



July 2, 2025

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.

Our School Success Plan is structured in alignment with the Rocky Mountain School District's four strategic priority areas: Equity, Diversity, and Inclusion; Success for Each Learner; Growing the Capacity of Self and Others; and Stewardship for the Future. Our plan represents a continuous cycle of data review and dialogue with staff, students, and parents. It is from these consultation sessions and discussions with key stakeholders that our School Plan for Student Success for the 2025-2026 academic year was developed.

We look forward to a successful 2025-2026 school year, continuing to implement our school's mission, vision, and values, and implementing school-wide strategies to support this goal, thereby creating the best school community we can.

Sincerely,

Clint Dolgopol
Principal



SCHOOL SUCCESS PLAN

Selkirk Secondary School



SCHOOL DEMOGRAPHICS

Staff

- 32 Classroom teachers
- 14 Education Assistants
- 2 Indigenous Education Student Support Worker
- 3 Admin Assistant
- 2 Vice Principals
- 1 Principal

Students

- 559 students
- 90 Indigenous students
- 24 International students

Grades

- Grade 8 – 110
- Grade 9 – 108
- Grade 10 – 129
- Grade 11 – 117
- Grade 12 – 95



SCHOOL SUCCESS PLAN

Selkirk Secondary School



VISION

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

MISSION

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

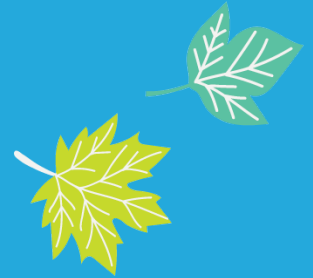
VALUES

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

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.

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



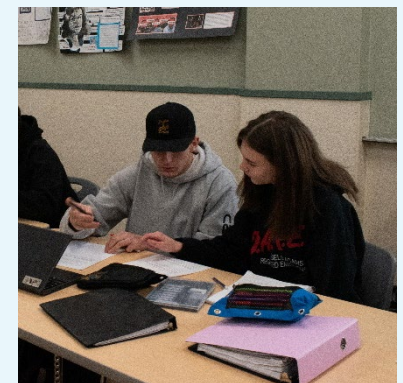
SCHOOL SUCCESS PLAN

Selkirk Secondary School



THEMATIC NARRATIVE

Through the community engagement cycle and review of assessment and survey data throughout the Spring, we have noted improvement in students' ability to justify and communicate their thinking and to work through more challenging tasks and higher-level thinking questions. However, students continue to struggle in these areas with part of the challenge identified as needing to build their confidence, independence, resiliency, and stamina when working through challenging tasks. By using the aspects of BC's Learning Pathways, our school-wide goal will be to continue to focus on improving 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 strongly in a positive direction, 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 an ongoing focus. A focus on communication and critical thinking skills will help equip our students with the attitudes and skills needed to be strong thinkers and 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.



Goal

To improve students' ability to communicate and justify their thinking.



SCHOOL SUCCESS PLAN

Selkirk Secondary School



EQUITY, DIVERSITY AND INCLUSION

To foster personal awareness and social responsibility connected to our core values by building thinking and reflective skills.

Inquiry

By teaching personal and social responsibility, justification of actions, and amplifying student voice, we will see positive trends in student outcomes.

Action

Every staff member will model and teach respectful communication & support students with personal awareness and social responsibility on an ongoing basis including within our homeroom discussion structure.

We will continue to elevate student voice and leadership.

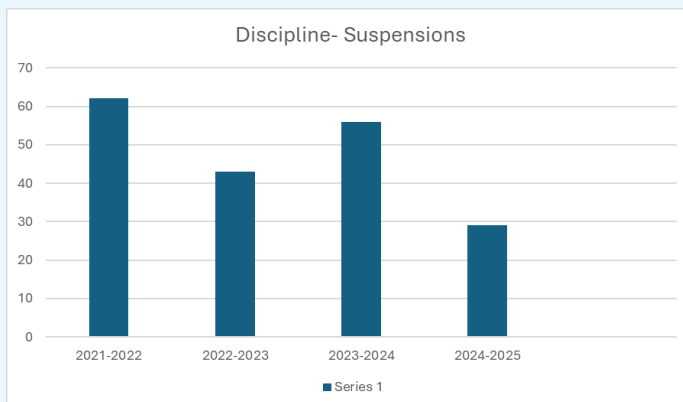
Data and Monitoring

- Teacher supervision in hallways daily
- Ongoing discussion and review at staff meetings, with our Student Focus Group, and with our PHE & Leadership classes.
- Classroom discussions in October and February
- Student wellness survey in the Spring of 2026
- Student Learning Survey- gr. 10-12 in January 2026.
- Greater than 80% of students will indicate they feel they belong at Selkirk most or all the time.
- Greater than 95% of students will indicate they feel safe at Selkirk.
- We will see a decrease in the number of students chronically absent (>20% absenteeism)
- Suspensions will remain similar to 2024-2025



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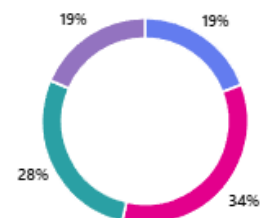
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10. A slur or inappropriate comment is different than profanity (i.e. racial slurs). I hear harmful slurs or inappropriate comments in the school (halls or classroom). (0 point)

[More details](#)

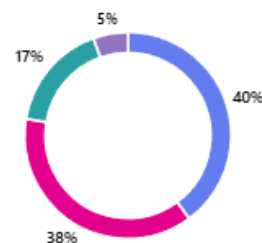
Never	78
Rarely	139
Sometimes	113
Frequently	75



11. The profanity or slurs that I hear in the school are directed at other students and done with the intention of hurting someone else. (0 point)

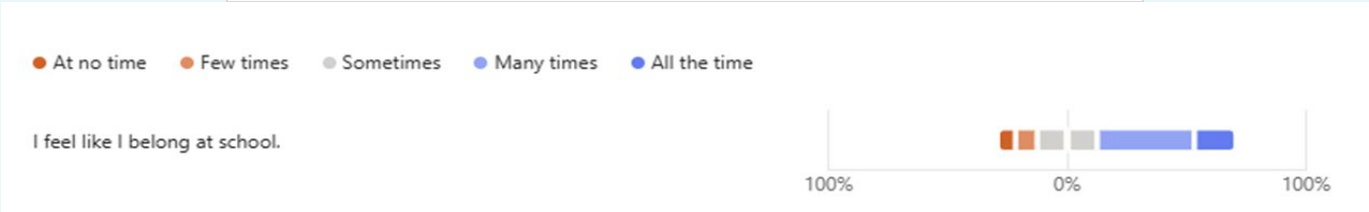
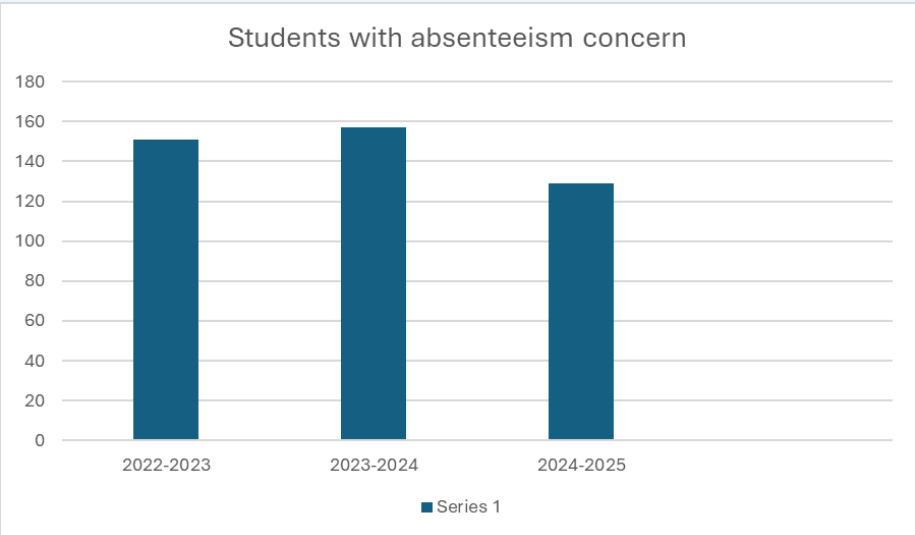
[More details](#)

Never	162
Rarely	153
Sometimes	69
Frequently	22



SCHOOL SUCCESS PLAN

Selkirk Secondary School



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SUCCESS FOR EACH LEARNER

Students will communicate and justify their thinking

Inquiry

To what extent will student achievement improve if we teach students to justify their responses and decisions?

Action

To formatively assess students' ability to justify their thinking through the use of BC's Learning Pathways.

- All classrooms will require justification as part of their daily routine
- Does your response/decision make sense? How do you know? What reasons do you have to justify your decisions?
- Ask Three before me

Data and Monitoring

Numeracy Proficiency

Our goal is for 80% or more of our students to be proficient to extending in numerate thinking as defined by the BC Learning Pathways. Measures to determine this goal include:

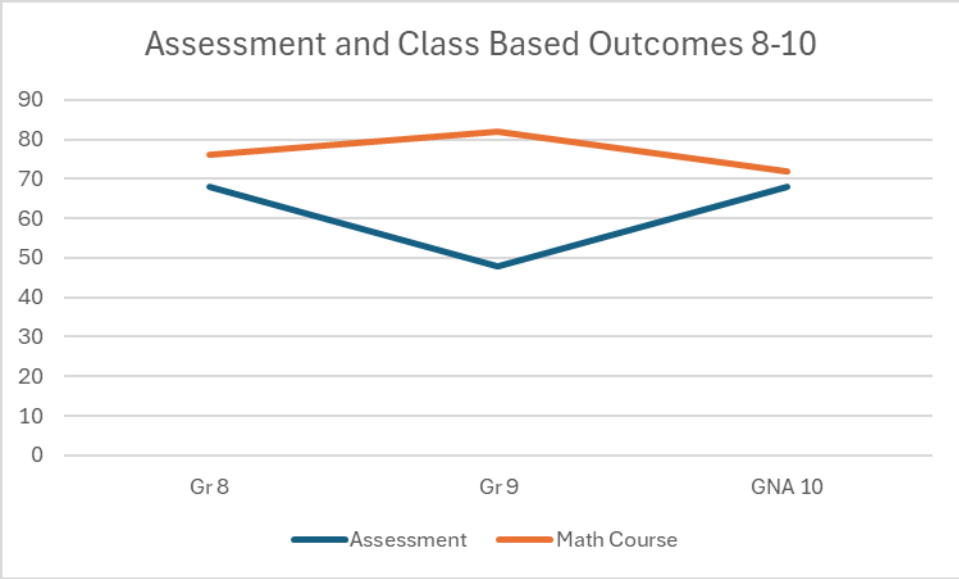
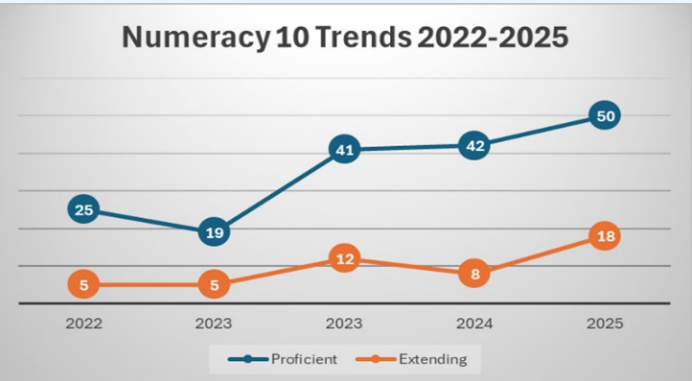
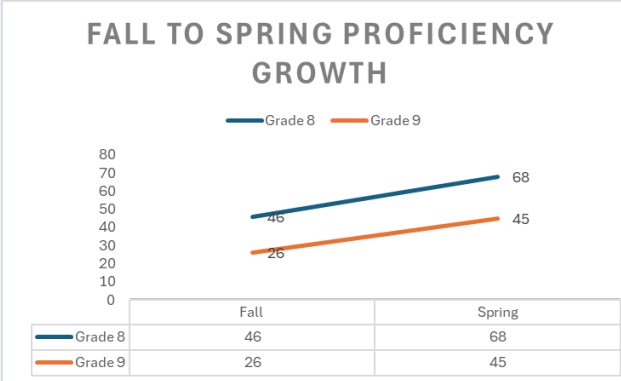
- School-based assessments
- District-based assessments including the junior numeracy assessment in grades 8 and 9
- Provincially-based assessments including the GNA 10.

Over the last few years, we have observed ongoing growth in this area, supported by report card evidence, student samples, junior numeracy assessments, 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% with 68% proficient to extending, and these results, combined with other data sets, indicate a positive direction for growth.



SCHOOL SUCCESS PLAN

Selkirk Secondary School



It is important to note that the ongoing work with the junior numeracy assessment in grades 8 and 9 is also a contributing factor to how students are asked to think critically and communicate their numerate thinking, particularly in grades 8 and 10. These assessments provide insights to teachers to see what strengths students have both with numeracy concepts as well as with problem-solving, and thinking critically overall. However, we still see a discrepancy in grade 9 so we will work towards not only aligning this difference but also diving deeper in understanding why we see this.





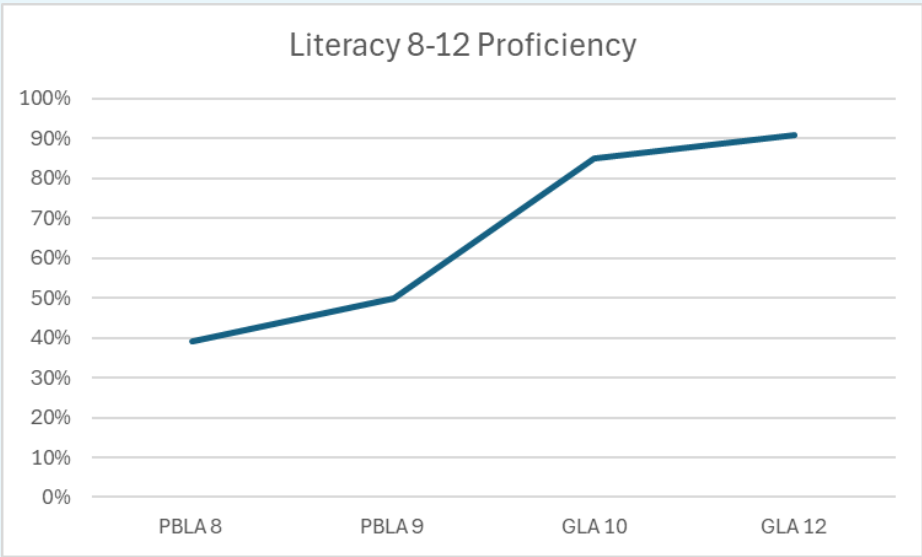
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Selkirk Secondary School

Literacy Proficiency 2025

Further, we continue to see steady growth in literacy results across the years. Our goal is for over 80% of students to be proficient to extending in literacy as defined by the BC Learning Pathways and report cards, district based, and provincially based assessments demonstrate that growth. By Grade 12 of this school year, over 90% of students were proficient or extending in literacy outcomes.

PBLA 8 – 39%; PBLA 9 – 50%; GLA 10 – 85%; GLA 12 – 91%



SCHOOL SUCCESS PLAN

Selkirk Secondary School



GROWING CAPACITY OF SELF AND OTHERS

To improve instructional strategies through professional learning.

Inquiry

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

Action

Sharing ideas and stories at department and staff meetings specific to assessments and use of the Learning Pathways

Data and Monitoring

To ensure the effectiveness of the collaboration and peer observation program, a structured data collection and monitoring system will be implemented. This system will focus on gathering both qualitative and anecdotal evidence to assess teacher engagement, sharing of student samples and assessments, the quality of collaboration, and the impact on student learning. Teachers will be asked to reflect on the value of collaboration time and how effectively it supported progress on their departmental inquiry questions.

- Teacher feedback surveys (after collaboration times; year-end for all teaching staff)
- Anecdotal evidence, shared stories, and student samples
- Regular check-ins through surveys and staff, department, and grade-wide meetings

From surveying our staff, we learned:

Collaborative Planning & Unit Design:

Many staff emphasized the value of working together on unit plans, assessments, and aligning instructional practices across shared subjects or grades.

Subject-Specific Coordination:

Common learning outcomes and assessment practices were discussed within departments like Science 9 and the Wellness Department, promoting consistency across classes.



SCHOOL SUCCESS PLAN

Selkirk Secondary School



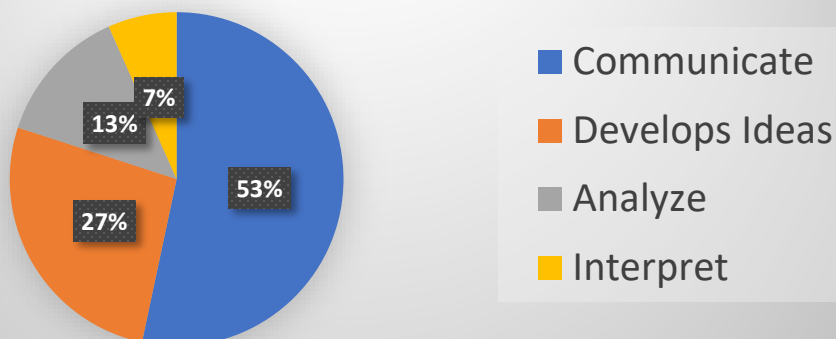
Cross-School or Interdisciplinary Collaboration: Some staff collaborated with McKim teachers or across departments (e.g., with LSTs) to develop joint projects and rich instructional strategies.

Staff Growth

Time was used productively for mentoring and long-term planning.

Staff were surveyed on which aspects of the Learning Pathways they spent most of their time on:

Which aspect of the Learning Pathways was connected to your collaboration?



SCHOOL SUCCESS PLAN

Selkirk Secondary School



STEWARDSHIP FOR THE FUTURE

To cultivate a generation of environmentally conscious and active citizens

Inquiry

Will students be able to communicate and justify why local experts, community partners, and learning outside of the classroom are meaningful?

Action

- All grades and subject areas:
 - Bringing in local experts in subject areas (at least once in each course)
 - Learning outdoors, connecting to the land (at least once in each course)
- Utilizing community resources

Data and Monitoring

- Survey the teachers on number of times spent outside of classroom and how it went from their perspective
- Evaluate students' comprehension of environmental stewardship through survey results (e.g., Student Learning Survey and school-based stewardship survey in the Spring).
- Community Reflection Form

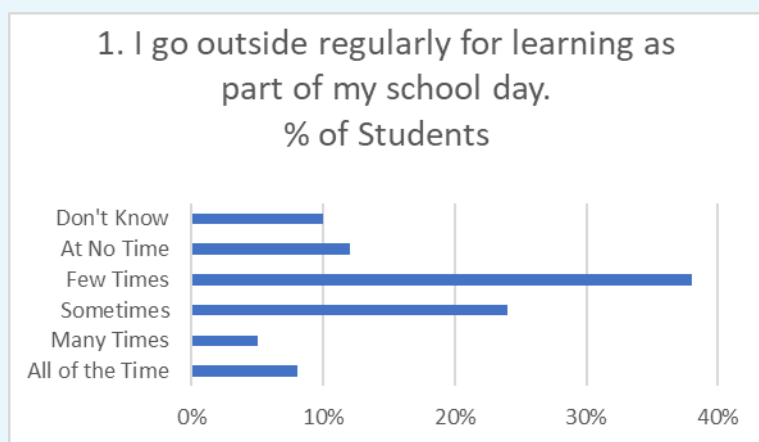


SCHOOL SUCCESS PLAN

Selkirk Secondary School



In the chart below for question 1, we see 77% of students say they are learning environmental caretaking skills at least some of the time, with 40% saying it happens “most of the time.” This provides a solid foundation to build upon through more intentional outdoor and community-connected learning.



In the chart for question 2, A strong majority of students (67%) feel they are learning how to care for the environment at least some of the time, indicating that stewardship learning is reaching many classrooms. However, the relatively low “All of the Time” response (8%) points to an opportunity to deepen and more consistently integrate environmental education across all subject areas.

