



**ROCKY
MOUNTAIN**
School District #6



SELKIRK SECONDARY SCHOOL AND THE KIMBERLEY ALTERNATE SCHOOL- SCHOOL SUCCESS PLAN

September 7, 2021



PRINCIPAL MESSAGE



At Selkirk Secondary School and the Kimberley Alternate 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 Learning Improvement Fund and 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 2021-2022.

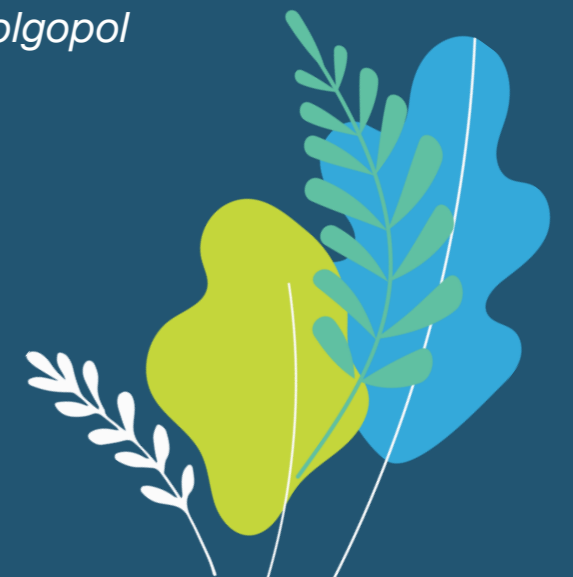
As a staff, we are noticing an increase in the number of students with mental health challenges and with chronic absenteeism and are noticing an achievement gap for students with a Behavioural Designation leading to our Vulnerable Student Mentorship Program goal for Strategic Priority One- Equity and Inclusion.

For Strategic Priority Two- Success for All Learners and Priority Three- Excellence in Teaching and Leadership, we also identified the need for a literacy goal that supports reading comprehension and the analyzing of text, a numeracy goal that supports increased achievement on the Graduation Numeracy Assessment 10, and an Excellence in Teaching and Leadership goal that sees more structured collaborative and observation time.

The following slides share that data with you and give you some context for what we plan to do next year to continue to focus on closing the gap in achievement for our students, and to support all students in numeracy and literacy



~ *Clint Dolgopol*





SCHOOL DEMOGRAPHICS

Selkirk Secondary School • Kimberley
Alternate School- Kimberley

NUMBER OF STAFF

57

2 - Admin
25 - Support Staff
30 - Teachers

5

1.5 - Teachers, 1 - YCW,
0.5 - EA

NUMBER OF STUDENTS

540 – SSS

82 – Indigenous
30 - International

24 – KAS

GRADE CONFIGURATIONS

8-12

108 - Graduating
2022



Selkirk Secondary Mission



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.

EQUITY ISN'T
everybody
getting the
same thing...

EQUITY IS
everybody
getting what
they need in
order to be
SUCCESSFUL

RESPECT





SD 6 VISION

Opportunity, equity,
and success for ALL learners





VALUES

SD 6



Respect

We foster respectful relationships that build trust, safety and well-being.



Equity

We strive to build learning environments that are equitable, honour diversity and inclusion, are safe, caring and healthy places to work and learn.



Integrity

We nurture a sense of self-awareness, responsibility and honesty to become environmental stewards and morally upright global citizens.



Accountability

We are accountable for ourselves, our students and our communities for professionalism, transparency and quality results.



Innovation

We create learning opportunities that are high quality, place-based, creative, and that encourage students to reach their full potential.



STRATEGIC PRIORITY ONE

Equity and Inclusion



GOAL:

- To increase the academic achievement and social/emotional well-being for all students, specifically for those identified as being our most vulnerable.



Equity- Vulnerable Students

Graduation and Transitions

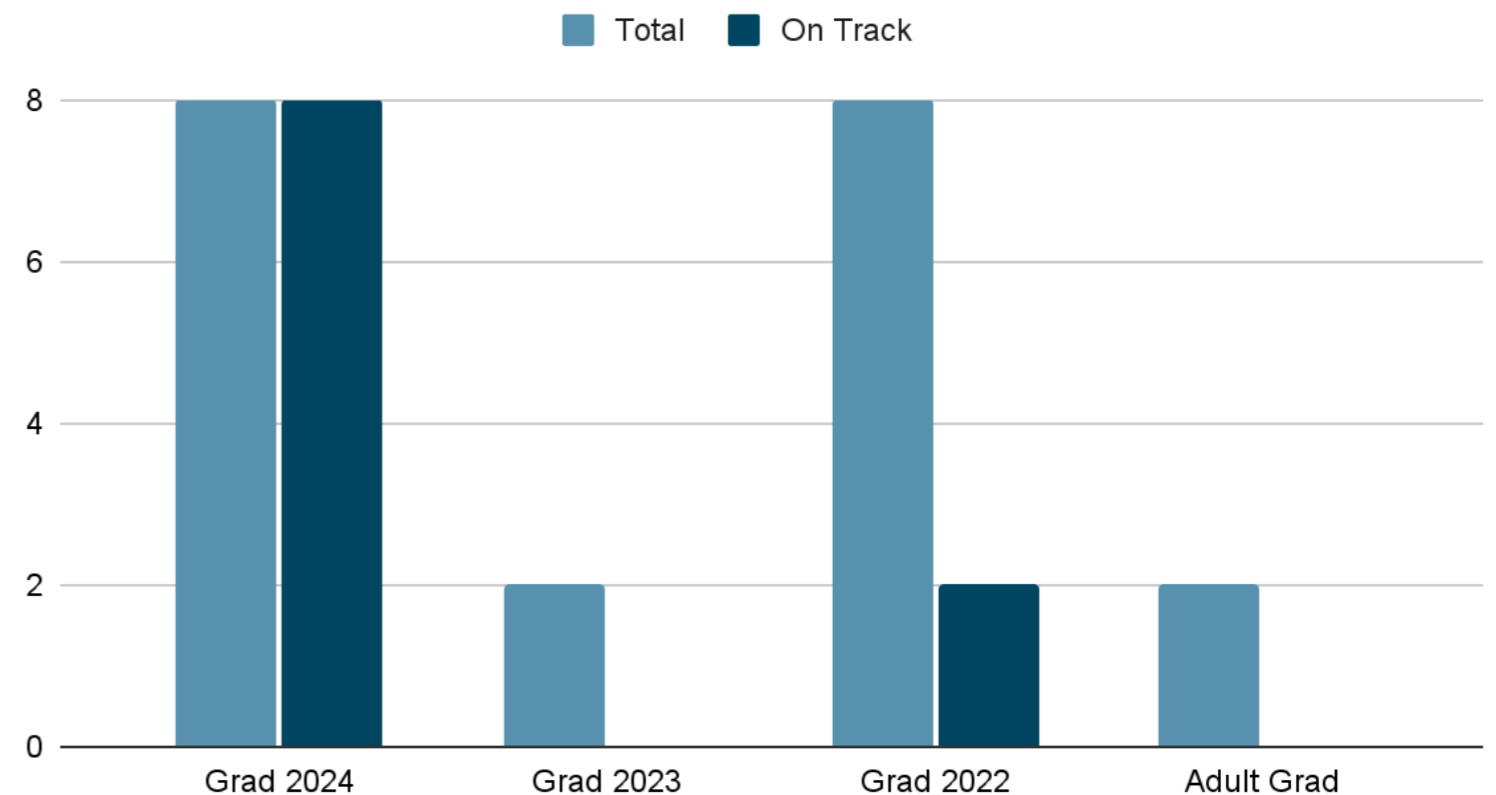


We will compile the number of students who are *at-risk* using the key data sets used in our annual cycle to determine which students we will track in the *Vulnerable Student Mentorship Program*.

Measures used to determine *at-risk*:

- **Academic measure** - C or lower letter grade (<60%) in more than one class
- **Work Habit measure**- A Needs Improvement work habit in any class
- **Attendance**- >20% absenteeism
- **High Level Interventions**- Groups (i.e. anxiety); School-Based Team, Discipline referrals, Response Plan or Safety Plan; Violent Threat Risk Assessment (VTRA), and home suspensions
- **Behavioural Designations**
- Students in our **Indigenous Education Program** will also be monitored, tracked, and supported
- **Grad Rate**- five year and six rate to be reported for our grade 12 students with an analysis done of the grad cohort numbers in grade 8 to grade 12.

KAS - Transition Rates



The light blue indicates the total number of students at KAS in that cohort and the dark blue indicates the number in the cohort on track to graduate with their five year grad cohort.

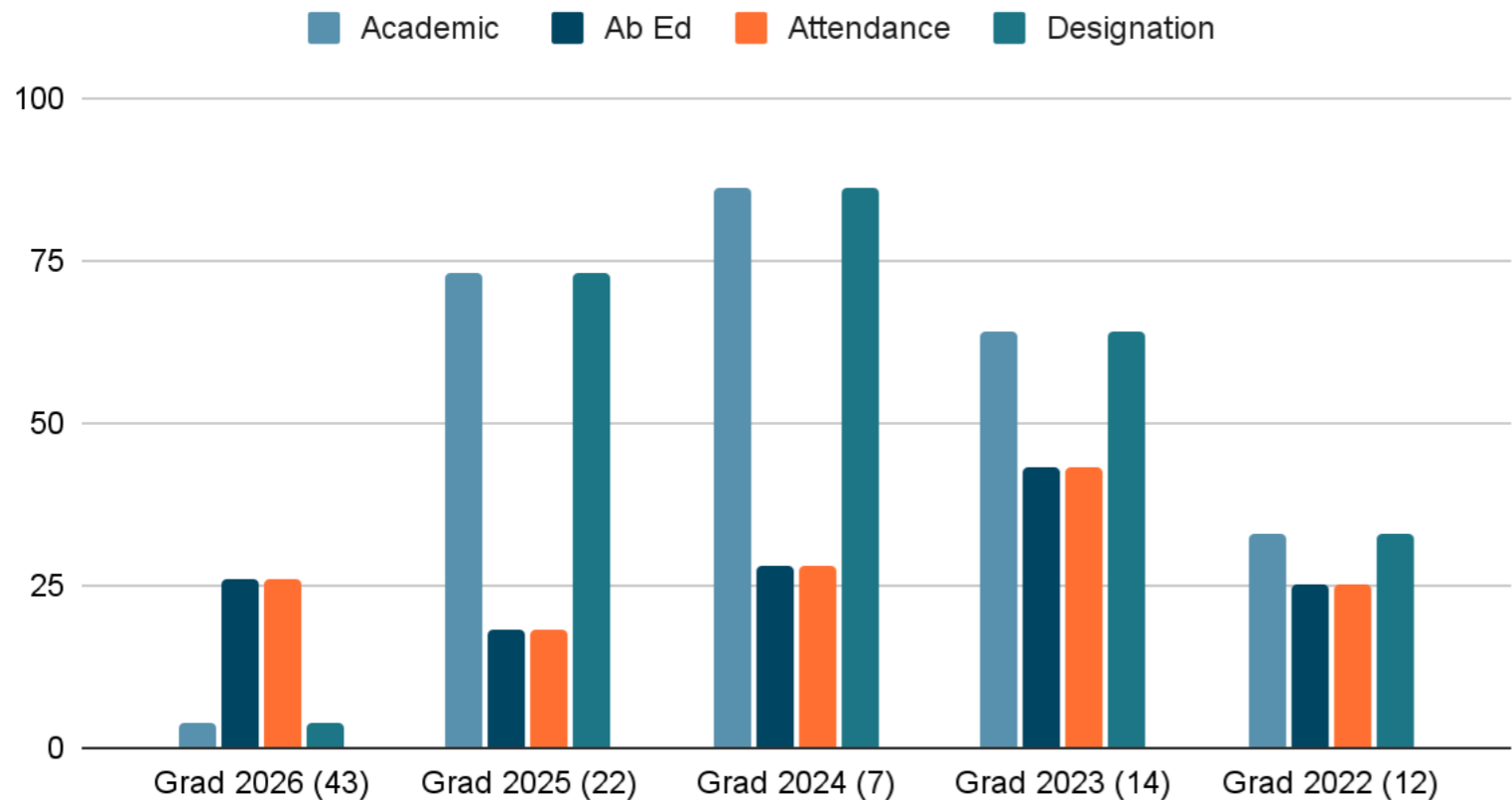
Other data sets reviewed at each reporting period as a staff are: Attitude and Effort Roll and Work Habit data; Incompletes; Honour Roll (gr. 10-12). We also do a comprehensive review of the Ministry of Education Student Learning Survey results (student, staff, and parents). All of the data sets help to identify our most vulnerable learners and key areas to focus on.



Equity- Vulnerable Mentorship Program Graduation and Transitions



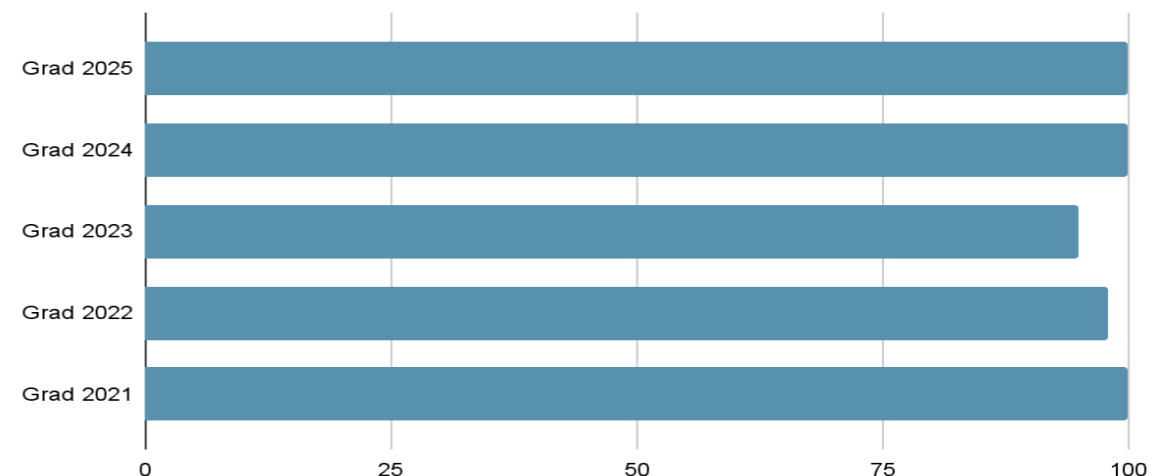
Vulnerable Students



The data set above indicates what percentage of Selkirk’s identified vulnerable students fit each category displayed along the top of bar graph. The number in brackets indicates the number of identified vulnerable students in each grad cohort.

The data set to the right is based on the successful transition rate percentage of all students in each grad cohort. If a student is behind in any core course required for graduation or is at-risk for graduation in terms of overall credits they would be considered to be off-track.

SSS - Transition Rates 2020-2021



STRATEGIC PRIORITY ONE



Equity and Inclusion

STRATEGIC NARRATIVE:

Vulnerable student support has been a focus for many years at Selkirk and the Kimberley Alternate School. Each year, we identify our most vulnerable students and create a vulnerable student list to refer to and put strategic focus and support towards those students. We are noticing an increase in anxiety and mental health concerns and an increase in the number of behavioural designations that will require continued strategic focus. We will continue to discuss Equity as a staff next year to see if we can further identify and breakdown barriers to Equity.

STRATEGIC FOCUS:

A review of our data indicates the most significant achievement gap and chronic attendance concerns exists for students with a Behavioural or Mental Health designation and non-designated students struggling with mental health concerns (anxiety, depression). We plan to identify, track, and support our most vulnerable students, including our Behavioural designations, students in our Indigenous Education Program, and non-designated students with mental health, attendance, behavioural, and academic concerns. Students will be directly supported through a Vulnerable Student Mentorship Program which will connect all teaching and support staff to our most vulnerable students on a weekly basis.

STRATEGIC INQUIRY:

To what extent will the implementation of a Vulnerable Student Mentorship Program keep those students on track for graduation and on a pathway to a successful transition beyond high school?





STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

Vulnerable Student Mentorship - Monthly

Attendance-ongoing/quarterly
Bridging Program intake/VLT/LST/SBT-weekly

Report card data review- quarterly



TARGET

Mentors connect with vulnerable students 3 times per week

All students on track to graduate with purpose and options beyond high school



RESOURCES

An Essential Guide to Improving Attendance in your School - Reid
Trauma Informed Practices - Geddes

SUPPORT

Focused funding for vulnerable students .



PROFESSIONAL LEARNING

Two staff wide sessions
-POPFASD
-Chuck Geddes - Trauma-Informed Practices

RESILIENCY PROFESSIONAL LEARNING TEAM



SUPPORTING STRUCTURES

School-Based Team for specific higher tier intervention

LEARNING FOCUS

Staff meeting for monitoring objectives & adjusting strategy

Flex Time
(flexible schedule)





STRATEGIC PRIORITY TWO



Success for all learners



GOAL:

Growth in Literacy

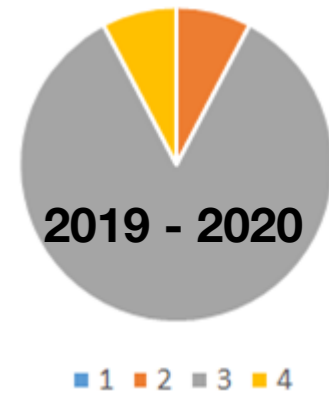
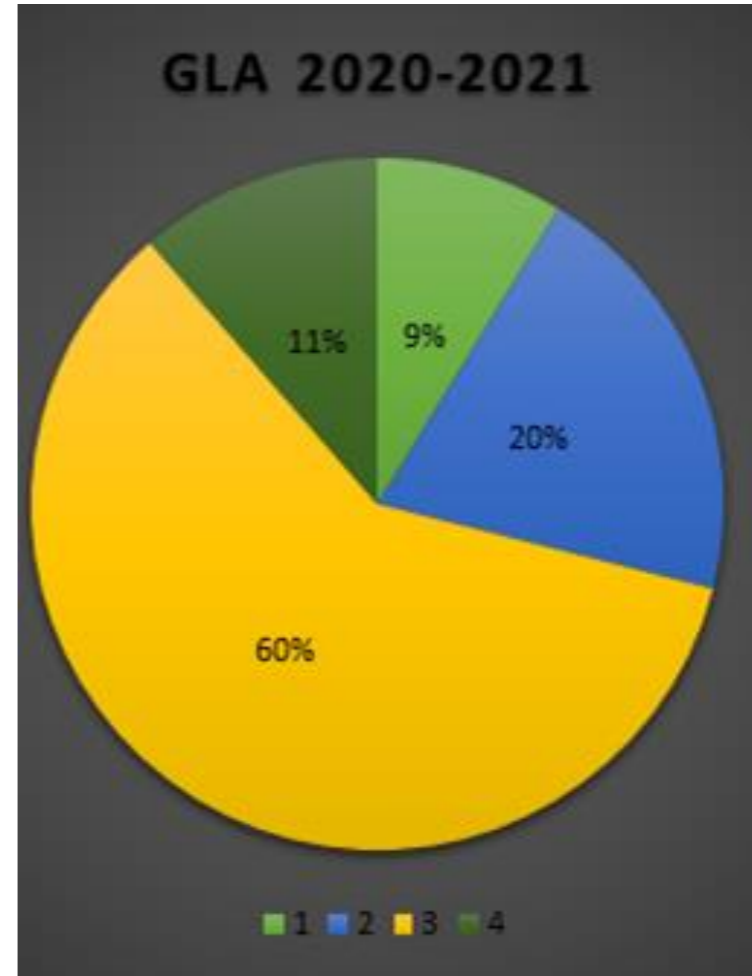
- To increase student achievement in literacy



Student Success - Assessment Results

Graduation Literacy 10 Assessment (GLA10)

After analyzing the data in small groups during staff meetings, we evaluated where the students strengths and weaknesses are in the GLA. This data enabled us to focus our student preparation for Canadian Achievement Test 4 (CAT4) for literacy at grade 8 and 9 and the District Wide Write 8 (DWW). If students had difficulty in understanding text or comprehension, we are able to extrapolate results from the CAT4 and find areas to support students leading to a universal strategy of text annotation. Other data sets reviewed annually are: Foundations and Skills Assessment 7, the Graduation Literacy Assessment 10, and report card data. We will eventually be adding the Graduation Literacy Assessment 12.



Legend
1 – Emerging
2 – Developing
3 – Proficient
4 – Extending

District Wide Write

The data analysis of the GLA reflects the overall scores for our students on the January 2021 assessment. From data interpretation there is a need for a more focused approach to developing numeracy skills across the curriculum. If we evaluate the DWW data we can take a more focused approach to individualizing a growth in literate students. By looking into student areas of development we can personalize writing and reading skills to create higher achievement levels in the Literacy Assessment.

DWW - Fall 2020



DWW - Spring 2021



STRATEGIC PRIORITY TWO



Success for all learners



STRATEGIC NARRATIVE:

Selkirk Secondary utilizes three different assessments from grade 8-10 to measure student growth in literacy. The grade 8 students write the District Wide Write in Fall and Spring. In grade 8 and 9 students also are assessed in reading comprehension and vocabulary by utilizing the CAT4 data. Finally in grade 10 students write the Graduated Literacy Assessment. Within each assessment teachers are able to support student growth in literacy. In reviewing our data 80% of our students wrote proficient to extending on the Graduated Literacy Assessment. In collaboration with our teachers and after reviewing the data on the DWW, we discovered that our students struggle with analyzing and synthesizing text. Furthermore, we are noticing after reviewing our CAT 4 results that our students struggle with comprehension and analyzing specific texts they may confront on the GLA 10.

STRATEGIC FOCUS:

We will create and implement a universal intervention by teaching our students to identify important details in literary and non-literary text in all classes that will align with specific curricular content. Additionally, teachers will choose from a bank of strategies that will develop reading and writing skill to a proficient standard.

STRATEGIC INQUIRY:

To what extent will the intentional targeting of reading comprehension strategies by all teachers lead to an increase in reading comprehension in our students across all grade levels?





STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

DWW/CAT4/GLA 10

02

Times Per Year



TARGET

80% PRF To 90% PRF

For All Students



RESOURCES

SMART techniques
READ, THINK, WRITE

SUPPORT
Read Naturally
Door tickets



PROFESSIONAL LEARNING

Collaborative Marking
Department collaborative
time

**COLLABORATIVE
GRANT**



SUPPORTING STRUCTURES

SBT
for specific higher tier
intervention
Literacy Intervention
Groups

LEARNING FOCUS
Staff meeting and
collaborative time to structure
specific interventions





STRATEGIC PRIORITY TWO

Success for all learners



GOAL 2: Growth in Numeracy
To increase student achievement in numeracy.

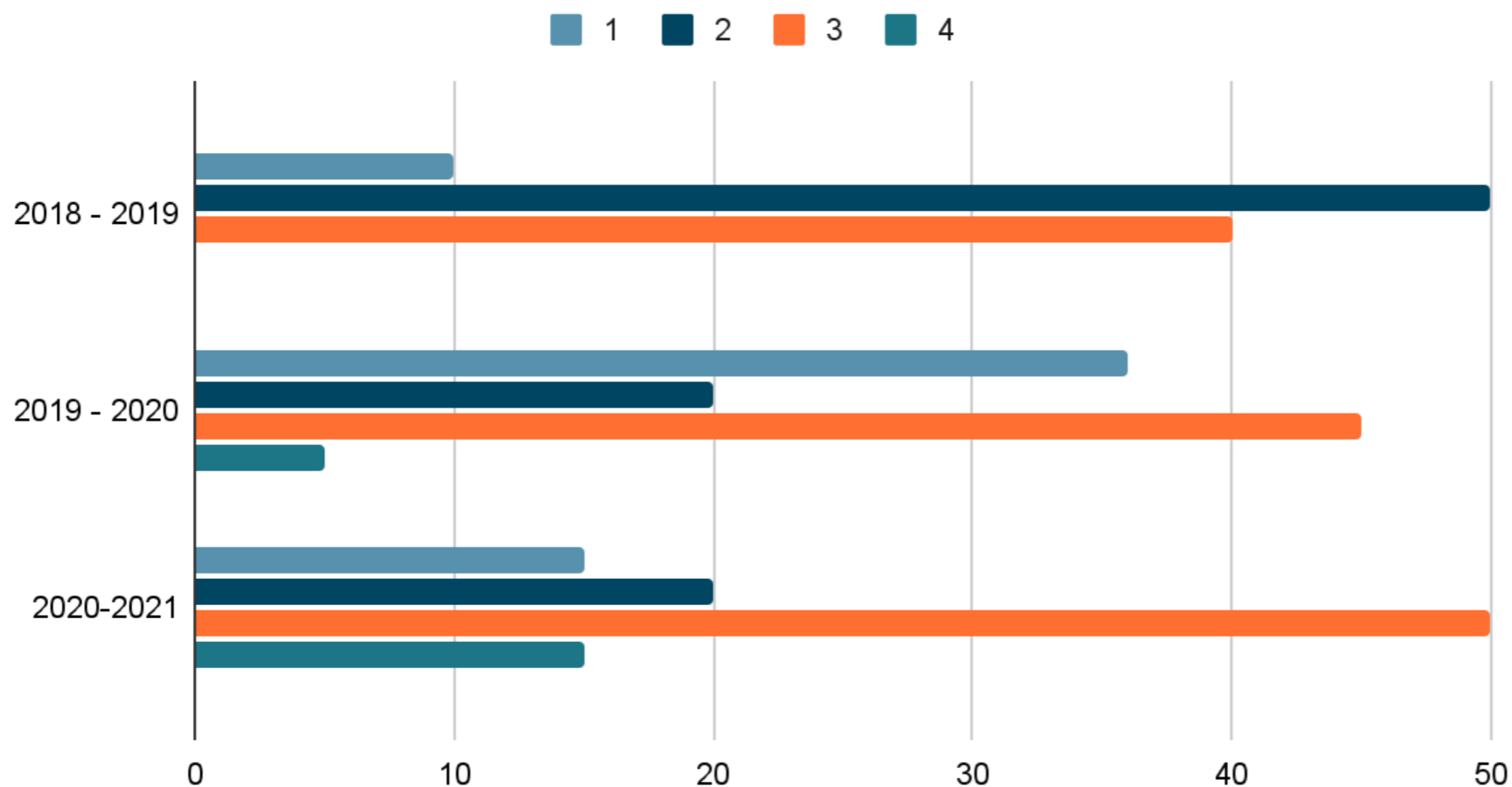


Student Success - Assessment Results

Graduation Numeracy 10 Assessment

The data analysis of the GNA reflects the overall scores for our students on the 2021 assessment. From data interpretation there is a need for a more focused approach to developing numeracy skills across the curriculum. Other data sets reviewed are: Foundations and Skills Assessment 7, the pilot Gr. 8 Numeracy Assessment (next year), and report card data.

GNA Results



The numbers on the bottom of this data set indicate the total number of students who wrote the assessment.



STRATEGIC PRIORITY TWO



Success for all learners- Growth In Numeracy

STRATEGIC NARRATIVE:

A review of our data and collaborative discussion with our teachers and McKim shows that a significant percentage of our students are struggling with basic facts and number sense as well as with common problem solving strategies. Although our students are doing as well as the provincial average. on the Graduation Numeracy Assessment (GNA) 10, we are seeing a significant number of students score an “emerging” or “developing” on the assessment. We are excited to work collaboratively as a school team and with McKim, GSS, and DTSS on a common problem solving framework as well as scope and sequence alignment, a common Math language, and the implementation of a Junior Numeracy Assessment that aligns with the GNA 10.

STRATEGIC FOCUS:

We will focus on improving students’ ability to problem solve by the use of a common framework and on students’ ability to interpret problems by using a common Math language. We will pilot a Junior numeracy assessment that fosters problem solving skills while aligning with the GNA 10. The Junior numeracy assessment chosen will serve as a measure of success in addition to the Graduation Numeracy Assessment 10 (GNA 10).

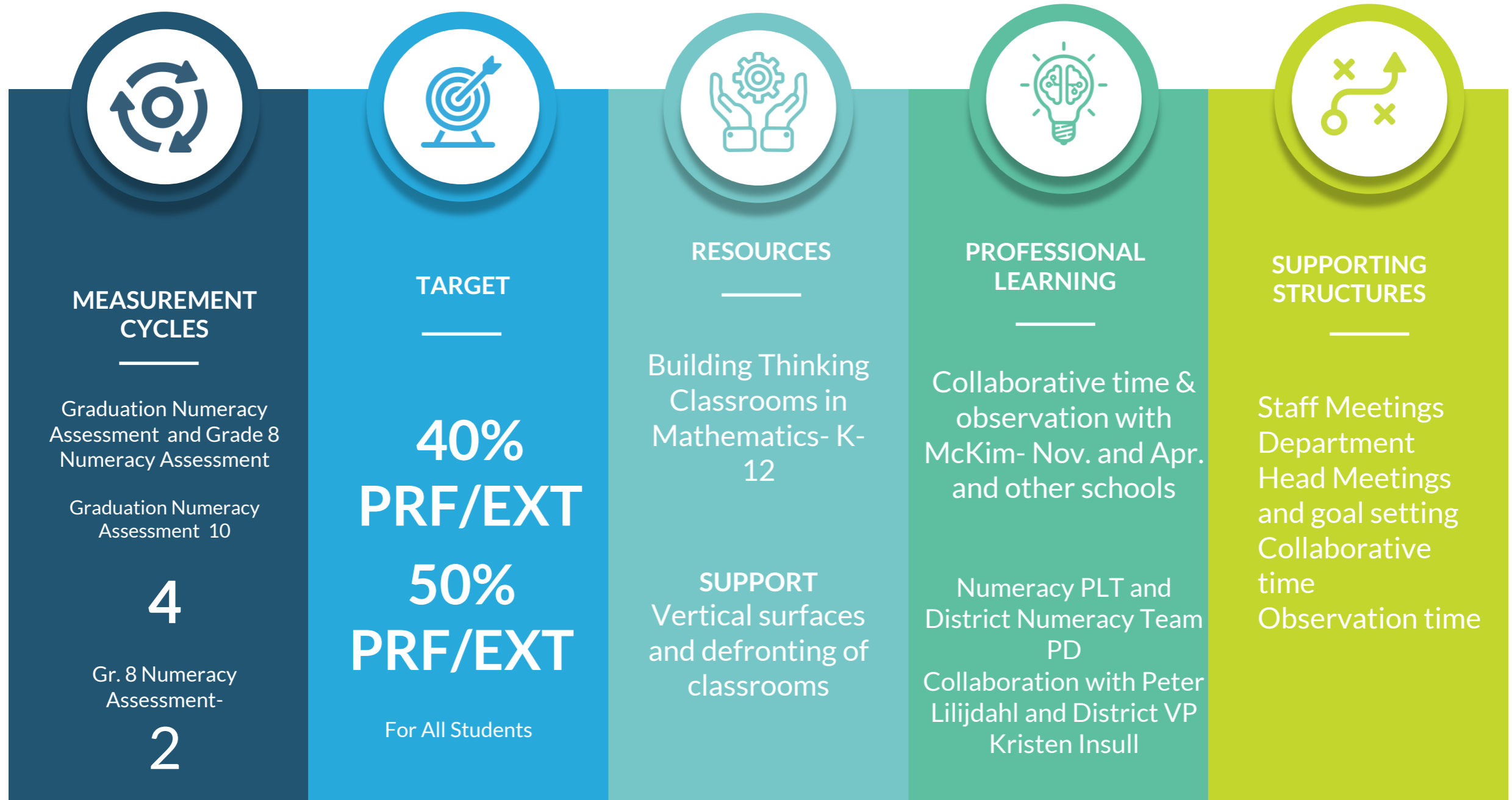
STRATEGIC INQUIRY:

To what extent will the implementation of a common problem solving framework at the grade 8 and 9 level increase student achievement in numeracy as measured by a Junior Numeracy Assessment and the Graduation Numeracy 10 (GNA)?





STRATEGIC TARGETS AND MEASURES





STRATEGIC PRIORITY THREE

Excellence in Teaching
and Leadership



GOAL

To increase teacher efficacy and professional growth



STRATEGIC PRIORITY THREE

Excellence in Teaching and Leadership

STRATEGIC NARRATIVE:

The collaborative nature and department structure at Selkirk lends itself well to a shared growth mindset. We are pursuing ways to observe teaching practices and share strategies to build teacher efficacy and professional growth. All staff will be involved in collaborative professional learning discussions throughout the year focused on their personal Professional Growth Plans, professional development sessions, Departmental goal setting through an inquiry model, and structured collaborative time.

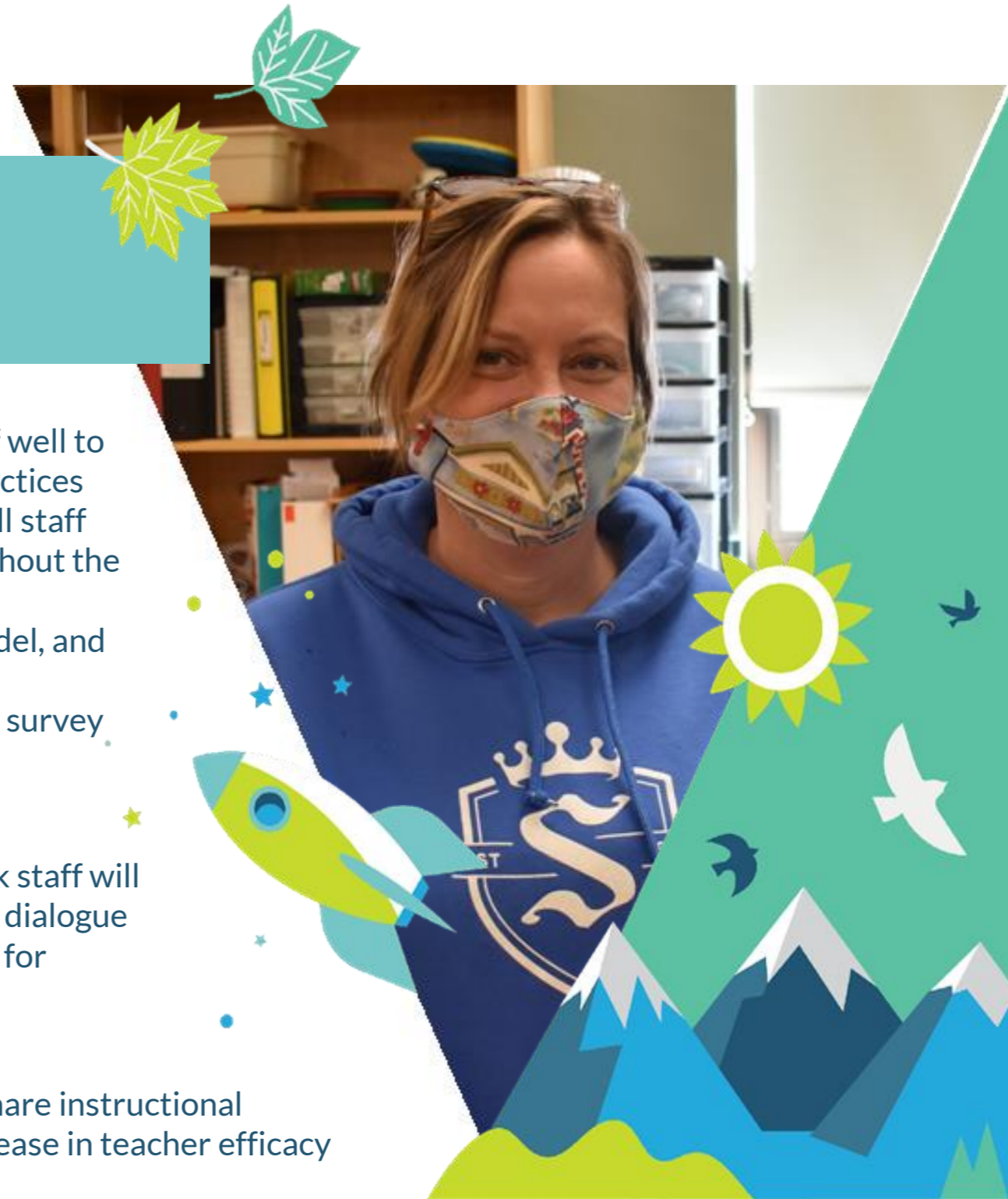
We will be collect data in the Spring through staff discussions and a staff survey so we can measure this goal's success this year.

STRATEGIC FOCUS:

By using the resource “Critical Friends”, (protocols for observing) Selkirk staff will collaborate with each other within a structured framework to develop a dialogue and discussion for classroom observations. Develop a common language for inquiry

STRATEGIC INQUIRY:

To what extent will increasing opportunities to collaborate and share instructional strategies through the “Critical Friends” approach lead to an increase in teacher efficacy and professional growth?





STRATEGIC TARGETS AND MEASURES



MEASUREMENT
CYCLES

Staff
Excellence
in Teaching
Survey
(January/June)

02



TARGET

All staff
Learning
Partners



RESOURCES

“Critical Friends”
“The Coach
Approach to
School
Leadership”
“Instructional
Rounds in
Education”



PROFESSIONAL
LEARNING

On-going
Community of
Practice
Professional
Growth Plans
Professional
Development
Committee



SUPPORTING
STRUCTURES

Department
Meetings
Staff Meetings
Structured
collaborative
and
observation
time
Budget support

STRATEGIC INQUIRY OR IMPLEMENTATION

