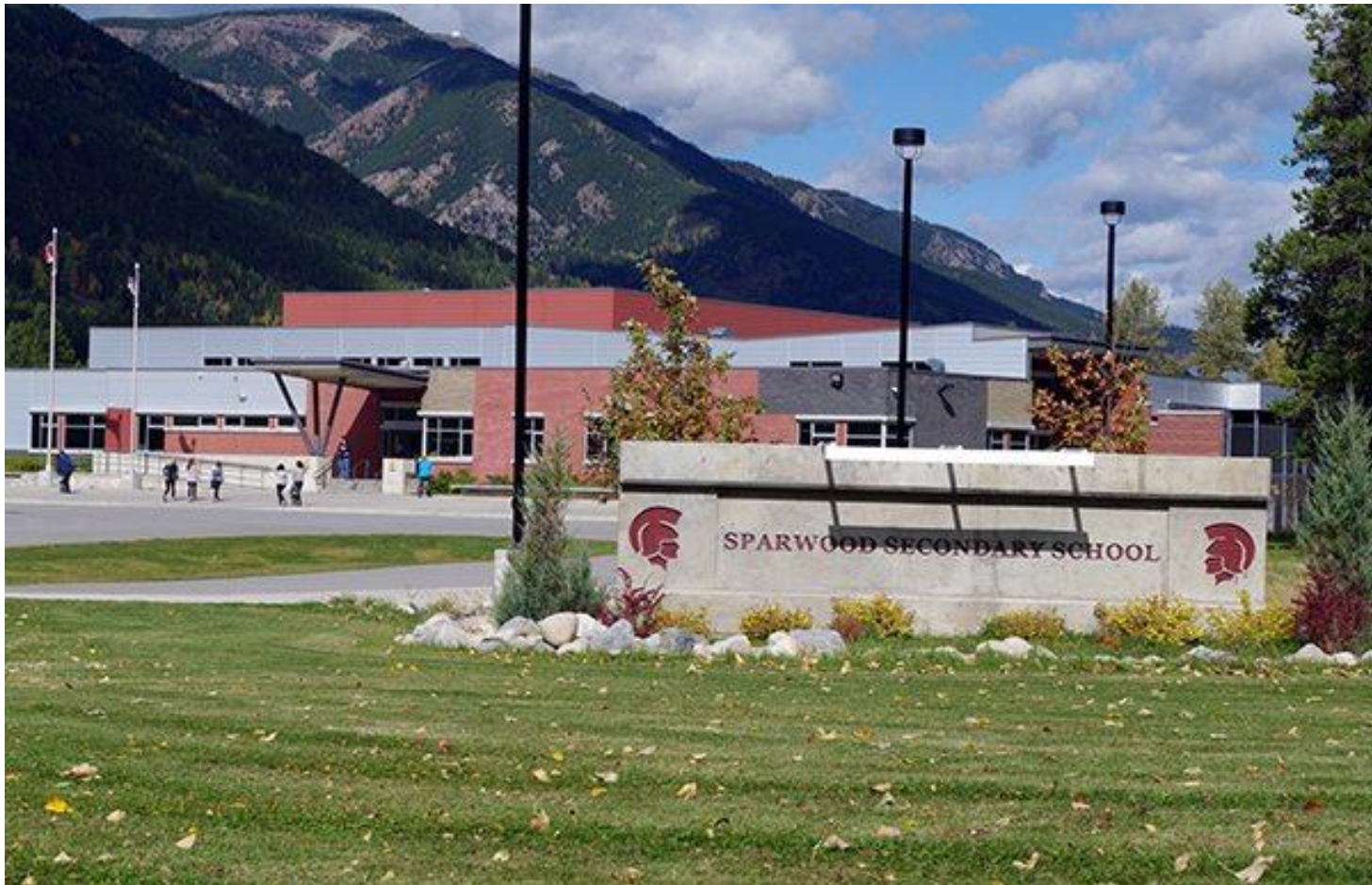


SPARWOOD SECONDARY SCHOOL

2025-2026

GROWTH PLAN



Unlock your potential: Learn, Grow, Succeed

Prepared by:

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Sparwood Secondary School (SSS)

Growth Plan

September, 2025

CONTEXT: COMMUNITY OF SPARWOOD & SCHOOL	SCHOOL GOALS	STAKEHOLDERS
<p>Community of Sparwood</p> <p>The community of Sparwood has a population of 4200 and is situated in the Southeastern region of British Columbia. Sparwood's economy is based on a vibrant open pit coal mining network of four mines that deliver coal to domestic and foreign markets including Asia, Europe, and South America.</p> <p>Sparwood Secondary School</p> <p>Sparwood Secondary School has a student population of approximately 311 students and a staff of 44. SSS is known as an inclusive and diverse school with a variety of opportunities to meet the needs of our students. Students have the opportunity to participate in a wide range of athletic activities. SSS offers academic programs as well as practical, fine arts and design electives. SSS supports students with various needs through Indigenous Supports (for cultural and academic needs), Youth Care, Alternate Education opportunities, and Student Services programs.</p>	<p>Goal 1 – Literacy:</p> <p>Improve literacy by increasing our students' ability to decode classroom text.</p> <p>Goal 2 – Human and Social Development:</p> <p>Students develop stronger feelings of safety, being welcomed and have a sense of belonging in our school community.</p>	<p>The following stakeholders were engaged in the ongoing development of this Growth Plan:</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> School Staff<input checked="" type="checkbox"/> Indigenous Education Support Worker<input type="checkbox"/> Students (Student Council) <i>(in progress)</i><input checked="" type="checkbox"/> Parents (PAC)<input checked="" type="checkbox"/> Trustee<input checked="" type="checkbox"/> School District management
OUR SPARWOOD SECONDARY SCHOOL COMMUNITY:		
<ul style="list-style-type: none">▪ Understands the success of the educational process depends on a deep belief in, and a commitment to ensuring that all students can learn.▪ Understands that the concept of numeracy and literacy are cross curricular.▪ Will maintain the support we have embedded in our school culture for Numeracy and apply a similar model with a focus on literacy.▪ Values student connectedness and engagement▪ Recognizes the need for personalized learning and is exploring how digital media and technology can help to differentiate instruction and meet the needs of all student learners.▪ Recognizes that importance of a focus on socialization of students as well as intellectual development.▪ Values social-emotional learning as part of a fundamental skill set students need to lead a happy and healthy life.▪ Continually strives to develop teacher collegiality, reflective practice and collaborative planning.▪ Consistently works towards building positive relationships with students to support student success.		

Our school growth Plan is a living document. We adjust and adapt to the needs of our students as needed, but maintain the targets we have set for this plan.

GOAL 1: Improve literacy by developing our students' abilities to decode classroom text.

Our Strategy for Literacy Improvement

1. Create a timetable that includes a block dedicated to literacy support for grade seven students
 - A literacy support block was added to the 2025-2026 school timetable
 - Tier 1 and Tier 2 supports are provided at the classroom level
2. Train our literacy intervention teacher (and an Education Assistant if possible) on Wilson's reading program
 - Provide direct support for identified students using Wilson's Reading or Ufli programs
 -

Our Literacy Data sources:

Collect pre and post data about students' decoding skills

- Sources of data will include Grade 4 FSA, and 'Street Data' from last year's ELA teachers and this year's teachers
- Once our literacy support teacher is trained with Wilson's, we will know if there is an effective assessment tool for that program or consider how the Acadience assessment can be used.

GOAL 2: Human and Social Development: Students develop stronger feelings of safety, being welcomed and have a sense of belonging in our school community.

Human and Social Development – Strategy:

Attendance tracking (Attendance counts)

- Focus on chronic absenteeism
- Communicating the importance of attendance to parents through newsletters, parent communication and week ahead
- Friday – attendance whole school attendance tracking
- Celebrate students who have demonstrated an improvement in the attendance
- ISSP documentation and monthly meetings with School Based Team

Recognition of students who demonstrate kindness, perseverance, integrity and inclusion

- Positive recognition through office referrals
- Celebrate success with Sparwood Secondary swag (hoodie, water bottle, hat)
- Celebrate student success by recognizing them at the school level, adding names to a bulletin board and announcement screens in our school
- Celebrate student success by recognizing them at the community level, on our school Facebook page, newsletters and positive phone calls home
- Spartan Pride (assemblies, pep rallies, announcement screens)

Welcoming spaces to promote pro-social behaviour

- Furniture for social student spaces for students in MPR to facilitate connection and a sense of belonging

Anti -Racist education

- Anti-Racist education teacher education from BC government
- Track office referrals for racism from last year to the end of the 2025-2026 school year.
- Gather student SSS “Street Data” to learn more about the experiences of our students

Our Human & Social Development Data sources:

Measures in the data set include (or will include):

- Student Learning Survey results
 - measured midyear each school year
 - students in grades 7, 10 and 12 are included in this survey
- Middle Years Development Instrument (MDI)
 - measured each spring for each school year
 - students in grades 5 and 8 are included in this survey
- SSS '*Street Data*' to collect feedback from our students about their experiences with racism
 - Deep listening events with various groups, including Indigenous, LGBTQS and vulnerable groups
 - Grades 7-12 groups and conduct tracking in MyEd
- Parent/Stakeholder survey
 - To develop an understanding of stakeholder perceptions of our school
 - Spring Survey will be sent to all SSS parents and guardians

Evidence:

Did targeted school activities promoting positive relationships with peers and with school staff result in a more welcoming feeling for students at SSS?

Target: 5% growth year over year based on student responses from the annual Student Learning Survey.

‘Do you feel welcome at your school?’

‘Is school a place where you feel like you belong?’

HUMAN & SOCIAL DEVELOPMENT

Pre & Post Data: Ensuring a Continuous Cycle of Improvement

Student Learning Survey – Grade 7							
Question	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Do you feel welcome at school?	46%	44%	67%	60%			
% change		-2%	+23%	-7% (3 students fewer than last year)			
Is school a place where you feel like you belong?	24%	39%	46%	46%			
% change		+15%	+7%	same			

	Not meeting 5% target
	Meeting 5% target

Reflections

- We have had relatively consistent reports from our Grade 7 cohorts about feeling welcomed at Sparwood Secondary and their sense of belonging at Sparwood Secondary School.
- When we consider our cohort data, we can see there has been significant improvement from the cohort from 2021/22 school year when these students were in grade 7 to the 2024-2025 school year when these students were in grade 10.
 - There has been a 14% improvement in this cohort about how welcomed these students feel at Sparwood Secondary.
 - There has been a 22% improvement in this cohort about their sense of belonging at Sparwood Secondary.
- Although we did not meet our target of 5% growth year over year, we have made significant improvements when looking at the cohort from 2021/22 to 2024/25 school years.

Consideration for Truth & Reconciliation Calls to Action in the SSS School Growth Plan

As part of our growth plan, we remain committed to advancing anti-racism and Indigenous education by actively implementing the Truth and Reconciliation Calls to Action. We will base our decisions about instruction and student supports on provincial, school, and street-level data to identify inequities, challenge bias, and ensure our actions are responsive to student needs while reflecting a comprehensive understanding of students' experiences. To further strengthen this work, staff will participate in the *Learning to Be Anti-Racist* course to deepen our collective understanding and capacity for action, as well as engage in *Reframing Behaviour* with an emphasis on improving relationships. We will also work closely with the SSS Indigenous Education Support Worker to create leadership opportunities and foster healthy relationships. Finally, celebrating kindness through positive office referrals will strengthen school culture by promoting respect, empathy, and belonging, and by creating a safe, inclusive environment where positive relationships and caring behaviors are valued and encouraged.

Ongoing Strategic Engagement

This School Growth Plan will remain a monthly agenda item for staff meetings. Indigenous student data will be reviewed continuously with the Indigenous Education Support Worker. The Human & Social Development of students will also be a focus of school and Parent Advisory Committee collaboration. Data will be updated throughout the school year and the School Growth Plan will be treated as a living document. We also provide regular parent communication about the upcoming activities and importance of attendance at SSS as well as our progress towards the goals in this Growth Plan.

Professional Development

- Wilson's Reading Intervention training
- Sparta Notes – weekly staff newsletter with school pedagogy and school culture communication
- Learning to Be Anti Racist Course
- Reframing Behaviour
- Staff collaboration for how to support students so they feel welcome, connected, and have a sense of belonging to the Sparwood Secondary School Community.

