



Eagle River Secondary School School Learning Plan 2024-2025



School Context:

(Describe your school, population, geographic location. Community, demographics, and unique needs.)

Eagle River Secondary is located in Sicamous, British Columbia. We are a Grade 7-12 school whose student population ranges from 155-170 per school year. We have a strong sense of community amongst staff and students as a result of the nature of our small school. Even though we are a small school, we are able to offer a full suite of courses and opportunities for all students. This is critical because if we don't offer mandatory and engaging core and elective courses, students and families will look for other schooling options. Having said the above, student attendance and lack of engagement has always been a staff concern. The staff have worked hard to build a culture that cares and this is often reflected through talking to students, families and community members.

Strategic Priority: Intellectual Development

- In the School Learning Plan, the **Intellectual Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.*
- Goals must be specific, measurable, achievable, informed by and supported by data.
- Potential data sources may include FSA results, Graduation Literacy and Numeracy Assessments, Completion Rates (Dogwood Honours/Dogwood/Adult Dogwood/Evergreens/5 Year Rate/6 Year Rate), School-wide writes...

Literacy Goal:	Numeracy Goal:
- To concentrate heavily on literacy in Grade 7/8 to raise their skills - Increase percentage of students that complete Provincial Literacy Assessments with Proficient or Extending	- Have as many students as possible take the highest level math course they are capable of - Work heavily on numeracy in Grade 7/8 to raise their skills to be capable of Grade 9 Math - Increase percentage of students that complete Provincial Numeracy Assessment with Proficient
Data to Inform/Support Literacy Goal:	Data to Inform/Support Numeracy Goal:
- Provincial Literacy 10 and 12 Assessments - Grade 7 FSA Results - Written Summary of Learning	- Provincial Numeracy 10 Assessments - Grade 7 FSA Results - Written Summary of Learning - Timetable (what Math courses are being taken)
Data Analysis/Narrative:	Data Analysis/Narrative:
- FSA (2023/24) – 54% On-track, 46% Emerging - FSA (2022/23) – 67% On-track, 33% Emerging - Literacy 10 Assessment (2019/20) – Em 16%, Dev 21%, Pro 58%, Ext 5% - Literacy 10 Assessment (2020/21) – Em 0%, Dev 35%, Pro 53%, Ext 12% - Literacy 10 Assessment (2021/22) – Em 4%, Dev 25%, Pro 71% - Literacy 10 Assessment (2022/23) – Em 60%, Dev 20%, Pro 20% - Literacy 12 Assessment (2021/22) – Em 8%, Dev 38%, Pro 46%, Ext 8% - Literacy 12 Assessment (2022/23) – Em 0%, Dev 39%, Pro 56%, Ext 6%	- FSA (2023/24) – Emerging rate is 77%, On-track is 23% - FSA (2022/23) – Emerging rate is 80%, which is alarmingly high. Very low % On-Track and Extending. - Numeracy 10 Assessment (2018/19) – Em 53%, Dev 32%, Pro 16% - Numeracy 10 Assessment (2019/20) – Em 83%, Pro 17% - Numeracy 10 Assessment (2020/21) – Em 15%, Dev 31%, Pro 54% - Numeracy 10 Assessment (2021/22) – Em 24%, Dev 44%, Pro 24%, Ext 8% - Numeracy 10 Assessment (2022/23) – Em 12%, Dev 71%, Pro 17% - WPM 10 2023/24 – 14 students (B-3, C+-1, C-1, C- - 5, F-2) - WPM 11 2023/24 – 13 students

Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

Strategies to support goal: - Reading programs in Grade 7 classroom - Library time dedicated to Grade 7 group - Co-teaching the Grade 7 group - Include cross-curricular, school wide reading challenges - Regular focus on daily reading and writing in all classes - Obtaining resources such as IXL for LA	- FMP10 2023/24 – 24 students (A-3, B-7, C+ - 1, C-3 C- - 5, F-4) - Prec 11 2023/24 – 6 students (A-4, C- - 1, F-1) - Prec 12 2023/24- 10 students Strategies to support goal: - Using Pro-D time for Math teachers to discuss scope and sequence, challenges and strengths with groups - Obtaining resources such as IXL for math
Strategic Priority: Human and Social Development - In the School Learning Plan, the Human and Social Development goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel welcome, safe, and connected to peers and adults in their schools.</i> - Goals must be focused on measuring a sense of belonging. - Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.	Strategic Priority: Developing a Culture of Well-Being - In the School Learning Plan, the Developing a Culture of Well-Being goal must be connected to the School District No. 83 Strategic Priority goal – Each student will feel socially, emotionally, and mentally supported within their schools and the district. - The goal must be focused on STUDENT well-being. - Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.
Sense of Belonging Goal: - Have every student have at least one staff member that they are connected to - Continue to provide opportunities for peer connections through both everyday activities as well as special events	Student Well-Being Goal: - Offer more extra-curricular activities at school - Have more students taking part in extra-curricular activities in and out of school - Connect more students with social-emotional supports within the school
Data to Inform/Support Sense of Belonging Goal: Student Learning Survey	Data to Inform/Support Student Well-Being Goal: Student Learning Survey
Data Analysis/Narrative: - Is school a place where you feel like you belong? - Gr. 7 2022/23 – 68%, Gr.10 2023/23 – 92%, Gr. 12 2022/23 – 67% - At school have you experienced discrimination on the basis of your sexual orientation or gender identity? - Gr. 7 2022/23 – 28%, Gr.10 2023/23 – 35%, Gr. 12 2022/23 – 18% - At your school, how many adults do you feel care about you? (1 or more counted at positive) - Gr. 7 2022/23 – 72%, Gr.10 2023/23 – 71%, Gr. 12 2022/23 – 86% - Do you feel welcome at your school? - Gr. 7 2022/23 – 84%, Gr.10 2023/23 – 91%, Gr. 12 2022/23 – 86% - Do the adults at your school value and welcome your questions? - Gr. 7 2022/23 – 76%, Gr.10 2023/23 – 93%, Gr. 12 2022/23 – 80% Strategies to support goal: - More school wide activities - Make sure current traditions are kept while growing new traditions	Data Analysis/Narrative: - At school, do you participate in activities outside of class hours (teams and clubs)? - Gr. 7 2022/23 – 56%, Gr.10 2023/23 – 56%, Gr. 12 2022/23 – 37% - Have you ever felt bullied at school? - Gr. 7 2022/23 – 40%, Gr. 10 2022/23 – 57%, Grade 12 2022/23 – 30% - Do you feel safe at school? - Gr. 7 2022/23 – 88%, Gr. 10 2022/23 – 92%, Grade 12 2022/23 – 94%
Strategic Priority: Career Development - In the School Learning Plan, the Human and Social Development goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will develop the skills and competencies to be successful in a career pathway of their choice.</i> - In the secondary years, there are two goals:	

○ Career Exploration and Development: opportunities for dual credit programs, ensuring pathways of eligibility, ensuring access for priority learners... ○ Meaningful Graduation: successful transitions from Grade 10-11 in Salmon Arm schools, graduation credentials that allow students to transition into the adulthood of their choice whether that is the workforce or post secondary, reduction in Adult Dogwood rates, reduction in rates of students taking Workplace Math, special attention to supporting priority learners... • Potential data sources include completion rates, Student Learning Surveys, Dual-Credit enrollment rates, processes for placement of students on Adult Dogwood and Evergreen tracks, exit interviews for graduates, post-secondary transition rates, grade to grade transition rates, course completion rates, per-student FTE...	
Career Exploration and Development Goal:	Meaningful Graduation Goal:
• Ensure that students at ERS are exposed to opportunities for work or education beyond high school • Give them opportunities to see opportunities beyond Sicamous/Salmon Arm	• Keep our graduation rates high in the regular Dogwood path • Ensure our Grads have all the courses available to them to assist a smooth transition to work or post-secondary
Data to Inform/Support Career Exploration and Development Goal:	Data to Inform/Support Meaningful Graduation Goal:
• Students transitioning to Dual Credit Programs	• Graduation Rates • Student Learning Surveys
Data Analysis/Narrative:	Data Analysis/Narrative:
• 2023/24 – 3 ERS students transitioned to Dual Credit programs	• Are you satisfied that school is preparing you for a job in the future? • Gr.10 2023/23 – 78%, Gr. 12 2022/23 – 56% • Are you satisfied that school is preparing you for post-secondary education? • Gr.10 2023/23 – 92%, Gr. 12 2022/23 – 62% • Do you intend to go to a post-secondary school in the future? • Gr.10 2023/23 – 63%, Gr. 12 2022/23 – 61%
Resources and Professional Learning	School Learning Plan Consultation Process
Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.	Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.
• Assessment – as a staff we are committed to growth in our assessment practices to help students see that assessment is part of the learning cycle • Indigenous ways of learning – this is an ongoing goal for ERS staff to find ways to integrate Indigenous ways of learning into our students’ everyday educational experience • Experiences - our staff is committed to giving our student population experiences that expose them to what is available beyond our small community	• There has been very little consultation with parent groups outside of the PAC • Consultation with the staff has taken place at various staff meetings throughout the school year • Some of our specific goals are being discussed and worked on at Pro-D activities