

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.









Scott Sharui



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 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.

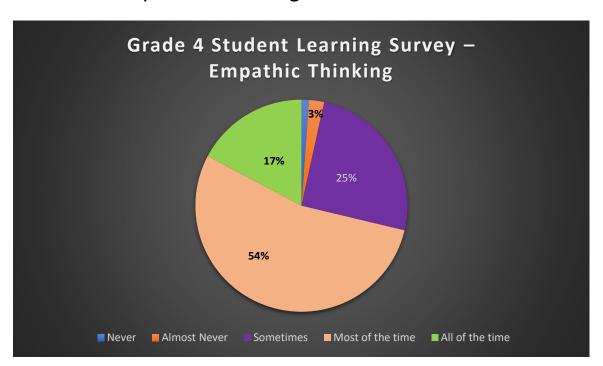
Strategic Inquiry

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?



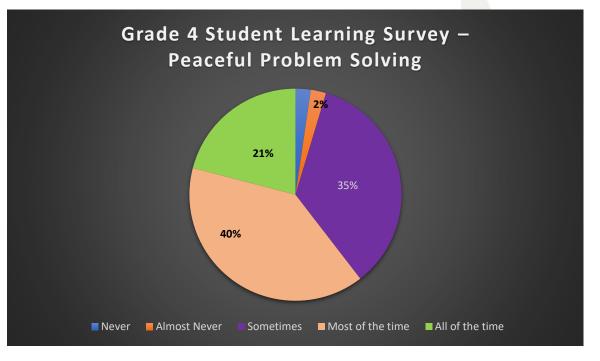
DATA

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







MEASUREMENT CYCLES

- Middle Development Index Survey
- Student Learning Survey
- Quarterly Belonging survey



TARGET

- Establish survey and framework for understanding positive interactions amongst peers
- Increase results of problem-solving questions on the Student Learning Survey by 20%



KEY DATES

- Fall/Winter/Spring Respectful Relationship Survey
- IVID
- SLS



PROFESSIONAL LEARNING

Workshop on interpersonal relationships on PD day, continuous learning in monthly staff meetings



SUPPORTING STRUCTURES

Monthly themes focused values

STRATEGIC PRIORITY TWO

Success for each learner

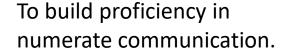
Goal

Proficient numeracy achievement.



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

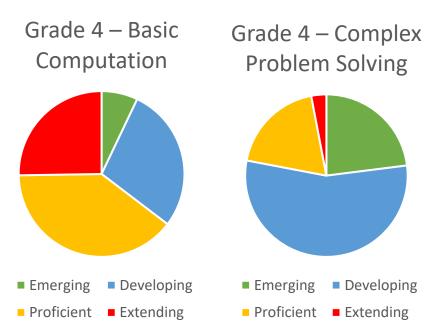




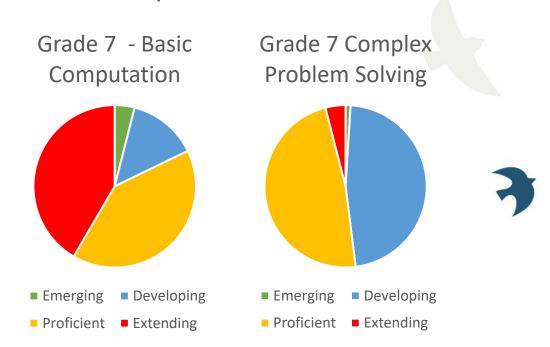


Data Source: Provincial Foundational Skills Assessment (FSA)

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.





MEASUREMENT CYCLES

- •Every 2 months teachers will review numeracy activities with grade group
- •Review FSA results
 •Review report card
- •Review report card marks



TARGET

•To improve indigenous students on track from 61% to 75% - on combined measures •To improve nonindigenous students on track from 69%

to 75%



KEY DATES

- •Fall, Winter, and Spring SNAP assessments •FSA data review
- January 2023
 •Report card review
 January, March, and



PROFESSIONAL LEARNING

Learning focused staff meetings with numeracy instruction and assessment sessions for all staff.
Professional Learning Team meetings on rich tasks to use in classrooms.



SUPPORTING STRUCTURES

•SNAP Number Sense data will help plan numeracy lessons.
•Indigenous Education Workers to support Indigenous learners.
•Grade group meetings with numeracy focus.

STRATEGIC PRIORITY TWO

Success for each learner

Goal





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.

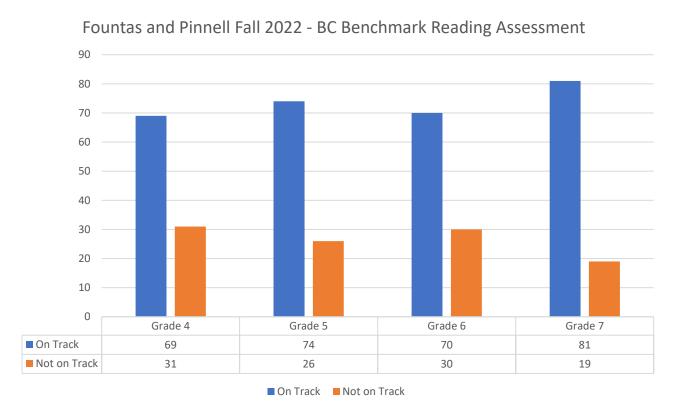
Strategic Inquiry

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





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



^{**}Fountas and Pinnell reading assessments data





MEASUREMENT CYCLES

- Daily one to one reading
- •Review F&P results in staff meetings and grade-wide meetings
- •Review report card marks



TARGET

- To improve students on track reading levels by 10%
- To improve students' responses ton comprehension questions by 10%



KEY DATES

Fall, Spring and Spring F&P data
FSA data review January 2024
Report card review January, March, and



PROFESSIONAL LEARNING

 Learning focused staff meetings with literacy assessment sessions for all staff including EAs
 Professional Learning Team meetings on rich tasks to use in classrooms – Adrienne



SUPPORTING STRUCTURES

- •One to One reading
- Modelling reading Co-constructing reading strategies with students
- Grade group meeting with literacy focus.

STRATEGIC PRIORITY THREE

Growing Capacity of Self and others



To enhance collaboration.



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.



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

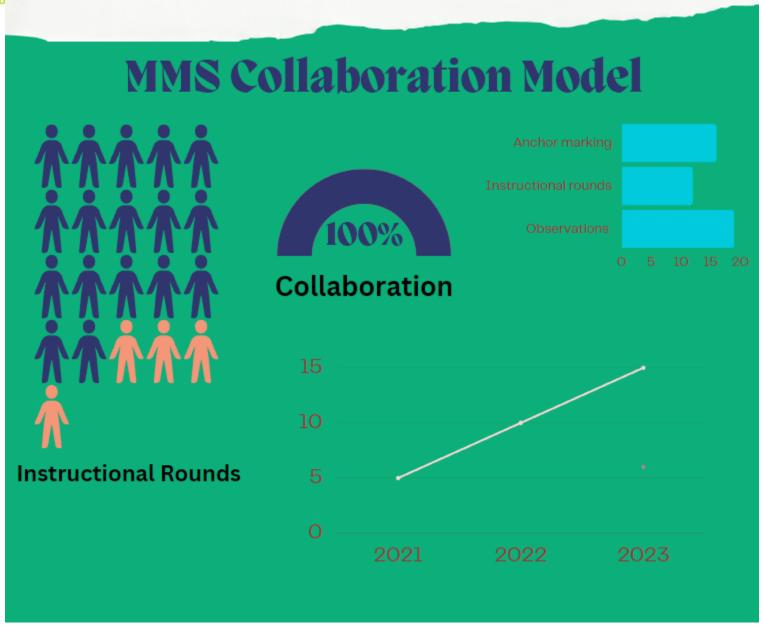


To what extent will all teachers participating in structured collaboration enhance our instructional practices?





DATA











MEASUREMENT CYCLES

- •Teacher Self-Evaluation September 1, February 7, & May 7
- Professional Learning Teams for Universal Design for Learning Focus Monthly



TARGET

- All teachers take part in two instructional rounds with the learning services team
- All teachers increase confidence in delivering inclusive strategies, according to the teacher selfassessment tool



KEY DATES

 There will be instructional rounds every two weeks throughout the academic year.



PROFESSIONAL LEARNING

- Working sessions with POPARD
- Ongoing communication with District Director of Instruction and District Vice Principal



SUPPORTING STRUCTURES

- Monthly Strategic planning meetings to reflect and share
- Instructional rounds structure

STRATEGIC PRIORITY FOUR

Stewardship for the Future



To develop interpersonal understanding.



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



Strategic Inquiry

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







Social Awareness and Responsibility

My Self-Assessment

	My Self-Assessment
t	y:
I can build relationships by being a kind, cooperative, and supportive friend both in work and in play.	How I showed this:
7 7	

date:













MEASUREMENT CYCLES

- Monthly Staff meetings
- Monthly school wide assemblies



TARGET

- Improve results from student learning survey for grades 4 and 7 by 15%
- All classrooms will plan and lead an assembly



KEY DATES

- School Survey: Fall, Winter and Spring
- Core competency self-reflection: fall, winter and Spring
- Provincial Student Learning Survey: Winter 2024



PROFESSIONAL LEARNING

- Guest speakers running antiracism workshop
- Aug.30
 Ministry day-Indigenous

 learning focus



SUPPORTING STRUCTURES

 Anti-racism guest speaker for staff and students