Rocky Mountain
School District #6

Rocky Mountain
Alternate Education

June 30, 2023

SCHOOL SUCCESS PLAN

Rocky Mountain Alternate Education

ROCKY
MOUNTAIN
School District #6

School District No. 6 (Rocky Mountain) is located on the unceded lands of the
Secwépemc and Ktunaxa People, and the chosen home of the Métis People of B.C.

PRINCIPAL MESSAGE

Rocky Mountain Alternate Education and Online Learning serves students who benefit from an alternative learning environment and programming in the communities of Golden, Invermere and Kimberley.

We are proud to share our School Success Plan for the 2023-2024 school year, which was developed with ongoing collaboration with school staff and our school community through the May 2023 Community Engagement session. It is our collective work and the relationships built with community partners that allows us to provide flexible programming to meet the needs of our learners.

Lisa Tenta, Principal

SCHOOL DEMOGRAPHICS

Staff

16

Students

Alternate Education Sites
80 students

Online Learning
Learn at Home (K-9): 18 students
Grades 10-12: 150 students

Grades

Alternate Education Sites
Grades 10 – 12

Online Learning
Learn at Home: K-9
Grades 10-12

MISSION

Together as an inclusive community, we nurture curious, connected and adaptable learners

VISION

Limitless Potential

VALUES

Relationships
Connections with the land, self, and others develops compassion, safety, and well-being.

Equity
Support and opportunity to reach potential.

Integrity
Honesty and responsibility in respect and care for others.

Innovation
Courageously pursue continuous growth.

Curiosity
Seek to understand.

STRATEGIC PRIORITY ONE

Equity and Inclusion

Goal

<Insert Image>

<Insert Image>

Evidence Narrative

Regular school attendance is a powerful predictor of student outcomes. Attendance records indicate that a significant amount of students attending alternate sites in the Windermere and Golden Zones are attending school less than 50% of the time. This aligns with end of the year report cards that indicate that a significant percentage of Grade 10 and 11 students are not on track for a 5-year Dogwood.
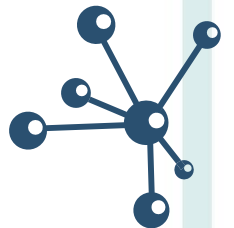
Concept Focus

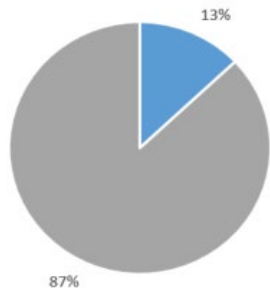Sense of Belonging – Wellbeing Circle of Courage Framework

Strategic Inquiry

To what extent will the weekly teaching of social emotional strategies improve student attendance, academic engagement and on-track graduation rates?
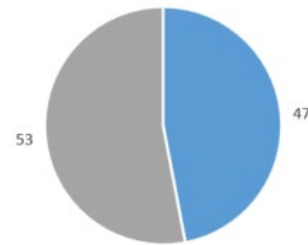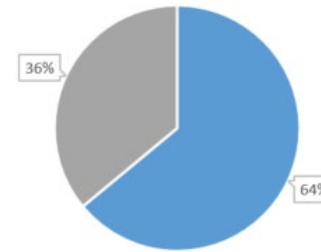
DATA

KAS Average Student Attendance

13%
87%

■ KAS Student Attendance Less 50%   ■ KAS Student Attendance Over 50%

GAS Average Student Attendance

47
53

■ GAS Student Attendance Less 50%   ■   ■ GAS Student Attendance Over 50%

Open Doors Average Student Attendance

36%
64%

■ Open Doors Student Attendance Less 50%   ■   ■ Open Doors Student Attendance Over 50%

The above data indicates that on average 59% of Alternate Education students are attending school more than 50% of the time.

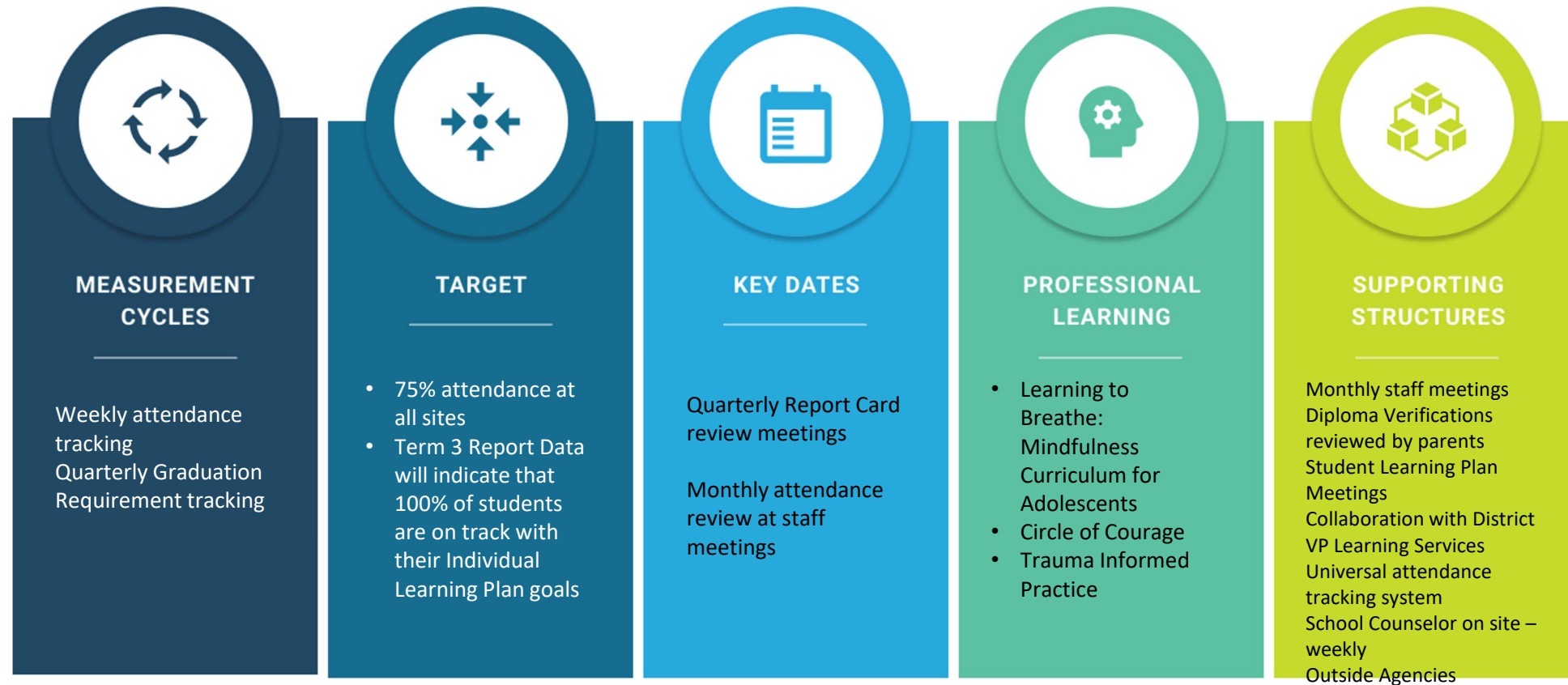| On Track to meet the 5 Year Dogwood Graduation Requirements		
	Percent on Track	Not on Track
Grade 10	11%	89%
Grade 11	42%	58%

2023 Alternate School Graduates	
5 Year Dogwood	50%
6 Year Dogwood	4%
5 Year Adult Dogwood	21%
6 Year Adult Dogwood	25%

7

TARGETS, MEASURES & SUPPORTS

MEASUREMENT CYCLES

Weekly attendance tracking
Quarterly Graduation Requirement tracking

TARGET

- 75% attendance at all sites
- Term 3 Report Data will indicate that 100% of students are on track with their Individual Learning Plan goals

KEY DATES

Quarterly Report Card review meetings

Monthly attendance review at staff meetings

PROFESSIONAL LEARNING

- Learning to Breathe: Mindfulness Curriculum for Adolescents
- Circle of Courage
- Trauma Informed Practice

SUPPORTING STRUCTURES

Monthly staff meetings
Diploma Verifications reviewed by parents
Student Learning Plan Meetings
Collaboration with District VP Learning Services
Universal attendance tracking system
School Counselor on site – weekly
Outside Agencies

Evidence Narrative

The option to take an online course amongst students in Grades 10-12 has become more prevalent. Term three report card data indicates that a significant percentage of students enrolled in courses with RMOL are less than 50% completed by April. Many of these students have enrolled in courses in September. Increased engagement in the final 2 months is a notable trend, but this is often accompanied with increased levels of student stress and, in some cases, suboptimal effort or results.
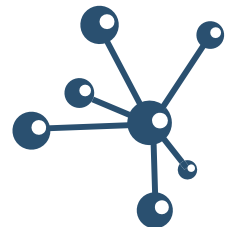
Concept Focus

Improved communication and course completions
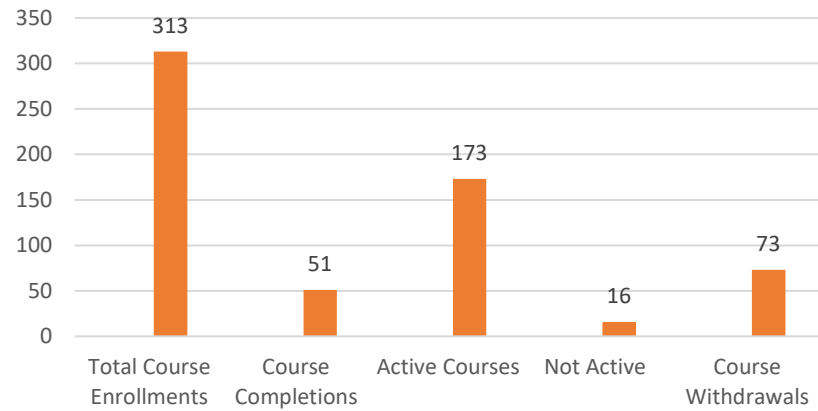(Parents, Students and Bricks and Mortar schools)

Strategic Inquiry

Will improved communication with parents, students and brick and mortar schools result in improved student engagement in their online courses and decrease course withdrawal rates?
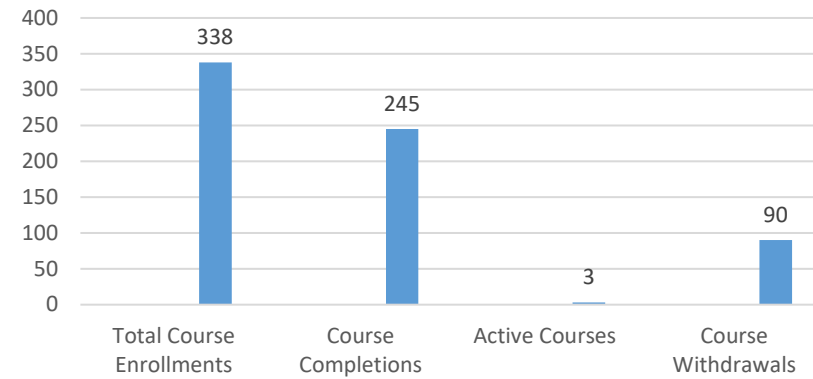
DATA

RMOL April 2023 Course Enrollment Data

Total Course Enrollments: 313
Course Completions: 51
Active Courses: 173
Not Active: 16
Course Withdrawals: 73

RMOL June 30 Course Enrollment Data

Total Course Enrollments: 338
Course Completions: 245
Active Courses: 3
Course Withdrawals: 90

TARGETS, MEASURES & SUPPORTS

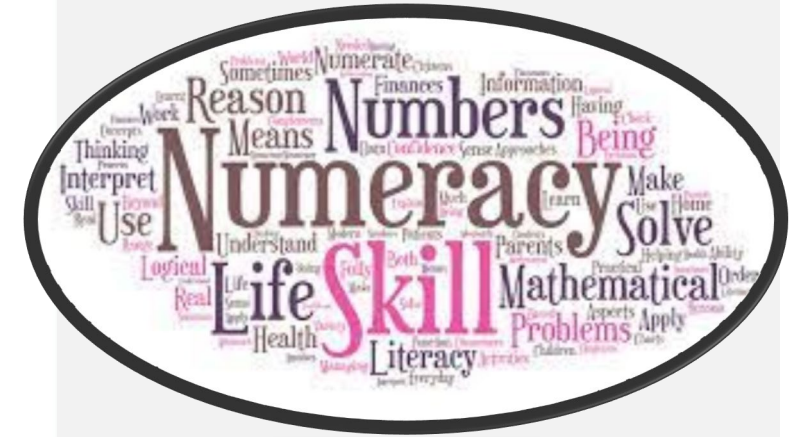| MEASUREMENT CYCLES	TARGET	KEY DATES	PROFESSIONAL LEARNING	SUPPORTING STRUCTURES
Monthly Student Survey: 2x/year	30% Grade 10-12 Course completion rate by term 3	Formal Reporting Cycle: Term 1 Term 2 Term 3 Term 4	D2L Brightspace ongoing training (Intelligent Agents)	Collaboration: Secondary school teams, weekly RMOL team D2L Brightspace Community District Learning Services support

STRATEGIC PRIORITY TWO

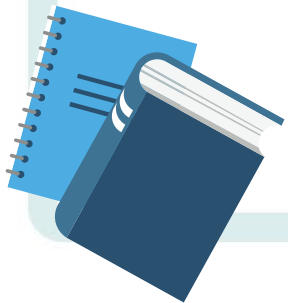Nurture the potential of each student

Goal

To increase student performance in numeracy and literacy

Evidence Narrative

Graduation Numeracy and Literacy 10 assessments indicate that students need further practice with analyzing and justifying responses
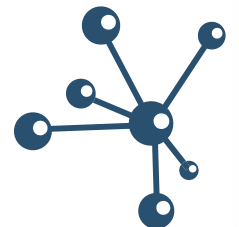
Concept Focus

Critical Thinking and Problem Solving
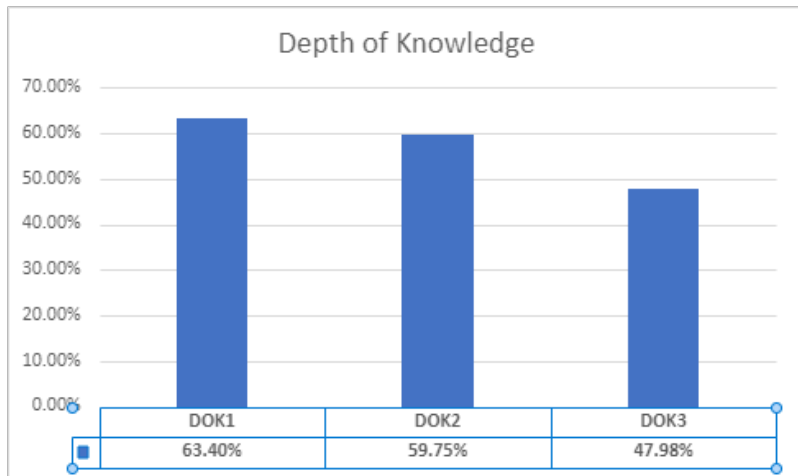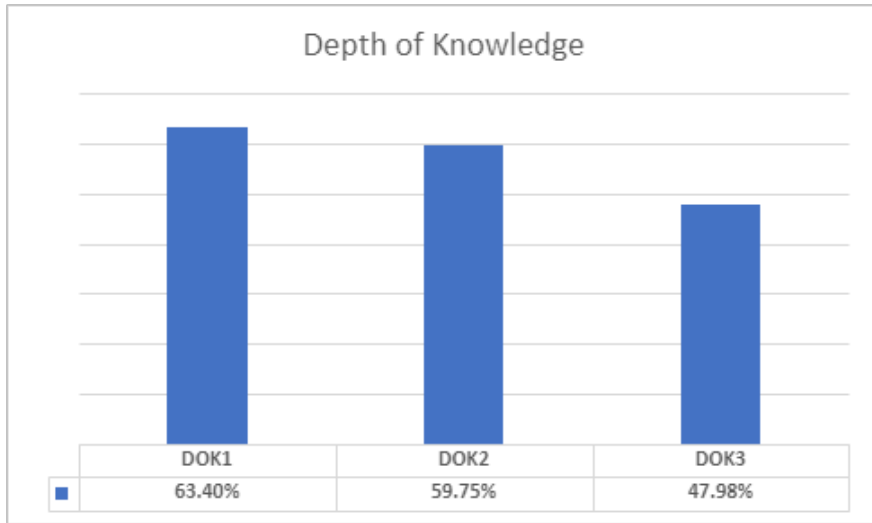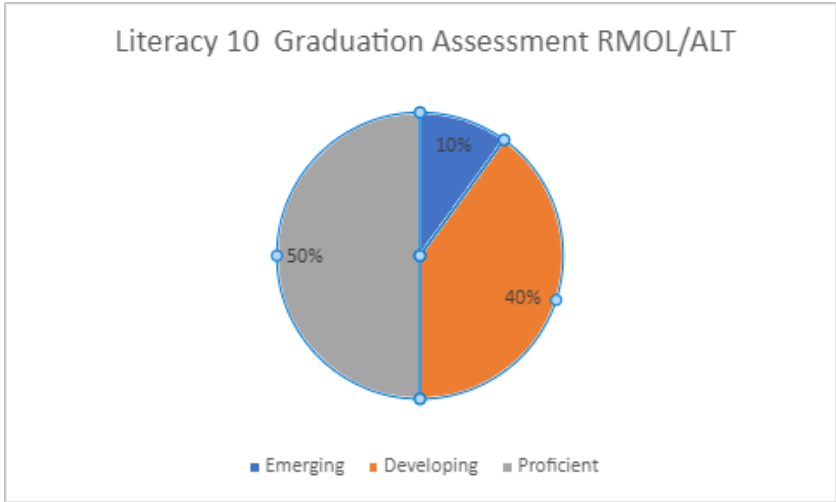Depth of Knowledge

Strategic Inquiry

Will a focus on teaching strategies for Critical Thinking and Problem-Solving increase student achievement on the Graduation Numeracy and Literacy 10 Assessments?
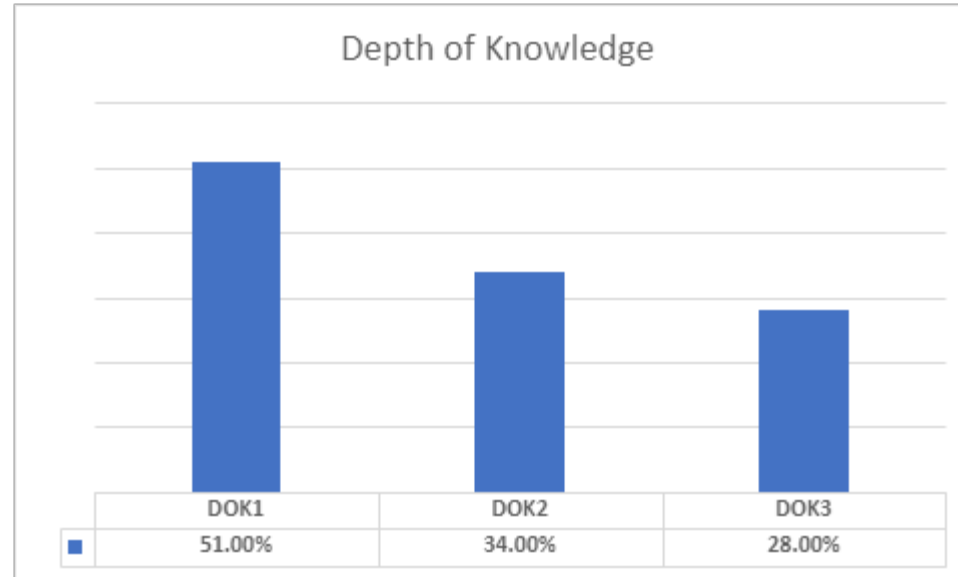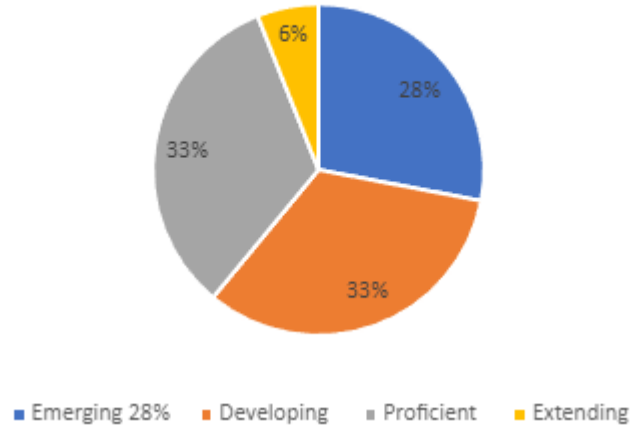
DATA

Literacy 10 Graduation Assessment

Literacy 10 Graduation Assessment RMOL/ALT

- Emerging 10%
- Developing 40%
- Proficient 50%

Depth of Knowledge

	DOK1	DOK2	DOK3
	63.40%	59.75%	47.98%

Depth of Knowledge

	DOK1	DOK2	DOK3
	63.40%	59.75%	47.98%

Level 1 – RECALL	Level 2 – SKILLS AND CONCEPTS	Level 3 – STRATEGIC THINKING
The student is able to recall or locate information such as a fact, definition, or term; use a procedure; or apply a formula.	The student is able to demonstrate conceptual understanding through models and explanations, and to make decisions on how to approach a problem or activity.	The student is able to solve a problem and explain his or her thinking through reasoning, planning, and using evidence.

DATA

Numeracy 10 Graduation Assessment

Numeracy 10 Graduation Assessment RMOL/ALT

Pie chart:
- 28% Emerging
- 33% Developing
- 33% Proficient
- 6% Extending

Legend:
- Emerging 28%
- Developing
- Proficient
- Extending

Depth of Knowledge

	DOK1	DOK2	DOK3
	51.00%	34.00%	28.00%

Level 1 – RECALL	Level 2 – SKILLS AND CONCEPTS	Level 3 – STRATEGIC THINKING
The student is able to recall or locate information such as a fact, definition, or term; use a procedure; or apply a formula.	The student is able to demonstrate conceptual understanding through models and explanations, and to make decisions on how to approach a problem or activity.	The student is able to solve a problem and explain his or her thinking through reasoning, planning, and using evidence.

TARGETS, MEASURES & SUPPORTS

MEASUREMENT CYCLES

Fall Assessment
Fall Data Review
Winter Assessment
Winter Data Review
Spring Assessment
Spring Data Review

TARGET

- 10% increase of students demonstrate Proficiency (GNA & GLA 10)
- 10% increase noted in Depth of Knowledge response completions

KEY DATES

October 2023
January 2024
April 2024
June 2024

PROFESSIONAL LEARNING

- Review of GNA & GLA 10 tasks
- Real-Life Task development
- Supports for students requiring accommodations

SUPPORTING STRUCTURES

Collaboration with:
1) All alternate school sites
2) Community agencies
3) District Principal Literacy & VP Numeracy
4) District Learning Services

STRATEGIC PRIORITY THREE

Growing the capacity of self and others

 Goal

To build staff capacity and knowledge with Mental Health Literacy

Evidence Narrative

Survey results indicate that 50% of staff have worked in an alternative school setting for less than 5 years. To strengthen our capacity, staff have been working together to define the student intake process, share resources, and identify areas where additional student support is needed. Providing additional support to address the mental health needs of our students is on the forefront of discussions; this will be the focus of our collaborative work in the upcoming school year.
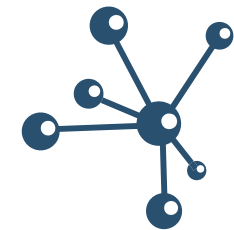
Concept Focus

Mental Health Literacy

Strategic Inquiry

If all staff build a common understanding of and practice Mental Health Literacy, how will this impact student access to supports and sense of belonging?
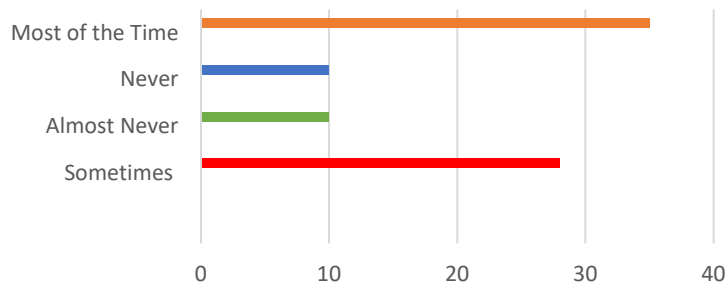
DATA

SD6 Student Learning Survey Grade 10 Results – 2023

At school I am learning to care for my mental health

SD6 Youth Development Survey - 2023

GENERAL MENTAL HEALTH

Youth's rating of their overall mental health.

"Overall, how would you rate your mental/emotional health in the past two weeks?"

Excellent	10%
Very Good	12%
Good	22%
Fair	25%
Poor	31%

Due to enrollment numbers, data specific to each Alternate School was not available. This will be addressed in the upcoming school year with the implementation of a school-based survey.
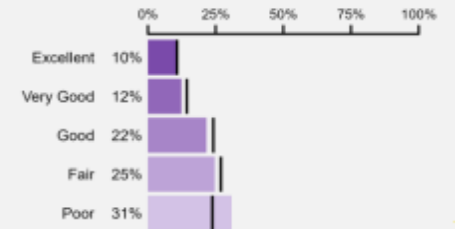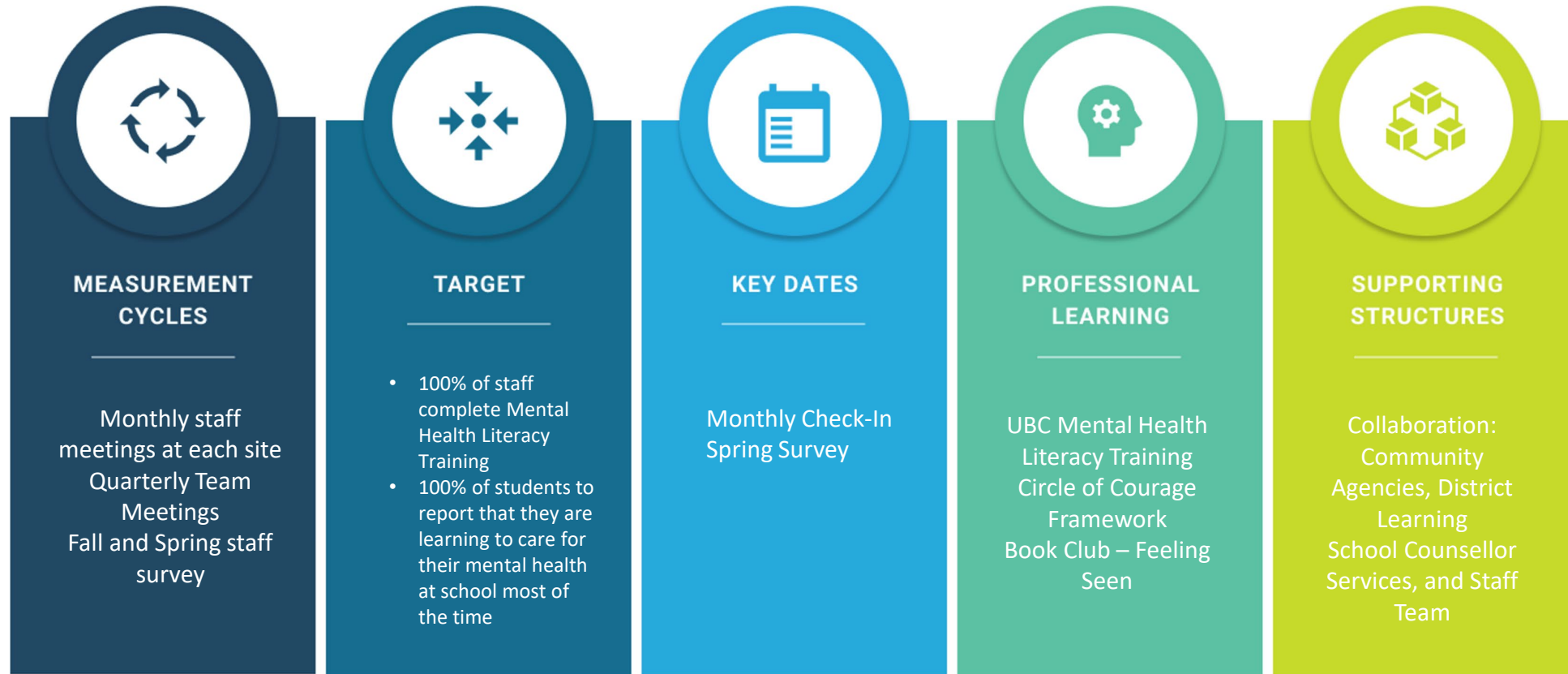
TARGETS, MEASURES & SUPPORTS

MEASUREMENT CYCLES

Monthly staff meetings at each site
Quarterly Team Meetings
Fall and Spring staff survey

TARGET

- 100% of staff complete Mental Health Literacy Training
- 100% of students to report that they are learning to care for their mental health at school most of the time

KEY DATES

Monthly Check-In
Spring Survey

PROFESSIONAL LEARNING

UBC Mental Health Literacy Training
Circle of Courage Framework
Book Club – Feeling Seen

SUPPORTING STRUCTURES

Collaboration: Community Agencies, District Learning
School Counsellor Services, and Staff Team

STRATEGIC PRIORITY FOUR

Stewardship for the future

 Goal

To increase opportunities for place-based learning experiences and community connections

Evidence Narrative

One of the First Peoples Principles of Learning states that**, "**Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)". Staff are motivated to enhance our programming and will provide increased learning opportunities within the community. This will allow students to make connections and build interpersonal relationships in their community, resulting in a strengthened sense of belonging.
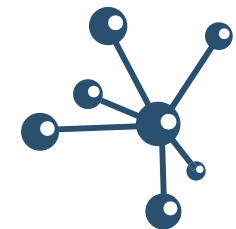
Concept Focus

Connections to community and land-based experiences
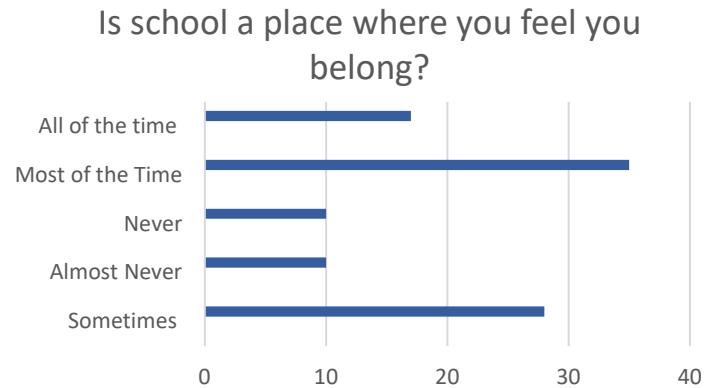
Strategic Inquiry

Will programming anchored in place-based learning increase student overall sense of belonging and achievement?

DATA

SD6 Student Learning Survey Grade 10 Results – 2023

SD6 Youth Development Survey Grade 11- 2023

Is school a place where you feel you belong?

All of the time	
Most of the Time	
Never	
Almost Never	
Sometimes	

SCHOOL BELONGING*

Youth's level of agreement with statements about their sense of belonging at school.

e.g., "I feel like I belong in this school"

High	23%
Medium	38%
Low	39%

SENSE OF COMMUNITY BELONGING

Youth's rating of their sense of belonging to their community, including geographic community, cultural community, etc.

e.g., "I feel a sense of belonging in my community," and "I know where to go in the community to get help."

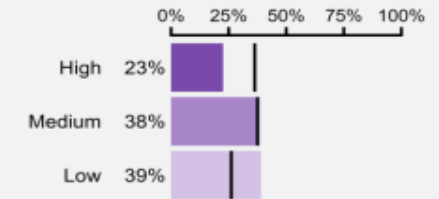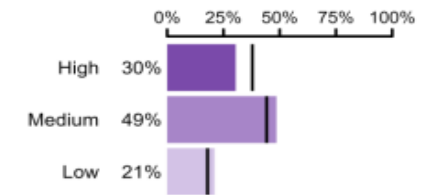|	
High	30%
Medium	49%
Low	21%

* Due to enrollment numbers, data specific to each Alternate School was not available. This will be addressed in the upcoming school year with the implementation of a school-developed belonging survey.

23

TARGETS, MEASURES & SUPPORTS

MEASUREMENT CYCLES

Monthly staff meetings at each site
Quarterly Team Meetings
Fall and Spring staff survey

TARGET

- 1 community field trip per month
- 100% of students attend field trips

KEY DATES

Monthly Check In
Spring Survey
Results review

PROFESSIONAL LEARNING

Development of Sense of Belonging Survey
Book Club – Feeling Seen
Circle of Courage Framework

SUPPORTING STRUCTURES

Engagement with Community Agencies
District VP Learning Services

LEARNING & STRATEGIC RESOURCES

- UBC Mental Health Literacy Training
- Circle of Courage Framework
- Mind Up for Life Curriculum
- Learning to Breathe: Mindfulness Curriculum for Adolescents
- Community Agency – Bi-annual Interagency collaboration
- Strategic Budgeting – investment in full team collaboration
- First Peoples Principles of Learning
- Ministry of Education – Graduation Numeracy and Literacy practice tasks
- Microsoft Forms – Belonging Survey development
- Microsoft Excel – Attendance