AIM HIGH

June 2023

SCHOOL SUCCESS PLAN

David Thompson Secondary School

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

Schools are complex spaces where students challenge themselves in ways that help them become positive contributors to their communities.
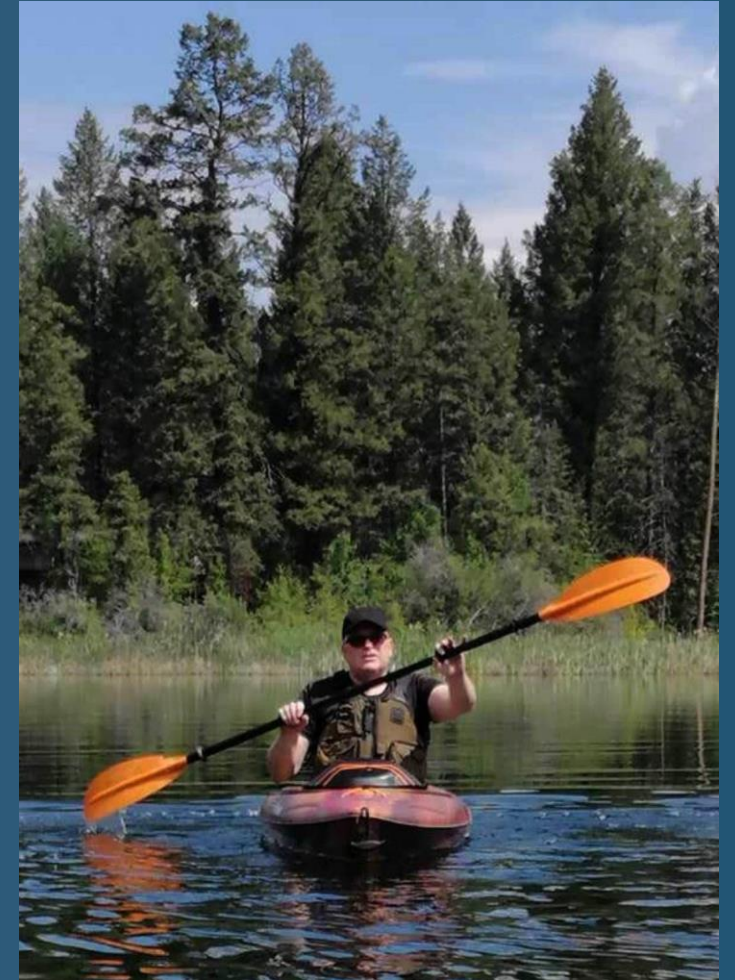
Slightly more than a quarter century ago educators focused their efforts on the 21st century skills that students would need to be successful in life. Technological literacy, communication, numeracy, resiliency and problem solving were but a few identified areas that were as relevant then as they are nearly a quarter century later, today. While some things have changed in schools many have stayed very much the same. This demands a close examination and shift.

As this school success plan sets the framework for the year ahead and the four-year planning cycle, we challenge ourselves to envision the success story we will tell along the way and at the end of the cycle.

Data from various sources help us set that direction and ground us in meaningful planning and execution. While there could be a multitude of areas to focus our efforts, we believe that the data we have is driving us to focus on student wellbeing, connections, relevance and critical thinking as the most important leverage points for our efforts.

Most importantly over the next 12 months, the DTSS school community will engage in a deep dive to revisit and establish a set of shared values that will serve as check points in all decision making. Even without this important work done at this time we enter the next four-year cycle committed to ensuring our structures support student health and wellbeing because we know that focus is critical to all other success. This will necessitate alignment of all elements of our efforts.

Mike Hubick B.Ed., M.A.
Principal

SCHOOL DEMOGRAPHICS

Staff

- 21 Support Staff
- 31 Teaching Staff

Students

- Approximately 500 students.

Grades

- Grades 8 - 12

MISSION

We collaborate in the pursuit of each student's success as knowledgeable, caring, resilient, and contributing members of a global community.

VISION

Opportunity, equity, and success for ALL learners

VALUES

Respect
We foster respectful relationships that build trust, safety and wellbeing.

Equity
We strive to build learning environments that are equitable, honour diversity and inclusion, are safe, caring and healthy places to work and learn.

Integrity
We nurture a sense of self-awareness, responsibility and honesty to become environmental stewards and morally upright global citizens.

Accountability
We are accountable for ourselves, our students and our communities for professionalism, transparency and quality results.

Innovation
We create learning opportunities that are high quality, placebased, creative, and that encourage students to reach their full potential.

Note: The shared values, mission and vision will be reviewed and revised in the 2023/2024 academic year.

STRATEGIC PRIORITY ONE

Equity, Diversity, and Inclusion

Goal

Increase students' sense of belonging.

Evidence Narrative

According to some survey results, students describe their mental health more favorably than in previous years. However student mental health and wellbeing continue to emerge in themes extracted from surveys and focussed discussion with students.
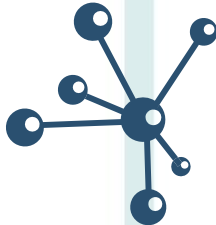
Concept Focus

Student connectedness

Strategic Inquiry

To what extent will teachers' weekly use of circle practices improve student's sense of mental health wellness.

DATA

Data is showing us that there is a continued need to remain focussed on identifying and implementing strategies intended to improve student connectedness which is believed to contribute to overall positive mental health.
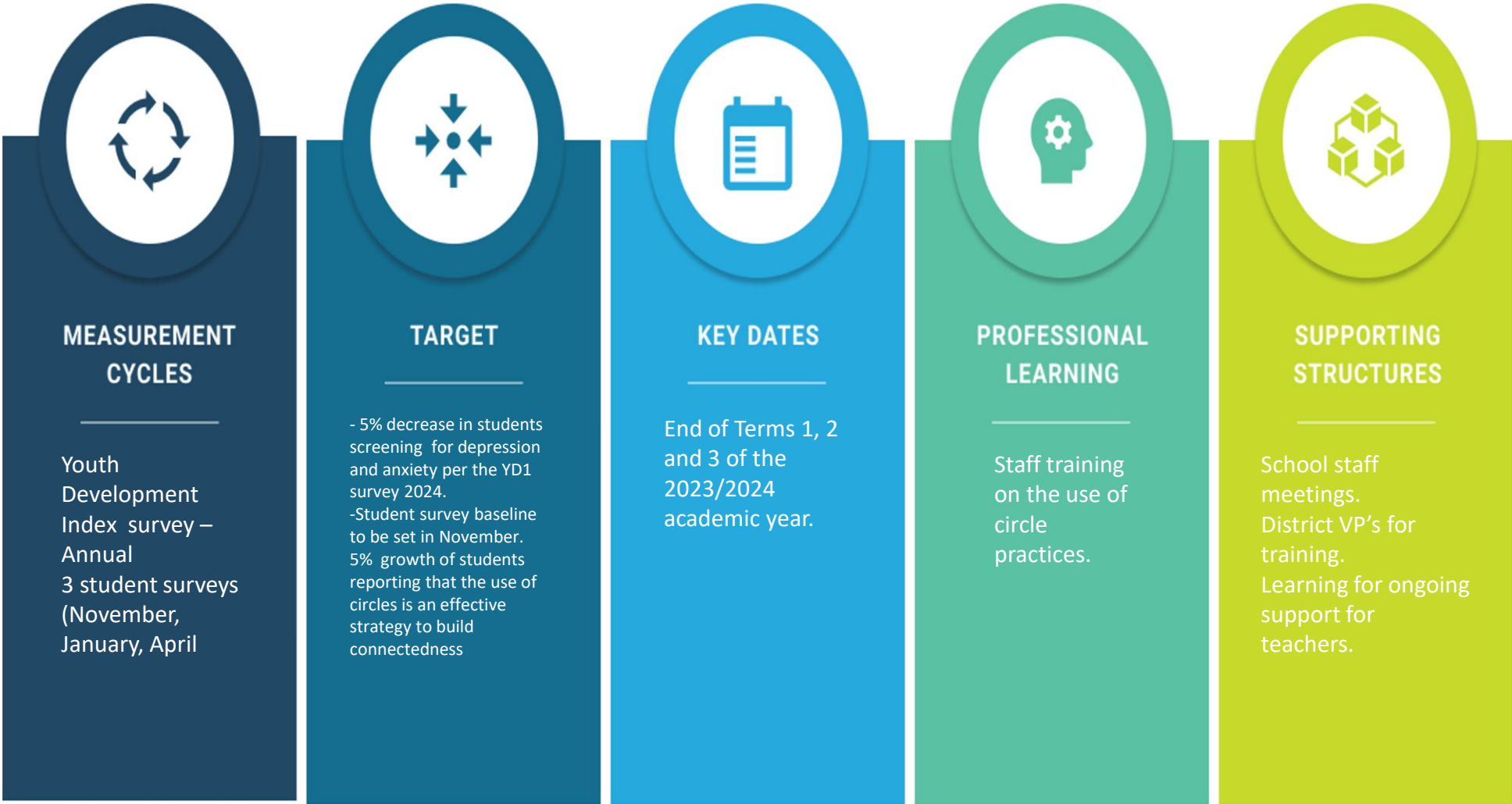
- 16% fewer Grade 10 students and 7% fewer Grade 12 students describe their mental health as "poor". (Source: Student Learning Survey 2023.)
- 36% of grade 10 students and 44% of grade 12 students report less than "good" mental health. (Source: Student Learning Survey 2023.)
- 46% of students screened using the Patient Health Questionnaire (PHQ-8) screened positive for depression compared to 38% in the provincial cohort. * (Source: Youth Development Index survey results 2023.)
- 35% of students screened using the Generalized Anxiety Disorder 2 scale (GAD-2) screened positive for generalized anxiety compared to 38% in the provincial cohort. * (Source: Youth Development Index survey results 2023.)

*Note: these statistics do not represent a formal diagnosis of these conditions which can only be diagnosed by appropriate medical practitioners.

TARGETS, MEASURES & SUPPORTS

MEASUREMENT CYCLES

Youth Development Index survey – Annual
3 student surveys (November, January, April

TARGET

- 5% decrease in students screening for depression and anxiety per the YD1 survey 2024.
-Student survey baseline to be set in November.
5% growth of students reporting that the use of circles is an effective strategy to build connectedness

KEY DATES

End of Terms 1, 2 and 3 of the 2023/2024 academic year.

PROFESSIONAL LEARNING

Staff training on the use of circle practices.

SUPPORTING STRUCTURES

School staff meetings.
District VP's for training.
Learning for ongoing support for teachers.

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LEARNING & STRATEGIC RESOURCES

School will engage district VPs to provide training in the use of circle practices in classrooms. Release time (2 days) for 2 school design team members to develop training with district VPs in order to co-facilitate learning activities for all staff. At the end of each term students will be questioned via a short questionnaire to determine their perspective of the effectiveness of the focus on the use of circle practices.
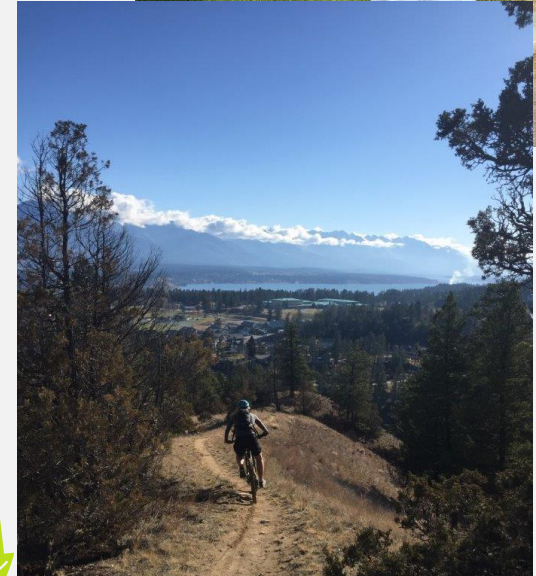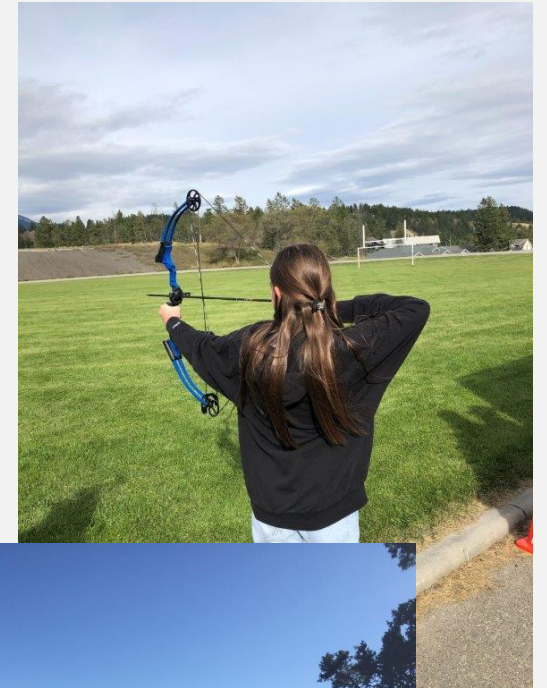
STRATEGIC PRIORITY TWO

Success for Each Learner

🎯 **Goal**

Improve student success in literacy and numeracy.

Evidence Narrative

A smaller percentage of DTSS student score in the proficient and extending ranges of provincial assessments in Numeracy and Literacy than their provincial peers. Analysis suggests that this gap could be bridged if students increased abilities in critical thinking.
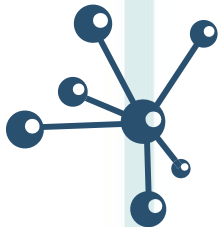
Concept Focus

Critical Thinking

Strategic Inquiry

To what extent would teachers teaching students to ask thought provoking questions result in students improving their critical thinking?

DATA

A detailed analysis of school assessment data revealed that a key element that prevents a student from reaching a proficient or extending level of achievement is their ability to consistently demonstrate critical thinking.

- On 2022/2023 provincial grade 10 numeracy assessment 51.26% of DTSS students were below the proficient level compared to 53.88% of their provincial peers.

- On 2022/2023 provincial grade 10 literacy assessment 31.43% of DTSS students were below the proficient level compared to 27.42% of their provincial peers.

- On 2022/2023 provincial grade 12 literacy assessment 38.57% of DTSS students were below the proficient level compared to 21.20% of their provincial peers.

DATA

- On 2022/2023 provincial grade 10 numeracy assessment 6.25% of DTSS students reached the highest level (extending) compared to 11.07% of their provincial peers.

- On 2022/2023 provincial grade 10 literacy assessment 2.86% of DTSS students reached the highest level (extending) compared to 11.31% of their provincial peers.

- On 2022/2023 provincial grade 12 literacy assessment 12.86% of DTSS students reached the highest level (extending) compared to 20.80% of their provincial peers.

MEASUREMENT CYCLES

Provincial Assessments for numeracy 10 and literacy 10 and 12 are written 4 times annually. The core competency self reflection is conducted 3 times per year.

TARGET

Narrowing of the 2022/2023 gaps by half for 2023/2024 for students reaching the proficient and exceeding levels on classroom and provincial assessment.

KEY DATES

November, January, April and June exam sessions as determined by the Ministry of Education

PROFESSIONAL LEARNING

Staff training in the use Blooms Taxonomy to extend student thinking in curricular content areas.

SUPPORTING STRUCTURES

School staff meetings District VP's for training.

LEARNING & STRATEGIC RESOURCES

The school staff will engage district VPs to provide training in the use of the Core Competencies – Critical Thinking Domain in all classrooms. Release time (2 days) for 2 school lead team members to develop training with district VPs in order to co-facilitate learning activities for all staff.

STRATEGIC PRIORITY THREE

Growing Capacity of Self and Others

🎯 Goal

Increase teachers' capacity to meet the needs of all students in the classroom.

Evidence Narrative

- A large number of office referrals result from disruptive in class behavior.
- Student attendance data demonstrates a significant attendance problem at DTSS which has impact of student success.
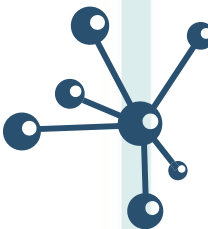- The delivery of small group specialized instruction needs more connection to the classroom.

Concept Focus

Adult – Student Relationships

Strategic Inquiry

To what extent will all staff meeting bi-weekly on a book study of Connections Over Compliance, Rewiring Our Perceptions of Discipline equip the staff to meet the needs of students in their classrooms.

DATA

Data sources suggest that approximately 70% of office referrals result from disruptive in class behavior.   Approximately 54% of students were absent more than 15% of the time in Semester 1 (2022/2023). Anecdotal observation shows that a large number of students regularly access behavior and academic support in spaces outside of the classroom, missing instructional and relational opportunities.

MEASUREMENT CYCLES

Staff will provide written responses to reflective/ guiding questions in conjunction with the book study including 7 checkpoints to be completed by the end of the 3rd term.

TARGET

Staff will report increased ability to meet the needs of students in class by implementing or refining 3 or more strategies in their practice.

KEY DATES

Monthly – End of term 3.

PROFESSIONAL LEARNING

Staff will engage in a book study

SUPPORTING STRUCTURES

School staff meetings District VP's for training.

LEARNING & STRATEGIC RESOURCES

All staff will engage in a book study of the book <u>Connections Over Compliance, Rewiring Our Perceptions of Discipline</u>. The book study will be accompanied by a reflection guide and time at book club meetings will be dedicated to discussing the content and its practical applications within the classroom environment.

Emphasis will be placed on maximizing student time at the point of instruction. Supports will be brought into the classroom at the point of instruction rather than excusing students from classrooms to go to seek supports elsewhere.

All staff will participate in Non-Violent Crisis Intervention training.

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STRATEGIC PRIORITY FOUR

Stewardship for the Future

🎯 **Goal**

Improve students' connections to community.
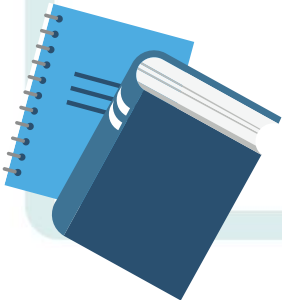
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Evidence Narrative

Results from the Youth Development Index survey indicate that students at DTSS are 3 times less likely to engage in volunteerism in the community then their peers in the province. Student involvement in community activities not only support the community but often supports participants sense of belonging and wellbeing.
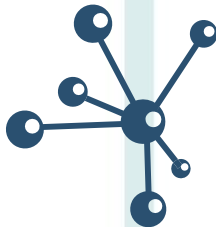
Concept Focus
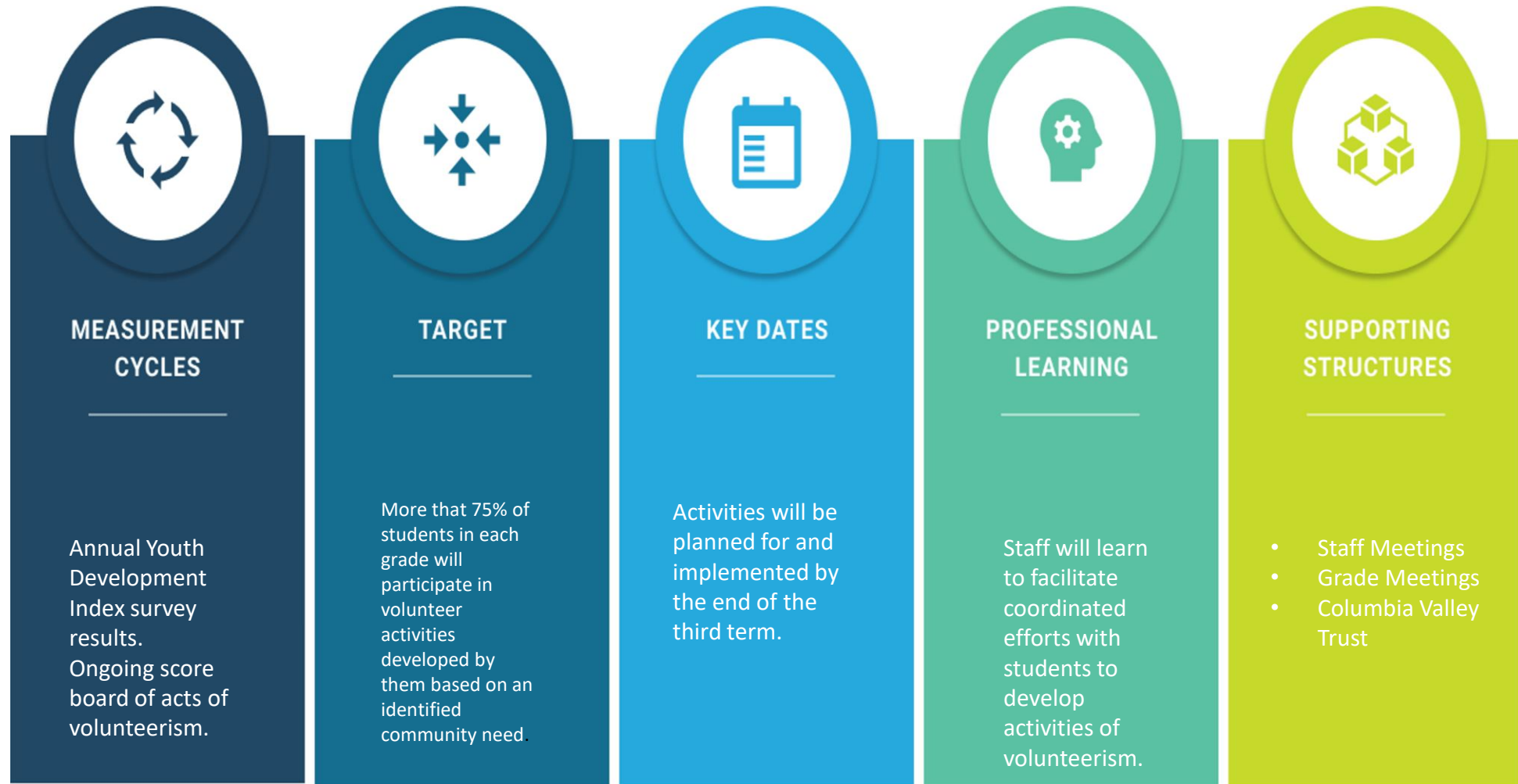
Community engagement

Strategic Inquiry

To what extent would teachers co-creating volunteer activities with students to be carried out in the school and community increase students' sense of connectedness?

DATA

Data from the University of British Columbia's Youth Development Index survey showed that DTSS grade 11 students were three time less likely to participate in volunteering at school or in the community compared to other students in British Columbia.

MEASUREMENT CYCLES

Annual Youth Development Index survey results.
Ongoing score board of acts of volunteerism.

TARGET

More that 75% of students in each grade will participate in volunteer activities developed by them based on an identified community need.

KEY DATES

Activities will be planned for and implemented by the end of the third term.

PROFESSIONAL LEARNING

Staff will learn to facilitate coordinated efforts with students to develop activities of volunteerism.

SUPPORTING STRUCTURES

- Staff Meetings
- Grade Meetings
- Columbia Valley Trust

LEARNING & STRATEGIC RESOURCES

Columbia Valley Foundation or a like organization will be invited into the school to meet with staff to offer support and training in facilitating students in a needs assessment process that would result in the development of volunteer activities to be carried out by grade teams. These volunteer activities will focus on local as well as national/international needs. Release time (2 days) for 2 school lead team members to develop training with Columbia Basin Trust in order to co-facilitate learning activities for all staff.