2013: 90% 2013/2014: 90%	2008/2009: 88% 2009/2010: 98% 2010/2011: 87% 2011/2012: 88% 2012/2013: nya	In 2011/12 the first time Grade 12 graduates included: <ul style="list-style-type: none"> • 34/37 females • 45/48 males • 4/6 aboriginal students
Objective 2.2	Performance Indicators / Evidence	Expected Results / Targets	Results	Summary of Progress
To transition 90% of Grade 11 students to Grade 12.	Ministry Grade to Grade Transition Data n = 86	2012/2013: 90% 2013/2014: 90%	2008/2009: 78% 2009/2010: 90% 2010/2011: 93% 2011/2012: 86% 2012/2013: nya	Target not met. In 2011/2012 90% of Grade 11 females and 83% of Grade 11 males transitioned to Grade 12. In addition, 100% of Grade 8, 99% of Grade 9, and 97% of Grade 10 students successfully transitioned to the next grade. * Note that 100% of Grade 11 aboriginal students successfully transitioned to Grade 12.
Objective 2.3	Performance Indicators / Evidence	Expected Results / Targets	Results	Summary of Progress
To motivate 80% of our students to do their best as they enter and leave the Graduation Program.	Provincial Satisfaction Surveys – Grade 10 Try to do your best at school, all or many times. n = 85	2012/2013: 85% 2013/2014: 80%	2008/2009: 79% 2009/2010: 63% 2010/2011: 82% 2011/2012: 80% 2012/2013: 70%	Target not met. Academic results from this cohort indicate high percentages of students are, in fact, trying their best. Only 4% of students report little effort (at no times, few times). Fail rates continue to be extremely low throughout all content areas. Target revised based on data to date.
	Provincial Satisfaction Surveys – Grade 12 Try to do your best at school, all or many times. n = 83	2012/2013: 74% 2013/2014: 74%	2008/2009: 71% 2009/2010: 69% 2010/2011: 74% 2011/2012: 52% 2012/2013: 70%	Target not met. This area requires further investigation. Student performance data indicates this group is performing at high levels academically. 8% of students indicate they are trying with little effort at no times/few times.

Actions

1. Provide course offerings that are relevant to students lives and future goals

Resources, Strategies, Structures

- continue to offer, and expand where possible, secondary school apprenticeship, dual-credit and work experience programs
- provide elective choices to continue to respond to student individual interests
- sustain opportunities for students to be part of building other students' successes through the Teacher Assistant course and a range of leadership activities
- continue to provide a broad range of coursework in the graduation program
- provide flexibility for students to pursue individualized course work with the support of a certified teacher

Evaluation

- Provincial Dogwood completion data
- Provincial student satisfaction surveys Grade 8 – 12
- numbers of students enrolling in SSA and dual credit courses
- number of grade 12 courses offered and the corresponding enrolment in each class

2. Support vulnerable secondary students by providing personalized support and programming.

Resources, Strategies, Structures

- provide an on-site Learning Support teacher focusing on social and emotional interventions
- provide ongoing support to teens involved with drugs and alcohol supported by the Revelstoke Community Substance Use Strategy

Evaluation

- grade transition data
- course completion data

3. Analyze non-graduate data to determine further actions

Resources, Strategies, Structures

- review, on an individual basis, all non-graduate student profiles
- contact non-graduated/non-enrolled students to reconnect them with a graduation program

Evaluation

- Provincial Dogwood completion data
- maintain tracking of completion rates for students not yet graduated after year 5 of high school

4. Provide homework completion opportunities for students who are struggling to succeed

Resources, Strategies, Structures

- utilize Community *Link* funding to provide an after school Homework/Study/Tutor Teacher position
- provide supported opportunities at lunch for students to complete homework
- ensure students complete missed or incomplete work through a school-wide "late and missing assignment" policy

Evaluation

- program participation rates
- course completion data
- course letter grade data
- tracking of fail rates

5. Collaborate with community agencies to support at risk and vulnerable youth

Resources, Strategies, Structures

- connect RSS students to Community Connections personnel to enhance their social functioning
- designate the Principal at each school to monitor support for Children In Care
- implement a community Transition Plan for Youth with Special Needs
- utilize Neighbourhood Learning Centre youth spaces to capitalize on community services delivered to students conveniently within the building

Evaluation

- student survey data
- student attendance data



Progress Summary

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

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

Goal 3 – To Support Students’ Health and Well-Being

Rationale – Analysis of the Early Development Instrument and Middle Years Development Instrument data indicate very low levels of vulnerability in Kindergarten and Grade 4 students; however, a focus on student health to enhance social and emotional well-being will reduce barriers to learning and enhance achievement for all students. Students reporting regarding learning about staying healthy has dropped at the Grade 7 and 10 level. Significant work in the area is required.

Objective 3.1	Performance Indicators / Evidence	Expected Results / Targets	Results	Summary of Progress
Promote physical health	Provincial Satisfaction Surveys – Grade 4 Learning about how to stay healthy, all or many times	2012/2013: 65% 2013/2014: 80%	2008/2009: 62% 2009/2010: 65% 2010/2011: 60% 2011/2012: 50% 2012/2013: 78%	Target exceeded.
	Provincial Satisfaction Surveys – Grade 7 Learning how to stay healthy, all or many times	2012/2013: 69% 2013/2014: 80%	2008/2009: 62% 2009/2010: 63% 2010/2011: 41% 2011/2012: 54% 2012/2013: 28%	Target not met. 42% report at no time/few times. This area will be a focus in 2013/14.
	Provincial Satisfaction Surveys – Grade 10 Learning how to stay healthy, all or many times	2012/2013: 55% 2013/2014: 55%	2008/2009: 46% 2009/2010: 36% 2010/2011: 37% 2011/2012: 40% 2012/2013: 29%	Target not met. 7% report at no time and 20% reporting few times. This area will be a focus in 2013/14.
Objective 3.2	Performance Indicators / Evidence	Expected Results / Targets	Results	Summary of Progress
To increase the well-being of Kindergarten students	Early Development Instrument, vulnerability in one or more areas	Sustain vulnerability levels less than 15%	01/02-03/04 Wave 1: 19.1 04/05-06/07 Wave 2: 12.0 07/08-08/09 Wave 3: 6.7 09/10-10/11 Wave 4: 10.0 11/12-12/13 Wave 5: *nya	Target met in previous years. Revelstoke has maintained the lowest vulnerability in the province since 04/05.

* data not yet available

Objective 3.3	Performance Indicators / Evidence	Expected Results / Targets	Results	Summary of Progress
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To increase the social and emotional well-being of intermediate students	Middle Years Development Instrument - Worries	2012/2013: 65% 2013/2014: 65%	2010/2011: 56% 2011/2012: 51% 2012/2013: 51%	Target not met.
	Middle Years Development Instrument - School Belonging	2012/2013: 70% 2013/2014: 70%	2010/2011: 71% 2011/2012: 58% 2012/2013: 61%	Target not met.
	Middle Years Development Instrument - General Health	2012/2013: 80% 2013/2014: 70%	2010/2011: 63% 2011/2012: 70% 2012/2013: 57%	Target not met. Target revised based on data to date.
Objective 3.4	Performance Indicators / Evidence	Expected Results / Targets	Results	Summary of Progress
To increase the number of adults that intermediate and secondary students feel connected with at school	Satisfaction Survey Results (Gr 4, 7, 10, 12) percent of students who report that two or more adults at school care about me	2013/2014: 90%	Grade 4 – 83% Grade 7 – 77% Grade 10 – 81% Grade 12 – 82%	New objective for 2012/2013. Detailed data includes: <ul style="list-style-type: none"> • Grade 4 7% report none 65% 4 or more • Grade 7 17% report none 48% 4 or more • Grade 10 11% report none 57% 4 or more • Grade 12 6% report none 62% 4 or more

Actions

1. Identify areas of vulnerability of Kindergarten students

Implementation Details

- Analysis of Early Development Instrument levels of vulnerability in all five domains from the Human Early Learning Partnership

Evaluation

- EDI data

2. Identify areas of vulnerability of Grade 4 students

Implementation Details

- School level analysis of Grade 4 Middle Years Development Instrument data for 2011/12 and 2012/13
- School level focus groups convened to reflect upon issues of health and well-being

Evaluation

- MDI data

3. Engage parents in healthy school connections to promote academic engagement and physical health to reduce social and emotional barriers at school

Implementation Details

- Conduct Ready, Set, Learn activities
- Continue to support the community's three year old health fair
- Promote the Screen Smart initiative, maintaining website
- Continue to partner with health providers to further Screen Smart
- Enhance parent participation in Parents of Primary Students (POPS)

Evaluation

- Ready, Set, Learn participation
- Attendance data
- Satisfaction Survey

- Parents as Literacy Support (PALS)
- Work with District Parent Advisory Council (DPAC) and community agencies to develop youth-parent substance misuse information night

4. Promote activities that develop physical fitness to enhance mental, social, emotional abilities and to promote lifelong activity

Implementation Details

- Schedule opportunities for daily physical activity
- Involve students in interpreting results from MDI and Satisfaction Surveys to develop action plans for improvement

Evaluation

- DASH-BC data
- McReary Study
- MDI Data
- Satisfaction Survey

5. Promote positive mental health in all schools

Implementation Details

- Provide opportunities to connect to outside agencies
- Provide Neighbourhood Learning Centre space for community partners in support of this goal
- Continue education on tobacco use prevention and substances misuse
- Continue offering Roots of Empathy
- Support community partnerships for staff and student education, in programs such as DARE
- Liaise with community partners to support vulnerable learners and Children in Care
- Provide culturally sensitive support through Aboriginal Education programming

Evaluation

- Attendance and participation data
- MDI data
- Satisfaction Survey results
- Children in Care grade to grade transitions

6. Sexual Health Education for all students

Implementation Details

- continue to offer health and career education for all students
- utilize the support of Sexual Awareness for Everyone (SAFER) and HACE classes and the Early Learning, Health and Literacy Hub

Evaluation

- Grade 7 and Grade 10 participation rates

7. Continue to support healthy nutrition opportunities

Implementation Details

- Continue to support a healthy school on-site server program at Revelstoke Secondary School
- continue to provide nutrition education to parents through school newsletters
- provide opportunities for healthy snacks for vulnerable students in all schools

Evaluation

- Satisfaction Survey
- EDI and MDI

Progress Summary

The district is well supported by the Early Childhood Development Committee in sustaining low levels of vulnerability for our youngest children. Based on this success and with the support of the District Literacy Committee, the Youth Action Committee and the Community Substance Abuse Strategy, we feel confident that we can make significant gains in objectives 1 and 3 in the upcoming school year.

The addition of objective four will provide focus for school action and attention provided to the importance of connecting youth with caring adults.

During 2013/14 a wide variety of data, including MDI results and satisfaction survey information will form the basis of student focus groups that will inform future practice.

