



A.L. Fortune Secondary

School Learning Plan 2024-2025



School Context:

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

**** The goals, data and strategies in this plan will continually be re-addressed through consultations with staff, students, parents and stakeholders. This continuous improvement cycle will allow for thoughtful improvement of the plan.**

A.L. Fortune Secondary is Grade 7-12 school that currently has 371 students. The community is located in between two larger centres – Salmon Arm and Vernon – with larger communities like Kamloops and Kelowna being 1 to 1.5 hours away. Of the 371 students, 38% of the students are indigenous. The Splatstin community is the closest band to our school and we actively work with their departments on a regular basis to support our students. Many of our students engage in our robust fine arts and trades programs. We host an award winning drum line program and we also have many students compete at the Skills Canada trades competition and participate in academic/trades based dual credit programs. We have also witnessed an uptick in student participation in athletics in our school. In terms of community support, our students are very fortunate to live in our area. On average, our graduates have access to over \$60,000 in scholarships to assist them in the transition to post secondary.

To shed some light on vulnerable nature of our community, 2016 Census data revealed that the average household income for Enderby was \$58, 740 while the provincial average was \$90, 354. In terms of education, 24% of Enderby residents do not have a high school diploma in comparison to 14% at the provincial level. There is also a 3% higher unemployment rate in Enderby than the rest of the province. The Early Development Instrument through UBC also provides the community with data on our vulnerability. In the last wave, 38% of K students in Enderby were vulnerable in one or more scales (33.4% is the provincial average). 23% of K students in Enderby were vulnerable in the area of physical literacy and well being (15.4% is the provincial average). Our school food program is integral part of the school – we provide breakfast and lunch for all students (roughly serving 80-100 breakfasts and lunches per day). We are very thankful for the community, district and provincial supports that allow us the opportunity to fuel our students.

The school community (teachers, ceas, clerical, support staff...) are very proud of and attached to the students of A.L. Fortune Secondary. The school is a positive, supportive and energetic learning environment.

Strategic Priority: Intellectual Development

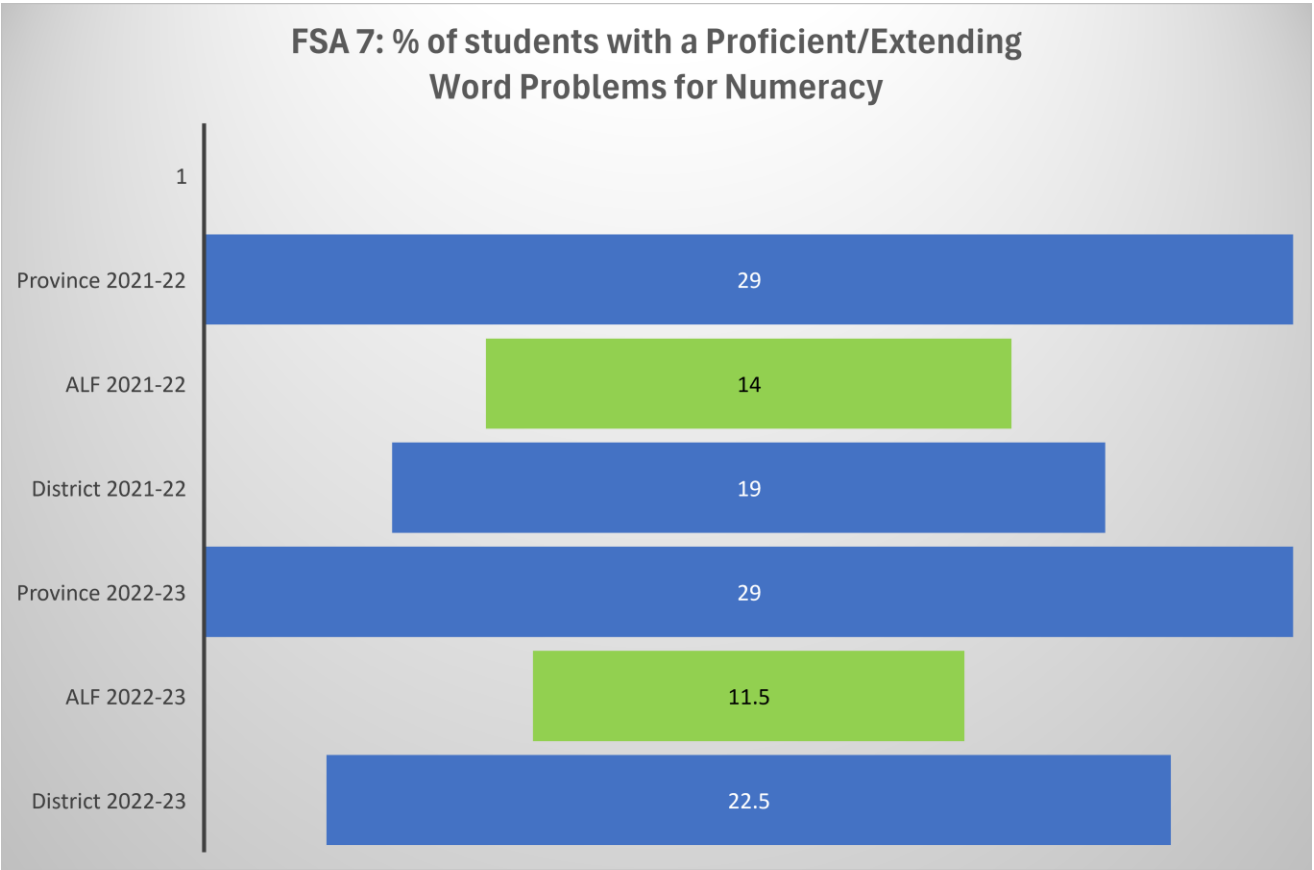
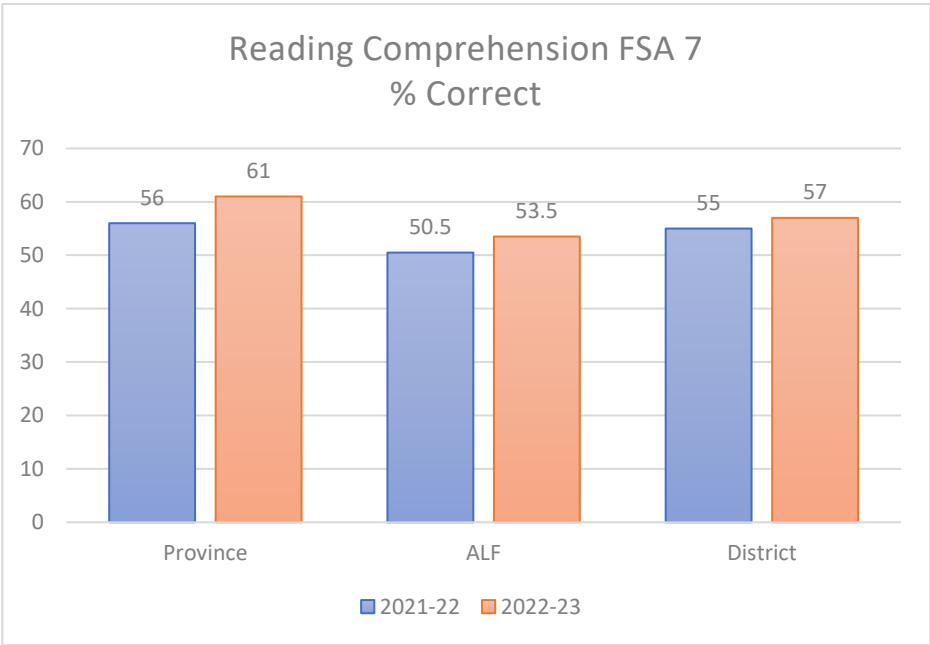
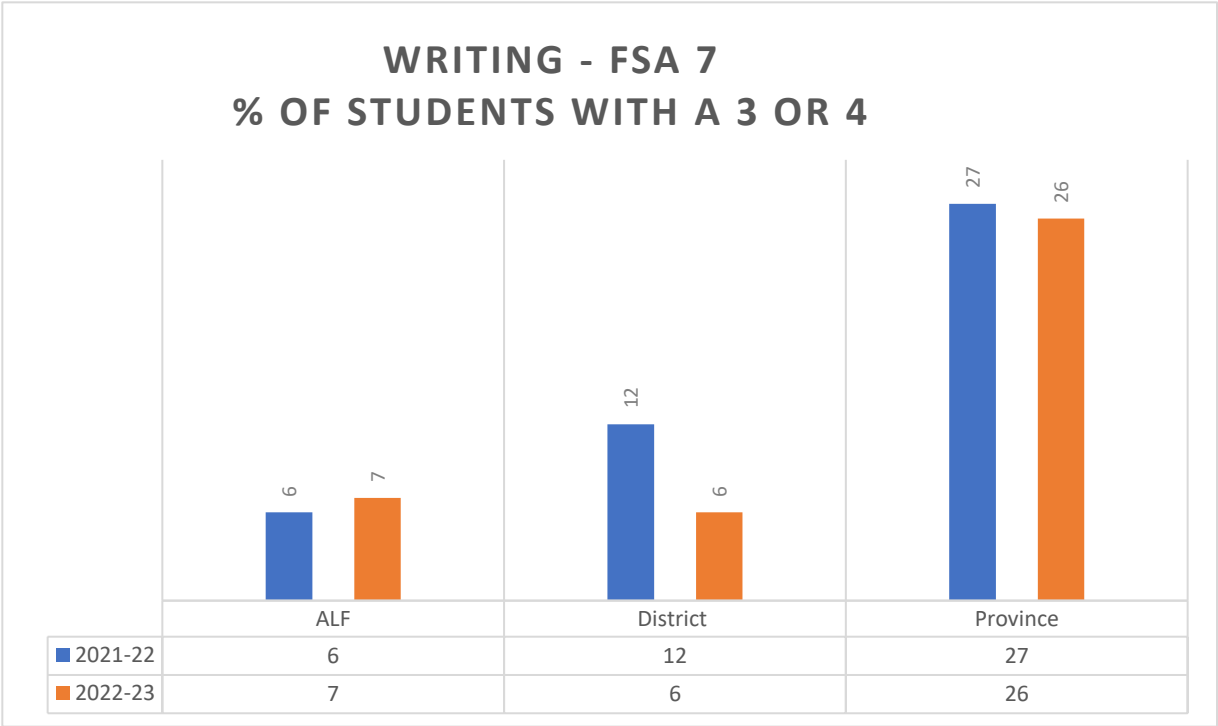
- In the School Learning Plan, the **Intellectual Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.*
- Goals must be specific, measurable, 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...

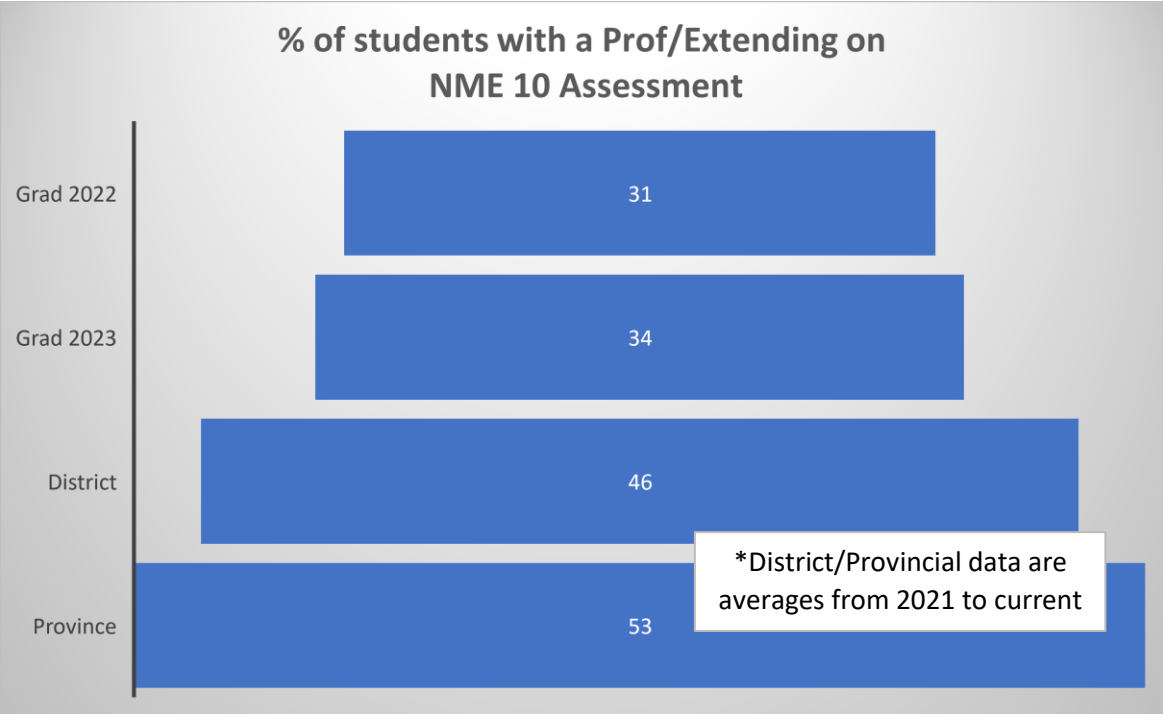
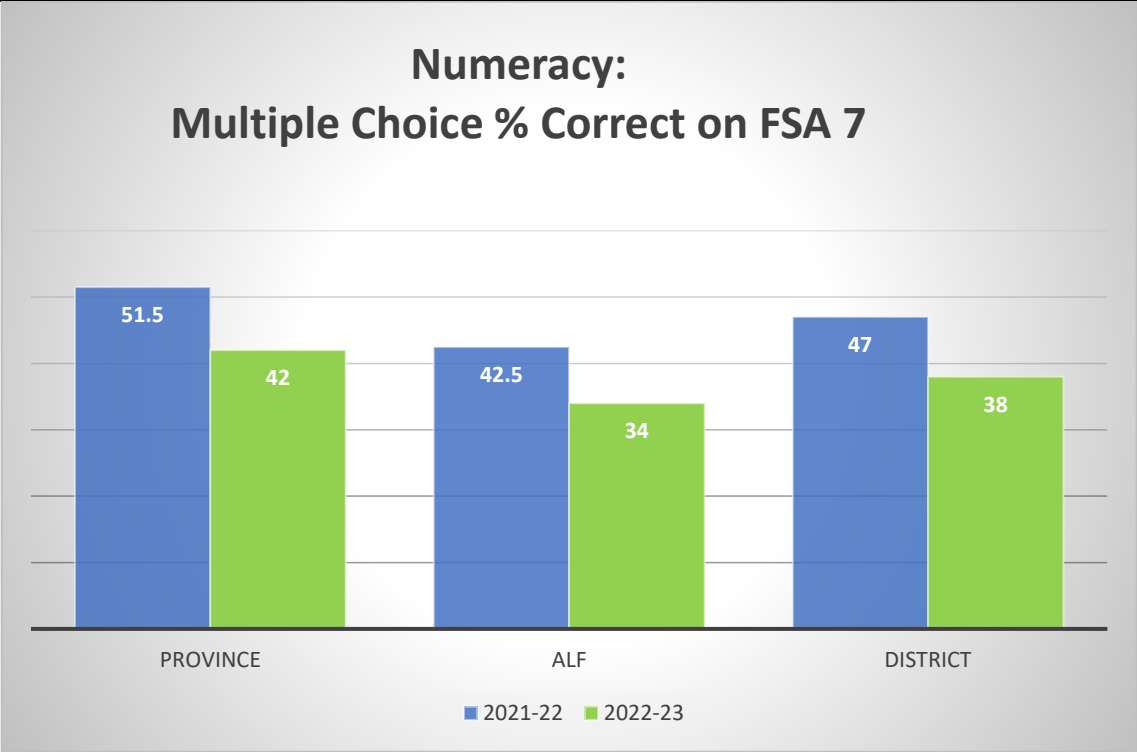
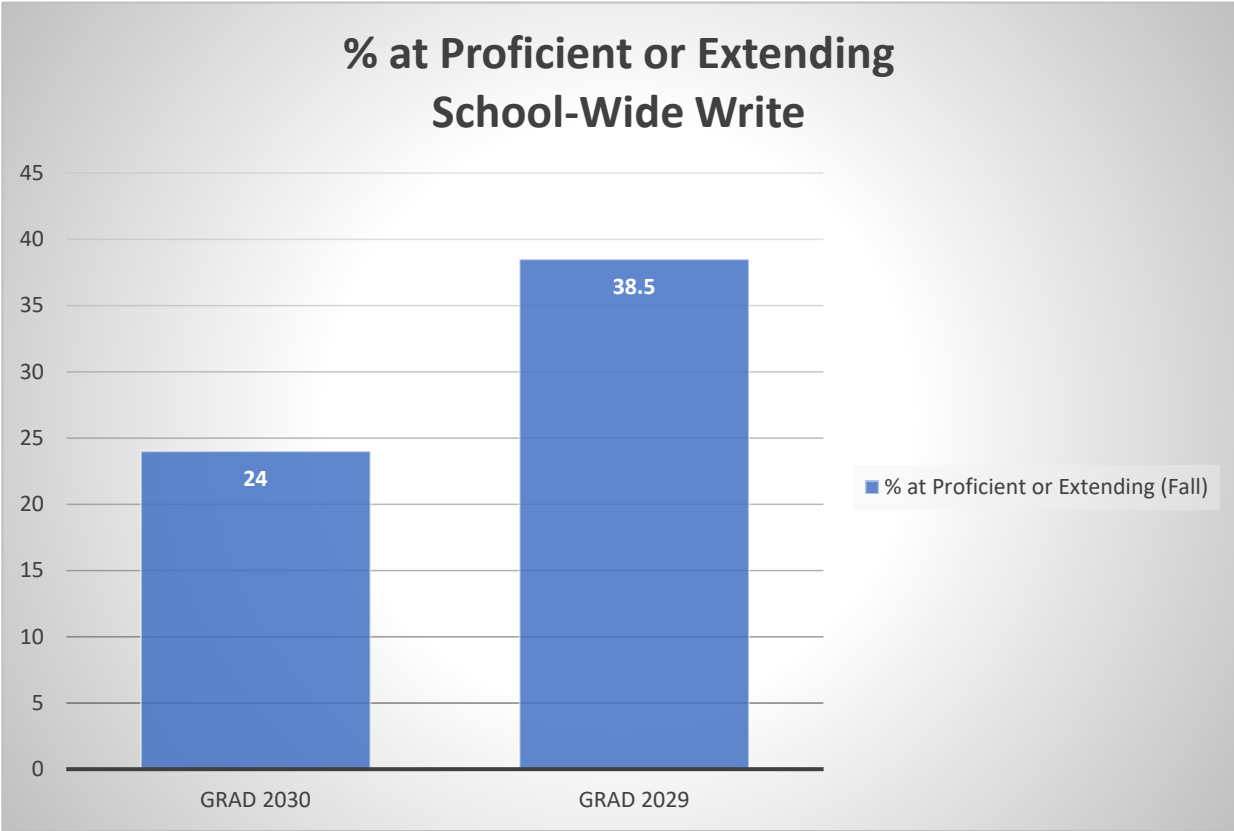
Literacy Goal:	Numeracy Goal:
Improve student writing throughout all grade levels.	Improve foundational math skills and problem solving throughout all grade levels.

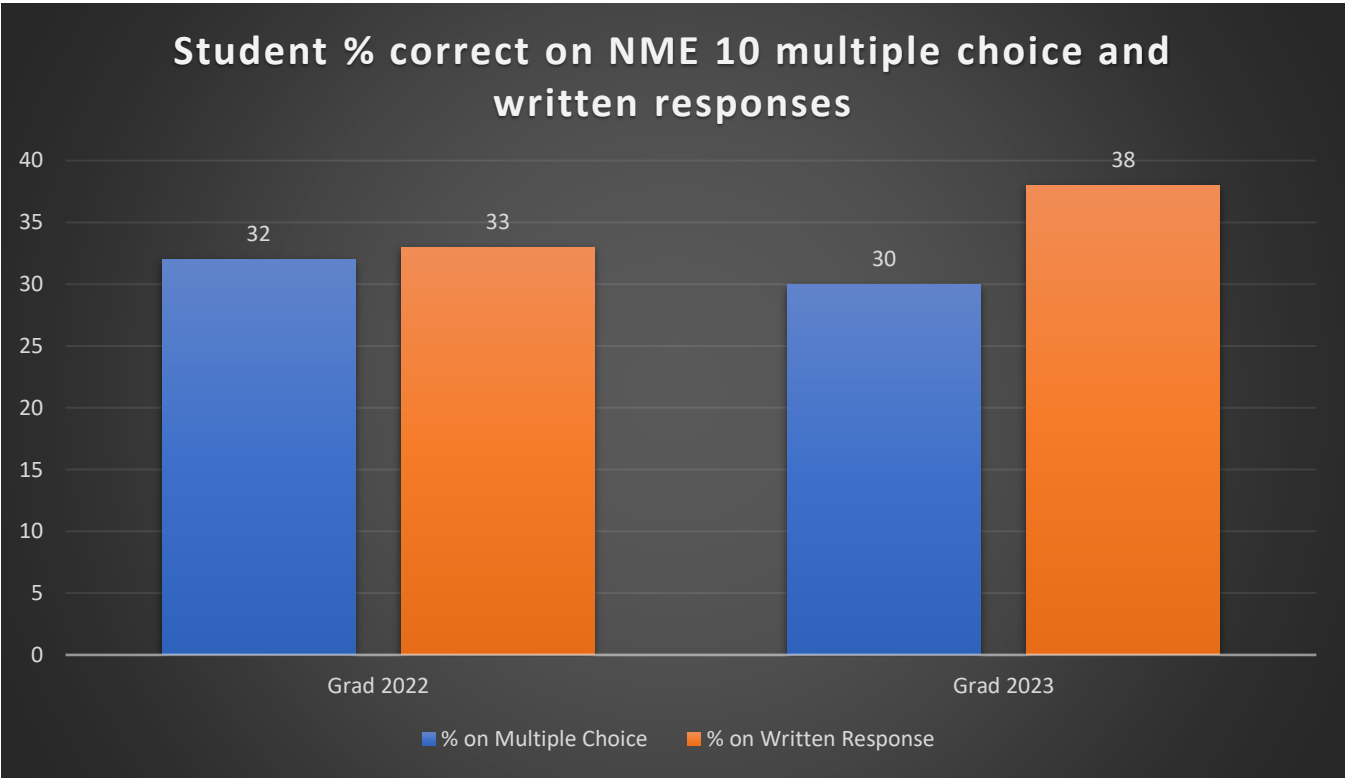
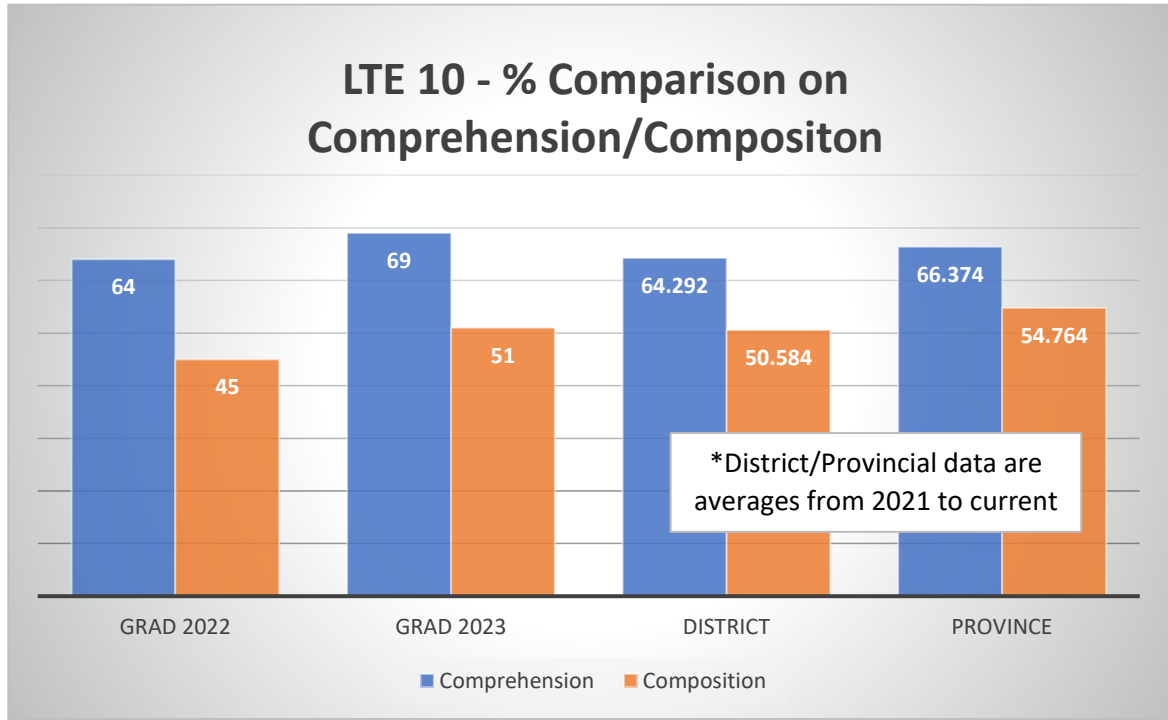
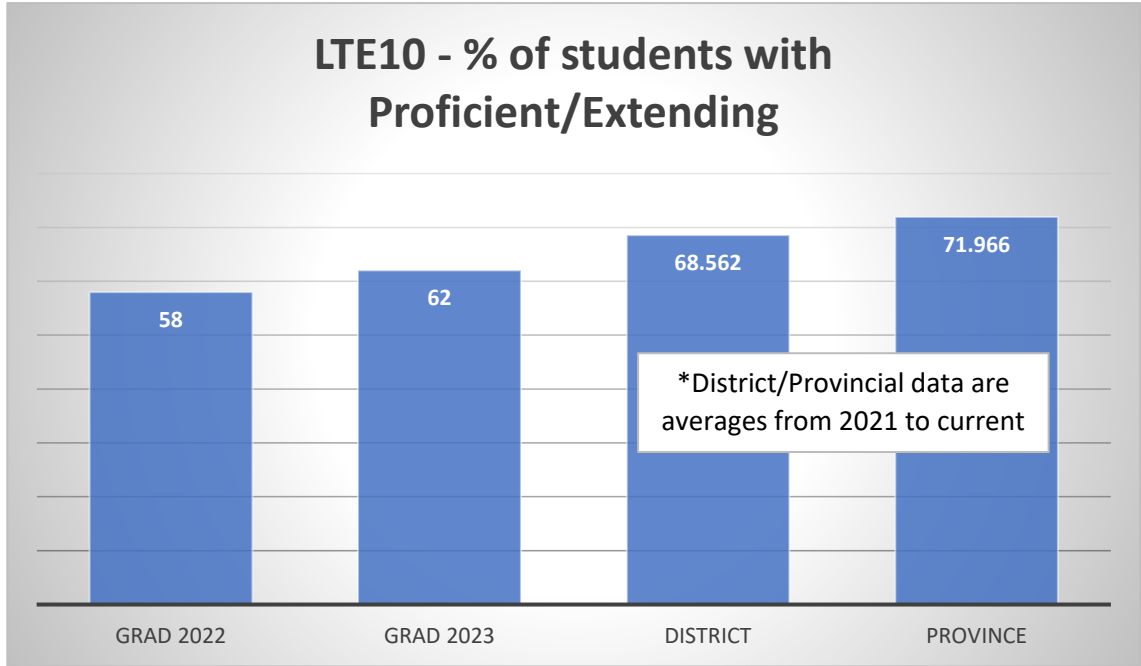
Strategies and Actions:	Strategies and Actions:
• goal is to have students write their assessments at the time of which they are taking the corresponding courses (ie. LTE 12 in Grade 12) – this will allow for efficient data collection and comparison as well as provide students with more skills to be able to improve their performance. • continue to express the value and importance of taking graduation assessments seriously (ie. universities are looking at results for entrance into programs...) • familiarize students with the nature of the assessments – continual review of the table of specifications is essential in building the seriousness of the assessment • promote and encourage the motto “literacy across all grades” with a special focus on writing • pay special attend to the quality of writing in students from Grades 7-10 as our results show that this is an area that needs improvement • encourage ‘reading’ to all of our students one of the best methods of improving your writing is to read. • provide as much student access as possible to the library before school, during class time and at lunch. • continue to have indigenous success teachers actively involved in classrooms and in the inclusive education department • investigate an emerging readers program for Grades 7 and 8 • continuation of a school wide write for our Grade 7 and 8 students • provide on going professional learning and resources that support literacy instruction • promote writing across all curricular areas (departmental review of an action plan) • create classroom environments where students are encouraged to write • encourage students to value the writing process over the final product • continue to practice and share high impact instructional strategies • continue to focus on in class supports (ie. LRTs, IEW, Indigenous Success Teachers....) instead of classroom pull outs. • evaluate the effectiveness of flex time as a means to support student learning • continue to update library resources with high interest reading materials • librarian to provide writing workshops to Grade 7-10 English classes • librarian to organize a monthly reading contest in order to encourage reading • librarian to develop literacy classes utilizing curriculum for other classes (ie teaching a food class using literacy strategies) • writing workshops for our 7/8 students – goal is to make students feel more comfortable with writing and to improve their effort	• provide on going professional learning and resources that support numeracy instruction • continue to have indigenous success teachers actively involved in classrooms and in the inclusive education department • continue to access SD83’s numeracy support teacher • continue to express the value and importance of taking graduation assessments seriously (ie. universities are looking at results for entrance into programs...) • continue to practice and share effective instructional strategies with staff (best practices, new learning...) • continue to focus on in class supports (ie. LRTs, IEW, Indigenous Success Teachers....) instead of classroom pull outs. • evaluate the effectiveness of flex time as a means to support student learning • improve communication between teachers: a) between MVB/Grindrod and ALF, b) between teachers within the same grade (i.e. G7 and G8 teachers), and c) between the teachers from G7 to G12 within the school; communication may be about common language, common strategies, expectations around numerical fluency from one grade to another and the commonality around using the proficiency scales (ie. is being proficient in one class the same as in another class) • promotion of numeracy curricular competencies along with content in order to showcase the importance of numeracy in our daily lives

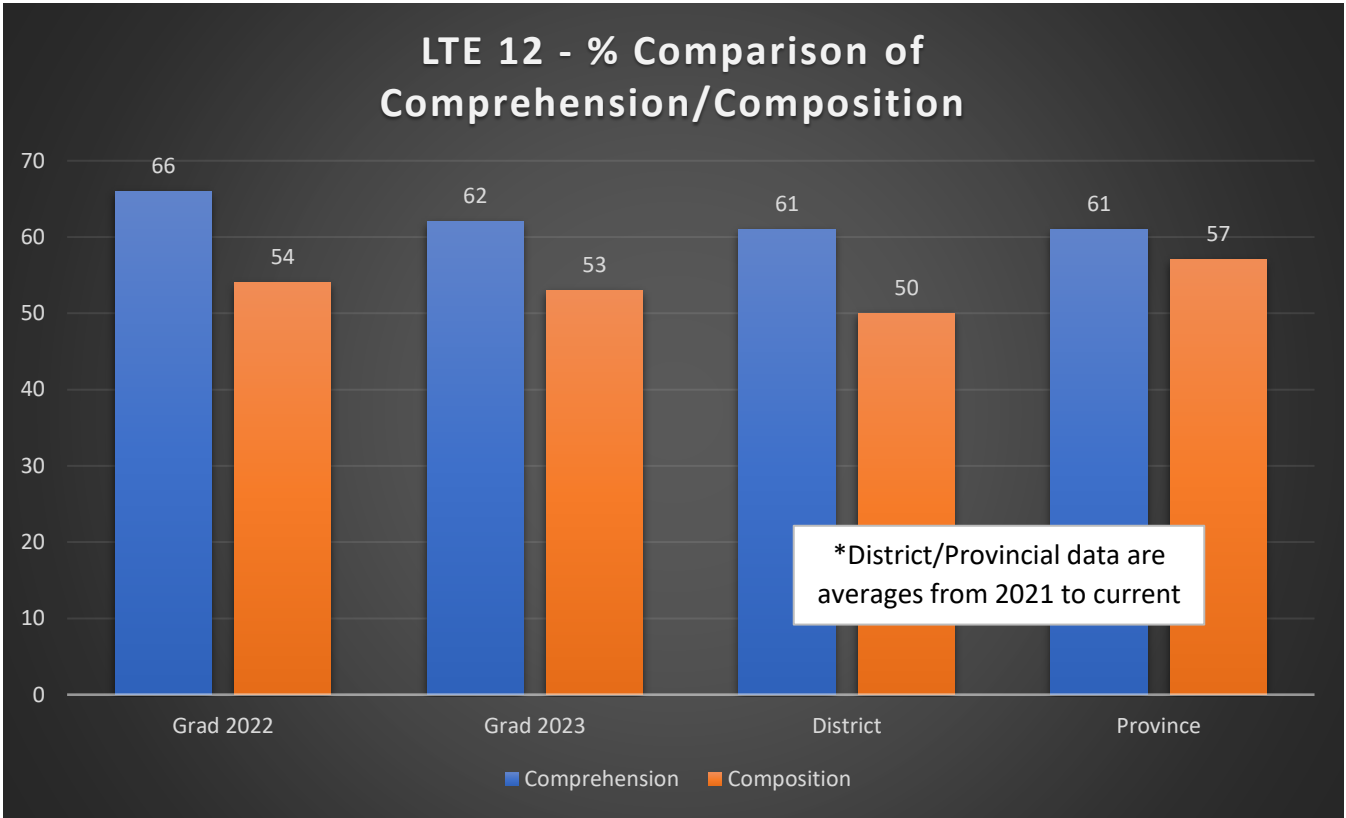
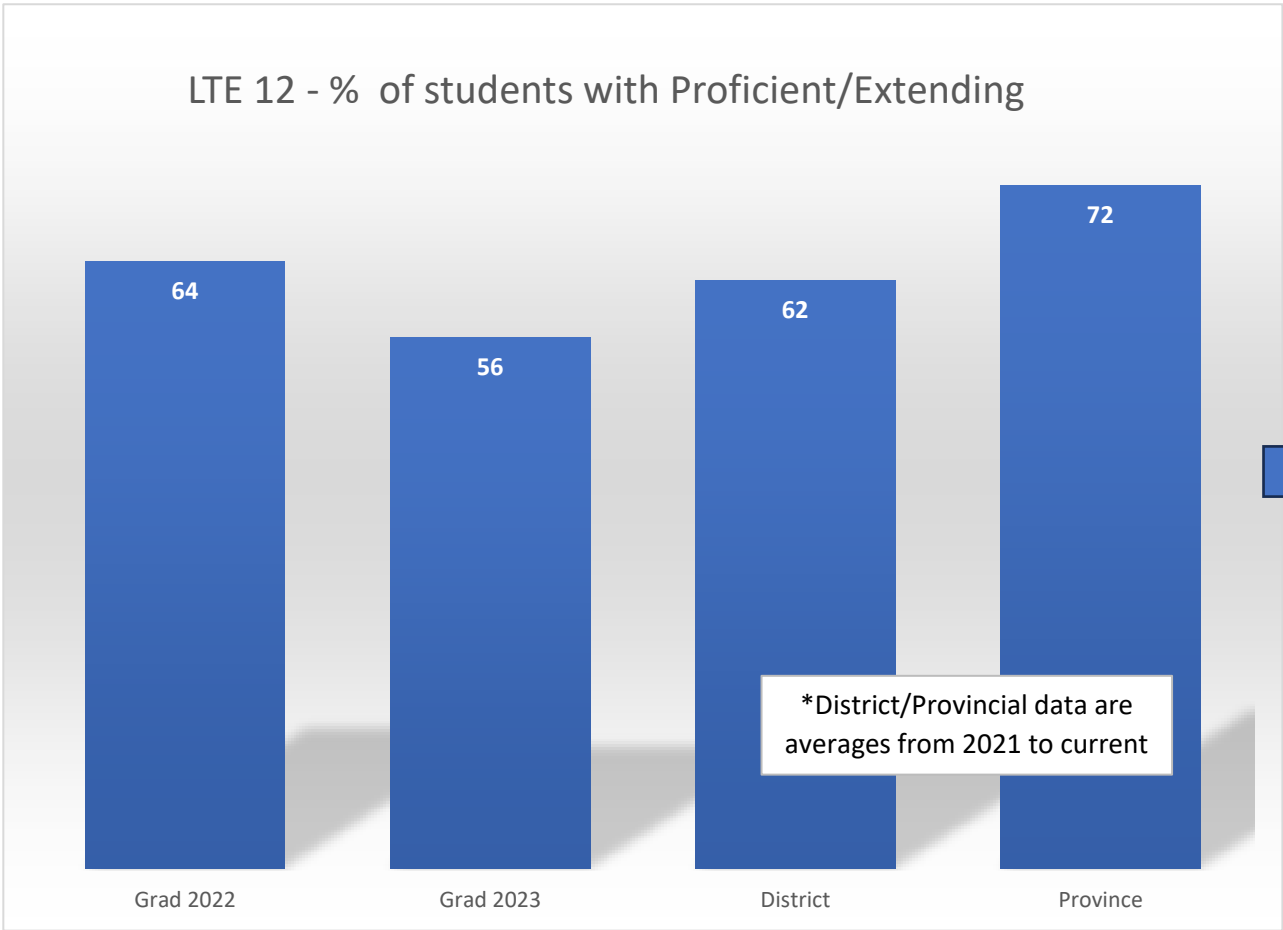
Data to Inform/Support Literacy Goal (school and provincial measures)

Data to Inform/Support Numeracy Goal (school and provincial measures)









Data Analysis/Narrative:

- data analysis is a challenge due to many student exemptions during COVID era....we are now establishing a baseline by using averages over the past few years
- comparing year to year results is difficult because in the past students have not written their Literacy 12 assessment in their Grade 12 year.
- it is a challenge to have students take the assessment seriously as it does not impact their grade in a specific course
- informal conversations with our 7/8 students is that writing takes effort so they do struggle with it
- our grade 7/8 students need more practice with writing in order to build their skills
- this is the first year of school wide write so we look forward to seeing the data in future sessions
- LTE 10 results are weaker than LTE 12 results
- comprehension results are strong than composition (writing) results

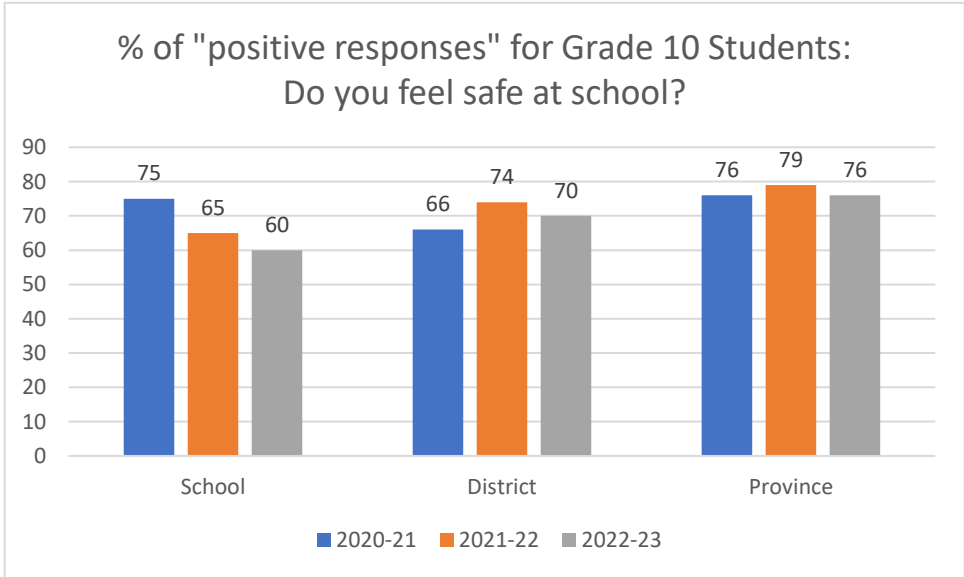
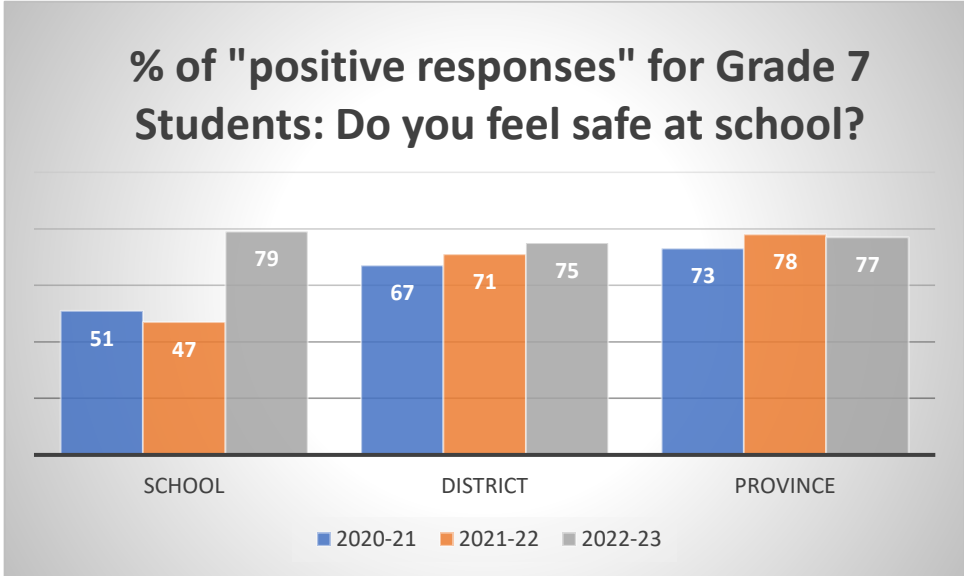
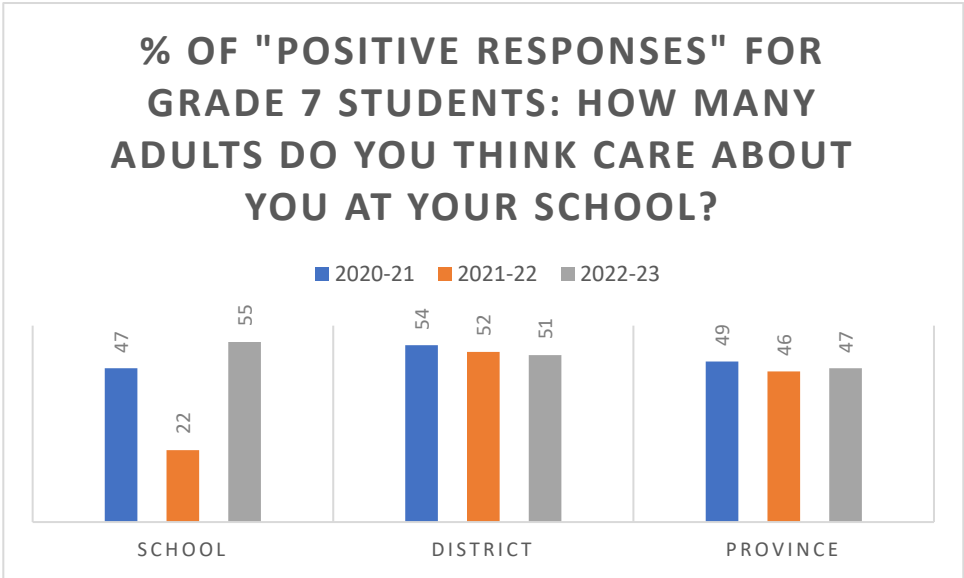
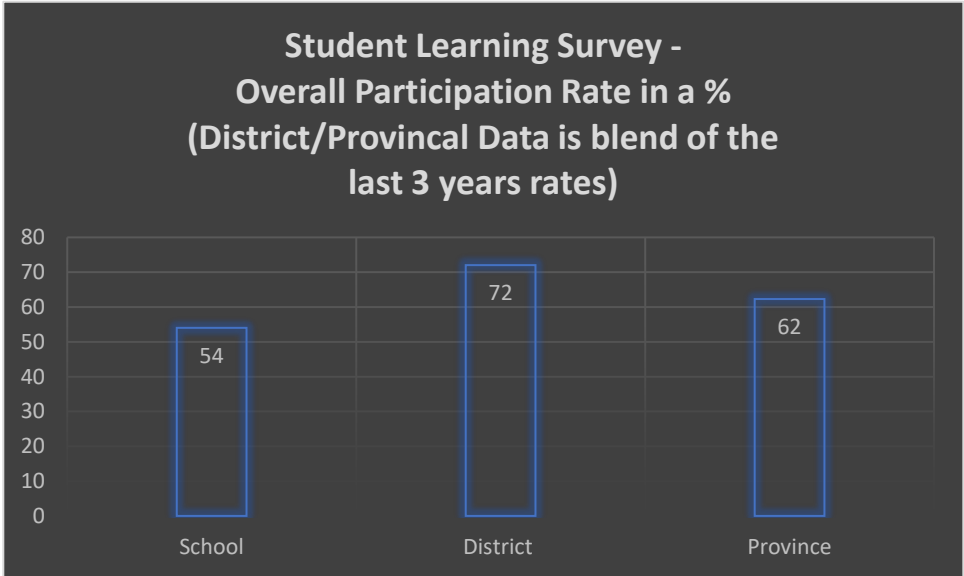
Data Analysis/Narrative:

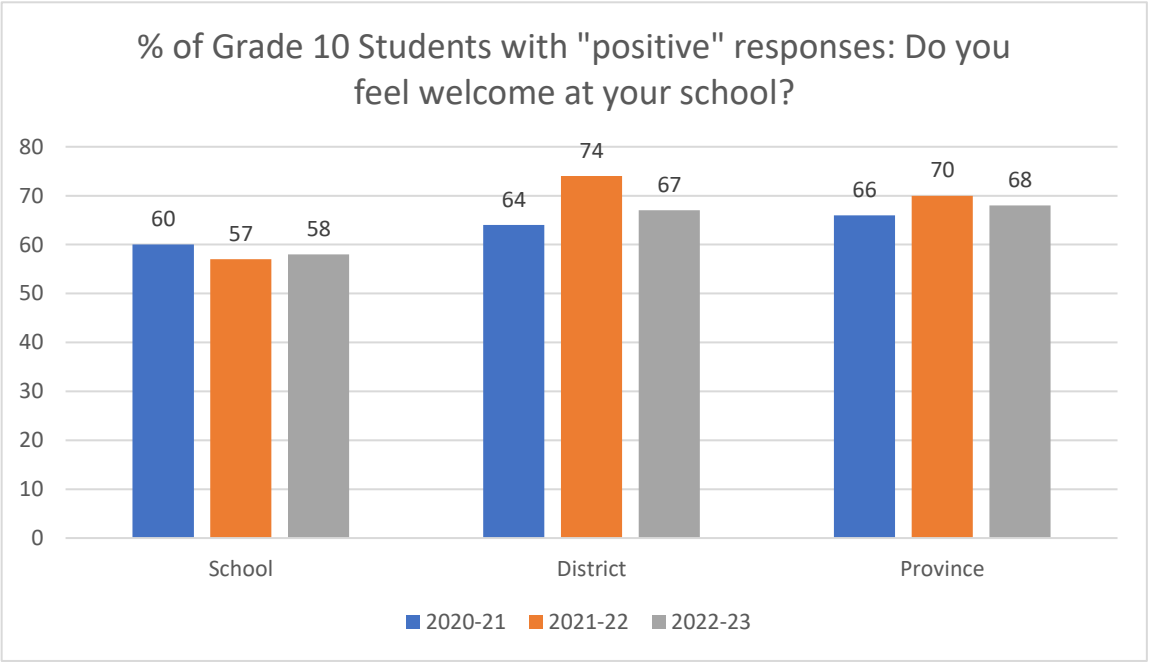
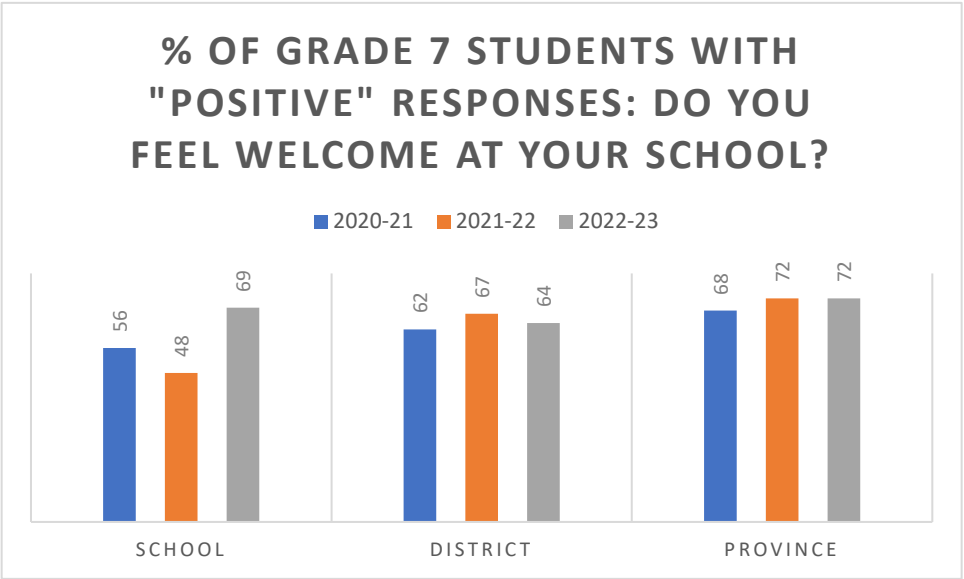
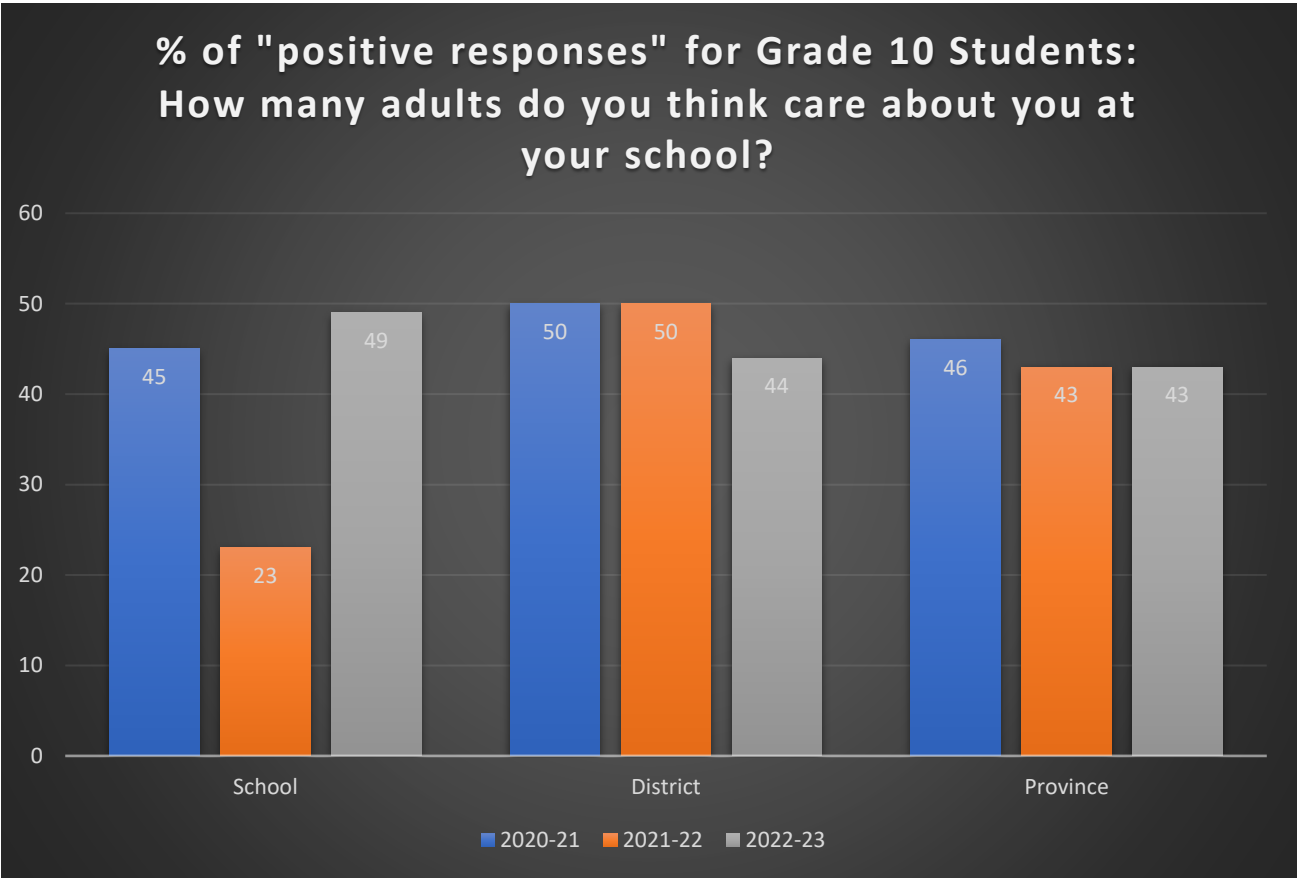
- refer to literacy goal for common challenges
- students have issues with word problems (from Grade 7 onwards)
- as evident in our FSA 7 results (past 2 years) students need to develop the skills to become stronger at word problems

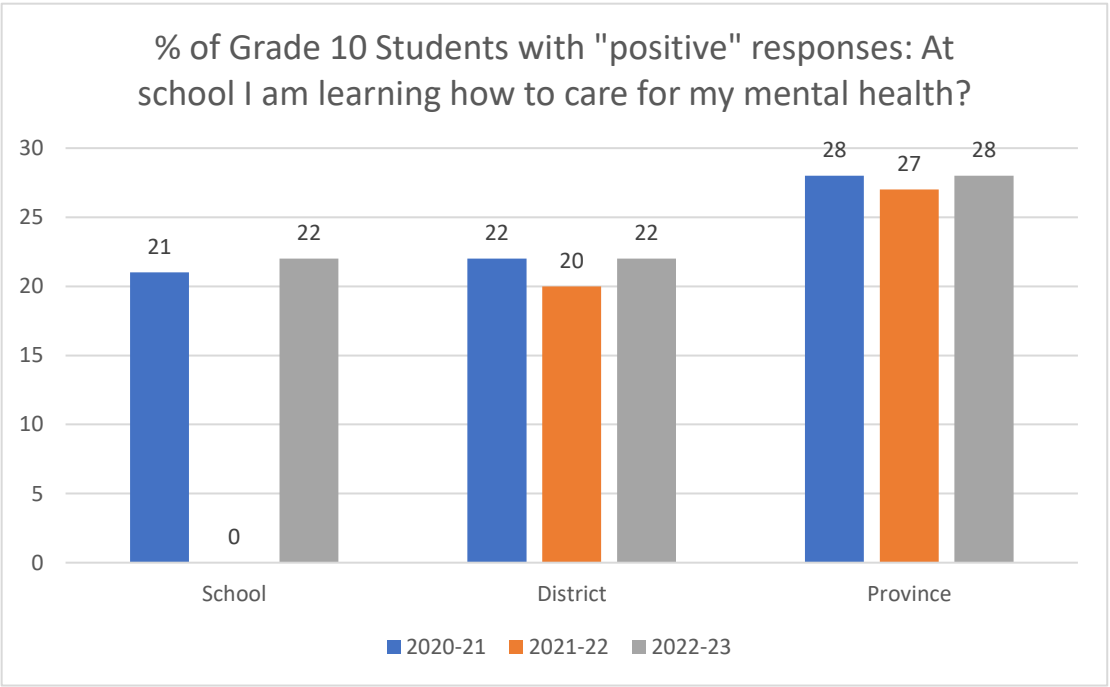
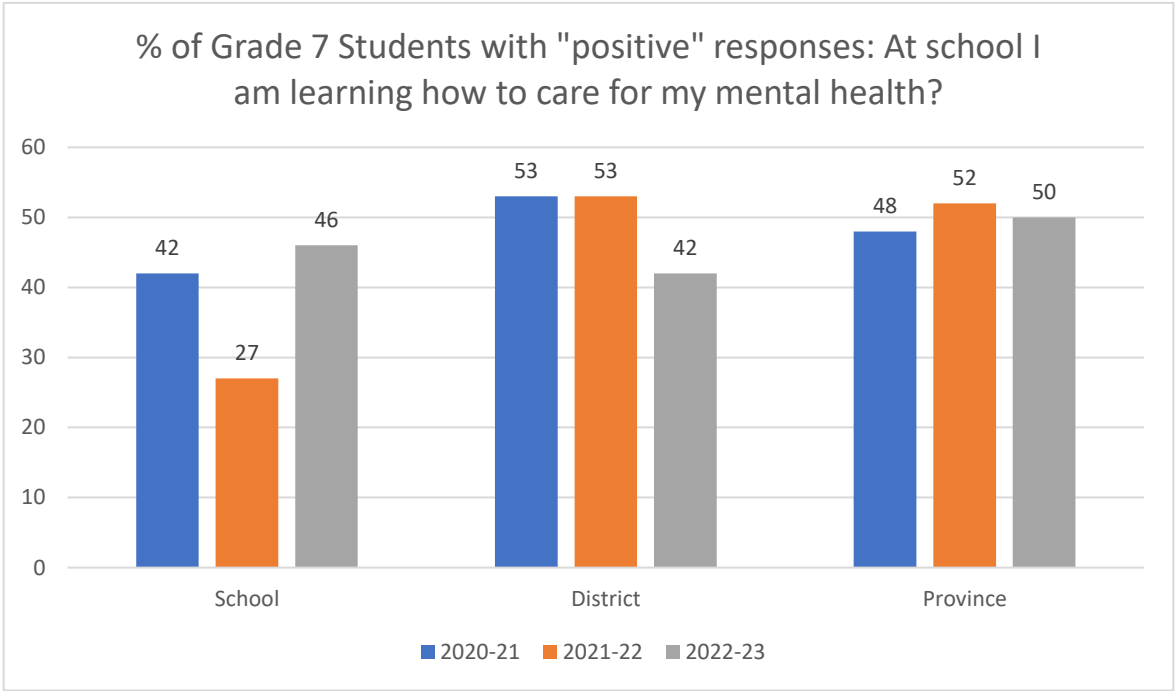
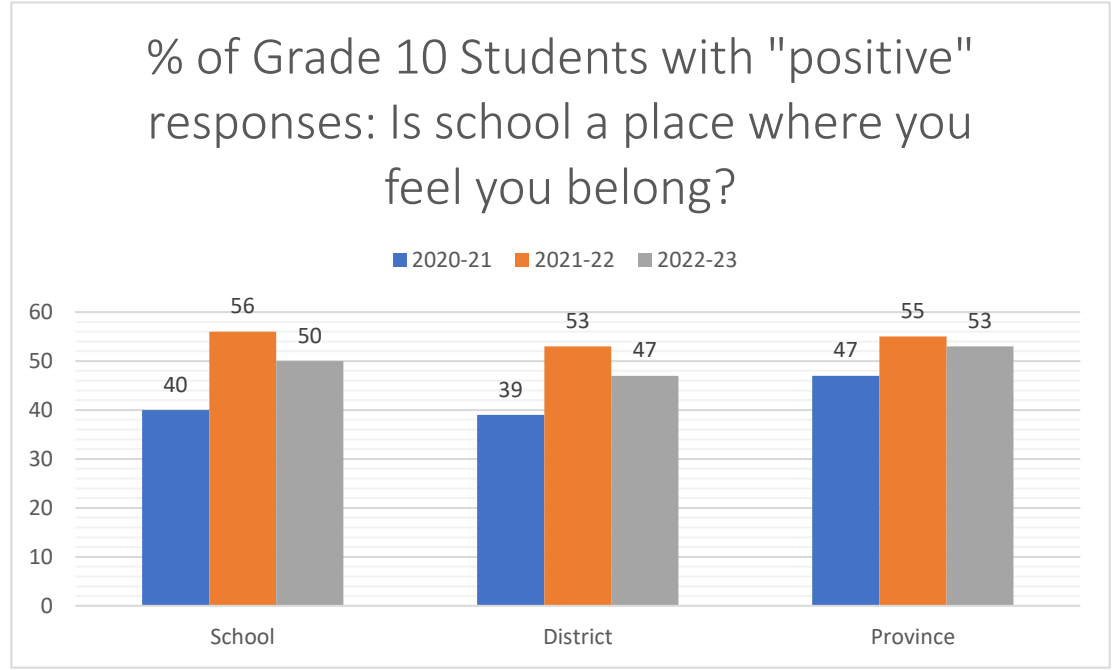
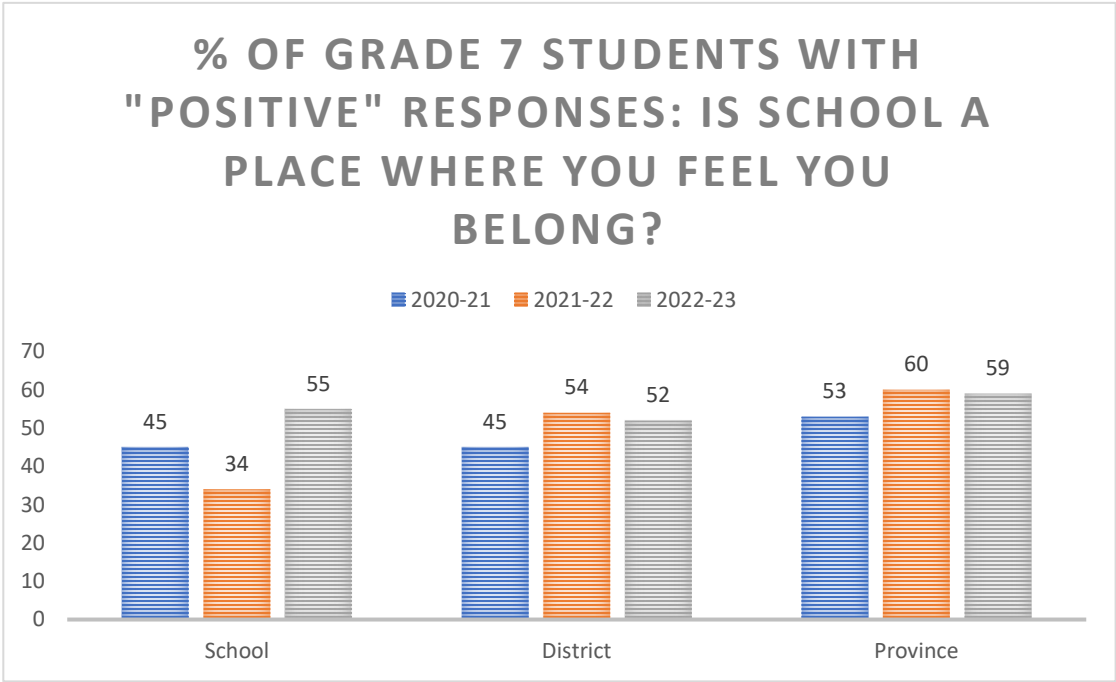
Strategic Priority: Human and Social Development - In the School Learning Plan, the Human and Social Development goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel welcome, safe, and connected to peers and adults in their schools.</i> - Goals must 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:	Student Well-Being Goal:
Improve student connections to the school and the community.	Improve student personal well being in a school culture that is a safe, inclusive, caring and an accepting environment for all students.
Strategies and Actions:	Strategies and Actions:
- provide ongoing opportunities for staff to expand their understanding of, and commitment to, inclusive, anti-racist and anti oppressive practices - provide opportunities for staff/students/parents to increase their understanding of sexual orientation, gender identity or expression (SOGI) - engage in student focus groups to get a qualitative sense of student attachment to the school and community - continue to explore adult-student connection practices (ie. Behavior Code strategies....) - continue to and encourage student leadership opportunities in the school - continue to and encourage ‘grad class’, school and community based activities - continuation and creation of meaningful and engaging elective programs (ie. hockey academy, drum line, musical theatre, specialized science, women in trades....) - continue to provide school wide learning, social and celebratory opportunities (ie. turkey dinner. Nobodies Perfect, show case of learning, grade wide field trips, athletic banquet, ski days...) - development of flexible learning opportunities to address the timetable constraints of a small school. - encourage positive relationships with teachers and school staff through positive interaction and shared activities (ie. student – staff volleyball/basketball games...) - encourage students to value learning – staff to continue to emphasis the importance and purpose of the material presented to students, have reasonable and appropriate academic expectations of students within their care, and have self-efficacy, confidence and passion towards the content they are teaching. - continue to engage parents/guardians in the school community through conversations, phone calls, social media and by invitations to come to the school - continue to invite students from our feeder schools to the school for learning and transition purposes - continue to host a “Welcome to Grade 7” day prior to the start of school in September - continue to regularly invite local knowledge keepers to the school for structured and unstructured learning opportunities - continue to send out ‘morning’ absence emails to parent	- continuation of mental health/awareness by our school based counsellor to classroom support/presentations - continuation of inviting specialist (ie public health nurses, community organizations, RCMP..) to come into the school to share information with all students - continue with the Mind Up program with students (mindfulness) – mind medicine program (indigenous focus); we are running a Spring 2024 pilot - continue to provide weekly public health nurse access to our students - continue to provide a universal breakfast and lunch program for all students as well as providing access snacks - engage in student focus groups to get a qualitative sense of student well being (and listen to their requests/concerns) - active support of extra curricular activities (ie sports teams, clubs...)

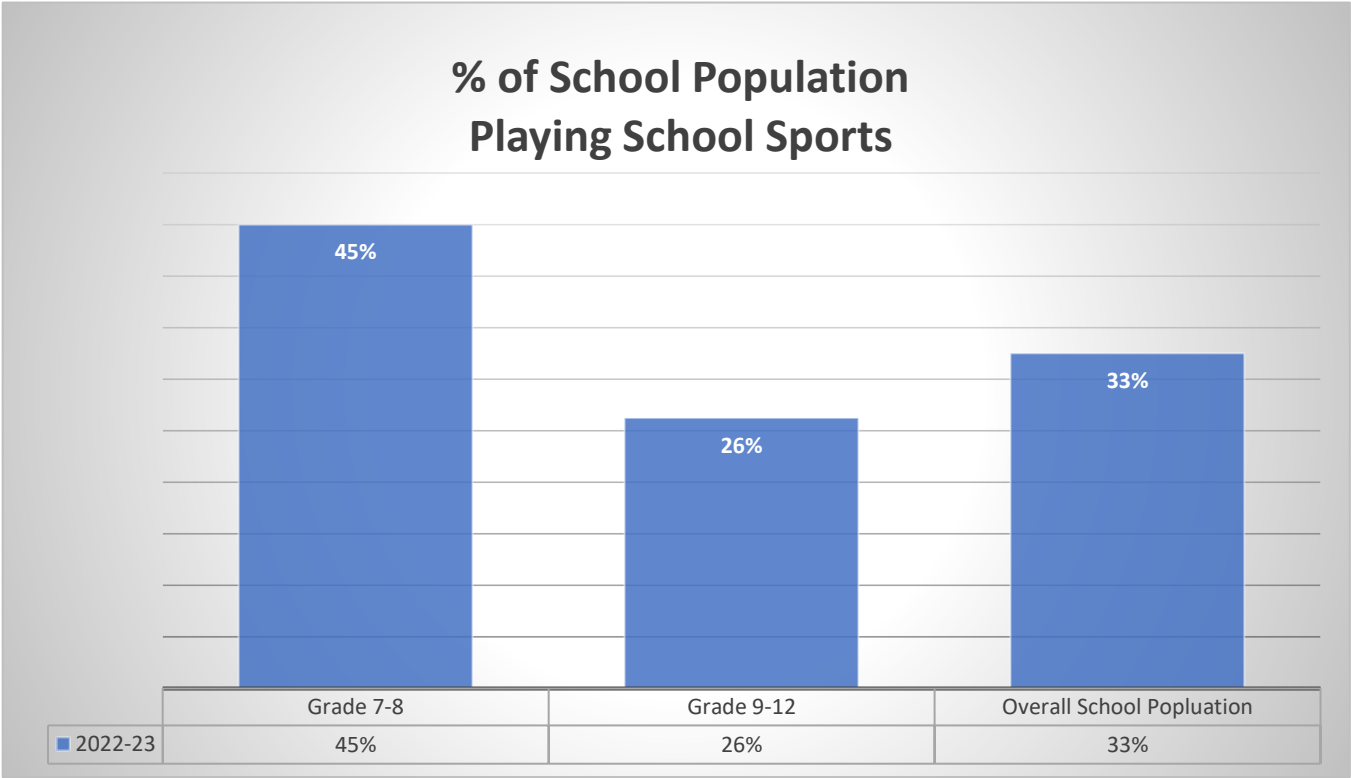
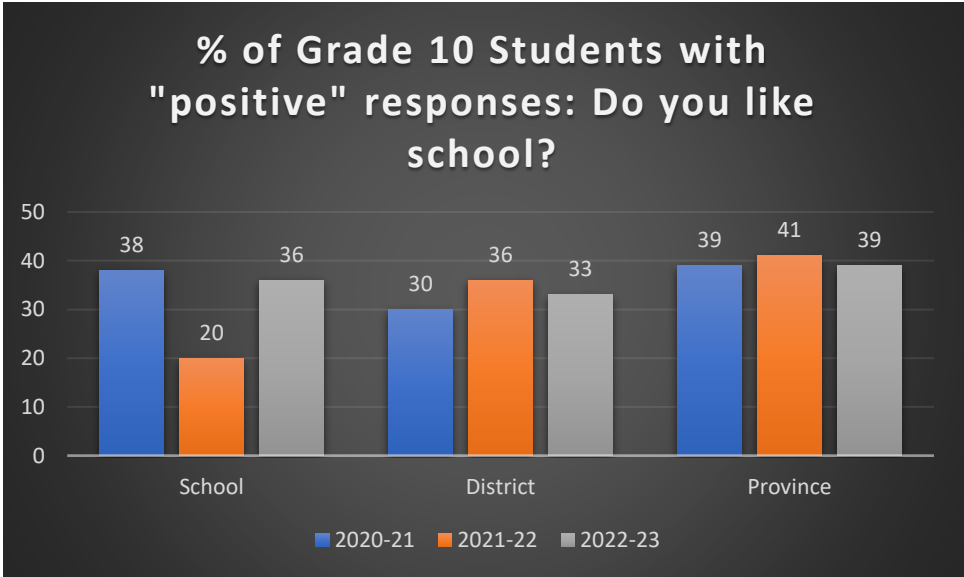
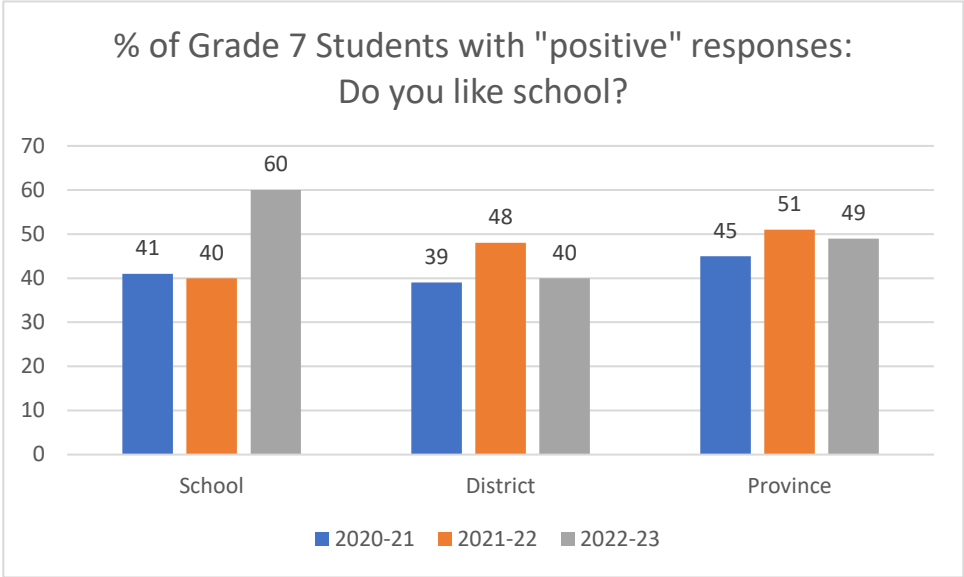
Data to Inform/Support Sense of Belonging Goal:

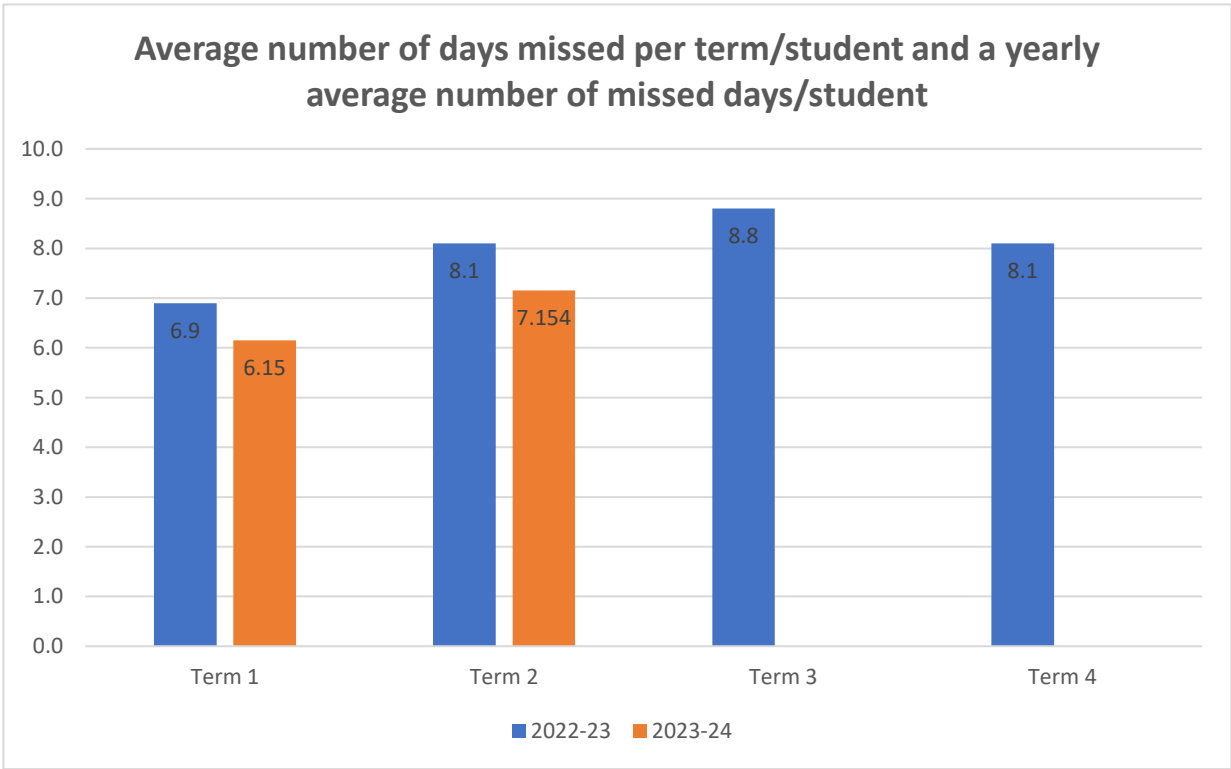
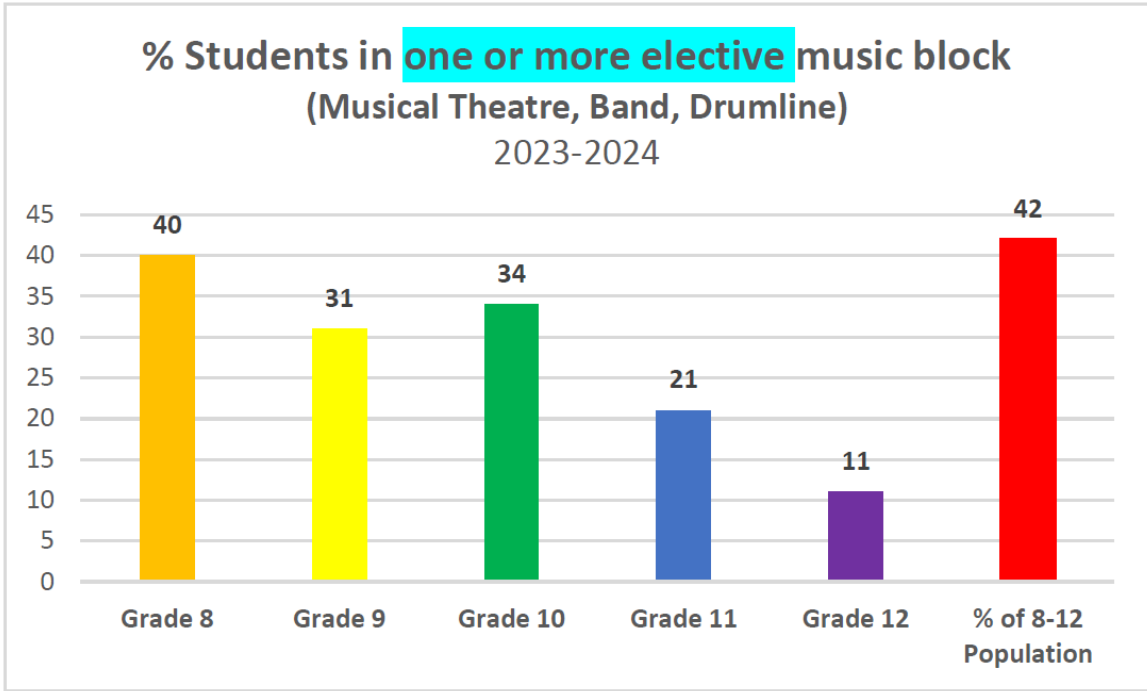
Data to Inform/Support Student Well-Being Goal:







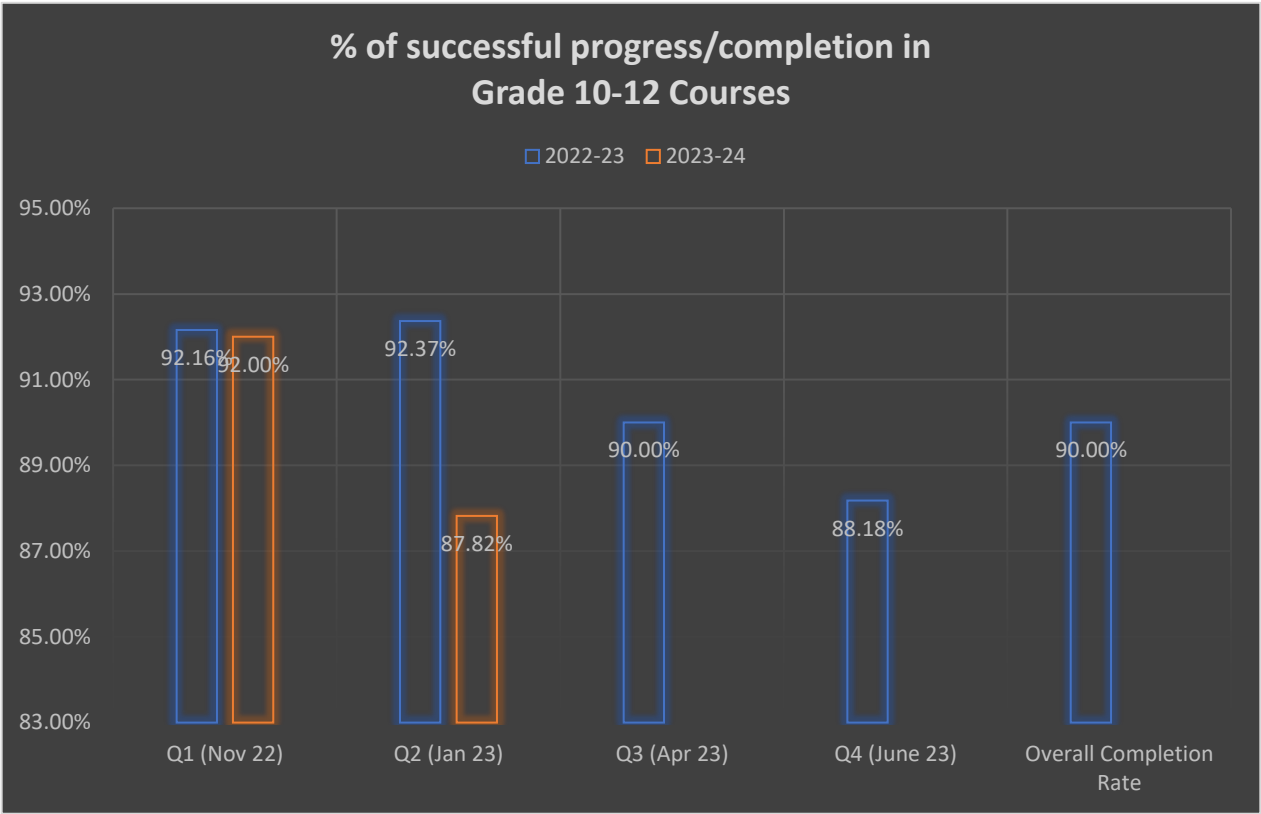
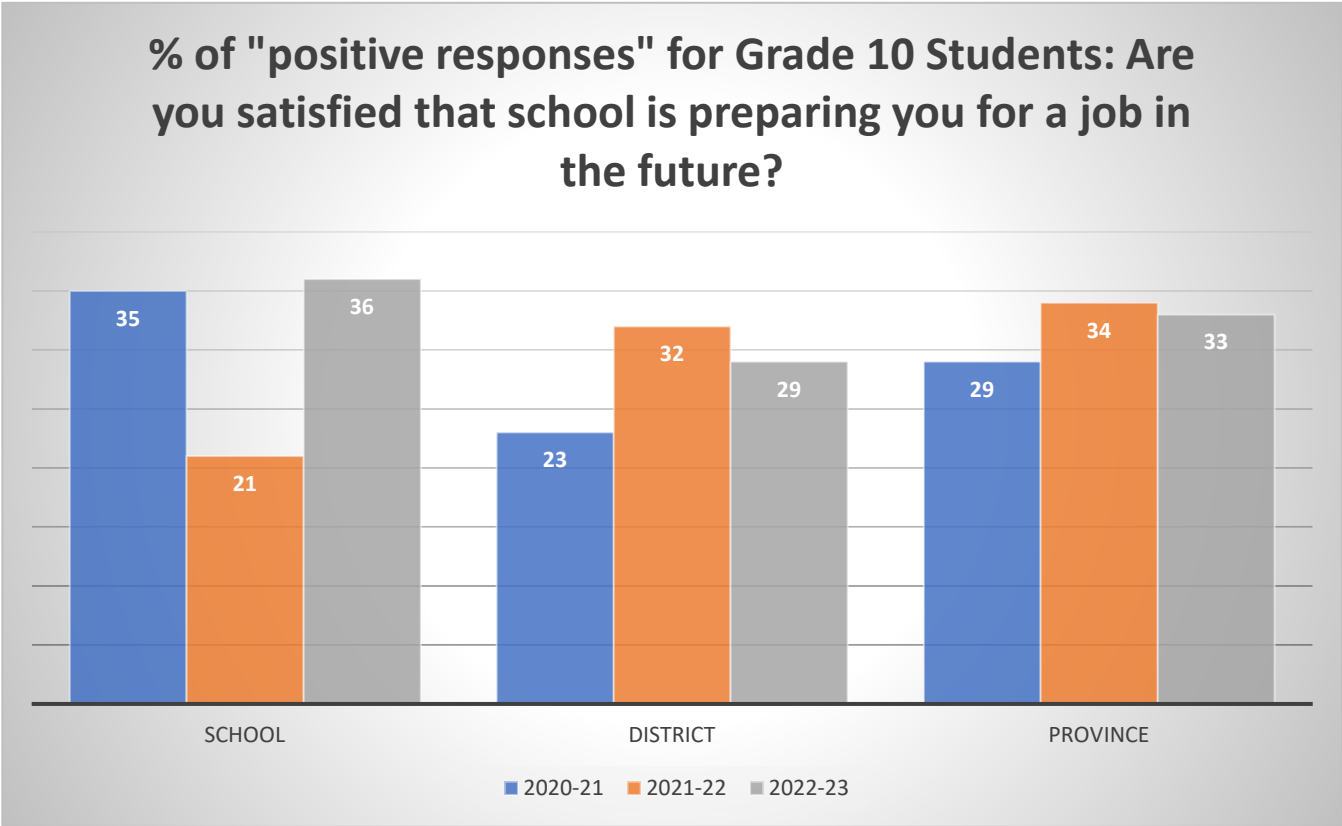


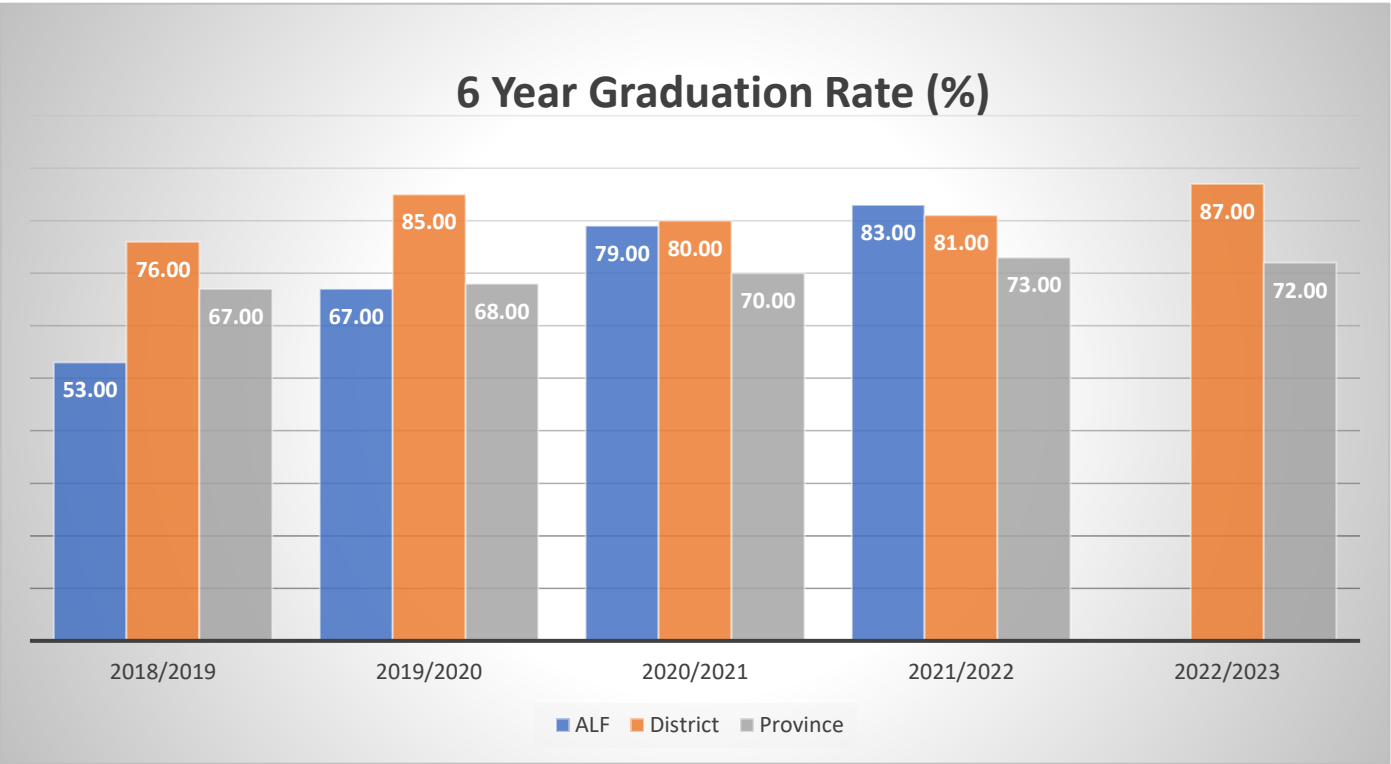
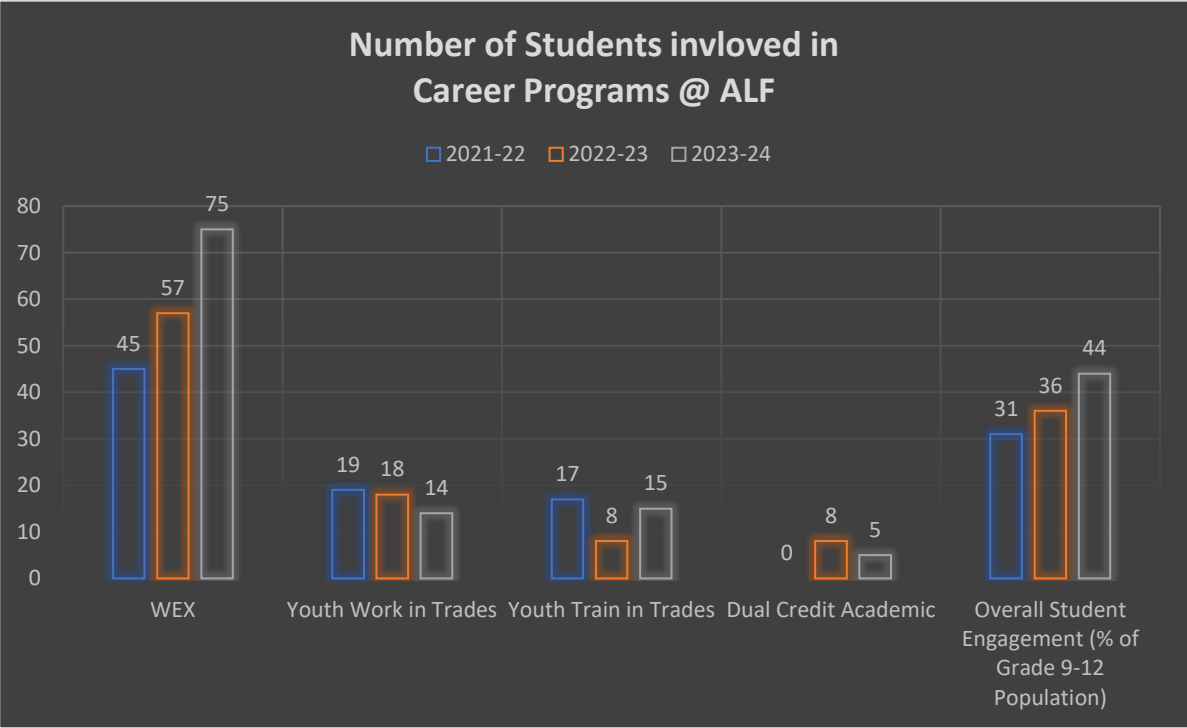
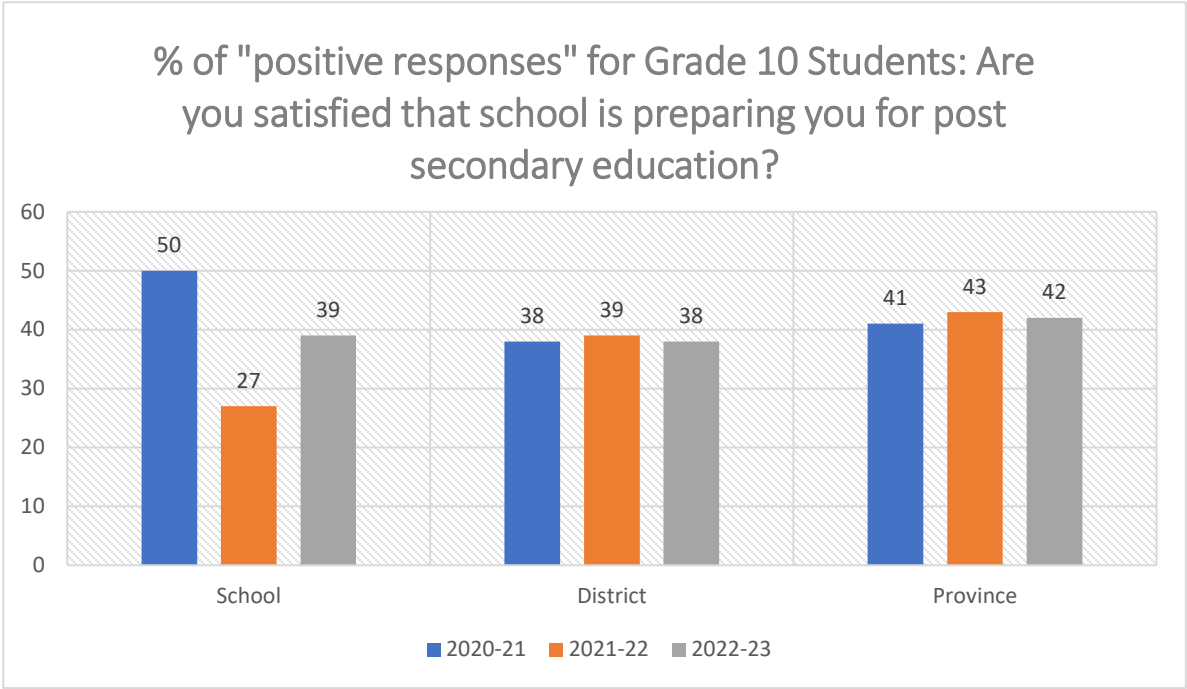


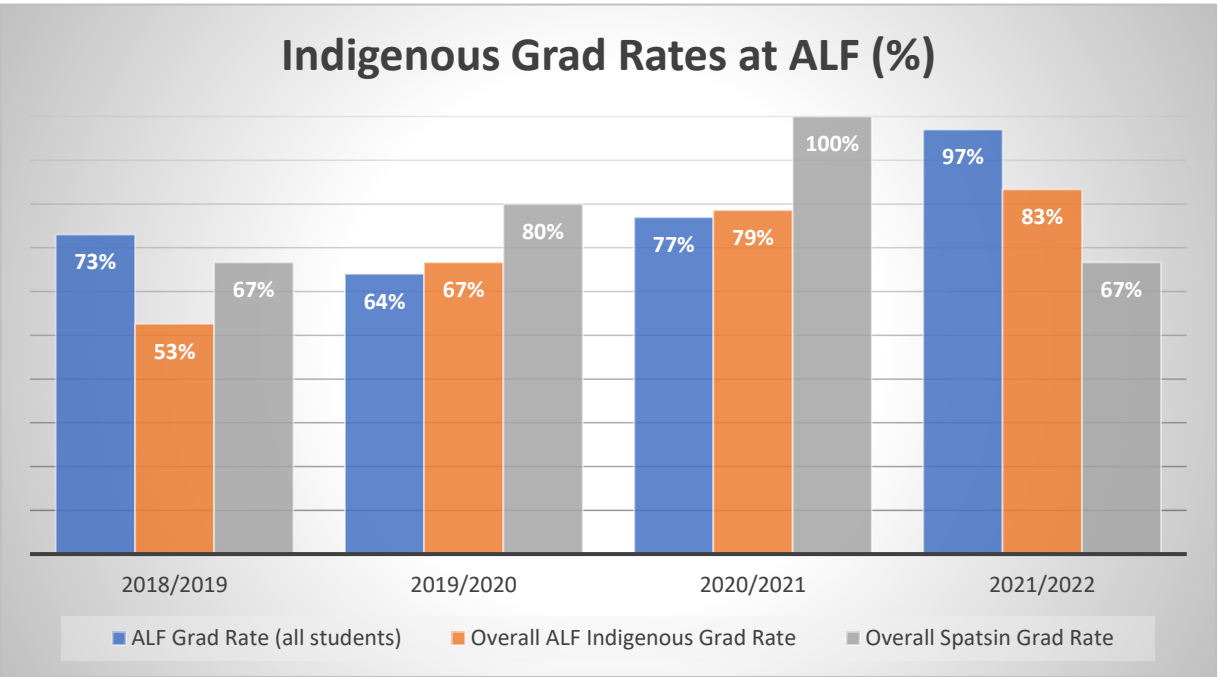
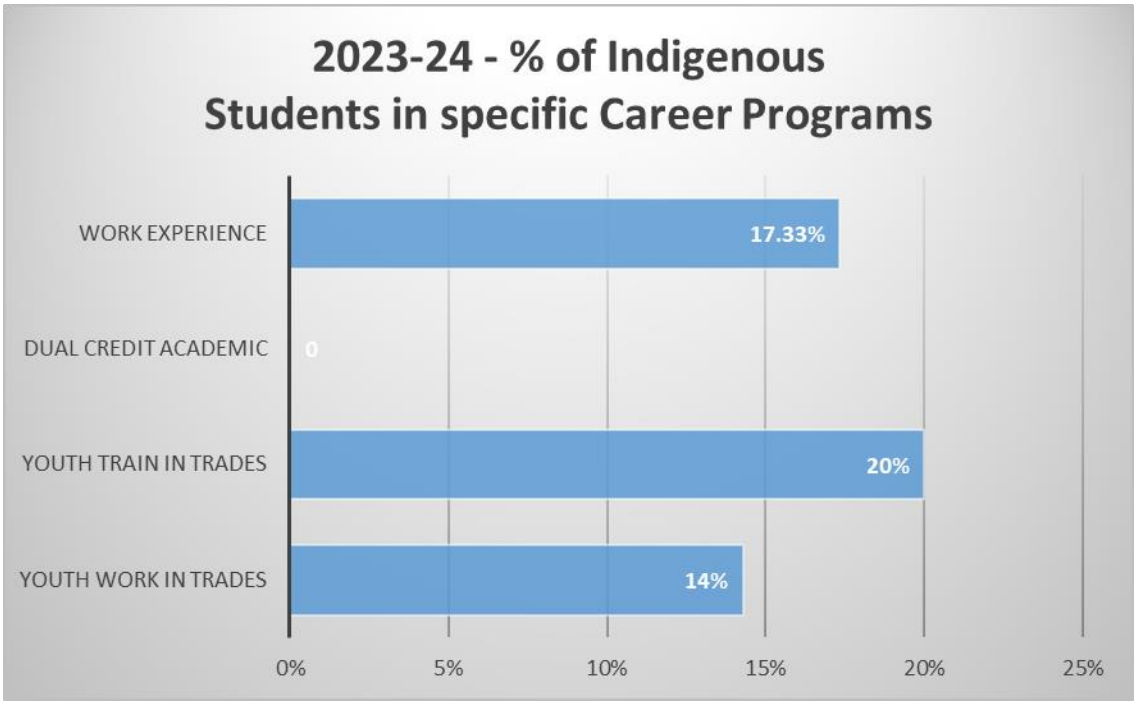
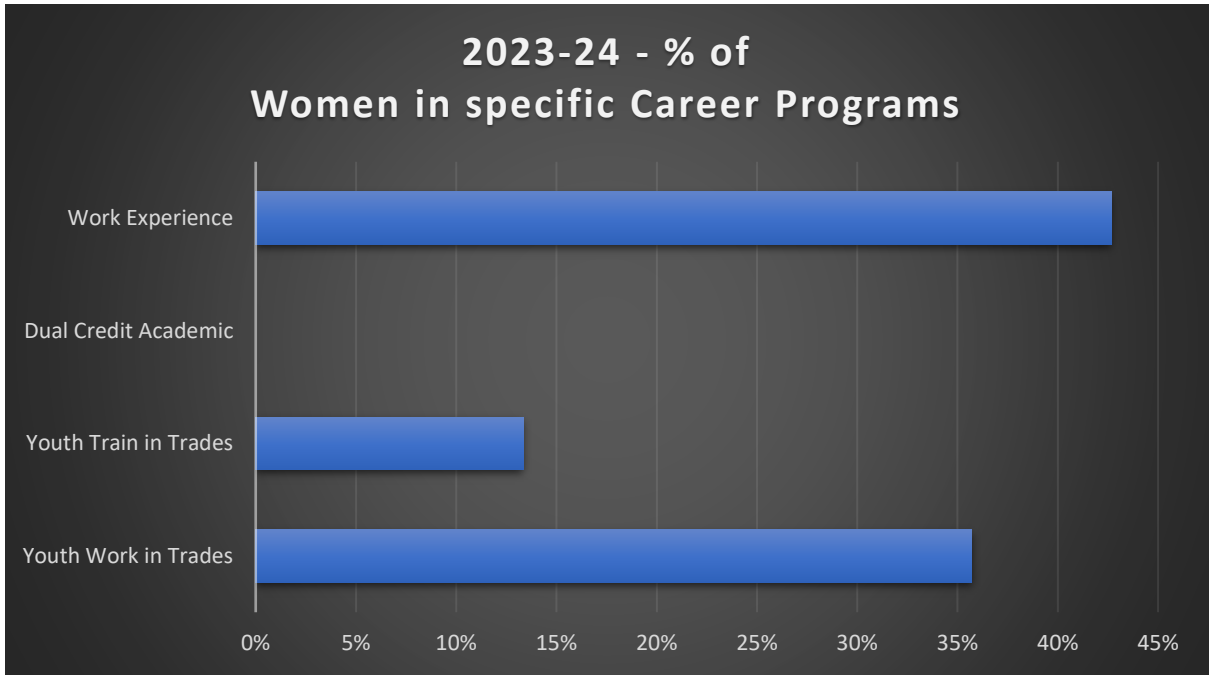
Data Analysis/Narrative:	Data Analysis/Narrative:
-the COVID era and staying home when not feeling well has had an impact on school attendance -our students participation rate is lower than the provincial and district averages (especially our Grade 12 data) – we have limited Grade 12 data due to the poor non completion rate -on average our students have a stronger belonging rate based on the above indicators as it compares to district and provincial averages -on average our students are on par with liking school as it compares to district and provincial averages -we have a high percentage of our students taking ‘music’ courses – we used this indicator as attachment data as it is showing participation in elective courses -students, as a group, miss a lot of school.....while there is a decrease from last years numbers so far kids are still missing a fair amount of instructional time....this time does include excused and unexcused absences.	-results indicate that students feel safe at school and welcome for the most part -students are on par with the district/provincial stats in terms of their feeling on if they are learning to deal with their mental health – though, the school, district, and provincial numbers are low. -we believe that being active leads to good physical and mental health – we have a strong percentage of our students participating in school based sports
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:
Improve student transitions to post secondary education for all students.	Improve the 6 year graduate rate for all students.
Strategies and Actions:	Strategies and Actions:
-continue to support ALF Career Programs as they built relationships with the community and parents to support student career paths. -continue to celebrate Grade 12 capstone presentations in a public fashion so other students can see the successes of current students. -continue to support all of our students’ career path – not just the trades students (nursing, engineering, bachelor arts...) -continue to not simply showcase the trades pathway – provide opportunities to explore academic pathways and a variety of post secondary institutions -continuation of using myBlueprint as a means to learn and reflect on future career paths and goals -continue to raise awareness for parents and students in regards to career pathways -encourage students to engage in the career opportunities provided by the district and in within the school (ie. post secondary tours, indigenous based field trips, health care spotlight...) -introduce a ‘women in trades’ course to encourage women to get involved in the trades -in partnership with the Splat sin Band, investigate learning opportunities/programs (ie. land based programs, trades trailer...) for our indigenous students -continue to strengthen ALF’s partnership with the Splat sin Education Department – engage in regular meetings on and off reserve -invite a panel of recent past graduates to return to ALF to share their stories/experiences with current students -encourage a variety of staff members to participate in Spotlight session so they can become more aware of opportunities	-use of myBlueprint for course planning – it is a great tool that highlights a variety of career pathways -continue to support students in their current courses -continue to use our ‘early warning’ list so that we can support students before they feel that they are in a helpless situation -improve our communication with parents to ensure that they are aware when a student is showing difficulties at school -investigate a land based program that connects learners (in particular Indigenous learners) to the community and the school -investigate a trades sampler program for our priority learners -involve school based Indigenous staff in all school events -open invitation for Splat sin Education department to come to the school to connect with students -involve the Splat sin Education department in supporting students and in co-creating cultural experiences for all students -provide school event invitations to Indigenous families and provide a welcoming space -frequent communication with parents/caregivers regarding their child(ren)’s progress -ongoing staff support/discussion in regards to the Ministry Reporting Order -organize a ‘past graduate panel’ to present to students about their career path after leaving A.L. Fortune

Data to Inform/Support Career Exploration and Development Goal:

Data to Inform/Support Meaningful Graduation Goal:







Data Analysis/Narrative:	Data Analysis/Narrative:
-our students are on par with the district/provincial average in terms of feeling that school is preparing them for a job and post secondary in the future...this number is a low overall so there is room to grow -we need to target indigenous youth at priority learners and provide them more opportunities to get exposed to the future career pathways -our dual credit program has been growing over the past three years – we expect to see an increase in our academic program as a result of new local opportunities -there has a been a dip in youth work in trades (student apprentices from previous years) – we expect this to grow again – main reason for this is that the Diary Production apprenticeship has been cancelled by the governing apprenticeship body -so far this year (as of February 28, 2024) there appears to be much interest in dual credit programs for the upcoming school year and beyond -our post secondary transition data is not very strong...this will need further investigation for the upcoming year	-overall, most students do complete the courses that are enrolled in – supports are a key factor in student success -in most years our ALF grad rate is higher than an our indigenous rate – this can be misleading due the number of Splatsin students in each grad year
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. Behavior Code training (interaction and response strategies) Focused ‘writing’ and ‘reading’ strategies for all teachers that can be used in all classrooms All school staff should consider professional development that provides them with the skills to be preventative and responsive to the mental health and wellbeing needs of students	Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan. 2023-24: Regular discussion at Teacher Leader Meetings and ongoing data collection 02/27 – Initial discussion and sharing of data at PAC Meeting 03/07 – Teacher leader meeting review of plan (and feedback being shared) 03/11 – Presentation of ALF plan at a School Board meeting