



2023-2024

# 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

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

At McKim, we provide opportunities for students to develop their independence, we encourage generosity, cultivate mastery, enhance accountability and promote belonging.

Using evidence from district and provincial assessments, report card data and community engagement, we developed goals that prioritize equity and inclusion, success for all learners, and growing the capacity of self and others. Our new goal for Stewardship for the Future will address intercultural relationships with a focus on kindness and belonging. With feedback from our Parent Advisory Committee, staff, and Indigenous Education Workers we will ensure that our strategic plan is inclusive and representative of all voices. As you explore our strategic plan, you will see the foundational data, goals, strategic focus, and specific targets that will help us achieve our vision for our school community.

Sincerely,

Scott Sharun



# SCHOOL DEMOGRAPHICS

## Staff

- 21 Teachers
- 14 Education Assistants
- 7 Support Staff

## Students

404

## Grades

Grade 4-7





## MISSION

Our school prepares responsible leaders for a better world.

## VISION

Engage, Educate, and Empower



## VALUES



- **Belonging**
  - we provide genuine and authentic support for our community
- **Mastery**
  - we strive for consistency and comprehensive knowledge in our learning
- **Independence**
  - we are courageous, progressive, innovative and flexible in our thinking
- **Generosity**
  - we are generous with kindness, encouragement and love.
- **Accountability**
  - each of us is responsible for our words, actions and results

# STRATEGIC PRIORITY ONE

Equity, Diversity & Inclusion



A positive school climate.



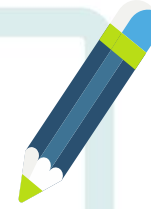
## Evidence Narrative

Evidence shows that we need to develop students' ability to be independent and empathic learners. By enhancing strategies to build respectful relationships, effective communication and conflict resolution, students will become positive members of the school community. By developing problem-solving and active listening strategies we will enhance students' ability to cope with challenging relationships and positive interactions with peers.



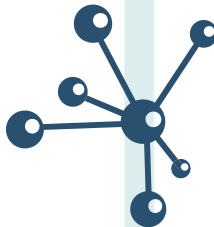
## Concept Focus

Interpersonal connections with peers.



## Strategic Inquiry

To what extent will teaching strategies for respectful peer relationships and conflict resolution on a ten-day school cycle develop positive relationships with peers and impact the school climate positively?



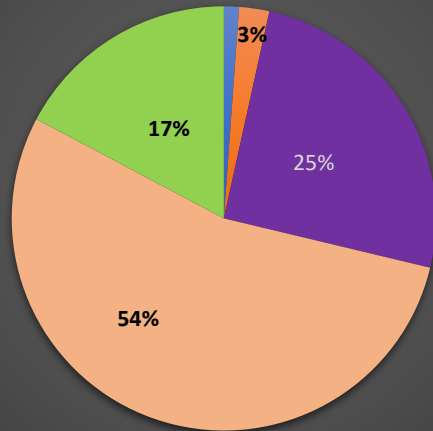
# DATA

The data from the Student Learning Survey shows that we want to target the 30% of grade 4 students who were challenged to demonstrate empathetic problem-solving skills.

The data from the Student Learning Survey shows that we want to target the 40% of grade 4 students who were challenged to demonstrate peaceful outcomes to situations of conflict.

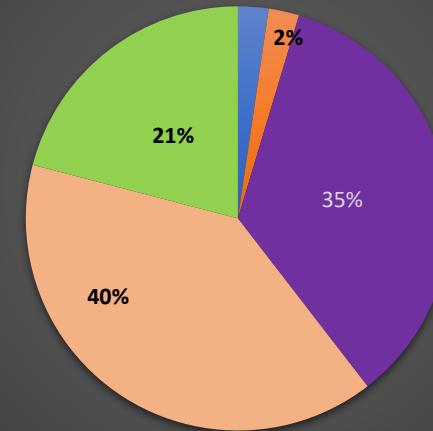


Grade 4 Student Learning Survey – Empathic Thinking



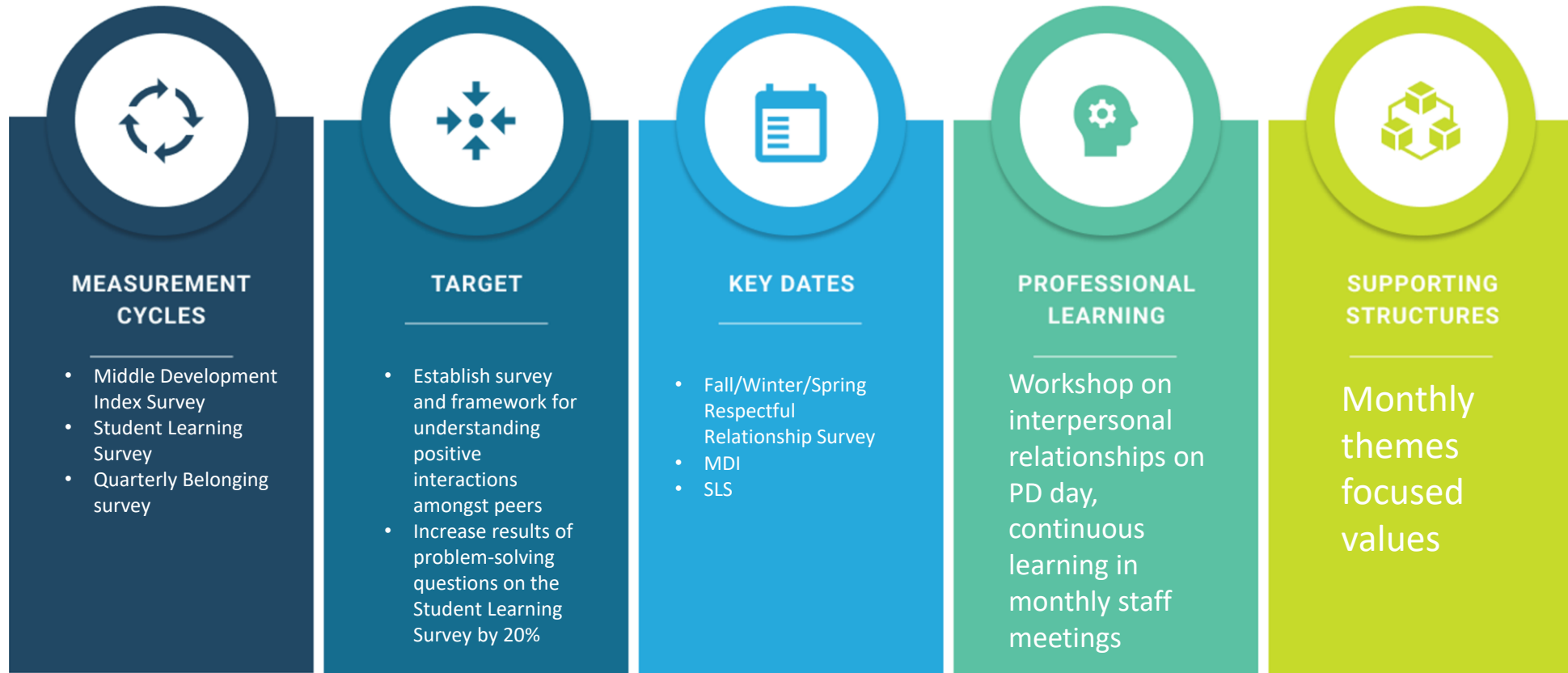
■ Never ■ Almost Never ■ Sometimes ■ Most of the time ■ All of the time

Grade 4 Student Learning Survey – Peaceful Problem Solving



■ Never ■ Almost Never ■ Sometimes ■ Most of the time ■ All of the time

# TARGETS, MEASURES & SUPPORTS





# STRATEGIC PRIORITY TWO

Success for each  
learner



Proficient numeracy achievement.



image>



## Evidence Narrative

After reviewing both our SNAP Data and Provincial Numeracy data (FSA), along with feedback from teachers regarding numeracy tasks requiring complex thinking, it is clear that students that students have the ability for basic fact recall and computation. However, they struggle to effectively communicate their numeracy thinking in personally relevant authentic situations.



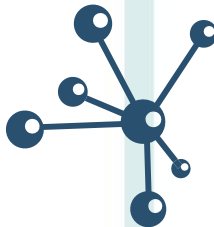
## Concept Focus

To build proficiency in numerate communication.



## Strategic Inquiry

To what extent will all teachers teaching students to write a weekly numeracy journal to improve students' communication of numerate thinking across all grade levels?



# DATA

Data Source: Provincial Foundational Skills Assessment (FSA)



In this data set you will notice that over 75% of grade 4 students do not achieve proficiency in complex thinking problems.

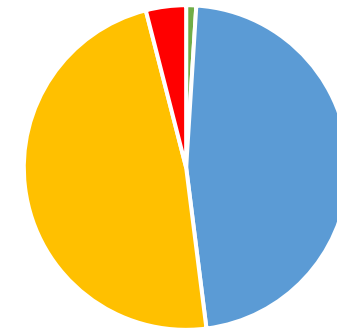
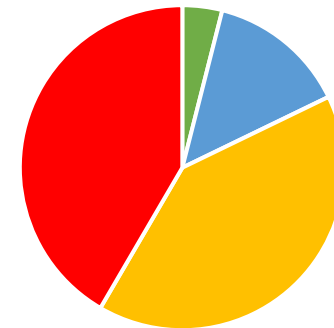
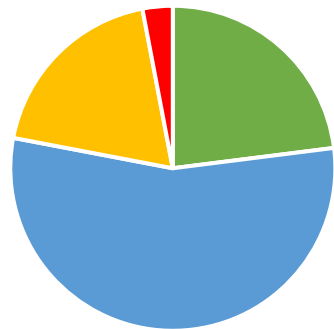
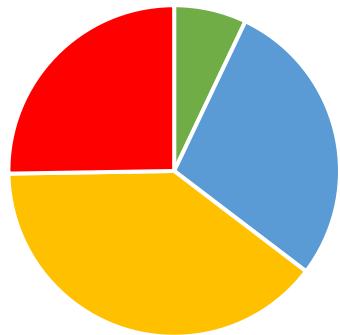
In this data set you will notice that over 45% of grade 7 students do not achieve proficiency in complex thinking problems.

Grade 4 – Basic Computation

Grade 4 – Complex Problem Solving

Grade 7 - Basic Computation

Grade 7 Complex Problem Solving



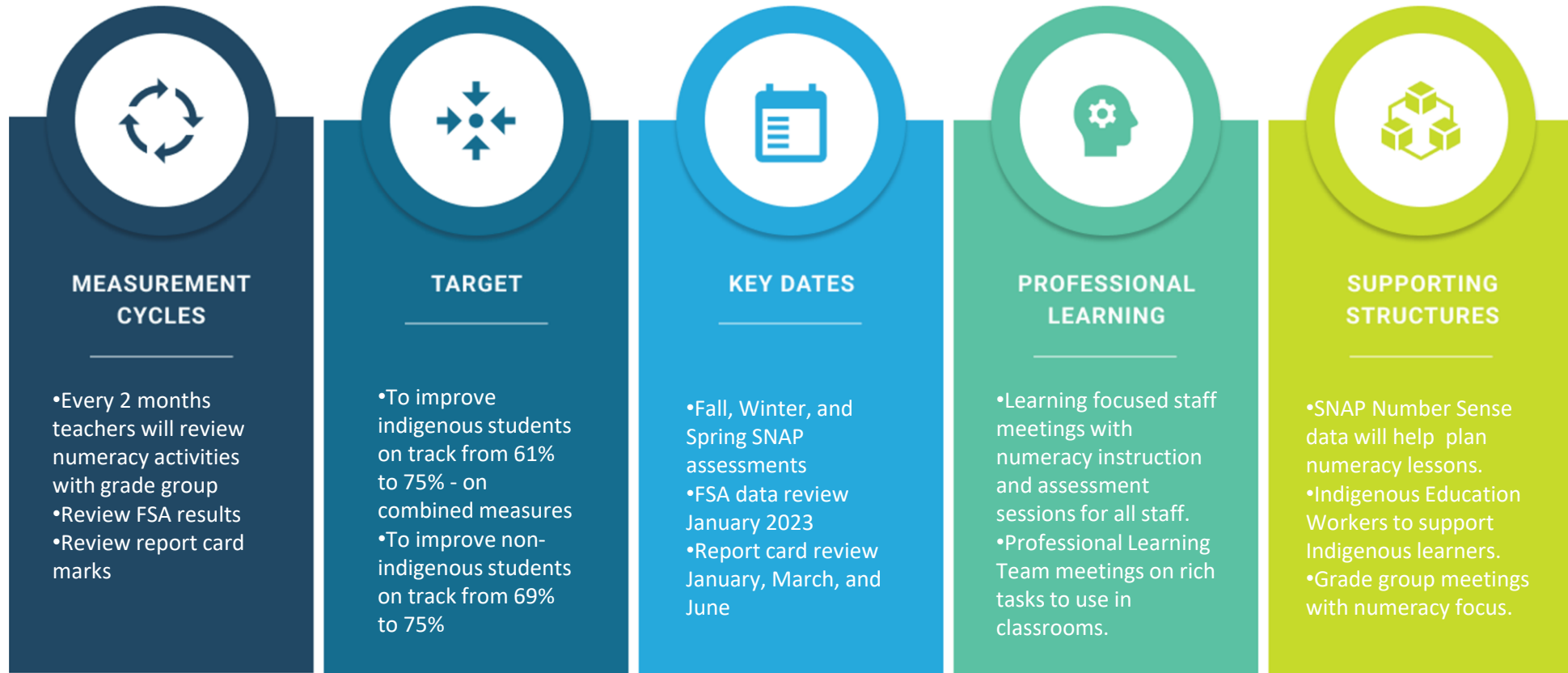
Emerging Developing  
Proficient Extending

Emerging Developing  
Proficient Extending

Emerging Developing  
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Emerging Developing  
Proficient Extending

# TARGETS, MEASURES & SUPPORTS

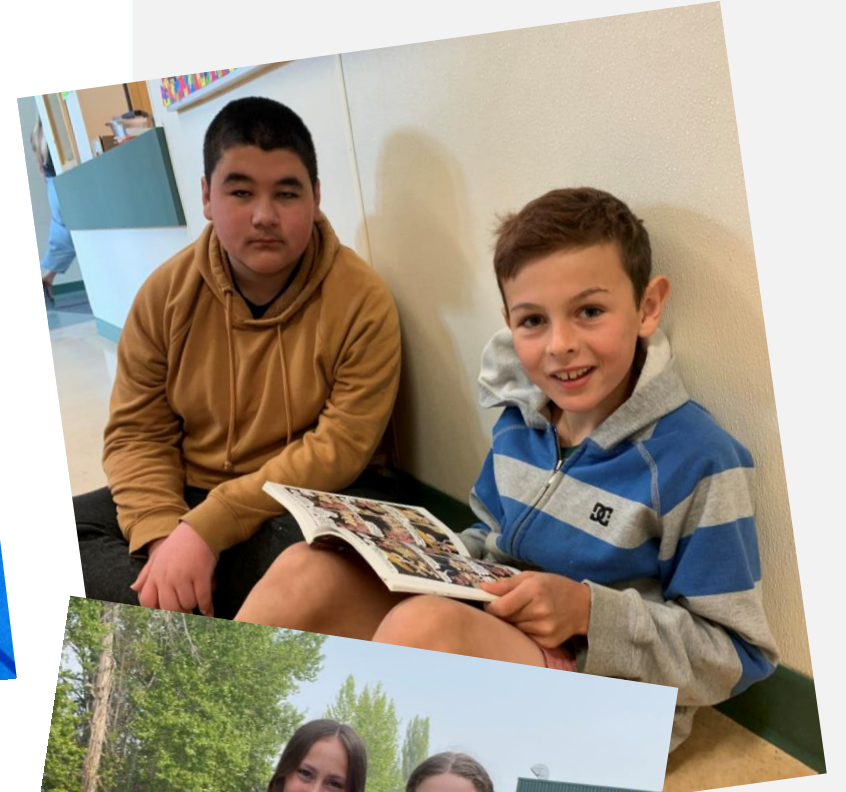


# STRATEGIC PRIORITY TWO

Success for each  
learner



## Proficient literacy achievement.



## Evidence Narrative

Teachers are utilizing a variety of reading strategies influenced by Adrienne Gear “Reading Power”. Although there is growth in reading, students are challenged with identifying main ideas, themes and summarizing. Increasing strategies for on track reading levels using strategies such as one to one reading, co-constructed reading time and modeling reading by all staff.



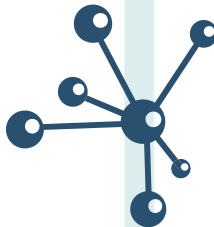
## Concept Focus

To improve summarizing and theme building through reading strategies.



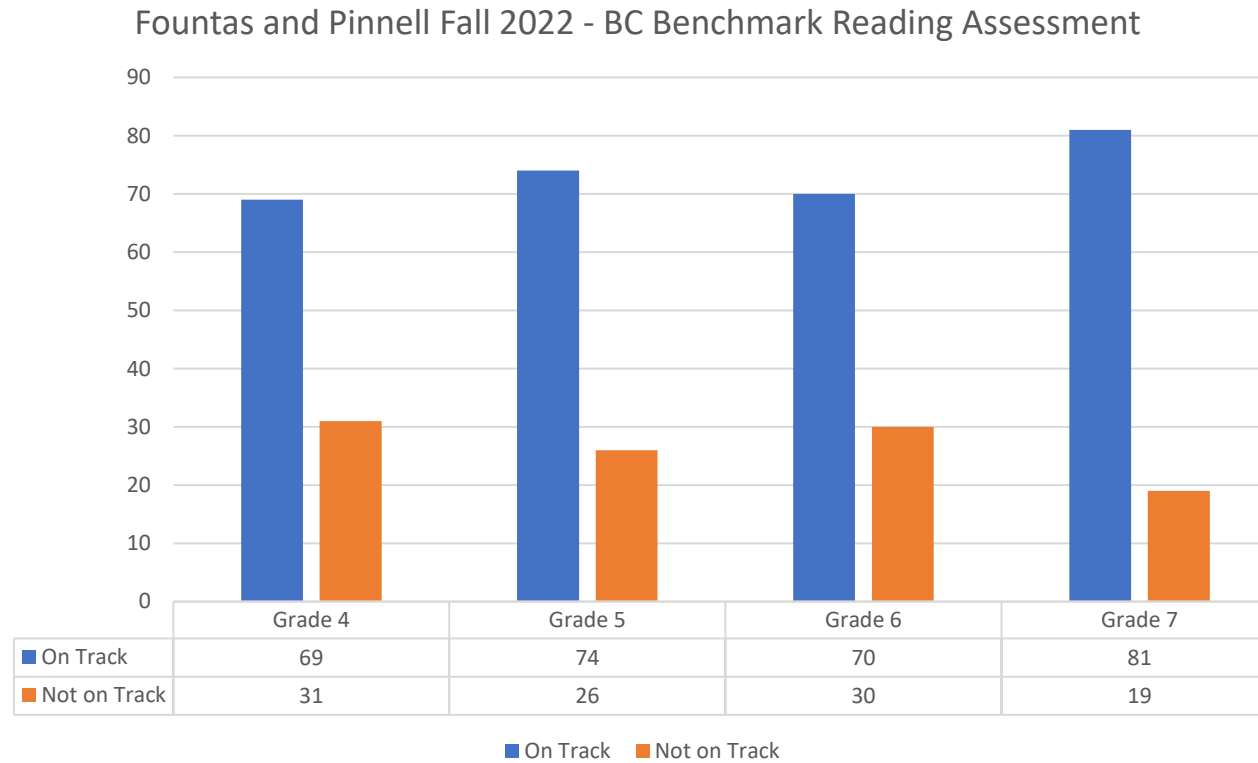
## Strategic Inquiry

To what extent will teaching daily independent reading strategies and increasing one to one reading impact overall reading achievement?



# DATA

This data displays the percentage of students that are on track of all McKim students by grade level.



\*\*Fountas and Pinnell reading assessments data



# TARGETS, MEASURES & SUPPORTS





# STRATEGIC PRIORITY THREE

Growing Capacity of Self and others

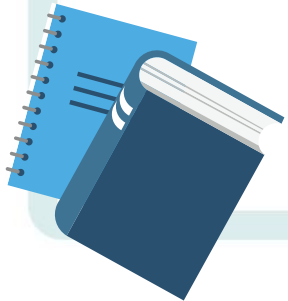


To enhance collaboration.



## Evidence Narrative

Staff feedback included ideas about enhancing collaborative practices such as teacher observations, instructional rounds, and co-teaching with the Learning Services team to coordinate more joint efforts to continue to grow capacity.



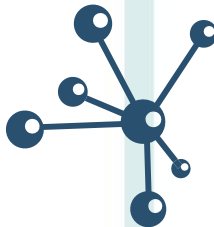
## Concept Focus

Enhanced collaboration between all teachers to support classroom instruction and engagement.

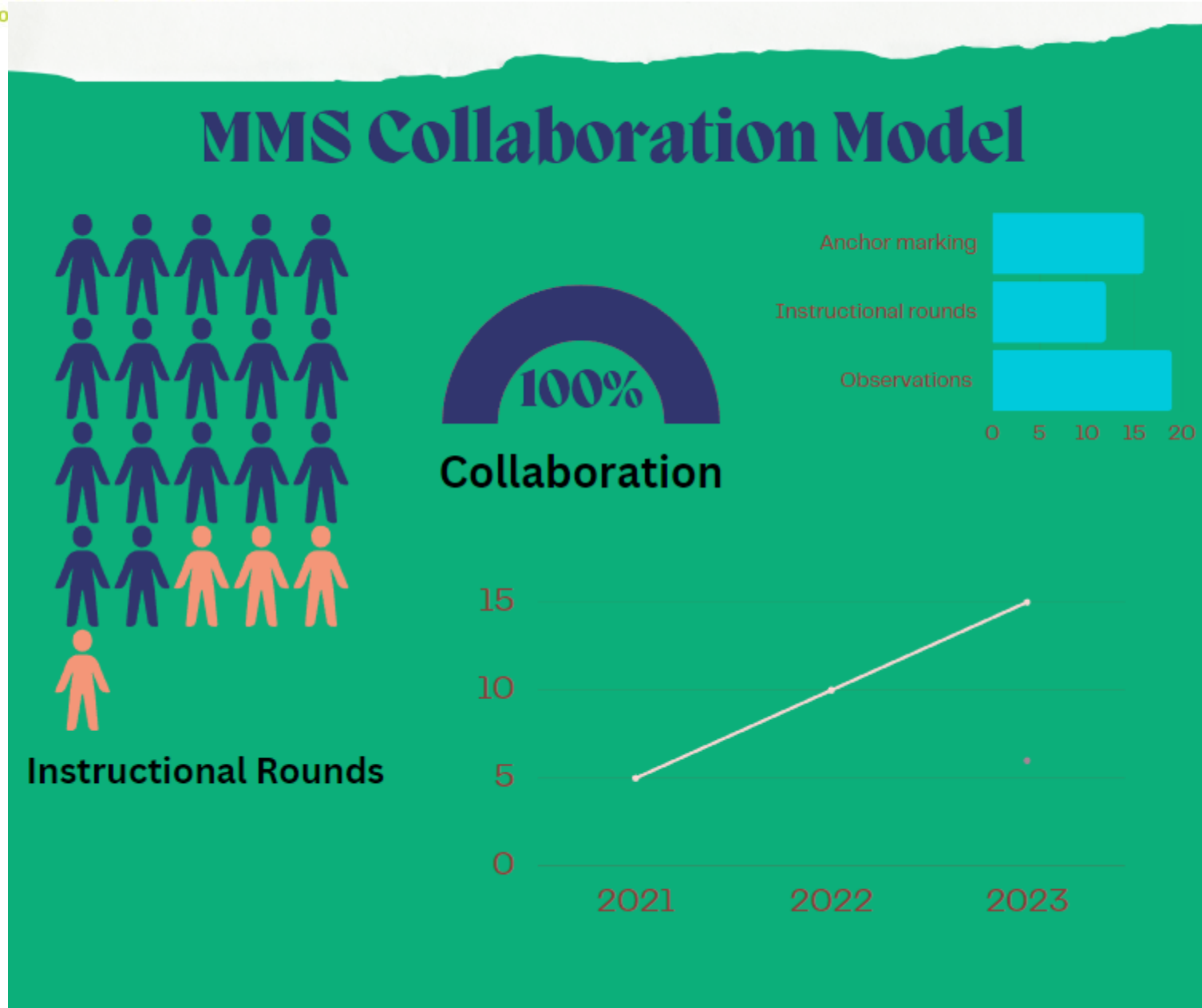


## Strategic Inquiry

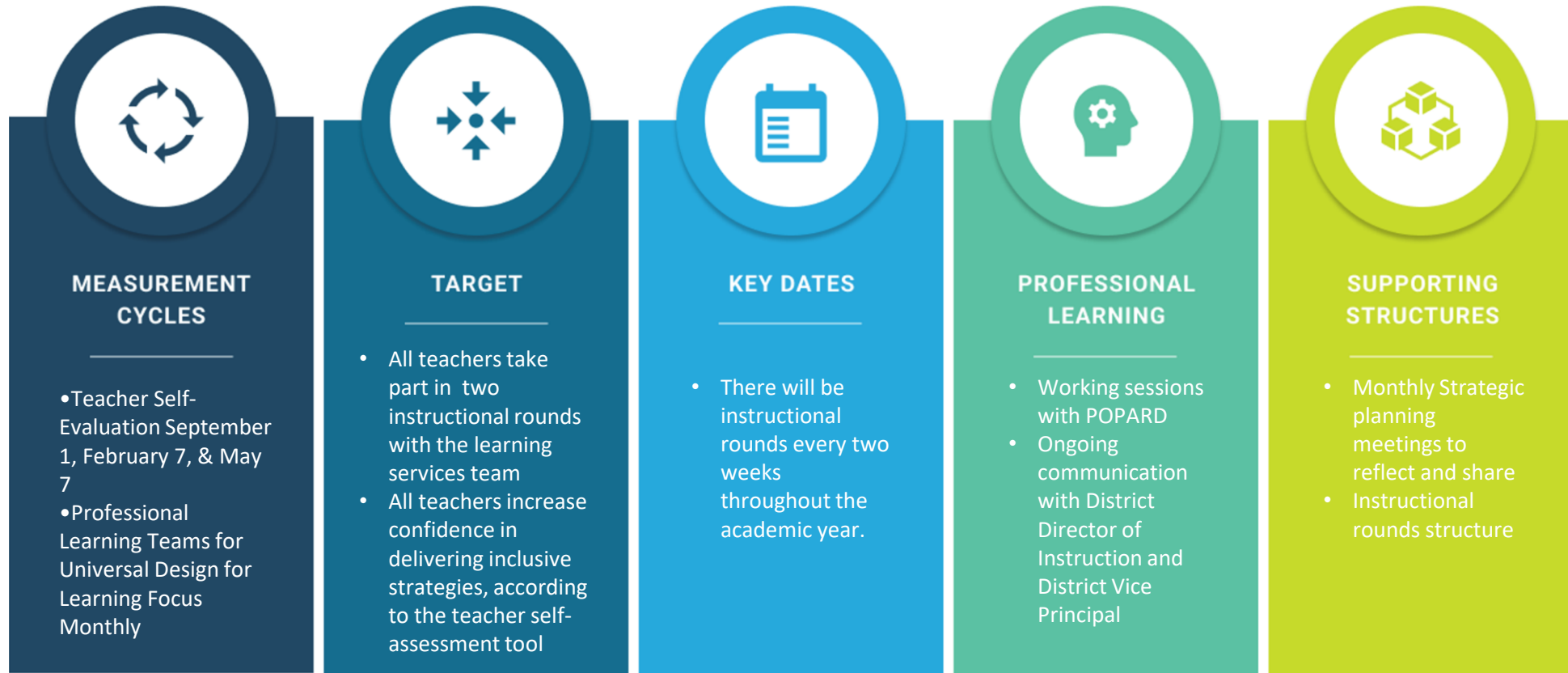
To what extent will all teachers participating in structured collaboration enhance our instructional practices?



# DATA



# TARGETS, MEASURES & SUPPORTS



# STRATEGIC PRIORITY FOUR

Stewardship for the Future



To develop interpersonal understanding.



## Evidence Narrative

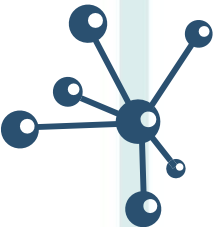
Feedback from the community engagement and student conduct demonstrates to the team that strategies are needed to help students navigate complex issues of interpersonal relationships and promote cultural understanding. The theme that emerged was the need to promote mutual respect and empathy towards others.

## Concept Focus

Interpersonal understanding

## Strategic Inquiry

To what extent will teachers teaching students to lead monthly values assemblies and classroom values lessons, improve students' interpersonal understanding?



DATA



## Social Awareness and Responsibility My Self-Assessment

by: \_\_\_\_\_

<p>I can build relationships by being a kind, cooperative, and supportive friend - both in work and in play.</p>	<p>How I showed this:</p>
------------------------------------------------------------------------------------------------------------------	---------------------------



date: \_\_\_\_\_



# TARGETS, MEASURES & SUPPORTS

