



2024

SCHOOL SUCCESS PLAN

David Thomson Secondary School





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PRINCIPAL MESSAGE

David Thomson Secondary school is located on the unceded crossover territory of the Ktunaxa and Secwepemc people. This school year marks the 30th Anniversary of DTSS at its current site.

Our strategic plan is structured in alignment with Rocky Mountain School District's four areas for school improvement: Equity, Diversity and Inclusion, Success for Each Learner, Growing the Capacity of Self and Others, and Stewardship for the Future.

This plan represents consultation of staff, students, and parents to determine the best way forward for the school. They agreed that **social awareness and responsibility**,

Given the significant shift in staffing the action plans will continue to evolve throughout the school year. With 17 our new staff members we will strive to create a consistent, warm, welcoming environment at the school.

We are committed inclusive practices. The plan reflects a significant shift in our service delivery model to ensure students have the maximum access to subject area specialists implementing sound instructional strategies using embedded supports. We anticipate that these changes will improve outcomes for all students. When experiencing authentic inclusion students develop a strong sense of belonging and deeper connections with peers and staff. It is anticipated these interventions will result in improved student engagement and attendance.

Best wishes for a successful 2024/2025 school year!

Heather English
Principal





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SCHOOL DEMOGRAPHICS

Staff

- 21.7 FTE Classroom teachers
- 2.43 FTE Learning Services Teacher
- 1.14 FTE Teacher-librarian
- 13 Education Assistants
- 2.4 FTE Indigenous Education Student Support Worker
- 2.8 FTE Admin Assistant
- 1 Principal, 2 Assistant Principals

Students

- 480 students
- 120 Indigenous students





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Grades

- Grade 8 - 93
- Grade 9 - 105
- Grade 10 - 105
- Grade 11- 91
- Grade 12 - 86





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VISION

Opportunity, equity, and success
for ALL learners.

MISSION

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

VALUES

- Leadership and Service
- Reflective Practice
- Communication
- Responsibility
- Inclusion, Equity and Fairness
- Community
- Resilience and Empathy
- Initiative
- Wonder
- Growth





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THEMATIC NARRATIVE

The staff at DTSS have identified several areas of strength among our students. Those strengths supported the community as we have faced some challenging times this year.

Students themselves took a very important role in making this school year exciting through activities that they planned. These groups included the Student Council, the Climate Club, the Dungeons and Dragons Club and the GSA, athletic teams, and the Drama club to name a few.

The staff of DTSS have identified various areas for improvement. In general, these all lead to the conclusion that focusing, articulating, and remaining accountable to the norms that we hold for our students and ourselves will provide a way forward.

The actions items within the plan are intended to result in improved outcomes for students in the following key areas:

- improved student performance
- reduced student absenteeism,
- an improved sense of belonging and security for students.

The specific goal statement was derived through a series of activities which included: a review of the district's draft operational plan through the lens of the core competencies. This generated key touchpoints that related to the needs of DTSS as discussed in staff meetings and Parent Advisory meetings. The information was refined using staff, parent and student surveys which drew out the priorities to be addressed. Staff discussion that followed resulted in a goal statement.

Goal: Students will be personally and socially responsible and improve performance.





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EQUITY, DIVERSITY AND INCLUSION

Students will be personally and socially responsible which will improve outcomes.

Inquiry

To what extent will students and teachers report that increasing the frequency of in class supports impacts overall successful student engagement?

Actions

- *Embed supports for students at the point of instruction (youth care workers (YCWs), learning support teachers (LSTs) and Indigenous Education Support Workers (IESWs).
- *Embed resources (YCWs, LSTs and IESWs) to support teachers in differentiating instruction and meaningfully implement student Individual Education Plans (IEPs) at the point of instruction.

Data and Monitoring

Students and Staff will be surveyed in November, January and March of the 2024/2025 school year. Data regarding student performance, IEP goal achievement and Core Competency self-reflection will show us the efficacy of the new practice.





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SUCCESS FOR EACH LEARNER

Students will be personally and socially responsible which will improve outcomes.

Inquiry

To what extent will teachers report improved student attention and engagement by restricting device usage during instructional time?

Action

*Implement a new cell phone policy limiting access to cellphones during instructional time.

Data and Monitoring

Measures of student success such as report card data, performance on district wide assessment and Provincial Assessments will help construct our understanding of engagement and student performance.





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GROWING CAPACITY OF SELF AND OTHERS

Students will be personally and socially responsible which will improve outcomes.

Inquiry

To what extent will teachers report that differentiating instruction improve their capacity to meaningfully meet the diverse needs of students?

Action

- *Complete staff wide training in differentiated instruction and assessment practices.
- *Embed resources (YCWs, LSTs and IESWs) to support teachers in differentiating instruction and implement student IEPs at the point of instruction.
- *Access common planning time to collaborate as much as possible.

Data and Monitoring

Teachers will be surveyed in November, January and March to assess how embedded supports have impacted their practice and overall ability to support students. Teacher will collaborate about the diversification of their practices by sharing out instructional wins and challenges regularly at staff meetings.

Focus group discussion in November, January and March will be held to assess the impact of common planning time on teachers' sense of professional collaboration.





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STEWARDSHIP FOR THE FUTURE

Students will be personally and socially responsible which will improve outcomes.

Inquiry

To what extent will teachers report that students demonstrate an increased awareness and appreciation for the land due to access to outdoor learning opportunities?

Action

*Enhance opportunities for students and staff to develop an increased awareness and appreciation for the land by teachers co planning cross curricular initiatives that include outdoor learning opportunities.

Data and Monitoring

A teacher focus group will be held in November, January and March to understand teacher perceptions on how cross curricular initiatives including outdoor education components has impacted student learning. Student learning surveys will indicate an increased sense of joy and learning about the environment when compared to the data from the 2023/24 school year..

