June 2025

SCHOOL SUCCESS PLAN

McKim Middle School

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PRINCIPAL MESSAGE

McKim students continue to show remarkable resiliency and adaptability as we head into year two our Strategic Plan with a focus on communication. By enhancing our communication, we can build towards a more open, transparent and curious learning environment. These attributes are the cornerstone upon which we build our strategic plan, ensuring that we not only enrich our school community but innovate and excel in the process.

Our vision is to provide a holistic education that equips our students with the skills, knowledge and character to succeed in the fast-paced digital world. We will put students at the center of learning - we will continue to implement and expand personalized learning approaches, ensuring every student will reach their full potential. We are determined to enhance the well-being of our students and by including students in our vision, we are committed to a safe, inclusive, and nurturing learning environment where diversity is celebrated. Initiatives around mental health, anti-bullying and cultural competencies will be at the forefront of our work. McKim will engage with the wider Community – McKim does not exist in isolation, we are an integral part of the community. We will strengthen partnerships with families, support agencies and local businesses to engage in real world learning.
Our teachers have co-authored our goals and sustainable practices are important - in alignment with our commitment to environmental stewardship will prioritize learning about ways to improve our lives, to develop conscientious global citizens.

As we embark on our strategic journey, we will keep our practices relevant, build relationships and focus on a rigorous school community. At the conclusion of the 2025 - 2026 school year, we will know we have been successful when students are expressing their ideas clearly, measured not only through their academic success but in their ability to communicate effectively in our community.

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SCHOOL DEMOGRAPHICS

Staff

- 15 Classroom teachers
- 2.0 Learning Services
- 1.0 Teacher-librarian
- 11 Education Assistants
- 1.4 Indigenous Education
- 2.0 Admin Assistant
- 1.25 Administrator

Students

- 401 students
- 69 Indigenous students

Grades

- Grade 4 - 101
- Grade 5 - 92
- Grade 6 - 100
- Grade 7 - 102

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VISION

Engage, Educate, Empower

MISSION

To foster learners who explore, innovate, construct, evaluate and inspire others.

VALUES

CURIOSITY
- **WE ENCOURAGE QUESTIONS, EXPLORATION, AND A LOVE OF LEARNING.**

COMMUNICATION
- **WE SPEAK AND LISTEN WITH INTENTION, EMPATHY, AND CLARITY.**

COMMUNITY
- **WE VALUE BELONGING, COLLABORATION, AND SHARED RESPONSIBILITY.**

INTEGRITY
- **WE ACT WITH HONESTY, FAIRNESS, AND CONSISTENCY.**

GROWTH
- **WE EMBRACE FEEDBACK, REFLECTION, AND CONTINUOUS IMPROVEMENT.**

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THEMATIC NARRATIVE

At McKim Middle School, we believe communication is the foundation for learning, belonging, and leadership. Our goal is to help every student confidently share their thinking, listen with empathy, and engage in meaningful conversations.

We've seen a decline in literacy and recognize the need to focus on the skills that help students express themselves clearly—in both writing and speaking. Through professional collaboration, we'll explore what strategies work best, especially in areas like journaling and reflection, to build stronger communication skills across all grades.

By embedding these skills in daily learning, connecting with families, and encouraging student voice, we're building a culture of trust, curiosity, and growth—where everyone feels seen, heard, and supported.

Our goal is simple: to help students communicate more effectively so they can thrive in school and in life.

Goal

We will improve students' ability to communicate effectively.

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EQUITY, DIVERSITY, AND INCLUSION

To support students to resolve conflict and interact respectfully, with integrity, honesty, and empathy to gain positive interpersonal skills.

Inquiry

If we teach students conflict resolution skills will their conduct improve?

Action

During Mustang Mornings, teachers will routinely teach conflict resolution skills, where we will establish structure, build consistency, and dedicate time constructively to deal with challenging behaviours.

Data and Monitoring

Our staff will continue to collect data and evidence to monitor student interactions during unstructured times such as in the hallways and at recess. With the adoption of an office referral form we will track student interactions and behaviours to improve peer interactions. Using our office referral tracking and one-to-one teacher conversations, support staff and EA we will investigate ways to engage our staff in supporting students when they get into conflict with each other. Using the performance standards of Social Responsibility, specifically - Solving Problems in Peaceful Ways - we will monitor, assess and report on the following rubric:

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Quick Scale: Grades 4 to 5 Social Responsibility

This Quick Scale presents summary statements from the four categories in a one-page format for ease of use.

In most cases, these scales can be used to evaluate student development anytime during the year.
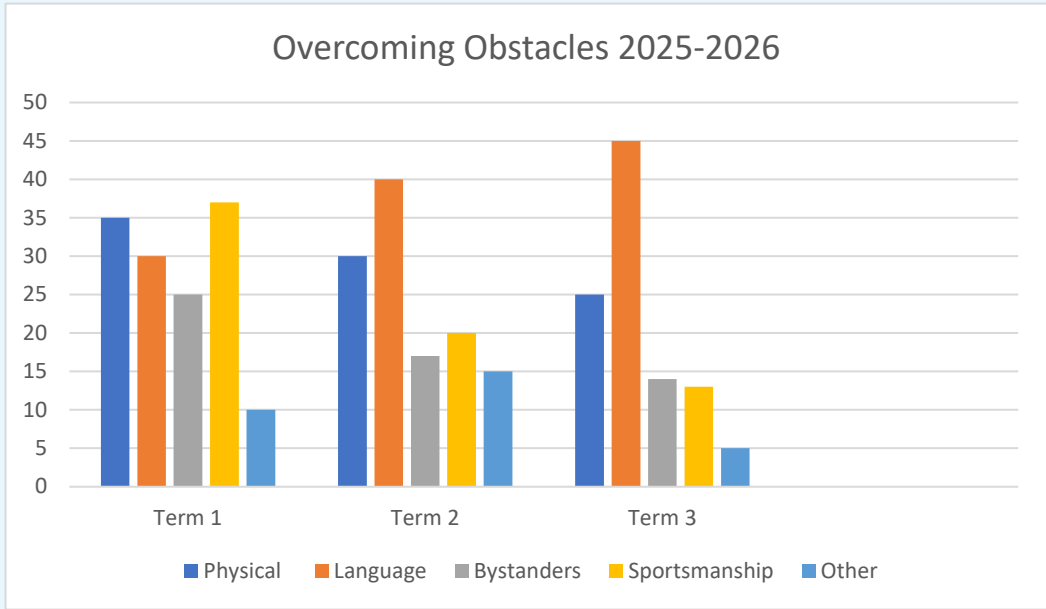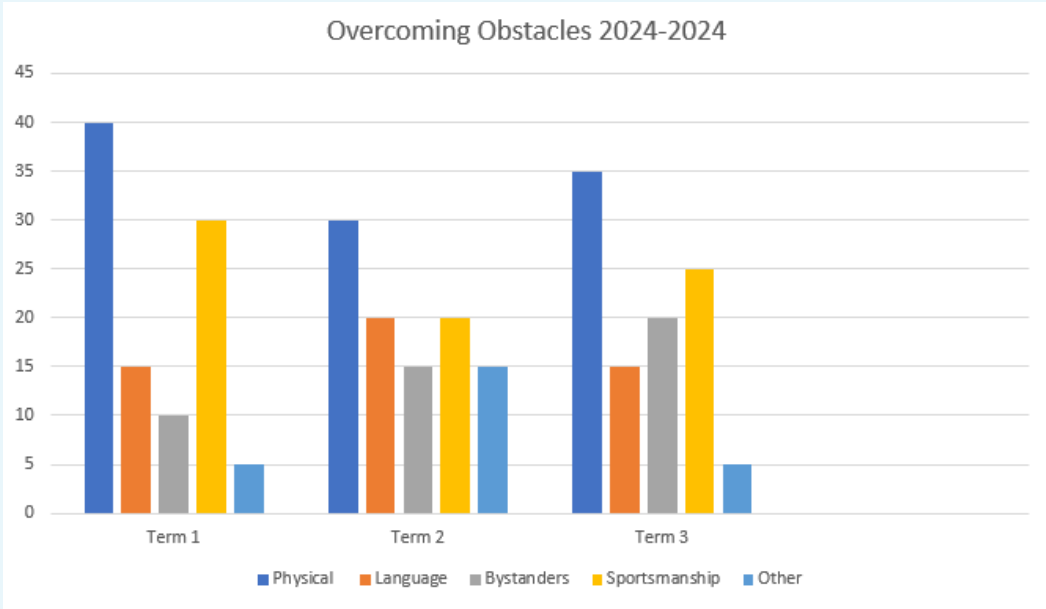
In the Elaborated Scale, each of the four categories is printed on a separate page.

SOLVING PROBLEMS IN PEACEFUL WAYS				
	• does not take responsibility or listen to another's views in a conflict situation; tends to blame and put down others • has difficulty stating problems or issues, and may be unable to suggest or choose appropriate strategies	• tries to state feelings and manage anger; often needs support to resolve conflicts, frequently overestimating or underestimating the need for adult help • can identify simple problems or issues and generate some strategies; tends to rely on the same strategies for all problems	• tries to manage anger, listen to others, and apply logical reasons to resolve conflicts; usually knows when to get adult help • can explain simple problems or issues and generate and select simple, logical strategies	• considers others' views and uses some effective strategies for resolving minor conflicts; takes responsibility and shows good judgment about when to get adult help • can explain an increasing variety of problems or issues and generate and evaluate strategies

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Overcoming Obstacles 2024-2024

Legend: Physical, Language, Bystanders, Sportsmanship, Other

	Physical	Language	Bystanders	Sportsmanship	Other
Term 1	40	15	10	30	5
Term 2	30	20	15	20	15
Term 3	35	15	20	25	5

Overcoming Obstacles 2025-2026

Legend: Physical, Language, Bystanders, Sportsmanship, Other

	Physical	Language	Bystanders	Sportsmanship	Other
Term 1	35	30	25	37	10
Term 2	30	40	17	20	15
Term 3	25	45	14	13	5

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SUCCESS FOR EACH LEARNER

To support student growth in literacy and numeracy through communication to increase proficiency levels and increase PBLA and FSA results.

Inquiry

If we use weekly literacy and numeracy journal entries, will student outcomes improve?

Action

The teaching team will develop strategies to teach literacy and numeracy journals to students.

- Embed Communication Across Literacy and Numeracy
- Implement Targeted Literacy Interventions
- Strengthen Professional Collaboration
- Monitor and Reflect on Student Growth

Data

1. PBLA and FSA
2. improved classroom assessment with staff meeting conversations
3. Track two students from each class to discuss growth in those areas.

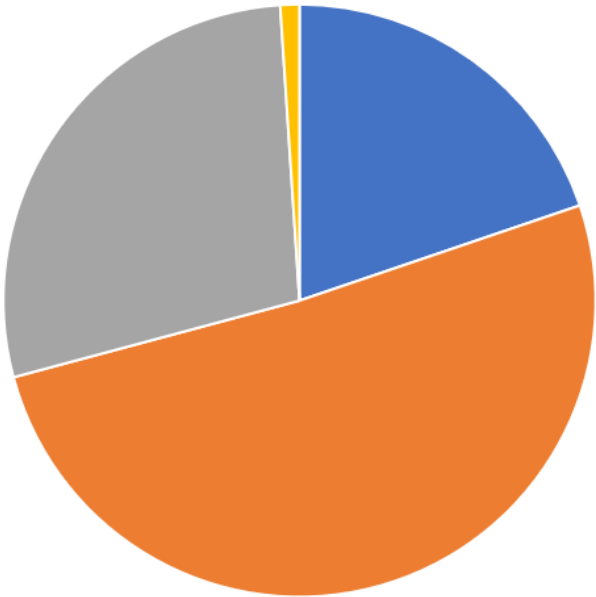# SCHOOL SUCCESS PLAN
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PBLA - Fall - grade 5

Context Score
- 1
- 2
- 3
- 4
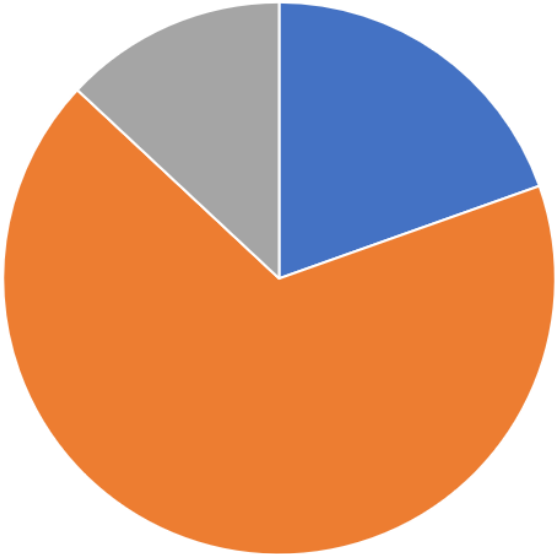

PBLA - Spring - grade 5

Context Score
- 1
- 2
- 3
- 4

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PBLA - Fall - grade 6

Context Score ▾
- 1
- 2
- 3

PBLA - Spring - grade 6

Context Score ▾ ▾
- 1
- 2
- 3
- 4

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GROWING CAPACITY OF SELF AND OTHERS
Enhancing instructional practice through collaborative inquiry.

Inquiry

To strengthen instructional practice by using grade group pairings to explore and share effective strategies for literacy and numeracy journaling.

How does regular collaboration in PLCs focused on literacy and numeracy journaling increase teacher capacity and improve student learning outcomes?

Action

Teachers will implement journaling as the shared focus for both literacy and numeracy. Each teacher will apply journaling strategies weekly in both literacy and numeracy. We will build a shared toolkit to collect and document journaling prompts, rubrics, success criteria, and student samples.
Each staff meeting we will reflect & adjust our practice and check-in during grade groups to gauge progress based on emerging needs.

Data and Monitoring

1. Student Work Samples

2. Teacher Reflections

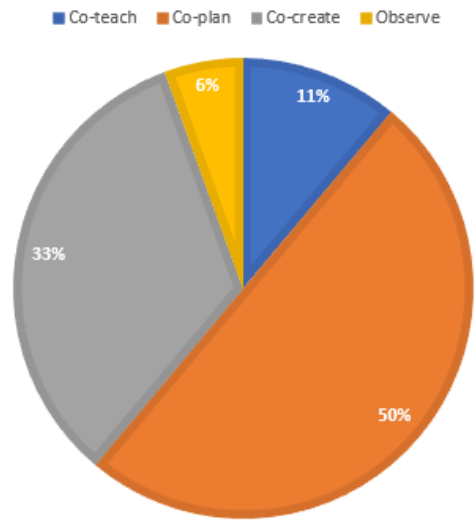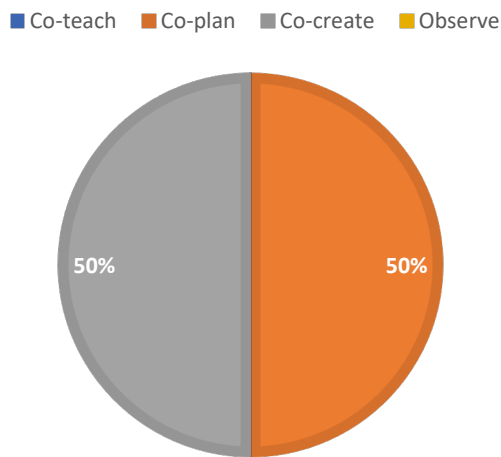3. Student Voice

4. Report Card Feedback

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LEARNING GROUPS - 2023-2024

■ Co-teach ■ Co-plan ■ Co-create ■ Observe

LEARNING GROUPS - 2024-2025

■ Co-teach ■ Co-plan ■ Co-create ■ Observe

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STEWARDSHIP FOR THE FUTURE

To create conscientious citizens that communicate effectively in the physical and digital world.

Inquiry

To what extent will partnering with community agencies increase student engagement and connection to our community?

Action

In grade level groups, students will take part in one meaningful community action project outside the classroom, guided by their teachers. Each project will attempt to influence change by identifying a local need or issue and take one tangible action toward improvement. Students will reflect on their engagement and journal, discuss, or create something that answers: "Why does my voice and action matter in my community?"

Data and Monitoring

1. Self-assessments
2. Reflections
3. Digital portfolio sharing
4. Community surveys