



# David Thompson School November

learning | **as unique** | as every student



**Calgary Board  
of Education**

# School Development Plan

Each year, with input from with internal and external stakeholders, the schools, the district and service units prepare development plans.

School improvement is about looking at last year's data through the lens of the work done by the school, in order to determine the impact on student learning. It is also about considering the students' learning needs in the context of the teachers' capacity to address these needs. School improvement goals are set based on these gaps.

# SDP Areas of Focus

There were four areas of focus:

- Writing in English Language Arts
- Oral proficiency in French Language Arts
- Number sense (fractions, decimals, integers)
- Student skills in managing stress and anxiety

# Oral proficiency in French Language Arts

- French language arts also focused on calibration methods to strengthen their understanding of student levels of achievement
- Multiple entry points for writing instruction.
- Focus on the implementation of the gradual release of responsibility as a framework to ensure that students develop confidence and competence (I do, we do, you do).

# Writing English Language Arts

- **Calibration** methods used to strengthen teacher understanding of student levels of achievement; diverse and differentiated assessment tools (**conferencing, self and peer assessment, use of exemplars and rubrics, exit slips, think-alouds**)
- Multiple entry points for writing instruction.
- Develop **metacognitive awareness** of next steps in writing.

## Number sense (fractions, decimals, integers)

Use high impact strategies developed by staff to improve student understanding of fractions, decimals and percentages. These strategies include:

- work with a **partner or small group**
- stick with a challenging problem (**grit**)
- represent and communicate their **thinking**
- use **manipulatives**

# Student Skills - Managing Stress and Anxiety

- ✦ Model relevant and appropriate **strategies** to reduce and manage **stress and anxiety**.
- ✦ Engage students in assessing and adjusting **wellness goals** and strategies.
- ✦ **Explicit instruction** of wellness strategies
- ✦ Wellness Days

# French Language Arts

- Percent of students achieving "3" or higher on June 2023 report Card Stem "Speaks to communicate information and ideas" in FLA remained **steady at 70%**.
- The percent of students achieving a "4" in speaking **increased by 10% from 15% to 25%**.



# Mathematics

- Percent of students achieving the standard of **excellence** in Mathematics on the **grade 6** Provincial Achievement Test increased from **7.3% to 20.0%**
- Percent of students achieving the standard of **excellence** in Mathematics on the grade 9 Provincial Achievement Test decreased from **25.3% to 13.7%**.
- Levels of acceptable standard held steady.

# English Language Arts

- Percent of students achieving the standard of **excellence in writing** on the grade 9 Provincial Achievement Test increased significantly from **21% to 38.5%**.
- Percent of grade 6 students achieving the standard of **excellence** for the Part A PAT in ELA increased from **11% to 25.4%**, and the percentage of achieving the **acceptable standard** increased from 98% to **100%**.

# Notable Survey Results

## Students

The Alberta Education Assurance Measure indicates that **67.4% of students** indicate they are **engaged** in their learning while **96% of teachers** indicate the same.

Students have **high levels of self-esteem** compared to the national average.

Perception data (including the Alberta Education Assurance Survey, OurSchool Survey, and CBE student survey) continue to show that students **set relevant, attainable goals and exert deliberate and persistent effort** to achieve them.

Students this fall reported **above average** ability to consciously control their emotions and behaviours and maintain focus on a task (**self-regulation**)

# Notable Survey Results

## Students

A strong majority of students feel **teachers care about them** and want them to be successful and that there are **high expectations** for them to be **successful in their learning**.

# Notable Survey Results

## Parents

Parents who believe their child is receiving a **high quality education** is well **above provincial results**.

There was an increase in the percentage of parents that agree that **students have access to supports and services at school**

Parents indicated overall that their **reluctant readers** are **more positive** about reading at home than they have been in the past.

Parents reported their school **involvement is low**.

# Areas for Growth

Based on achievement (PAT and report card) and perception data, areas for growth include:

- Increase student interest and engagement
- Reduce anxiety and depression felt by students
- Increase sense of safety, belonging and community
- Improve reading comprehension
- Improve student expression and vocabulary in French writing
- Increased conceptual understanding of number
- Increase parental involvement

# SDP Holistic Goal – Engagement

- Creating tasks, assessment tools and exemplars alongside students that focus on building numeracy skills across grade levels
- Creating reading tasks and assessments are varied and differentiated
- NEW Using a holistic approach to create lessons and classroom routines that support student well-being and resilience to engage in mathematics.
- Using microteaching to address specific learning gaps with small groups of students
- NEW Providing rich and varied language experiences to explore and internalize Tier 2 vocabulary to engage and enrich expression and comprehension in French
- NEW Using structured and supported writing times that support students writing for real purpose and audiences in French
- Using clear learning intentions and assessment criteria to support student understanding of what success looks like
- Providing greater opportunities for voice and choice in how students show their learning
- NEW Engaging in school-wide lessons to support student wellness

# Anxiety and Depression in a Post Pandemic World

## How Using Social Media Affects Teenagers

Experts say kids are growing up with more anxiety and less self-esteem.

Writer: [Rachel Ehmke](#)

Clinical Experts: [Catherine Steiner-Adair, EdD](#), [Donna Wick, EdD](#)

## Post-Covid Depression Is Hitting Teens and Children Hard: Can You Spot the Signs?

Across the country, thousands of students are carrying something heavier than the books in their backpacks. Study after study has confirmed what school psychologists, teachers, and caregivers see firsthand: A growing number of young people have depression that began or worsened during the COVID-19 pandemic.

When researchers looked at pooled estimates, they found roughly 1 in 4 young people across the globe experienced “clinically elevated depression symptoms” during the first year of the pandemic ([Racine et al., 2021](#)). That’s double pre-pandemic rates. And depression is still hitting harder than usual. One meta-analysis compared the prevalence of depression before and after the majority of pandemic restrictions were lifted. Depression levels were “significantly higher” afterward ([Wang et al., 2022](#)).

In response, the [U.S. Preventive Services Task Force](#) has called for depression screening in all students ages 12 to 18. If you’re considering universal depression screening or you’re working with individual students at risk, here’s what to know about post-covid depression in young people.

## Social media use and mental health during the COVID-19 pandemic in young adults: a meta-analysis of 14 cross-sectional studies

[Youngrong Lee](#), [Ye Jin Jeon](#), [Sunghyuk Kang](#), [Jae Il Shin](#), [Young-Chul Jung](#) & [Sun Jae Jung](#) 

[BMC Public Health](#) **22**, Article number: 995 (2022) | [Cite this article](#)

**23k** Accesses | **29** Citations | **66** Altmetric | [Metrics](#)

### Conclusions

The analysis demonstrated that the excessive time spent on social media platform was associated with a greater likelihood of having symptoms of anxiety and depression.



# Student Wellness – Next Steps

- Establish a Student Advisory Group (SAG) to understand stressors within the school and collaboratively plan and implement a school wide strategy and measure results throughout the year
- Use of common language to support resiliency using *The Mind Up Curriculum 6-8: Brain Focused Strategies for Learning and Living*
- Engagement with students and parents through Social Media presentations
- Development of the Zen Den to support student decision making and regulation
- Continuation of wellness days
- Use of Indigenous ways of knowing to address wellness, including greater connection with nature
- Enhancement of school physical environment to reduce stressors and promote safe and caring school environment

# SDP Holistic Goal – Engagement

Student engagement is best understood as a relationship between the student and the following elements of the learning environment:

- The school community,
- The adults at school,
- The student's peers,
- The instruction,
- and The curriculum.

Further, “authentic intellectual engagement requires a deeper reciprocity in the teaching-learning relationship where students’ engagement begins as they actively construct their learning in partnership with teachers, work toward **deep conceptual understanding**, and **contribute their own ideas** to **building new knowledge** or **devising new practices** in activities that are **“worthy of their time and attention”** (Friesen, 2008, p. 8, as cited in Dunleavy & Milton, 2009, p. 14).

# Fees 2022-2023

**Parent Fees** (activities, gym strip, yearbook, athletics, noon hour activities) **\$429,674.00**

**Total Expenses** **\$430,971.00**

**Net Income/Loss** **(\$1297.00)**

Detailed Report to Parents on Fees will be posted on the [school website](#) on or before November 30.

**Indigenous  
Education**



Calgary Board  
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# Maatoomsii'Pookaiks

(Children First)

Indigenous Education Professional Learning Day 2023



# Opening and Smudge Teachings



# Student Panel

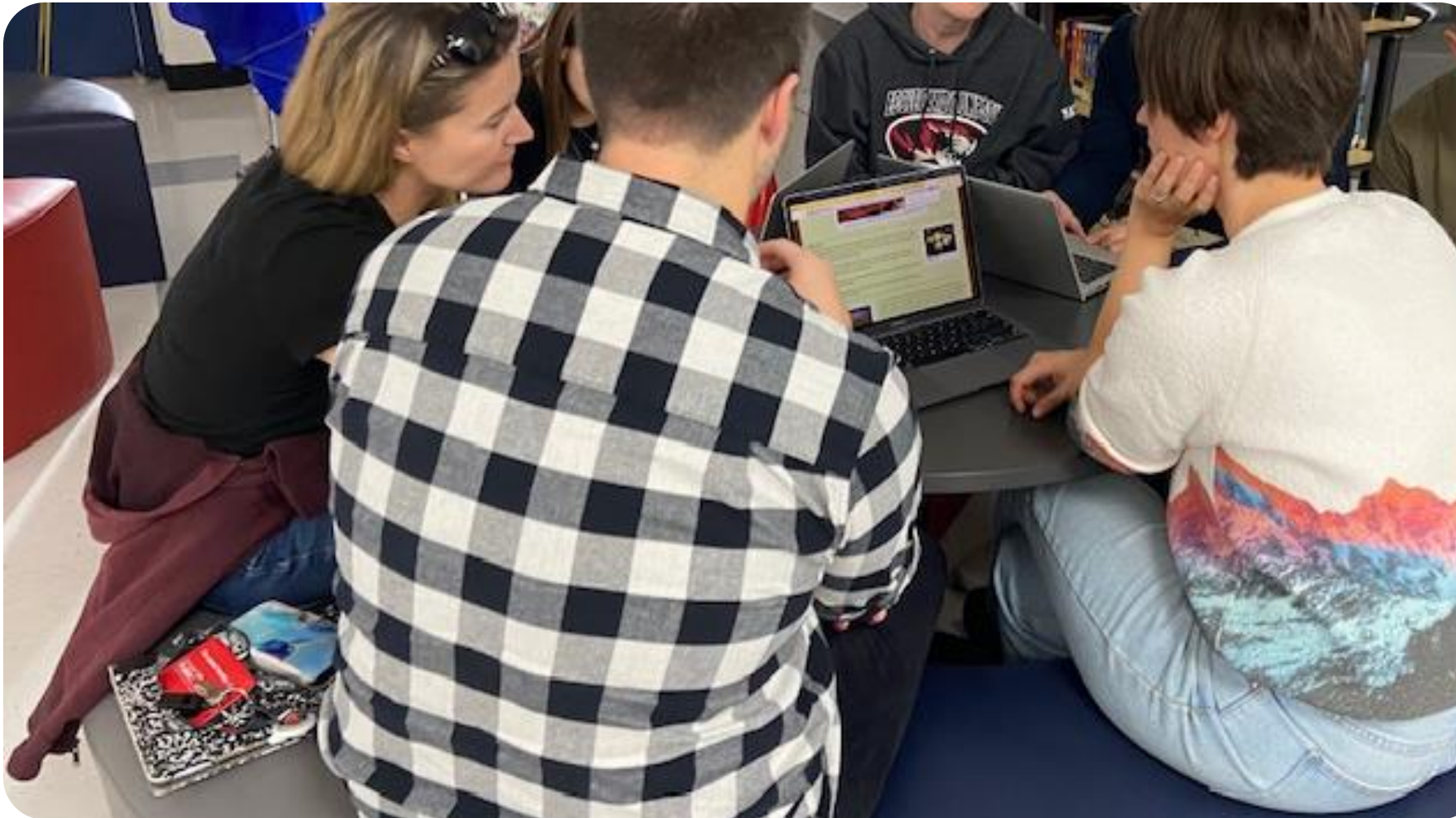




# Great Bannock Bake Off



# Moving the work forward in a good way





# A relationship with space



# Important Dates

Wednesday, November 23 - Grade 5 Climbing Trip

Thursday, November 24 - Central Memorial Performing and Visual Arts Program  
Open House

Thursday, November 24 - Grade 5 Climbing Trip

Thursday, November 24 - Online School Conferences

Friday, November 25 - Online School Conferences

December 1 - Outdoor Education Climbing Trip

Wednesday, November 30 - Vaccination Catch Up for Grade 6 and 9 - last chance

Wednesday, November 30 - EP Scarlett Open House Invitation Information

Thursday, December 1 - Lord Beaverbrook High School Open House

Tuesday, December 6 - Band Trip to MRU Conservatory

Thursday, December 15 - Winter Band Concert 7:30pm

Friday, December 23 - Start of Winter Break (No Classes)



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