



Draft



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 Vulnerable Student Mentorship Program goal for Strategic Priority One - Equity and Inclusion.

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
57 3 - Admin 23 - Support Staff 31 - Teachers	540 – SSS 90– Indigenous 30 - International	8-12 90 - Graduating 2023



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

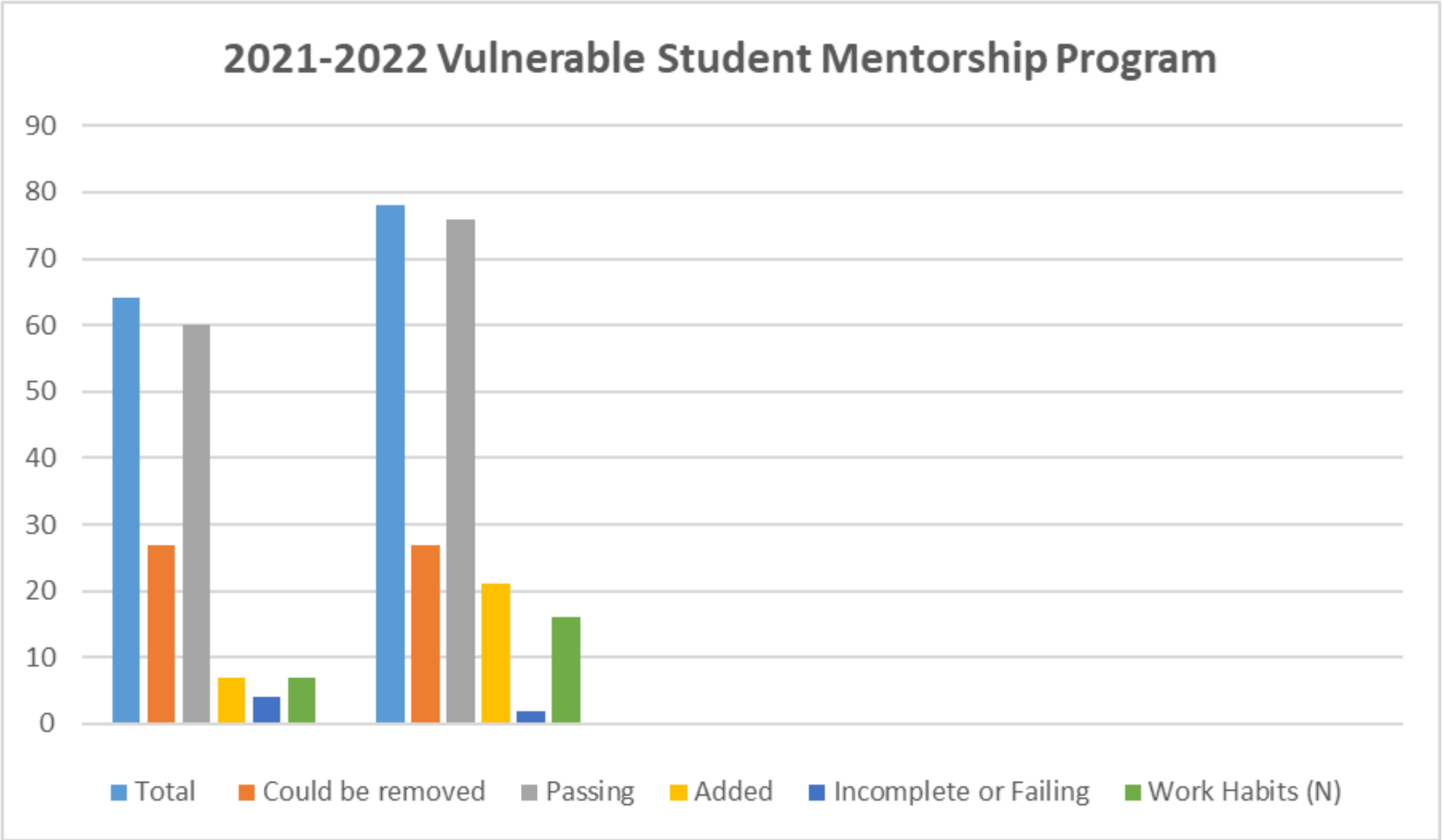
Strategic Priority |

Goal

To increase the social/emotional wellbeing of our students, leading to healthier mindsets, increased belonging, and improved academic success.



Data



Evidence Narrative

During School-based and Vulnerable Learning Team weekly meetings and 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:

- Attendance
- Designations
- Report card marks (C- or lower than 60%)
- Work habits
- Discipline referrals

Through this review, we continue to notice an increase in anxiety and mental health concerns amongst our students. As a result, we will continue to identify, track, and support our most vulnerable learners through our Mentorship program.

Concept Focus

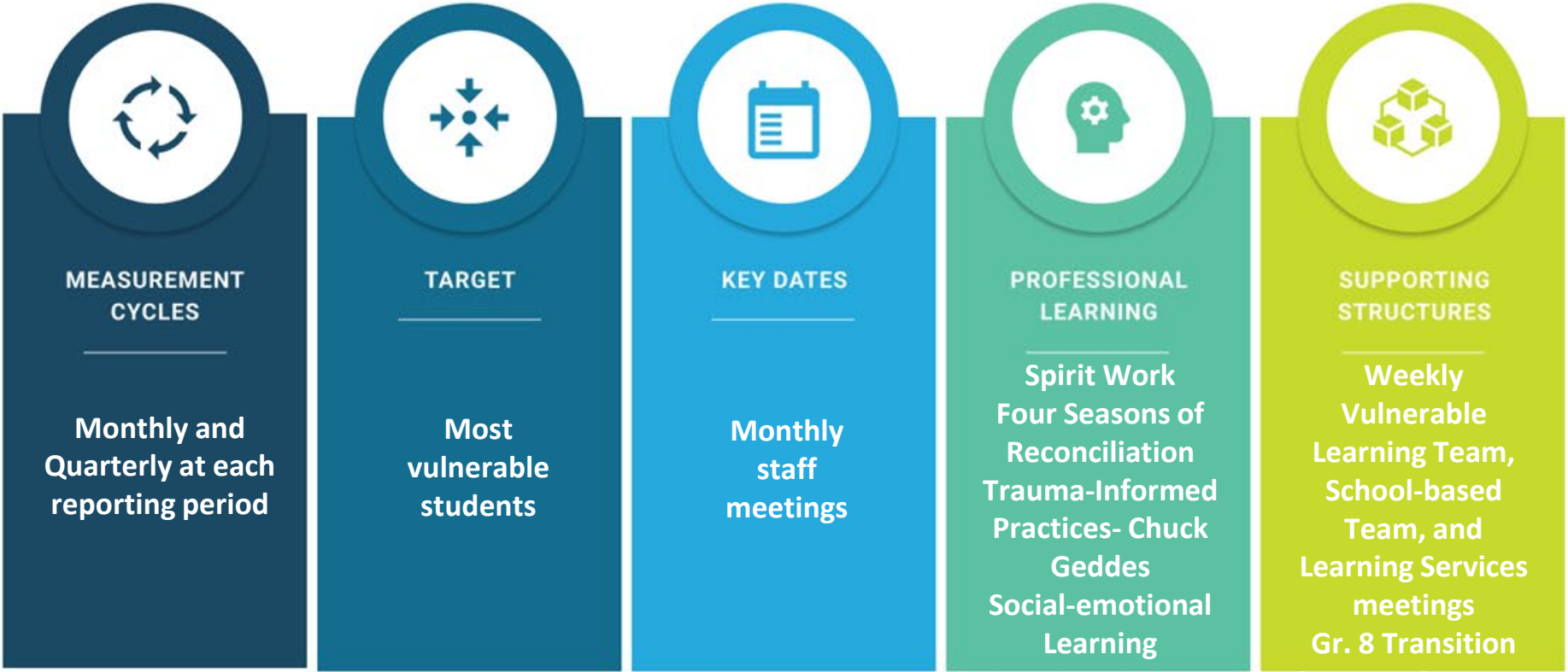
We will identify, track, and support our most vulnerable students by implementing a variety of strategies including a Bridging Program and a flexible learning opportunity called Storm Time, which will be used to provide additional academic support as well as flexible time during the day.

Our specific inquiry will focus on the continued success of a Vulnerable Student Mentorship Program with the goal of increasing connections with staff and each students' sense of belonging.

Strategic Inquiry

To what extent will the implementation of Mentorship Program increase our most vulnerable students' belonging while keeping them on track for graduation and on a pathway to a successful transition beyond high school?

Strategic Targets and Measures



Success for all learners

Strategic Priority |

Goal

Growth in Numeracy

To increase student achievement in numeracy

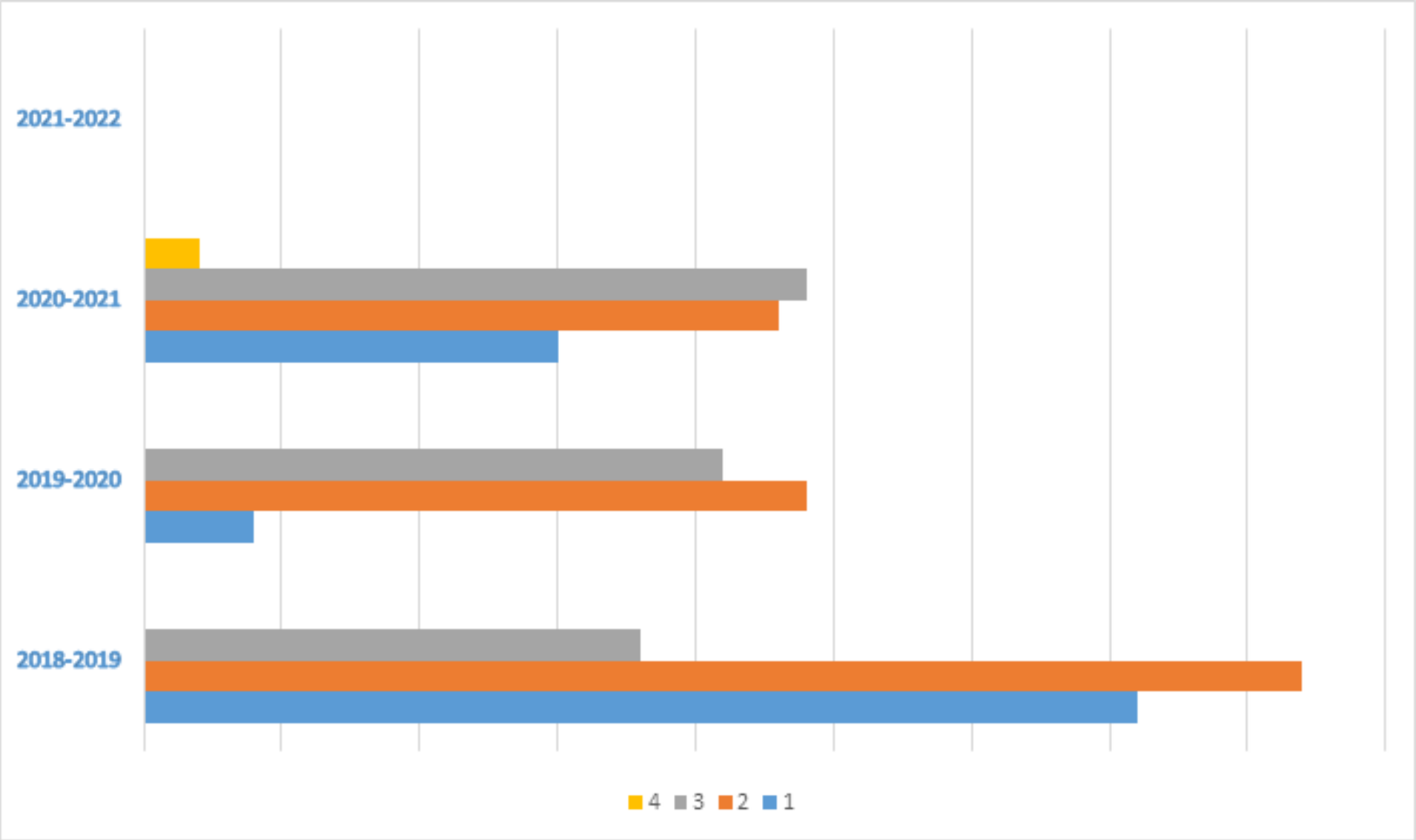
Growth in Literacy

To increase student achievement in literacy



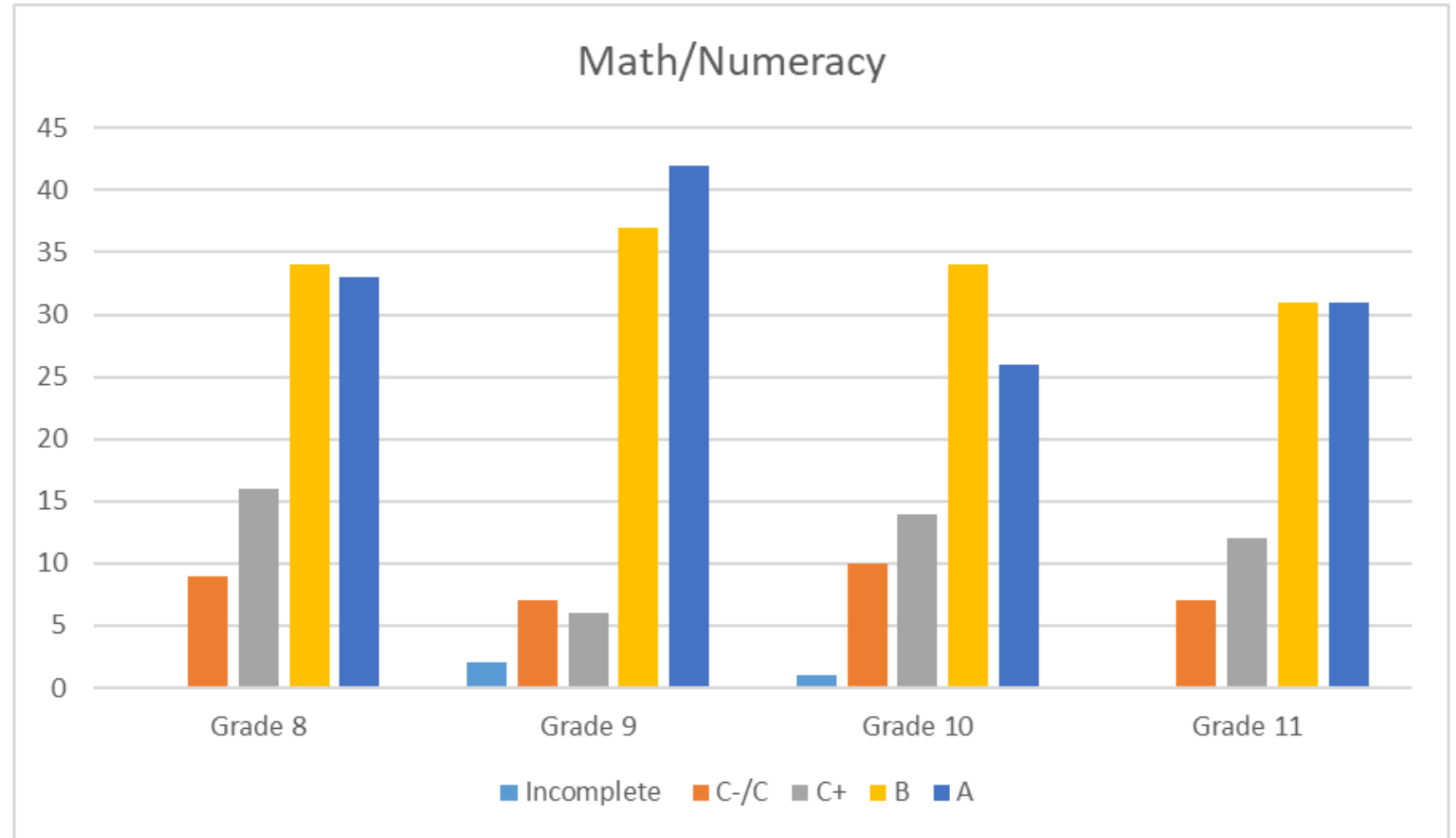
Data

Graduation Numeracy 10 Assessment



Data

Report Card Scores in Math



Growth in Numeracy

Evidence Narrative

While a large percentage of our students are achieving proficient to extending scores in their Math classes, we are seeing a discrepancy with our numeracy assessment results and are noticing that they are struggling with task analysis including following a sequential process to solving complex problems. This is leading to a large number of students scoring emerging or developing on the Graduation Numeracy Assessment 10.

The grade 8 and 9 district-based numeracy assessment and the Graduation Numeracy Assessment 10 (GNA) will be used to measure our success in improving numeracy skills with the goal of having more students scoring proficient or extending on the assessments than in previous years.

Concept Focus

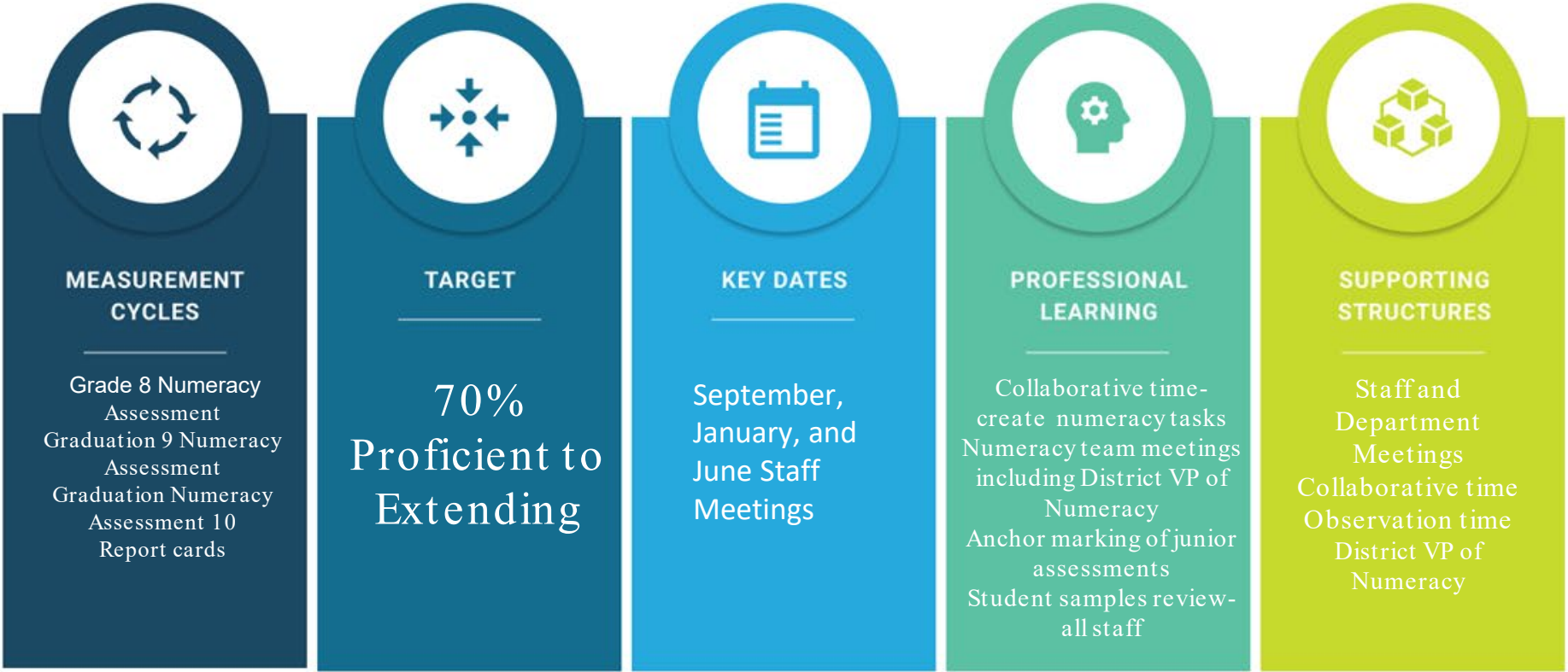
Next year, we will implement numeracy tasks that align with numeracy assessments on a more regular basis to help foster students' critical thinking and functional numeracy skills.

Students will apply their thinking skills to these numeracy tasks leading to increased student achievement in numeracy.

Strategic Inquiry

To what extent will the implementation of numeracy tasks lead to an increase in student numeracy levels across all grades?

Strategic Targets and Measures



Growth in Literacy

Evidence Narrative

We use multiple methods of collecting data to inform our instructional practices and to measure growth in literacy:

- FSA
- DWW
- CAT 5
- Read Naturally
- GLA 10 and 12

We will work collaboratively with all stakeholders and increase comprehensive feedback and formative assessments to make meaningful impact on our literacy levels.

Concept Focus

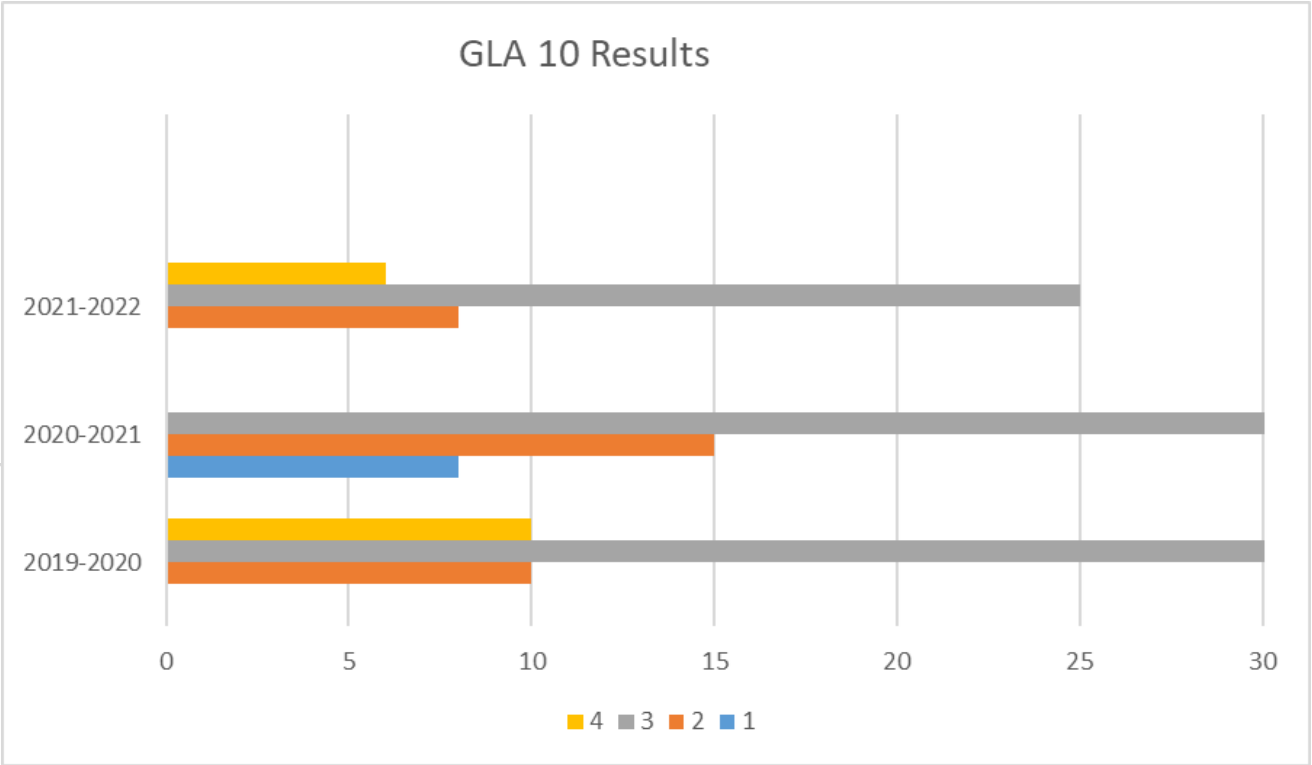
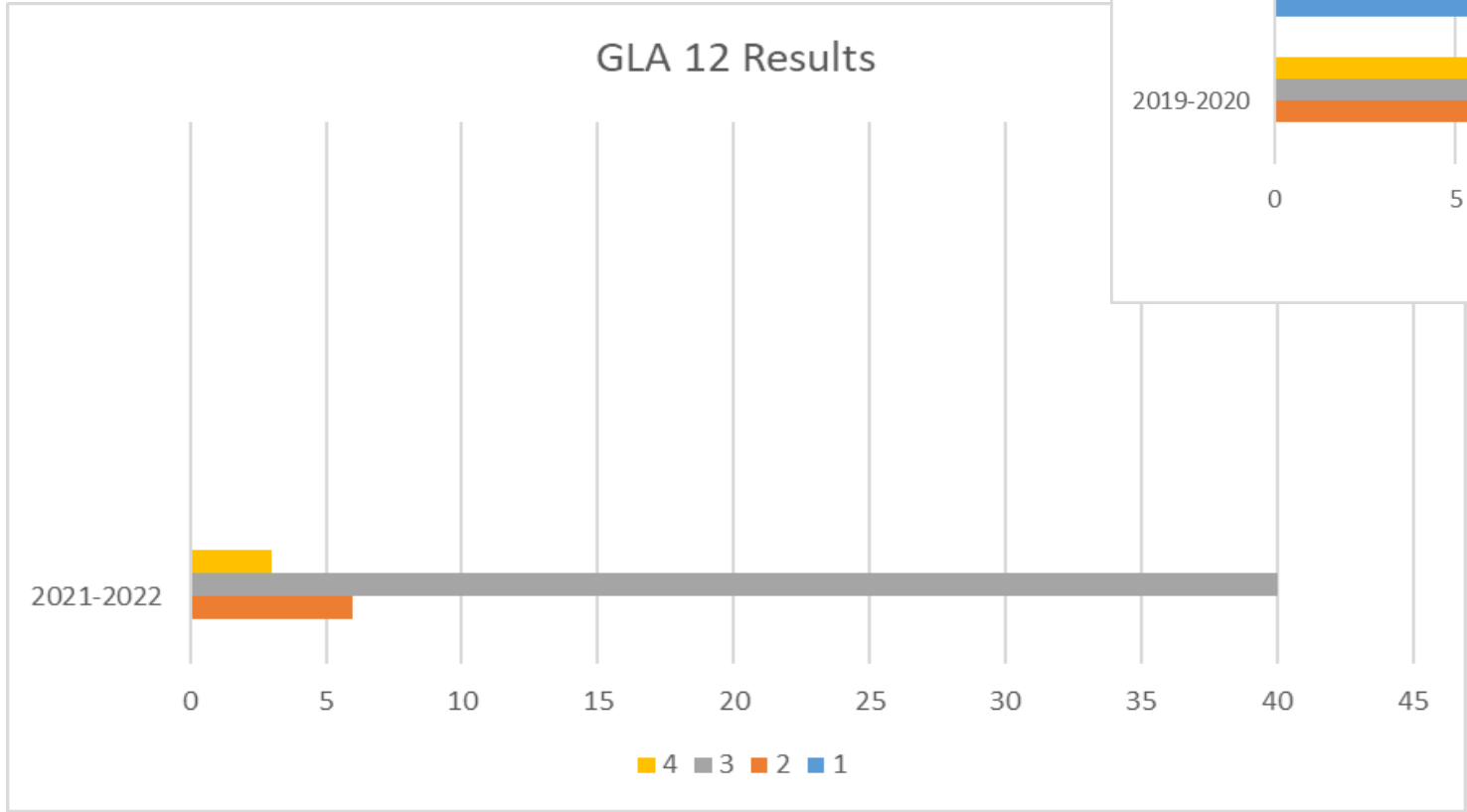
Each department will explicitly embed cross curricular literacy strategies into their lessons. This will lead to a school wide vertical alignment of lesson development with a consistent focus on task analysis to increase our overall levels of literacy.

Strategic Inquiry

To what extent will the focus of universal literacy strategies and task analysis lead to an increase in students' literacy?

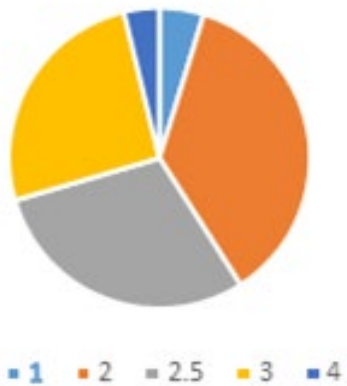
Data

- 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

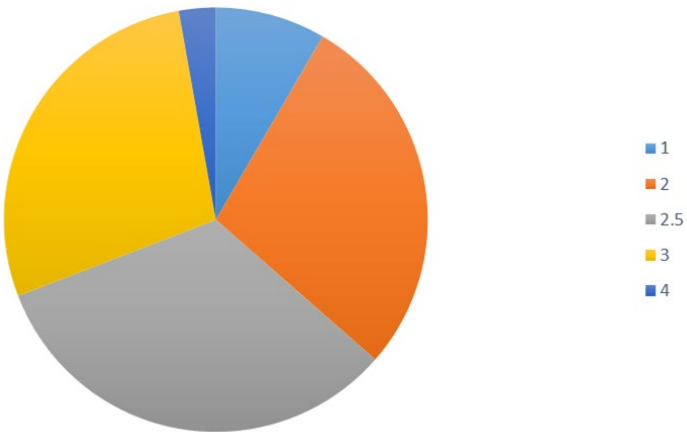


Graduation Literacy 10/12 Assessment

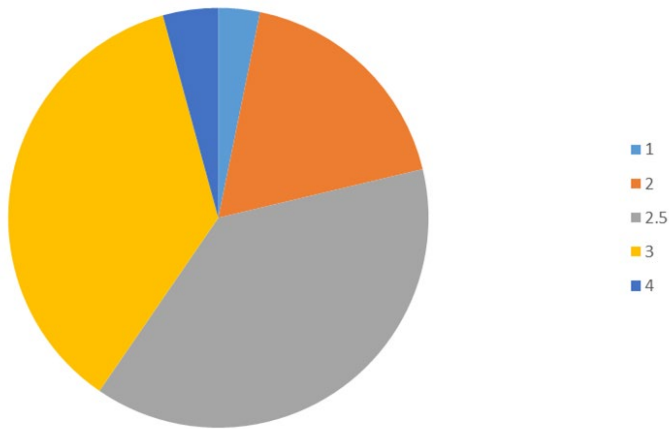
DWW - Fall 2020



Grade 8 - DWW Fall Results



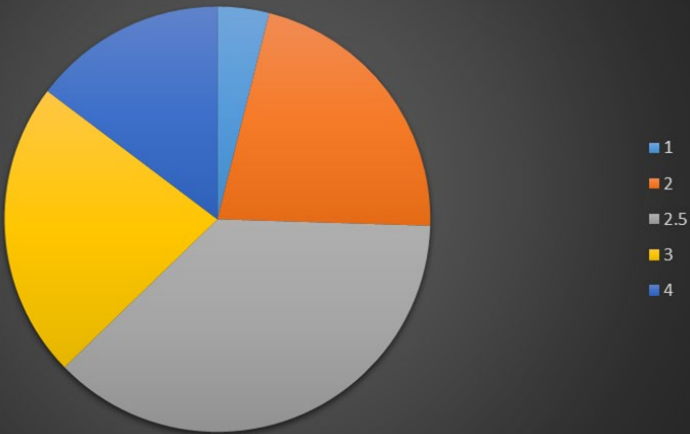
Grade 9 - DWW Fall 2021



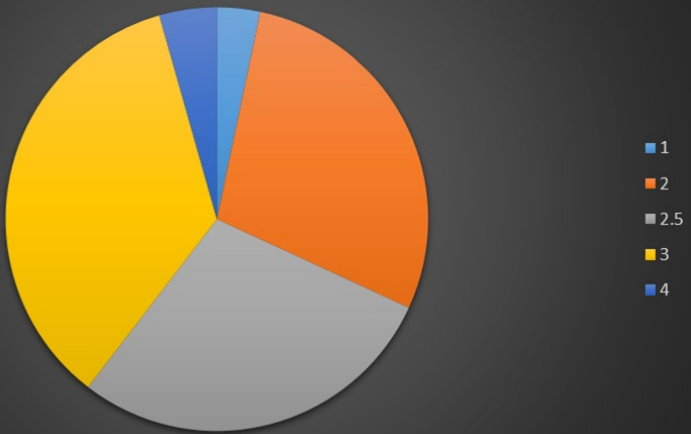
DWW - Spring 2021



Grade 8 - DWW Spring 2022



Grade 9 - DWW Spring 2022



Strategic Targets and Measures



Excellence in Teaching

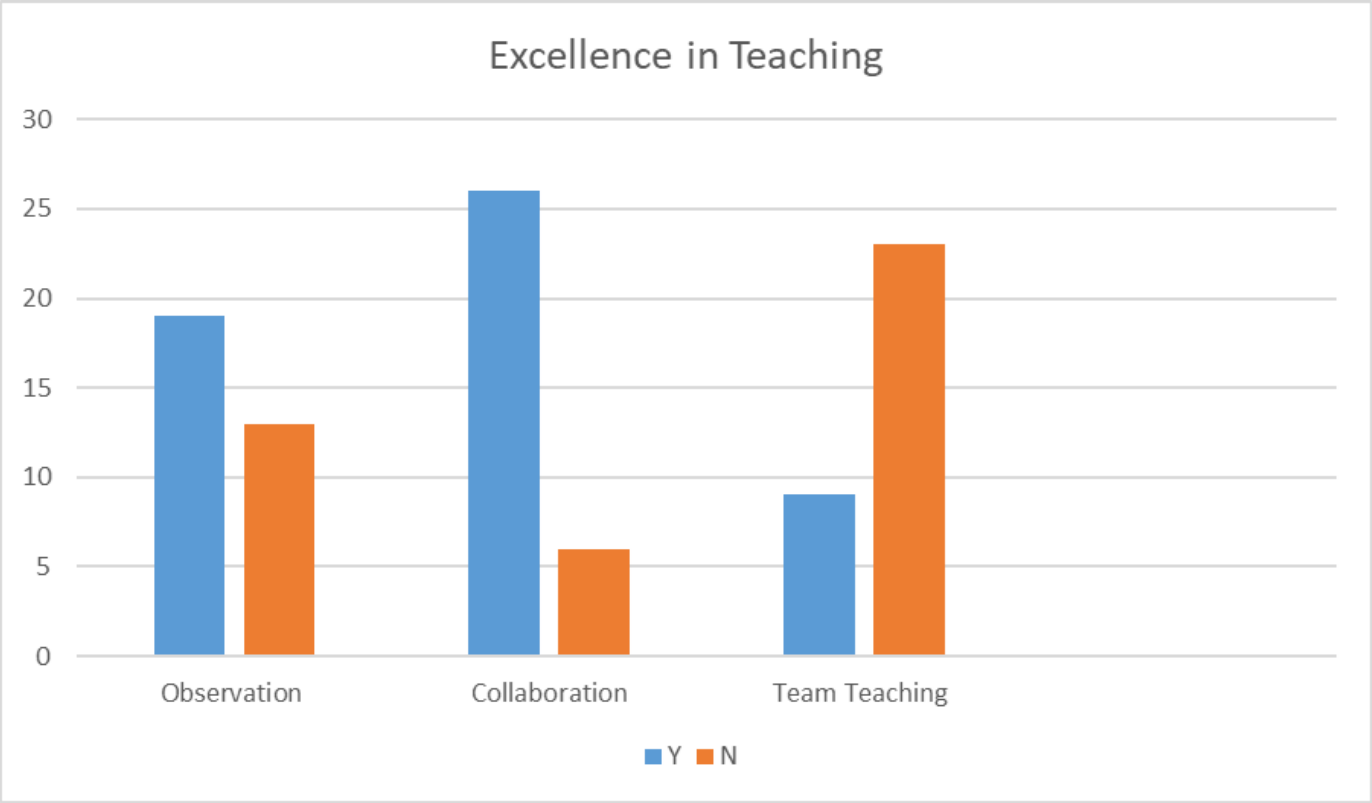
Strategic Priority |

Goal

To increase teacher efficacy and professional growth through focussed collaboration and instructional observations.



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

Evidence Narrative

Teachers will participate in collaborative time, instructional rounds, and focussed observations with set protocols from the National School Reform Faculty (NSRF) training Department Heads and administration participated in in the Fall. Through the leadership of the department heads, we will schedule instructional rounds throughout the year as well as collaborative time to review and further departmental and school-wide goals.

Concept Focus

We will continue to move our collaborative culture and professional learning forward by promoting collaborative time and scheduling classroom observations through instructional rounds. By embracing instructional rounds, we will see an increase in idea sharing leading and teacher growth, an increase in effective instructional and assessment strategies, and better alignment in practice across our departments.

Strategic Inquiry

To what extent will a shared instructional leadership strategies such as classroom observations, instructional rounds, and structured collaborative time lead to teacher growth?

Strategic Targets and Measures

