



2025

SCHOOL SUCCESS PLAN

David Thompson Secondary School





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PRINCIPAL MESSAGE

David Thompson Secondary School is situated on the unceded traditional territory of the Ktunaxa and Secwepemc peoples.

Our strategic plan is aligned with the Rocky Mountain School District: Equity, Diversity and Inclusion, Success for Each Learner, Growing the Capacity of Self and Others, and Stewardship for the Future.

This plan represents the outcome of consultations with staff, students, and parents to determine the best way forward for the school. They agreed that focusing on the values of **Respect, Reciprocity, Relevance, Responsibility, and Relationship** will help us construct a school that thrives, is joyful, and honours diversity.

We are committed to inclusive practices. The plan maintains our inclusive education delivery model to ensure students have maximum access to subject area specialists, implementing sound instructional strategies using embedded supports. We anticipate that these changes will improve the outcome for all students. When experiencing authentic inclusion, students develop a strong sense of belonging and deeper connections with peers and staff.

Heather English
Principal





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SCHOOL DEMOGRAPHICS

Staff

- 25 Classroom teachers
- 3 Learning Services Teacher
- 3 Teacher-librarians
- 11 Education Assistants
- 2 Indigenous Education Student Support Workers
- 3 Administrative Assistants
- 1 Principal, 2 Vice Principals

Students

- 490 students
- 114 Indigenous students

Grades

- Grade 8 - 91
- Grade 9 - 91
- Grade 10 - 104
- Grade 11- 109
- Grade 12 - 90





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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

Respect, Relevance, Responsibility,
Reciprocity, Relationship



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OUR STORY

DTSS staff have spent the year engaging these identified values using prompts and exploring resources to bring these values to life on our campus. It has been a year of stabilization after a period of staffing and leadership change.

Students play a crucial role in building school culture. The Student Agency Forum reviewed attendance policies and the Code of Conduct. They planned to increase opportunities for joy at DTSS while amplifying the work of the Student Council, the Climate Action Club, and the GSA. Each year, our students foster joy and build a sense of belonging within their community through their community-minded Capstone projects.



The DTSS staff and students have identified various areas for improvement. The concerns raised can be addressed with a school-wide focus on attendance, social responsibility, connection, and socio-emotional learning. Actively and repeatedly teaching our expectations to students and ourselves will provide a way forward.

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

- Call to Action 63 – empathy and intercultural understanding
- Improved achievement with a focus on numeracy
- Build fluency with Learning Pathways to make classrooms more inclusive
- Improved connection to and care of the environment,

Goal: Improve personal and social responsibility.





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EQUITY, DIVERSITY, AND INCLUSION

Students will be personally and socially responsible.

Inquiry

If we teach Truth and Reconciliation's Call to Action 63, will peer-to-peer student interactions improve?

Actions

Administrators and Teachers will establish norms that focus on the values inherent to Call to Action 63.

Teachers will explicitly address this call to action in their course outlines and the expectations posted in their classrooms.

Teachers will focus on establishing a consistent, organized, and respectful classroom learning environment that fosters student capacity for intercultural understanding, empathy, and mutual respect, as outlined in Call to Action 63.

Data and Monitoring

Students and Staff will complete the Student Learning Survey in January of the 2025/2026 school year regarding their learning about the Secwepemc and Ktunaxa Nations. Teachers and Administrators will track peer-to-peer interactions and determine the need for additional teaching.



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SUCCESS FOR EACH LEARNER

Inquiry

"If we make numeracy demands more visible across all subjects, will we improve students' ability to transfer mathematical thinking between disciplines, and support teachers in building shared strategies for embedding numeracy into their instruction?"

Action

Meet across departments to examine the curriculum and pinpoint where numeracy naturally arises.

Use BC's *Learning Pathways in Numeracy* to map numeracy demands across subjects.

- Create and consistently use shared language around numeracy (the five aspects of a numerate learner: applies, solves, interprets, analyzes, communicates).

Make Numeracy Explicit in Instruction

- Name the numeracy when it appears in non-math classes ("We're using proportional reasoning here to understand this map.").
- Teach and **model numeracy strategies** that apply across subjects (e.g., interpreting graphs, estimating quantities, reasoning about scale).

Data and Monitoring

Measures of student success, including report card data, performance on district-wide and Provincial Assessments, will help construct our understanding of engagement and student performance. The Student Learning Survey will give insight into students' self-awareness of numeracy affect and ability.





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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 teacher engagement with the Learning Pathways improve teachers' feelings of proficiency in differentiating instruction in their secondary classrooms?

Action

Provide monthly collaborative opportunities for staff-wide engagement and planning with the [BC Learning Pathways](#).

Support engagement with the [Learning Pathways](#) to deepen understanding of the expected learning outcomes across the curriculum during staff meetings.

Embed language from Learning Pathways in learning plans and IEPs

Data and Monitoring

Teachers will be surveyed in November, January and March to assess how focusing on the Learning Pathways impacted their ability to support students' diverse needs. Teachers will collaborate on diversifying their practices by sharing instructional wins and challenges regularly at staff meetings.



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STEWARDSHIP FOR THE FUTURE

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

Inquiry

To what extent will students report a connection to the environment they live in after experiencing instruction on the land in all subject areas?

Action

All teachers will commit to developing at least one relevant outdoor experience attached to their teaching area.

Teachers are encouraged to collaborate, as well as with teachers from other schools and service providers such as CBEEN and Wild Voices for Kids, to develop age- and subject-area-specific programming.

Teachers will collaborate with and consult the Climate Action Club to support the direct teaching of sustainable practices and to reduce our environmental footprint in all teaching areas.

Data and Monitoring

Teacher planning meetings will be held in October, December, February and April to support teachers planning for outdoor education initiatives. Student learning surveys will indicate an increased sense of place and will report learning about the environment more frequently than in the previous school year.

