



**ROCKY
MOUNTAIN**
School District #6



SCHOOL SUCCESS PLAN

September 6, 2021



PRINCIPAL MESSAGE

David Thompson Secondary School and Open Doors Alternate School are situated on the unceded and crossover territories of the Secwépemc and Ktunaxa People and on the land chosen as home by the Metis Peoples of BC.

School data is collected and reviewed from a number of sources each school year. Report cards are reviewed each term. Literacy is tracked in grade 8 through English Language Arts 8 grades, a reading assessment (CAT-4) and the District Wide Write. The CAT-4 assessment and District Wide Write continues in grade 9 and the Grade 10 Literacy Assessment follows. 2021-22 is the first year of the Grade 12 Literacy Assessment.

The Grade 10 Numeracy Assessment data is reviewed, along with grades assigned in math classes. Our goal is to develop a numeracy assessment for grades 8 and 9.

Other sources of data collected and reviewed are the Student Learning Surveys collected each year, office referrals, and various other relevant information available to us.

As a staff, we continuously review data in staff meetings, department head meetings, school-based teams, and grade level meetings. These can happen at various times but scheduled at the conclusion of each term. The analysis of this data determined 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.

Glen Sage





SCHOOL DEMOGRAPHICS

David Thompson Secondary School
Open Doors Alternate School
Invermere, BC

NUMBER OF
STAFF

51

DTSS

5

OPEN DOORS

NUMBER OF
STUDENTS

461

DTSS

33

OPEN DOORS

GRADE
CONFIGURATIONS

8-12

DTSS

10-12

OPEN DOORS



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

STRATEGIC PRIORITY ONE

Equity and Inclusion



GOAL 1

Increase academic achievement for all students and in particular, Indigenous students.

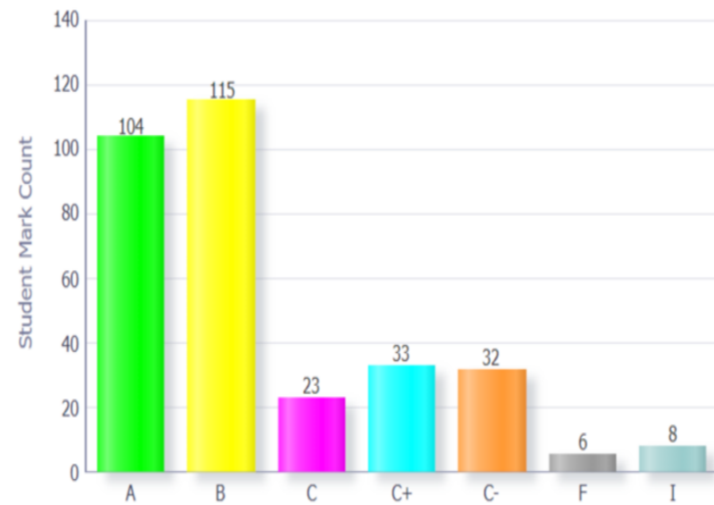


SUCCESS FOR INDIGENOUS STUDENTS

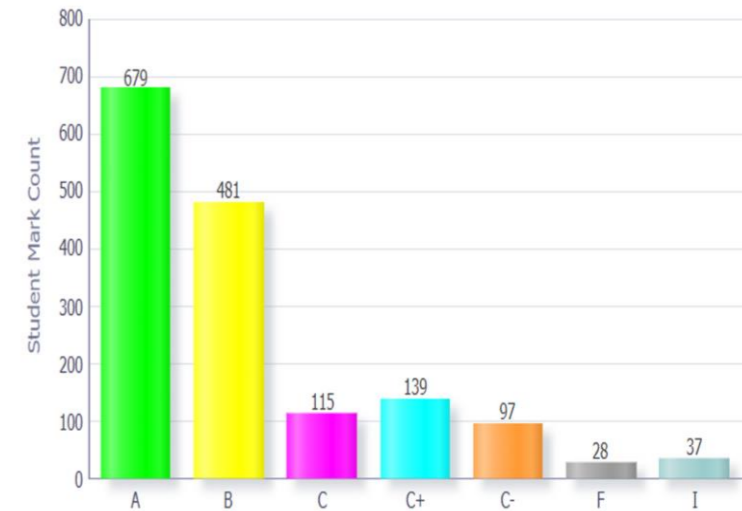
Overall success in courses for Indigenous students in the first semester was very similar to non-Indigenous students.

However in terms 1, the number of Incomplete grades among Indigenous students was concerning, particularly for grade 8 and 9 students. Indigenous students make up 20% of the student population.

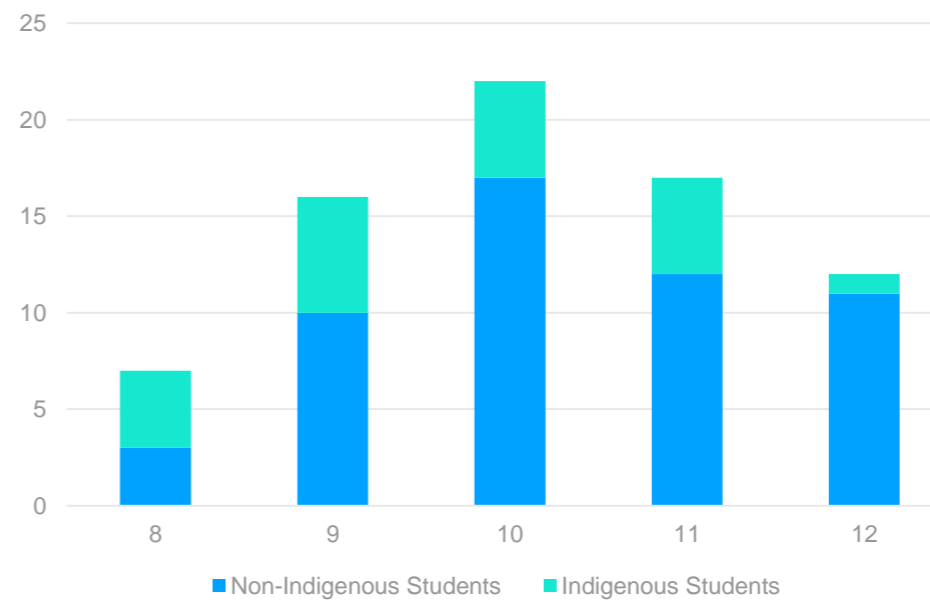
Indigenous Students – All classes Semester 1



All Students – All Classes Semester 1



Term 1 Incompletes



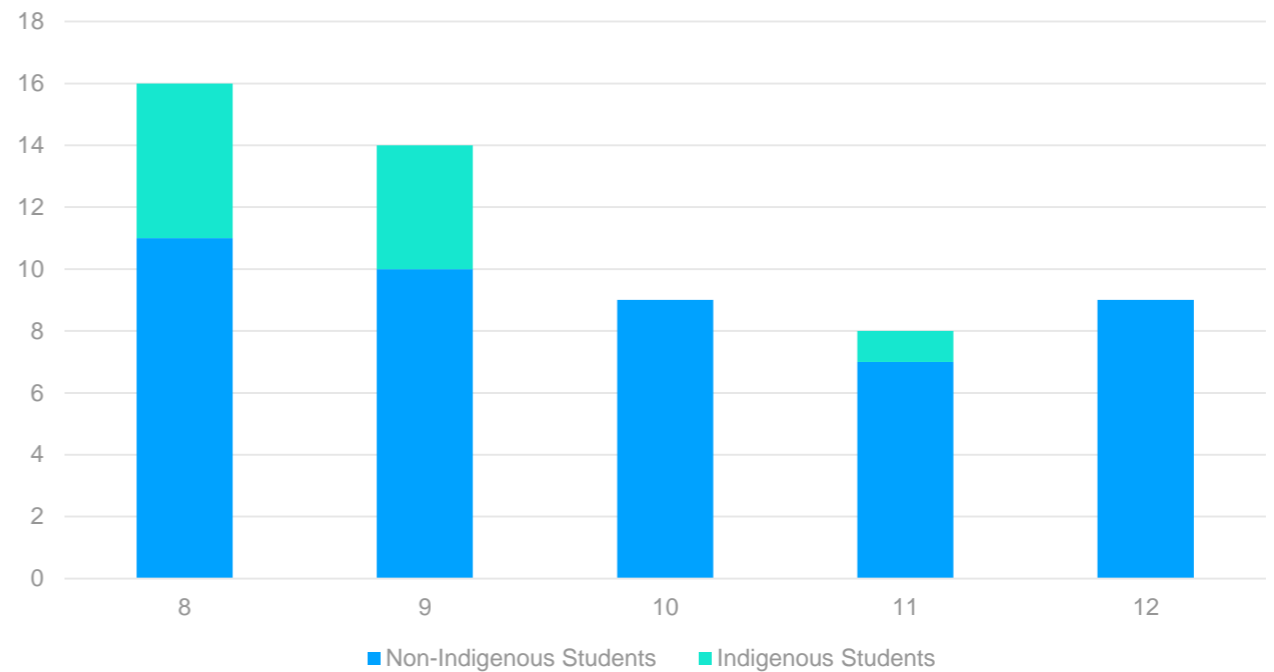
SUCCESS FOR INDIGENOUS STUDENTS

In term 2, grade 8 and 9 Indigenous students had a higher representation of Incomplete grades.

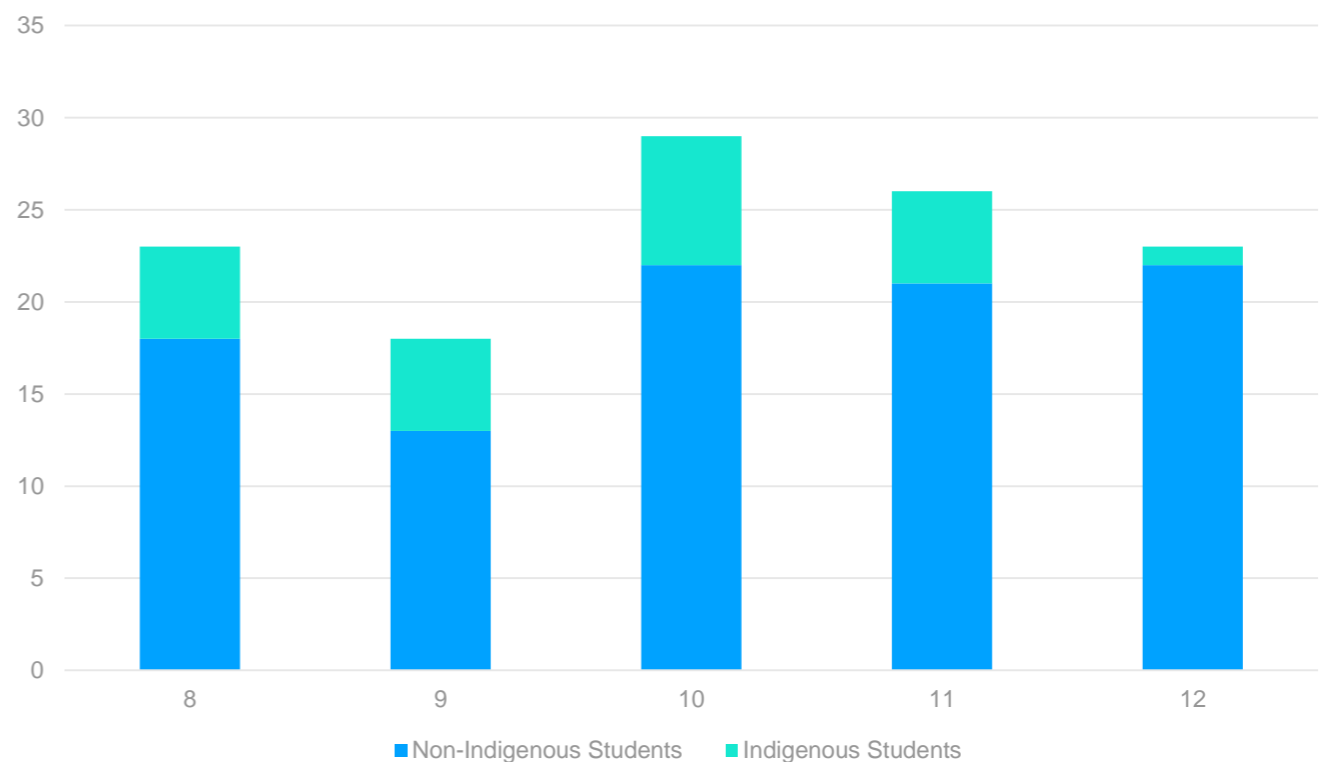
Term 3 shows an overall increase in Incomplete grades for all students in each grade.

This data outlines the opportunity for all staff to improve results for learners, in particular, Indigenous learners prior to the end of the course.

Term 2 Incompletes



Term 3 Incompletes



STRATEGIC PRIORITY ONE

Equity and Inclusion

STRATEGIC NARRATIVE:

Our Indigenous students have success rates similar to non-Indigenous students; however prior to the conclusion of the courses, there are higher incomplete rates, particularly for Indigenous students in grades 8 and 9. We can improve this by tracking and working with students more carefully prior to the end of each term.

STRATEGIC FOCUS:

Improve communication between classroom teachers, Aboriginal Education Support Workers and other staff by establishing an ongoing and fluid list of underperforming students.

STRATEGIC INQUIRY:

To what extent will maintaining a school wide Student Priority List improve results for all underperforming students.



STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

Staff Review of Priority Students

4

Times Per Year, prior to the end of terms 1-4



TARGET

30%

of students with an incomplete grade in terms 1 or 3 will be successful by the end of the course.



RESOURCES

LIF Funding for an additional Youth Care Worker

Transitions English 8 class

Aboriginal Ed. Budget \$17 000 for services above and beyond, including supplies, food, projects and recognition.



PROFESSIONAL LEARNING

EQUITY SCAN Completed by September 2021

PRO-D

Focused staff learning on equity and trauma-informed care.



SUPPORTING STRUCTURES

SCHOOL BASED TEAM

STAFF MEETING
DEPARTMENT HEAD MEETING
GRADE LEVEL MEETING

CORE
Improve achievement through connection and mentorship



STRATEGIC PRIORITY TWO

Success for all learners



GOAL 1

Improve numeracy skills
for all students.



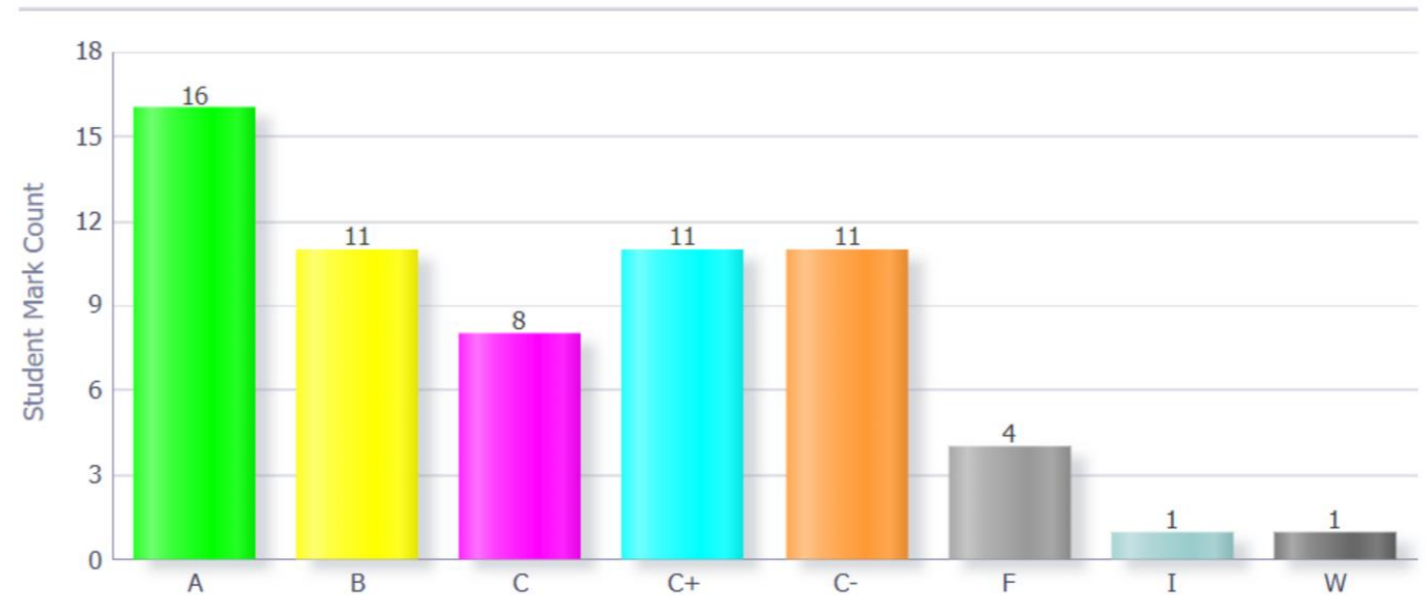
MATH 10 RESULTS IN COMPARISON WITH THE GRADE 10 NUMERACY ASSESSMENT

43% of all students enrolled in Foundations Math & Pre-Calculus 10 and Workplace Math 10 in the first semester achieved an 'A' or a 'B'.

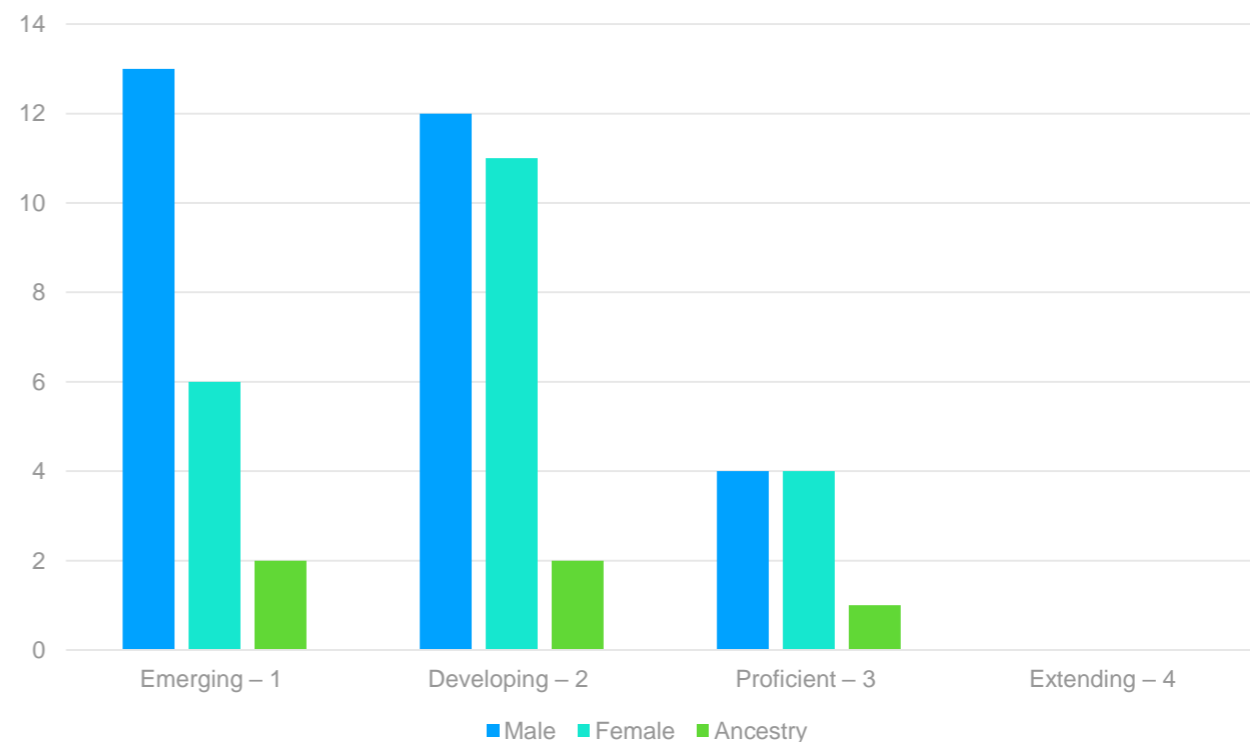
However, this does not match the score these same students obtained in their Grade 10 Numeracy Assessment in January. June's results for the Grade 10 Numeracy Assessment were higher, but it didn't change the overall pattern of more students achieving a 1 or 2, rather than a 3 or 4.

Despite positive report card grades in math 10 classes, student results on the Grade 10 Numeracy Assessment were significantly lower.

Letter Grades in FMP 10 and WPM 10 – 2020-21 Semester 1



Grade 10 Numeracy Assessment - January



STRATEGIC PRIORITY TWO

Success for all learners

STRATEGIC NARRATIVE:

The Grade 10 Numeracy Assessment is a graduation requirement and reported on grade 12 transcripts. Scores on the Grade 10 Numeracy Assessment do not match report card results in math 10 courses. There is a void of specific data to guide a focus for improvement.

STRATEGIC FOCUS:

Our staff needs to gain a better understanding of the numeracy skill set (strengths and areas of growth) of our grade 8 and 9 students.

STRATEGIC INQUIRY:

To what extent will implementing a grade 8 and 9 numeracy assessment impact the Grade 10 Numeracy Assessment results.



STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

Grade 10 Numeracy Assessment

2

January and June



TARGET

Reduce the number of 'Emerging' scores by

50%



RESOURCES

Release time within DTSS for collaboration

COLABORATIVE GRANT
Connect teachers from Selkirk, GSS and DTSS



PROFESSIONAL LEARNING

Collaborate with Selkirk, Golden, and the district Numeracy administrator

Strategies to teach skill, fluency and understanding to improve application of math concepts



SUPPORTING STRUCTURES

CORE

Structured preparation and practice for grade 10 students writing the Grade 10 Numeracy Assessment .

Structured bi-weekly numeracy problems for grade 8 and 9 students..



STRATEGIC PRIORITY TWO

Success for all learners



GOAL 2

Improve literacy levels in all students.



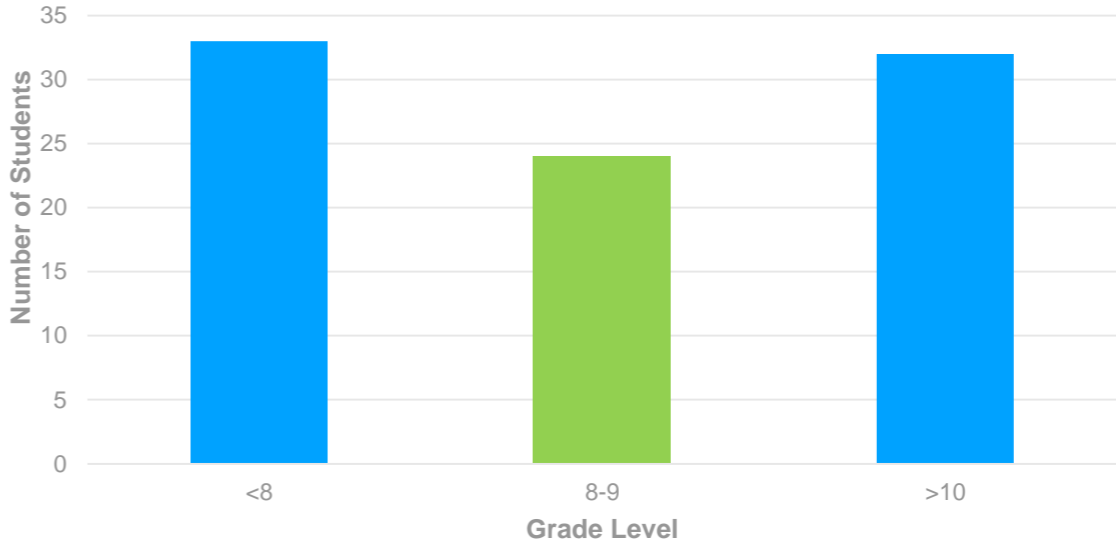
LITERACY RESULTS

The CAT 4 Literacy Assessment measures Reading Comprehension and Vocabulary levels. The assessment is done each year in grade 8. The results from last year show the largest number of students performing below grade level.

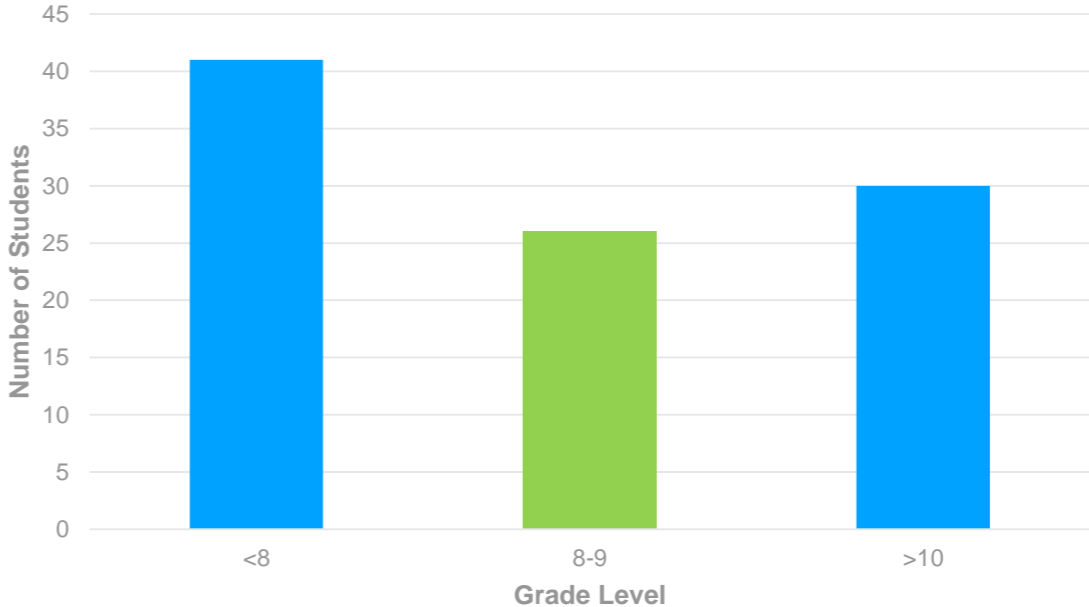
This trend is similar to 2019-20 – our current grade 10 students.

DTSS staff will implement a school-wide strategy to improve vocabulary at all grade levels.

CAT 4 Vocabulary Grade 8
2020-21



CAT 4 Vocabulary Grade 8
2019-20



STRATEGIC PRIORITY TWO

Success for all learners

STRATEGIC NARRATIVE:

Transition meetings with our elementary schools indicate the students coming into grade 8 need added support in the areas of literacy and self-regulation. Furthermore, 39% of current grade 9s were below grade level in vocabulary, as shown on the CAT 4 assessment last year. This is the same percentage for our current grade 10s when they wrote the CAT 4 in grade 8.

STRATEGIC FOCUS:

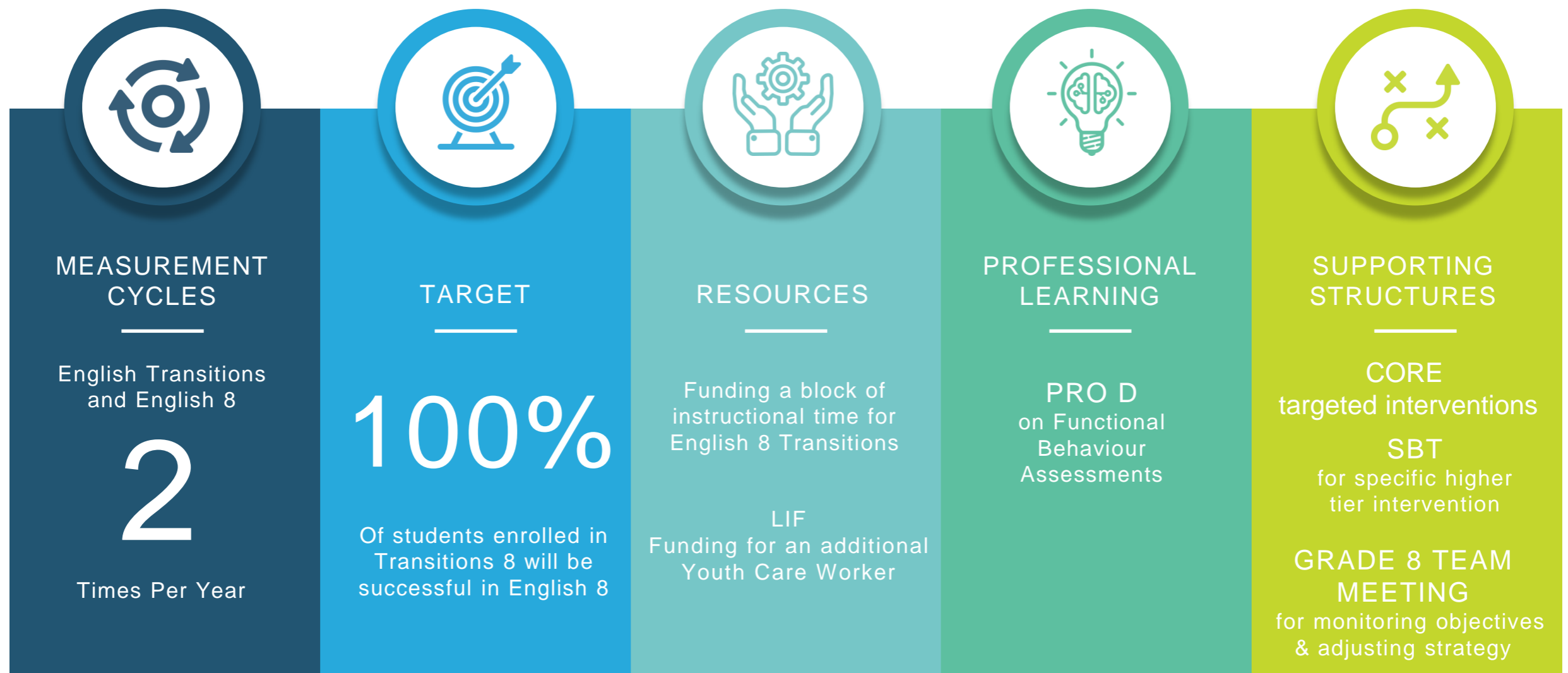
Teaching staff will implement a weekly vocabulary list in all classes to assist in widening student's vocabulary.

STRATEGIC INQUIRY:

To what extent will practicing weekly vocabulary in all classes increased literacy levels for all students.



STRATEGIC TARGETS AND MEASURES



STRATEGIC PRIORITY THREE

Excellence in Teaching and Leadership

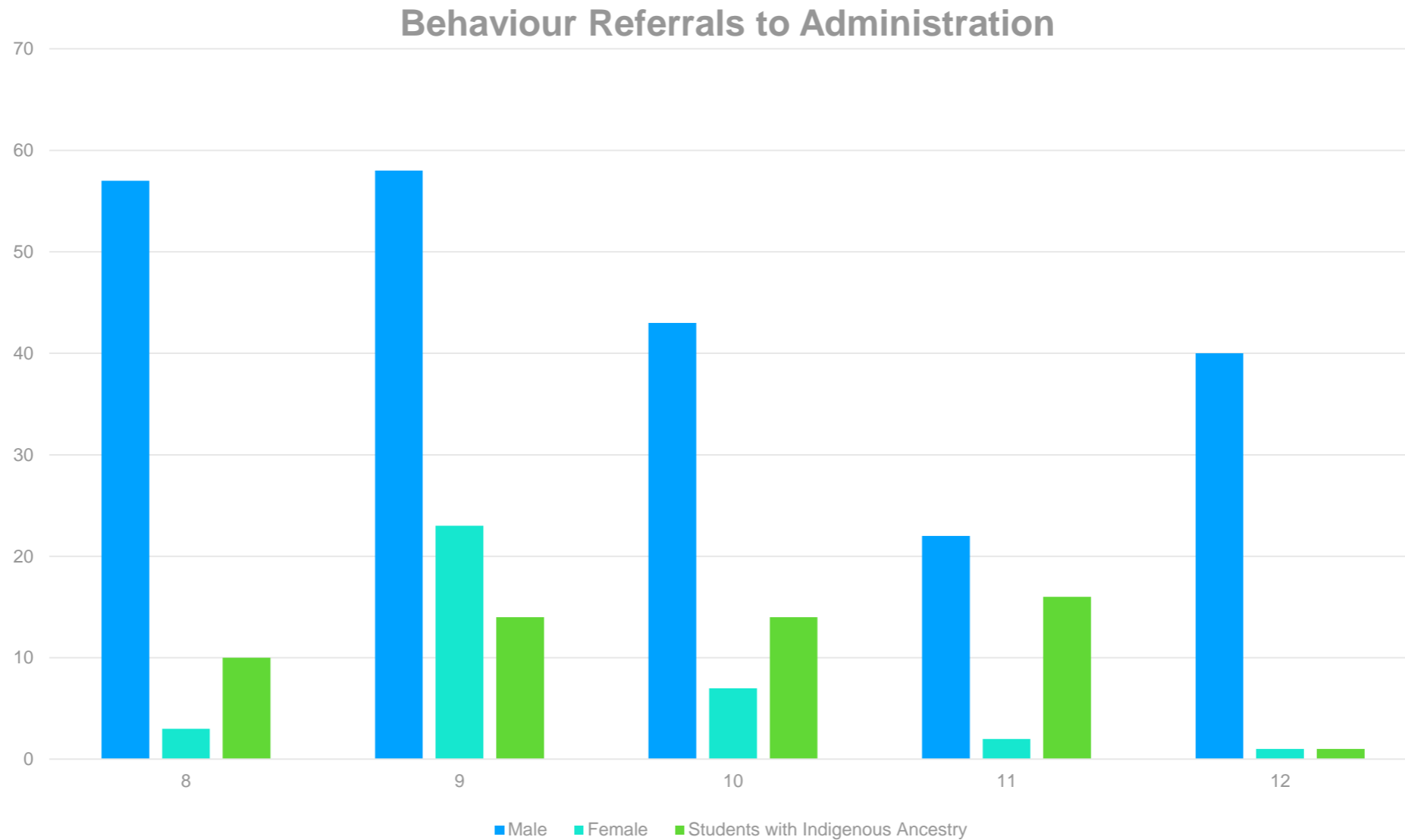


GOAL

Increase staff capacity with respect to social and emotional learning.



OFFICE REFERRALS



This table shows the number of referrals, not the number of students (some students have multiple referrals). The majority of students referred to administration for assistance are boys. This is not a new phenomenon. Together, the staff will develop strategies for improvement.



STRATEGIC PRIORITY THREE

Excellence in Teaching and Leadership

STRATEGIC NARRATIVE:

86% of our Behaviour Referrals were for boys. Within each grade, the range was 71% (grade 9) to 98% (grade 12). This data leads us to believe we need to establish a shared understanding and common language about how to create welcoming, caring, respectful and safe schools by learning more about trauma-informed practice. This will support all students, particularly boys.

STRATEGIC FOCUS:

Staff will be engaged in professional learning on Trauma-Informed Schools.

STRATEGIC INQUIRY:

If staff focus on Trauma-Informed professional learning, will staff feel better equipped to respond to student behaviour.



STRATEGIC TARGETS AND MEASURES

