

David Thompson Secondary School

Draft 2022-23 School Success Plan

Priority 1 Equity and Inclusion

Data Story:

Grade 8 – UBC’s MDI Survey

WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children’s physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children’s mental and physical health.

MEASURES

- Optimism
- Happiness
- Self-Esteem
- Absence of Sadness
- General Health



High Well-being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

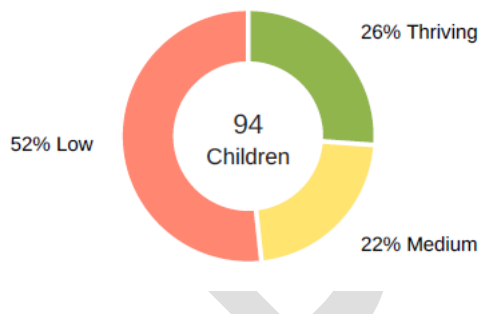


Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

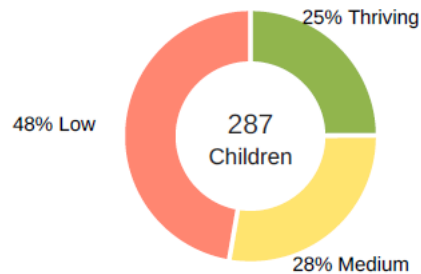


Low Well-being
Children who score in the low range on at least 1 of the 5 measures of well-being.

DAVID THOMPSON SECONDARY



ROCKY MOUNTAIN

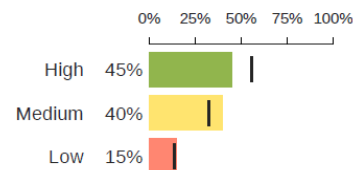


| School District Average

CONNECTEDNESS WITH ADULTS

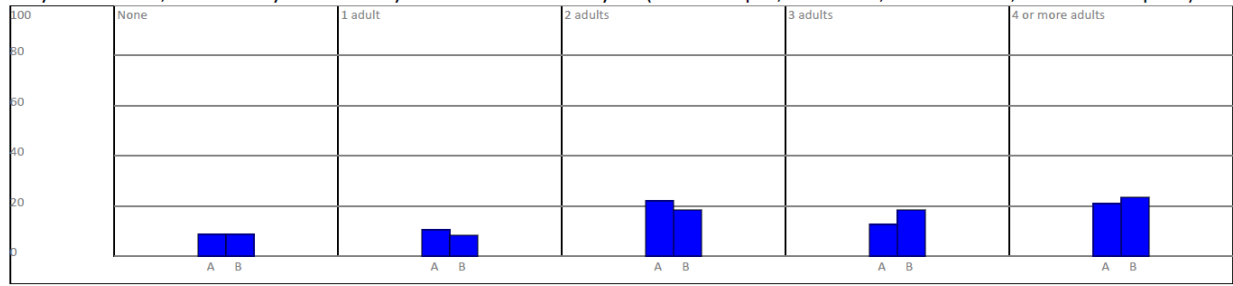
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

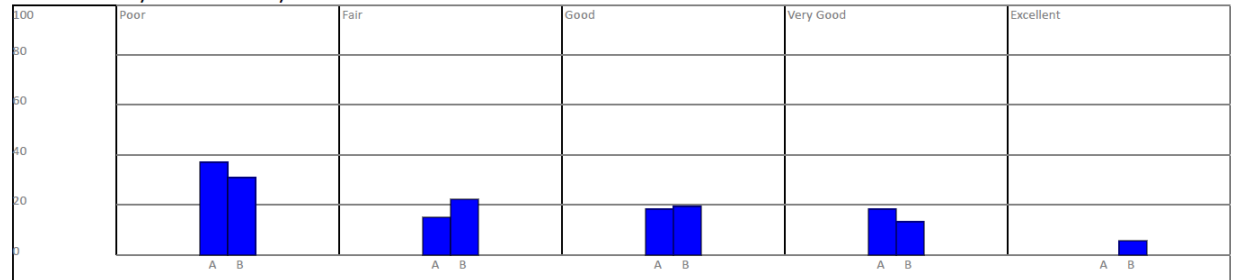


Grade 10 – Student Learning Survey (A is DTSS, B is District)

At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)?

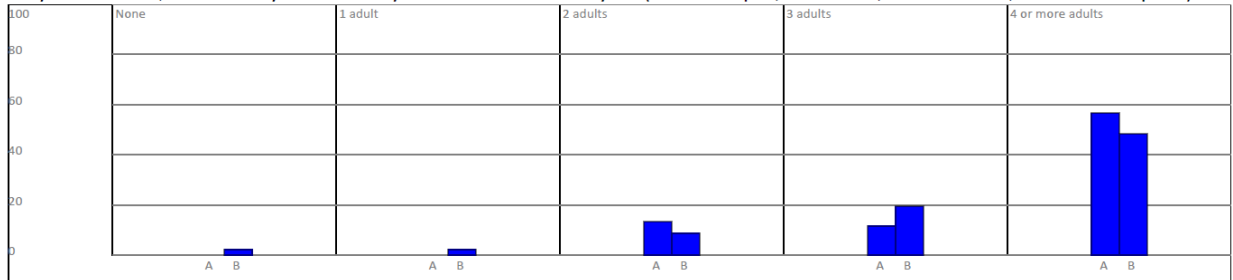


How would you describe your mental health?

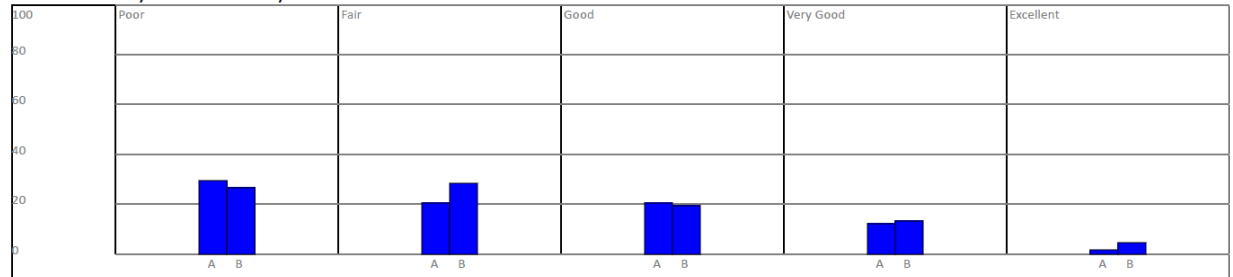


Grade 12 – Student Learning Survey (A is DTSS, B is District)

At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)?



How would you describe your mental health?



Qualitative Data:

- District Student Advisory Council feedback indicates a need for additional mental health supports for students, both peer and staff based
- DTSS staff Microsoft Forms survey feedback:
 - Increase funding for support programs. Increase counsellors. Increase support workers to support mental wellness
- Learning Improvement Fund staff consultation:
 - Staff request additional funds to support the hiring of an additional full time Youth Care Worker

Goal 1 Sense of Belonging

Strategies, Actions, Outcomes and Measures

Strategy 1: Increase a sense of belonging, connectedness and well-being of students at DTSS.

Action:

1. Create multi-aged homerooms, which meet once per week in CORE with a focus on staff and peer mentorship.
2. Safe Talk (suicide prevention for peers) training for students.
3. Open Parachute mental health curriculum resource/ building staff capacity.
4. Staff will engage in '2 x 10' relationship building
5. Increase the visibility of Secwepmc and Ktunaxa, Michif languages within the school
6. Direct LIF funds and other resources to hire a second full-time Youth Care Worker

Outcome: Students report a stronger sense of connection and mental well-being. Students can also identify and access supports within DTSS.

Measure:

1. MDI and Student Learning Survey results.
2. Track attendance rates for Indigenous and non-Indigenous students
3. Qualitative data through surveys and conversations

Priority 2 Success for Each Student

Data Story:

Grade 12 Literacy Assessment – November 2021

	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

Awaiting April results for Literacy 10 Assessment and Literacy 12 Assessment

Goal 1 – Literacy

Strategies, Actions, Outcomes and Measures

Strategy 1: Critical Thinking of Data Analysis

Action: Develop critical thinking with an infusion of info graphics and data analysis across all curricular areas

Outcome: Students score higher on the Thinking Critically about Text and Going Beyond the Texts in the grade 12 Literacy Assessment

Measure: CAT 5, Literacy 10 Assessment, Literacy 12 Assessment, teacher narrative

Goal 2 – Numeracy

Data Story:

Numeracy Assessment 10 – November (1 FMP, 1 WPM)

NUMERACY ASSESSMENT 10					
----- Proficiency Level Distribution (%) -----					
	Number Counted	1	2	3	4
School	51	21.57	49.02	25.49	3.92
School Board	77	15.58	40.26	35.06	9.09
All Public	9,316	13.92	40.01	37.80	7.89
Province	10,498	13.18	38.80	38.81	8.87

Awaiting April results for Numeracy 10 Assessment and the May pilot assessments for Numeracy 8 and 9 Assessments

Awaiting year-end class based assessments (Report Cards)

Strategies, Actions, Outcomes and Measures

Strategy 1: Develop numeracy skills by ensuring the one of the Big Ideas in the grade 8 and 9 mathematics curriculum is a focus in all curricular areas for grade 8 and 9 classes.

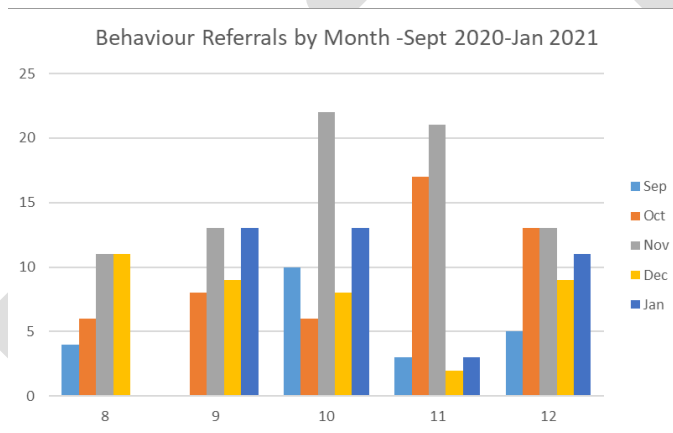
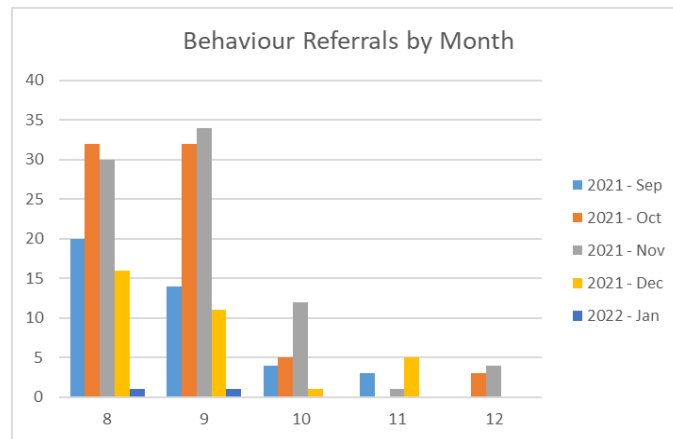
Action: All grade 8 and 9 teachers will place an emphasis on the grade 8 or 9 mathematics Big Idea. Grade 8: Analyzing data is one way of making sense of large data sets and enables us to compare and interpret. Grade 9: Analyzing the validity, reliability and representation of data enables us to compare and interpret.

Outcome: Students will be able to improve their ability to apply critical thinking skills to a wide range of data, presented in a variety of ways.

Measure: Improved results in the grade 8, 9 and 10 Numeracy Assessments.

Priority 3: Teaching and Leadership Excellence:

Data Story:



Goal 1 – Trauma-Informed Schools

Strategy 1: Engage staff in professional learning on Trauma-Informed Schools

Action:

1. Continue Trauma-Informed Schools online course for all staff
2. Engage Kari Mason to share expertise on Trauma-Informed practices
3. Staff will engage in '2 x 10' relationship building
4. Open Parachute mental health curriculum resource/ building staff capacity. Improve staff ability to support students in their mental health, while also improving their own mental health.

Outcome:

1. Students report improved mental health
2. Staff report improved student behaviour based on office referrals
3. Reduced instances of self-harm, including suicidal ideation

Measure: Track office referrals, Student Learning Surveys, qualitative data