



**ROCKY
MOUNTAIN**

School District #6



SCHOOL SUCCESS PLAN

September 12, 2021



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 improvement 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

McKim Middle School • Kimberley, BC

NUMBER OF
STAFF

49

INCLUDING 34 FULL-TIME
& 15 PART-TIME

NUMBER OF
STUDENTS

430

INCLUDING 81
INDIGENOUS LEARNERS

GRADE
CONFIGURATIONS

4-7



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

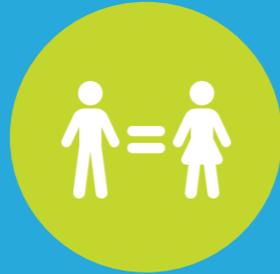


VALUES



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

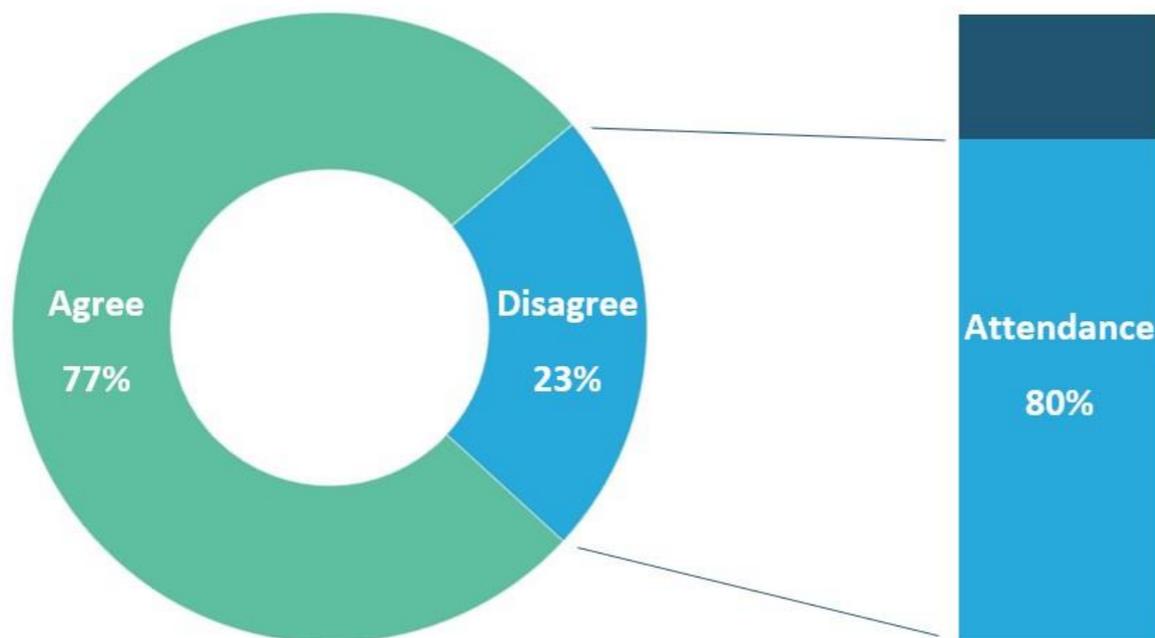
Increase student ability to independently manage health and wellness.



STRATEGIC PRIORITY ONE

Equity and Inclusion

In the Grade 7 Learning Survey, a quarter of McKim students reported that they did not learn how to care for their mental health (for example, feelings of worry, stress management, anger management, relationship skills). Self regulation is an important part of being independent and successful at school. We need to support student wellness and encourage all students to be connected at school, because engaged students are more successful.



STRATEGIC PRIORITY ONE

Equity and Inclusion

STRATEGIC NARRATIVE:

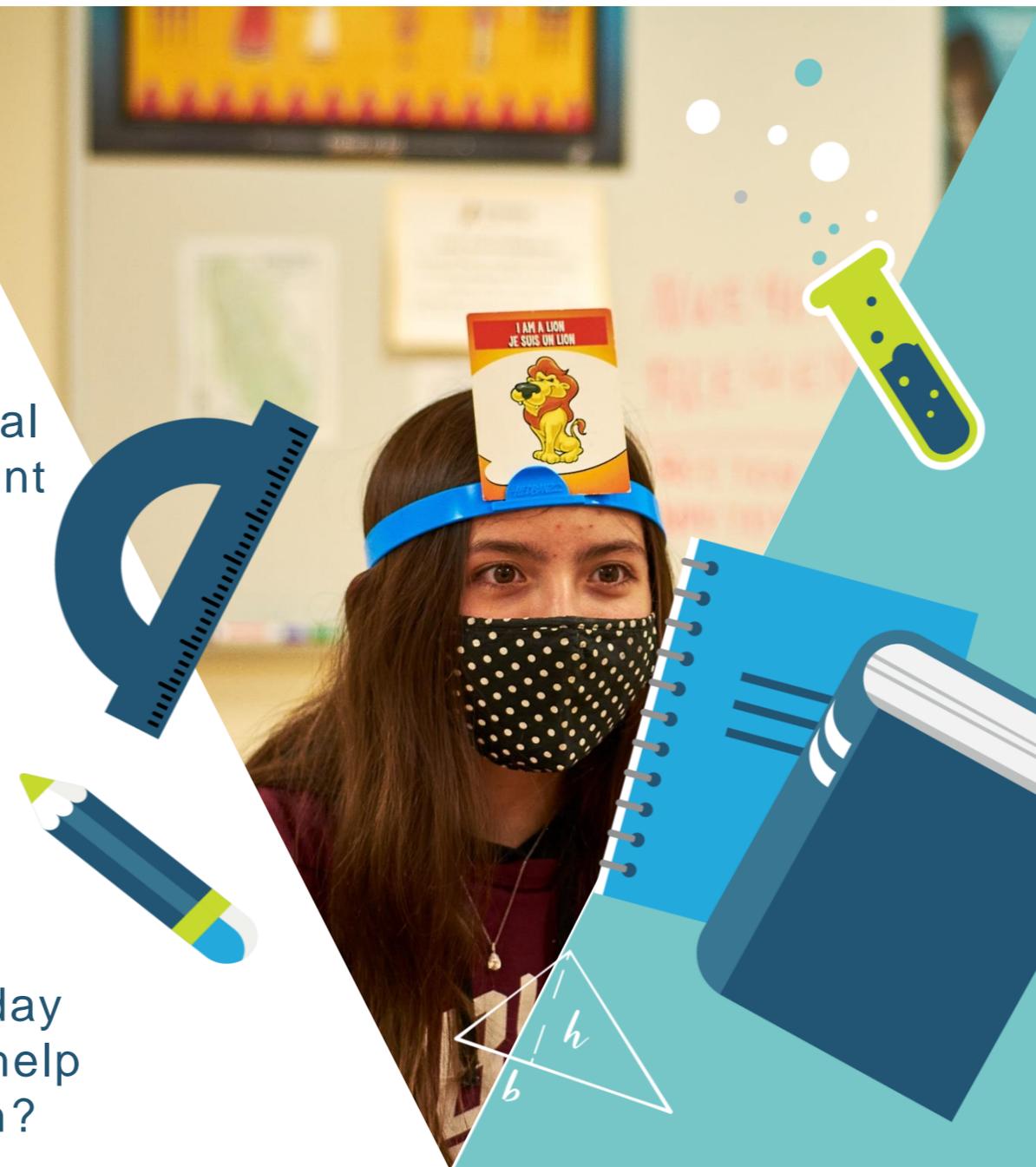
A quarter of students are reporting that they have not learned skills in self-management of their mental health. This is a concern, because it impacts student health and wellness, as well as school attendance and success.

STRATEGIC FOCUS:

Feelings of worry are a significant mental health challenge for some students, who need social and emotional support to stay engaged in school.

STRATEGIC INQUIRY:

To what extent will weekly instruction in the Everyday Anxiety Strategies for Educators (EASE) program help students independently manage their mental health?



STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

3

Times Per Year

Review of Personal Student Survey and Attendance Data



TARGET

90%

Of students will report that they learned how to care for their mental health on term Personal Student Surveys and annually on the Grade 7 Learning Survey.



RESOURCES

Everyday Anxiety Strategies for Educators (EASE) program.

Development of personal student survey with help from Students Helping Students Leadership Group to assess use of EASE program strategies.



PROFESSIONAL LEARNING

Training for all support staff in EASE program.

“Decolonize First” professional development session.

Continued work by all staff in Equity in Action during learning focused staff meetings and district day sessions.



SUPPORTING STRUCTURES

Children At Risk in Education (CARE) team will track attendance concerns, counselor referrals, classroom issues and office visits.

Support staff will follow-up with students, and provide virtual and in-person support to students and families.



STRATEGIC PRIORITY TWO

Success for all learners



GOAL #1

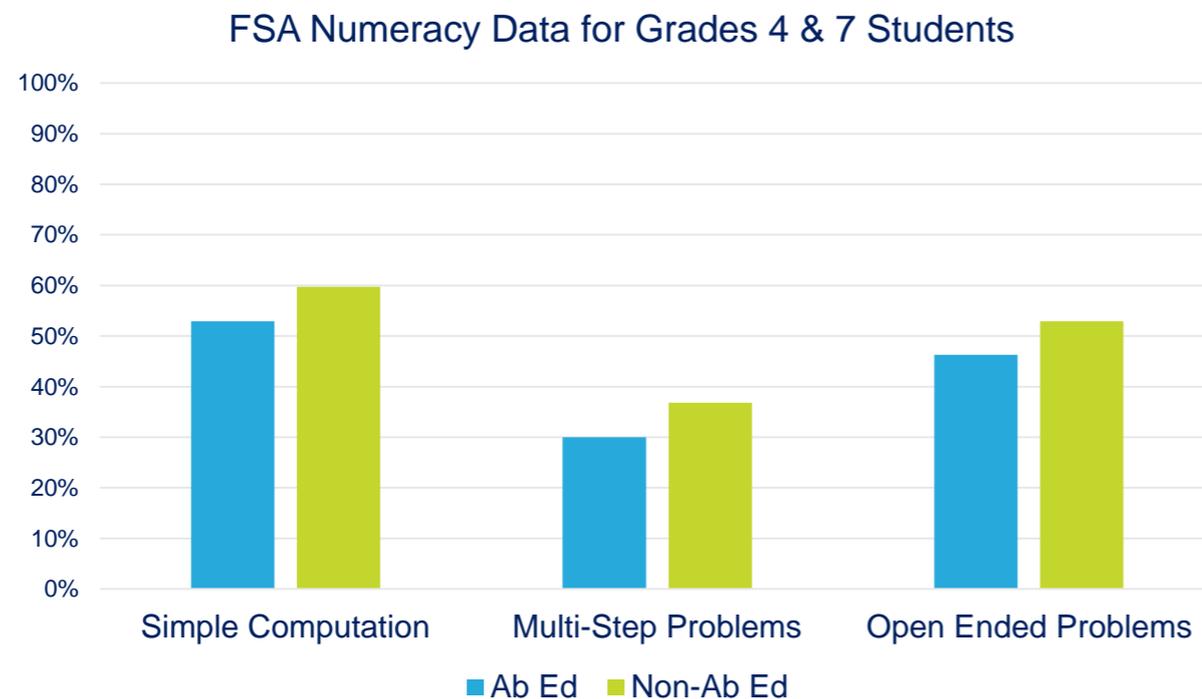
Students will improve achievement in numeracy problems.



STRATEGIC PRIORITY TWO

Success for all learners

This numeracy data shows student achievement in different questions on the Foundation Skills Assessment (FSA). Grades 4 and 7 students scored the lowest on multi-step problems. This data indicates that students have a difficult time with problem solving in numeracy, and that more support is needed for Indigenous learners. The data from school-wide numeracy assessments shows similar findings.



STRATEGIC PRIORITY TWO

Success for all learners

STRATEGIC NARRATIVE:

Student achievement on FSA numeracy assessments shows the lowest results (33%) in multi-step problem solving questions. This is below simple computation questions (56%) and open-ended questions (50%).

STRATEGIC FOCUS:

Students need to learn how to approach rigorous numeracy tasks and apply criteria to these problems so that they understand them.

STRATEGIC INQUIRY:

To what extent will the weekly use of a school-wide problem solving framework improve student achievement on numeracy assessments next year?



STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

1

Time Per Month

Review of Class Numeracy Activities using Performance Standards



TARGET

50%

Of students will correctly answer

50%

Of FSA multi-step numeracy questions, up from 37% of students during 2021-21 year.



RESOURCES

“CREATING THINKING CLASSROOMS” by Peter Liljedahl et al.

Development of problem solving based numeracy assessments for each grade and unit of study by teacher leaders at McKim.

Classroom teams develop shared problem solving questions.



PROFESSIONAL LEARNING

Learning focused staff meetings with numeracy instruction and assessment sessions for all staff.

Professional Learning Team meetings focused on Peter Liljedahl’s book on problem solving strategies.



SUPPORTING STRUCTURES

SNAP Number Sense data will help classroom teams plan numeracy lessons and groupings.

Indigenous Education Workers will continue to support Indigenous learners in numeracy activities in class.

Professional Learning Team leadership for classroom teams.



STRATEGIC PRIORITY TWO

Success for all learners



GOAL #2

Students will improve achievement in writing.

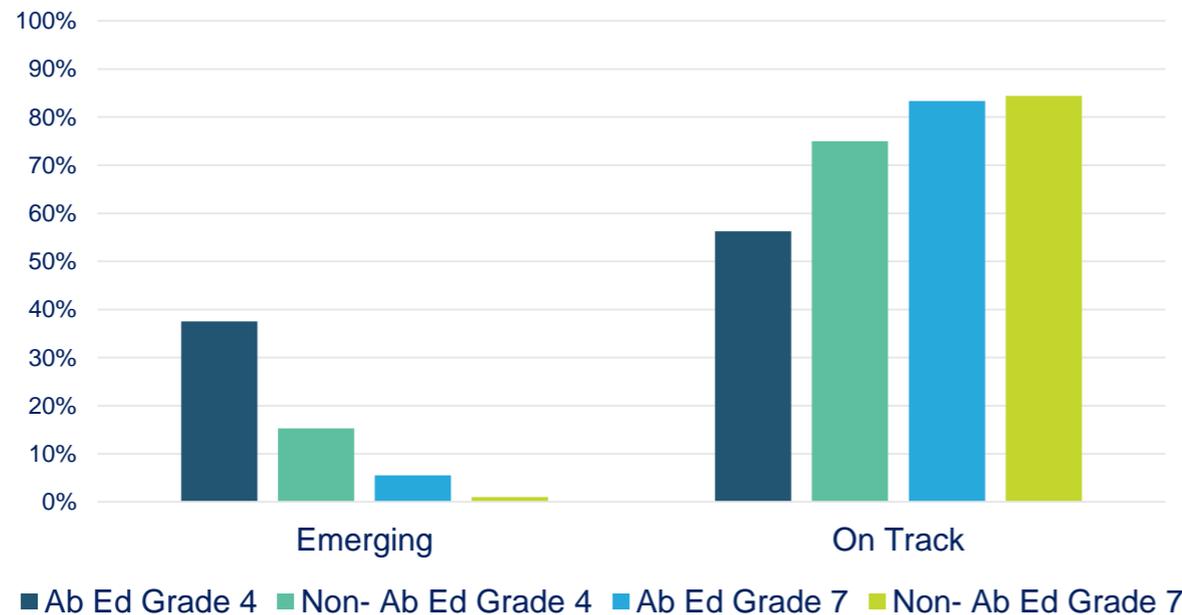


STRATEGIC PRIORITY TWO

Success for all learners

This Foundation Skills Assessment (FSA) writing data shows the percentage of students whose writing is on track for their grade level. There are fewer Grade 4 students than Grade 7 students who are on track, and additional supports are needed for our Indigenous students. This data is corroborated with District Wide Write data that shows students need to focus on word patterns to improve student writing achievement.

FSA Writing Data for Grades 4 and 7



STRATEGIC PRIORITY TWO

Success for all learners

STRATEGIC NARRATIVE:

Conventions in writing need improvement in all grades as they are effecting meaning. FSA results show a gap of students on track in their writing between Grade 4 (72%) and Grade 7 (84%).

STRATEGIC FOCUS:

Students will explore ways to improve the conventions in their writing with instruction in word patterns and editing. These activities will scaffold conventions until they do not impact meaning.

STRATEGIC INQUIRY:

To what extent will implementing authentic writing tasks, with instruction on conventions, improve student achievement in the District Wide Write and FSA assessments next year?



STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

1

Time Per Month

Review of Class Writing Activities using DWW Performance Standards



TARGET

80%

Of all students on Track on FSA, up from 75% of Grade 4 non-Ab Ed students, and 56% of Grade 4 Ab Ed students during the 2020-21 year.



RESOURCES

“TRAITS OF WRITING” by Ruth Culham.

Use DWW data from the beginning and end of the year to plan instruction and targeted interventions.

Indigenous Education Workers to schedule academic support for Indigenous learners to improve achievement.



PROFESSIONAL LEARNING

Professional learning session with Barb Carriere on word patterns and editing to start the school year.

Learning focused staff meetings with sessions on writing instruction and assessment for all staff.



SUPPORTING STRUCTURES

Anchor marking for DWW twice a year.

Reading assessments help inform classroom teams where extra supports are needed for challenges with word patterns that impact reading and writing.



STRATEGIC PRIORITY THREE

Excellence in Teaching
and Leadership



GOAL

Increase teachers capacity in numeracy instruction.

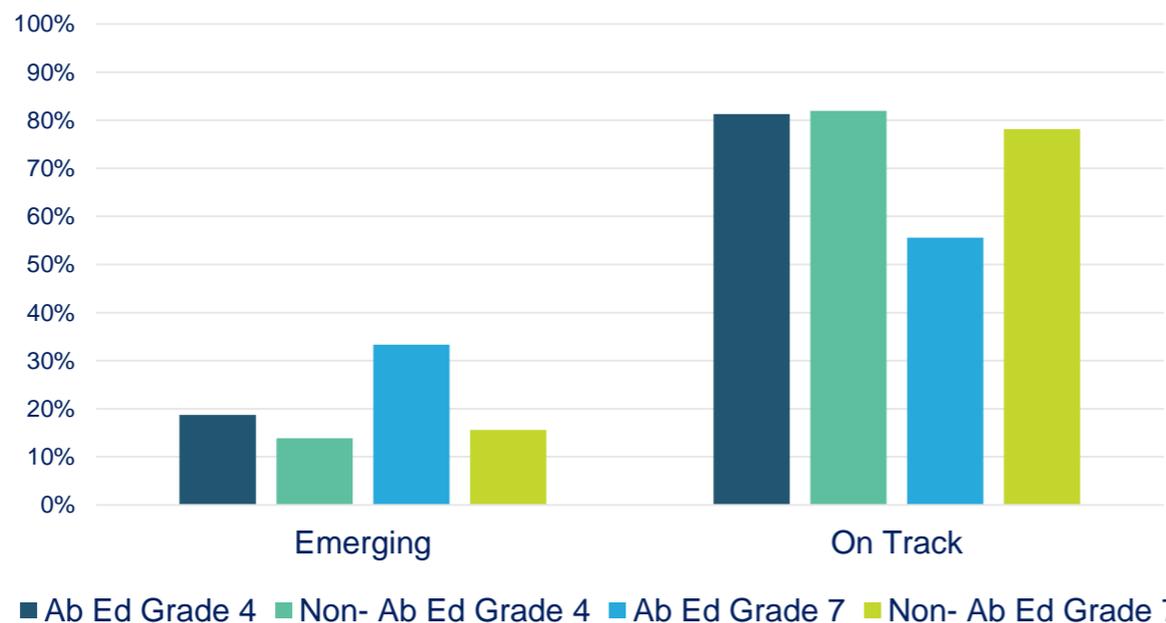


STRATEGIC PRIORITY THREE

Excellence in Teaching and Leadership

This data shows the percentage of students whose achievement in numeracy is on track in the Foundation Skills Assessment (FSA). There is a slight decrease in achievement for all Grade 7 students, and a significant decrease in the success of our Grade 7 Indigenous learners. This drop in achievement shows the need for staff to develop consistent numeracy instruction practices and assessment tools. This data indicates the necessity of integrating support services into class instruction for students assessed as Emerging.

FSA Numeracy Data for Grades 4 and 7



STRATEGIC PRIORITY THREE

Excellence in Teaching and Leadership

STRATEGIC NARRATIVE:

The FSA numeracy assessment shows a drop in Grade 7 students who are on track, especially for our Indigenous learners. This data shows the need for staff to develop common language and collaborate to improve numeracy instruction and student achievement across all grades.

STRATEGIC FOCUS:

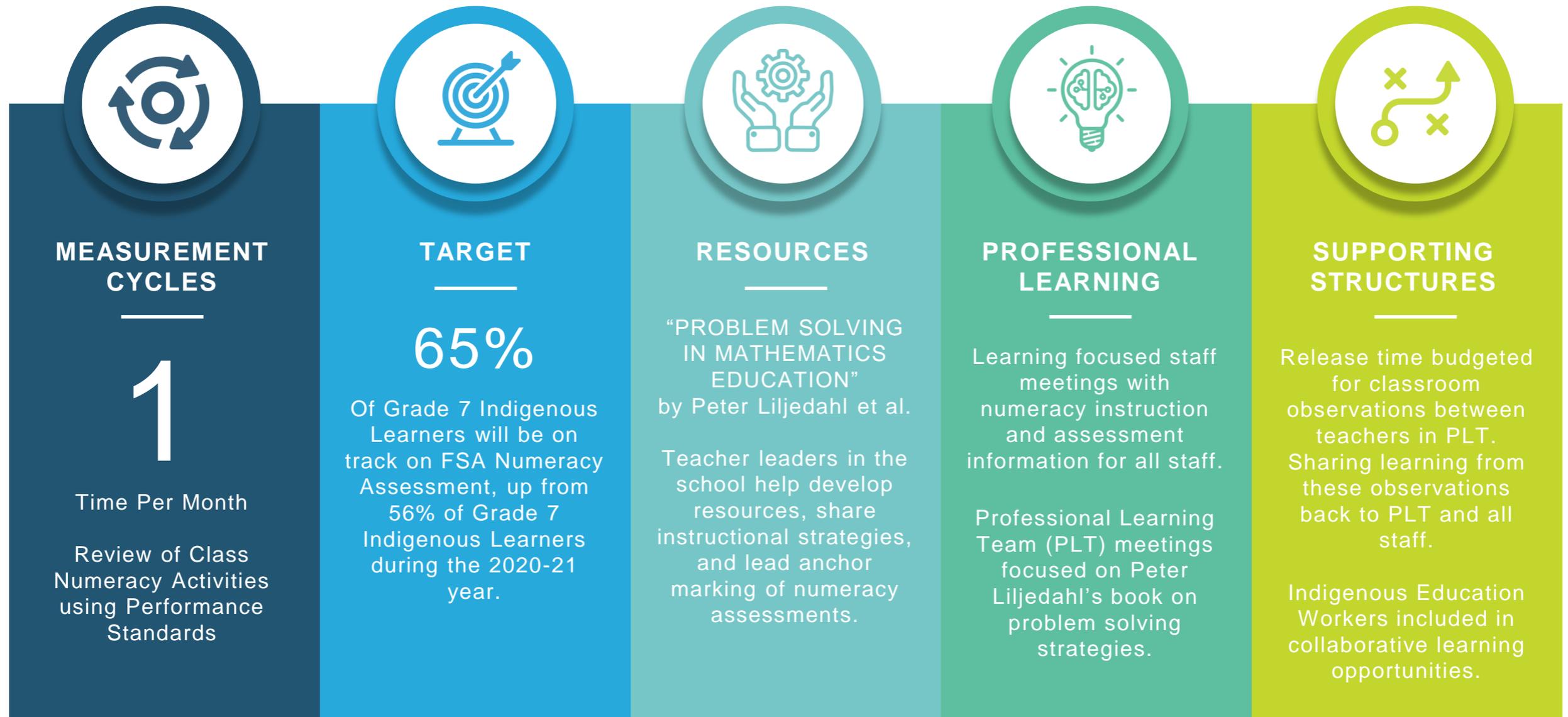
Staff will build universal and consistent numeracy language and instructional practices. This collective pedagogy will be developed through opportunities for teachers to observe each other and learn together.

STRATEGIC INQUIRY:

To what extent will teachers competency and capability improve through teacher collaboration?



STRATEGIC TARGETS AND MEASURES





INDIGENOUS EDUCATION SUPPORTS

Indigenous Education Workers, support staff, and classroom teams will provide targeted interventions to support Indigenous learners.

EQUITY AND INCLUSION:

Indigenous Education Workers will strive to support the physical, cultural and social emotional needs of Indigenous learners. Staff will meet weekly to discuss attendance concerns, follow-up with students, and provide support virtually and at home to connect with families and keep students engaged in school.

SUCCESS FOR ALL LEARNERS:

Staff will implement targeted interventions for Indigenous learners supported by our Indigenous Education Workers and Learning Services to improve numeracy and literacy achievement. Indigenous Education Workers will be formally integrated into planning with classroom teams to improve instructional practices and assessment.



STRATEGIC INQUIRY OR IMPLEMENTATION



After staff and parent input to create this strategic plan, McKim staff will continue to work collectively to ensure excellence in teaching, student equity and inclusion, and success for all learners.

