



2026-2027 School Plan for Student Success DP Todd Secondary School

PREAMBLE:

D.P. Todd Secondary School is a welcoming and inclusive learning community located on the traditional and unceded territory of the **Lheidli T'enneh First Nation**. We are grateful to learn, grow, and build relationships on these lands, and we are committed to honouring Indigenous perspectives and ways of knowing.

As a smaller secondary school, we are known for our strong sense of community, meaningful relationships, and personalized support. At D.P. Todd, every student is known, valued, and encouraged to reach their full potential.

Students benefit from strong academic programming and a wide range of opportunities, including Student Leadership, an exceptional band program, a thriving athletic community, and our land-based Project-Based Learning (PBL) program. Together, these experiences help students develop confidence, connection, and the skills they need to succeed.

We are committed to creating a safe, caring, and engaging environment where every learner can thrive and become their best self.

SCHOOL LEARNING GOAL

We will improve literacy achievement by strengthening students' reading and comprehension skills across all grade levels. We will develop a shared understanding of literacy and implement evidence-informed practices that support literacy development in every classroom.

Our initial focus will be on Grade 8 students, using DIBELS data to identify needs, provide targeted interventions, and monitor growth. At the same time, students in Grades 9-12 will experience explicit literacy strategies across subject areas to strengthen reading comprehension, vocabulary development, and critical thinking skills. Through a consistent, school-wide approach, we will build the literacy skills students need to succeed in all areas of learning.



RATIONALE

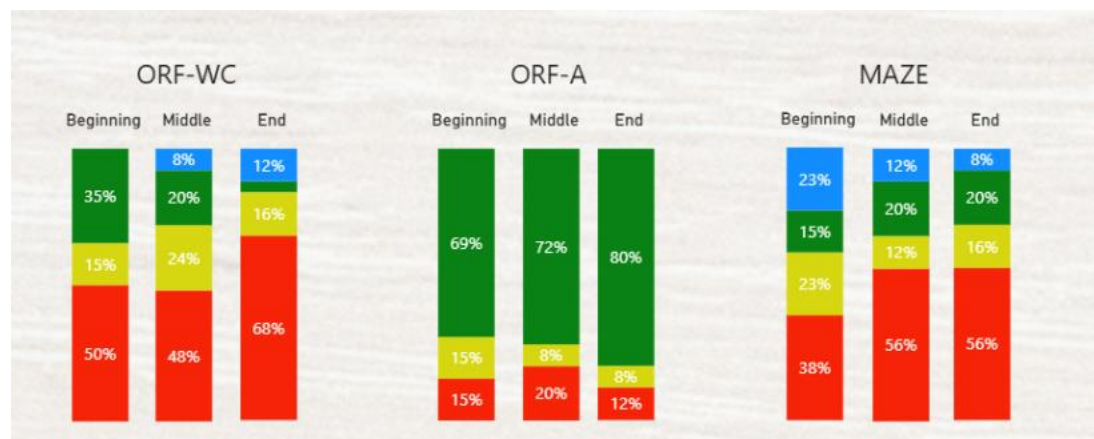
Literacy is essential for success in all areas of learning. Analysis of Grade 7 DIBELS data from our foundation schools (Edgewood, Spruceland, Foothills, Heritage, and Quinson) indicates a need to strengthen reading and comprehension skills among incoming Grade 8 students, including our Indigenous learners. This data highlights the importance of targeted intervention, early support, and ongoing monitoring. By combining focused Grade 8 interventions with explicit literacy instruction across Grades 8-12, we will build a consistent, school-wide approach to literacy that improves outcomes for all students.

Grade 7 DIBELS data 2025-2026

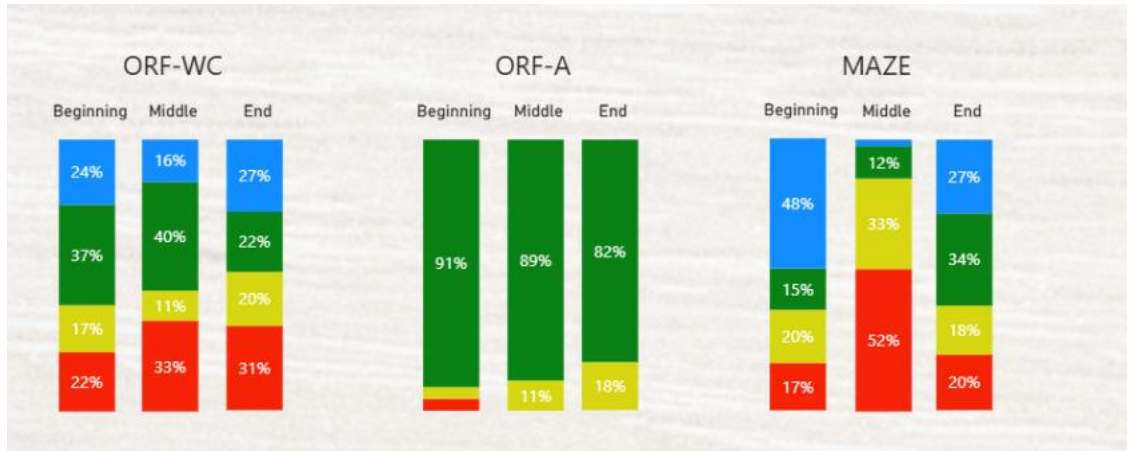
Edgewood



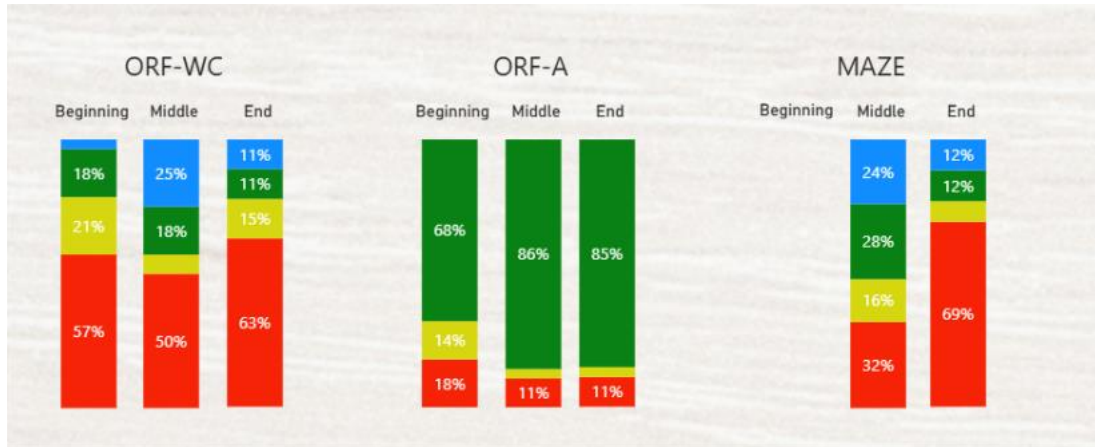
Foothills



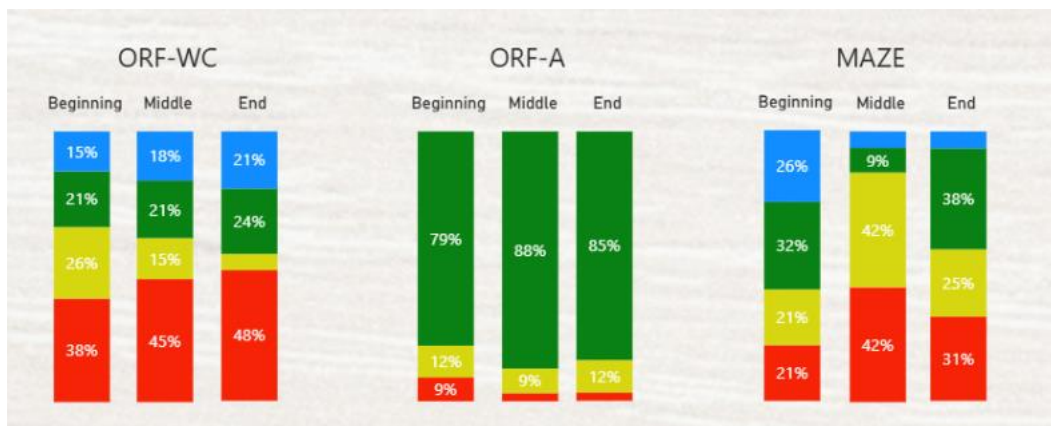
Heritage



Quinson



Spruceland



STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL

This year we will:

- Collect and analyze DIBELS data for all Grade 8 students to identify literacy needs and inform interventions.
- Implement targeted literacy interventions within Humanities 8 classes and monitor student progress throughout the year.
- Develop targeted literacy support plans for Indigenous learners in collaboration with Indigenous Graduation Coaches.
- Establish and implement common literacy strategies across Grades 8-12 to strengthen reading comprehension and vocabulary development.
- Use Diversified Learning time for staff collaboration, professional learning, and the review of literacy resources and student achievement data.

MONITORING for IMPACT – Student Learning Change

We will monitor the impact of our literacy initiatives by:

1. **Collecting DIBELS data for all Grade 8 students three times throughout the year** (November, February, and June) to measure growth in reading and literacy skills.
2. **Collaborating with the District Literacy Teacher** to analyze student data, identify trends, and refine instructional and intervention practices.
3. **Using ongoing progress-monitoring tools for students receiving targeted or intensive interventions** to track growth, evaluate the effectiveness of support, and inform the next steps.
4. **Reviewing literacy achievement data regularly through school-based support team meetings** to monitor student progress and ensure interventions are responsive to student needs.
5. **Gathering classroom-based evidence of learning** (e.g., reading assessments, comprehension tasks, writing samples, and teacher observations) to assess the impact of school-wide literacy strategies across Grades 8-12.



REFLECTIONS and OUTCOMES

To be completed by June 2027

