



2022-2023

School Success Plan

David Thompson
Secondary
School



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 —

David Thompson Secondary School is situated on the unceded and crossover territories of the Secwépemc and Ktunaxa People and on the land chosen as home by the Métis Peoples of BC.

School data is collected and reviewed from a number of sources each school year. Report cards are reviewed each term and the Student Learning Surveys are conducted each year for grades 10 and 12. School-based surveys are also used to gather feedback from students, parents and staff; along with other measures to collect information.

Literacy is assessed in a variety of ways including the District Wide Write and CAT-4, along with classroom assessments in grades 8 and 9. Students in grades 10 and 12 write the provincial Literacy Assessment.

In 2021-22, DTSS piloted a grade 8 and 9 Numeracy Assessment. This assessment will be written by all grade 8 and 9 students this year and the results will be reviewed with staff in order to improve the numeracy skills of our students. Grade 10 students will write the provincial Numeracy Assessment and the results used to make improvements.

As a staff, we will continuously review data in staff meetings, department head meetings, school-based teams, and grade level meetings. The analysis of this data will inform how we approach planning for improvement.

We look forward to the challenge outlined in our mission statement: to engage and challenge students to think, to care, and to seize opportunities.

Michael S. Hubick





School Demographics

STAFF	STUDENTS	GRADES
29 Teachers 22 Support Staff 3 Administrators	492	8-12



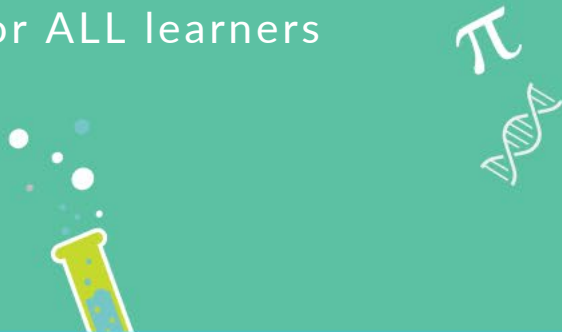
MISSION

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 well-being.

Equity

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

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, place-based, creative, and that encourage students to reach their full potential.



Equity and Inclusion

Strategic Priority |

Goal

Increase a sense of connectedness of students at DTSS.

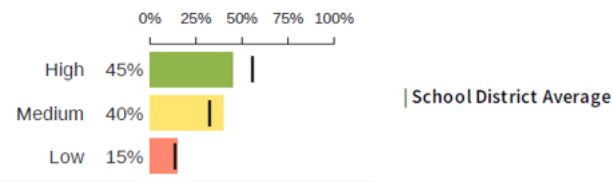
This is in alignment with the First Peoples Principles of Learning, “learning ultimately supports the well being of the self, the family, the community, the land, the spirits, and the ancestors.”



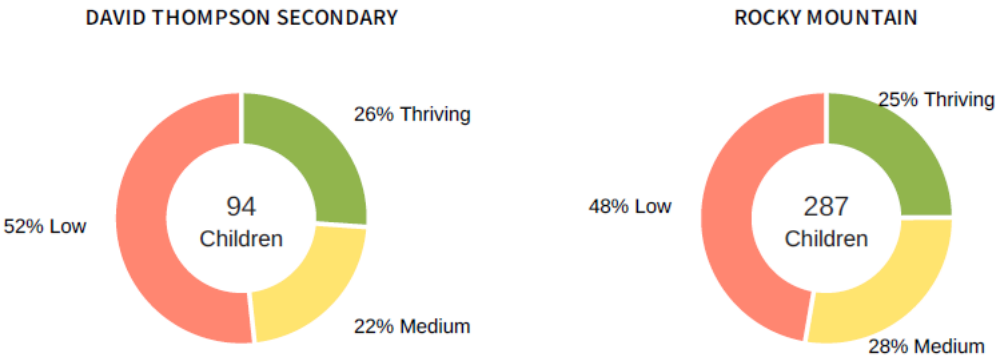
Data

Grade 8 Middle Years Development Instrument Survey (January 2022)

1. Connectedness with Adults. “At my school there is an adult who believes I will be successful.”



2. Well Being Index measures optimism, happiness, self-esteem, absence of sadness, and general health. Graph compares DTSS with the all grade 8 students in the district.



Data

Grade 10 – Student Learning Survey

Is school a place where you feel like you belong?

Never or Almost Never	20%
Sometimes	29%
Most/All of the Time	40%
Don't know/No answer	8%

Do you feel welcome at your school?

Never or Almost Never	14%
Sometimes	30%
Most/All of the Time	50%
Don't know/No answer	3%

Do you feel safe at school?

Never or Almost Never	6%
Sometimes	19%
Most/All of the Time	69%
Don't know/No answer	3%

How many adults do you feel care about you?

None	10%
1 Adult	11%
2 Adults	23%
3 Adults	13%
4 or more Adults	22%
Don't know/No answer	18%

Data

Grade 12 – Student Learning Survey

Is school a place where you feel like you belong?

Never or Almost Never	20%
Sometimes	32%
Most/All of the Time	41%
Don't know/No answer	6%

Do you feel welcome at your school?

Never or Almost Never	3%
Sometimes	31%
Most/All of the Time	63%
Don't know/No answer	1%

Do you feel safe at school?

Never or Almost Never	3%
Sometimes	13%
Most/All of the Time	82%
Don't know/No answer	1%

How many adults do you feel care about you?

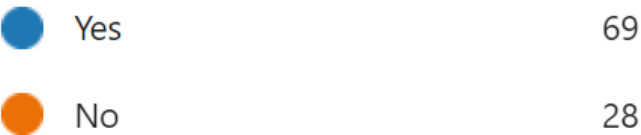
None	1%
1 Adult	0%
2 Adults	14%
3 Adults	13%
4 or more Adults	57%
Don't know/No answer	13%

Data

Parent Survey – CORE Review. 100 parent responses to the survey.

We are considering a structure that will enhance student mentorship (older students working with younger students), under the guidance of each teacher on some days. Do you think this is a good idea?

[More Details](#)



Evidence Narrative

Student surveys conducted were consistent in identifying student sense of belonging to the school and student mental health as a key areas of focus for staff. This was reinforced when our District Student Advisory Council met with district leadership to share the same conclusion. Parents input at the Community Engagement event in the spring of 2022 agreed. Staff reported the same findings. Parents also identified CORE as an effective tool to build students’ connection and mental health.

Concept Focus

Connection and Belonging at School

Strategic Inquiry

To what extent will the implementation of staff initiated, weekly check in practice with students improve students’ sense of connectedness?

Strategic Targets and Measures



Success for all Learners

Strategic Priority |

Goal

Increase students' critical thinking skills across the curriculum.

This is in alignment with the First Peoples Principles of Learning, “learning is holistic, reflexive, reflective, experiential and relational.”



Data

November Provincial Assessments (numbers are percentages)

Numeracy 10: Level 3 is higher level critical thinking (1 FMP class and 1 WPM class)

	Level 1 Recall	Level 2 Skill Concept	Level 3 Strategic Thinking
Cognition Level (%)			
School	48.72	37.17	33.57
District	52.26	40.40	41.88
All Public	53.51	41.78	37.82
Province	54.38	42.43	39.23

Literacy 12: Depth of Knowledge 3 (DOK 3) is higher level critical thinking

	Part A Graphic Organizer	Part A Thinking Critically about Texts	Part B Going Beyond the Texts
Communication (%)			
School	71.42	56.30	50.71
District	73.80	57.07	53.57
All Public	75.54	60.60	56.82
Province	71.92	57.49	54.12
	DOK 1	DOK 2	DOK 3
Cognitive Level (%)			
School	65.57	58.57	60.48
District	68.09	61.43	62.45
All Public	71.05	61.94	64.93
Province	67.99	59.19	62.06

Data

April Provincial Assessments (numbers are percentages)

Numeracy 10: Level 3 is higher level critical thinking (3 FMP classes)

	Level 1 Recall	Level 2 Skill Concept	Level 3 Strategic Thinking
Cognition Level (%)			
School	59.05	27.83	38.31
District	53.22	25.90	31.91
All Public	58.54	33.46	36.46
Province	59.33	34.74	37.99

Literacy 10: Depth of Knowledge 3 (DOK 3) is higher level critical thinking

	DOK 1	DOK 2	DOK 3
Cognitive Level (%)			
School	66.55	73.18	52.12
District	63.38	71.17	51.54
All Public	66.76	73.58	53.92
Province	66.95	73.67	54.87

Evidence Narrative

The provincial Literacy and Numeracy Assessments ask students to interpret information, draw conclusions and critically think about data presented in charts, tables, infographics, blogs, social media feeds, and a diverse array of texts across multiple subject areas.

Our students performed slightly below the provincial average in some of these critical thinking aspects of the assessments.

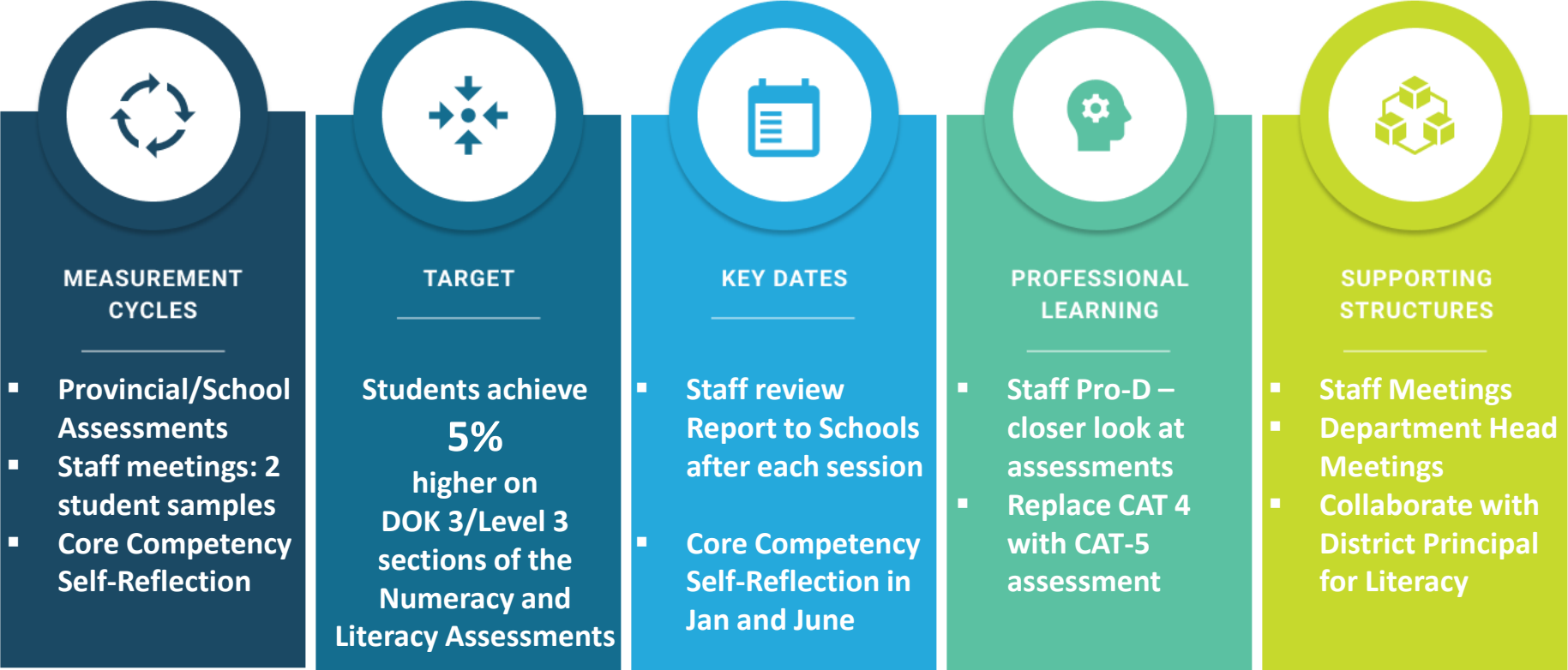
Concept Focus

Students need to work with infographics and other unique displays of data in all of their courses to better apply their critical thinking skills towards information presented in various forms.

Strategic Inquiry

To what extent will teachers using infographics to teach students to interpret and analyze data, contribute to increased critical thinking skills for students?

Strategic Targets and Measures



Excellence in Teaching and Leadership

Strategic Priority |

Goal

Increase staff knowledge in using Trauma-Informed practices

This is in alignment with the First Peoples Principles of Learning, “learning involves patience and time,” “learning involves generational roles and responsibilities,” and “learning requires exploration of one’s identity.”



Data

Grade 10 Student Learning Survey

How would you describe your mental health?	
Excellent	1%
Very Good	19%
Good	19%
Fair	16%
Poor	38%
Don't Know/No Answer	2%

Grade 12 Student Learning Survey

How would you describe your mental health?	
Excellent	3%
Very Good	13%
Good	22%
Fair	22%
Poor	31%
Don't Know/No Answer	8%

Evidence Narrative

- Surveys revealed a majority of our students described their mental health as poor or fair.
- District Student Advisory Committee asked for assistance in helping peers cope with stress and instruction on strategies for suicide prevention.
- Staff, students and parents requested more mental health resources to assist students.

Concept Focus

We need to establish a shared understanding about how to create a welcoming, caring and safe school that fosters positive mental health for students.

Trauma-Informed practices and the UBC’s Teach Mental Health Literacy offer promising learning opportunities for staff to help build their own and their students’ mental health and thus, improve students’ ability to self-regulate.

Strategic Inquiry

To what extent will staff report being better able to support student mental health if they participate in structured professional development on Trauma-Informed practices?

Strategic Targets and Measures

