



**GOLDEN
SECONDARY
SCHOOL**



2022-2023

School Success Plan

Golden Secondary 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 —

Over the course of the 2021-2022 school year, we monitored the ongoing progress of student achievement in the areas of Numeracy and Literacy as well as teachers' growth in inclusive practices and students' sense of belonging. From this data we continue to be able to identify and target areas of need to focus our attention. This data told us a story and highlighted areas that we as a staff want to continue to focus on.

Our target areas continue to center around belonging, numeracy, literacy and inclusive assessment practices. These areas continue to be a focus of our Professional Learning Teams (PLTs). 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.

Kelsey Doolaar, Principal





School Demographics

STAFF	STUDENTS	GRADES
21 Teachers 15 Support Staff	All Learners 373 Indigenous Learners 72	Grades 8 to 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.



Equity and Inclusion

Strategic Priority | 1

Goal

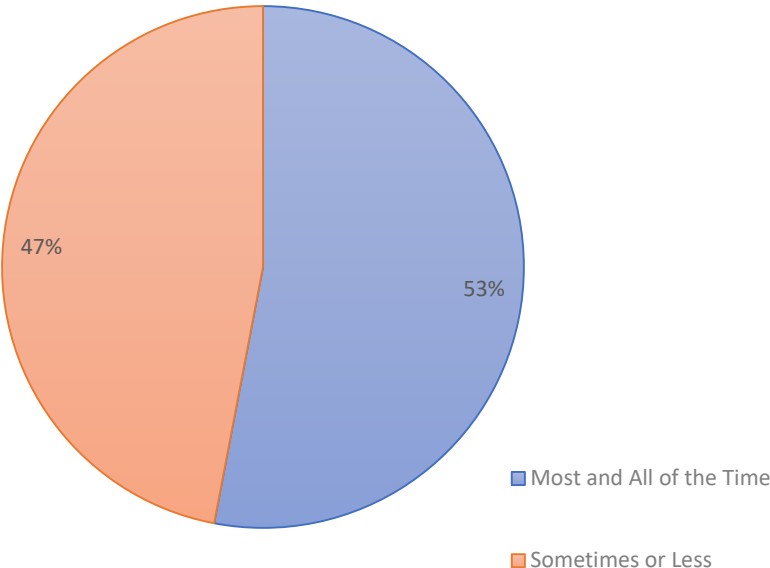
To increase students' sense of belonging at school.



Data

Is school a place where you feel like you belong?

Student Learning Survey 2022



	2020-2021	2021-2022
Belonging (Most and all of the time)	30%	53%

Evidence Narrative

On the previous slide, Through the GSS Belonging Survey, students provided feedback about the importance of staff and student relationships. Though we noticed growth throughout the year, staff considered the responses and felt that relationships between students and adults at school were an area that requires ongoing focus.

Concept Focus

Student Sense of Belonging

Strategic Inquiry

To what extent will teachers' use of trauma informed strategies, and encouraging teacher-student relationships, help increase students' sense of belonging at school?

Strategic Targets and Measures

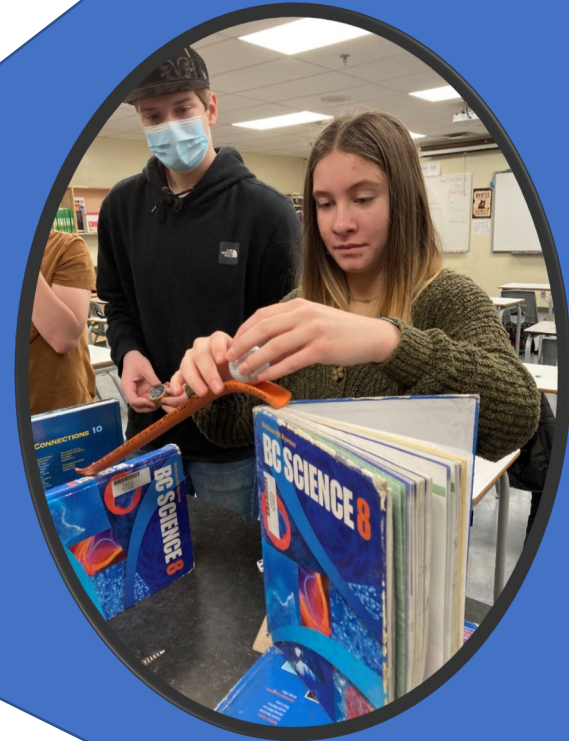


Success for each learner

Strategic Priority | 2

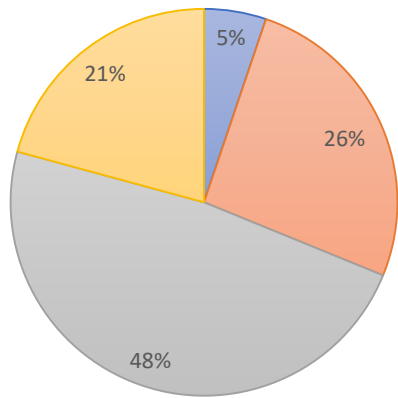
Goal - Numeracy

To increase students' achievement in numeracy.



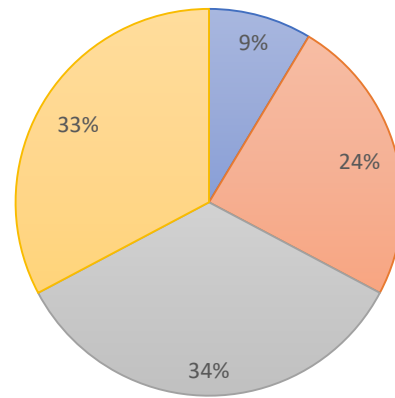
Data

Spring 2022 SNAP - Grade 8



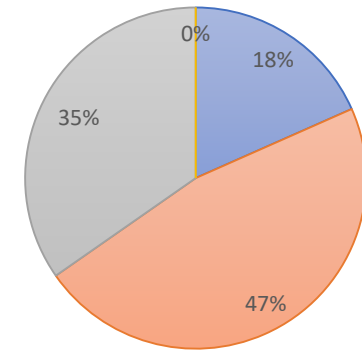
Emerging Developing Proficient Extending

Spring 2022 SNAP - Grade 9



Emerging Developing Proficient Extending

Provincial Numeracy 10 Assessment 2020-2021
Grade 10 Cohort



Emerging Developing Proficient Extending

	Grade 8 SNAP	Grade 9 SNAP	GNA 10 (June 2021)
% Proficient (Proficient or Extending)	69%	67%	35%

Evidence Narrative

In comparing our SNAP Data and Provincial Numeracy data, as well as what teachers have observed in the Numeracy Task of the week, students are capable of solving math equations, but lack the critical thinking strategies when it comes to applying math skills to real life problems.

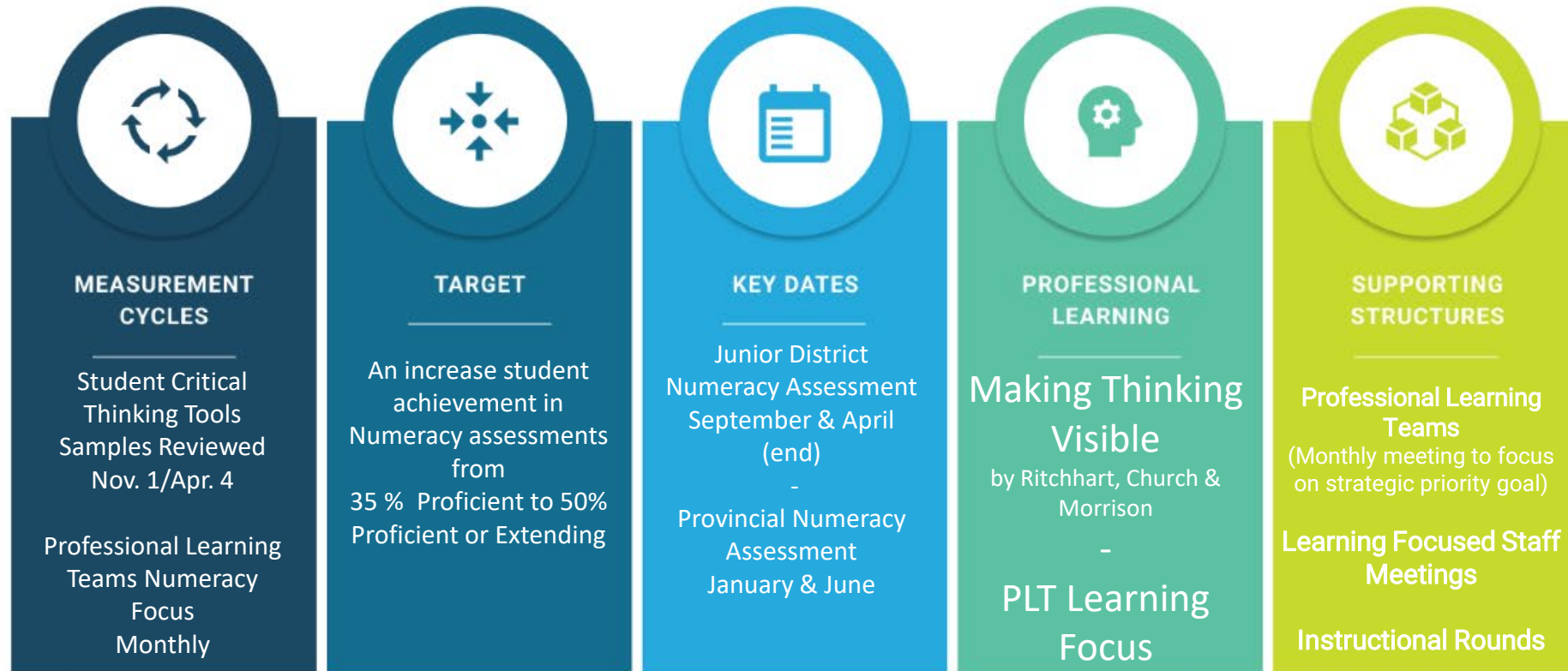
Concept Focus

Critical Thinking

Strategic Inquiry

If all staff focus on teaching interpretation and analysis to students across curriculum, will students improve their numeracy skills?

Strategic Targets and Measures



Success for each learner

Strategic Priority | 2

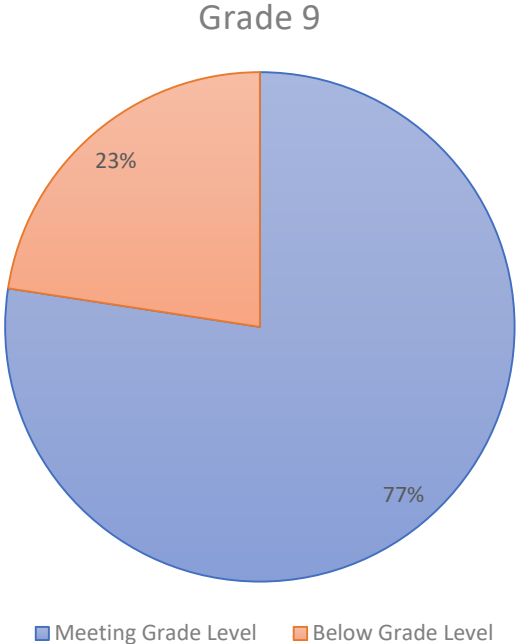
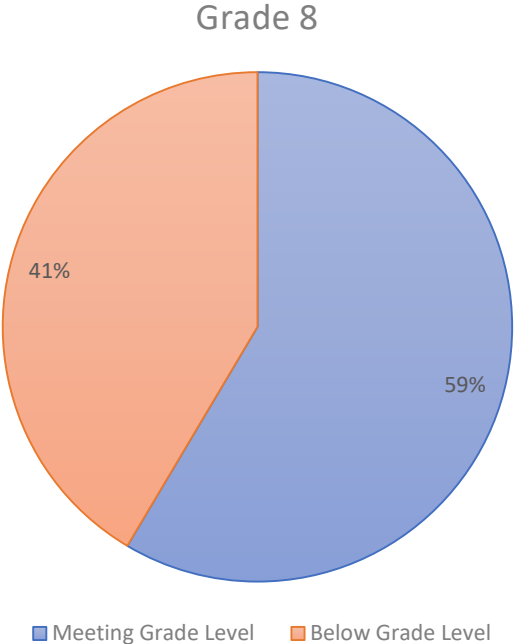
Goal - Literacy

To improve students' achievement in reading.



Data

Reading Comprehension Teacher Assessment



At the end of the 2021-2022 school year, teachers reported the following data related to students' ability in Grade 8 and 9 to comprehend reading at Grade level.

Evidence Narrative

As noted in the reading data, a large number of students are achieving below grade level in the area of reading, especially in Grade 8. As a result, incorporating reading comprehension strategies across all curriculums will be essential to improving students' reading ability.

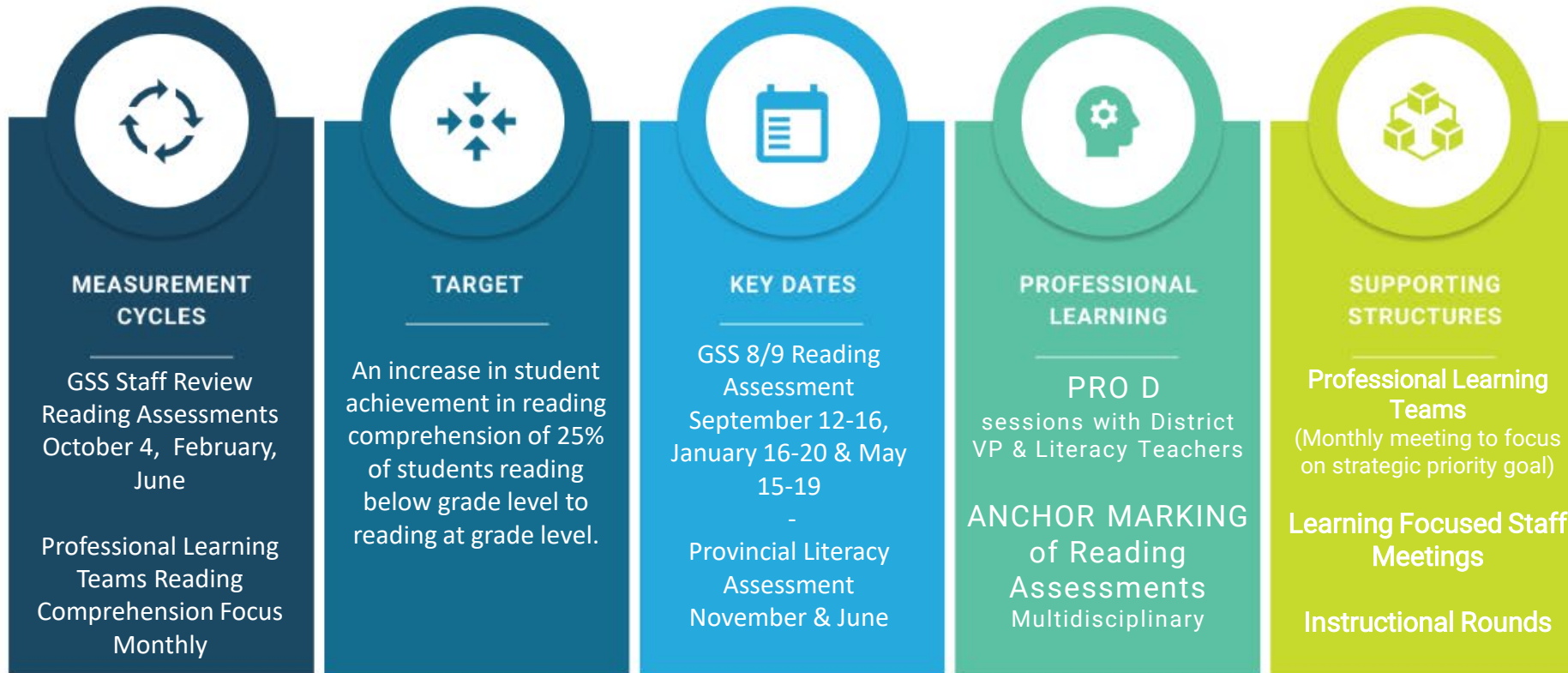
Concept Focus

To make meaning of from a variety of texts

Strategic Inquiry

To what extent will students' achievement in reading improve when all teachers intentionally model reading comprehension strategies daily in classroom instruction?

Strategic Targets and Measures



Excellence in Teaching and Leadership

Strategic Priority | 3

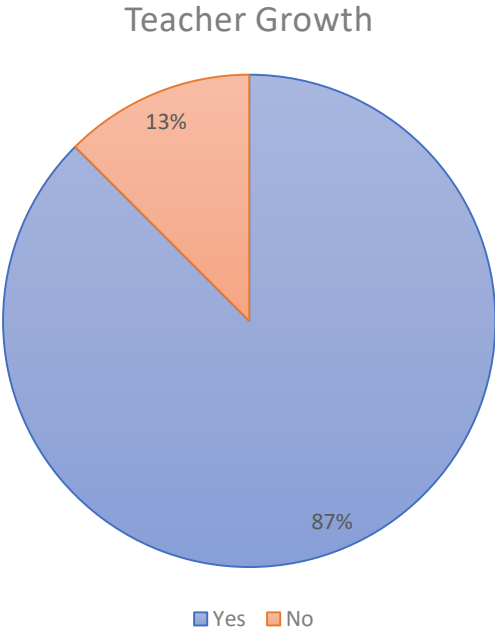
Goal

To improve teaching practice in the area of inclusive assessment.



Data

Do you feel that you have increased your capacity in incorporating inclusive instructional practices into your classes?



Teacher Reflections:

“Offering different means to express learning, such as, through speaking, writing or speech-to-text.”

“Providing students with multiple options and flexible outcomes for responding to text – visual representation, oral discussion, written output.”

“Assistive Technology – Worked to incorporate speech-to text and text-to speech tools.”

“Offering choice of assignments with different levels.”

“Low floor, high ceiling assignments that allow student to extend their learning.”

Evidence Narrative

Teachers' knowledge and understanding of inclusive practices increased during 2021-22 school year. Through self-reflections teachers wanted to continue to focus more specifically in the area of inclusive assessment in the coming year.

Concept Focus

Inclusive
Assessment

Strategic Inquiry

To what extent will teachers increase their confidence with inclusive practices if they participate in monthly learning about inclusive assessment?

Strategic Targets and Measures

“Assessment Design: Perspectives and Examples Informed by Universal Design for Learning”

