



July 6, 2022

# School Success Plan

McKim Middle School



School District No. 6 (Rocky Mountain) is located on the unceded lands of the Secwépemc and Ktunaxa People, and the chosen home of the Métis People of B.C.

# Principal Message —

“We care for ourselves, each other and this place.”

McKim Middle School is located on the traditional unceded territory of the Ktunaxa peoples and the chosen home of the Metis.

In this strategic plan, our school staff have gathered data from provincial and district assessments to guide our thinking. Together we have developed goals using this data and consulted with our school community at meetings of the Parent Advisory Committee, staff, and Indigenous Education Workers. Improving our practices in equity and inclusion, striving for success for all learners, and developing excellence in teaching and leadership will provide a balanced and rigorous program for the students at McKim.

As you make your way through our strategic plan, you will see the foundational data, goals, strategic focus, and specific targets that will help our school community bring this plan to fruition.

Brad Carrier





# School Demographics

STAFF	STUDENTS	GRADES
Teachers: 22  Support Staff: 20	Total: 414  Indigenous: 81	Grade 4: 98 (inc. 16 Indigenous)  Grade 5: 110 (inc. 14 Indigenous)  Grade 6: 91 (inc. 28 Indigenous)  Grade 7: 115 (inc. 23 Indigenous)



# MISSION

Take care of yourself, each other, and this place.



# VISION

Opportunity, equity, and success for ALL learners



# VALUES



## Respect

We foster respectful relationships that build trust, safety and well-being.

## Equity

We strive to build learning environments that are equitable, honour diversity and inclusion, are safe, caring and healthy places to work and learn.

## Integrity

We nurture a sense of self-awareness, responsibility and truthfulness in ALL students so that they will become environmental stewards and morally upright global citizens.



## Accountability

We are accountable for ourselves, our students and our communities for professionalism, transparency and quality results.



## Innovation

We create learning opportunities that are high quality, place-based, creative, and that encourage students to reach their full potential.



## Strategic Priority |

### Goal

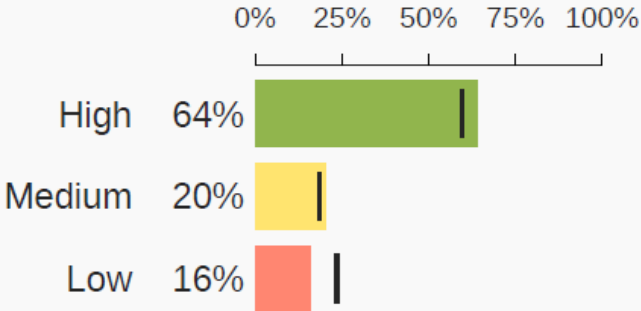
Students at McKim will increase their sense of belonging.



# Data

## SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



The black bar in this provincial Middle-Years Development Index survey show the provincial averages for school sense of belonging. This coloured bars show the high level of school belonging (64%) at McKim school. However, there are still 36% of students who may benefit from increased sense of belonging.

## Evidence Narrative

Children's sense of belonging at school has been shown to foster their school success in many ways. When children have positive experiences at school, they are more likely to feel they belong within their school, feel more motivated and engaged, and have higher academic achievement.

According to a provincial survey, 64% of students feel a sense of belonging at McKim.

## Concept Focus

We will focus on increasing students' sense of belonging.

## Strategic Inquiry

To what extent will the creation of an Exploratory Program on Friday afternoons improve our students' sense of belonging?

# Strategic Targets and Measures





## Strategic Priority |

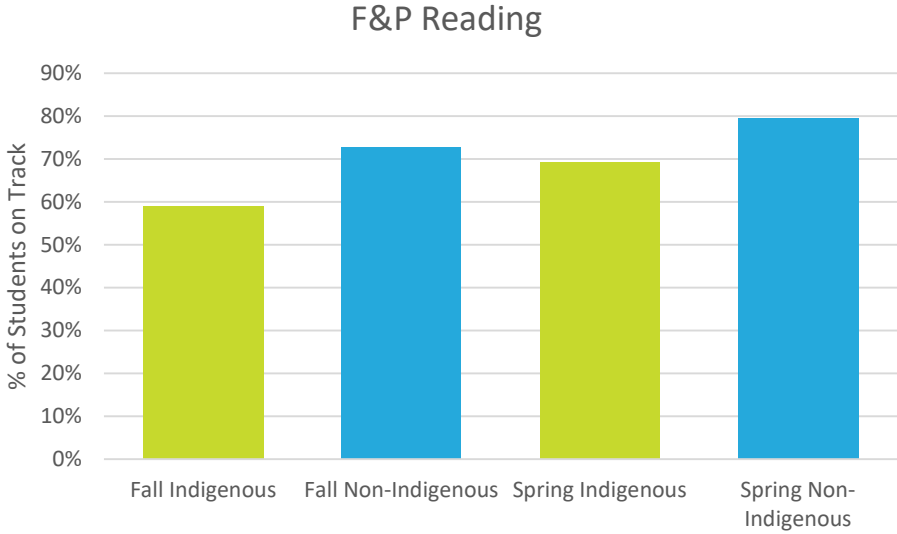
### Goal

To improve reading outcomes for all students.



# Data

The data from the Fountas and Pinnell assessment is collected twice a year and provide details about students' achievement in reading. The fall data shows 59% of Indigenous students on track in comparison to 73% of non-Indigenous students. There are improvements in the spring data with 69% of Indigenous students on track in comparison to 80% of non-Indigenous students.



## **Evidence Narrative**

Reading assessments and other sources of data indicate that within the area of literacy, students are most challenged with reading. Specifically, there is a gap between Indigenous and non-Indigenous student achievement in the Fountas and Pinnell reading assessment.

## **Concept Focus**

Focus on teaching comprehension strategies during guided reading groups

## **Strategic Inquiry**

If we use guided reading groups to teach specific tools to identify key ideas, will student achievement improve on Fountas and Pinnell assessments?

# Strategic Targets and Measures

The infographic consists of five vertical bars of increasing height from left to right, each with a circular icon at the top and a list of bullet points below. The bars are colored in a gradient from dark blue to light green.

- MEASUREMENT CYCLES** (Icon: circular arrows)
  - Fountas and Pinnell assessments 4 times a year
  - Foundational Skills Assessment
- TARGET** (Icon: four arrows pointing to a center)
  - To have more than 90% of all students on track on the Fountas and Pinnell assessment
- KEY DATES** (Icon: calendar)
  - September 2022
  - December 2022
  - March 2023
  - May 2023
- PROFESSIONAL LEARNING** (Icon: head with gear)
  - EMBEDDED PRO D sessions with LITERACY SPECIALIST LEARNING FOCUS STAFF MEETING for monitoring objectives & adjusting strategies
- SUPPORTING STRUCTURES** (Icon: three cubes)
  - School Based team meeting for specific higher tier intervention
  - Read Naturally Literacy Block
  - Additional Literacy block with librarian, EA, and IESW

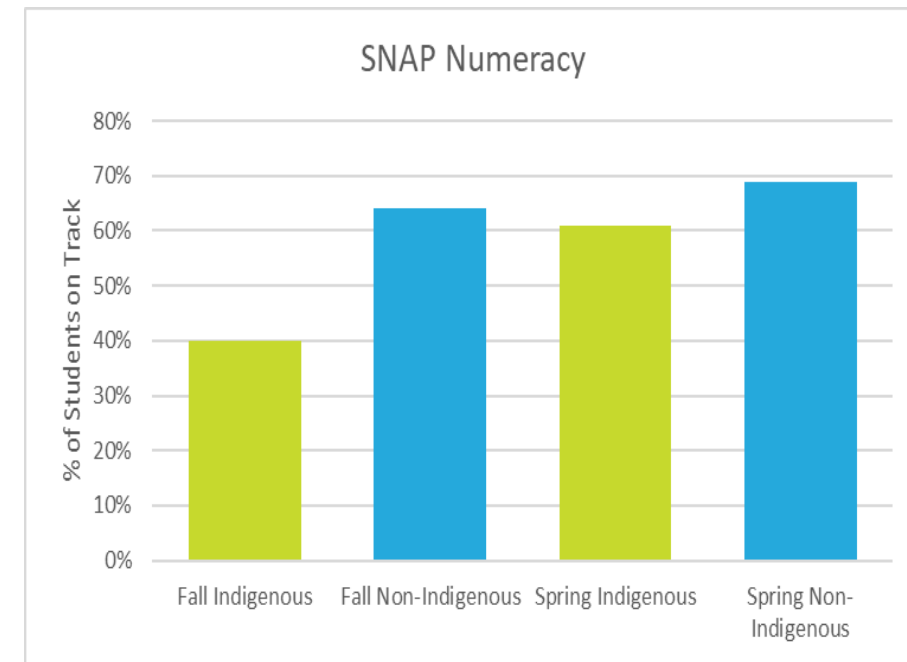
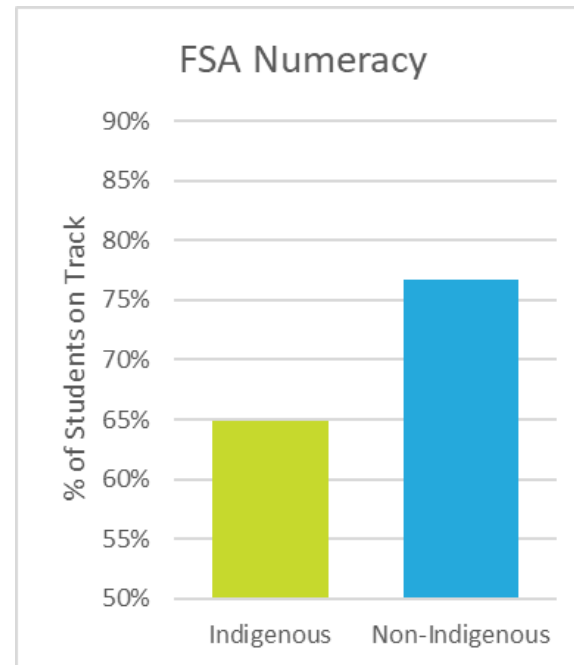
## Strategic Priority |

### Goal

Improve numeracy success for all students.



# Data



There are two significant data sources to support our focus on numeracy. The first is the Foundation Skills Assessment for grade 4 and 7 students. This shows 65% of Indigenous students on track in comparison to 77% of non-Indigenous students. The second is the SNAP Numeracy Assessment which is a 3-point scale assessment completed twice a year, with a score of 3 considered as on track. The fall data from this assessment shows 40% of Indigenous students on track in comparison to 64% of non-Indigenous students. The spring data from this assessment shows 61% of Indigenous students on track in comparison to 69% of non-Indigenous students.

## **Evidence Narrative**

We have noticed that according to the Foundational Skills assessment that less students are on track when it comes to solving real world numeracy problems. Additionally, we see an achievement gap between indigenous and non-indigenous students.

## **Concept Focus**

Establishing relevance and connection to real-world problems with number sense. Authentic representation of numbers in a real-world context

## **Strategic Inquiry**

To what extent will teachers teaching connecting strategies weekly for numeracy tasks improve numeracy achievement?

# Strategic Targets and Measures





## Strategic Priority |

---

### Goal

To increase opportunities for meaningful collaboration



# Strategic Targets and Measures



# Data

During the 2021-22 school year, not everyone got to take part in instructional rounds. There were five instructional rounds completed with a total of 12 staff involved. For the 2022-23 school year, it is our goal to increase this to 10 instructional rounds including 50 staff in total.

