J.L. Jackson Secondary
School Learning Plan 2026-2027

School Context

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 **Ḱwsaltktnéws ne Secwepemcúl'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 614 students in grades 9-12 servicing the communities of Salmon Arm, Silver Creek, North Canoe, South Canoe, Ranchero, and Deep Creek. We are also grateful to work with the Adams Lake Indian Band, Skwlāx te Secwepemcúl'ecw, Neskonlith Indian Band, and Splatsin, 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. Next year 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/Evergreens/5 Year Rate/6 Year Rate), School-wide writes…

Literacy Goal:

Goal: Increase the percentage of students achieving a proficient or extending score on the Grade 10 Provincial Literacy Assessment.

Targets:

- Increase the percentage of students achieving a proficient or extending to greater than 80% by June 2027.
- Increase the percentage of students achieving an extending score to greater than 12% by June 2027.
- Increase the percentage of Indigenous students achieving a proficient or extending score to be on par with non-Indigenous students by June 2026.

Numeracy Goal:

Goal: Increase the percentage of students achieving a proficient or extending score on the Grade 10 Provincial Numeracy Assessments.

Targets:

- Increase the percentage of students achieving a proficient or extending score to greater than 60% by June 2027
- Decrease the percent of indigenous students achieving an emerging score to less than 5% by June 2027.

Strategies and Actions:

As a school we plan to focus on the following strategies and actions this year:

SLP collaboration time will be provided during staff meetings so that departments can share best practices and continue to build consistency cohesion.

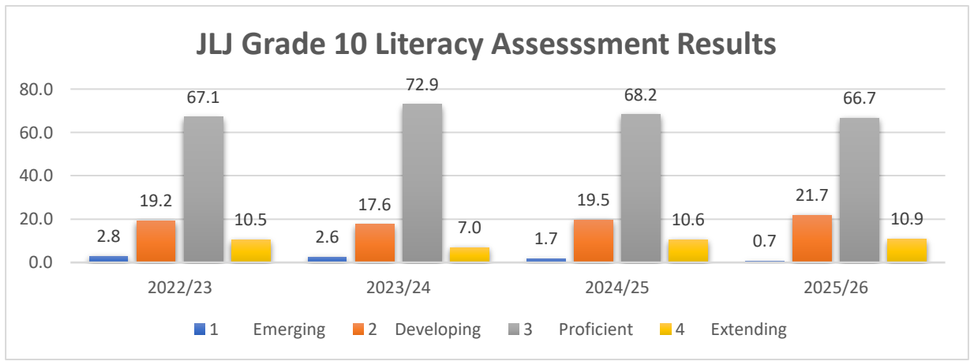
We will work on establishing a cohesive and consistent approach to instruction by…

- adopting a common format – Topic Sentence, Explanation, Example, Link (TEEL) – for teaching paragraph writing
- 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 feedback
- aligning rubrics and assessments
- creating common final assessments for English 9 and Social Studies 10
- teaching student to self-assess and set goals.
- developing common interims
- developing a common method for teaching source analysis strategies.

We will also work to…

- Develop tools and strategies for cross-curricular literacy support (ie. TEEL)
- Emphasize formal communication skills (ie. mini unit on emails – not just resumes).
- Improve representation of French content/books in the library.
- Encourage public speaking opportunities in class (ie. TED Talks, French Oral Exams, Seminars)
- Focus on developing skills around using tech, digital media, AI etc. (ie. teach students how to navigate AI)
- Targeted support for Indigenous students and students at the emerging level, including supplemental literacy programs during LR classes.
- Teach specific strategies in all English classes that support students writing the Literacy Assessment.
- Teach IEP students how to use text-to-speech and speech-to-text and practice regularly, so that they are comfortable using the technology on exams.

Data to Inform/Support Literacy Goal:



Strategies and Actions:

As a school we plan to focus on the following strategies and actions this year:

SLP collaboration time will be provided during staff meetings so that departments can share best practices and continue to build consistency cohesion.

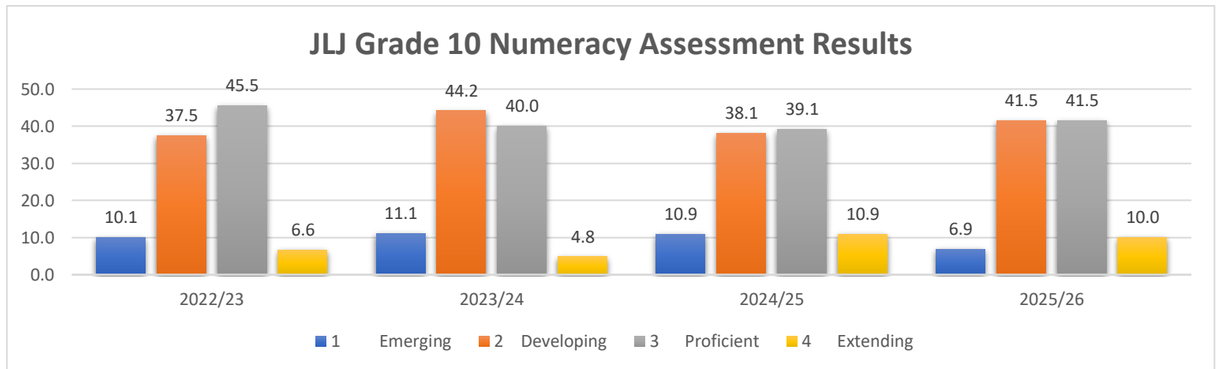
We will work on establishing a cohesive and consistent approach to instruction by…

- creating common final assessments for Math 9 and Science 10
- create common standards for science literacy in each grade (ie. graphing/lab report expectations)
- Continue to promote classroom routines that focus on critical concepts.
  - 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

We will also work to…

- Emphasize numeracy in science tasks.
- Provide students with the opportunity to participate in Regional and Provincial Math Contests.
- Utilize peer tutors to support learning in and out of classes.
- Explore the possibility of after school or lunch hour Math Tutoring (HW Club).
- Partner with feeder schools to facilitate early intervention and targeted support for students with emerging math skills.
- Targeted support for indigenous students and students at the emerging level, including supplemental numeracy programs during LR classes.
- Provide Numeracy exam prep/examples - continue to pilot Numeracy Graduation Assessments.

Data to Inform/Support Numeracy Goal:



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.

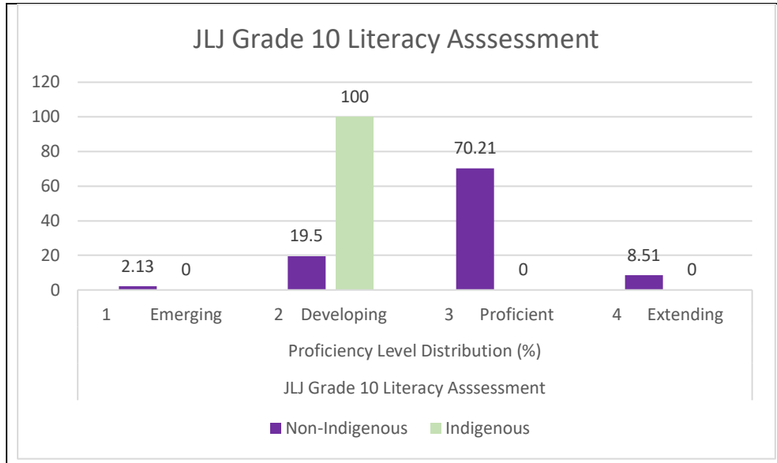
Our Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

JL Jackson Graduation Assessment Results - LITERACY

			Profiency Level Distribution (%)				
		# of Students	1 Emerging	2 Developing	3 Proficient	4 Extending	Combined 3&4 Proficient & Extending
Jan-20	JLJ	100	4	26	65	5	70
	Province	22,465	4.94	21.21	63.1	10.74	73.84
Nov-20	JLJ	77	0	20.78	75.32	3.9	79.22
	Province	13,043	6.46	22.3	58.77	12.34	71.11
Jan-21	JLJ	51	3.92	31.37	54.9	9.8	64.7
	Province	20,761	4.84	20.3	60.3	14.43	74.73
Apr-21	JLJ	63	3.17	17.46	60.32	19.05	79.37
	Province	17,450	6.36	23.38	57.59	12.37	69.96
Jun-21	JLJ	57	10.53	36.84	47.37	5.26	52.63
	Province	13,863	7.91	22.98	55.07	13.85	68.92
Apr-22	JLJ	83	1.2	22.89	69.88	6.02	75.9
	Province	24,983	5.63	22.43	59.9	11.85	71.75
Jun-22	JLJ	174	3.45	20.69	67.82	7.47	75.29
	Province	18,366	4.97	20.07	61.25	13.56	74.81
Jan-23	JLJ	128	3.13	17.97	71.09	7.03	78.12
	Province	19,153	5.21	22.21	61.05	11.31	72.36
Jun-23	JLJ	158	2.53	20.25	63.92	13.29	77.21
	Province	7,826	6.34	24.46	58.4	10.61	69.01
Jan-24	JLJ	127	3.15	18.11	73.23	5.51	78.74
	Province	18,916	5.53	21.51	60.74	11.82	72.56
Jun-24	JLJ	146	2.05	17.12	72.6	8.22	80.82
	Province	8,073	6.08	22.47	59.75	11.31	71.06
Jan-25	JLJ	113	2.65	23.01	70.8	3.54	74.34
	Province	20,555	4.97	22	61.72	10.93	72.65
Jun-25	JLJ	189	1.06	17.46	66.67	14.81	81.48
	Province	8,595	6.84	24.82	58.64	9.42	68.06
Jan-26	JLJ	79	1.26	21.51	65.82	11.39	77.21
	Province	34,588	5.87	23.63	60.46	9.79	70.25
Jun-26	JLJ	59	0	22.03	67.79	10.16	77.95
	Province	7,908	6.76	24.11	57.52	11.27	68.79

JL Jackson Graduation Assessment Results - NUMERACY

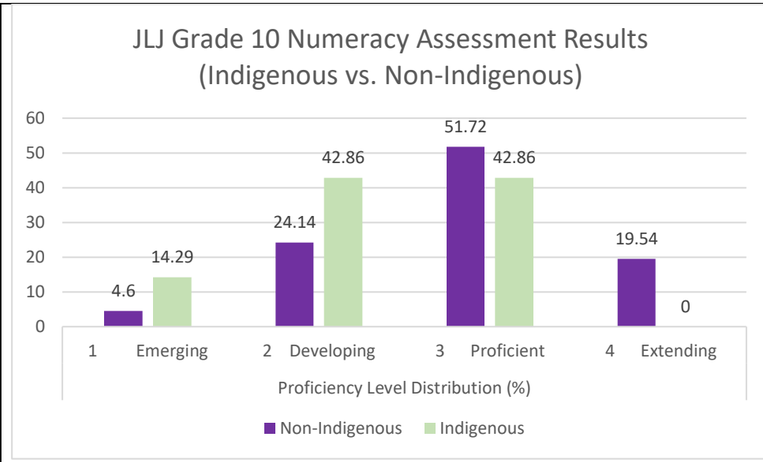
			Profiency Level Distribution (%)				
		# of Students	1 Emerging	2 Developing	3 Proficient	4 Extending	Combined 3&4 Proficient & Extending
Jun-19	JLJ	230	35.22	44.35	17.83	2.17	20
	Province	40,958	23.24	43.11	29.19	4.35	33.54
Jan-20	JLJ	143	24.48	44.76	29.37	1.4	30.77
	Province	30,040	24.15	33.73	35.66	6.09	41.75
Nov-20	JLJ	60	31.67	46.67	21.67	0	21.67
	Province	19,390	20.71	39.46	34.85	4.14	38.99
Jan-21	JLJ	51	17.65	50.98	27.45	1.96	29.41
	Province	24,960	19.86	36.25	37.34	6.06	43.4
Apr-21	JLJ	72	22.22	31.94	36.11	8.33	44.44
	Province	16,969	16.98	39.44	37.52	5.65	43.17
Jun-21	JLJ	64	6.25	53.13	35.94	4.69	40.63
	Province	14,589	18.78	38.56	37.16	5.09	42.25
Apr-22	JLJ	98	10.2	44.9	35.71	9.18	44.89
	Province	21,233	16.24	37.2	34.61	11.33	45.94
Jun-22	JLJ	160	13.75	39.38	38.75	7.5	46.25
	Province	21,560	16.03	33.76	38.18	11.68	49.86
Jan-23	JLJ	127	12.6	40.94	37.8	7.87	45.67
	Province	16,661	12.03	38.17	35.73	13.27	49
Jun-23	JLJ	161	8.07	34.78	51.55	5.59	57.14
	Province	12,666	15.26	35.41	39.14	9.77	48.91
Jan-24	JLJ	113	13.27	38.27	43.36	5.31	48.67
	Province	17,022	17.61	35.44	36.11	13.27	49.38
Jun-24	JLJ	157	9.55	48.41	37.58	4.46	42.04
	Province	11,817	14.32	40.46	34.12	10.65	44.77
Jan-25	JLJ	199	6.53	31.66	47.24	14.07	61.31
	Province	20,229	10.53	32.94	41.3	14.88	56.18
Jun-25	JLJ	113	18.58	49.56	24.78	5.31	30.09
	Province	10,714	12.29	36.5	39.32	11.35	50.67
Jan-26	JLJ	62	9.67	50	30.64	9.67	40.31
	Province	27,602	10.34	40.08	35.02	13.98	49
Jun-26	JLJ	68	4.41	33.82	51.47	10.29	61.76
	Province	10,158	10.22	38.12	38	13.01	51.01



JLJ Grade 10 Literacy Asssessment

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 Asssessment

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

Data Analysis/Narrative:

Our results on the Graduation Literacy Assessment continue come in above the provincial average.

However, the percentage of indigenous students in the developing category is still much greater than non-indigenous students.

Data Analysis/Narrative:

Over the past 7 years we have seen a significant improvement in our Graduation Numeracy Assessment results compared to the provincial and district average. We have also seen an increase in the percent of students achieving a proficiency level of extending over the past 2 years.

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.

However, the percentage of Indigenous students in the emerging and developing category is still much greater than non-Indigenous students.

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.

Sense of Belonging Goal:

Goal: To ensure all students feel safe, welcome, and connected by fostering a strong sense of community and school spirit.

Targets:

- Increase the percentage of students who indicate that they feel like they belong at school to at least 70% by June 2027
- Increase the percentage of students who indicate that they feel welcome at school to at least 80% by June 2027
- Increase the percentage of students who indicate that they participate in ongoing indigenous programs or activities

Strategies and Actions:

As a school we plan to focus on the following strategies and actions this year:

Provide staff training in restorative practices to address behaviour when it happens and allow student to learn from their mistakes.
Introduce "Third Path" strategies to teachers at monthly staff meeting, devise activities with staff to increase students' sense of belonging.
Increase Indigenous activities (ie. Traditional Drumming Group, Indigenous Story Telling at Lunch with Knowledge Keepers) to help build a sense of belonging.
Expand opportunities for student to participate in clubs (ie. French Club, Tabletop Game, Trivia club etc.)
Expand visual representation of allyship/diverse values (ie. rainbow stickers)
Establish a peer mentorship program.
Provide a variety of transition activities for new grade 9's (ie. School Visits, Gym Riot, Parent Info Night, Course Selection Open House etc.)
Offer library activities (ie. Starbooks Day, Escape Room, Monthly Contests, etc.) that help build community and school spirit.
Advocate for renovation of washrooms and changerooms – students feel welcome and safe.
Continue to celebrate student successes, and develop more ways to recognize students (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, peer tutors, 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.

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.

Student Well-Being Goal:

Goal: To build and refine our framework of strategies that addresses the social, emotional, and academic needs of all students, particularly those facing attendance challenges.

Targets:

- Decrease the number of students who indicate that school makes them feel stressed or anxious all of the time to less than 20%.
- Increase the number of students missing less than 10% of their classes to 70%.
- 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:

As a school we plan to focus on the following strategies and actions this year:

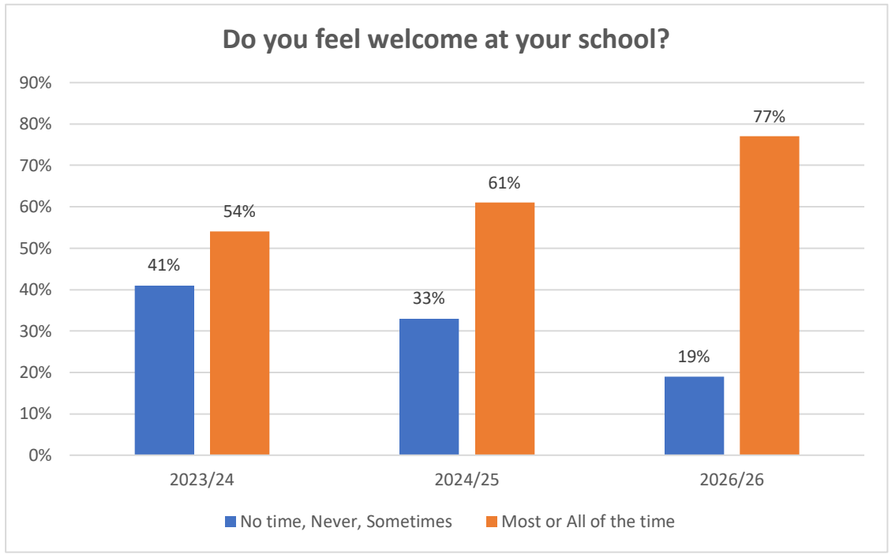
Improve attendance tracking, follow-up, and support for students with poor attendance.
Offer a Flex Program for student struggling with attendance - Smaller class size and self-paced learning.
Utilize D2L/Brightspace and the WCLN courses in our Flex Program so that student can access their full course online.
Encourage regularly discussion about Mental Health in classes – Not just in PHE.
Host info sessions and support for parents on wellness, mental health, best practices for parenting, substance use, online threats, etc.
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.
Teach stress and self-management strategies – Not just in PE or LR.
Provide cheaper meal options to students on a more regular basis ($7)
Access peer tutors as academic support for students.
Provide mini-wellness lessons for classroom teachers.
Host Student Voice Meetings to gather more specific student input and feedback.
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.

Continue to offer classes that contribute to overall school culture (ie. Leadership, Athletic Leadership, Yearbook, etc.)
Offer monthly grad activities to build community among Grade 12's and build towards the grad celebrations
Engage in more school wide activities (Community Building)

- March Madness – Basketball Tournament
- Spirit Week
- Talent Show
- Intramurals
- Terry Fox Run
- School/Community Clean-up
- School-wide meal(s)
- Whole school photo

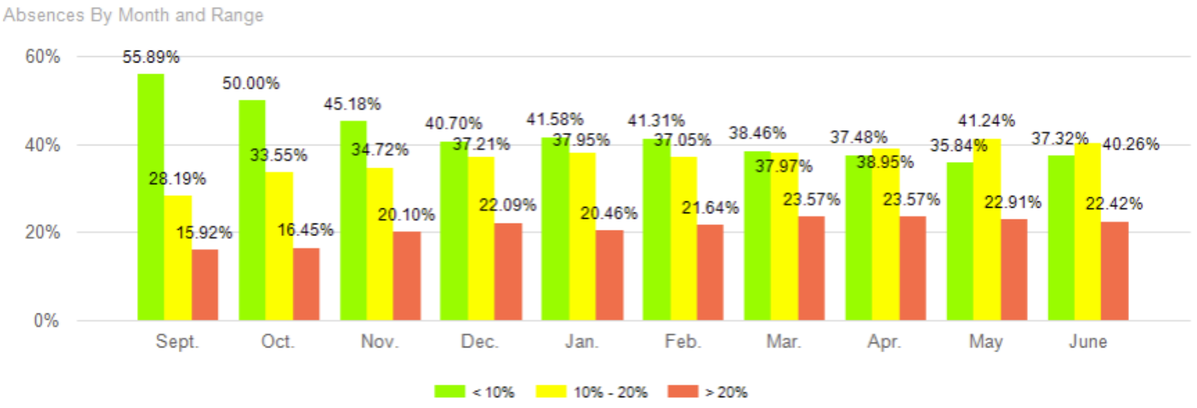
Data to Inform/Support Sense of Belonging Goal:

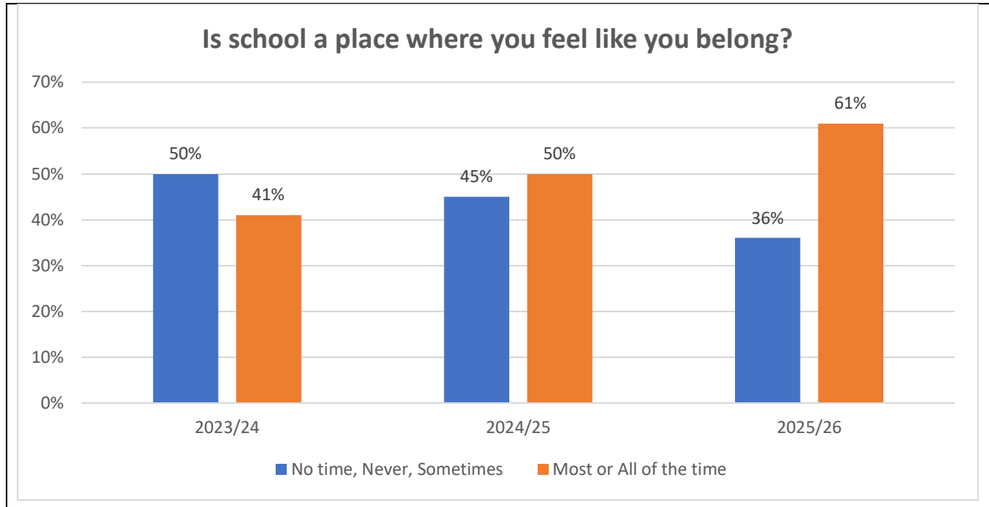
Student Learning Survey Results:

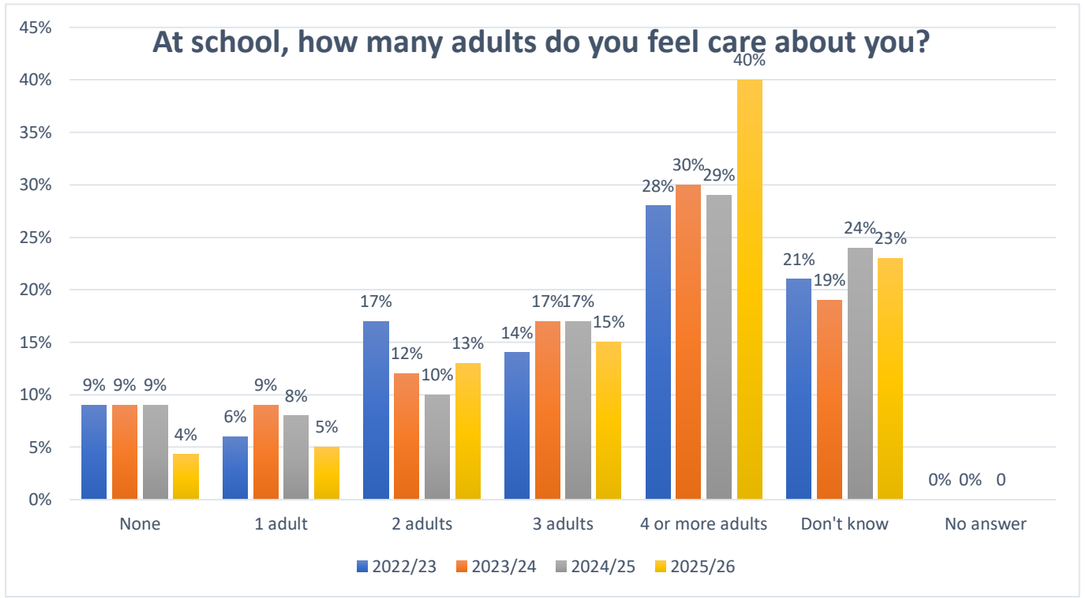


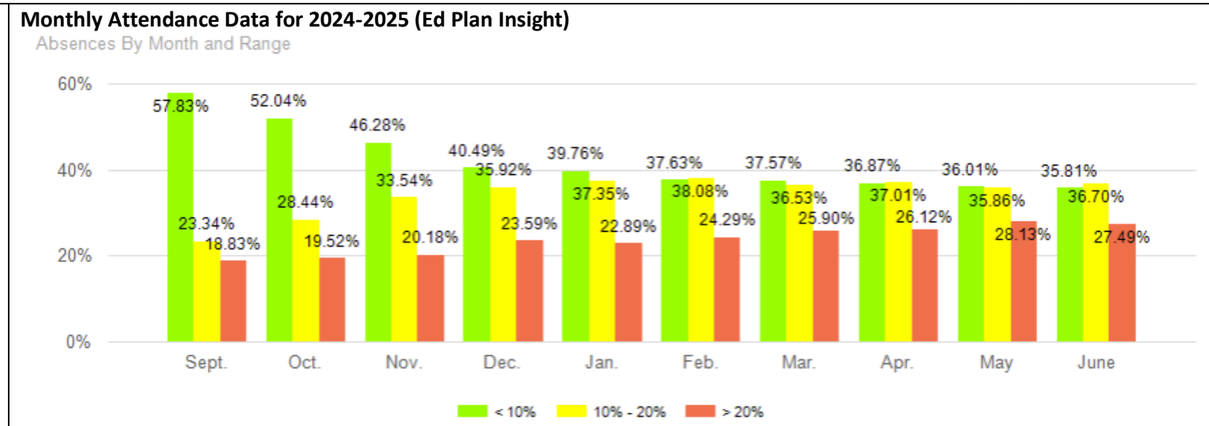
Data to Inform/Support Student Well-Being Goal:

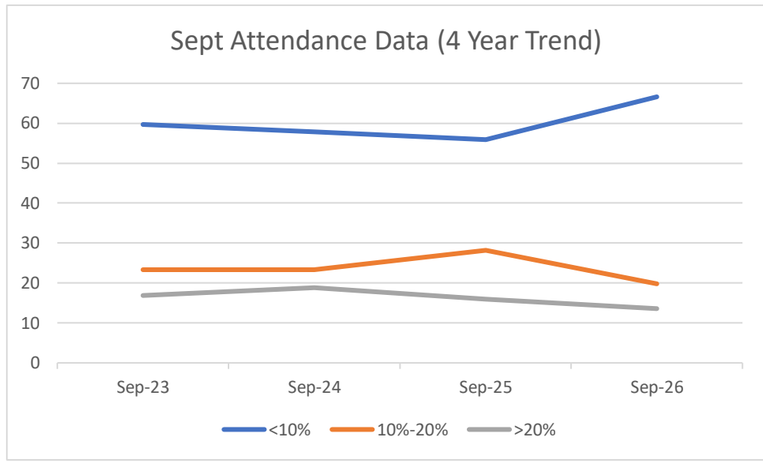
Monthly Attendance Data for 2025-2026 (Ed Plan Insight)







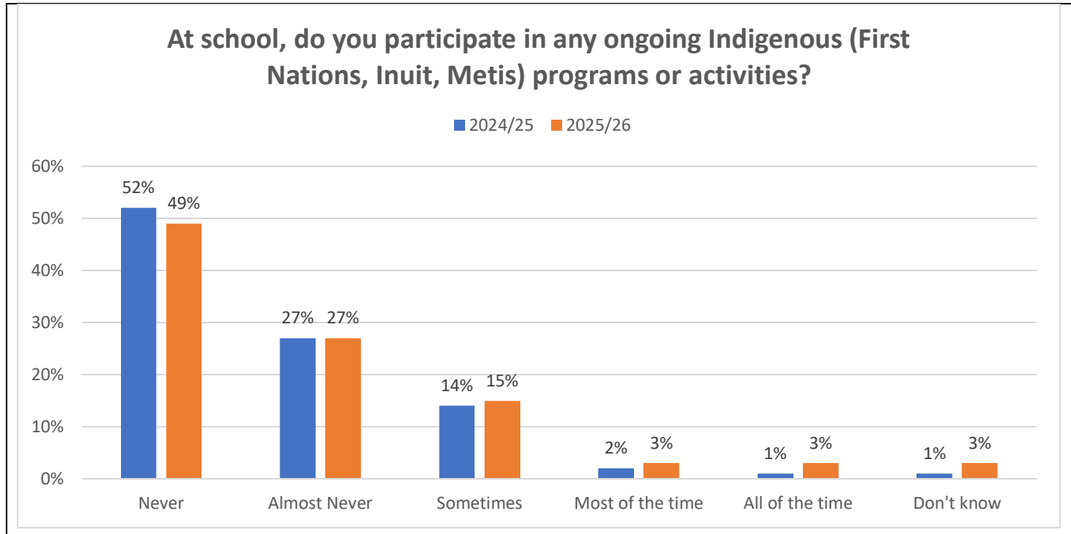




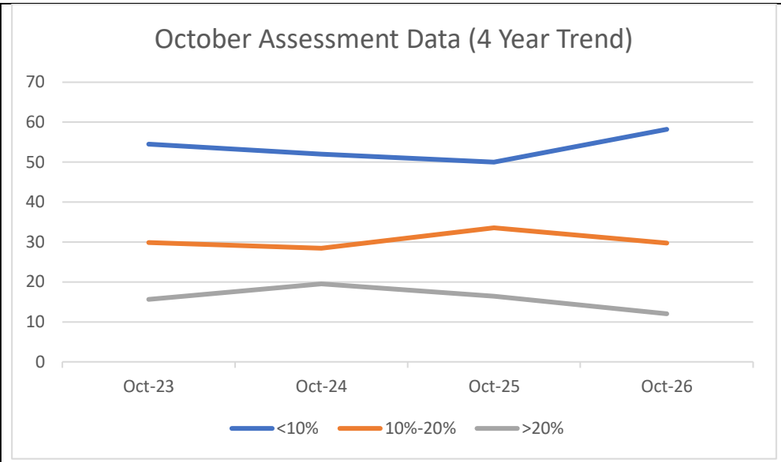
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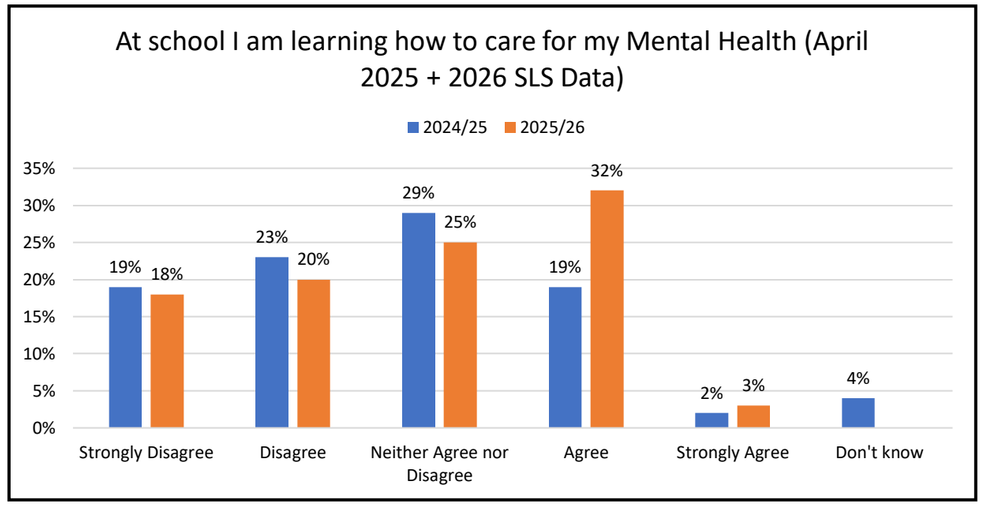
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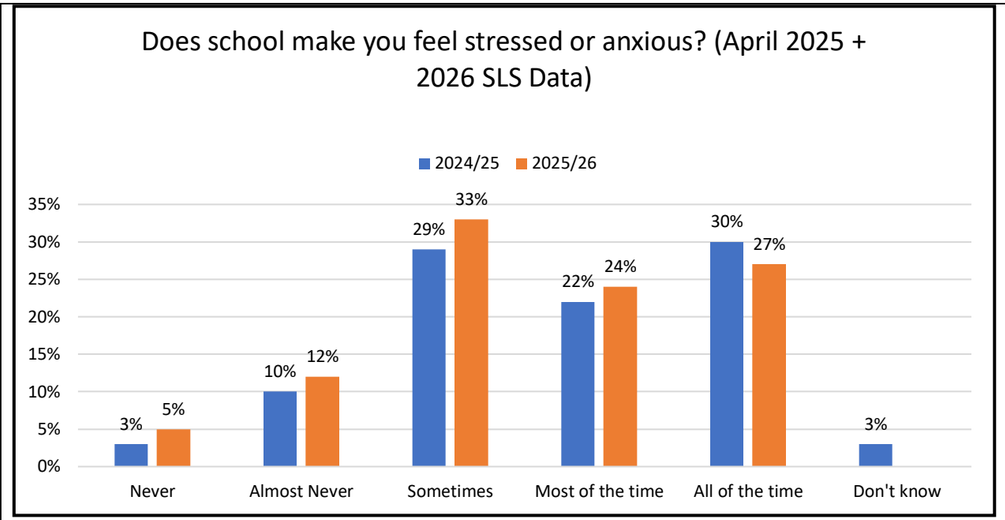


Extra-curricular Participation Rates:
We will begin collecting data on the number of students each year that participate in clubs, teams, fine arts, and other school activities.



Student Learning Survey Results - Mental Health Questions April 2025:





Data Analysis/Narrative:

There has been a significant increase in the number of students who feel like they belong at school, feel welcome at school, and have multiple adults that care about them at school.

We believe this is a direct result of reconfiguration and having students at Jackson for more than 2 years.

We also believe that the efforts we have made to provide more opportunities for student to participate in activities aimed at building a positive school culture are having a positive effect in this area.

We are curious why many of our students say that they do not participate in ongoing Indigenous Programs and activities as we believe we are providing many opportunities for students to participate in indigenous activities and programs both in and out of class. We are planning to form student focus groups to dive deeper into this question.

Data Analysis/Narrative:

There are several 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.

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.

Based on the Student Learning Survey Mental Health results, Indigenous students are struggling significantly more that 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).

Over the past two years we have seen an improvement in both student attendance and the number of students who are indicating that they are learning how to care for their mental health. We believe these improvements are a result of the strategies we are putting in place as well as the increased sense of belonging students are feeling.

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 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:

(e.g. dual credit programs, ensuring pathways of eligibility, ensuring access for priority learners)

Goal: For students to develop the skills and competencies to be successful in a career pathway of their choice by the time they graduate.

Targets:

- Increase the percent of students who indicate they are satisfied with how school is preparing them for a career to at least 50% by 2027.

Strategies and Actions:

As a school we plan to focus on the following strategies and actions this year:

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.
Increase career related projects and guest speakers embedded in core classrooms to allow students to make better connections between courses/curriculum and careers.
Explore alternate models for offering CLE 10 and CLC 12.
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.
Host Wex/Dual Credit Parent Info Night(s).
Incorporate Dual Credit opportunities as part of the myBlueprint Course Selection process.
Make existing opportunities more well know (ie. Advertise on website, bulletin board, TV's etc.)
Identify opportunities for FI students that emphasize or value bilingualism.
Grade 12 students in FI and Core French have opportunity to write DELF exam.
Provide more instruction and opportunities for student to explore Education Planner BC and myBlueprint+.

Meaningful Graduation Goal:

(e.g. successful transitions from Grade 10 to 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...

Goal: For all students to have a valuable high school educational experience, with a meaningful transition plan into adulthood by the time they graduate.

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.

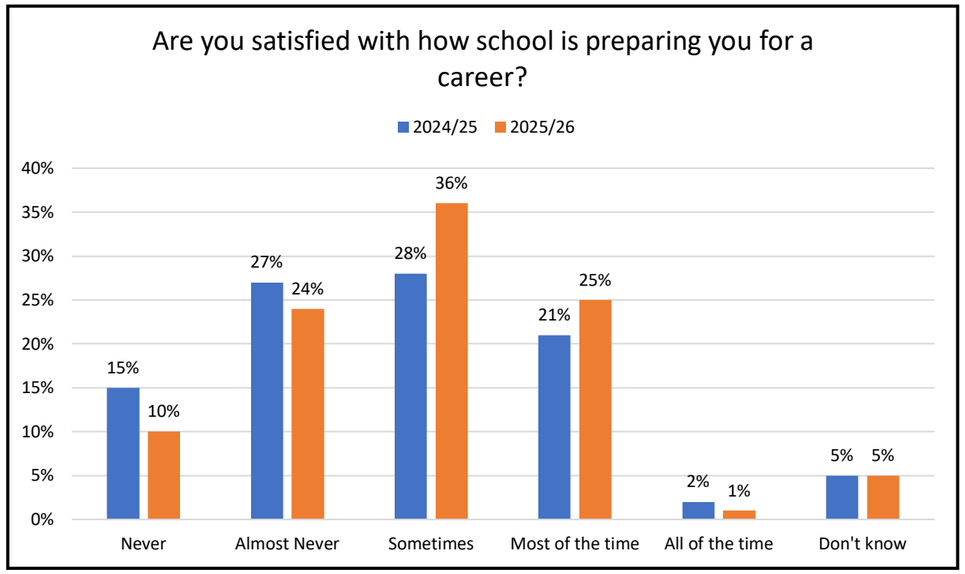
Strategies and Actions:

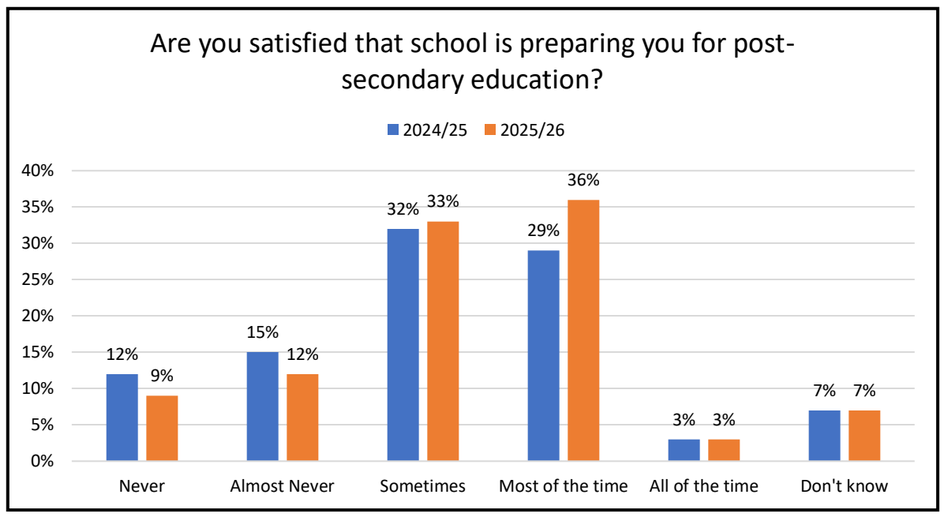
As a school we plan to focus on the following strategies and actions this year:

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.
Engage in Purposeful Learning - Focus on the "why" during instruction. "What's the point of this?"
Focus on developing financial literacy (CLE10).
Teach organization skills, goal setting, and strategies for success across all classes.
Help students develop the skill set of "Seeking Support".
Focus on teaching the core-competencies and other transferable skill sets.
Use myBlueprint+ to help students develop/explore future career pathways.
Introduce the appropriate use of AI.
Incorporate grad checks with counsellors in grade 11 and grade 12.
Offer an *Embedded Formative Assessment* Book Club for Staff.
Core Connect program supports students who are on an Evergreen grad plan.

Data to Inform/Support Career Exploration and Development Goal:

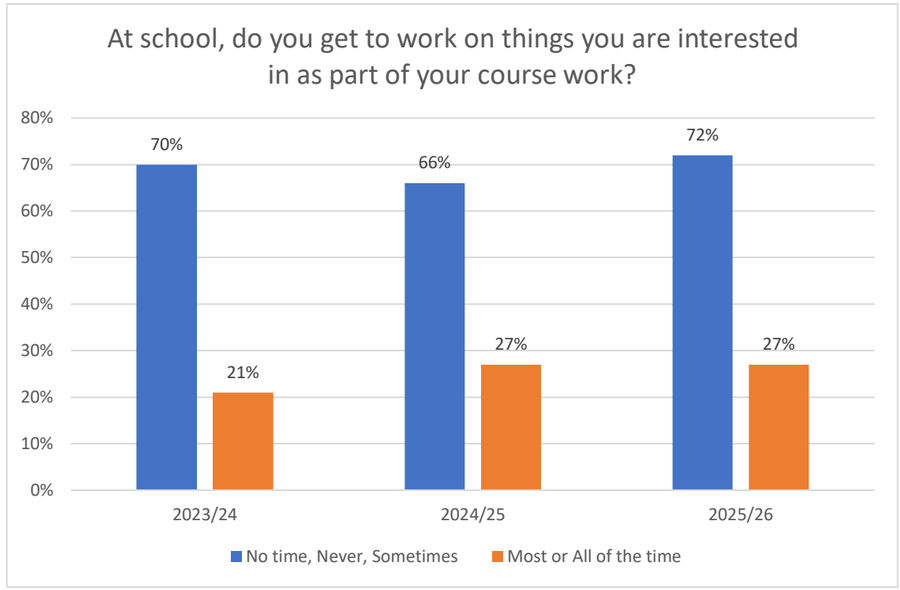
Student Learning Survey Data:

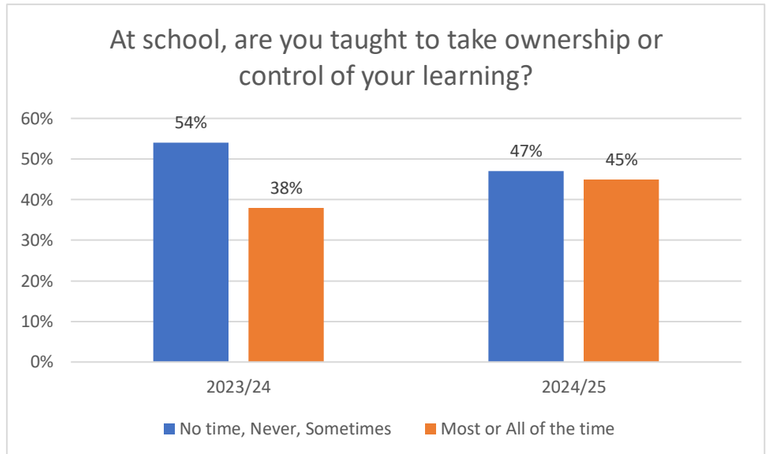


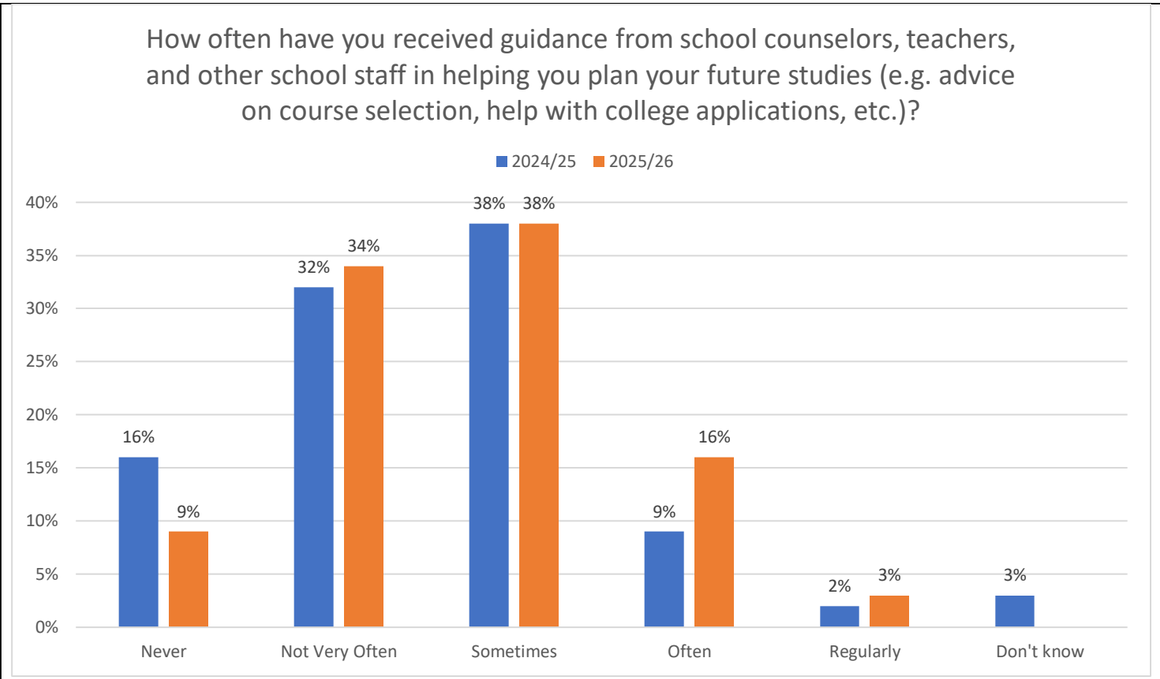


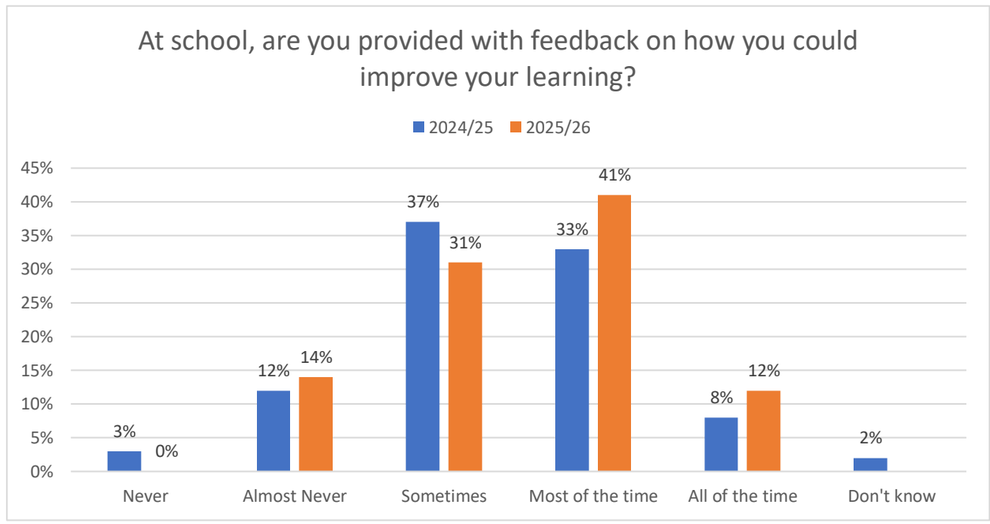
Data to Inform/Support Meaningful Graduation Goal:

Student Learning Survey Data:






How often have you received guidance from school counselors, teachers, and other school staff in helping you plan your future studies (e.g. advice on course selection, help with college applications, etc.)?
2024/25
2025/26
40%
35%
30%
25%
20%
15%
10%
5%
0%
16%
9%
32%
34%
38%
38%
9%
16%
2%
3%
3%
Never
Not Very Often
Sometimes
Often
Regularly
Don't know


At school, are you provided with feedback on how you could improve your learning?
2024/25
2025/26
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
3%
0%
12%
14%
37%
31%
33%
41%
8%
12%
2%
Never
Almost Never
Sometimes
Most of the time
All of the time
Don't know

Data Analysis/Narrative:	Data Analysis/Narrative:
It has been a challenge to track students from Jackson who enrol in Career Programs in grade 11 and 12 at SAS. 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. Historically, our Student Learning Survey data indicated that students did not feel like the school was preparing them properly for their future career or post-secondary education. During a Student Voice meeting last year 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. We believe that because we have students for longer now, we are able to better support them in preparing for a career or post-secondary education. The Student Learning Survey Data seems to be showing positive trends in these areas as well. To help us dig deeper into the areas of Careers Exploration and Meaningful Graduation, 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?	Previously, 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. 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. 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. To help us dig deeper into the areas of Careers Exploration and Meaningful Graduation, 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?
Resources and Professional Learning Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.	**School Learning Plan Consultation Process** Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.
We have 12 staff participating in the SD83 Restorative Practices Pro-D Sessions this year. Our goal is to introduce and implement some of these strategies with all our staff next year. We will be introducing "Third Path" strategies with staff at monthly staff meeting to increase students' sense of belonging. 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 and planning for grade 8's next year. 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.	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. Students have participated in Student Voice Meetings where our Student Learning Survey Data was shared and discussed. 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. Our Indigenous Rights holders will be invited to a meeting in the spring as we begin our SLP planning cycle again.