Eagle River Secondary
School Learning Plan 2025-2026

School Context

Eagle River Secondary is located in Sicamous, British Columbia. We are a Grade 7-12 school whose student population ranges from 175 - 195 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 • Increase percentage of students that complete Provincial Numeracy Assessment with Proficient

Strategies and Actions:	Strategies and Actions:
• Individual reading screening testing done on every grade 7 & 8 student prioritizing students we believe are struggling • Small group and individual reading intervention groups for students below grade level • Re-screening in June to measure progress	• Individual math screener for every student in grade 7 & 8, prioritizing students we believe are struggling • Small group and individual math support for students below level • Re-screening in June to measure progress

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

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

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Data to Inform/Support Literacy Goal:	Data to Inform/Support Numeracy Goal:
• Individual reading level screening from beginning and end of year • Creating cohort data for tracking over time by grade for consideration of future support • Provincial Literacy 10 and 12 Assessments • Grade 7 FSA Results • Written Summary of Learning	• Individual reading math screening results from beginning and end of year • Creating cohort data for tracking over time by grade for consideration of future support • 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:**
• Tracking reading level data by individual and cohort over time • 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 10 Assessment (2024/25) - Em 3%, Dev 19%, Pro 76%, Ext 5% • 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% • Literacy 12 Assessment (2024/25) - Em 38%, Dev 48%, Pro 14%	• Tracking reading level data by individual and cohort over time • 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% • Numeracy 10 Assessment (2024/25) - Em 19%, Dev 48%, Pro 29%, Ext 3%, • WPM 10 2024/25 - 9 students (B – 2, C+ - 1, C – 5, C- - 1, IE – 1) • AppMa 12 2024/25 - 10 students (A – 2, B – 2, C+ - 1, C- - 4, IE – 1)

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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 – *Each student will feel welcome, safe, and connected to peers and adults in their schools.*
- 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: Organizational Development

- 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 two staff members 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

Strategies and Actions:

- Student Learning Survey
- Small group scanning using the questions from Spirals of Inquiry

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Data to Inform/Support Sense of Belonging Goal:

- Is school a place where you feel like you belong?
- 2024/25 -- 36% answered yes
- At school have you experienced discrimination on the basis of your sexual orientation or gender identity?
- 2024/25 -- 74% answered yes
- At your school, how many adults do you feel care about you? (1 or more counted at positive)
- 2024/25 --57% answered 2 or more
- Do you feel welcome at your school?
- 2024/25 -- 56% answered yes

Data to Inform/Support Student Well-Being Goal:

- At school, do you participate in activities outside of class hours (teams and clubs)?
- 2024/25 -- 37% answered yes
- Do you go to any clubs, sports, dances, music outside of school time?
- 2024/25 -- 52% answered yes
- Have you ever felt bullied at school?
- 2024/25 -- 41% answered yes
- Do you feel safe at school?
- 2024/25 -- 61% answered yes

Data Analysis/Narrative:

Judy Halbert and Linda Kaser's work in *Spirals of Inquiry* recognizes that if students are connected to **two** or more adults that this will foster a sense of belonging and support and will enhance school culture leading to better academic performance, higher attendance and enhanced mental health. Using their scanning questions we will be diving into sense of belonging issues with students to build our school community.

Data Analysis/Narrative:

- Extra-curricular participation is difficult for many of our students as they are dependent on a school bus for transportation
- Students who participate in extra-curriculars report a higher sense of belonging in school
- We will look to support and increase opportunities for extra-curricular opportunities within the bookends of the school day so that more students can participate

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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 – *Each student will develop the skills and competencies to be successful in a career pathway of their choice.*
- 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, 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
Strategies and Actions:	**Strategies and Actions:**
- As Dual-Credit programs are only one pathway for students, we want to broaden the data that we track to cover a broader scope of possible outcomes. Job shadow opportunities, University visits, and direct apprenticeships are all indicators of our students being exposed to opportunities for work or school beyond graduation and our community	- Tracking all of our students on their pathway to graduation - SBT discussion for student support for those at risk of not graduating - Utilizing non-enrolling staff to support students
Data to Inform/Support Career Exploration and Development Goal:	**Data to Inform/Support Meaningful Graduation Goal:**
- Students transitioning to Dual Credit Programs - Students transitioning directly to Apprenticeship opportunities - Students participating in job shadow opportunities - Students participating in University/College exploration trip	- Graduation Rates - Grade to grade transitions - Student Learning Surveys
Data Analysis/Narrative:	**Data Analysis/Narrative:**
We had students wait-listed for Dual Credit programs but none have been accepted. This is one reason why we need to expand the scope of the data that we are looking at. Dual Credit is a great program but there are other opportunities that students engage in that support the concept of career exploration.	- Are you satisfied that school is preparing you for a job in the future? - 2024/25 -- 12% answered yes - Are you satisfied that school is preparing you for post-secondary education? - 2024/25 - 26% answered yes - Do you intend to go to a post-secondary school in the future? - 2024/25 -- 72% answered yes

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.
- Literacy intervention training for support staff - Science of Reading training for support staff - Universal Design for Learning ProD opportunities offered at school ProD sessions - Working with vulnerable and neurodiverse students sessions at staff meetings - Indigenous ways of learning – ProD opportunities offered at school ProD sessions and the Indigenous Day of Learning	- Consultation with PAC - Discussion and consultation with staff

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