ROCKY
MOUNTAIN
School District #6

GOLDEN
SECONDARY
SCHOOL

THE FREEDOM TO SOAR

SCHOOL SUCCESS PLAN
GOLDEN SECONDARY SCHOOL - 2021/2022

PRINCIPAL'S MESSAGE

We started our strategic planning in the spring of 2021 with all the staff at Golden Secondary School and Golden Alternate School. Together, we took the time to look at student achievement on our school wide assessments including the SNAP, District Wide Write, School Wide Reading Assessment, the Provincial Numeracy Assessment and the Grade 10 Provincial Literacy Assessment. From this data we were able to identify areas of need to focus our attention. We also identified important data in the Student Learning Survey that focused on the areas of student belonging and ownership of learning. This data told us a story and highlighted areas that we as a staff wanted to focus on.

Our target areas center around belonging, numeracy, literacy and ownership of learning. Each of these areas have become a focus of our Professional Learning Teams (PLT). Each PLT has been tasked with becoming more knowledgeable in instructional practices that will continue to enhance student learning in these areas. Through collaboration and sharing of instructional strategies during our monthly learning staff meetings, PLTs will share their findings with staff to help enhance student learning.

As we embark on this journey, we look forward to supporting all students on their path to success.

THE FREEDOM TO SOAR

GOLDEN SECONDARY SCHOOL

SCHOOL DEMOGRAPHICS

Golden Secondary School and
Golden Alternate School

NUMBER OF STAFF

20 TEACHERS
13 SUPPORT STAFF

NUMBER OF STUDENTS

ALL LEARNERS
336 GSS & 16 GAS

INDIGENOUS LEARNERS
46 GSS & 5 GAS

GRADE CONFIGURATIONS

8-12

MISSION

We collaborate in the pursuit of each student's success as caring, resilient members of a global community.

VISION

Opportunity, equity,
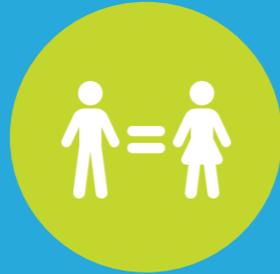and success for ALL learners

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 ONE
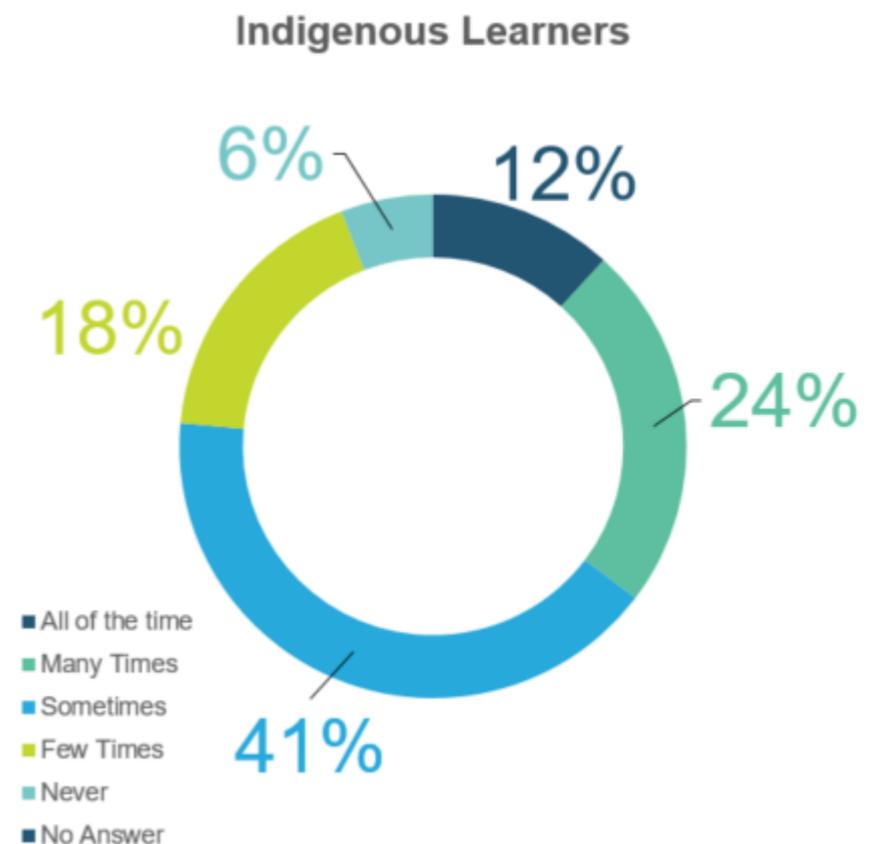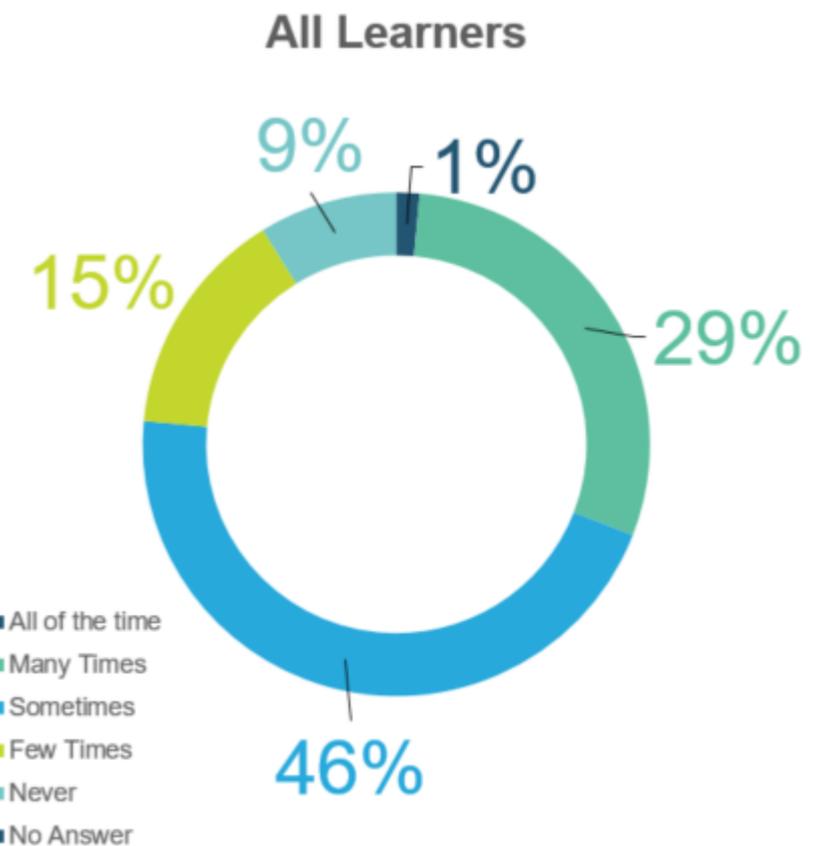
Equity and Inclusion

GOAL 1
To increase students' sense of belonging at school.

STUDENT BELONGING

IS SCHOOL A PLACE WHERE YOU FEEL LIKE YOU BELONG?

- This data came from our Student Learning Survey from 2020-2021. As a staff we were concerned about student connection to the school and the impact this would have on their engagement at school.

- The cumulative percentage for all student responses that selected that they felt that they belong few times or never was 17%.

- The cumulative percentage for Indigenous learner responses that selected that they felt like they belong few times or never was 36%.

- Given this data, we will begin as a staff, to explore the barriers that exist to student belonging and strategies that we can use to help build a sense of community for all students at school.

All Learners

9%   1%
15%
29%
46%

- All of the time
- Many Times
- Sometimes
- Few Times
- Never
- No Answer

Indigenous Learners

6%   12%
18%
24%
41%

- All of the time
- Many Times
- Sometimes
- Few Times
- Never
- No Answer

GRAD RATES

GRAD RATE TAKEN FROM THE 2017-2018, 2018-2019, 2019-2020 SCHOOL YEARS GRADUATION DATA

- This data reflects our Grad Rates from the 2018-2020 at GSS and GAS. As a staff we were concerned that students who are at risk of graduating transition to Golden Alternate School and then fail to graduate.

- Between GSS and GAS we have an 88% Grad rate. This is disproportionally represented given that GSS has a grad rate of 98% and GAS has a Grade Rate of 49%.

- This data emphasizes the need for targeted approaches to increase students' success at school.

GSS Grad Rates

2%

98%

■ Graduated ■ Non-Grad

GAS Grad Rates

51%

49%

■ Graduated ■ Non-Grad
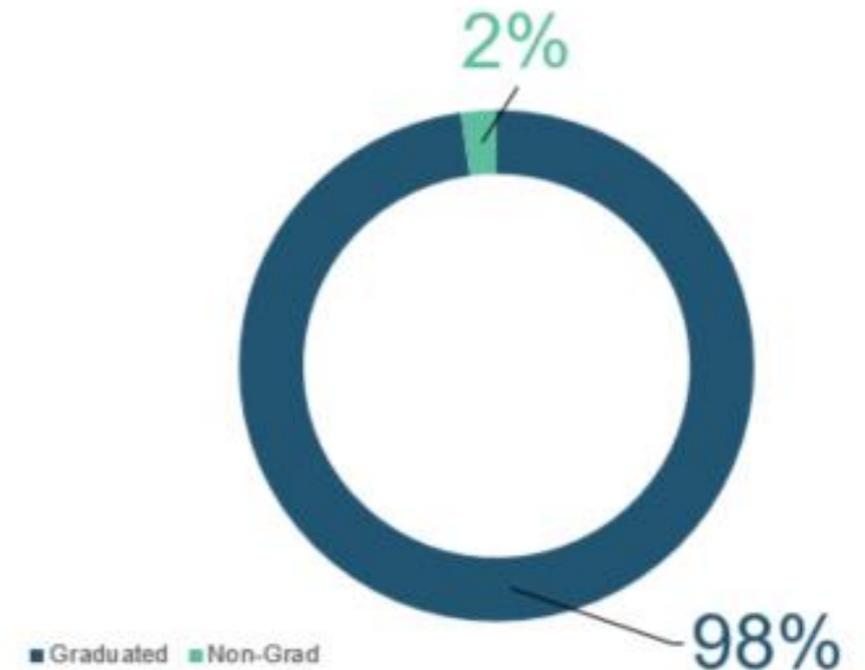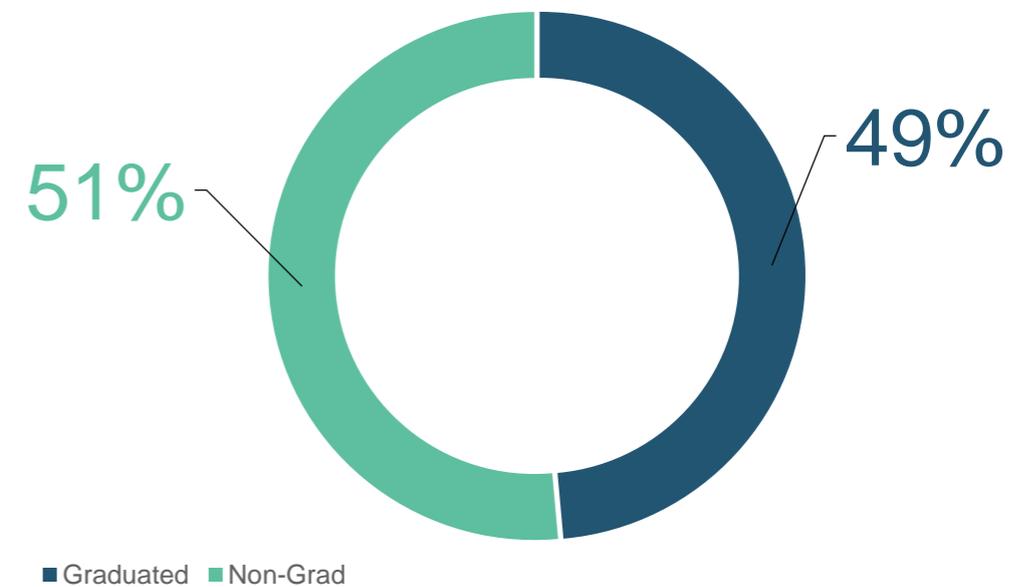
STRATEGIC PRIORITY ONE

Equity and Inclusion

STRATEGIC NARRATIVE:
At our school, the Student Learning Survey revealed that a vast majority of students lack a feeling of connection and belonging at school. Only 42% of all students responded that they felt connected to GSS. For our Indigenous learners, even fewer felt connected to the school, with only 24% responding in this way. Our Grad rates reveal that students who transition from GSS to GAS are at risk of not graduating. We are seeking to increase student's sense of belonging at school as we believe this will increase their level of engagement and impact their overall success.
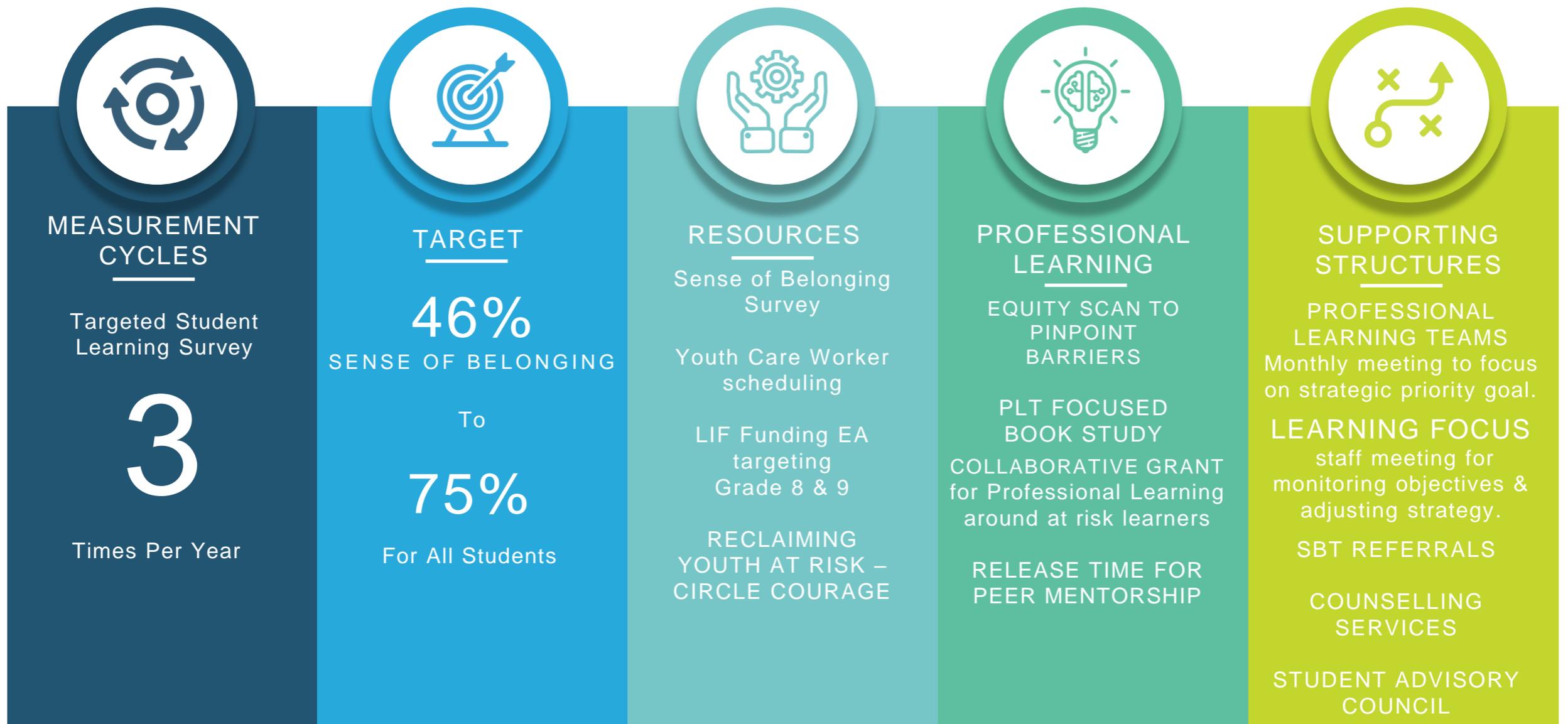
STRATEGIC FOCUS:
In response to this data, staff will begin to examine our current school culture and begin to explore how connecting with students at the beginning of the day affects their sense of belonging.

STRATEGIC INQUIRY:
To what extent will a morning check-in during the first period of the day increase student's sense of belonging?

STRATEGIC TARGETS AND MEASURES

MEASUREMENT CYCLES

Targeted Student Learning Survey

3

Times Per Year

TARGET

46%

SENSE OF BELONGING

To

75%

For All Students

RESOURCES

Sense of Belonging Survey

Youth Care Worker scheduling

LIF Funding EA targeting Grade 8 & 9

RECLAIMING YOUTH AT RISK – CIRCLE COURAGE

PROFESSIONAL LEARNING

EQUITY SCAN TO PINPOINT BARRIERS

PLT FOCUSED BOOK STUDY

COLLABORATIVE GRANT for Professional Learning around at risk learners

RELEASE TIME FOR PEER MENTORSHIP

SUPPORTING STRUCTURES

PROFESSIONAL LEARNING TEAMS Monthly meeting to focus on strategic priority goal.

LEARNING FOCUS staff meeting for monitoring objectives & adjusting strategy.

SBT REFERRALS

COUNSELLING SERVICES

STUDENT ADVISORY COUNCIL

STRATEGIC PRIORITY TWO

Success for each learner

GOAL 1 - Numeracy
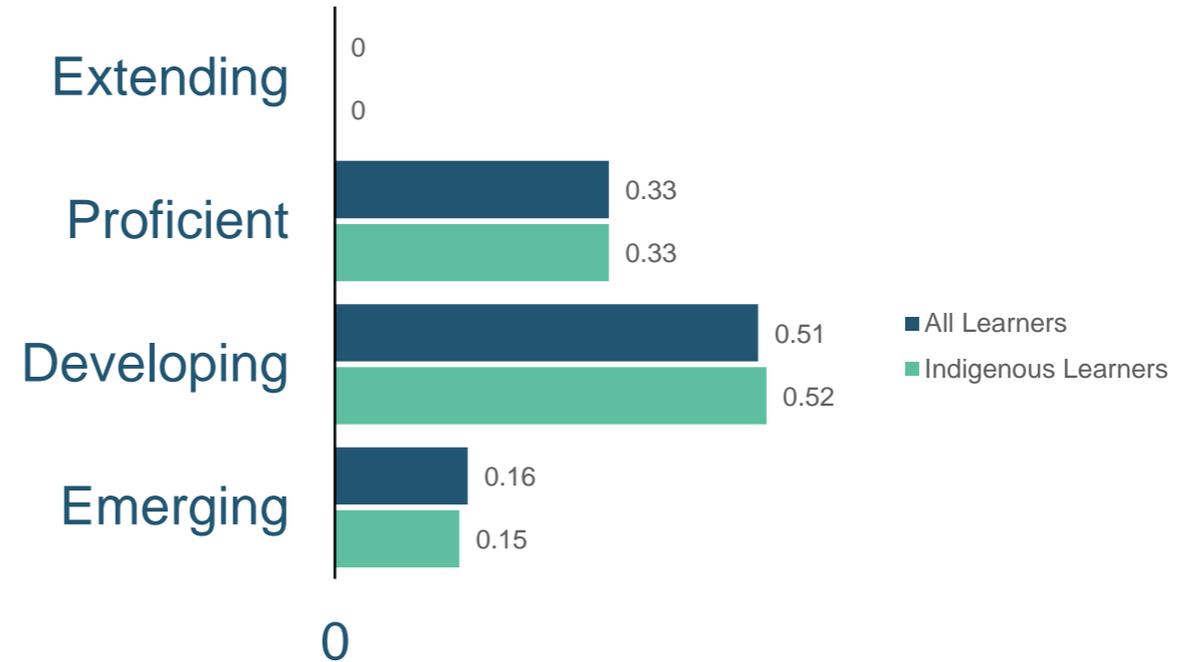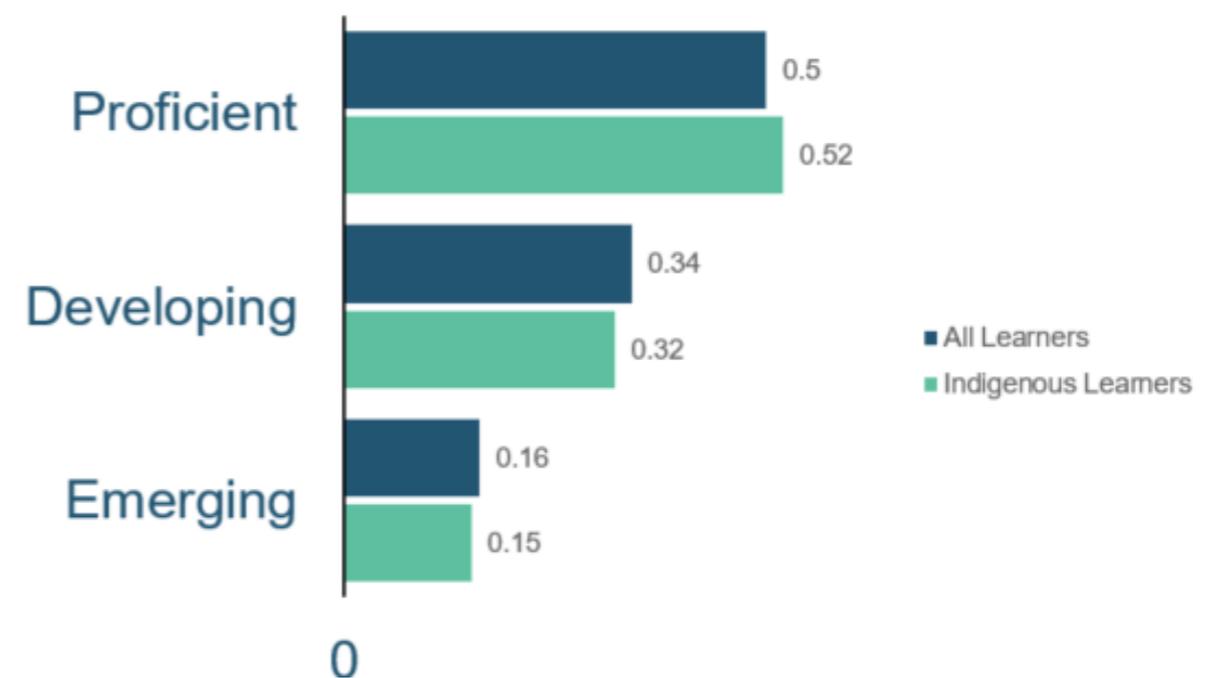To increase students' proficiency in numeracy tasks.

NUMERACY DATA

2019-2021 GRADE 10 PROVINCIAL NUMERACY ASSESSMENT
& GRADE 8/9 SNAP ASSESSMENT

- The data from 2019-2020 school year showed similar trends of the data in 2020-2021.

- No learners have scored extending on the Grade 10 Numeracy Assessment.

- Most learners are developing in their numeracy abilities. 53% of our Indigenous learners were developing, whereas 50% of all learners were developing.

- 50% of all learners and 53% of Indigenous learners are achieving at a proficient level on the SNAP assessment.

- This is data is important because it emphasizes the need to increase student's understanding and ability to solve real life numeracy tasks in Grade 8 and 9.

Grade 10 Numeracy Assessment

Extending: 0 / 0
Proficient: 0.33 / 0.33
Developing: 0.51 / 0.52
Emerging: 0.16 / 0.15

■ All Learners
■ Indigenous Learners

0

Grade 8/9 SNAP Assessment

Proficient: 0.5 / 0.52
Developing: 0.34 / 0.32
Emerging: 0.16 / 0.15

■ All Learners
■ Indigenous Learners

0

STRATEGIC PRIORITY TWO

Success for each learner

STRATEGIC NARRATIVE:

The Provincial Numeracy Assessment data shows that numeracy is a focus for growth for all students. The assessment results show that 67% of all our learners, whether of Indigenous ancestry or not, are achieving in the developing and emerging range. The remaining 33% of all students are achieving at a proficient level as we have no students who have achieved at a extending level.
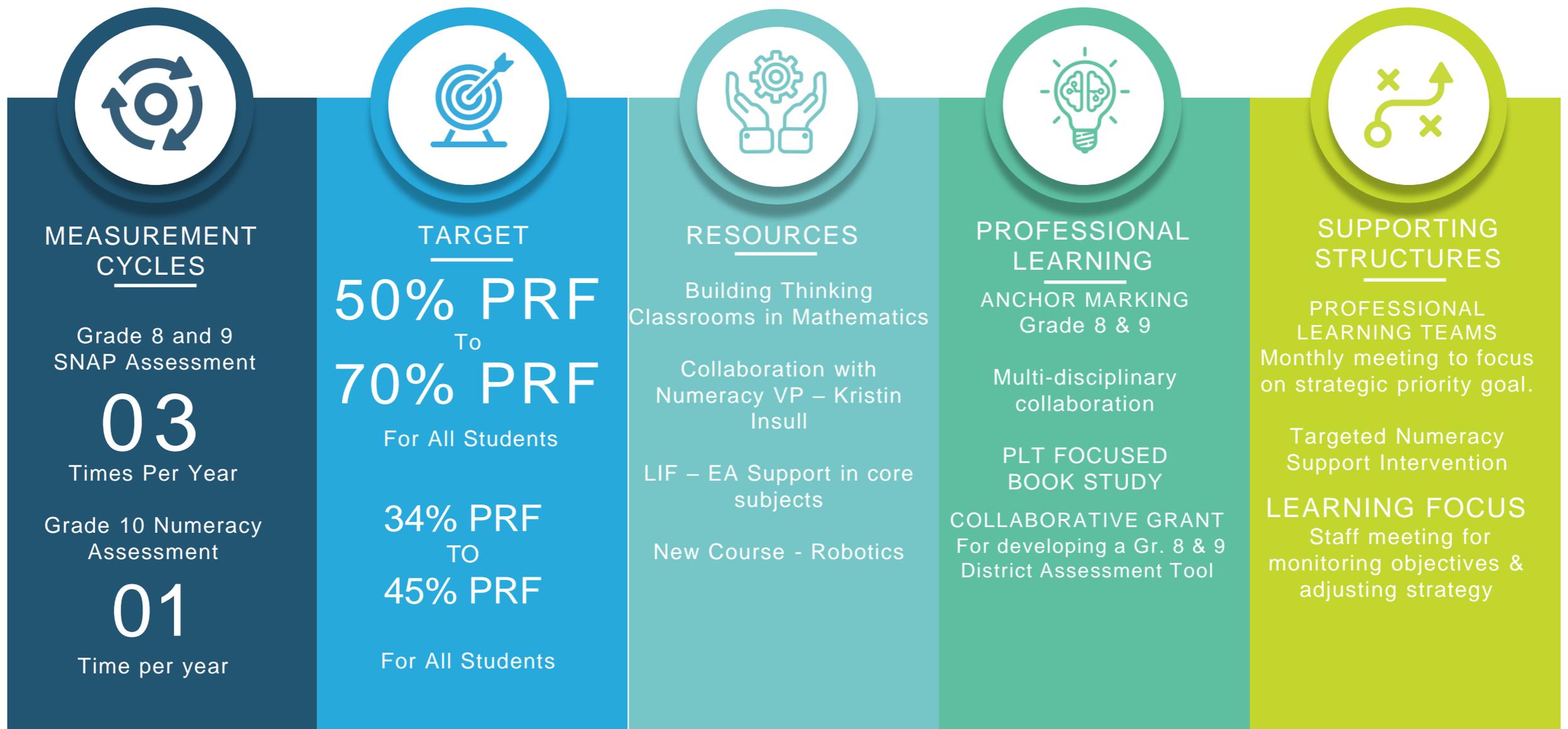
STRATEGIC FOCUS:

On careful analysis of the assessment results, the staff at GSS determined that students are lacking strategies to understand numeracy based tasks. After analyzing classroom practice and our assessment results staff will focus on providing more frequent opportunities to practice critical math skills across the curriculum areas.

STRATEGIC INQUIRY:

To what extent will students' numeracy achievement increase if all teachers implement a weekly numeracy task that uses questioning strategies?

STRATEGIC TARGETS AND MEASURES

MEASUREMENT CYCLES

Grade 8 and 9 SNAP Assessment

03
Times Per Year

Grade 10 Numeracy Assessment

01
Time per year

TARGET

50% PRF
To
70% PRF
For All Students

34% PRF
TO
45% PRF

For All Students

RESOURCES

Building Thinking Classrooms in Mathematics

Collaboration with Numeracy VP – Kristin Insull

LIF – EA Support in core subjects

New Course - Robotics

PROFESSIONAL LEARNING

ANCHOR MARKING Grade 8 & 9

Multi-disciplinary collaboration

PLT FOCUSED BOOK STUDY

COLLABORATIVE GRANT For developing a Gr. 8 & 9 District Assessment Tool

SUPPORTING STRUCTURES

PROFESSIONAL LEARNING TEAMS Monthly meeting to focus on strategic priority goal.

Targeted Numeracy Support Intervention

LEARNING FOCUS Staff meeting for monitoring objectives & adjusting strategy

STRATEGIC PRIORITY TWO

Success for each learner

GOAL 2 - Literacy
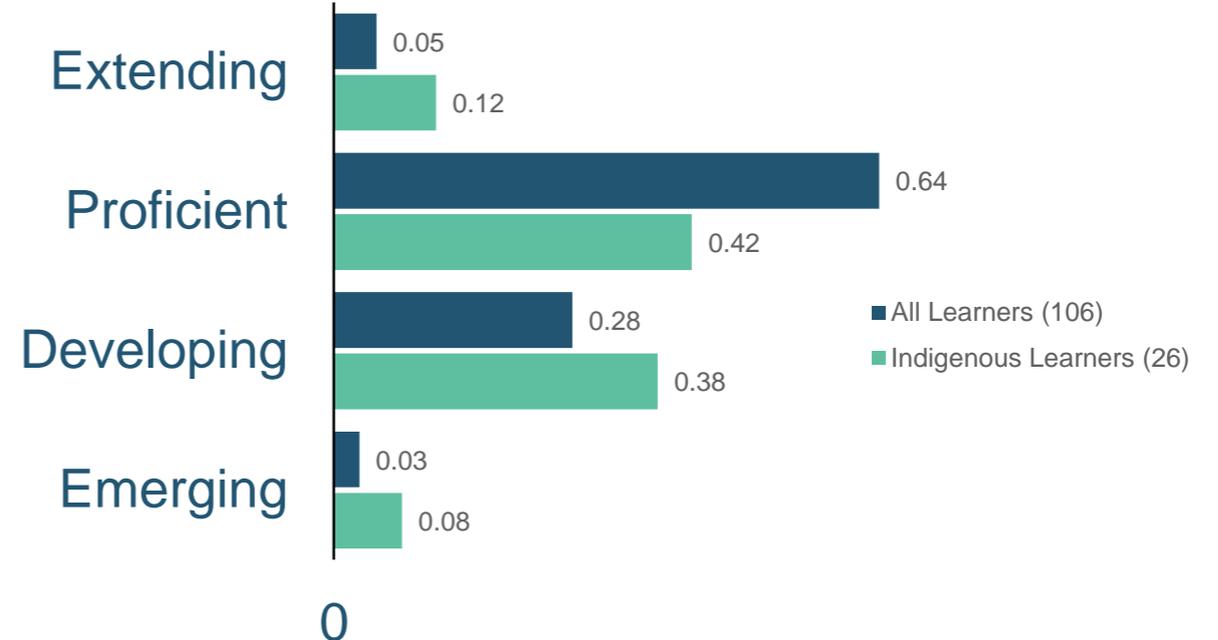To improve **proficiency** in reading.
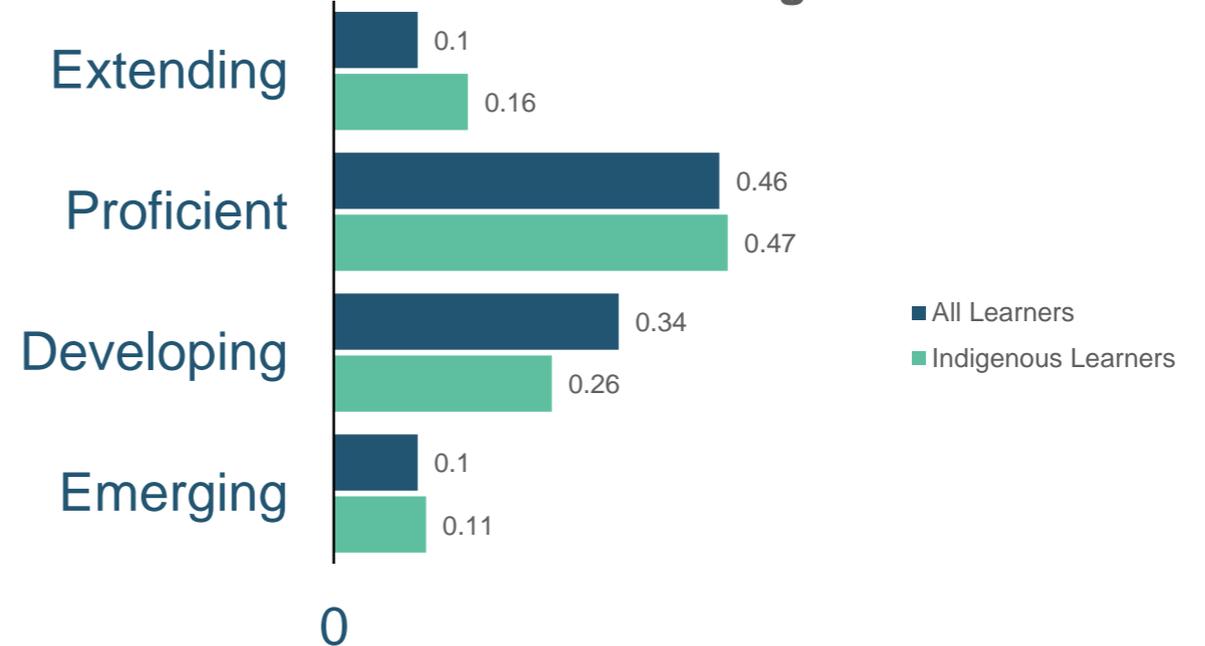
LITERACY DATA

2019-2021 GRADE 10 PROVINCIAL LITERACY ASSESSMENT
& GRADE 8/9 SPRING READING DATA

- The data from 2019-2020 school year showed similar trends of the data in 2020-2021.

- 69% of all learners are achieving at a proficient or extending level.

- 54% of our Indigenous learners are achieving at a proficient or extending level.

- On the Grade 8 and 9 Reading Assessment, we have 44% of all learners and 37% of Indigenous learners achieving at the emerging or developing level.

- Increasing the number of students achieving at a proficient or extending level in reading continues to be an area that we are working towards.

Grade 10 Literacy Assessment

Level	All Learners (106)	Indigenous Learners (26)
Extending	0.05	0.12
Proficient	0.64	0.42
Developing	0.28	0.38
Emerging	0.03	0.08

0

Grade 8/9 School Reading Assessment

Level	All Learners	Indigenous Learners
Extending	0.1	0.16
Proficient	0.46	0.47
Developing	0.34	0.26
Emerging	0.1	0.11

0

STRATEGIC PRIORITY TWO

Success for each learner
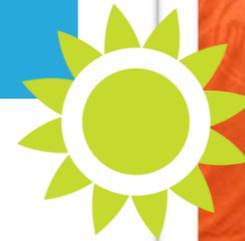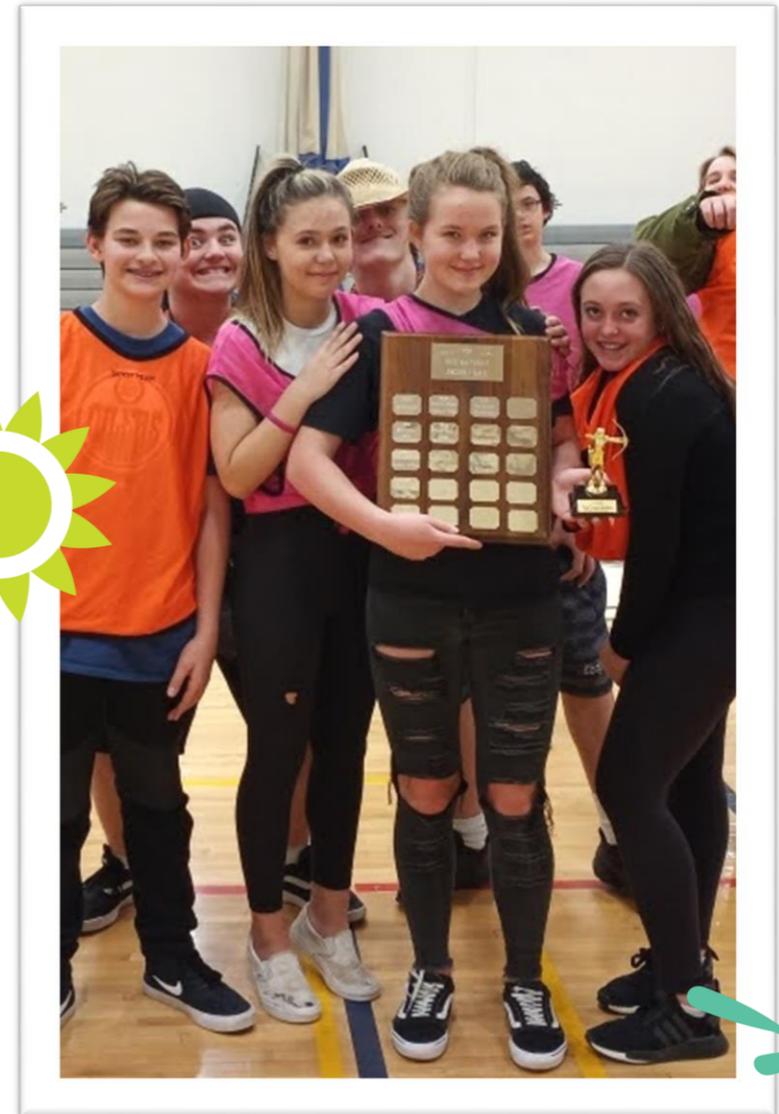

STRATEGIC NARRATIVE:

The 2019-2021 Grade 10 Literacy Assessment data revealed that 54% of Indigenous learners achieved a proficient or extending level and 69% of all learners were achieving at a proficient or extending level. We are seeking to increase all student's level of proficiency in reading across all curricular subjects.
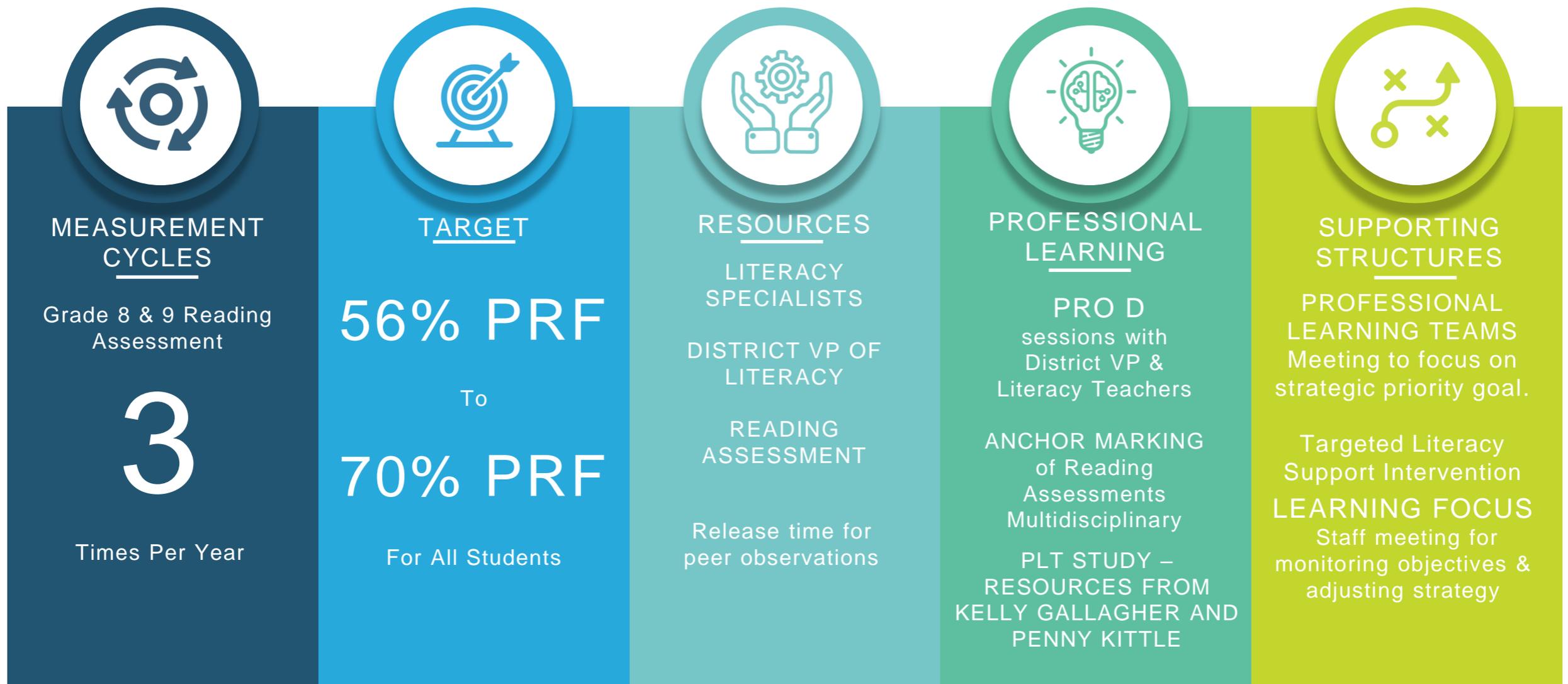
STRATEGIC FOCUS:

In response to the data, we noticed that students were lacking reading comprehension strategies in a variety of courses. Our focus, is to use our literacy specialist teachers to support all staff in incorporating reading comprehension strategies in their day to day teaching practice.

STRATEGIC INQUIRY:

To what extent will a student's proficiency in reading increase when literacy teachers provide mentorship in reading comprehension strategies to all teachers?

STRATEGIC TARGETS AND MEASURES

MEASUREMENT CYCLES

Grade 8 & 9 Reading Assessment

3

Times Per Year

TARGET

56% PRF

To

70% PRF

For All Students

RESOURCES

LITERACY SPECIALISTS

DISTRICT VP OF LITERACY

READING ASSESSMENT

Release time for peer observations

PROFESSIONAL LEARNING

PRO D sessions with District VP & Literacy Teachers

ANCHOR MARKING of Reading Assessments Multidisciplinary

PLT STUDY – RESOURCES FROM KELLY GALLAGHER AND PENNY KITTLE

SUPPORTING STRUCTURES

PROFESSIONAL LEARNING TEAMS Meeting to focus on strategic priority goal.

Targeted Literacy Support Intervention LEARNING FOCUS Staff meeting for monitoring objectives & adjusting strategy

STRATEGIC PRIORITY THREE

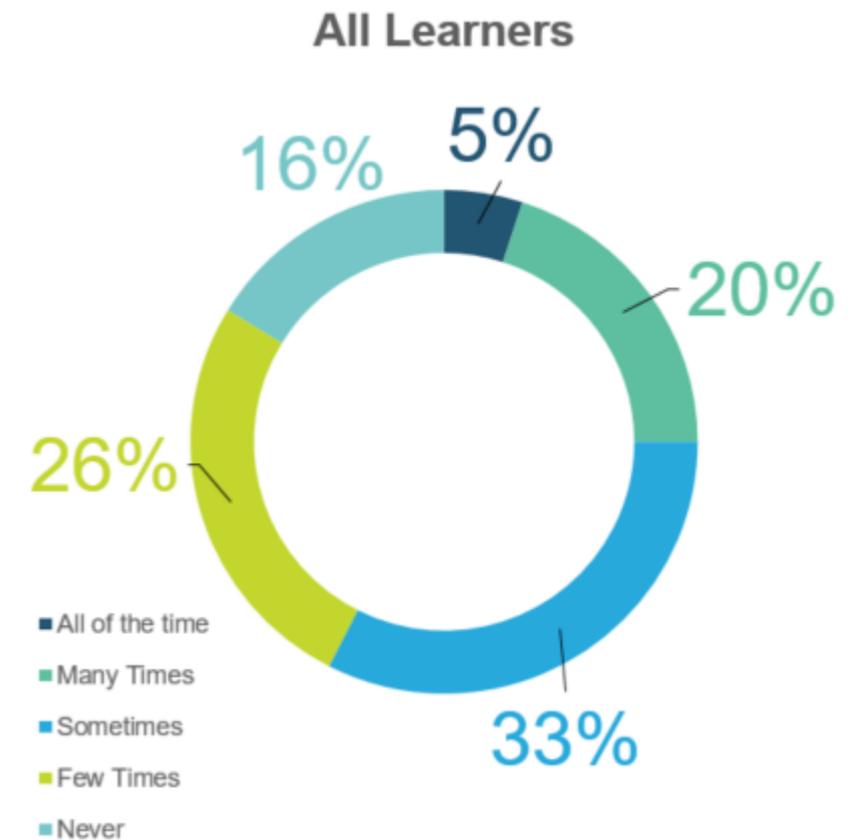## Excellence in Teaching and Leadership

GOAL
To improve teaching practice in the area of inclusion.

STUDENT OWNERSHIP

ARE YOU TAUGHT TO TAKE OWNERSHIP OR CONTROL OF YOUR LEARNING?

- This data came from our Student Learning Survey from 2020-2021. As a staff we were concerned that students do not feel that they are learning through activities that are relevant to them and driven by their interest.

- The cumulative percentage for all student responses that selected that they felt that they were taught to take ownership or control of their learning all of the time or many times was 25%.

- The cumulative percentage for Indigenous learner responses that selected that they felt that they were taught to take ownership or control of their learning all of the time or many times was 12%.

- Given this data, it points us towards an emphasis on student responsibility and accountability.

All Learners

5%
20%
33%
26%
16%

- All of the time
- Many Times
- Sometimes
- Few Times
- Never

Indigenous Learners

6%
6%
38%
31%
19%

- All of the time
- Many Times
- Sometimes
- Few Times
- Never

STRATEGIC PRIORITY THREE

Excellence in Teaching and Leadership

STRATEGIC NARRATIVE:

Teachers reported and discussed a desire to be better able to teach to inclusion in all classes. This is supported by student data from the 2020-2021 Student Learning Survey revealed that overall, students felt that they played a limited role in deciding how they approached their learning. The survey revealed that while 25% of all students, and 12% of Indigenous students, felt they had ownership over their learning most of the time, if not all of the time, the majority of students did not feel this way. 54% of learners felt that they at no time or few times had ownership over their learning. If we become better at inclusive practice, we expect some of these key indicators to improve.

STRATEGIC FOCUS:

In response to teachers desire to become more inclusive, we will focus on providing learning opportunities for teachers to explore inclusive design practices. Teachers will be able to better provide students with multiple ways of knowing and expressing their learning.

STRATEGIC INQUIRY:

To what extent will teachers report increase professional capacity with respect to inclusion if all staff become proficient with Universal Design for Learning strategies?

SUPPORTS AND SERVICES FOR INDIGENOUS LEARNERS

Goal 1:

- ABEd Support Worker supports teachers connecting with families of Indigenous learners.
- Kikino Room
- Family School Connection
- Place based learning opportunities
- Indigenous Graduation Ceremony

Goal 2:

- Teachers embed Indigenous perspectives and ways of knowing with the support of the AbEd Worker.
- ABEd Technology
- Progress review
- Indigenizing curriculum

Goal 3:

- Decolonization and Truth
- Equity Scan
- #1st100days ReconciliAction
- Learning Staff Meetings standing agenda item