Golden Secondary School Success Plan 2023-2024

Priority 1: Equity, Diversity & Inclusion

Goal – To improve student's sense of belonging

What we've noticed: Student feedback shows that relationships with friends and peers play an important role in their sense of belonging at school. Students who feel that they belong sometimes, rarely, or never, also noted that they do not have connections to peers or are feeling bullied at school.

	2020-2021	2021-2022	Fall 2022	Spring 2023
GSS Belonging Survey		53% (June)	50%	47% (April)
Student Learning Survey	30%	42% (April)	N/A	49% (April)
(Most and all of the time)				

Action: All homeroom classes participate in daily Social Emotional Learning activities including community circles.

Outcome: Students will feel an increased sense of connection and will be able to build stronger relationship and empathy towards peers at school.

Strategic Inquiry: To what extent will incorporating Social Emotional Learning activities weekly in homerooms increase students' sense of connection with their peers?

Measure: Students will share their feedback on their sense of belonging and peer relationships in Homeroom Block using the GSS Belonging Survey 3 times per year.

Priority 2: Success for each learner

Goal – To improve student's ability in Literacy and Numeracy tasks.

What we've noticed: At the beginning of the strategic cycle, in Numeracy we focused on completing numeracy tasks weekly in all class rooms. What we noticed is that students were often challenged when it came to comprehending the task presented to them. The following year, we shifted our focus to interpretation and analysis as critical thinking skills to gauge improvement in numeracy. Throughout the strategic cycle in Literacy, staff have been focusing on teaching reading strategies to students and incorporating more opportunities for reading into their classrooms, the goal being to increase students' level of reading comprehension. What we have noticed is that achievement in Numeracy and Literacy are linked to students' building on their critical thinking skills.

	GNA 10 (2020-2021)	GNA 10 (June 2022)	GNA 10 (Winter 2023)
% Proficient	35% (0% extending)	51% (0% extending)	47% (12% extending)

	School Reading Comprehension Assessment 2021-2022 Year End	School Reading Comprehension Assessment 2021-2022 Year End	School Reading Comprehension Assessment 2022-2023 Year End
Grade 8/9 % Proficient	56%	68%	(Assessment Scheduled mid-May)

Action: All teachers will model questioning strategies with students on a daily basis to make meaning from texts.

Outcome: All students will be able to better understand numeracy and literacy tasks.

Strategic Inquiry: Would daily modelling of strategies focusing on asking questions to engage with text result in student's being better able to make meaning in literacy and numeracy tasks?

Measure: During instructional rounds, teachers will be observing for students actively asking questions to make meaning from texts that they are engaging with in class.

Priority 3: Growing Capacity of Self and Others
Goal – To improve student's ability to meaningfully self-reflect on their learning.

What we've noticed: At this time, students are providing surface level reflections that do not support a deeper understanding of themselves and their learning. Their feedback is that self-reflection is one of the most valuable abilities, but it needs to feel authentic and independently discovered.

Action: To incorporate authentic self-reflection strategies that encourage continuous growth in all classes.

Outcome: Students will be more self-aware about their learning and next steps for growth.

Strategic Inquiry: To what extent will ongoing self-reflection in all classes encourage students to take increased ownership over their learning?

Measure: Students will provide feedback through Homeroom discussion on the effectiveness of self-reflection strategies in their classes.

Priority 4: Stewardship for the Future

Goal – To foster student awareness of self and community for a greater sense of interconnectedness.

What we've noticed: During this strategic cycle, COVID restrictions caused a disconnect between the school and the community. This resulted in fewer opportunities for classes to engage in learning opportunities within the community.

Action: All students will participate in service-learning project in their classes.

Outcome: Students will feel an increased sense of connection to the community.

Strategic Inquiry: To what extent will service-learning projects increase student's sense of connection to the community?

Measure: Through the GSS Survey, students will share feedback 3 times per year on the progress of their projects and the impact it has had on them and the community.