



2023-2024

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, our mission is to create an open-minded and innovative learning community built upon the pillars of respect, growth, and equity. Through ongoing conversations with staff, students, and parents and a continuous cycle of data review, we identify areas of strength as well as areas that require additional focus and supports. This continuous cycle of review and conversations with key stakeholders helped guide the goals in our School Plan for Student Success for 2023-2024.

As a staff, we continue to notice an increase in the number of students with mental health challenges and with struggles in connecting socially and emotionally. Thus, we will continue to focus on supporting belonging and well-being, in particular increasing generosity and empathy. We will also focus on the Learning Pathways for literacy and numeracy, and collaborative opportunities for staff to learn and grow as professionals. Additionally, we have added a new priority, Stewardship for the Future. Through increased environmental education and connection to the land, we hope to further equip students with the attitudes and skills needed to support objectives important to the well-being of future generations.

We look forward to implementing school-wide strategies supporting each priority area and to continuing to promote our school mission, creating the best school community we can!

~ Clint Dolgopol



SCHOOL DEMOGRAPHICS

Staff

59 including
Homestay
Coordinator
and Custodial

Students

535 including 30
International
students

Grades

Grade 8-12





MISSION

To create an open-minded and innovative learning community built upon the pillars of respect, growth, and equity.

VISION

An empowered and growth-minded learning community



VALUES



Respect

- Integrity, honesty, and care in our interactions with each other and our environment

Growth

- Progress towards personal and academic potential

Equity

- Support opportunity to reach potential

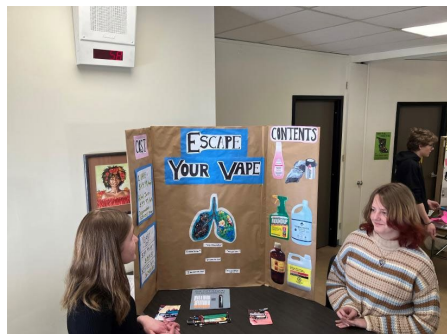
Innovation

- Courageously pursue continuous growth

STRATEGIC PRIORITY ONE



To increase the social and emotional well-being of students.



Evidence Narrative

Mental health and well-being were identified as areas requiring further growth. Although the 2022-2023 student survey results showed a nice improvement in students' belonging and connectedness from the previous year, 20% of our students are indicating that they do not feel a strong sense of connection or belonging. Based on the data, 70% of students identified generosity (see definition on Resource Page) as an area we need to improve upon. Students have specifically identified diversity and racial equity as areas of ongoing concern. As a result, we plan to focus on social awareness and generosity using the Circle of Courage framework, to address this goal.



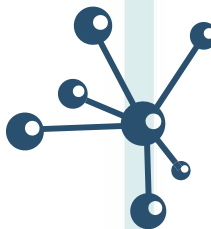
Concept Focus



Generosity
and social
awareness

Strategic Inquiry

If all staff regularly use the Circle of Courage framework to embed activities that promote generosity and social awareness, to what extent will it lead to an increase in student wellbeing?



DATA

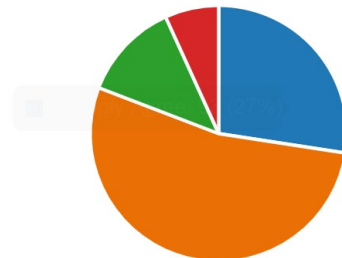
Our school community would benefit from opportunities to be generous (i.e. Spring clean-up, peer mentorship/tutoring etc..) and to celebrate diversity.

- Strongly Agree
- Agree
- Not Sure
- Disagree



Selkirk is a place where I feel I belong.

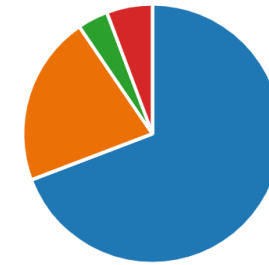
- Most of the time
- Some of the time
- Rarely
- Not at all



Most of the time or always-
2021-2022- 55% / 2022-2023- 80%

Do you feel safe at school?

- Most of the time
- Some of the time
- Rarely
- Not at all



In 2022-2023, our goal was to increase student belonging by at least 10%, we met that goal with a 25% increase but still have work to do.

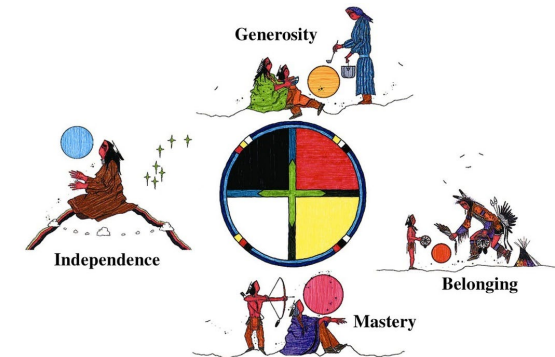


TARGETS, MEASURES & SUPPORTS



LEARNING & STRATEGIC RESOURCES

- Circle of Courage framework to support learning in classrooms
- Generosity defined: children need opportunities to engage in helpful and thoughtful behaviors. Students with a strong sense of generosity are:
 - Empathetic towards others
 - Giving of themselves – ‘joy of giving’
 - Wanting to help others
- Ongoing surveys to dive deeper on how best to support belonging and connection
- Racial Equity professional development sessions

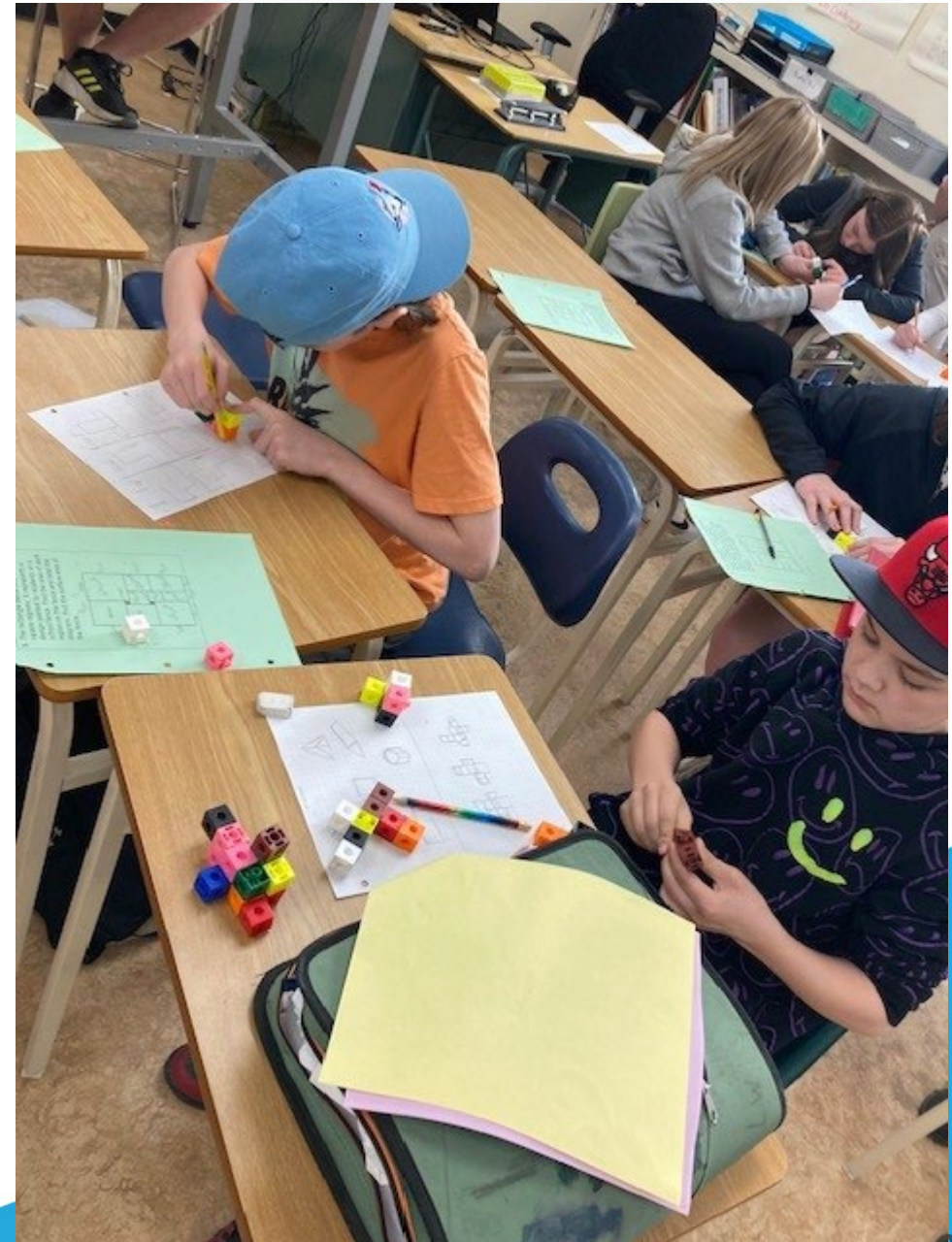


STRATEGIC PRIORITY TWO

Success For All Learners



To increase student achievement in numeracy and literacy.



Evidence Narrative

Over the last few years, our school focus has been to embed literacy and numeracy across the curriculum in all grades 8-12. We have strong results in literacy across report cards and various assessments which we celebrate. We have also seen close alignment in results between Indigenous and Non-Indigenous students – again, celebratory. In numeracy, although we have seen some small gains, we do not see this same alignment. This year we'll celebrate our successes and continue to grow with literacy; however, we'll focus more on embedding numeracy across the curriculum. The new BC Learning Pathways and the quick scales provided, focus on five aspects of learning: interpret, apply, solve, analyze and communicate. As a school team, based on last year's data, we will explicitly teach students how to communicate and justify their thinking while still ensuring the other aspects are attended to.

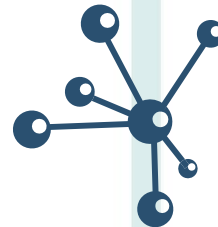
Concept Focus

Communicating and justifying thinking



Strategic Inquiry

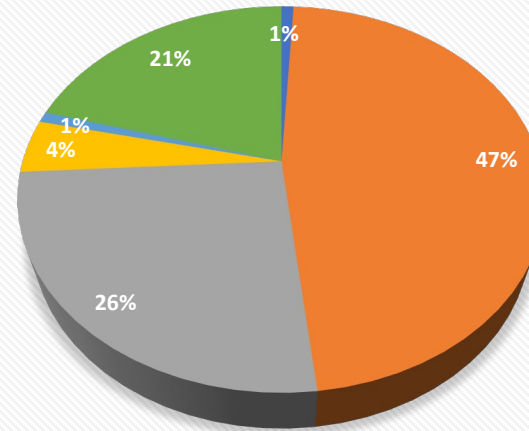
To what extent will achievement in literacy and numeracy improve if students assess their responses and thinking in the areas of communication and justification by using B.C.'s Learning Pathways?



Numeracy 2023

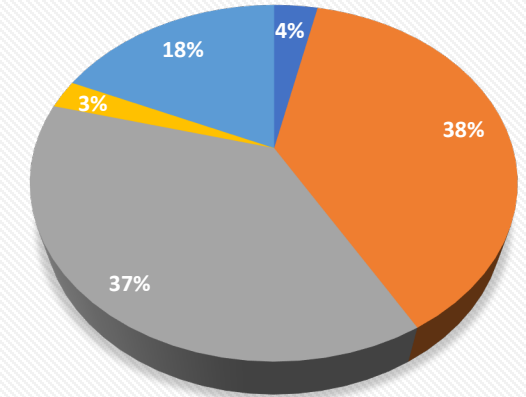
- Mathematics 10 report card marks 68% proficient to extending.
- Numeracy 10 Assessment results 40% Proficient to Extending.
- Numeracy Assessment Trends Grades 8-10 2023 - Under 50% proficient
- We are working towards more alignment across grades 8-10 between report card and assessment results as well as improving our achievement in both areas.
- Definitions:
 - E – Emerging; D – Developing; P – Proficient; X – Extending; IE – Insufficient Evidence; DNW – Did Not Write.
 - 1 – Emerging; 2 – Developing; 3 – Proficient; 4 – Extending

Grade 8 2023 Spring Numeracy Assessment



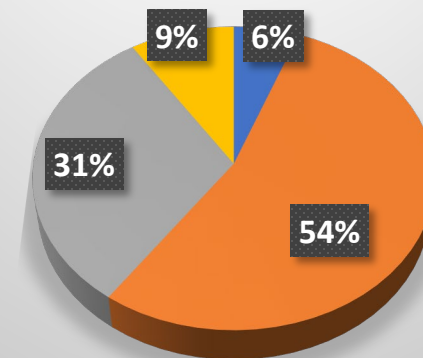
E D P X IE DNW

Grade 9 2023 Spring Numeracy Assessment



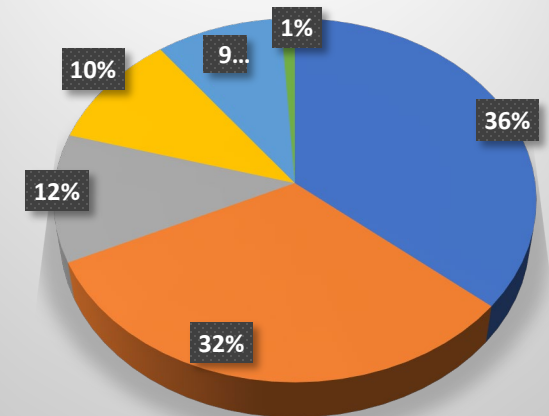
E D P X DNW

Grade 10 Numeracy Assessment 2022-2023



1 2 3 4

Grade 10 Report Card Marks 2022-2023

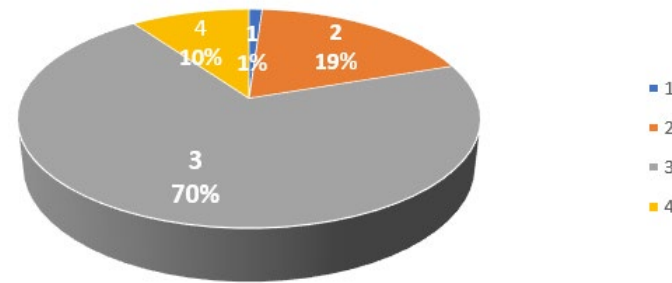


A B C+ C C- SG

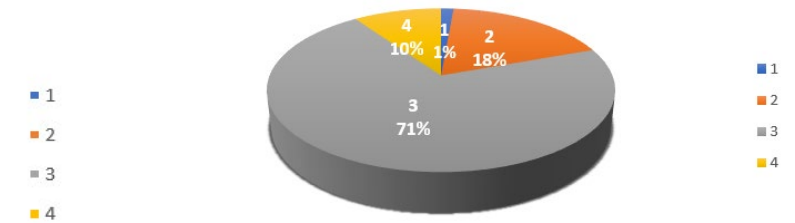
Literacy 2023

- Literacy trends across both assessments and report card results, as well as with other assessment data, demonstrate 80% or higher in proficiency to extending outcomes.
- These results are also on target between Indigenous and Non-Indigenous learners.

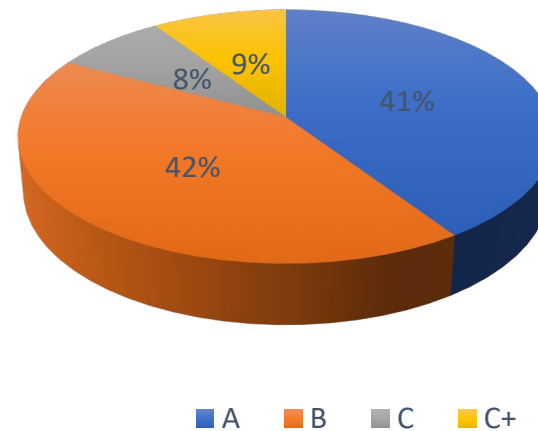
Literacy 10 Assessment



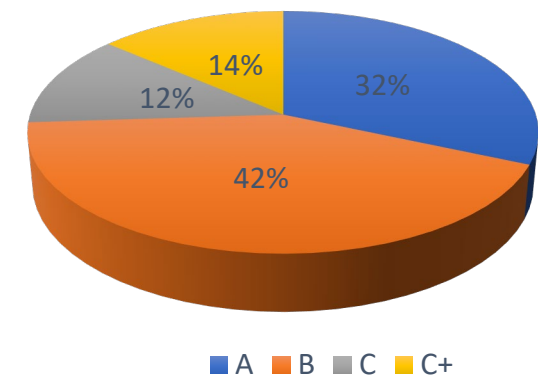
Literacy 12 Assessment



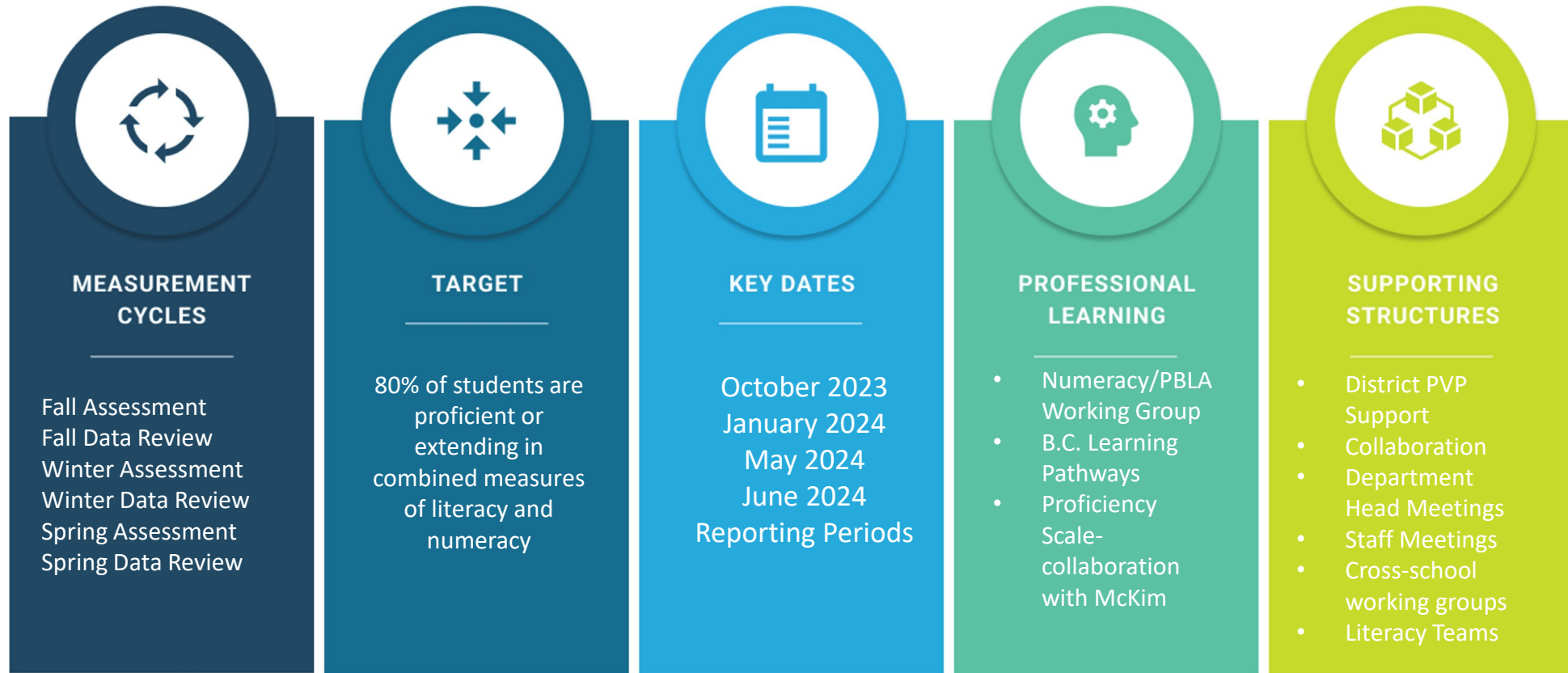
English 10 Report Card Marks 2022-2023



English 12 Report Card Marks 2022-2023



TARGETS, MEASURES & SUPPORTS



LEARNING & STRATEGIC RESOURCES



- Mathematical Mindsets- Jo Boaler
- Building Thinking Classrooms in Mathematics- Peter Liljedahl
- Learning Pathways
- Proficiency-based Literacy Assessment
- Junior Numeracy Assessment
- District Principal and Vice-Principal professional development sessions

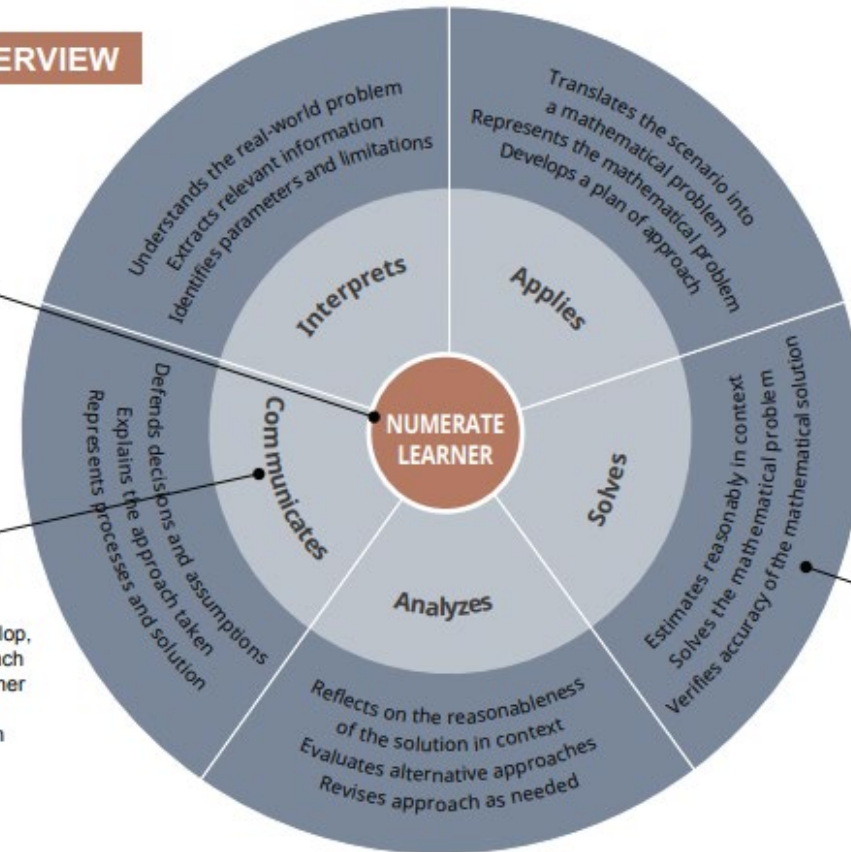
QUICK SCALE OVERVIEW

The learner is at the centre

Each **ASPECT** represents a set of transferrable thinking or communication skills

A proficient student must develop, practise, and demonstrate each aspect to be a Numerate Learner

All aspects are important when building Numeracy



Each **SUB-ASPECT** further defines the transferrable skills within each aspect

STRATEGIC PRIORITY THREE

Growing the capacity of self and others



To increase the quality of teacher collaboration.



Evidence Narrative

Teachers will continue to collaborate and engage in classroom observations on a routine basis to build collective capacity. We will continue to share instructional strategies at staff meetings, during grade wide meetings, and during co-develop targeted support plans through collaborative discussions. Evidence will be collected to inform school-wide decisions and resource allocation.

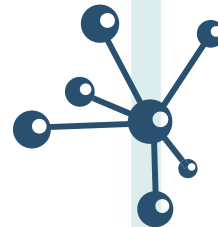
Concept Focus

Collaboration and Observation



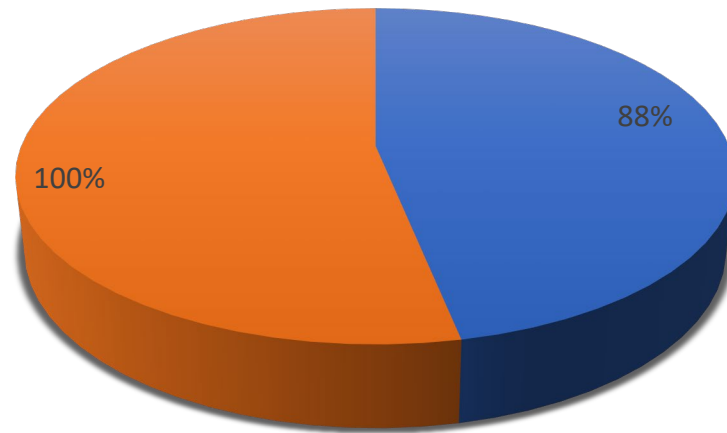
Strategic Inquiry

To what extent will routine teacher collaboration positively impact teacher's instructional practice?



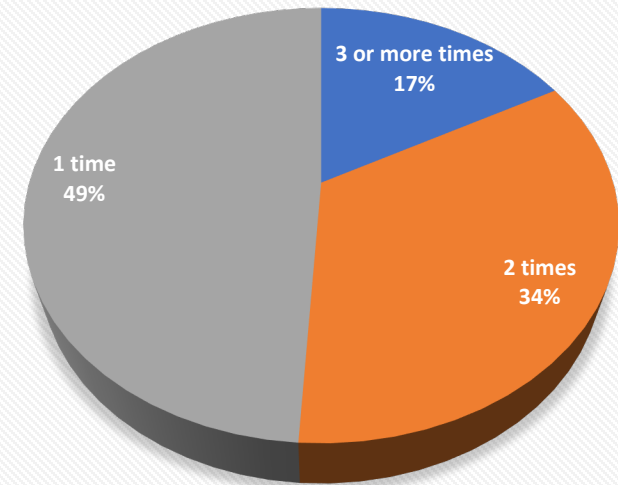
DATA

Teacher Observation and Collaboration



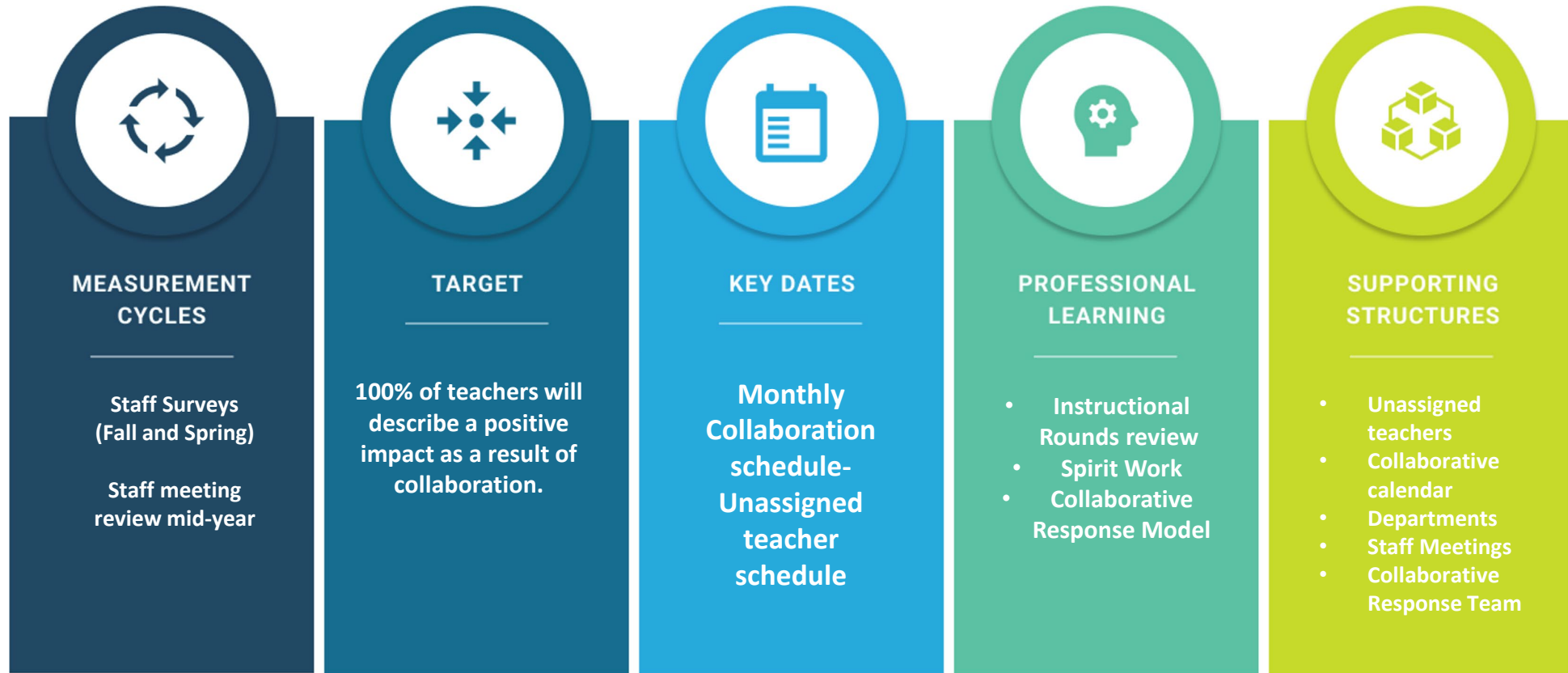
■ Observation ■ Collaboration

Participation Frequency



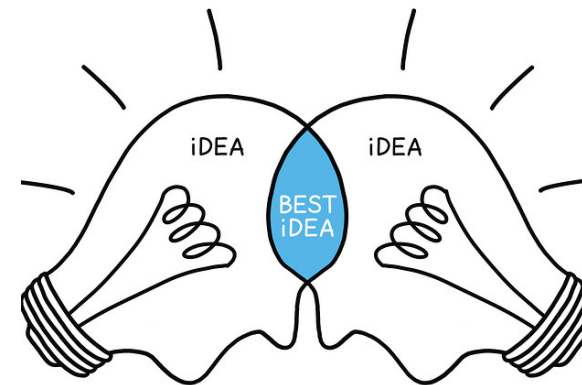
■ 3 or more times ■ 2 times ■ 1 time

TARGETS, MEASURES & SUPPORTS



LEARNING & STRATEGIC RESOURCES

- Instructional Rounds in Education- City, Elmore, Fiarman, and Teitel
- Engaging Teachers in Classroom Walkthroughs- Kachur, Stout, and Edwards
- The OECD Handbook for Innovative Learning Environments
- Understanding and setting agreements of working with each other
- Learning more about Collaborative Response Model
- Setting and reflecting on professional goals
- Microsoft 365 Forms



STRATEGIC PRIORITY FOUR

Stewardship for the
Future



Goal

To empower students to be positive
stewards for the future



Evidence Narrative

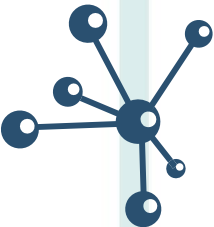
As validated by Student Learning Survey results, we are noticing that our students appear disconnected and disempowered from their role as stewards. The survey results and conversation with teachers show that instructional practice with regards to stewardship has been inconsistent across the school. With a Truth and Reconciliation lens and the embedding of the First Peoples Principles of Learning, we will strive for consistency across the school in stewardship education and in empowering students to be positive stewards.

Concept Focus

Stewardship education

Strategic Inquiry

To what extent will embedding environmental education on a weekly basis improve student stewardship?

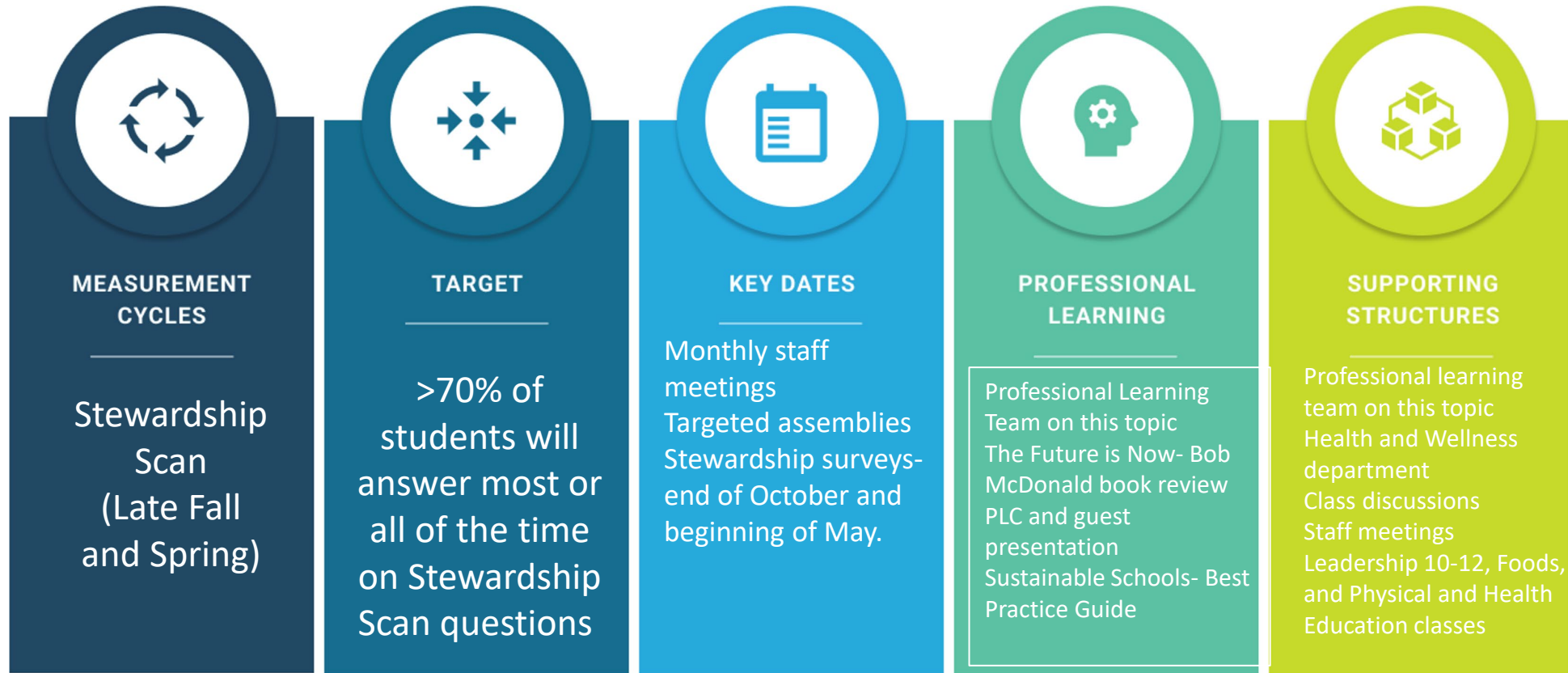


DATA

- **Gr. 10 Student Learning Survey results from 2022-2023:**
 - i. At school, are you learning about how human activity affects our environment?
 - Only 32% answered most or all of the time
 - ii. At school are you doing things to care for your environment?
 - Only 22% answered most or all of the time while 36% answered almost never or never
 - iii. At school I am learning how to take care of the environment?
 - Only 14% answered most or all of the time while 40% answered few times or at no time
- Next year we will roll out a smaller **school-based stewardship survey** two times (late Fall and Spring)
- **Staff and student discussions** qualitatively to begin with.



TARGETS, MEASURES & SUPPORTS



LEARNING & STRATEGIC RESOURCES

- Strategic budgeting- collaborative time and unassigned teacher positions
- The Future is Now by Bob McDonald book
- Bob McDonald keynote presentation in May and community stewardship showcase
- CBEEN
- Sylvie Degranpre- Indigenous Education presenter (August 30 PD Day)
- Circle of Courage literature and guest presenter
- Indigenous Principles of Learning
- Stewardship Professional Learning Community (2023-2024- Kimberley Zone)
- Proficiency benchmarks
- Microsoft 365 Forms

