

Rocky Mountain School District No. 6 District Plan for Student Success

2016-2019
Year 1

*We will care deeply, act wisely,
and find joy in each day!*



*Every student will graduate with
dignity, purpose and options*



Context



- [Rocky Mountain School District](#) is a rural district serving 3,192 students in the communities in the three zones of Kimberley, Windermere, and Golden. We have a highly engaged staff focused on learning and strive for continuous improvement through collaboration, evidence-based planning, and professional growth. We know we will close the gap in achievement between all students and groups of students we are paying attention to and see every student graduate with dignity, purpose, and options.
- This is a significant time of change in our province as BC undertakes a transformation of education. There is a [redesigned curriculum](#) for grades K-9 that shifts from a myriad of content objectives to a personalized curriculum built around [big ideas and competencies](#).
- There is also a shift from a traditional hierarchical accountability structure to a [framework for enhancing learning](#) that is responsible to the community.
- We embrace this change in Rocky Mountain School District and are planning for success.
- We are guided by our [District Directions 2018](#)



Our Approach to Planning for Success

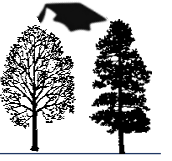
- We have a [district framework](#) for enhancing learning to guide our improvement work.
- We have a 3 year plan to be reviewed annually.
- Our staff is our greatest resource for enhancing learning and improving outcomes.
- At the heart of our planning are [school plans](#) for local decision-making about needs of students within a district process framework and with common information.
- Our planning looks at [each child](#), groups of students, all students to determine strengths and needs and respond with effective environments, instruction, opportunities, and supports.
- We approach the journey as a seamless path of development from before, through, and beyond K-12 for students and over time as a system.
- We use a [planning cycle](#) that starts with curiosity about **data** which we transform into **information** for collaborative conversation, reflection, and research to generate **knowledge** to inform plans for **action** which we implement thoughtfully and monitor and adjust.
- Our planning focuses on learning and growth and system improvements so that students have a better experience and greater success.





Rocky Mountain School District Framework for Enhancing Learning

Every student in Rocky Mountain will graduate with dignity, purpose and options.



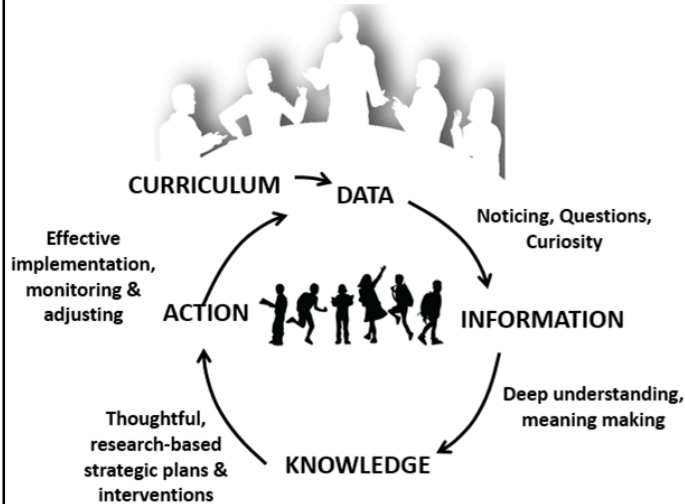
Long Term & Annual Goals with targets and strategies

- **Ministry Mandated Goal Areas**
Intellectual
Human & Social
Career

Key Elements

- **Common Understanding** (goals, data, research, knowledge)
- **Collaboration** (within schools, with parents, community, other districts, and Ministry)
- **Collective Capacity** (staff development, processes, resources, tools, infrastructure)

Planning Cycle



Timelines

AUG	District Working Group review of District Plan for Student Success and interconnected plans
SEP	Superintendent Report on Student Success of previous year published
OCT	School Plans for Student Success approved by Board and published (staff, parents, trustees) Board adopt and publish current year District Plan for Student Success
NOV	Update Superintendent Report on Student Success with graduation results
FEB	District Working Group Review of District Plan for Student Success progress
MAR	Mid-year Superintendent Report on Learning Spring district and school assessments, class configuration and LIF consultations, individual student targets set by school teams for aggregation to school & district targets
APR	Staff Development needs consultation
MAY	School Plan Success Celebrations with family of school (zone) communities
JUN	Draft School Plans for Student Success created by school staff and parents

Interconnected Planning

Each of these plans have their own processes and timelines and together involve a wide variety of staff, parents, students, partners, and other school district community members.

- **District Directions**
- **School Plans for Student Success**
- **School Aboriginal Service Delivery Plans**
- **District Aboriginal Enhancement Agreement**
- **District Literacy Plan**
- **District Staff Development** plans
- **District Learning Services** plan
- **District Environmental Education Enhancement** plan
- **District Technology** 5 year road map
- **District Information** planning
- **District Human Resources** planning
- **District Long-term, mid-term, and annual Facilities** planning
- **District Operations** planning
- **District Budget** (District and School)

We will care deeply, act wisely, and find joy in each day!

Rocky Mountain School District Plan For Student Success Year 1 – 2016-2017

District Directions

Our [District Directions 2018](#) represent the hopes, dreams, and ideas of many staff, parents, community members, and students who contributed to a Thoughtstream process, multi-partner dialogue, and Board review to uncover these 5 key themes to guide our work and shape our culture.

Our students and staff feel safe, connected and valued.



Our students experience environmental, outdoor and community based learning.



Our learning community is research based and collaborative.



Our learning is empowered by technology.



Our communication results in common understanding.



Please read our monthly [Learning Leadership Report](#) to learn more

Goals

Intellectual

- 100% graduation with Dogwood or Evergreen as appropriate for each student
- Close achievement gap for Aboriginal students and students with learning disabilities and social-emotional needs

Human & Social

- All Graduates Equipped with [Core Competencies](#)
- Future goals to be developed in consultation with staff, students, parents, and partners

Career

- All Graduates prepared and starting along career path
- Future goals to be developed in consultation with staff, students, parents, and partners.

Current Year Targets

- 94% K-12 will meet grade level outcomes in Language Arts/English
- >99% of Class of 2017 will graduate with a Dogwood & <1% with an Evergreen
- Reduce gap for target groups on [Foundation Skills Assessment \(FSA\)](#), On-Track Score

- Baseline (new Student Learning Survey, other)

- Baseline (new Student Learning Survey, other)

Key Actions

- Implementation of [K-9 redesigned curriculum](#)
- Support school planning for student success
- Staff development opportunities & supports

- Intentional teaching & learning of [K-9 Core Competencies](#)
- Staff development in supporting social-emotional needs

- Implementation of [K-9 Career Education Curriculum](#)

Interconnected Planning

Each of these have their own processes and timelines and together involve a wide variety of staff, parents, students, partners, and other school district community members.

- **School Plans for Student Success**
- **School Aboriginal Service Delivery Plans**
- [District Aboriginal Enhancement Agreement](#)
- [District Literacy Plan](#)
- **District Staff Development** planning
- **District Learning Services** planning
- **District Early Years** planning
- [District & Regional Environmental Education Enhancement](#) planning
- [District Technology 5 Year Roadmap](#)
- **District Information** planning
- **District Human Resources** planning
- [District Long-term Facilities Plan](#)
- **District Operations** planning
- **District Budget** planning



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Strategy Map

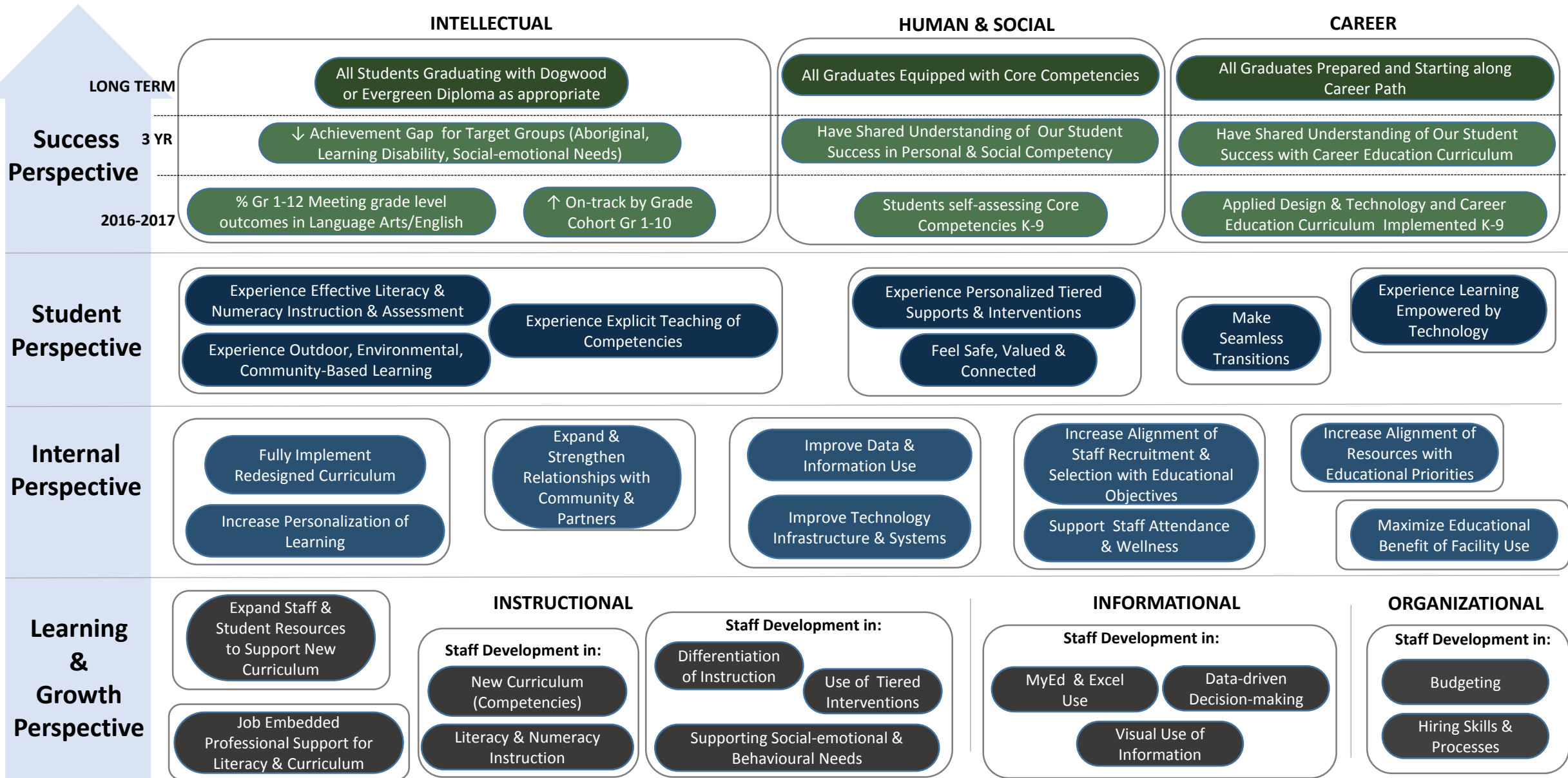
- This organizing framework for planning is adapted from the work of Kaplan & Norton (*Kaplan, Robert S. & Norton, David P. Having Trouble with Your Strategy? Then Map It. Harvard Business Review. 2000.*)
- A strategy map captures key aspects of complex, multi-level, interconnected work to focus our big picture planning.
- Our map is organized using the following perspectives or lenses:
 - ✓ **Learning & growth perspective** – what we will learn and develop our capacity for
 - ✓ **Internal perspective** – what we will improve or do differently in our system
 - ✓ **Student perspective** – what students will experience differently because of our growth and improvements
 - ✓ **Success perspective** – what students will achieve as a result





Strategy for Student Success in Rocky Mountain School District

Every student will graduate with dignity, purpose and options



Key Indicators

- Teacher professional judgement of student attainment of outcomes is what we value most as the measure of student achievement.
- Common assessments are important for dialogue and reflection by teams.
- Student voice is essential and comes through in self-assessment/reporting of experience and success.
- Developing shared understanding of what is happening with teaching and learning with new curricula takes time and leads to establishment of baseline for success.
- Small data (including classroom visits by Superintendent and stories in [Learning Leadership Report](#)) and big(ger) data (including district & provincial sets) are both helpful, as is qualitative (e.g. themes and summaries of reflections) and quantitative (e.g. assessment scores) data.
- Evidence collections and checklists of process and timelines are often the most useful information sets for assessing steps toward internal system improvement.
- As our data systems and collective capacity for information use develop over time we will be better able to evaluate the effect of our staff development, instructional practices and supports, and resource allocation on student success.





Key Indicators



Success Perspective

Intellectual

- Positive trend in 6 Year Grad rate
- Improvement by cohort over time in On Track Score
- Aggregated Individual Literacy Target Met: 94% meeting grade level outcomes in English/Language Arts
- Positive trend in FSA results Positive trend in reduction of gap between all and target groups of students (Ab, LD, H/R) in English/Language Arts report card results and Foundation Skills Assessment (FSA)

Human & Social

- Baseline of student perception of own Personal & Social competency from Student Learning Survey
- Other key indicators of success (what next) will arise as we reflect on what we are doing and how students are learning with K-9 curriculum (year 1 of full implementation this year) and 10-12 curriculum (implemented in 2018-2019)

Career

- Baseline of student perception of own Career awareness and readiness from Student Learning Survey
- Other key indicators of success (what next) will arise as we reflect on what we are doing and how students are learning with K-9 curriculum (year 1 of full implementation this year) and 10-12 curriculum (implemented in 2018-2019); this includes exploring current and potential partnership programs and opportunities with community

Student Perspective

- Baseline of student perception established by Student Learning Survey re: feeling safe, valued and connected, experiencing regular environmental, outdoor, & community-based learning, explicit teaching of competencies, use of technology for learning,
- District-wide examples of instructional activities to support above
- Positive trend on grade to grade transition from Grade 11 to 12
- Positive trend in student attendance K-12

Internal Perspective

- Multiple Examples (LL Report, School Plans, Principal sharing) of: Effective Literacy & Numeracy Instruction & Assessment, Outdoor/Environmental/Community-Based Learning, Explicit Teaching of Competencies
- School Plan Review: tiered supports & interventions, data review process & teams in all schools,
- Student reports of feeling safe, valued & connected, using technology for learning, and other Learning Survey information
- Partner relationships mapped and expanding
- Adequate progress on Technology Roadmap
- Approved Long Term Facilities Plan in place
- Evidence of alignment of planning of human resources and finance with educational planning

Learning & Growth Perspective

Instructional

- Expanded collection of curricular resources at DRC
- Position established: District Literacy Teacher
- Provided & Participated in: Staff Development sessions and job-embedded learning opportunities for all areas identified in plan

Informational

- Provided & Participated in: Staff Development sessions and job-embedded learning opportunities for all areas identified in plan


Organizational


- Provided & Participated in: Staff Development sessions and job-embedded learning opportunities for management staff in all areas identified in plan

Score Cards

- Score cards are used for monitoring key indicators.
- Score cards keep us on track – they are helpful for checking we are doing what we planned and that it is having an impact.
- Score cards are organized by perspective from the strategy map.
- Results will be reviewed by the District working team and reported to the Board.
- Score cards will be shared and specific results reviewed with principals on an ongoing basis.
- Score cards will be shared and/or reviewed with other teams as appropriate (e.g. Instructional Learning & Growth indicator results reviewed with staff development committee.)
- Success indicator
- results will be reported to the community.
- Plans and indicators will be adjusted as needed – this is a living planning document – and will evolve over the life of the plan as we learn from our experience and new questions emerge.
- Scorecards for Success and Student perspectives follow; scorecards for Internal and Learning & Growth perspectives are in development with the district working group.



Success: Key Indicators	 Explanation	Target	Current	Result	Review Date	Target met?
↑ On-track by grade cohort Gr 1-10	On-Track means students are successfully meeting outcomes in Language Arts/English, Math, and attending 80% or better	% OT score increase for cohorts from previous year	81% OT	(%)	June 2017	(Y or N)
94% Meeting grade level outcomes in Language Arts/English Gr 1-12	Based on aggregation of targets set for each student by school teams for what kind of outcomes will achieve in Language Arts/English in current year: Grade level, Adapted (lower grade level), or Modified (curriculum designed for individual student special needs).	% Meeting grade level expectations on June report card	N/A	(%)	June 2017	(Y or N)
↓ Gap in achievement for target groups of students (Aboriginal, learning disability, social-emotional needs)	Our report cards indicate Grade Level, Adapted (lower grade) or Modified (curriculum designed for individual special needs) for learning areas/subjects and can be disaggregated by target groups.	Language Arts/English Report card: reduce % gap between target group and all students	Ab N/A%	(%)	June 2017	(Y or N)
			LD N/A%	(%)		
			H&RN/A%	(%)		
	Ministry Foundation Skills Assessment administered to Grade 4 & 7 Students (Reading, Writing, Numeracy). New design this year.	FSA (all tests): reduce % gap between target group and all students	Ab 4%	(%)		
			LD N/A%	(%)		
			H&RN/A%	(%)		
Students self-assessing Core Competencies in all schools k-9	Interim reporting order includes student self-assessment of core competencies. District working with schools to develop ways to accomplish this in meaningful way.	K-9 June report cards in all schools include evidence of student self-assessment of competencies	N/A	(✓ or X)	June 2017	(Y or N)
Baseline on student learning survey (competencies and other questions)	Ministry Satisfaction Survey being replaced with new Student Learning Survey. We will volunteer to pilot in new year and administer in spring,	Participation & analysis of results to establish baseline and potential focus areas has occurred	N/A	(✓ or X)		(Y or N)
Baseline on student learning survey (career questions)	New Career curriculum being implemented K-9 this year. New Student Learning Survey will include Career focus questions.	Participation and analysis of results to establish baseline and potential focus areas has occurred	N/A	(✓ or X)	June 2017	(Y or N)
Baseline on K-9 report card results for Career Education Curriculum & Applied Design & Technology	New Career curriculum being implemented K-9 this year. June report cards will have both Career Education & Applied Design and Technology student evaluation.	Analyze results to establish baseline and potential focus areas has occurred	N/A	(✓ or X)	June 2017	(Y or N)

Student: Key Indicators	 Explanation	Target	Current	Result	Review Date	Target met?
Multiple Examples of Effective Literacy & Numeracy Instruction & Assessment from across District	Admin meeting report outs, Learning Leadership report articles, School Success Plan Presentations	Summary of reflections by senior management education Team reflect evidence of indicator.	N/A	Open-ended	July 2017	(Y or N)
Evidence of Explicit Teaching of Competencies from all schools	Admin meeting report outs, Learning Leadership report articles, review of reporting of student self-assessment of competencies, may be questions in the new student learning survey (see below).	Summary of reflections by senior management education team reflect evidence of indicator.	N/A	Open-ended	June 2017	(Y or N)
Multiple Examples of Outdoor, Environmental, Community-Based Learning from across District	Ministry Satisfaction Survey being replaced with new Student Learning Survey this year. We will volunteer to pilot in new year and administer in spring. Survey will have regional Environmental Education questions developed and results analyzed by Kootenay-Boundary District team.	Summary of reflections by senior management education team reflect evidence of indicator.	N/A	Open-ended	June 2017	(Y or N)
		Baseline of student perception		Baseline		
Tiered Supports & Interventions evident in all School Plans and each IEP completed using RTI format	Evidence in all school Plans for Student Success of universal, targeted, and intensive interventions for specific groups and individual students; IEPs all follow Response To Intervention (RTI) model	15/15 School plans meet criteria	N/A	(X/15)	June 2017	(Y or N)
		100% of IEPs meet criteria		(X%/100%)		(Y or N)
Students report Feeling Safe, Valued & Connected	New Student Learning Survey this year will have questions about safety, personal & social. We may also add district questions in this area after pilot.	Participate and analyze results to establish baseline and potential focus areas	N/A new survey design this year	Baseline	May-July 2017	(Y or N)
Students Describe their Learning as Empowered by Technology	New Student Learning Survey will include technology focus questions.	<i>Participate and analyze results to establish baseline and potential focus areas</i>	<i>N/A new survey design this year</i>	(✓ or X)	May-July 2017	(Y or N)
Seamless Transitions	Review of multiple data sets (e.g. academic success, attendance, Learning Survey results) for transition grades (4, 8) for understanding of effect of change. Identify other relevant data sets.	Summary of reflections by Senior management Education Team establish baseline	N/A	Baseline	July 2017	(Y or N)