

Duchess Park Secondary School

2026-2027 School Plan for Student Success

1. PREAMBLE

École Duchess Park Secondary School is located on the unceded traditional territory of the Lheidli T'enneh First Nation. As a school community, we are grateful to learn and gather on this land, and we are committed to building meaningful relationships and honouring Lheidli T'enneh knowledge, culture, and presence in our daily work.

As the only triple-track secondary school in British Columbia, serving approximately 950 students across English, French Immersion, and Francophone programs, Duchess Park is a diverse and vibrant learning community. Our strengths include a deeply collaborative, student-centered staff culture and a wide range of opportunities in academics, arts, athletics, and applied skills. At the same time, our diverse student population requires responsive supports and strong partnerships to ensure every learner feels valued, supported, and able to succeed.

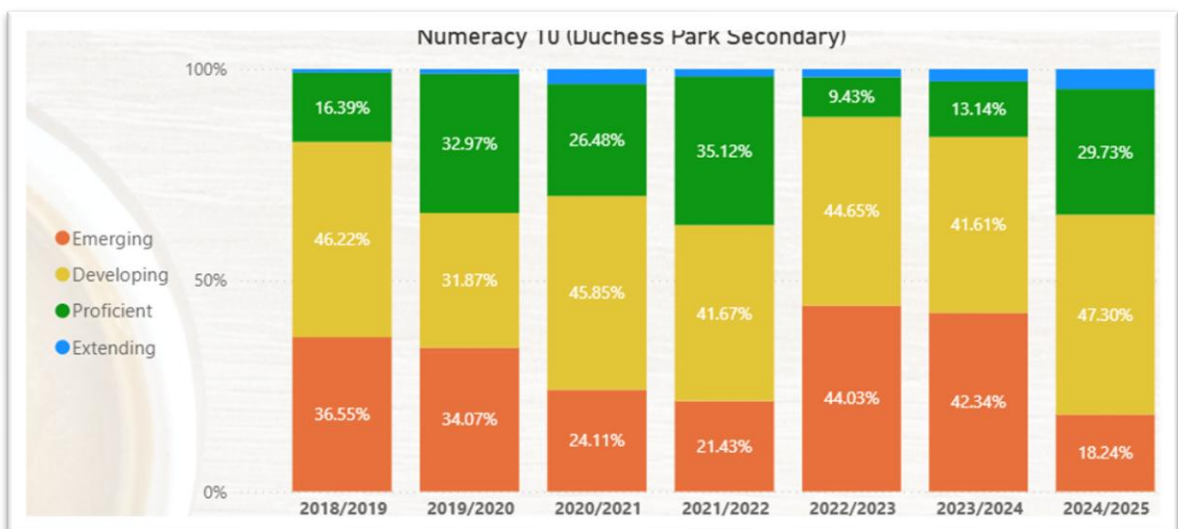
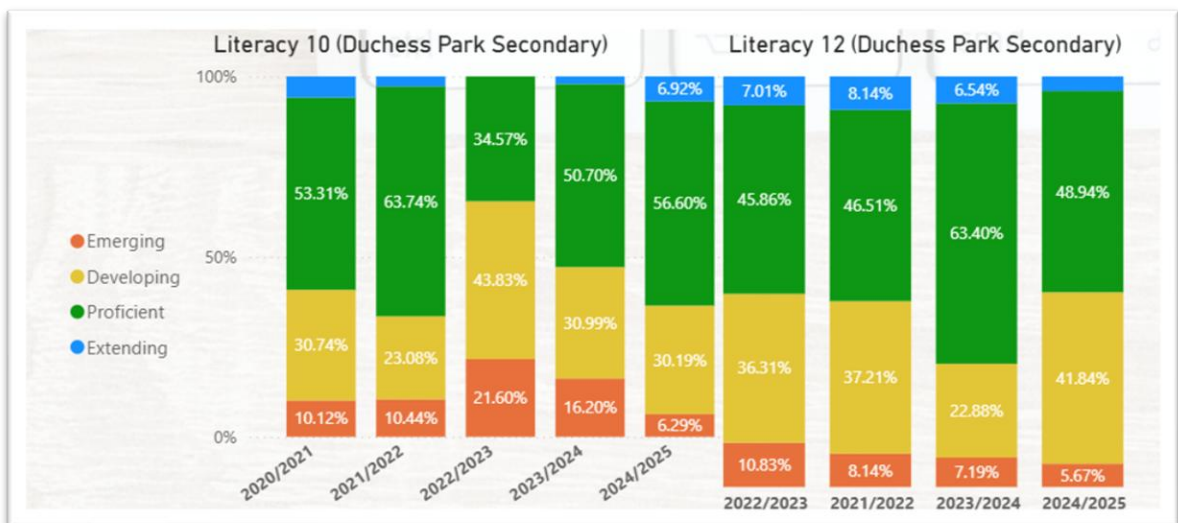
2. SCHOOL LEARNING GOAL

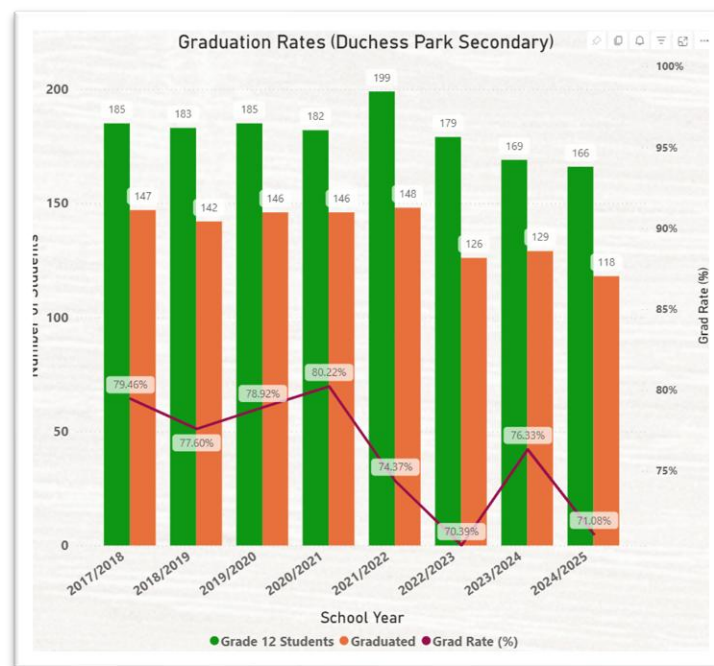
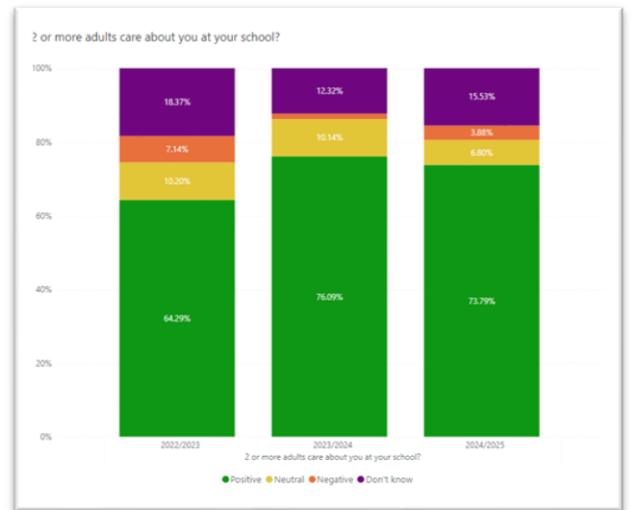
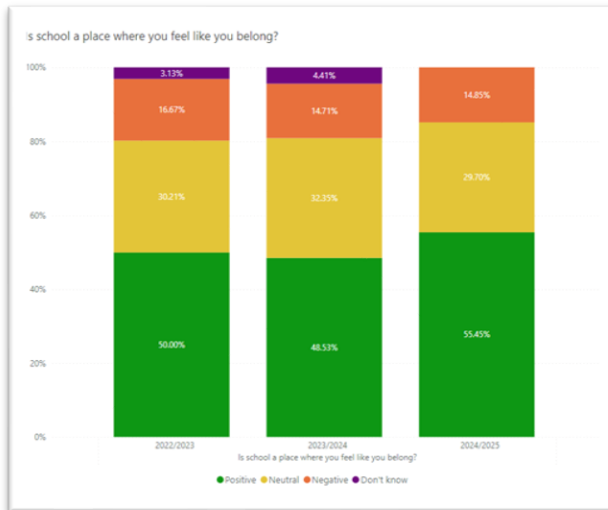
Increase student engagement across all classrooms through consistent, high-impact, observable practices, and implementing support structures for struggling students.

3. RATIONALE

Student engagement is a leading indicator of student achievement, attendance, and graduation success. School-based evidence, classroom observations, attendance patterns, and student feedback indicate variability in engagement across classrooms and grade levels. School-based and provincial data and graduation rates indicate a need to strengthen student engagement as a lever for improved achievement and graduation outcomes.

Equity Considerations: The goal specifically supports Indigenous learners, students with diverse learning needs, children in care, students experiencing attendance challenges, and other priority populations by ensuring timely intervention and equitable access to supports.





4. STRATEGIES TO ACHIEVE THE LEARNING GOAL

Instruction and Assessment

- Consistently use learning intentions and success criteria in every classroom.
- Have frequent checks for understanding using formative assessment strategies
- Utilize triangulated evidence for assessment.
- Increase opportunities for student discussion, collaboration, and problem solving.
- Use of timely, descriptive feedback to support student growth.
- Participate in staff collaboration sessions focused on improved student engagement strategies

School Environment

- Utilize classroom routines that promote belonging, safety, and positive relationships.
- Maintain consistent classroom routines so students know what to expect.
- Provide tiered levels of student support that is consistently available

School Structures

- Implement and collect DIBELS screening data (literacy data) for all grade 8 students
- Utilize year-long, multi-curricular courses in STEM and Humanities for grade 8 students to establish connection and a positive foundation at they begin high school
- Early identification of students demonstrating concerns with attendance, achievement, or engagement.
- Communicate with resource teachers and case managers so all staff understand the need of students on an Individualized Education Plan (IEP).
- Collaborate within school teams and support staff to provide layers of support for students requiring additional supports
- Bi-weekly DLT sessions focused on identifying and sharing high-impact engagement practices.
- Classroom walkthroughs to collect evidence of observable engagement strategies and provide staff feedback.
- Staff collaboration to develop a common understanding of what engaged learning looks like across all programs and grade levels.
- Regular review of engagement and achievement data through Collaborative Team Meetings and DLT discussions.
- Ongoing reflection using multiple data sources: student voice, attendance, achievement, and graduation data to adjust practices.

5. MONITORING FOR IMPACT

Evidence of improvements in student engagement are observable through various factors:

Increased participation, improved attendance, improved achievement on school and provincial assessments, graduation data and reduced numbers of students requiring intensive intervention.

How we will monitor for impact: • Weekly/Monthly: Team check-ins to review attendance, engagement, and support program data. • Monthly/Quarterly: Student Learning Updates, staff meetings and weekly collaboration times to reflect on engagement and other team collaborative practices and student feedback. • Semester End: Formal review of academic progress on Student Learning Updates, course recovery outcomes. • Year-End: Review graduation status of all grade 12 students, comprehensive evaluation of all strategies and their impact on student engagement and ownership.	
CHECKPOINTS	MONITORING
August-September	– Review prior school year’s graduation and non-graduation student data – Grade 8 Dibels Assessments
October and November	- 6-week interim check-in to identify students for targeted supports - Quarter 1 Learning Updates - Bi-weekly DLT sessions with staff focused on student engagement strategies - Provincial Assessments
January	- Quarter 2 end of semester learning updates - Bi-weekly DLT sessions with staff focused on student engagement strategies - Review current year’s potential graduation and non-graduation data - Provincial Assessments
February, March, and April	- 6-week interim check-in to identify students for targeted supports - Ministry Student Learning Surveys - Quarter 3 Learning Updates - Bi-weekly DLT sessions with staff focused on student engagement strategies - Provincial Assessments - Student Learning Surveys – Grade 10, 11, and 12
May and June	- Staff presentations on the observable impact of student engagement strategies - Provincial Assessments - Year End Student Learning Updates and graduation data

How We'll Adjust if Needed:

- If data shows low engagement or limited impact on student achievement and attendance, we'll:
 - Revisit and revise classroom strategies with staff input.
 - Provide additional professional development or mentorship.
 - Adjust support programs to better meet student needs.
 - Increase opportunities for student voice in planning and decision-making.

6. REFLECTIONS AND OUTCOMES

End-of-year reflection will examine evidence of changes in student engagement, achievement, and learner confidence. Specifically, we will see an improvement in our graduation rate data from the previous school year. Staff will evaluate the effectiveness of agreed-upon instructional and student engagements practices and intervention structures, identify successful approaches, and establish priorities for continuous improvement in the next school year.