



2022-2023

School Success Plan

Selkirk 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



At Selkirk Secondary School, data is reviewed on an ongoing basis including at weekly Vulnerable Student Team and School-based Team meetings, monthly Staff and Department meetings, and through our School Planning process each Spring. Additionally, report card, work habit, and attendance data are reviewed quarterly. This Cycle of Review allowed us to identify areas of strength as well as areas that require additional focus and supports, which in turn helped guide the goals in our School Plan for Student Success for 2022-2023.

As a staff, we continue to notice an increase in the number of students with mental health challenges and with chronic absenteeism as well as an achievement gap for students with a Behavioural Designation leading to our Strategic Priority One - Equity and Inclusion with a goal of identifying, tracking, and supporting our most vulnerable learners through the Child At-Risk in Education (CARE) team and staff mentors.

For Strategic Priority Two- Success for All Learners, we also identified the need for a literacy and numeracy goal that supports task analysis skills, developing student's ability to critically analyze and work through problems in a logical manner.

For Priority Three- Excellence in Teaching and Leadership, our goal is focussed on professional learning discussions and growth through structured collaborative and observation time including Instructional Rounds.

Within our plan, we will demonstrate how current data and collaboration with our staff has provided the evidence to support our strategic goals for next year.

~ *Clint Dolgopol*



School Demographics

STAFF	STUDENTS	GRADES
<p>57 3 - Admin 23 - Support Staff 31 - Teachers</p>	<p>540 – SSS 90– Indigenous 30 - International</p>	<p>8-12 90 - Graduating 2023</p>



MISSION

Every student and staff member at Selkirk will benefit from being part of an open-minded and innovative learning community built upon the pillars of respect, growth, and equity.



VISION

EQUITY ISN'T
everybody
getting the
same thing...
EQUITY IS
everybody
getting what
they need in
order to be
SUCCESSFUL



VALUES



Safety

- behave in a kind manner towards each other

Team

- create positive relationships and engage actively

Organized

- communicate, arrive on time and prepared

Respectful

- mature, diverse thinking and considerate

Mindful

- encourage, ethical decisions and engage



Equity and Inclusion

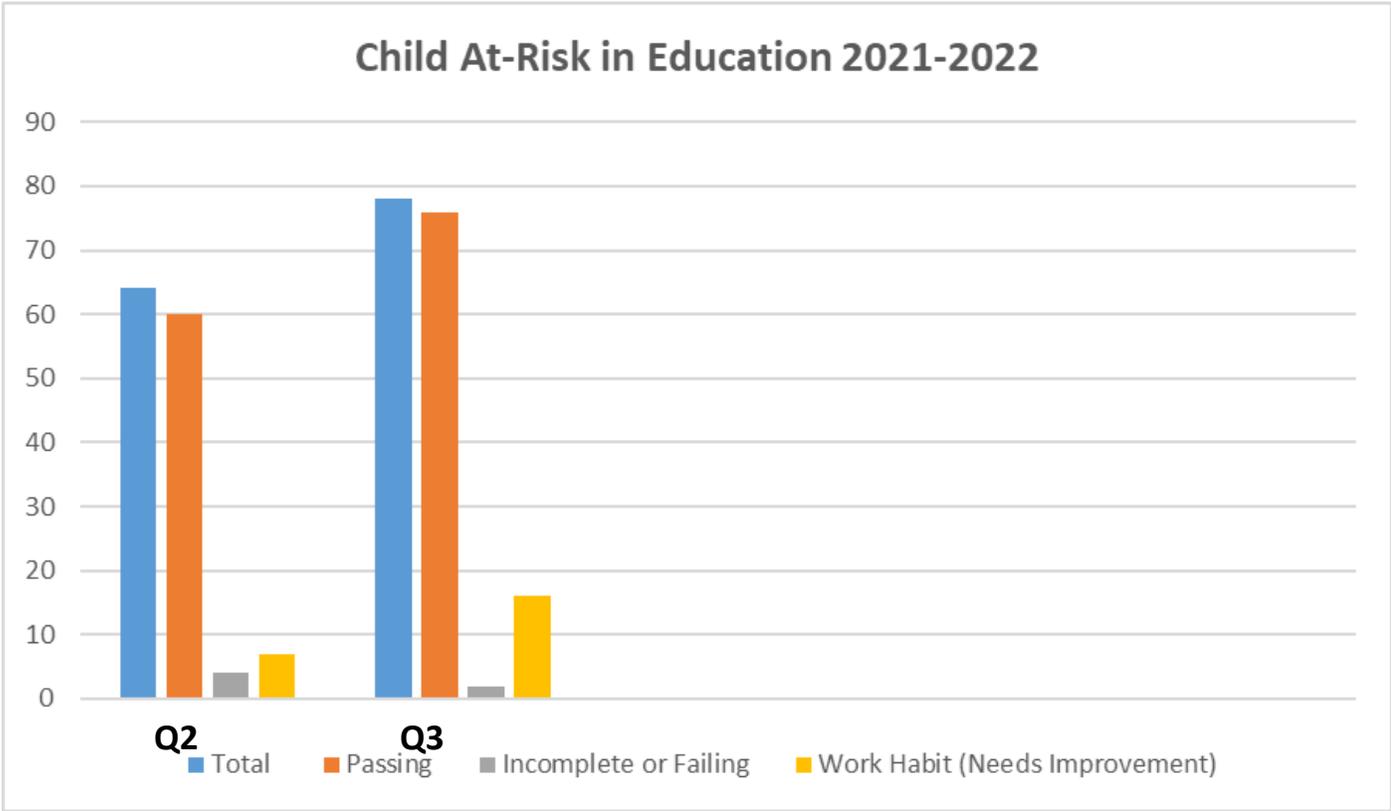
Strategic Priority |

Goal

To increase the social/emotional well-being of our students.



Data	Is the school a place where you feel like you belong? Most times or always
Grade 9	48%
Grade 10	49%
Grade 11	51%
Grade 12	62%



****The number of students monitored through our CARE team and staff mentors decreases as they transition from grade to grade.**

Evidence Narrative

During School-based and Vulnerable Learning Team weekly meetings, monthly staff meetings and department meetings, we have created an ongoing cycle of review to improve student achievement. We use the following evidence to identify our most vulnerable students and create a vulnerable student list. Based on the Student Learning Survey results indicate a concern in belonging and connectedness. Additionally, we continue to notice an increase in anxiety and mental health concerns amongst our students. As a result, we will focus on increased belonging and will continue to identify, track, and support our most vulnerable learners through our CARE team and staff mentors.

Concept Focus

We will increase belonging and connectedness amongst all students.

Our specific inquiry will focus on the continued success of a CARE Team and staff mentors with the goal of increasing connections with staff and each students' sense of belonging.

Strategic Inquiry

To what extent will the implementation of the CARE program, STORM Time and other school initiatives increase belonging of our students?

Strategic Targets and Measures



Success for all learners

Strategic Priority |

Goal

Growth in Numeracy and Literacy

To increase student achievement in numeracy and literacy



Growth in Numeracy and Literacy

Evidence Narrative

A large percentage of our students are achieving proficient to extending scores in their Language Arts and Math classes. However, while we are noticing an increase in students achieving the levels above on the provincial graduation assessments, we continue to see bridge the gap in comparison to report card scores. Specifically, when reviewing assessment results, we noticed a need to focus on task analysis and thinking skills.

Concept Focus

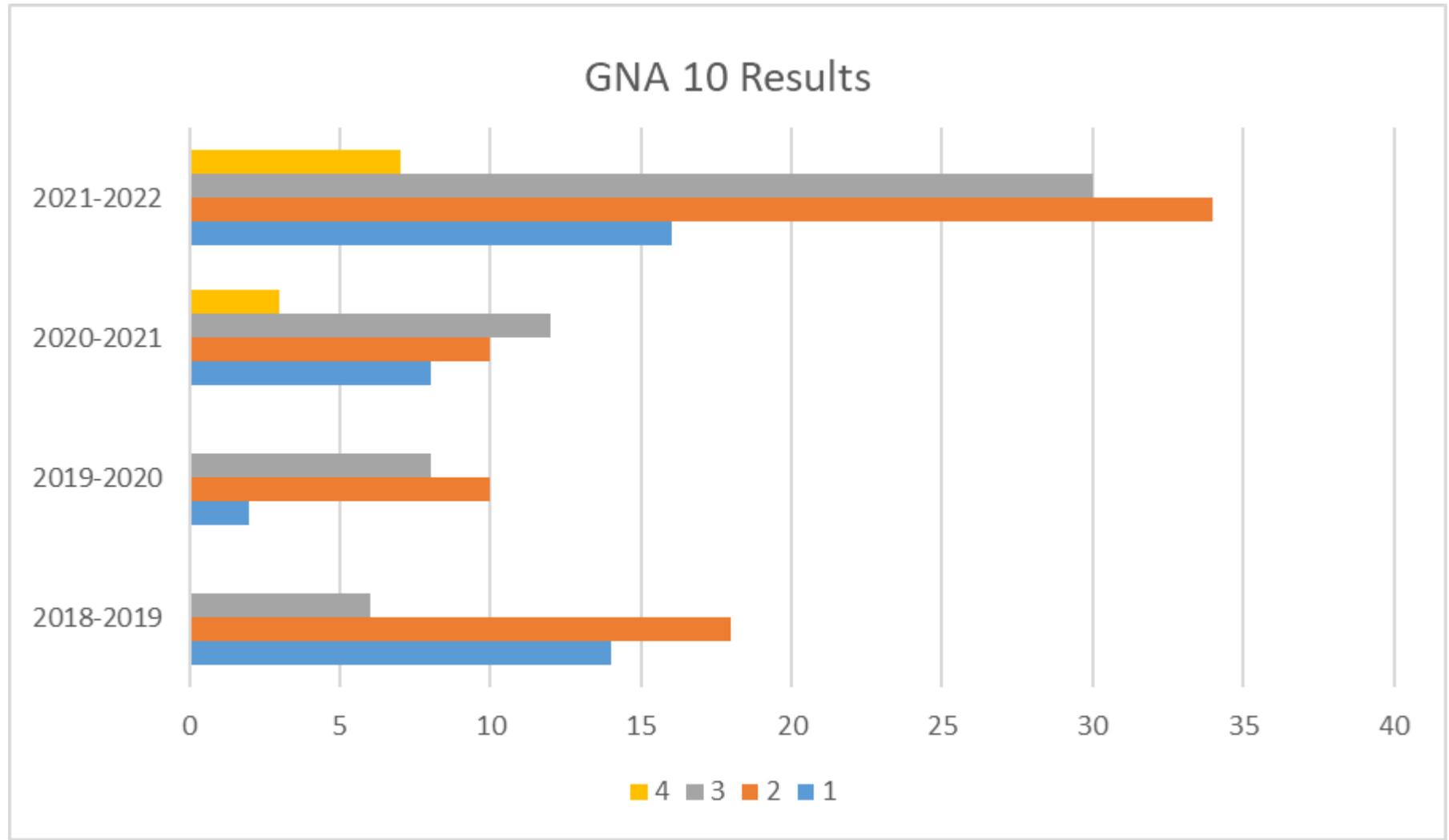
We will use thinking strategies across the curriculums to focus on tasks that incorporate numeracy and literacy skills while aligning with the provincial graduation assessments.

Strategic Inquiry

To what extent will ongoing thinking challenges lead to an increase in student achievement in numeracy and literacy?

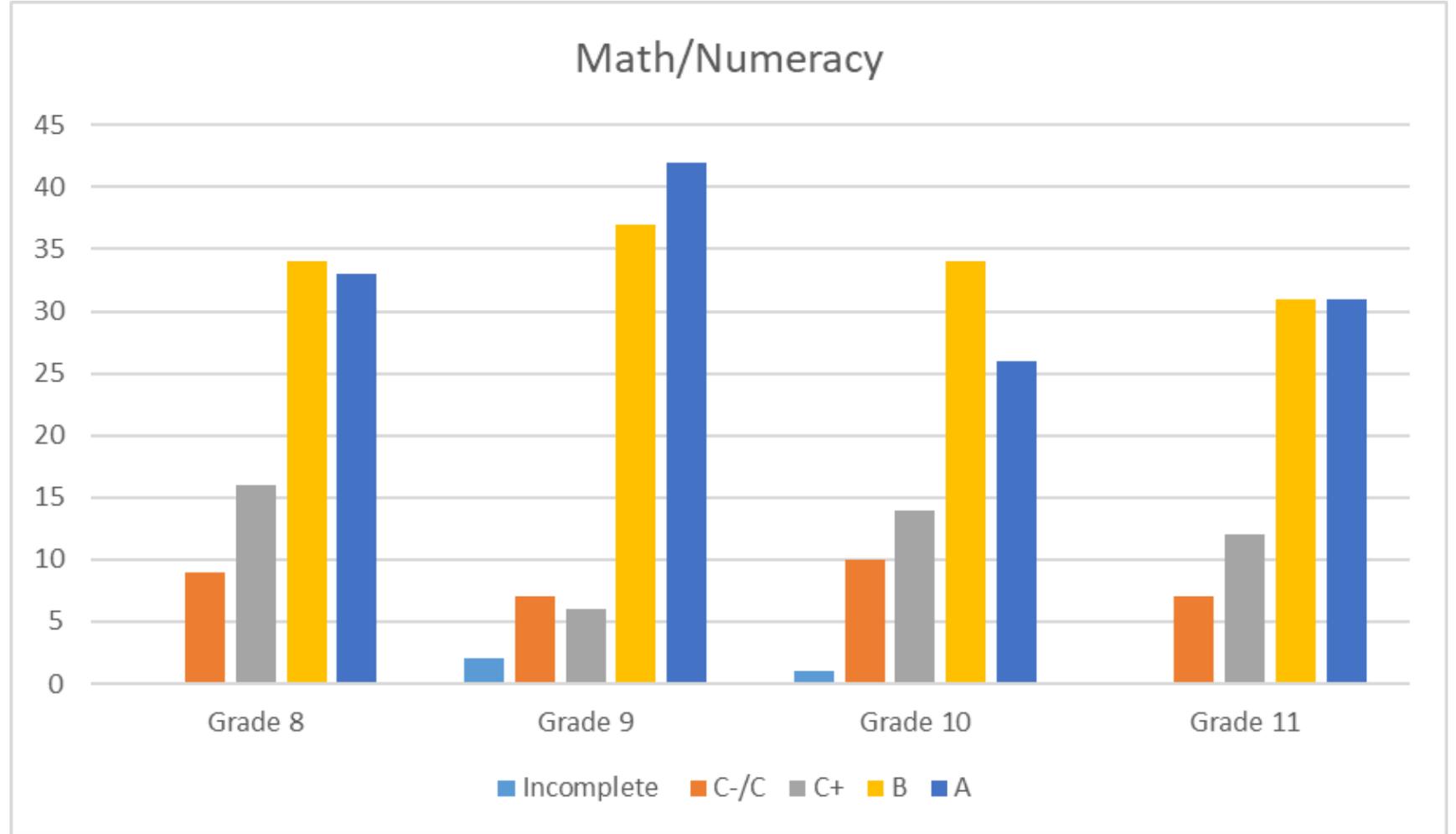
Data

Graduation Numeracy 10 Assessment



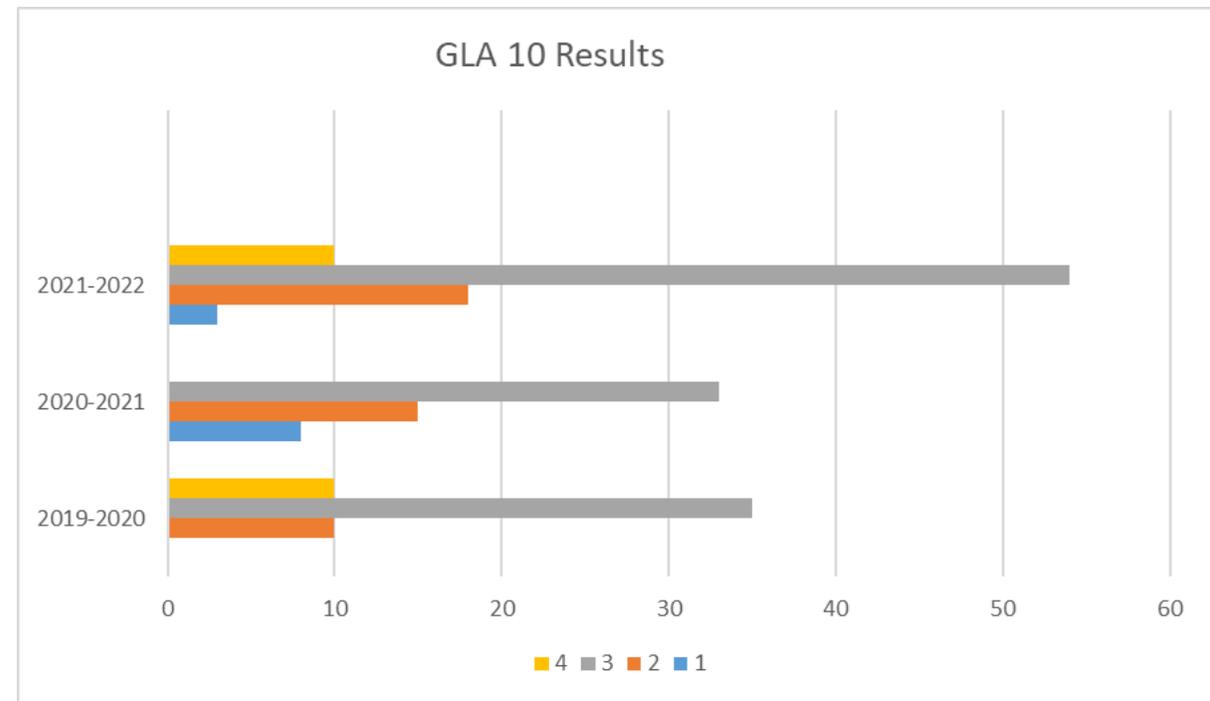
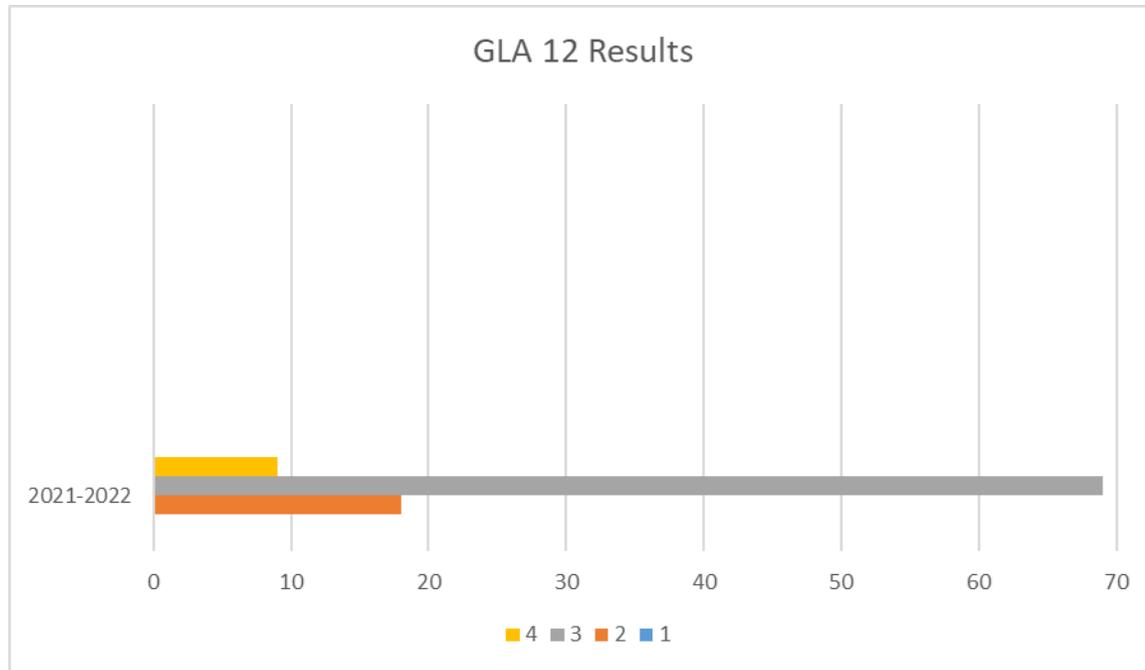
Data

Report Card Scores in Math



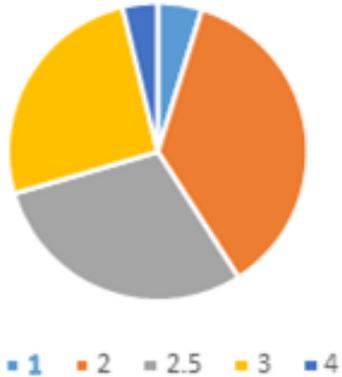
Data

- Canadian Achievement Test 4 (CAT4)
- District Wide Write 8 (DWW)
- Foundations and Skills Assessment 7 (FSA)
- Graduation Literacy Assessment 10 and 12
- Report Card Data

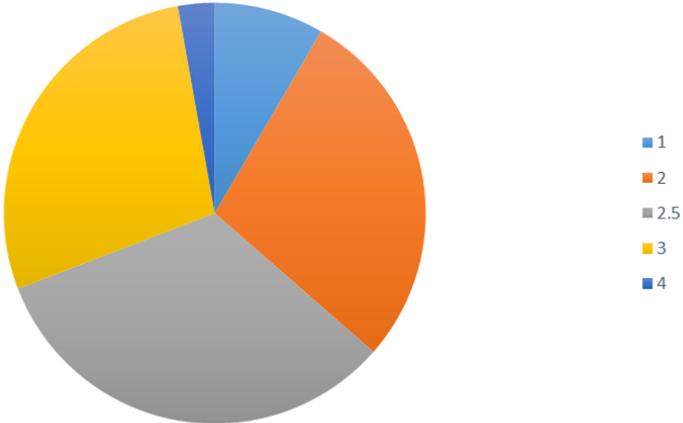


Graduation Literacy 10/12 Assessment

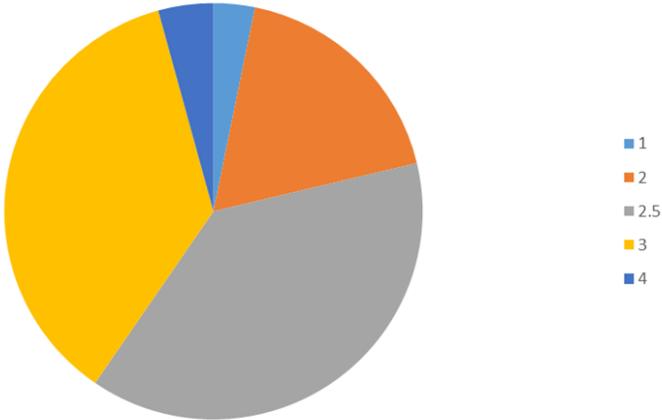
DWW - Fall 2020



Grade 8 - DWW Fall Results



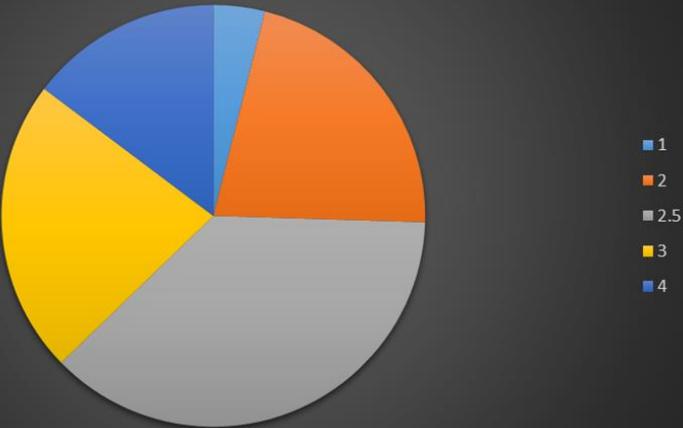
Grade 9 - DWW Fall 2021



DWW - Spring 2021



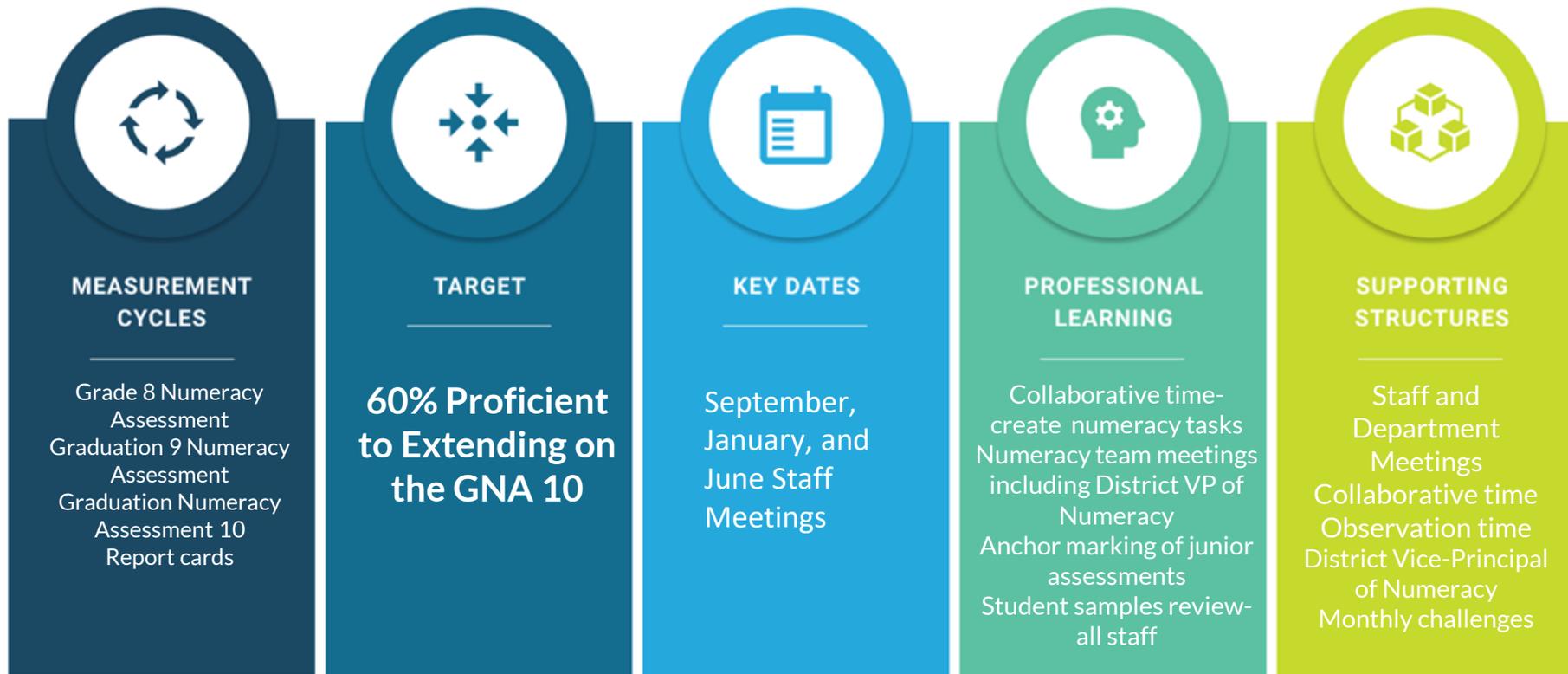
Grade 8 - DWW Spring 2022



Grade 9 - DWW Spring 2022



Strategic Targets and Measures



Strategic Targets and Measures



Excellence in Teaching

Strategic Priority |

Goal

To increase the opportunity for meaningful collaboration for all teaching staff



Evidence Narrative

Last school year, our department heads participated in observation protocol training through the National School Reform Faculty (NSRF). This year, teachers will use scheduled collaborative time and instructional rounds to practice the protocols from the NSRF. During our upfront Professional Development sessions, our Department Heads will demonstrate how we can utilize the protocols to develop teaching strategies and expand our practices. Staff meeting agendas will include ongoing collaborative strategies to grow and share ideas to enhance excellence in teaching.

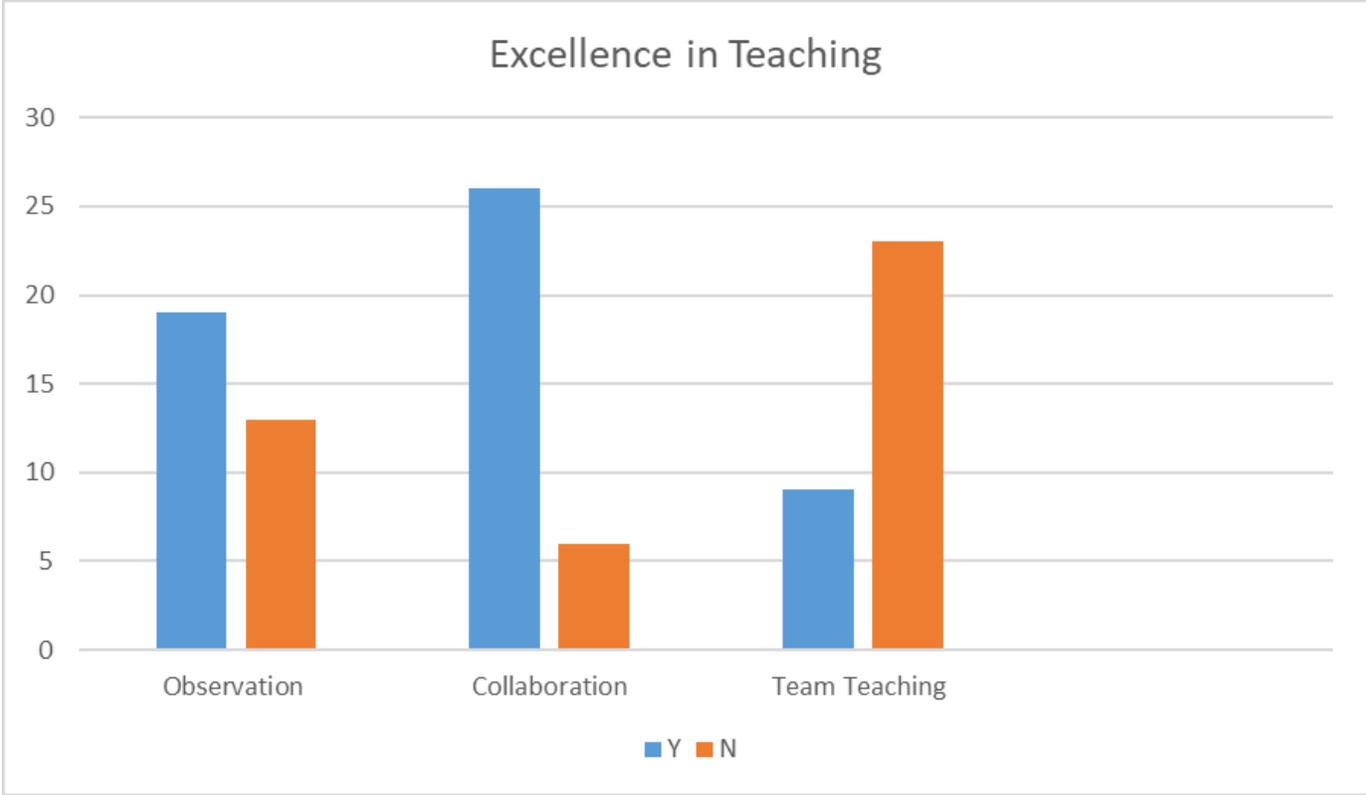
Concept Focus

We will use collaboration and meaningful instructional observations to enhance teaching practices.

Strategic Inquiry

To what extent will instructional rounds and observation strategies increase authentic collaboration and cross curricular initiatives?

Data



Anecdotal Results

Overall I found this observation useful to feel more confident in my instruction on annotation, and to give me direction in how to go about it. I also feel it will be beneficial to the students if there are similarities in the language used and process followed between teachers.

- Amy Perry
Humanities Teacher

We will continue to collaborate on projects, as our goals are far more achievable and projects more impactful when done together.

- Lena McCuaig
Art Teacher

Strategic Targets and Measures

