

DTSS Community Consultation

May 10, 2023

School Success Plan 2023-2027



Land Acknowledgement

We are gathered on the unceded lands
of the Secwépemc and Ktunaxa People,
and the chosen home of the Métis
People of B.C.





Taking Stock

Briefly looking back
to plan forward.



School Success Plan 2022-2023 in review:

Equity and Inclusion

Goal:

Increase a sense of connectedness of students at DTSS.

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

- **Strategic Outcome:** multi-graded weekly homeroom classes did not yield the results hoped for. Commitment as monitored by attendance caused a partial shift away from the practice. Feedback from students and staff informed the decision as it was believed that time could be better spent by assigning this block to CORE. Homeroom classes remained in place in order to achieve specific objectives on a less frequent basis.

School Success Plan 2022-2023 in review:

Success for all Learners

Goal:

Increase students' critical thinking skills across the curriculum.

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 Outcome:** When considering year over year results in areas related to strategic thinking: Numeracy 10 results show improvement. Literacy 10 results remained consistent. Literacy 12 results declined somewhat. Per capita, in literacy, fewer DTSS students are reaching the extending level of performance when compared to their peers provincially.

School Success Plan 2022-2023 in review:

Excellence in Teaching and Leadership

Goal:

Increase staff knowledge in using Trauma-Informed practices.

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 Outcome:** Along with an introduction to the principles of trauma informed practice, staff have undertaken learning concerning truth and reconciliation as it relates to the Calls to Action. Trauma informed principles have been at the forefront of considerations in the School Based Support Team (SBT) work, student assessment and reporting and student conduct management. Data suggest that students are feeling more connected to adults in the school with room to improve.



Looking Ahead: 2023-2027

SD6 Strategic Priority Areas

Priority 1: Equity, Diversity and Inclusion

Priority 2: Success for Each Learner

Priority 3: Growing Capacity of Self and Others

Priority 4: Stewardship for the Future

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Priority 1: Equity, Diversity and Inclusion

- Students are describing their mental health more favorably than in previous surveys. 16% fewer Grade 10 students and 7% fewer Grade 12 students describe their mental health as “poor”. However, 36% of grade 10 students and 44% of grade 12 students report less than “good” mental health. This data is showing us that there is a continued need to remain focussed on identifying and implement strategies intended to improve student connectedness which is believed to contribute to overall positive mental health.
- **Possible goal:** Increase students’ sense of belonging.
- **Possible strategic inquiry:** To what extent will teachers’ regular use of circle practices improve students’ sense of belonging?

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Priority 2: Success for Each Learner

- Although assessment data would suggest that there has been some improvement in the area of critical thinking skills, there is room for continued improvement. A smaller percentage of DTSS student score in the extending range 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.
- **Possible goal:** Increase students' critical thinking skills.
- **Possible strategic inquiry:** To what extent would daily higher level prompts asking students to make connections between curricular content and other experiences increase students' critical thinking skills.

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Priority 3: Growing Capacity of Self and Others

- 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). In excess of 25% of students have not consistently and independently preplanned activities in CORE.
- **Possible goal:** Increase student co-regulation.
- **Possible strategic inquiry:** To what extent will a staff book study of Connections Over Compliance, Rewiring Our Perceptions of Discipline result in student and staff being able to co-regulate, reduce disruptive behavior, maximize engagement and improve student attendance?

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Priority 4: Stewardship for the Future

- Student Learning Survey results reveal that the school must take a more active role in influencing student attitudes towards environmental concerns. Approximately 46% of grade 10 and 12 students indicate that they are learning about environmental care only a few times or never at school.
- **Possible goal:** Increase students' understanding of their impact on the environment.
- **Possible strategic inquiry:** Will a consistent teacher focus on environmental concerns across curriculum result in students reporting a greater sense of understanding of the impact of humans on the environment?

Input Question:

- 1) What are some creative suggestions for things we can do in our district to continually improve?

All responses be submitted to the Superintendent for inclusion in the 'What We Heard" Report.

Input Question:

2) What are some examples of key things you appreciate, or think are working well about our schools?

All responses be submitted to the Superintendent for inclusion in the 'What We Heard' Report.

Input Question:

3) What are some examples of things you think our students should be able to experience or accomplish to enhance their learning that they currently do not have access to?

All responses be submitted to the Superintendent for inclusion in the ‘What We Heard’ Report.