

2024-25 School Success Plan



<p>District Mission:</p> <p><i>We ensure that all students graduate college, career and community ready; inspired to succeed in our diverse world.</i></p>	<p>King School Calling:</p> <p><i>It is our calling to partner with one another and our community to create an environment of belonging that empowers all students to learn without limits.</i></p>
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	School-wide Goal	Priority Performance Group Goal
Literacy	Forward Exam Baseline - 37.7% meeting & advanced 100% of students will achieve “meeting” or “advanced” on the spring 2024 Forward Exam ELA subtest.	First Nations, Black, Hispanic: <25% in meeting or advanced category 100% of students will achieve “meeting” or “advanced” on the spring 2024 Forward Exam ELA subtest.
Numeracy	Forward Exam Baseline - 41.3% meeting & advanced 100% of students will achieve “meeting” or “advanced” on the spring 2024 Forward Exam math subtest.	First Nations, Black, Hispanic, two or more races: <29% in meeting or advanced category. 100% of students will achieve “meeting” or “advanced” on the spring 2024 Forward Exam math subtest.
Social Emotional Learning	Panorama Baseline - 41% favorable response in Emotional Regulation 100% of students will respond favorably to the questions relating to emotional regulation on the spring 2024 Panorama survey.	First Nations and Hispanic students’ baseline: 33% in Emotional Regulation 100% of students will respond favorably to the questions relating to emotional regulation on the spring 2024 Panorama survey.

High Priority Strategies/Action Steps	
Literacy	<ul style="list-style-type: none"> Embrace literacy resources from HMH, Lexia Core 5, and LETRS to provide the highest quality literacy instruction. Invest in co-service, using student learning information to identify how each student can benefit from universal and differentiated instruction. Intentional work educating our focus students, prioritizing additional resources to First Nations, Black, and Hispanic students.
Numeracy	<ul style="list-style-type: none"> Use data to identify students in need and their areas for growth, then tailor support plans to ensure students are getting the right support, especially First Nations, Black, Hispanic, or students of two or more races. Plan vertically, problem-solving with colleagues outside of each teachers’ grade level. Leverage small group and Workplaces opportunities to engage students in instruction that aligns with their needs.
Social Emotional Learning	<ul style="list-style-type: none"> Engage staff and students in “Zones of Regulation” training with a focus of growing students’ toolboxes around emotional regulation. Implement school wide community opportunities that celebrate student SEL and explicitly teach emotional regulation strategies and vocabulary. Monitor progress towards this goal through student interviews, teacher input, and anecdotes and observation, providing additional care for First Nations and Hispanic students.

* Priority performance goals are established based on data that shows us we are meeting the needs of some student groups better than others. Focusing on a priority performance group of students will elevate our skills as educators and ultimately benefit all students.

This public document represents a summary of the school success plan and continuous improvement process. Please contact the school principal for additional information on the comprehensive plan.