



June 11, 2024

SCHOOL SUCCESS PLAN

Selkirk Secondary School



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PRINCIPAL MESSAGE

At Selkirk Secondary School, our mission is to cultivate a culture of belonging, mastery, independence, and generosity as we aim to build an empowered and growth-minded learning community.

Throughout the school year, we regularly review data and engage with the community through sessions and conversations involving staff, students, and parents. This process helps us identify our strengths and areas that need additional strategies and support. The School Plan for Student Success for 2024-2025 was created based on the feedback and reflections gathered during these consultation sessions and discussions with key stakeholders.

We continue to notice that students are struggling to justify and communicate their thinking and to work through higher level thinking questions. By using BC's Learning Pathways, our main school-wide goal next year will be to improve students' ability to communicate and justify their thinking in all areas of their learning. Staff will focus on collaborative opportunities that move this goal forward and as a school community we will focus on equipping our students with the attitudes and skills needed to be inclusive, generous, and strong thinkers to support the well-being of future generations.

We look forward to implementing school-wide strategies to support this goal and to continuing to promote our school mission, creating the best school community we can!

~ Clint Dolgopol



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SCHOOL DEMOGRAPHICS

Staff

- 29 teachers
- 14 Education Assistants
- 2 Indigenous Education Support Workers
- 1.88 Youth Care Worker
- 3 Administrative Assistant
- 2 Vice-Principals (1.0 admin time)
- 1 Principal

Students

- 560, including International students
- 86 Indigenous Education students
- About 30 International students

Grades

- Grade 8 - 105
- Grade 9- 124
- Grade 10 - 116
- Grade 11- 121
- Grade 12 - 94



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VISION

We aim to build an empowered and growth-minded learning community.

MISSION

To cultivate a culture of belonging, generosity, mastery, and independence.

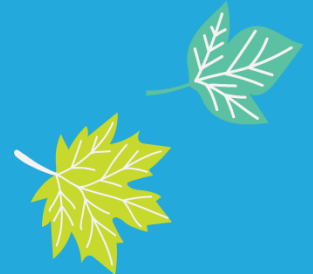
VALUES

Belonging: I feel valued and positively contribute to relationships that create a safe and caring school community.

Generosity: I give my time to others and share my knowledge and energy for learning.

Mastery: I take responsibility to grow and meet personal goals without giving up.

Independence: I feel in control of myself, manage my own learning and make positive choices.



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THEMATIC NARRATIVE

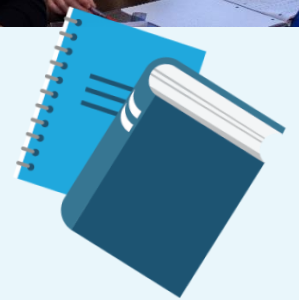
Through the community engagement cycle and review of assessment and survey data throughout the Spring, including conversations with staff, PAC, additional parents, and students, we are noticing that students are struggling to justify and communicate their thinking (and responses) and work through higher-level thinking questions.

By using BC's Learning Pathways, our school-wide goal will be to improve students' ability to communicate and justify their thinking in all areas of their learning including social responsibility, personal awareness, and stewardship. We have been using the learning progressions in the Learning Pathways document to help support balanced approaches to numeracy and literacy across all curricular areas and will continue to move that work forward next year.

We have received strong literacy assessment results for grades 10 and 12. Therefore, we will concentrate on improving the results of the grade 8 and 9 Performance-Based Literacy Assessment. This will not only support our junior students in their classes but also help them with their senior assessments.

Although numeracy assessment results are trending in a positive direction and our results align with the provincial trend, the percentage of students assessed at a proficient or extending level remains lower than literacy and lower than where we want it to be. Therefore, numeracy will remain a key focus area next year.

A focus on communication and thinking skills will help equip our students with the attitudes and skills needed to be confident, inclusive, and generous learners. Through ongoing collaborative opportunities, we plan to implement, review, and assess school-wide strategies to support student improvement in this area.





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EQUITY, DIVERSITY, AND INCLUSION

Effective and respectful communication and justifying thinking create a more inclusive school environment that celebrates equity and diversity.

Inquiry

If students understand the impact of their words, will it lead to increased personal awareness and social responsibility?

Action

Ongoing intentional teaching of our core values within the Circle of Courage with a focus on the impact of our words and actions.

Data and Monitoring

Teacher supervision in hallways daily; classroom discussions as needed and on a quarterly basis school-wide; communication with families at the start of the year, mid-year, and end of the year; student wellness survey in the Spring of 2025. We will include a question about hallway and classroom language culture again to compare to data from the Spring of 2024.

8. I hear harmful slurs in the school (halls or classroom). (0 point)

Never	58
Rarely	98
Sometimes	113
Frequently	121





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SUCCESS FOR EACH LEARNER

Students will communicate and justify their thinking.

Inquiry

If we continue to explicitly teach the aspects of the BC Learning Pathways, will we see an improvement in students communicating and justifying their thinking?

Action

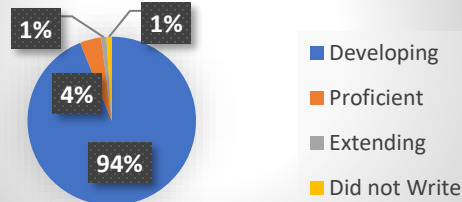
Design lessons and assessments that emphasize the importance of justifying thinking. Ask yourself: Does your response make sense?

Data and Monitoring: Numeracy

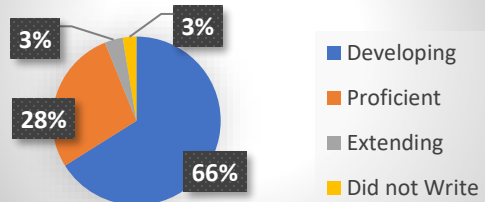
Our goal is for 80% of students to communicate their thoughts proficiently. Over the last year, we have observed growth in this area, supported by report card evidence, student samples, and provincial assessment results. When the Numeracy Provincial Assessment began, school results showed only 18% proficiency. However, this past year, we exceeded the provincial average of 65%, and these results, combined with other data sets, indicate a positive direction for growth.

Grade 8 Fall and Spring

Grade 8 Numeracy - October 2023



Grade 8 Numeracy - May 2024

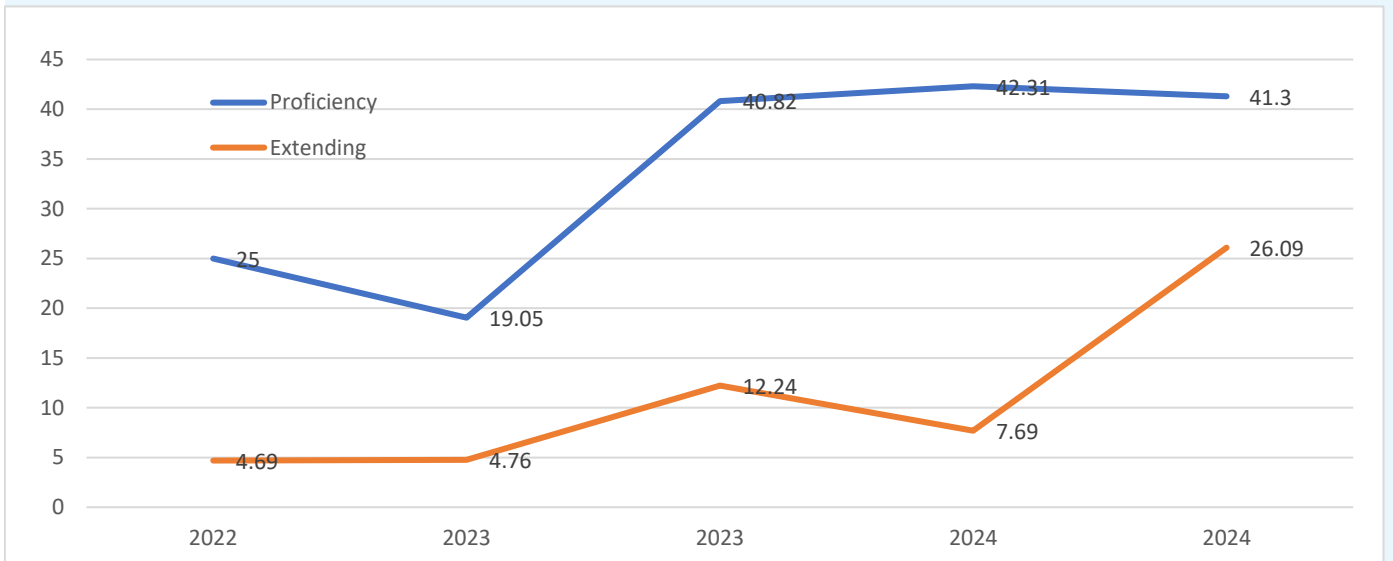


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Grade 10 Graduate Numeracy Assessment (GNA 10- Fall and Spring)



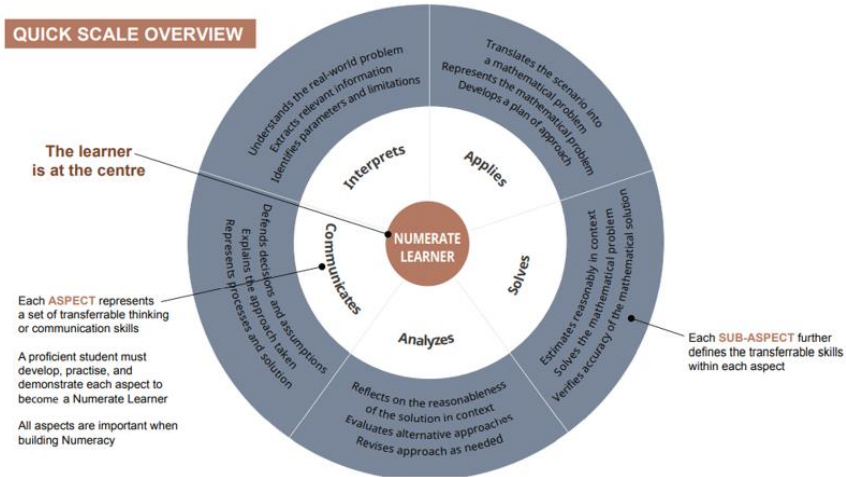


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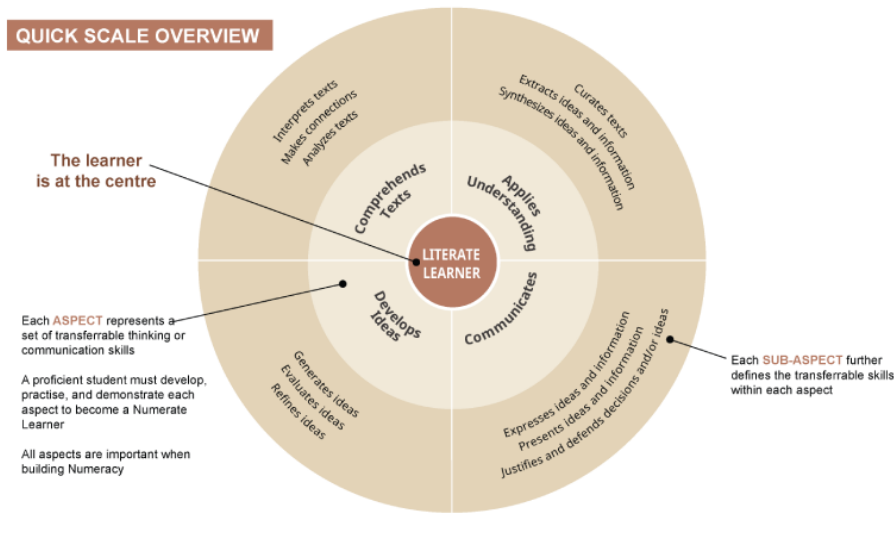
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Structural overview

QUICK SCALE OVERVIEW



QUICK SCALE OVERVIEW





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GROWING CAPACITY OF SELF AND OTHERS

To improve instructional strategies through collaboration.

Inquiry

Will collaboration on BC Learning Pathways lead to the implementation of instructional and assessment strategies that improve students' communication and thinking skills?

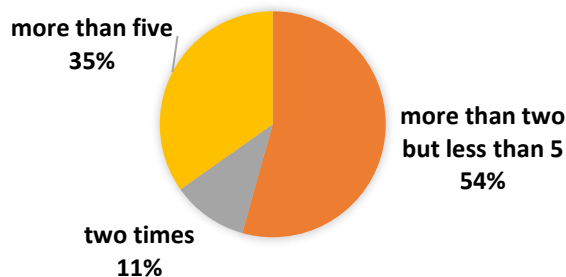
Action

- A schedule will be created where staff can sign up for ongoing collaborative opportunities throughout the year, supported by zone-based unassigned teachers.
- Sharing ideas and stories at department and staff meetings.

Data and Monitoring

To ensure the effectiveness of the collaboration and peer observation program, we will use a data collection and monitoring system. We will gather qualitative data through teacher feedback surveys and capture their experiences and perceptions of the collaborative process. To measure the program's impact on student outcomes, we will gather anecdotal teacher feedback following collaborative opportunities and monthly at department meetings, where teachers will discuss progress, share successes, and address challenges. School administrators will oversee the implementation through regular check-ins with department heads and teachers.

PARTICIPATION FREQUENCY





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STEWARDSHIP FOR THE FUTURE

To cultivate a generation of environmentally conscious and active citizens

Inquiry

Will improving relationships beyond the classroom, such as connecting with the land and outside experts strengthen students' sense of stewardship?

Action

All grades and subject areas:

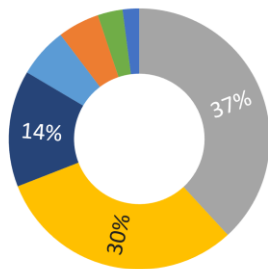
- Bringing in local experts in subject areas
- Learning outdoors, connecting to the land
- Utilizing community resources

Data and Monitoring

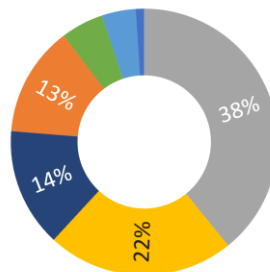
Survey the teachers to determine their level of participation in the action plan. Evaluate students' comprehension of environmental stewardship through survey results (e.g., Student Learning Survey).

Student Learning Survey results from 2023-2024 school year:

At school, are you learning about how human activity affects our environment?



At school, are you learning how to do things to care for the environment (recycling, waste reduction, water conservation)?



- Never
- Almost Never
- Sometimes
- Most of the Time
- All of the Time
- Don't know
- No Answer

