

Deepening the Learning in School District #8

DEVELOPING OPPORTUNITIES FOR ALL OF OUR CHILDREN TO SUCCEED



Academic Success

Creativity and Imagination

Citizenship

Resiliency

Our Learners - The



Of Our Work



thinkers

creators

dreamers

connected to nature

designers

connected to culture

inventors

connected to community

builders

contributors

global citizens

"It is our interpretation that the Board of Education expects that every student will be recognized as an individual and that learning experiences will be designed, recognizing each student's current capabilities, background and experiences.

It is important that each student is able to make informed choices upon completion of his or her K-12 learning experience, and has completed requirements that are identified by our community and other learning organizations"

*- Academic Success
Reasonable Interpretation
School District #8*



Academic Success



Creativity and Imagination



Citizenship

Resiliency

“Renewed curriculum must be learner-centered, flexible, and maintain the focus on literacy and numeracy, while attending to the deeper learning which is concept based and competency driven”

- Ministry of Education “Learning Standards and Flexible Learning Environments”



Thinking – Critical, Creative, Critical, Reflective

Personal and Social Competence

Our District continues to welcome ALL learners who come to us. Our ability to embrace each student and welcome each to a voyage of discovery – no matter their history, home life and ability – will be the legacy of public education in the 21st century. We plan to advance our work in the following ways:

- ❑ Tenaciously maintain student learning at the forefront of resource allocation decisions and choices;
- ❑ Ensure technology mobility and standards are developed and maintained in order to achieve ubiquitous access for students and staff;
- ❑ Place emphasis on global sustainability and citizenship and the changing skillsets required to emerge as adults with the ability to participate fully in efforts toward global sustainability;
- ❑ Ensure students are active leaders of their own learning;
- ❑ Focus on bringing criteria for effective learning environments to scale;
- ❑ Development of skills and competencies as Curriculum, rather than content acquisition as Curriculum;
- ❑ Apply skills and competencies students need in order to develop new knowledge and help them to use this knowledge to solve complex world issues and challenges.

- Superintendent's Report on Achievement, 2014/15



Academic Success

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Citizenship

Resiliency



- ### 2013/14 Statistics
- 5245 students
 - 2609 female
 - 2636 male
 - 854 Aboriginal
 - 37 English Language Learners
 - 267 French Immersion Learners

Top Ten Languages Spoken in Home

Languages	2009/10	2010/11	2011/12	2012/13	2013/14
	#	#	#	#	#
English	98.0	98.0	97.5	97.0	97.2
French	0.3	0.3	0.4	0.4	0.5
Korean	0.4	0.4	0.5	0.4	0.4
Spanish	0.2	0.2	0.4	0.4	0.3
Russian	0.1	0.1	0.2	0.3	0.3
Punjabi	0.0	0.0	0.1	0.2	0.2
Dutch	0.2	0.2	0.2	0.2	0.2
Chinese	0.1	0.1	0.1	0.4	0.2
German	0.3	0.3	0.4	0.2	0.2
Japanese	0.0	0.0	0.0	0.1	0.1



Regional Socio-Economic Index Worst Off – Best Off Districts 2012

School Districts*	Regional Socio-Economic Index ⁸		School Districts*	Regional Socio-Economic Index ⁸	
	Index	Rank		Index	Rank
49 Central Coast	0.90	1	39 Vancouver	-0.04	31
52 Prince Rupert	0.85	2	42 Maple Ridge-Pitt Meadows	-0.05	32
70 Alberni	0.78	3	22 Vernon	-0.07	33
78 Fraser-Cascade	0.77	4	8 Kootenay Lake	-0.08	34
92 Nisga'a	0.76	5	67 Okanagan Skaha	-0.09	35
82 Coast Mountains	0.75	6	34 Abbotsford	-0.11	36
91 Nechako Lakes	0.69	7	35 Langley	-0.13	37
27 Cariboo-Chilcotin	0.69	8	41 Burnaby	-0.14	38
74 Gold Trail	0.69	9	23 Central Okanagan	-0.14	39
85 Vancouver Island North	0.63	10	61 Greater Victoria	-0.23	40
50 Haida Gwaii	0.59	11	46 Sunshine Coast	-0.24	41
58 Nicola-Similkameen	0.58	12	5 Southeast Kootenay	-0.28	42
28 Quesnel	0.56	13	48 Howe Sound	-0.29	43
57 Prince George	0.48	14	6 Rocky Mountain	-0.34	44
75 Mission	0.38	15	69 Qualicum	-0.34	45
33 Chilliwack	0.33	16	10 Arrow Lakes	-0.35	46
51 Boundary	0.31	17	71 Comox Valley	-0.35	47
81 Fort Nelson	0.30	18	20 Kootenay-Columbia	-0.37	48
68 Nanaimo-Ladysmith	0.26	19	62 Sooke	-0.42	49
59 Peace River South	0.23	20	43 Coquitlam	-0.44	50
60 Peace River North	0.22	21	38 Richmond	-0.48	51
36 Surrey	0.18	22	19 Revelstoke	-0.58	52
47 Powell River	0.17	23	37 Delta	-0.58	53
83 North Okanagan-Shuswap	0.16	24	44 North Vancouver	-0.62	54
54 Bulkley Valley	0.16	25	64 Gulf Islands	-0.67	55
72/84 Campbell River/Van Isl W	0.12	26	63 Saanich	-0.75	56
73 Kamloops/Thompson	0.06	27	45 West Vancouver	-0.88	57
40 New Westminster	0.06	28			
79 Cowichan Valley	0.05	29			
53 Okanagan Similkameen	0.02	30			

Our Youngest Learners

Pre-Kindergarten –
Grade 4

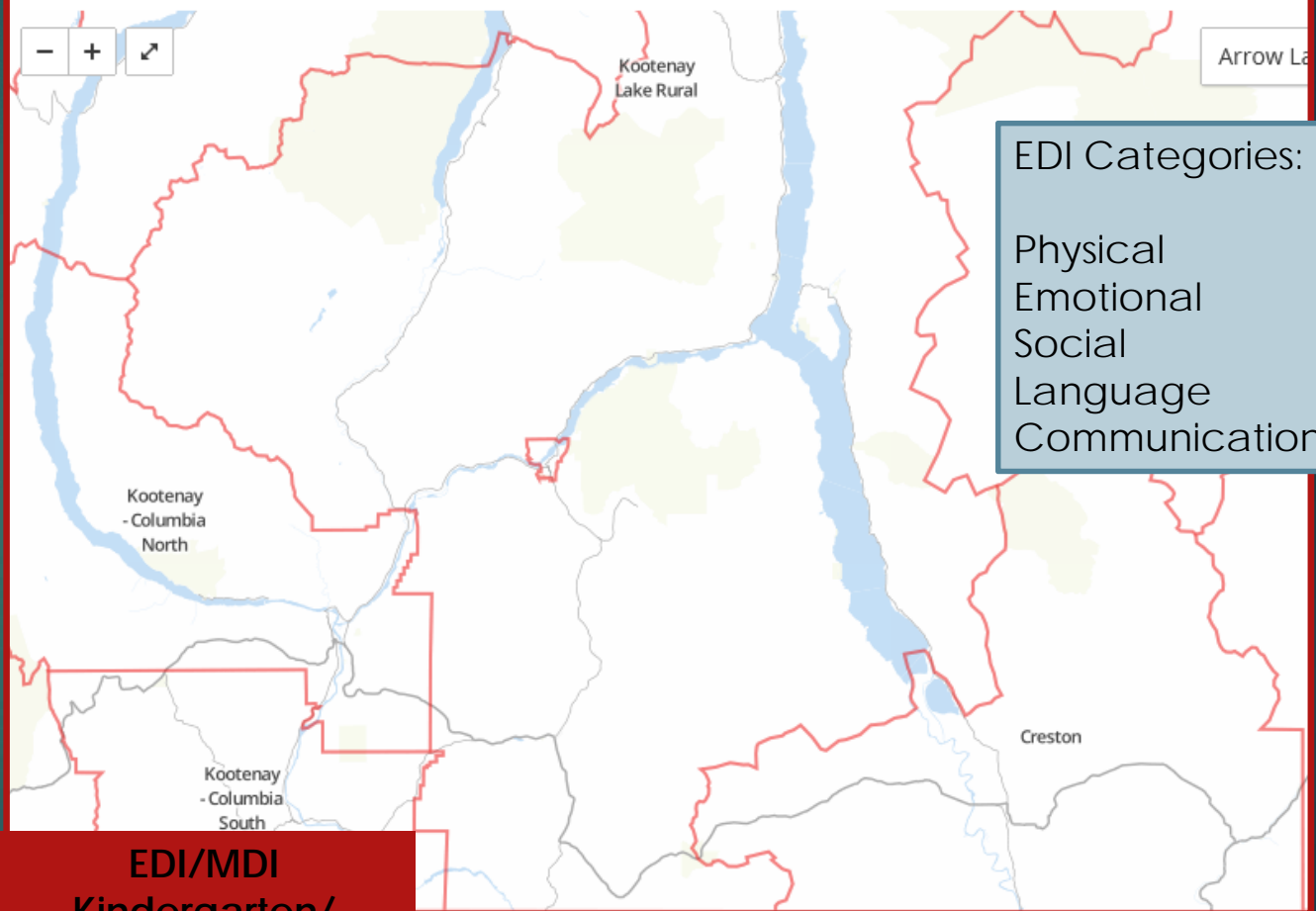
Early Developmental
Instrument Data

UBC

Middle Years
Developmental
Instrument Data

UBC

SD8-Kootenay Lake



EDI Categories:

- Physical
- Emotional
- Social
- Language
- Communication

EDI/MDI
Kindergarten/
Grade 4

[EDI/MDI Reports](#)

PROVINCIAL CONTEXT & TRENDS

Wave 5 EDI data show that province-wide, 32.5% of children in kindergarten were vulnerable in at least one aspect of their development. This continues the provincial trend over the last decade of about one-third of children having potential challenges at kindergarten entry.

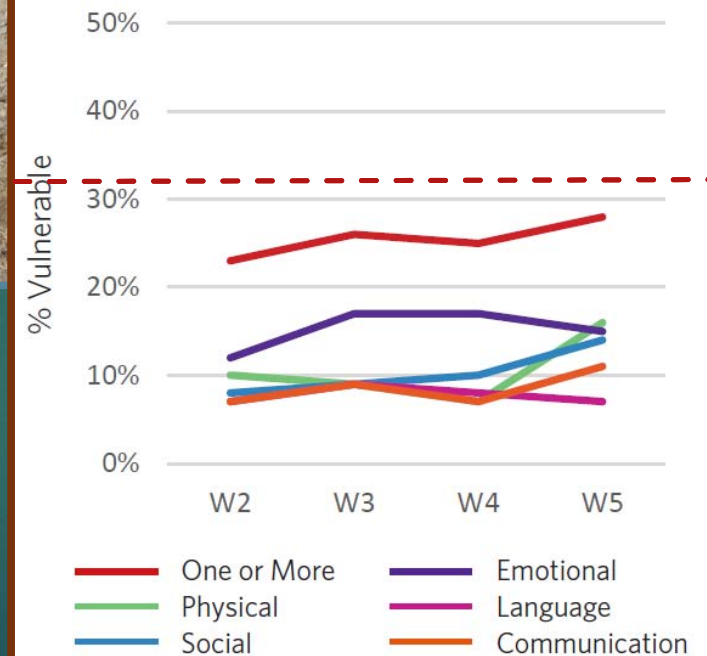
Provincially, vulnerability in the area of Communications Skills has remained relatively stable over time, and vulnerability in the area of Language and Cognitive Skills has decreased over time. This decrease in vulnerability in the area of Language and Cognitive Development area is likely a reflection of a growing public awareness about the importance of early literacy and numeracy development and an accompanying increase in investment in this developmental area. This success shows us that we can make a difference through a combination of public education and investment.

Conversely, provincial rates of vulnerability in the areas of Physical Health & Well-Being, Social Competence and Emotional Maturity have all increased over time. This presents the next challenge: to develop and enact programs and policies to strengthen development in these areas.

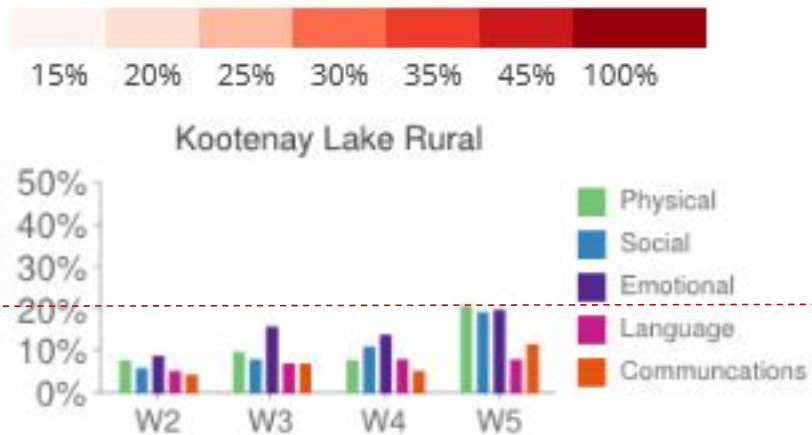


Physical Health & Well-Being	Can the child hold a pencil? Is the child on time for school each day?
Social Competence	Does the child share with others? Is the child self-confident?
Emotional Maturity	Is the child able to concentrate? Is the child aggressive or angry?
Language & Cognitive Development	Is the child interested in reading and writing? Can the child count and recognize numbers?
Communication Skills & General Knowledge	Can the child tell a short story? Can the child communicate with adults and children?

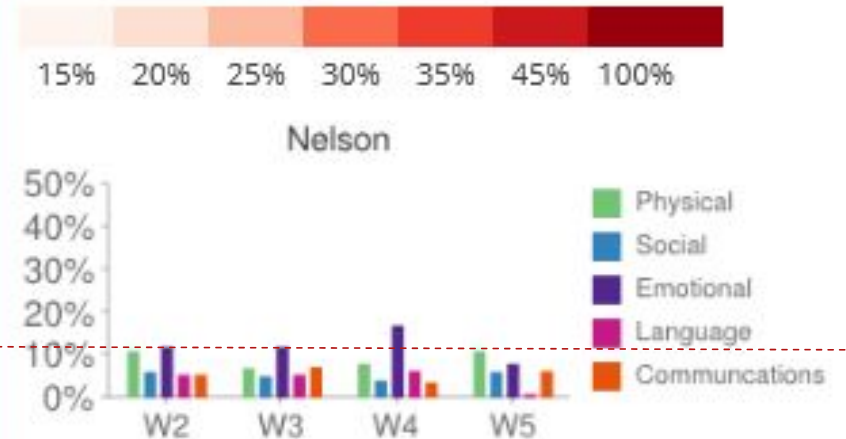
FIG 7: VULNERABILITY RATES OVER TIME FOR KOOTENAY LAKE



Vulnerable on one or more scales Wave 5



Vulnerable on one or more scales Wave 5



Vulnerable on one or more scales Wave 5

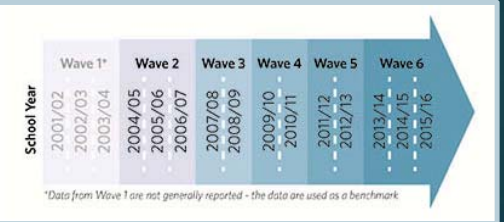
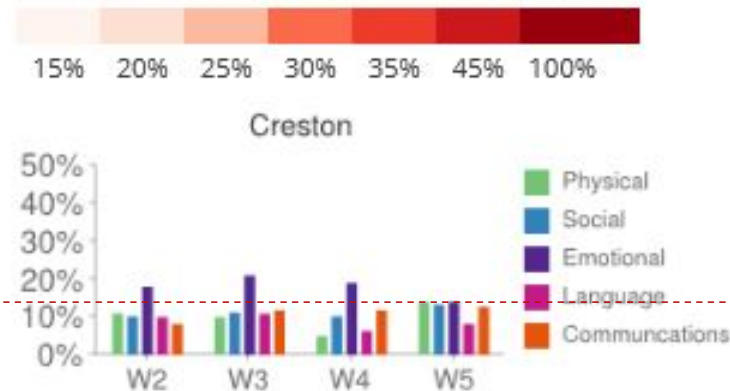
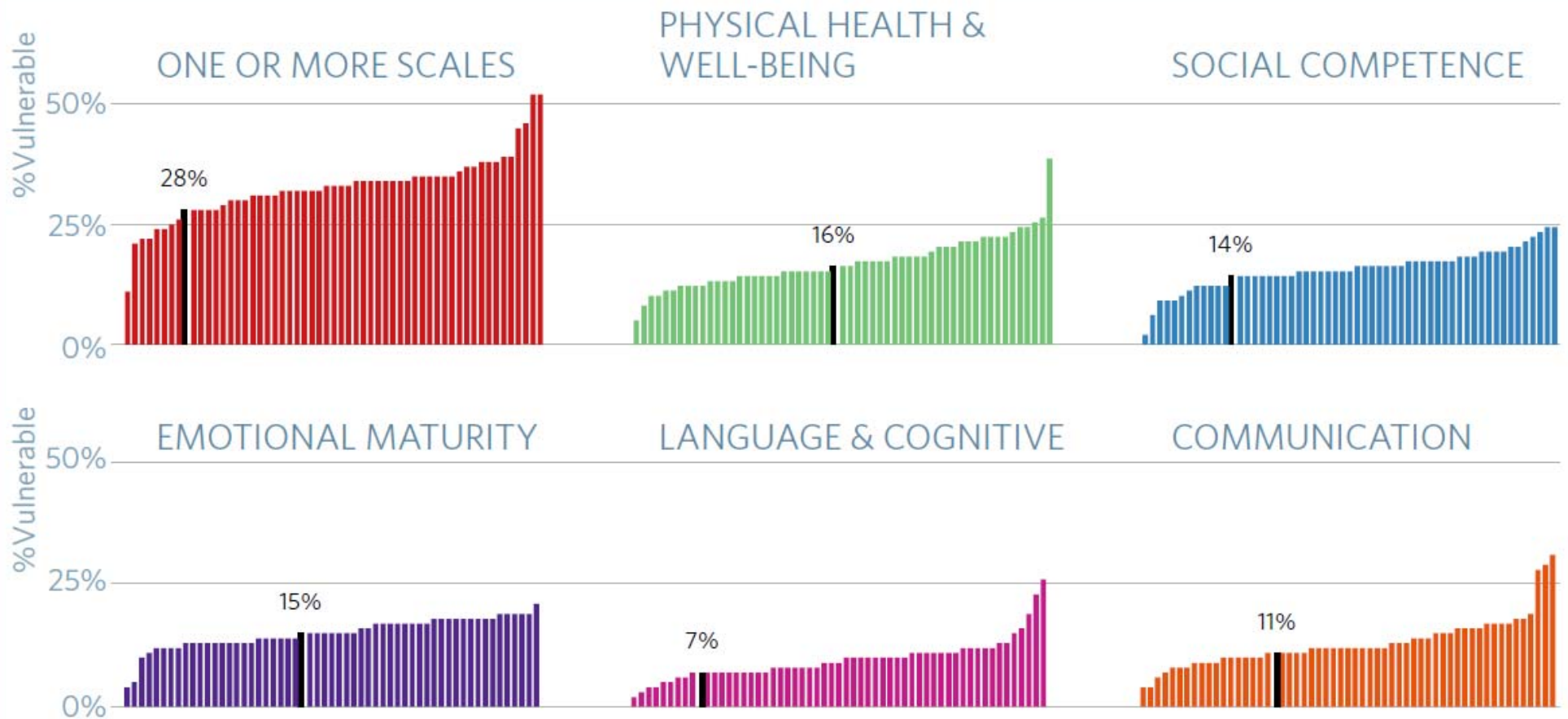
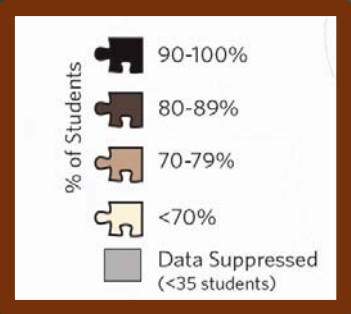


FIG 6: WAVE 5 VULNERABILITY RATES FOR KOOTENAY LAKE VS. OTHER SCHOOL DISTRICTS IN BC





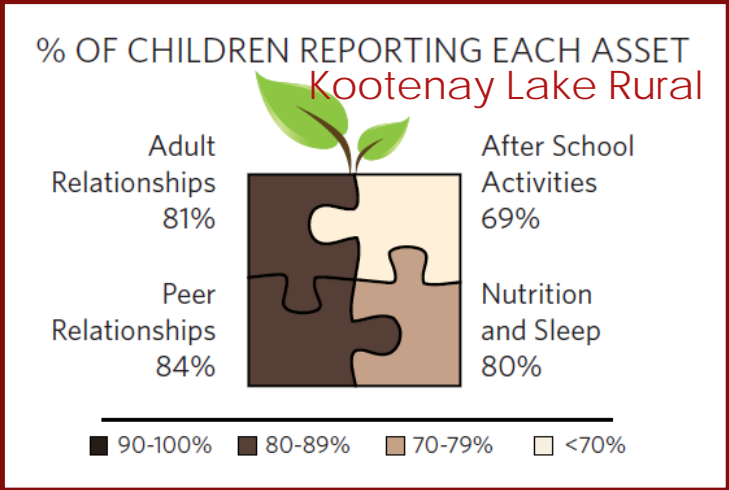
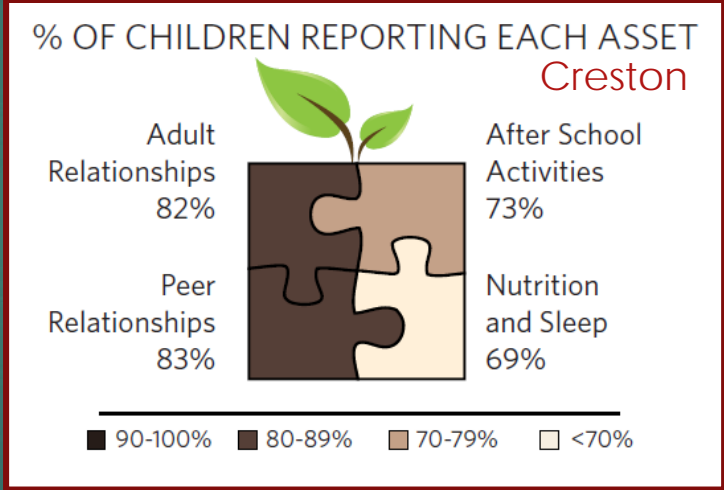
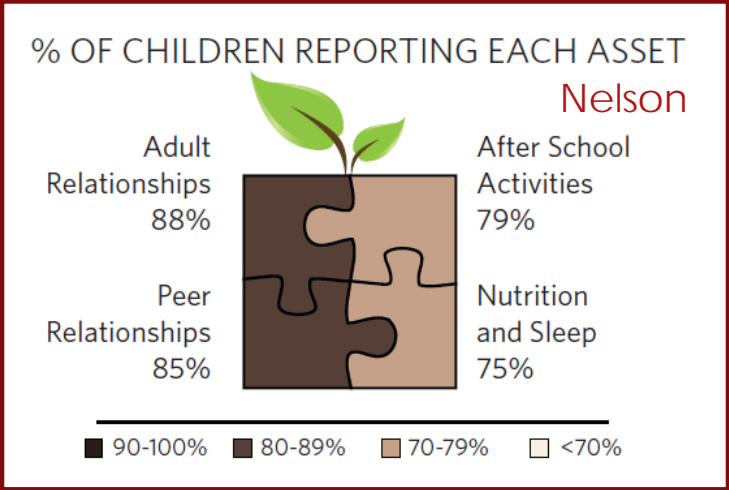
MDI
Grade 4
2012/13
Report



Resiliency research shows that assets are qualities in children's lives that promote positive development. This aligns with one of the key findings of the MDI — children's health and well-being is directly related to the presence of the following assets they perceive in their lives:

1. Supportive relationships with adults
2. Supportive relationships with peers
3. Enriching activities
4. Proper nutrition and sleep
5. Positive school experiences

MDI
Grade 4
2012/13
Report



School District No. 8 (Kootenay Lake)		
School Meals		
School	# of Students	Allocation
ARES	18-20	7,500
Blewett	4-5	700
BK	10-15	3,400
CLES	40-50	3,500
CBESS	18	6,000
Erickson	20-30	4,100
Hume	10-12	3,000
Jewett	12	2,500
JVH	40	2,900
LVR/REACH	80	13,000
MSSS	25	15,000
PCSS	222	10,000
Redfish	7-9	700
Rosemont	11-13	4,000
SES/SSS	42-55	9,000
SN	6	500
Trafalgar	15-20	9,500
WEG	10-15	2,000
Wildflower	5	600
Winlaw	22	7,500
Yahk	1-2	1,200
Budget		106,600

School Meals

\$105 500 divvied up amongst schools upon request.



Often childhood vulnerability is associated with socioeconomic disadvantage, but the reality is more complex. Although children who are socioeconomically disadvantaged are more likely to be developmentally at risk, vulnerabilities are found across the entire socioeconomic spectrum.

The greatest number of developmentally vulnerable children is found in the more populous middle class. Because of this, it is critical to provide universal access to supports and services, but these should also be accompanied by strategies to reduce *barriers to access* for marginalized families and children in high risk communities.

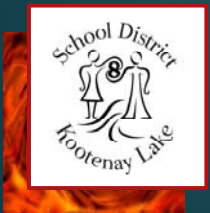
EDI/MDI

Continue with Early Learning Support for Kindergarten

Watch for physical development as a possible emerging trend in Kindergarten

Target Creston family with 'Healthy Schools' support, specifically in the area of nutrition/sleep

Target 'Community Links' funding for after school support in Kootenay Lake Rural and meals support across District.



Academic Success

Creativity and Imagination

Citizenship

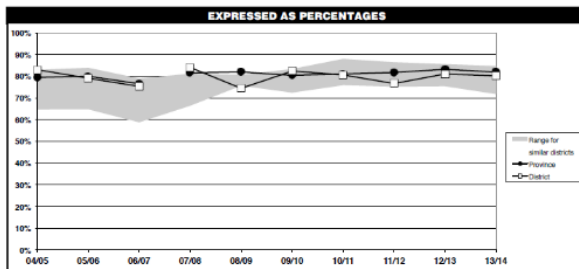
Resiliency

Core Literacy – Grade 4 - 7

Foundation Skills Assessments

Reading
Kootenay Lake

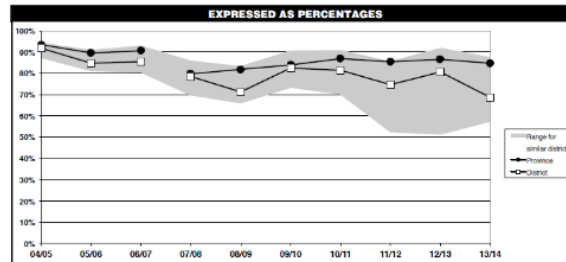
GRADE 4 STUDENTS MEETING OR EXCEEDING EXPECTATIONS



Foundation Skills Assessments

Writing
Kootenay Lake

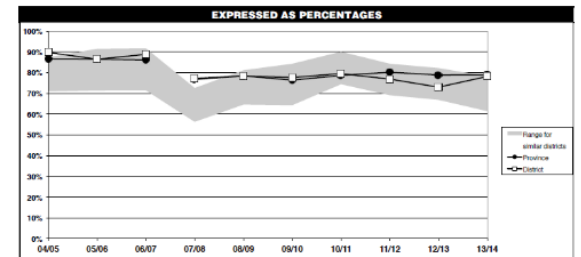
GRADE 4 STUDENTS MEETING OR EXCEEDING EXPECTATIONS



Foundation Skills Assessments

Numeracy
Kootenay Lake

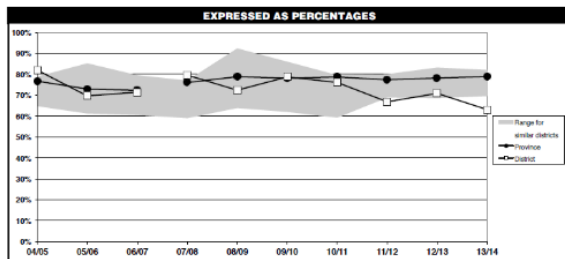
GRADE 4 STUDENTS MEETING OR EXCEEDING EXPECTATIONS



Foundation Skills Assessments

Reading
Kootenay Lake

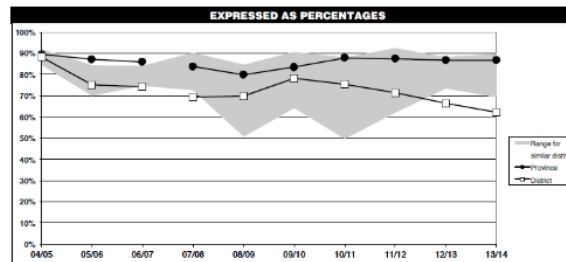
GRADE 7 STUDENTS MEETING OR EXCEEDING EXPECTATIONS



Foundation Skills Assessments

Writing
Kootenay Lake

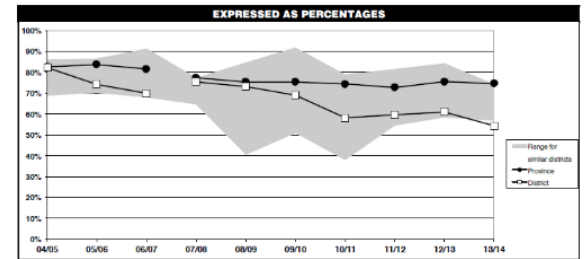
GRADE 7 STUDENTS MEETING OR EXCEEDING EXPECTATIONS



Foundation Skills Assessments

Numeracy
Kootenay Lake

GRADE 7 STUDENTS MEETING OR EXCEEDING EXPECTATIONS

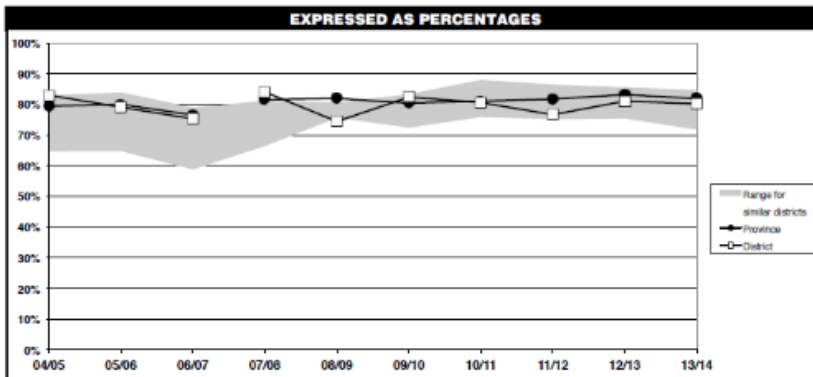


Reading – Grade 4 - 7

Foundation Skills Assessments

Reading
Kootenay Lake

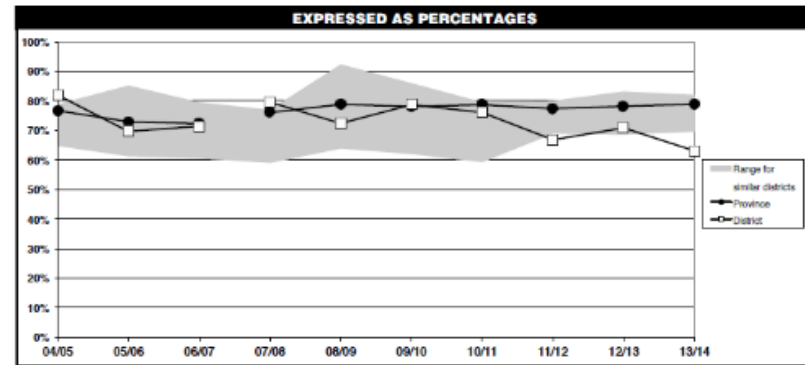
GRADE 4 STUDENTS MEETING OR EXCEEDING EXPECTATIONS



Foundation Skills Assessments

Reading
Kootenay Lake

GRADE 7 STUDENTS MEETING OR EXCEEDING EXPECTATIONS

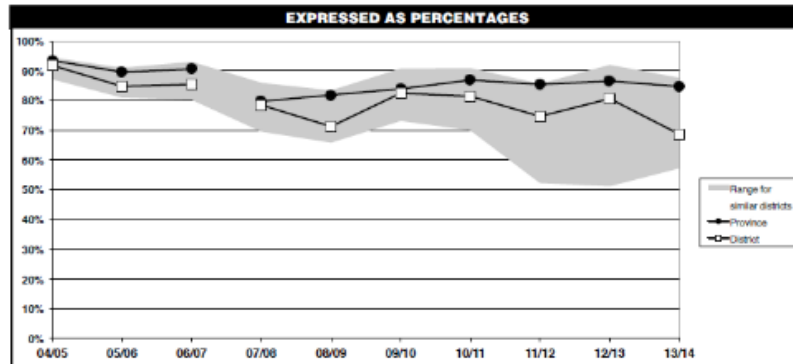


Writing – Grade 4 - 7

Foundation Skills Assessments

Writing
Kootenay Lake

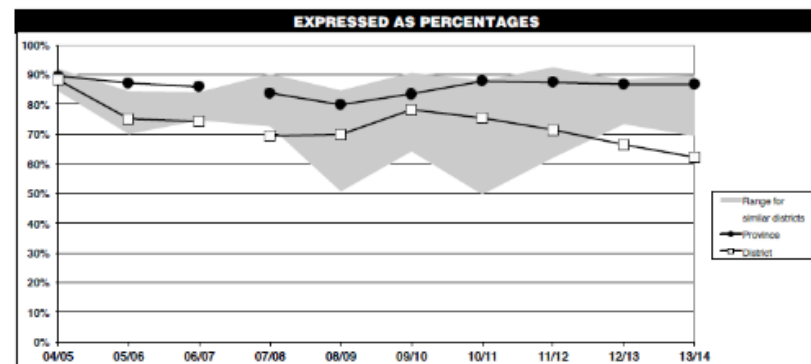
GRADE 4 STUDENTS MEETING OR EXCEEDING EXPECTATIONS



Foundation Skills Assessments

Writing
Kootenay Lake

GRADE 7 STUDENTS MEETING OR EXCEEDING EXPECTATIONS

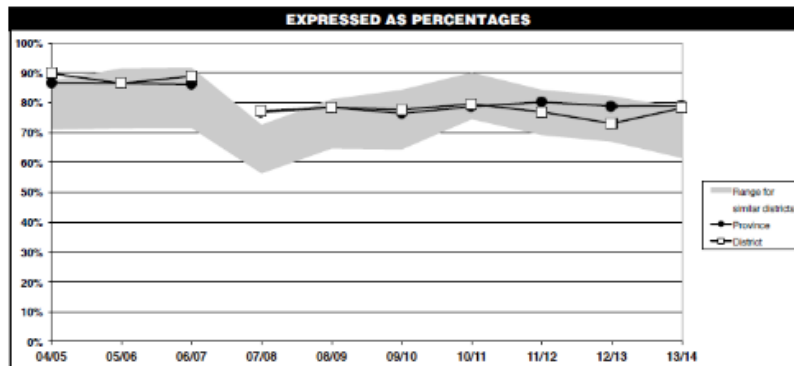


Numeracy – Grade 4 - 7

Foundation Skills Assessments

Numeracy Kootenay Lake

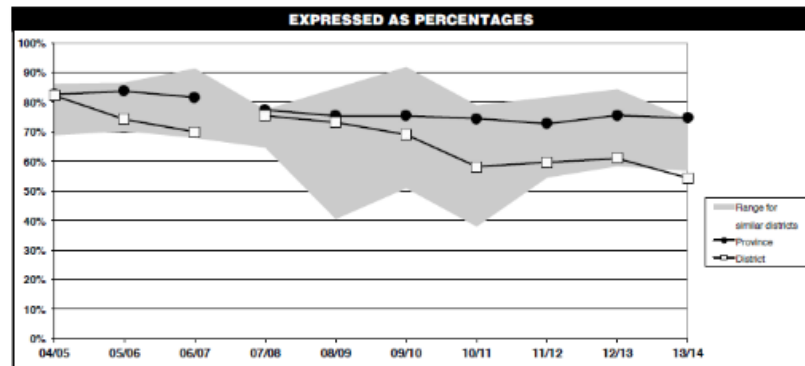
GRADE 4 STUDENTS MEETING OR EXCEEDING EXPECTATIONS



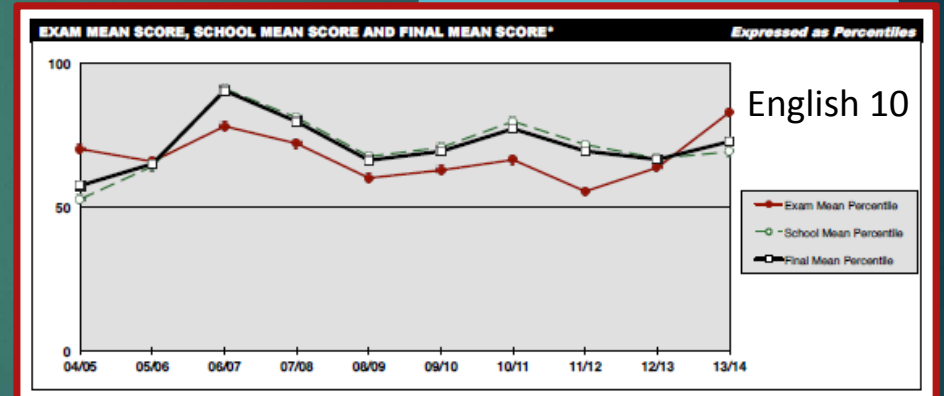
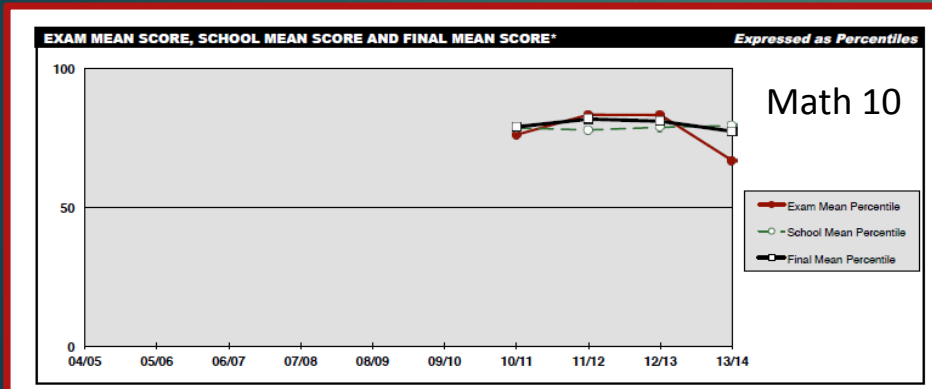
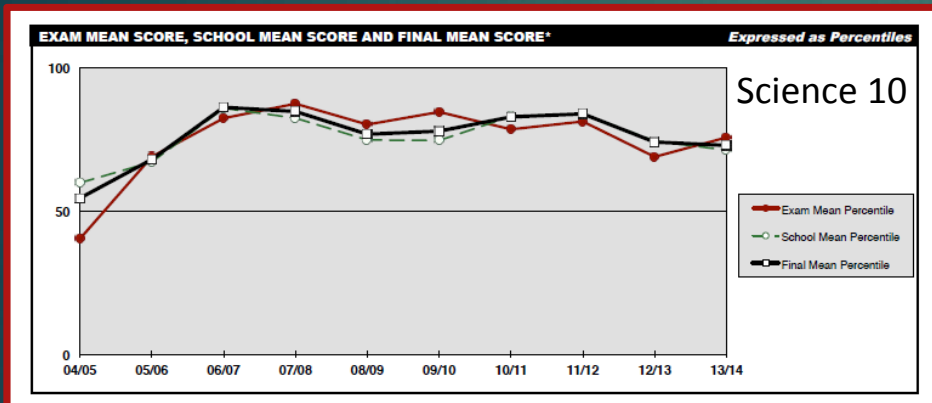
Foundation Skills Assessments

Numeracy Kootenay Lake

GRADE 7 STUDENTS MEETING OR EXCEEDING EXPECTATIONS



Core Literacies – Grade 10



Core Literacies

Focus on 'middle years' numeracy/literacy development

Focus on implementation of new K-9 curriculum

Focus on Engagement, Opportunities and Rich Learning Environments



Academic Success

Creativity and Imagination

Citizenship

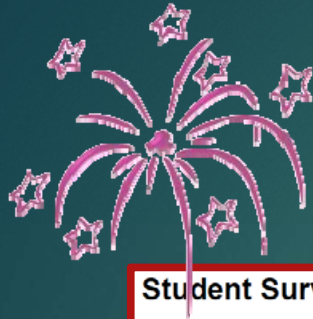
Resiliency

Satisfaction Surveys - Participation

Participation Percents by Respondent Group

School Year	Grade 3/4 Students (%)	Grade 7 Students (%)	Grade 10 Students (%)	Grade 12 Students (%)	Elementary Parents (%)	Secondary Parents (%)	Staff ¹ (%)
Percent Who Responded	* indicates no respondents expected. '0' indicates 0 response rate when some were expected.						
2009/10	89	83	71	49	12	8	-
2010/11	71	84	74	54	12	7	-
2011/12	38	41	50	20	3	1	-
2012/13	92	88	74	56	9	5	-
2013/14	82	80	65	43	10	8	-

¹ A participation rate for staff is not included as the Ministry only collects data on teaching staff and the survey is open to all school employees. It is therefore not appropriate to calculate a staff participation rate.



Satisfaction Surveys - Safety

School Year		Students Reporting "Many Times" or "All of the Time"							
		Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
		#	%	#	%	#	%	#	%
Do you feel safe at school?									
2009/10		231	81	193	69	229	75	176	87
2010/11		167	80	229	75	241	77	185	85
2011/12		89	79	94	65	153	76	57	69
2012/13		237	83	233	75	220	79	188	85
2013/14		217	78	172	66	194	74	127	79
At school, are you bullied, teased, or picked on? ¹									
2009/10		20	7	24	8	28	9	11	6
2010/11		24	12	31	10	33	11	12	6
2011/12		9	8	23	16	22	11	5	6
2012/13		21	7	39	13	11	4	12	5
2013/14		21	8	25	10	23	9	10	6

¹ For this question, a low percentage of students reporting "Many Times" or "All of the Time" is desired.



Satisfaction Surveys - Safety

Parent/Guardian Survey - Safety

School Year	Parents/Guardians Reporting "Many Times" or "All of the Time"			
	Elementary		Secondary	
	#	%	#	%
Do you think that your child is safe at school?				
2009/10	67	84	57	92
2010/11	66	81	50	94
2011/12	17	85	8	80
2012/13	53	87	29	74
2013/14	54	86	49	82
Is your child bullied, teased, or picked on at school? ¹				
2009/10	8	10	3	5
2010/11	9	11	3	6
2011/12	3	15	1	10
2012/13	7	11	4	11
2013/14	7	11	4	7
¹ For this question, a low percentage of parents/guardians reporting "Many Times" or "All of the Time" is desired.				
Does your child's school provide clear expectations for student behaviour in the school?				
2009/10	59	76	48	80
2010/11	58	73	41	76
2011/12	11	55	Msk	Msk
2012/13	49	84	26	68
2013/14	44	71	48	79

Staff Survey - Safety

School Year	Staff Reporting "Many Times" or "All of the Time"	
	#	%
Does your school provide clear expectations for student behaviour in the school?		
2009/10	47	72
2010/11	55	71
2011/12	Msk	Msk
2012/13	72	82
2013/14	53	73
Are the rules related to behaviour enforced consistently at your school?		
2009/10	40	65
2010/11	48	64
2011/12	Msk	Msk
2012/13	66	73
2013/14	49	67
Is your school a safe place to work and learn?		
2009/10	59	88
2010/11	69	90
2011/12	Msk	Msk
2012/13	83	93
2013/14	70	93

Satisfaction Surveys – Human/Social Development

Parent/Guardian Survey - Human and Social Development

School Year	Parents/Guardians Reporting "Many Times" or "All of the Time"			
	Elementary		Secondary	
	#	%	#	%
At school, is your child learning about how to stay healthy?				
2009/10	50	68	45	78
2010/11	52	68	29	57
2011/12	11	55	5	50
2012/13	35	58	25	69
2013/14	39	65	29	56
At school, does your child get exercise (for example, physical activity or sports)?				
2009/10	72	90	39	63
2010/11	61	81	36	65
2011/12	14	70	7	70
2012/13	47	77	26	63
2013/14	51	81	35	61
Are personal differences respected at your child's school?				
2009/10	57	77	36	69
2010/11	54	72	38	75
2011/12	8	50	Msk	Msk
2012/13	39	70	24	65
2013/14	42	74	39	72

Staff Survey - Human and Social Development

School Year	Staff Reporting "Many Times" or "All of the Time"	
	#	%
Do the teachers and staff at your school support healthy behaviour in students?		
2009/10	00	91
2010/11	68	86
2011/12	Msk	Msk
2012/13	94	93
2013/14	64	89
Are you satisfied with the efforts at your school to improve students' knowledge and skills in personal financial planning?		
2009/10	15	35
2010/11	19	39
2011/12	Msk	Msk
2012/13	22	41
2013/14	14	30
Are you satisfied with the efforts at your school to teach students about climate change?		
2009/10	24	45
2010/11	29	49
2011/12	Msk	Msk
2012/13	40	56
2013/14	25	45
Are you satisfied with the efforts at your school to teach students about Aboriginal peoples in Canada?		
2009/10	33	58
2010/11	45	64
2011/12	Msk	Msk
2012/13	53	65
2013/14	49	73
Does your school welcome and include all students?		
2009/10	58	89
2010/11	72	92
2011/12	Msk	Msk
2012/13	87	87
2013/14	69	92

Student Survey - Health

School Year	Students Reporting "Many Times" or "All of the Time"							
	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%
At school, are you learning about how to stay healthy?								
2009/10	173	60	112	40	139	45	74	37
2010/11	126	62	151	50	142	45	79	36
2011/12	78	68	47	33	57	28	31	37
2012/13	152	53	158	50	108	38	84	38
2013/14	156	57	100	38	72	28	44	28
Do the teachers and staff at your school support healthy behaviour?								
2009/10	223	81	159	60	172	57	121	63
2010/11	154	78	186	65	176	59	114	54
2011/12	95	87	70	50	84	44	41	50
2012/13	221	79	225	74	162	60	132	61
2013/14	216	81	141	56	140	56	82	53
At school, do you get exercise (for example, physical activity or sports)?								
2009/10	246	87	213	74	193	63	81	41
2010/11	185	90	243	80	197	62	88	40
2011/12	103	93	115	80	125	60	23	27
2012/13	250	87	255	80	137	48	95	43
2013/14	247	91	182	69	147	57	53	34

Satisfaction Surveys – School Environment

Staff Survey - School Environment

School Year	Staff Reporting "Many Times" or "All of the Time"	
	#	%
Is professional development ongoing at this school?		
2009/10	55	86
2010/11	65	83
2011/12	Msk	Msk
2012/13	73	82
2013/14	51	73
Do you have opportunities for input in school decision-making?		
2009/10	39	59
2010/11	48	61
2011/12	Msk	Msk
2012/13	64	74
2013/14	46	62
Does your school have a positive climate?		
2009/10	52	79
2010/11	62	78
2011/12	Msk	Msk
2012/13	83	91
2013/14	63	84
Is the physical condition of the school welcoming?		
2009/10	38	57
2010/11	45	57
2011/12	Msk	Msk
2012/13	62	67
2013/14	60	79
Do you feel that this is a good school?		
2009/10	55	82
2010/11	68	86
2011/12	Msk	Msk
2012/13	83	92
2013/14	68	88

Staff Survey - School Environment

School Year	Staff Reporting "Many Times" or "All of the Time"	
	#	%
Are you aware of the school goals for improving student learning?		
2009/10	47	81
2010/11	64	83
2011/12	Msk	Msk
2012/13	77	88
2013/14	60	85
Does your school provide courses to meet all students' needs?		
2009/10	Not asked	Not asked
2010/11	53	69
2011/12	Msk	Msk
2012/13	66	77
2013/14	52	71
Do teachers strive to improve the quality of instruction?		
2009/10	52	84
2010/11	69	92
2011/12	Msk	Msk
2012/13	80	93
2013/14	56	80
Is students' progress regularly and systematically assessed and evaluated?		
2009/10	55	89
2010/11	62	87
2011/12	Msk	Msk
2012/13	81	96
2013/14	60	86
Is assessment information used to plan for instruction?		
2009/10	39	74
2010/11	53	78
2011/12	Msk	Msk
2012/13	66	89
2013/14	45	76
Do teachers collaborate to plan for instruction?		
2009/10	37	62
2010/11	43	63
2011/12	Msk	Msk
2012/13	55	68
2013/14	40	57

Parent/Guardian Survey - Parent Involvement

School Year	Parents/Guardians Reporting "Many Times" or "All of the Time"			
	Elementary		Secondary	
	#	%	#	%
Do you feel welcome at your child's school?				
2009/10	64	82	52	87
2010/11	72	89	46	85
2011/12	16	84	7	70
2012/13	50	83	28	72
2013/14	57	90	48	86
Are you included in decisions made at the school that affect your child's education?				
2009/10	34	43	26	43
2010/11	37	48	20	38
2011/12	6	32	2	20
2012/13	22	36	11	28
2013/14	19	32	17	30
Are you given the opportunity to be involved in the school planning activities (for example, goal setting, safe school planning, school improvement)?				
2009/10	54	75	39	64
2010/11	49	65	24	45
2011/12	8	40	Msk	Msk
2012/13	29	50	17	46
2013/14	22	36	22	40
Do you feel you have a shared role in your child's learning?				
2009/10	Not asked	Not asked	Not asked	Not asked
2010/11	56	69	33	60
2011/12	9	45	6	60
2012/13	43	69	22	54
2013/14	36	60	28	46
Does your child's teacher encourage you to take an active role in your child's learning?				
2009/10	Not asked	Not asked	Not asked	Not asked
2010/11	51	63	22	42
2011/12	12	60	Msk	Msk
2012/13	42	68	12	33
2013/14	33	53	16	28

Satisfaction Surveys - Achievement

Student Survey - Achievement

School Year	Students Reporting "Many Times" or "All of the Time"							
	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%
Do you try to do your best at school?								
2009/10	255	89	232	81	231	75	129	64
2010/11	192	92	253	83	218	69	154	71
2011/12	111	96	122	84	148	72	55	65
2012/13	262	93	278	88	205	72	154	69
2013/14	251	91	228	86	208	80	108	67
Are you getting better at reading?								
2009/10	243	86	185	63	147	54	98	54
2010/11	175	84	188	67	144	48	105	53
2011/12	93	84	86	67	93	52	52	67
2012/13	229	81	188	65	143	57	110	53
2013/14	213	79	162	67	115	49	80	51
Are you getting better at writing sentences or stories? (Grades 3/4)								
Are you getting better at writing? (Grades 7, 10, 12)								
2009/10	196	71	164	60	152	52	120	64
2010/11	154	74	192	65	166	56	109	57
2011/12	95	84	91	66	99	57	42	55
2012/13	199	70	186	61	162	59	129	58
2013/14	203	75	140	54	155	60	97	61
Are you getting better at math? (Grades 3/4, 7)								
Are you getting better at mathematics? (Grades 10, 12)								
2009/10	204	72	184	66	173	57	94	48
2010/11	154	73	214	71	189	63	105	52
2011/12	87	77	106	74	118	61	26	33
2012/13	208	72	231	74	169	61	103	47
2013/14	202	74	172	67	160	63	87	54

Parent/Guardian Survey - Achievement

School Year	Parents/Guardians Reporting "Many Times" or "All of the Time"			
	Elementary		Secondary	
	#	%	#	%
Are you satisfied with what your child is learning at school?				
2009/10	59	74	43	68
2010/11	54	67	42	76
2011/12	9	45	6	60
2012/13	44	71	25	60
2013/14	45	70	33	52
Are you satisfied with the development of your child's reading skills at school?				
2009/10	59	74	47	76
2010/11	60	74	40	74
2011/12	14	70	7	70
2012/13	45	74	25	63
2013/14	48	75	38	66
Are you satisfied with the development of your child's writing skills at school?				
2009/10	50	63	39	62
2010/11	47	59	30	56
2011/12	8	40	7	70
2012/13	35	57	18	45
2013/14	35	55	29	48
Are you satisfied with the development of your child's mathematics skills at school?				
2009/10	50	63	37	59
2010/11	47	59	39	72
2011/12	9	45	4	40
2012/13	34	56	18	44
2013/14	41	64	32	53

Staff Survey - Achievement

School Year	Staff Reporting "Many Times" or "All of the Time"	
	#	%
Are you satisfied with the academic performance of the students at your school?		
2009/10	43	70
2010/11	47	64
2011/12	MsK	MsK
2012/13	60	71
2013/14	49	67
At your school, are all students expected to do well?		
2009/10	56	88
2010/11	67	84
2011/12	MsK	MsK
2012/13	81	90
2013/14	62	84



Satisfaction Surveys – Future Preparation

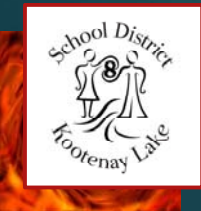
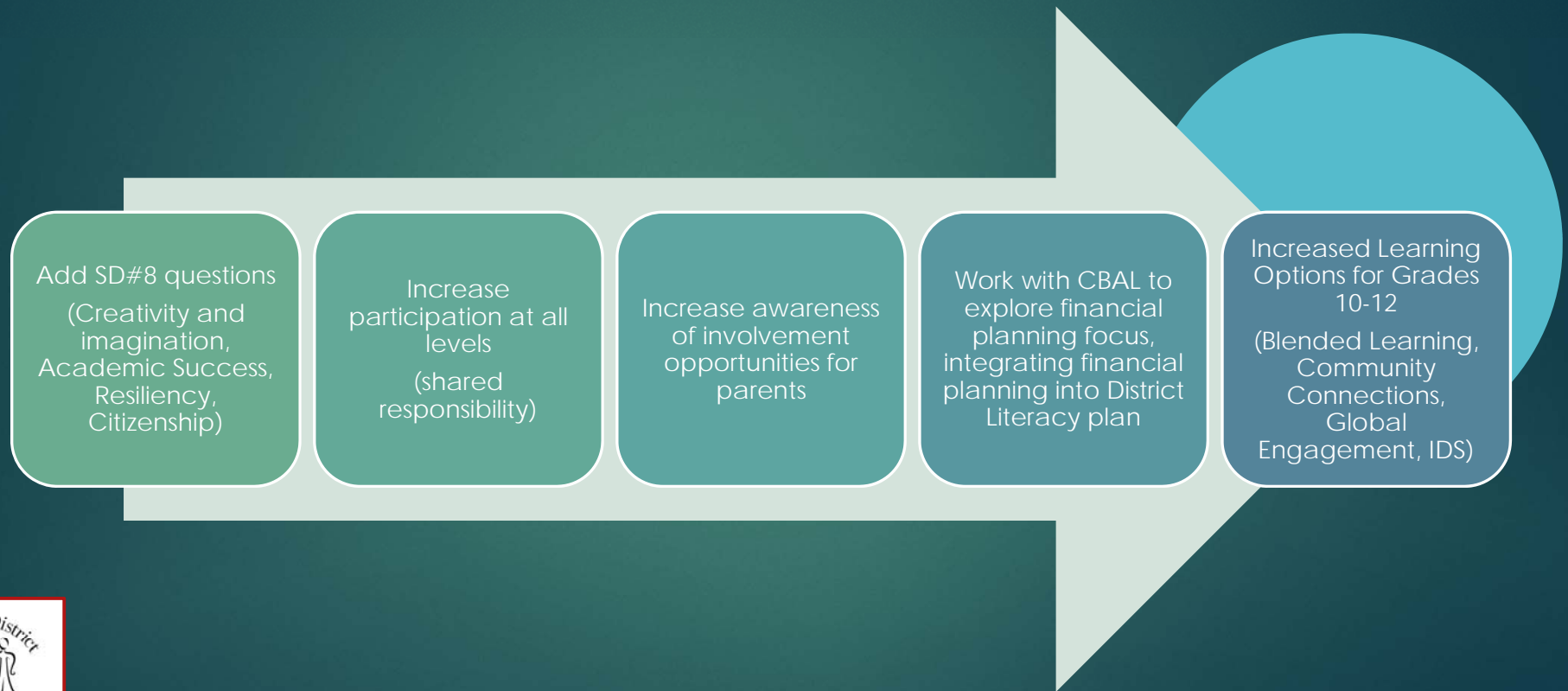
Student Survey - Preparation for the Future

School Year	Students Reporting "Many Times" or "All of the Time"							
	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%
At school, do you learn about saving and spending money? (Grades 3/4, 7)								
At school, do you learn about saving and spending money? (for example, budgeting for future goals) (Grades 10, 12)								
2009/10	45	16	19	7	43	14	49	25
2010/11	45	22	21	7	46	15	62	28
2011/12	19	17	9	6	24	12	24	29
2012/13	38	14	25	8	29	10	44	20
2013/14	36	14	23	9	27	10	25	16
Are you satisfied that school is preparing you for a job in the future? (Grades 10, 12)								
2009/10	Not asked	Not asked	Not asked	Not asked	120	40	73	37
2010/11	Not asked	Not asked	Not asked	Not asked	129	41	76	35
2011/12	Not asked	Not asked	Not asked	Not asked	78	38	24	29
2012/13	Not asked	Not asked	Not asked	Not asked	104	37	65	29
2013/14	Not asked	Not asked	Not asked	Not asked	67	26	32	20
Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)? (Grades 10, 12)								
2009/10	Not asked	Not asked	Not asked	Not asked	153	50	95	48
2010/11	Not asked	Not asked	Not asked	Not asked	160	51	97	44
2011/12	Not asked	Not asked	Not asked	Not asked	98	49	29	35
2012/13	Not asked	Not asked	Not asked	Not asked	127	46	95	43
2013/14	Not asked	Not asked	Not asked	Not asked	111	44	58	37

Parent/Guardian Survey - Preparation for the Future

School Year	Parents/Guardians Reporting "Many Times" or "All of the Time"			
	Elementary		Secondary	
	#	%	#	%
Are you satisfied that school is preparing your child for a job in the future?				
2009/10	Not asked	Not asked	21	34
2010/11	Not asked	Not asked	23	43
2011/12	Not asked	Not asked	6	60
2012/13	Not asked	Not asked	16	39
2013/14	Not asked	Not asked	21	39
Are you satisfied that school is preparing your child for post-secondary education?				
2009/10	Not asked	Not asked	25	41
2010/11	Not asked	Not asked	27	51
2011/12	Not asked	Not asked	6	60
2012/13	Not asked	Not asked	17	41
2013/14	Not asked	Not asked	24	43

Satisfaction Surveys



Academic Success

Creativity and Imagination

Citizenship

Resiliency

Direction for 2014-2015

EDI/MDI

Continue with Early Learning Support for Kindergarten

Watch for physical development as a possible emerging trend in Kindergarten

Target Creston family with 'Healthy Schools' support

Target 'Community Links' funding for after school support in Kootenay Lake Rural and meals support across District



Academic Success

Creativity and Imagination

Citizenship

Resiliency

Core Literacies

Focus on 'middle years' numeracy/literacy development

Focus on implementation of new K-9 curriculum

Focus on Engagement, Opportunities and Rich Learning Environments



Academic Success

Creativity and Imagination

Citizenship

Resiliency

Satisfaction Surveys

Add SD#8 questions (Creativity and Imagination, Academic Success, Resiliency, Citizenship)

Increase participation at all levels (shared responsibility)

Increase awareness of involvement opportunities for parents

Increase Learning Options for Grades 10-12 (Blended Learning, Community Connections, Global Engagement, IDS)



Academic Success

Creativity and Imagination

Citizenship

Resiliency

Our District continues to welcome ALL learners who come to us. Our ability to embrace each student and welcome each to a voyage of discovery – no matter their history, home life and ability – will be the legacy of public education in the 21st century. We plan to advance our work in the following ways:

- Tenaciously maintain student learning at the forefront of resource allocation decisions and choices;
- Ensure technology mobility and standards are developed and maintained in order to achieve ubiquitous access for students and staff;
- Place emphasis on global sustainability and citizenship and the changing skillsets required to emerge as adults with the ability to participate fully in efforts toward global sustainability;
- Ensure students are active leaders of their own learning;
- Focus on bringing criteria for effective learning environments to scale;
- Development of skills and competencies as Curriculum, rather than content acquisition as Curriculum;
- Apply skills and competencies students need in order to develop new knowledge and help them to use this knowledge to solve complex world issues and challenges.

- Superintendent's Report on Achievement, 2014/15



Academic Success

Creativity and Imagination

Citizenship

Resiliency

Academic Success

Creativity and Imagination

Citizenship

Resiliency



Our Model of Support and Growth

- ❑ Direct Student Support
- ❑ Capacity Building for Staff
- ❑ Leadership Development



Academic Success

Creativity and Imagination

Citizenship

Resiliency

Direct Student Support

Early Years

Continue to support Kindergarten classrooms, addressing the needs identified in the EDI, by Kindergarten teachers, and in District Goal #6 'Enhance Support for Successful Transition into Kindergarten'. This support is provided through Educational Assistants, who help students integrate into the Kindergarten classroom and the school community.

Community Links

Continue to focus on vulnerable youth through our 'Family of Schools' model, as we continue to see in our schools and through our safety survey that a small percentage of our youth are highly vulnerable, provide some after school support for Kootenay Lake Rural as identified in the MDI, continued meals support, sexual health conversations, continue with the EDI/MDI administration

Direct Student Support

Resources

Based on the work in curriculum implementation K-9, and the review of digital resources in 2013-14, provide funds to supplement school purchases of online licensing and print resources to support the new curriculum.

Ace-It

Continue to support students in exploring the trades as an option in Grade 11-12, through the College of the Rockies and Selkirk College. This is a need identified by students, staff and the Ministry, and also supports District Goal #4 'Enhance Marketing of Program Opportunities for Students' and District Goal #3 'Increased Engagement with Communities and Constituents'.

Direct Student Support

Cultural Events

Continue to support students through the coordination of the ArtStarts program and the cultural events provided to all schools through this program.

Wild Voices for Kids

Continue to support students through the coordination of the 'Wild Voices for Kids' program and the active, outdoor learning events that are organized through this community based program.

Healthy Schools

Continue to support school health goals and focus on the Creston Valley, specifically on nutrition/sleep as identified in MDI.

Capacity Building/Leadership Development

Improving Practice across Whole Systems

1. *Develop precision in* pedagogical practices
2. Build collective capacity
3. Invest in leadership at all levels
4. Learn from the Work



- Fullan, NPDL

Capacity Building in SD#8

Collaborative Action

Structured, Reflective, Focus on Student Learning

Capacity Building Over Time

Individually, Small Group Inquiries, Sessions

▶ Both **CULTURE** and **CAPACITY** are needed for deep and sustained change

▶ Momentum is not limited to top down, nor bottom up, it is both ~

(Fullan, Langworthy, Barber et al)

K-12 Collective Commitment

Understanding the Trajectory

Leveraging Digital Tools

Imagine and Create, Connect and Collaborate,, Go Global

Connected, Networked Learning

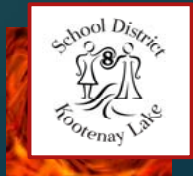
District, Provincial, Global

Academic Success

Creativity and Imagination

Citizenship

Resiliency



Capacity Building

Grade 4 – 7 Core Literacies

Identify 'Family of Schools' whose students are showing decline both in FSA results and in schoolwide assessments and target support to develop capacity across schools in literacy.

K-9 Curriculum

Support the implementation of competency based curriculum through 'Family of Schools' implementation model and Competency Based Collaborative Inquiry projects, building on the work beginning in Spring of 2014.

Leveraging Digital

Continue the shift towards ubiquitous access and anytime, anywhere learning through responsive sessions and projects for schools focussed on 'anytime, anywhere learning', blended learning models, connected students and educators, creativity and collaboration, access to global resources and projects.

Capacity Building

Innovative Action Grants

With a focus on bringing effective learning environments to scale, these project opportunities offer our staff flexibility and choice in their learning. For 2014-15, the grants will focus specifically on:

- Understanding the K-12 trajectory through multi-grade, multi-disciplinary projects,
- Assessment for learning, Students as learning leaders
- Increasing opportunities for secondary students through blended learning, IDS development, etc.
- Projects which engage students in solving authentic, real world problems, global sustainability

District ProD

Supporting our staff in collective, responsive professional development opportunities.

Leadership Development

Principals/Vice Principals and Aspiring Leaders

- 5 sessions focussed on
 - Effective Learning Environments and School Cultures of Deep Learning
 - Parent Involvement/School Growth Plans
 - Student Expectations/Board Goals
 - Focus on Global Engagement and Connected Leadership
 - Flexibility and Choice for Students
 - Proactive Management (Board Policy, Legislation, and Collective Agreements)

Innovative Action projects

- Leadership focussed Innovative Action grants
- Developing connected, global educators with an online leadership presence


Shared Leadership

- Staff leadership throughout all capacity building initiatives

Other Targeted Funds

Aboriginal Education

Pending recommendations of review



**“Innovation is not the new
and shiny stuff.
It’s the transformation to
meet the changing needs of
our learners.”**

- Superintendent Jeff Jones

Our Learners - The



Of Our Work

