



J.L. Jackson Secondary School

School Learning Plan 2025-2026



School Context:

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

Wayt’k –J.L. Jackson Secondary School!

J.L. Jackson Secondary School is located on the traditional, unceded, and contemporary lands of the Secwépemc people and proud to be part of **K’wsaltktnews ne Secepemcul’ecw (SD83)**. Our school and community have a strong desire to promote excellence in academics, while encouraging and promoting student involvement in music, fine arts, trades, athletics, and the many extra-curricular activities offered at Jackson. Jackson has approximately 62 staff, 36 Teaching FTE, and 621 students in grades 9-11 servicing the communities of Salmon Arm, Anglemont, Scotch Creek, Celista, Sorrento, Blind Bay, Eagle Bay, White Lake, Tappen, Sunnybrae, Gleneden, Silver Creek, North Canoe, South Canoe, Rancho, and Deep Creek. We are also grateful to work with the Adams Lake Indian Band, Skwlāx te Secwepemcúl’ecw, Neskonlith Indian Band, and Splatshin, as the inherent rights holders of this beautiful place.

“Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community” is our School District’s mission and this greatly influences the programs, events, and decisions at J.L. Jackson Secondary School. We focus on providing a positive, welcoming, and inclusive environment that allows students an opportunity to explore and discover educational programs that meet their needs and interests. Our wide range of courses and programs do an excellent job of preparing students for stepping into post-secondary education, transferring directly into the workforce, or moving forward on a less traditional path.

Jackson is a Dual Track school that provides a variety of program choices and opportunities for students in both the English Track and French Immersion Track. Over the next two years, Jackson will become an 8-12 Dual Track Secondary School as part of a three-year school reconfiguration transition plan. This transition provides Jackson with the opportunity to strengthen students’ sense of belonging, expand our course offerings, and redefine our school culture.

By focussing on our School District’s values of **Belonging, Respect, Reconciliation, Empathy, Equity, and Perseverance**, the staff and students at J.L. Jackson Secondary School are working hard to build and maintain a learning community we can all be proud of.

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/Evergreen/5 Year Rate/6 Year Rate), School-wide writes...

| Literacy Goal: | Numeracy Goal: |
|--|--|
| <p>Goal: Increase the percentage of students achieving a proficient or extending score on the Grade 10 Provincial Literacy Assessment.</p> <p>Targets:</p> <ul style="list-style-type: none">• Increase the percentage of students achieving a proficient or extending to greater than 80% by June 2026.• Increase the percentage of students achieving an extending score to greater than 12% by June 2026.• Increase the percentage of Indigenous students achieving a proficient or extending score to be on par with non-Indigenous students by June 2026. | <p>Goal: Increase the percentage of students achieving a proficient or extending score on the Grade 10 Provincial Numeracy Assessments.</p> <p>Targets:</p> <ul style="list-style-type: none">• Increase the percentage of students achieving a proficient or extending score to greater than 60% by June 2026• Decrease the percent of indigenous students achieving an emerging score to less than 5% by June 2026. |

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

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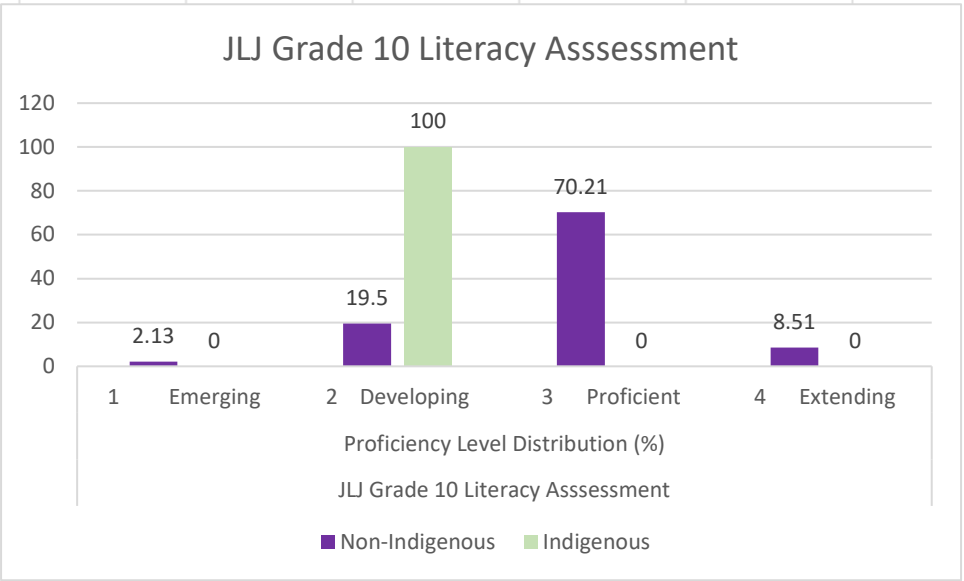
Our Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

| Strategies and Actions: | | Strategies and Actions: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------|---|------|------|---|---|---------|-----|------|------|-----|---------|-----|------|------|-----|---------|-----|------|------|-----|---------|-----|------|------|------|---------|-----|------|------|-----|---------|-----|------|------|------|--|--|------|---|---|---|---|---------|------|------|------|-----|---------|------|------|------|-----|---------|------|------|------|-----|---------|------|------|------|-----|---------|------|------|------|-----|---------|------|------|------|-----|---------|------|------|------|------|
| <p><i>As a school we plan to focus on the following strategies and actions this year:</i></p> <p>Establish a cohesive and consistent approach to instruction by...</p> <ul style="list-style-type: none">aligning teaching strategies (ie. reader/writer notebooks - daily writing and writing instruction, daily silent reading, engaging in a variety of mentor texts, etc)providing specific timely feedbackaligning rubrics and assessments (ie. SS 10 year-end skills assessment)teaching student to self-assess and set goals.ensuring vertical alignment from grade to grade (ie. reader/writer notebooks) <p>Provide collaboration time in staff meetings so that departments can share best practices and establish cohesion/consistency.</p> <p>Develop tools and strategies for cross-curricular literacy support.</p> <p>Emphasize formal communication skills (ie. mini unit on emails – not just resumes).</p> <p>Improve representation of French content/books in the library.</p> <p>Encourage public speaking opportunities in class (ie. TED Talks)</p> <p>Focus on developing skills around using tech, digital media, AI etc. (ie. teach students how to navigate AI)</p> <p>Targeted support for Indigenous students and students at the emerging level, including supplemental literacy programs during LR classes.</p> <p>Teach specific strategies in all English classes that support students writing the Literacy Assessment.</p> | | <p><i>As a school we plan to focus on the following strategies and actions this year:</i></p> <p>Enhance student belonging and engagement through Collaborative Problem Solving and department-wide initiatives aimed at developing Scientific Literacy and Numeracy Skills.</p> <p>Emphasize numeracy in science tasks.</p> <p>Provide students with the opportunity to participate in Regional and Provincial Math Contests.</p> <p>Explore how peer tutors can be utilized to support learning.</p> <p>Explore the possibility of after school Math Tutoring (HW Club).</p> <p>Partner with feeder schools to facilitate early intervention and targeted support for students with weak math skills.</p> <p>Target support for indigenous students and students at the emerging level, including supplemental numeracy programs during LR classes.</p> <p>Provide Numeracy exam prep/examples - continue to pilot Numeracy Graduation Assessments.</p> <p>Compile common standards for science literacy in each grade (ie. graphing/lab report expectations)</p> <p>Continue to develop classroom routines that focus on critical concepts...</p> <ul style="list-style-type: none">Daily collaborative problem solving (numeracy-based tasks).Applying math to real world examples.Graph of the Week.Would you rather questions.Practice open ended problems requiring justification.“Bell Ringer” word problems.“Throwback Thursdays” to review previously taught critical concepts.“Misconception Mondays” to discuss common misconceptions in science.Math Walls | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Data to Inform/Support Literacy Goal: | | Data to Inform/Support Numeracy Goal: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div><div>JLJ Grade 10 Literacy Assessment Results</div><table><tr><th>Year</th><th>1</th><th>2</th><th>3</th><th>4</th></tr><tr><td>2019/20</td><td>4.0</td><td>26.0</td><td>65.0</td><td>5.0</td></tr><tr><td>2020/21</td><td>4.0</td><td>25.8</td><td>60.9</td><td>9.3</td></tr><tr><td>2021/22</td><td>2.7</td><td>21.4</td><td>68.5</td><td>7.0</td></tr><tr><td>2022/23</td><td>2.8</td><td>19.2</td><td>67.1</td><td>10.5</td></tr><tr><td>2023/24</td><td>2.6</td><td>17.6</td><td>72.9</td><td>7.0</td></tr><tr><td>2024/25</td><td>1.7</td><td>19.5</td><td>68.2</td><td>10.6</td></tr></table></div> | | Year | 1 | 2 | 3 | 4 | 2019/20 | 4.0 | 26.0 | 65.0 | 5.0 | 2020/21 | 4.0 | 25.8 | 60.9 | 9.3 | 2021/22 | 2.7 | 21.4 | 68.5 | 7.0 | 2022/23 | 2.8 | 19.2 | 67.1 | 10.5 | 2023/24 | 2.6 | 17.6 | 72.9 | 7.0 | 2024/25 | 1.7 | 19.5 | 68.2 | 10.6 | <div><div>JLJ Grade 10 Numeracy Assessment Results</div><table><tr><th>Year</th><th>1</th><th>2</th><th>3</th><th>4</th></tr><tr><td>2018/19</td><td>35.2</td><td>44.4</td><td>17.8</td><td>2.2</td></tr><tr><td>2019/20</td><td>24.5</td><td>44.8</td><td>29.4</td><td>1.4</td></tr><tr><td>2020/21</td><td>19.4</td><td>44.9</td><td>30.8</td><td>4.0</td></tr><tr><td>2021/22</td><td>12.4</td><td>41.5</td><td>37.6</td><td>8.1</td></tr><tr><td>2022/23</td><td>10.1</td><td>37.5</td><td>45.5</td><td>6.6</td></tr><tr><td>2023/24</td><td>11.1</td><td>44.2</td><td>40.0</td><td>4.8</td></tr><tr><td>2024/25</td><td>10.9</td><td>38.1</td><td>39.1</td><td>10.9</td></tr></table></div> | | Year | 1 | 2 | 3 | 4 | 2018/19 | 35.2 | 44.4 | 17.8 | 2.2 | 2019/20 | 24.5 | 44.8 | 29.4 | 1.4 | 2020/21 | 19.4 | 44.9 | 30.8 | 4.0 | 2021/22 | 12.4 | 41.5 | 37.6 | 8.1 | 2022/23 | 10.1 | 37.5 | 45.5 | 6.6 | 2023/24 | 11.1 | 44.2 | 40.0 | 4.8 | 2024/25 | 10.9 | 38.1 | 39.1 | 10.9 |
| Year | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2019/20 | 4.0 | 26.0 | 65.0 | 5.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2020/21 | 4.0 | 25.8 | 60.9 | 9.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2019/20 | 24.5 | 44.8 | 29.4 | 1.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2022/23 | 10.1 | 37.5 | 45.5 | 6.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2024/25 | 10.9 | 38.1 | 39.1 | 10.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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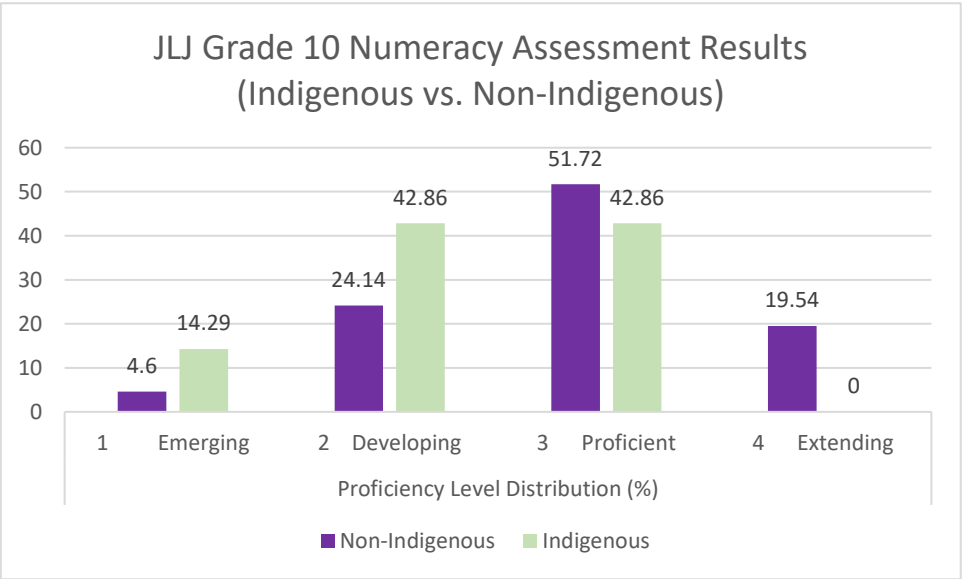
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| JLJ Grade 10 Literacy Assessment Results | | | | |
|--|------------------------------------|-----------------|-----------------|----------------|
| | Proficiency Level Distribution (%) | | | |
| | 1 Emerging | 2 Developing | 3 Proficient | 4 Extending |
| 2019/20 | 4.0 | 26.0 | 65.0 | 5.0 |
| 2020/21 | 4.0 | 25.8 | 60.9 | 9.3 |
| 2021/22 | 2.7 | 21.4 | 68.5 | 7.0 |
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| 2024/25 | 1.7 | 19.5 | 68.2 | 10.6 |



| JLJ Grade 10 Literacy Assessment | | | | |
|----------------------------------|------------------------------------|-----------------|-----------------|----------------|
| | Proficiency Level Distribution (%) | | | |
| | 1 Emerging | 2 Developing | 3 Proficient | 4 Extending |
| Non-Indigenous | 2.13 | 19.5 | 70.21 | 8.51 |
| Indigenous | 0 | 100 | 0 | 0 |

| JLJ Grade 10 Numeracy Assessment Results | | | | |
|--|------------------------------------|-----------------|-----------------|----------------|
| | Proficiency Level distribution (%) | | | |
| | 1 Emerging | 2 Developing | 3 Proficient | 4 Extending |
| 2018/19 | 35.2 | 44.4 | 17.8 | 2.2 |
| 2019/20 | 24.5 | 44.8 | 29.4 | 1.4 |
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| JLJ Grade 10 Numeracy Assessment | | | | |
|----------------------------------|------------------------------------|-----------------|-----------------|----------------|
| | Proficiency Level Distribution (%) | | | |
| | 1 Emerging | 2 Developing | 3 Proficient | 4 Extending |
| Non-Indigenous | 4.6 | 24.14 | 51.72 | 19.54 |
| Indigenous | 14.29 | 42.86 | 42.86 | 0 |

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| Data Analysis/Narrative: | Data Analysis/Narrative: |
|--|---|
| <p>Our results on the Graduation Literacy Assessment continue to improve and come in above the provincial average.</p> <p>However, the percentage of indigenous students in the developing category is still much greater than non-indigenous students.</p> | <p>Over the past 7 years we have seen a significant improvement in our Graduation Numeracy Assessment results.</p> <p>It is our belief that our daily focus on collaborative problem solving and real-life examples in our math classes has contributed to the steadily improving results on the Graduation Numeracy Assessment.</p> <p>However, the percentage of Indigenous students in the emerging and developing category is still much greater than non-Indigenous students.</p> |
| Strategic Priority: Human and Social Development | Strategic Priority: Developing a Culture of Well-Being |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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: | Student Well-Being Goal: |
| <p>Goal: To ensure all students feel safe, welcome, and connected by fostering a strong sense of community and school spirit.</p> <p>Targets:</p> <ul style="list-style-type: none"> Increase the percentage of students who indicate that they feel like they belong at school to at least 70% by June 2026 Increase the percentage of students who indicate that they feel welcome at school to at least 70% by June 2026 Increase the percentage of students who indicate that they participate in ongoing indigenous programs or activities | <p>Goal: To build a framework of strategies that addresses the social, emotional, and academic needs of all students, particularly those facing attendance challenges.</p> <p>Targets:</p> <ul style="list-style-type: none"> Decrease the number of students who indicate that school makes them feel stressed or anxious most of all of the time to less than 30%. Decrease the number of students missing more than 10% of their classes to no more than 25% of students. Increase the number of students who indicate that they are learning how to care for their mental health to more than 60% of students. |
| Strategies and Actions: | Strategies and Actions: |
| <p><i>As a school we plan to focus on the following strategies and actions this year:</i></p> <p>Provide staff training in restorative practices to address behaviour when it happens and allow student to learn from their mistakes.</p> <p>Increase Indigenous activities (ie. Traditional Drumming Group, Indigenous Story Telling at Lunch with Knowledge Keepers) to help build a sense of belonging.</p> <p>Expand opportunities for student to participate in clubs (ie. French Club, Origami club, etc.)</p> <p>Expand visual representation of allyship/diverse values (ie. rainbow stickers)</p> <p>Establish a peer mentorship program.</p> <p>Provide a variety of transition activities for new grade 9’s (ie. School Visits, Gym Riot, Parent Info Night, Course Selection Open House etc.)</p> <p>Offer library activities (ie. Starbooks Day, Escape Room, Monthly Contests, etc.) that help build community and school spirit.</p> <p>Advocate for renovation of washrooms and changerooms – students feel welcome and safe.</p> | <p><i>As a school we plan to focus on the following strategies and actions this year:</i></p> <p>Run the Adopt-A-Student program. Each staff member adopts 5 students - Purposeful connections on a regular basis (ie. 2 mins for 10 days).</p> <p>Improve attendance tracking, follow-up, and support for students with poor attendance.</p> <p>Offer a Flex Program for student struggling with attendance - Smaller class size and self-paced learning.</p> <p>Encourage regularly discussion about Mental Health in classes – Not just in PHE.</p> <p>Host info sessions and support for parents on wellness, mental health, best practices for parenting, substance use, online threats, etc.</p> <p>Teach/discuss the importance of Self-Care – What does this look like? How to make personal wellness a priority? Activities that promote discussion and foster Self-Care.</p> <p>Teach stress and self-management strategies – Not just in PE or LR.</p> <p>Provide cheaper meal options to students on a more regular basis (\$5)</p> <p>Look into starting a peer tutoring program.</p> <p>Provide mini-wellness lessons for classroom teachers.</p> <p>Host Student Voice Meetings to gather more specific student input and feedback.</p> |

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| | |
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| Find more ways to celebrate student successes. (ex. Athlete Spotlights, Languages Spotlight, Electives Showcase, Recognition Assemblies, Student of the week, etc.) Incorporate tri-lingual signage around the school. Provide/create more space and opportunities for students to get to know each other. (ie. clubs, dances, intramurals, etc.) Target supports for new students (ie. new student lunch, student mentors, regular check-ins with counsellors etc.) Increase opportunities for extracurricular activities (ie. Tier II and III volleyball teams) Host Student Voice Meetings to gather more specific student feedback. Include more authentic opportunities in class to write/respond outside curriculum, particularly sharing, reflecting and engaging with personal identity and opinions. Continue to offer classes that contribute to overall school culture (ie. Leadership, Athletic Leadership, Yearbook, etc.) Engage in more school wide activities (Community Building) <ul style="list-style-type: none">- March Madness – Basketball Tournament- Spirit Week- Talent Show- Intramurals- Terry Fox Run- School/Community Clean-up- School-wide meal(s)- Whole school photo- | Create a Wellness Bulletin Board and a Wellness Tip of the Week on TV’s and/or announcements - with prizes. Set up a Homework Club for students that need some extra academic support. Host a Wellness Fair for students in collaboration with community partners. Provide Pro-D for staff on strategies to help students build resiliency. |
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Data to Inform/Support Sense of Belonging Goal:

Data to Inform/Support Student Well-Being Goal:

Student Learning Survey Results:

Do you feel welcome at your school?

| Year | No time, Never, Sometimes | Most or All of the time |
|---------|---------------------------|-------------------------|
| 2023/24 | 41% | 54% |
| 2024/25 | 33% | 61% |

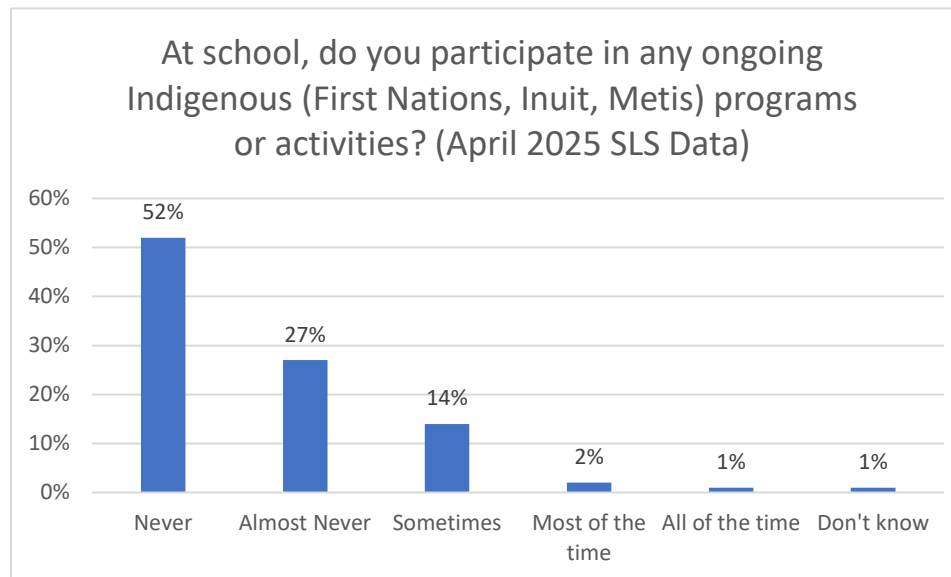
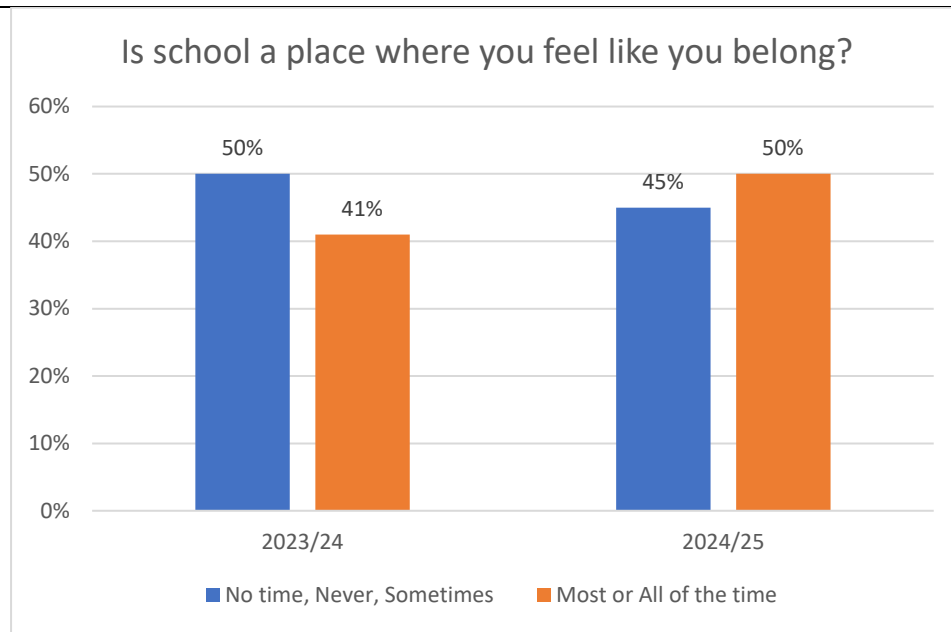
Attendance Data:

| | 2024/2025 | | | | | | | |
|---|---------------|---------|---------------|---------|---------------|---------|---------------|---------|
| | Term 1 | | Term 2 | | Term 3 | | Term 4 | |
| Total Number of Days in Term | 43 | | 44 | | 44 | | 44 | |
| Total Number of Students | 675 | | 666 | | 657 | | 655 | |
| Average number of days missed | 5.41 | | 7.28 | | 7.94 | | 8.32 | |
| | # of Students | Percent | # of Students | Percent | # of Students | Percent | # of Students | Percent |
| Less than or equal to 5 days | 388 | 61% | 309 | 46% | 296 | 45% | 292 | 45% |
| 5 to 10 days (12-25% of classes) | 157 | 25% | 191 | 29% | 191 | 29% | 190 | 29% |
| 10 to 20 days (25-50% of classes) | 70 | 11% | 133 | 20% | 123 | 19% | 115 | 18% |
| More than 20 days (Greater than 50% of classes) | 25 | 4% | 33 | 5% | 47 | 7% | 58 | 9% |

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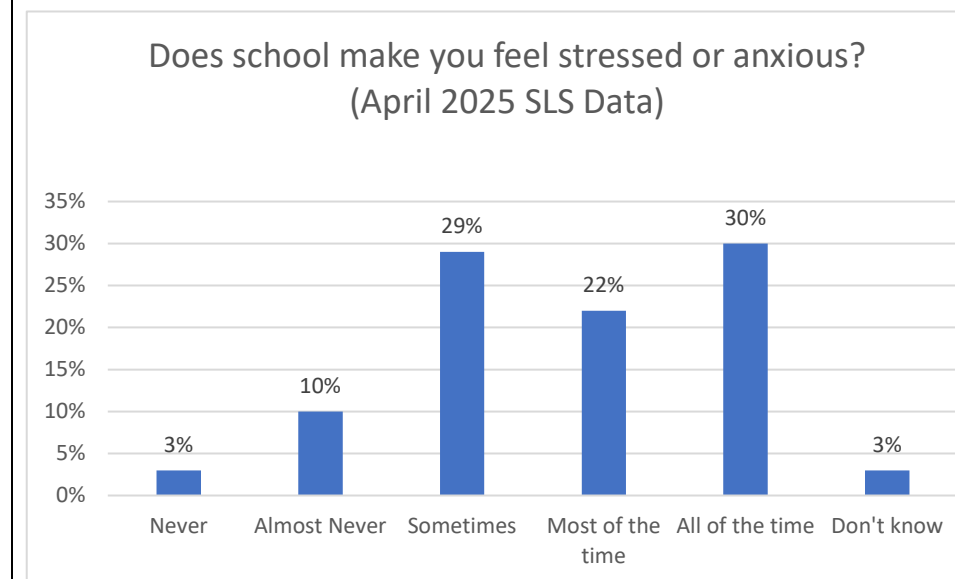
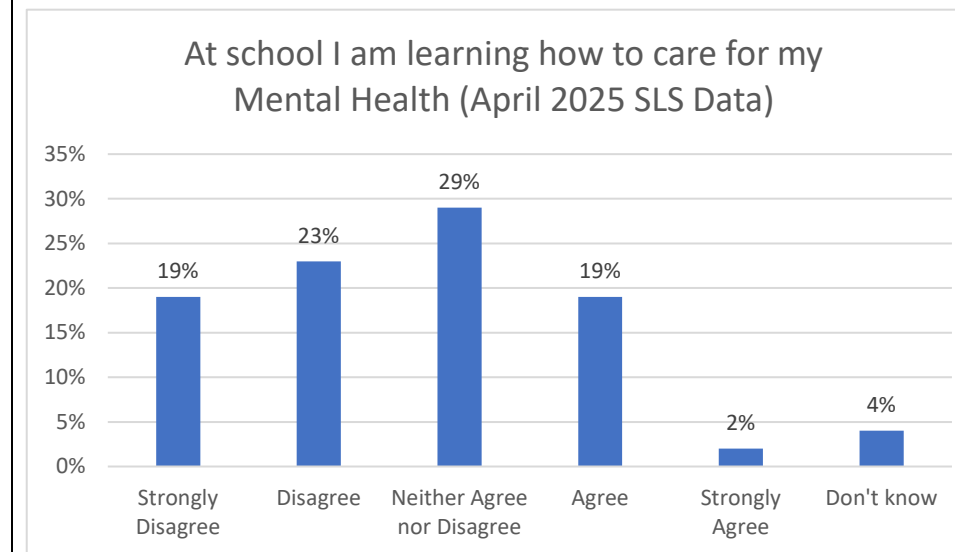
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Extra-curricular Participation Rates:

We will begin collecting data on the number of students each year that participate in clubs, teams, fine arts, and other school activities.

Student Learning Survey Results - Mental Health Questions April 2025:



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|--|--|
| | |
| Data Analysis/Narrative: | Data Analysis/Narrative: |
| <p>Staff/student relationships at Jackson are generally strong, with most students indicating that the adults at school care about them.</p> <p>However, traditionally students do not feel the same sense of belonging at Jackson.</p> <p>Many students and staff believe this is because students were only at Jackson for two years which means that there is not sufficient time for strong relationships and a sense of belonging to develop.</p> <p>We have been working hard over the past couple years to provide more opportunities for student to participate in activities aimed at building a positive school culture.</p> | <p>There is a significant number of students that leave Jackson each year for an alternate form of schooling. (Storefront, Home School, private school, provincial Online School, etc.). These students are usually struggling socially, emotionally, or mentally with anxiety, poor mental health, behaviour challenges, bullying, etc.</p> <p>Poor attendance is often the first sign that students are struggling. The attendance data included indicates the significant number of students at Jackson struggling with their well-being and sense of belonging.</p> <p>Based on the Student Learning Survey Mental Health results, Indigenous students are struggling significantly more than non-Indigenous students (ie. when asked to describe their mental health, only 33% of Indigenous students had positive responses compared to 48% of non-Indigenous students).</p> |
| <p align="center">Strategic Priority: Career Development</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: |
| <p>Goal: For students to develop the skills and competencies to be successful in a career pathway of their choice by the time they graduate.</p> <p>Targets:</p> <ul style="list-style-type: none"> Increase the percent of students who indicate they are satisfied with how school is preparing them for a career to at least 50% by 2026. | <p>Goal: For all students to have a valuable high school educational experience, with a meaningful transition plan into adulthood by the time they graduate.</p> <p>Target: Increase the percent of students who indicate they get to work on things they are interested in as part of their course work to 40% by 2026.</p> |
| Strategies and Actions: | Strategies and Actions: |
| <p><i>As a school we plan to focus on the following strategies and actions this year:</i></p> <p>Provide a variety of opportunities for student to participate in Spotlight Sessions, Career Presentations, and Career Field Trips. Offer a Post-Secondary Tour to Vancouver and Vancouver Island in May.</p> | <p><i>As a school we plan to focus on the following strategies and actions this year:</i></p> <p>Encourage students to challenge themselves by taking Foundations and Pre-Calculus Math 10 as opposed to Workplace Math 10. Focus on oral communication – speaking in a foreign language (ie. FI, Japanese, etc.) Encourage students to continue with a second language through to graduation.</p> |

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| | |
|--|--|
| <div>Increase career related projects and guest speakers embedded in core classrooms to allow students to make better connections between courses/curriculum and careers.</div> <div>Provide opportunities at an earlier age (ie. Grade 10) for students to participate in Youth Explore Trade, Train in Trades, and Work in Trades programs.</div> <div>Host Wex/Dual Credit Parent Info Night(s).</div> <div>Incorporate Dual Credit opportunities as part of the myBlueprint Course Selection process.</div> <div>Make existing opportunities more well know (ie. Advertise on website, bulletin board, TV’s etc.)</div> <div>Identify opportunities for FI students that emphasize or value bilingualism.</div> <div>Provide more instruction and opportunities for student to explore Education Planner BC and myBlueprint.</div> | <div>Engage in Purposeful Learning - Focus on the “why” during instruction. “What’s the point of this?”</div> <div>Focus on developing financial literacy (CLE10).</div> <div>Teach organization skills, goal setting, and strategies for success across all classes.</div> <div>Help students develop the skill set of “Seeking Support”.</div> <div>Focus on teaching the core-competencies and other transferable skill sets.</div> <div>Use myBlueprint to help students develop/explore future career pathways.</div> <div>Introduce the appropriate use of AI.</div> <div>Incorporate grad checks with counsellors in grade 11 and grade 12.</div> <div>Offer an <i>Embedded Formative Assessment</i> Book Club for Staff.</div> |
|--|--|

Data to Inform/Support Career Exploration and Development Goal:

Data to Inform/Support Meaningful Graduation Goal:

Grade 10 Career Program Enrollment:

-A total of 63 students at SAS completed Work Experience in 2024-2025.

-A total of 10 students at SAS completed a Youth Work in Trades program in 2024-2025.

-A total of 5 students at SAS completed a Workforce Training Certificate in 2024-2025.

-A total of 99 students completed a Youth Train in Trades program in 2024-2025.

Student Learning Survey Data:

Are you satisfied with how school is preparing you for a career? (Aprl 2025 SLP Data)

| Satisfaction Level | Percentage |
|--------------------|------------|
| Never | 15% |
| Almost Never | 27% |
| Sometimes | 28% |
| Most of the time | 21% |
| All of the time | 2% |
| Don't know | 5% |

Career Preparation Survey

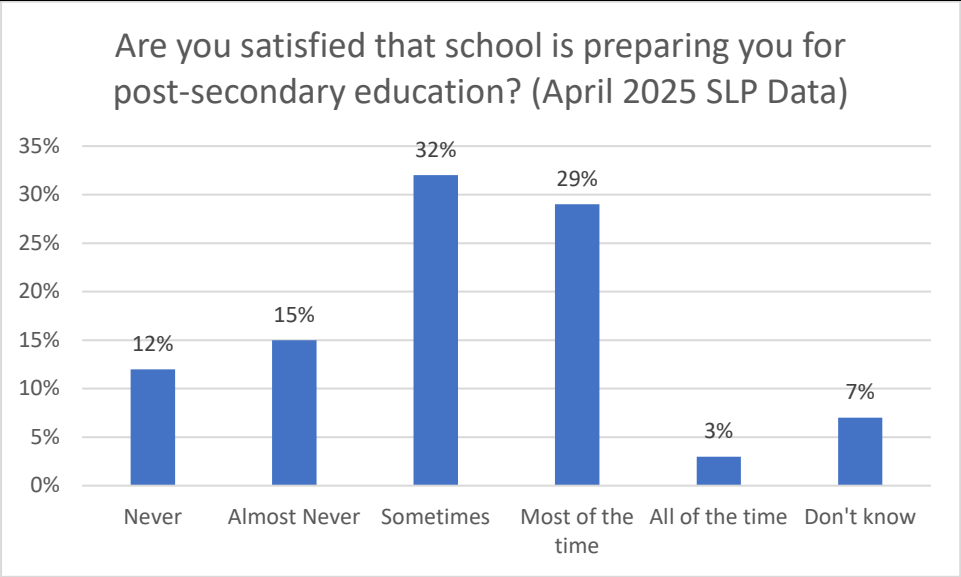
We need to develop a survey that asks the questions we want to ask.

ie. Are students feeling prepared for Grade 10? Grade 11? Grade 12? Post-Secondary? The workforce?

Student Learning Survey Data:

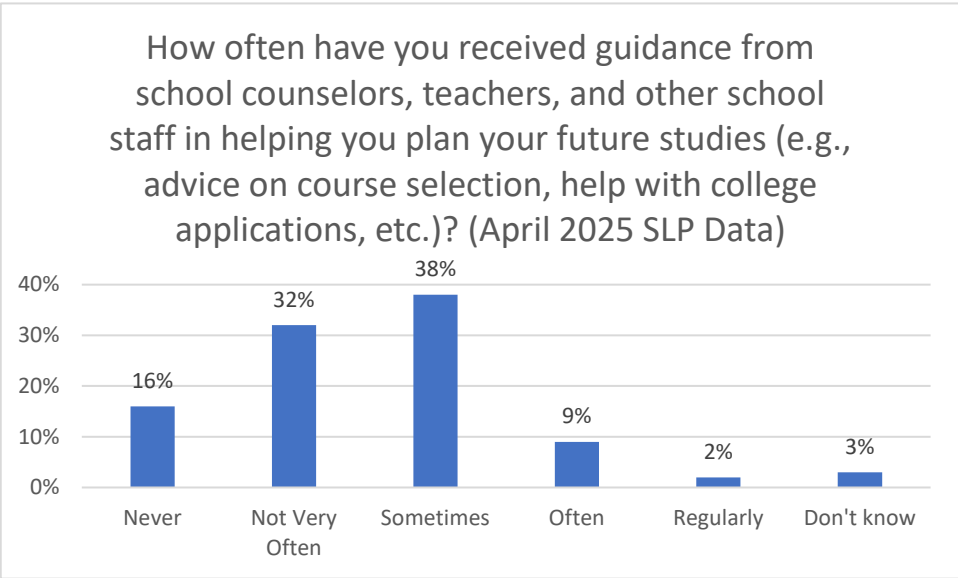
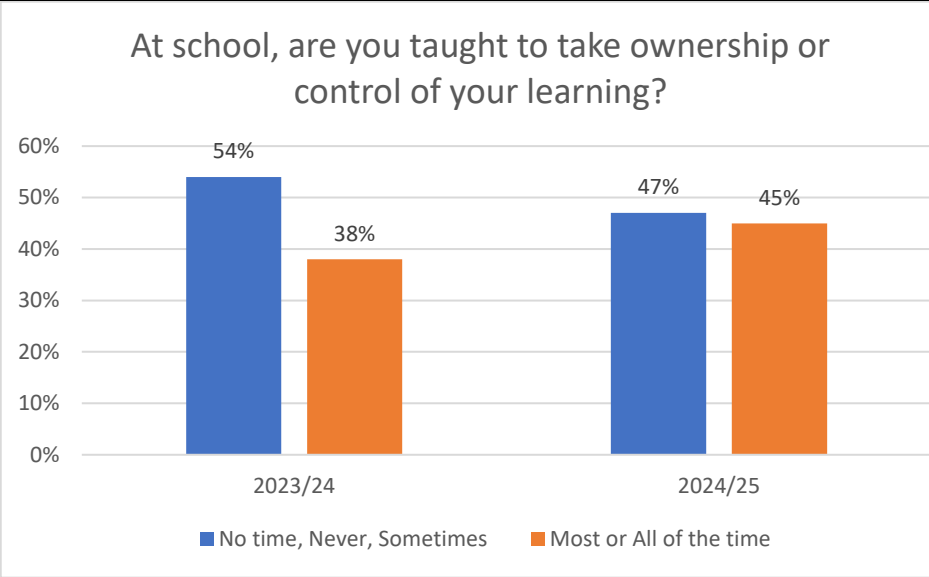
At school, do you get to work on things you are interested in as part of your course work?

| Year | No time, Never, Sometimes | Most or All of the time |
|---------|---------------------------|-------------------------|
| 2023/24 | 70% | 21% |
| 2024/25 | 66% | 27% |



Career Preparation Survey

We need to develop a survey that asks the questions we want to ask.
 ie. Do students feel the career program and exploration opportunities they are provided in grade 10 help them identify a potential career path?



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| | <div><div>At school, are you provided with feedback on how you could improve your learning?</div><table><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Never</td><td>3%</td></tr><tr><td>Almost Never</td><td>12%</td></tr><tr><td>Sometimes</td><td>37%</td></tr><tr><td>Most of the time</td><td>33%</td></tr><tr><td>All of the time</td><td>8%</td></tr><tr><td>Don't know</td><td>2%</td></tr></tbody></table></div> | Response | Percentage | Never | 3% | Almost Never | 12% | Sometimes | 37% | Most of the time | 33% | All of the time | 8% | Don't know | 2% |
|---|--|----------|------------|-------|----|--------------|-----|-----------|-----|------------------|-----|-----------------|----|------------|----|
| Response | Percentage | | | | | | | | | | | | | | |
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| Sometimes | 37% | | | | | | | | | | | | | | |
| Most of the time | 33% | | | | | | | | | | | | | | |
| All of the time | 8% | | | | | | | | | | | | | | |
| Don't know | 2% | | | | | | | | | | | | | | |
| Data Analysis/Narrative: | Data Analysis/Narrative: | | | | | | | | | | | | | | |
| <p>It has been a challenge to track students from Jackson who enrol in Career Programs in grade 11 and 12 at SAS.</p> <p>Students at Jackson participate in a variety of career field trips, spotlight sessions, seminars, etc. on a weekly basis; however, it is difficult to evaluate the impact of those experiences as, historically, we have not seen our students after grade 10.</p> <p>Student Learning Survey data indicates that they do not feel like the school is not preparing them properly for their future career or post secondary education. During a recent Student Voice meeting some grade 11 students indicated that they did not feel comfortable approaching staff in grade 9 or 10 to discuss career opportunities as they didn’t have a relationship with them yet. The same grade 11 students indicated that they would feel comfortable now that they are in grade 11 and have built good relationships with many staff.</p> | <p>It was challenging to track student success in grade 11, 12 and beyond when students left Jackson after grade 10. With Jackson becoming an 8-12 school over the next two years, we are excited to help students develop meaningful transition plans into their adulthood.</p> <p>Our Student Learning Survey data indicates that we need to provide more guidance to students during the course planning processes. It also indicates that more feedback can be provided to students on a daily basis to help move learning forward.</p> <p>While we have seen some improvement with students taking ownership of their learning, we believe there is still room to grow, especially as students enter their senior years.</p> | | | | | | | | | | | | | | |
| Resources and Professional Learning | School Learning Plan Consultation Process | | | | | | | | | | | | | | |
| <p>Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.</p> <p>Our Pro-D Committee is currently planning a session that focusses on supporting Mental Health and strategies to help students with building resilience.</p> <p>Our Pro-D Committee is planning to provide opportunities for staff/departments to engage in collaboration on topics that support our Student Learning Plan goals.</p> <p>Staff meetings will be used to provide opportunities for further collaboration and min-lessons on UDL.</p> <p>Dylan Wiliam’s Embedded Formative Assessment will be the focus of our Book Club this year. It is our hope that this resource will support us with providing meaningful feedback to students and support students with taking more ownership of their learning.</p> | <p>Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.</p> <p>Staff participated in several School Learning Plan activities designed to assess the data and provide feedback on strategies and actions we can take to address the issues identified. These activities have occurred at both staff meetings and department head meetings.</p> <p>Students have participated in Student Voice Meetings where our Student Learning Survey Data was shared and discussed.</p> <p>Our PAC has participated in several discussions and activities that have focussed are specific data (ie. Attendance Data, Student Learning Survey Data, etc.) related to our School Learning Plan.</p> | | | | | | | | | | | | | | |