

Vancouver School Board

SCHOOL PLAN

2015-2016 Summative Review



2016-2017 Plans for the Future

It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

David Thompson Secondary School

MISSION STATEMENT

By providing programs and activities that are both supportive and challenging, David Thompson Secondary School encourages students to realize their creative, intellectual and physical potential and develop the personal and social skills necessary for responsible citizenship in a diverse society.

2015-2016 GOALS

Goal 1: To foster student engagement and critical thinking.

Goal 2: To increase literacy across the curricula.

Goal 3: Aboriginal Cultural Enhancement - to increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions amongst all students.

SCHOOL COMMUNITY CONTEXT

What are the demographics of our learning community?

Who are our learners?

What is our vision of success for learning for each student?

In September 2015, there were 1,530 students enrolled at David Thompson Secondary, including 90 International students. Our school offers a Cook Training ACE-IT district program for 8 students, and David Thompson's Odyssey Program, a District Specified Alternate Program, enrolls 150 students.

David Thompson Secondary is a comprehensive high school emphasizing academic achievement, student leadership, athletic excellence, participation in the arts, and service to others.

Approximately 8% of David Thompson's student population has been identified as having special needs. Each of these students has an Individual Education Plan (IEP). Three percent of students identified with an IEP are fully integrated into regular programs at the school, and the remaining five percent of students identified with an IEP benefit from intense support in an enclosed program setting (Junior Learning Support, Senior Learning Support, Gold, Social Development, and Autism Resource Program), with possible integration in one or more classes that supports student growth. David Thompson Secondary also offers a number of Core grade 8 and 9 classes in English, Math, and Social Studies to further support academic skill building at the junior level.

David Thompson's school population is ethnically diverse. The top languages spoken in students' homes include Cantonese (37%), English (17%), Punjabi (12%), Tagalog (9%), Mandarin (8%), and Vietnamese (6%). Ten percent of David Thompson's total student population are enrolled in English Language Learning classes.

One percent of David Thompson's student population is Aboriginal.

Approximately 4% of David Thompson's students are children in MCFD care and/or children in families on income assistance.

David Thompson Secondary's vision of success for each student is that he/she reaches his/her full potential as he/she graduates from high school. Our aim for our students is that they take ownership of their learning, develop their abilities to self-direct themselves toward stated goals, contribute to their greater community, and increase their understanding of available career opportunities.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

Goal 1: To foster student engagement and critical thinking.

Goal 2: To increase literacy across the curricula.

Goal 3: Aboriginal Cultural Enhancement - to increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions amongst all students.

What steps did we take to address the identified student(s) needs?

In relation to Goal #1, to foster student engagement and critical thinking, a number of objectives were set-out to address the identified students' needs, these included:

- To increase students' ownership and self-direction for learning,
- To increase students' ability to problem solve and think 'outside of the box',
- To improve students' abilities to adapt in 'real life' situations, and
- To improve and extend students' mental health education, specifically focused on depression and anxiety.

In relation to Goal #2, to increase literacy across the curricula, a number of objectives were set-out to address the identified students' needs, these included:

- To improve the number of students meeting expectations in reading across the curriculum,
- To improve student achievement in all subject areas, and
- To increase the number of students meeting or exceeding expectations for literacy based tasks across the curriculum.

In relation to Goal #3, to increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students, an objective that was set-out to address the identified students' needs included:

- To build awareness of Aboriginal culture within the greater school community as a whole.

What was the evidence of success for each student?

In relation to Goal #1, objectives were measured for success through a variety of means including: student self-assessment rubrics, school-wide student surveys, student forums, and term report card summative data.

There were also a number of teacher inquiry projects completed at David Thompson Secondary this past year related to Goal #1, they included:

- What are the best practices, procedures, supports and structures which promote students' completion of assignments?

- How can an integrated project and problem based BYOT (bring your own technology) environment support student learning?
- What are the best practices in inquiry based laboratory activities for AP Physics which would enhance students' critical thinking and problem solving skills?

Overall, all teachers continued to work hard on implementing a process whereby a number of student self-assessment techniques and rubrics were used to help students engage more fully in understanding and responding to their own learning needs and styles.

In relation to Goal #2, David Thompson's English department administered the Gates-MacGinitie reading test and a grade-wide write to all students in the department early on in the fall. Midyear all English department students wrote a cross-grade exam. English teachers also gathered evidence from term report card data and Language Arts provincial exams to measure students' growth in literacy skills.

English department students regularly measure their learning through project assessment rubrics, many of these measurement rubrics are designed by the students themselves.

David Thompson Secondary staff continue to support a silent reading period because teachers see the direct benefit of the program and because research supports the model.

There were also a number of teacher inquiry projects completed at David Thompson Secondary this past year related to Goal #2, they included:

- How can we deepen, expand and enhance our cross-curricular inquiry from last year to best facilitate students transferrable skills and learning across multiple curricular areas?
- What are the best practice resources, strategies, and materials and local organizations to help students with Autism spectrum disorder learn across multiple curricular areas?

In terms of measuring success for each student we continue to see an upward trend in overall student academic achievement. Listed below are June 2015 Provincial Exam results in required courses for a Dogwood Diploma:

APPRENTICESHIP AND WORKPLACE MATH 10:

		Number Counted	Average Score	Standard Deviation	A	B	C+	C	C-	F
School Mark	School	77	65.45	15.28	12.98	20.77	14.28	14.28	24.67	12.98
Exam Mark	School	67	54.25	13.56	2.98	5.97	4.47	23.88	29.85	32.83
Final Mark	School	67	64.43	13.68	7.46	16.41	19.40	17.91	25.37	13.43
	District	640	61.96	13.13	3.43	17.34	14.84	22.50	27.34	14.53
	All Public	5471	63.88	12.64	3.67	21.16	17.09	22.84	24.80	10.41

ENGLISH 10:

		Number Counted	Average Score	Standard Deviation	A	B	C+	C	C-	F
School Mark	School	302	73.45	12.40	17.21	43.37	11.58	12.91	12.58	2.31
Exam Mark	School	298	66.68	13.91	8.38	22.48	20.80	24.16	11.74	12.41
Final Mark	School	293	72.80	11.21	11.60	45.39	13.99	14.67	11.94	2.38
	District	4160	74.36	11.65	16.92	43.36	15.72	12.50	8.99	2.50
	All Public	26731	72.81	13.30	17.91	36.96	14.87	13.96	11.72	4.56

FOUNDATIONS OF MATH AND PRE-CALCULUS 10:

		Number Counted	Average Score	Standard Deviation	A	B	C+	C	C-	F
School Mark	School	218	71.26	17.46	22.47	33.48	11.92	9.63	12.84	9.63
Exam Mark	School	239	78.71	14.55	39.74	32.63	8.78	7.11	6.69	5.02
Final Mark	School	211	73.87	14.94	24.64	34.59	11.84	11.84	9.95	7.10
	District	3358	75.23	15.12	31.41	29.48	11.10	11.40	11.01	5.56
	All Public	20583	72.90	15.59	26.02	27.61	11.79	12.97	14.68	6.90

SCIENCE 10:

		Number Counted	Average Score	Standard Deviation	A	B	C+	C	C-	F
School Mark	School	301	77.27	13.95	37.87	33.22	7.30	8.97	8.63	3.98
Exam Mark	School	294	71.98	14.01	18.02	30.27	23.12	11.90	8.50	8.16
Final Mark	School	293	76.81	12.82	29.35	39.24	9.55	10.23	8.87	2.73
	District	3843	75.37	14.01	27.63	34.29	12.09	12.30	9.44	4.21
	All Public	25260	72.88	14.45	22.40	31.67	13.37	13.80	13.53	5.19

SOCIAL STUDIES 11:

		Number Counted	Average Score	Standard Deviation	A	B	C+	C	C-	F
School Mark	School	313	74.37	15.40	31.94	30.99	9.90	9.26	11.50	6.38
Exam Mark	School	305	73.24	13.51	25.57	22.95	20.00	18.03	9.83	3.60
Final Mark	School	303	75.28	12.60	27.72	33.66	12.54	13.20	10.56	2.31
	District	3350	76.14	12.83	27.94	35.73	13.04	11.58	9.34	2.35
	All Public	21926	74.27	13.39	24.16	33.07	13.86	14.06	11.66	3.17

COMMUNICATIONS 12:

		Number Counted	Average Score	Standard Deviation	A	B	C+	C	C-	F
School Mark	School	54	62.87	11.87	3.70	24.07	11.11	16.66	37.03	7.40
Exam Mark	School	51	74.50	10.67	17.64	37.25	27.45	7.84	9.80	.00
Final Mark	School	50	68.30	9.69	6.00	26.00	20.00	28.00	20.00	.00
	District	258	67.90	8.85	1.93	28.29	25.19	27.51	15.89	1.16
	All Public	3267	68.13	9.88	3.39	30.11	24.30	24.36	15.12	2.69

ENGLISH 12:

		Number Counted	Average Score	Standard Deviation	A	B	C+	C	C-	F
School Mark	School	243	75.39	11.47	22.63	42.38	11.52	12.75	10.28	.41
Exam Mark	School	225	66.77	9.94	3.55	21.77	29.77	25.77	15.11	4.00
Final Mark	School	216	71.06	8.77	6.48	41.20	23.61	18.05	10.64	.00
	District	3729	74.84	11.04	17.45	44.11	16.09	12.92	8.17	1.23
	All Public	21869	72.99	11.46	14.09	40.45	17.80	14.70	11.05	1.87

In relation to Goal #3, we enrolled fifteen Aboriginal learners this past year. Steps we took to specifically support our Aboriginal students included the following:

- Established improvement targets and tracked data with reference to improving success rates in reading, writing, and numeracy for our Aboriginal students.
- Monitored the participation rate and completion rate for our Aboriginal students on their provincial exams.
- Ongoing dialogue and tracking of the above mentioned data took place amongst teaching and support staff at department head meetings and staff meetings. Necessary adjustments were identified and plans made accordingly.

We measured our school's overall growth in becoming more aware of Aboriginal culture by increasing the number of Aboriginal artifacts displayed around the school and increasing the number of classroom discussions and school conversations specifically related to Aboriginal history, traditions, and culture.

There were also a number of teacher inquiry projects completed at David Thompson Secondary this past school year related to Goal #3 which included:

- Continuing on an Aboriginal Education focused inquiry from last year, how do we meaningfully incorporate Indigenous knowledges in the curriculum?
- How does incorporating Aboriginal Culture and Content in authentic, placed-based ways enhance students' understanding of the First People's principles of learning and interconnections between their community, environment, and ecology curriculum?

How did we communicate and celebrate student success?

Students: TLC cards (CARES Code of Conduct recognition), assemblies, PA announcements, student bulletins, student posters, student forums, agenda books, class discussions, meetings with counselors and administrators, conferences, concerts, awards ceremonies, student council, school website, Twitter

Staff: staff meetings, department meetings, instructional planning time, committee work, staff handbook, professional development, staff bulletin, memos, school newsletters, school plan document, school website, Twitter

Parents: parent-teacher interviews, interims, report cards, PAC meetings, school newsletters, school website, phone messages, Twitter.

The success we shared as a school community has left many positive memories from this past school year and will serve as the necessary scaffolding and inspiration for future student successes.

2016-2017 SCHOOL PLAN, PLANS FOR THE FUTURE

Given that the 2016-2017 school year is one of transition as we move to the *Framework for Enhancing Student Learning Model*, we intend to:

- Continue with the current goals as outlined in our reflections for 2015-2016.