# Pleasant Valley Secondary School
# School Learning Plan 2026-2027

## School Context:

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

Pleasant Valley Secondary School is located in Armstrong, BC. It is the only secondary school in the community and serves 494 students in grades 9-12 who live in Armstrong, Spallumcheen, Falkland, and the surrounding area. Some students who live in Vernon and Enderby also choose to attend Pleasant Valley Secondary School. 112 (23%) of our students identify as Indigenous, with 4 students living on reserve, at the Splatsin First Nation. 107 (21%) students have Ministry special education designations. Armstrong has a long history of being a farming community, which is still evident, although the growing population is much more diverse than in the past. The median family income was $77,500 in 2021, which is below the British Columbia median family income of $85,000.

Pleasant Valley Secondary is the home of the District Career Program's Hairstyling Dual Credit program, which was revived in February 2022. This is an important program for both our school and the school district, providing training opportunities for 15-20 students per year.

The new school gym was completed in January of 2025. After four and a half years of not having a school gym we are continuing to rebuild school programs and school culture that were impacted by not having a gym. Physical and Health Education program, our Athletics programs, assemblies, cultural performances, intramurals, and much more were all impacted. Our district's Long-Range Facilities Plan includes PVSS becoming a Grade 8-12 school at some point, but that planning is currently on hold.

## 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: To increase the percentage of students achieving proficient or extending on Provincial Literacy Assessments (Grade 10 and 12).

### Strategies and Actions:

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

- Work as a staff to analyze Literacy Assessment results to identify potential areas of growth on these assessments.
- Identify specific strategies for targeted areas of growth.
- Include analysis that considers any achievement gap for our Indigenous students.
- Work in departments to identify how departments can help improve these targeted skills for students taking courses within the department.
- Review scope and sequence for all Humanities classes, including skills and resources. Increase alignment within programs.
- Develop common lessons to teach study skill strategies for grade 9 students
- Offer Math 9 & English 9 as linear classes to all Grade 9 students to promote skill development in Literacy and Numeracy.
- Offer a Transitional English 9 course to help build skills to support student success in English 10.
- Increase opportunities for oral engagement in language classes.
- Investigate use of School-Wide writes to enhance literacy goals.
- Work as a staff to determine a method of school-wide goal setting that is consistent and engages students in setting and evaluating personal goals related to their education.
- Explore ways to provide academic support to all students either within the school day or outside of instructional time.
- Explore *Writing Next* material for insight into how students develop writing.
- Explore ways to implement school-wide systems for staff collaboration as well as classroom teachers with LRTs.

### Numeracy Goal:

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

### Strategies and Actions:

Use dedicated staff meeting time to:

- Work as a staff to analyze Numeracy Assessment results to identify potential areas of growth on this assessment.
- Identify missing skills and investigate engagement strategies for math students
- Include analysis that considers any achievement gap for our Indigenous students.
- Work in departments to identify how departments can help improve these targeted skills for students taking courses within the department.
- Develop common lessons to teach study skill strategies for grade 9 students
- Actively teach students test-taking strategies to increase success on assessments
- Compile and trial a variety of instructional strategies to enhance student engagement and learning
- Continue to offer Math 9 & English 9 as linear classes to all Grade 9 students to promote skill development in Literacy and Numeracy. Track long-term impact.
- Work as a staff to determine a method of school-wide goal setting that is consistent and engages students in setting and evaluating personal goals related to their education.
- Offer a Transitional Math 9 course to assist students who have had difficulty in math to support the transition to Math 9 or Workplace Math 10.
- Explore ways to provide academic support to all students either within the school day or outside of instructional time.

**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.

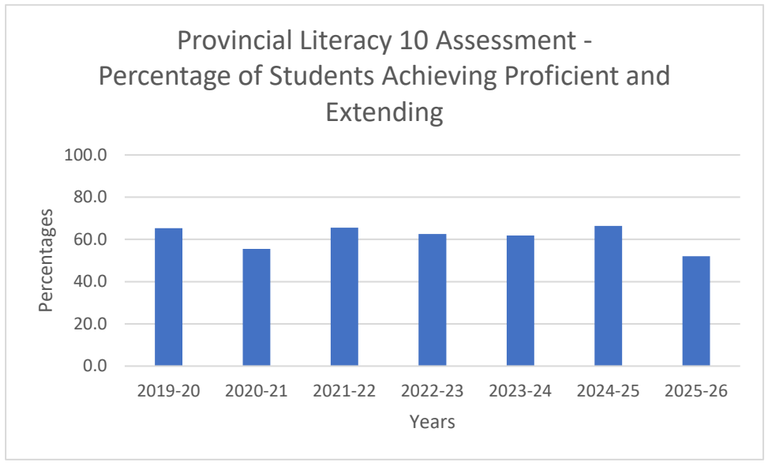
**Our Values:** Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

- Looking forward to potential reconfiguration and the addition of a grade 8 cohort to PVSS, start to explore potential room allocations to make efficient use of speciality spaces as well foster collaboration between teachers by grouping departments together.

## Data to Inform/Support Literacy Goal:

**Literacy 10 Assessment – Percent of Students Achieving Levels of Proficiency**

| Year | Emerging | Developing | Proficient | Extending | P/E |
|---|---|---|---|---|---|
| **2019-20** | 3.8 | 30.8 | 61.5 | 3.8 | 65.3 |
| **2020-21** | 6.9 | 37.6 | 52.5 | 3.0 | 55.5 |
| **2021-22** | 4.6 | 29.9 | 63.2 | 2.3 | 65.5 |
| **2022-23** | 6.3 | 31.3 | 56.3 | 6.3 | 62.6 |
| **2023-24** | 8.3 | 29.8 | 54.2 | 7.6 | 61.8 |
| **2024-25** | 5.9 | 27.7 | 62.2 | 4.2 | 66.4 |
| **2025-26** | 7.2 | 40.8 | 50.4 | 1.6 | 52.0 |

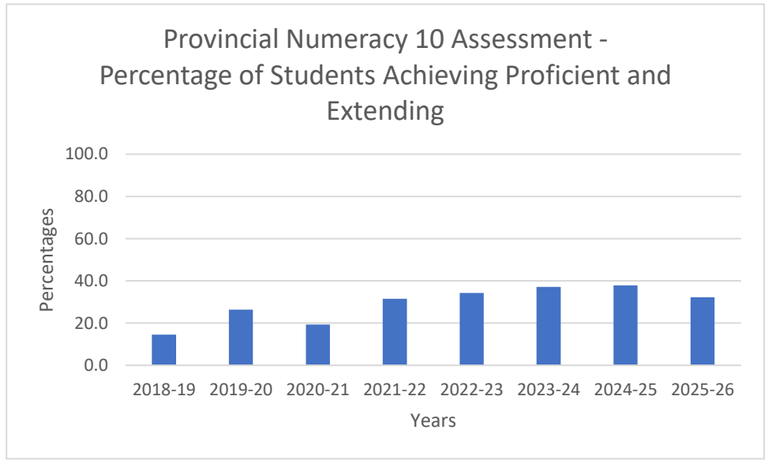



- Looking forward to potential reconfiguration and the addition of a grade 8 cohort to PVSS, start to explore potential room allocations to make efficient use of speciality spaces as well foster collaboration between teachers by grouping departments together

## Data to Inform/Support Numeracy Goal:

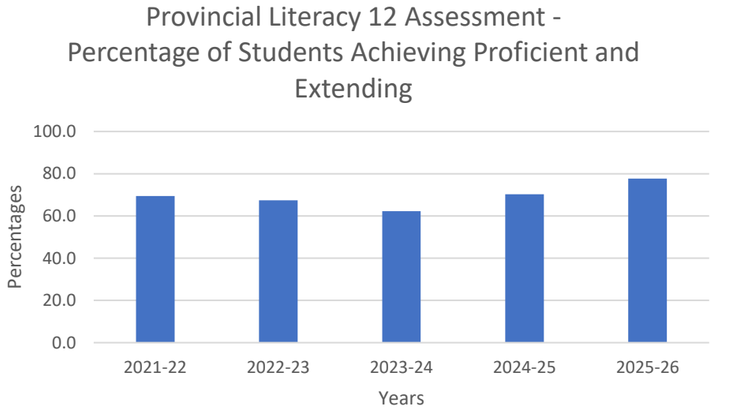
**Numeracy 10 Assessment – Percent of Students Achieving Levels of Proficiency**

| Year | Emerging | Developing | Proficient | Extending | P/E |
|---|---|---|---|---|---|
| **2018-19** | 36.2 | 49.3 | 14.5 | 0.0 | 14.5 |
| **2019-20** | 32.1 | 41.5 | 26.4 | 0.0 | 26.4 |
| **2020-21** | 18.3 | 62.4 | 19.3 | 0.0 | 19.3 |
| **2021-22** | 23.6 | 44.9 | 28.1 | 3.4 | 31.5 |
| **2022-23** | 16.7 | 49.1 | 32.4 | 1.9 | 34.3 |
| **2023-24** | 14.5 | 48.4 | 33.9 | 3.2 | 37.1 |
| **2024-25** | 11.8 | 50.4 | 31.5 | 6.3 | 37.8 |
| **2025-26** | 19.4 | 48.4 | 30.7 | 1.6 | 32.3 |



**Literacy 12 Assessment – Percent of Students Achieving Levels of Proficiency**

| Year | Emerging | Developing | Proficient | Extending | P/E |
|---|---|---|---|---|---|
| **2021-22** | 4.2 | 26.4 | 61.1 | 8.3 | 69.4 |
| **2022-23** | 2.0 | 30.7 | 64.4 | 3.0 | 67.4 |
| **2023-24** | 2.8 | 34.3 | 54.6 | 8.3 | 62.3 |
| **2024-25** | 1.9 | 27.8 | 65.7 | 4.6 | 70.3 |
| **2025-26** | 1.8 | 20.5 | 66.1 | 11.6 | 77.7 |




## Data Analysis/Narrative:

We are interpreting this data through two lenses. The first is through year over year comparison of each assessment. Through this lens, overall achievement data for students achieving Proficient or Extending saw an increase in results for grade 12 students after a few years of variability. We are cautiously optimistic that these results will continue and we can identify this a true trend in future years.

However, last year showed a significant drop in Literacy 10 results. We will watch carefully to see if this was simply a weak year of results, or if it is a shift in pattern, and adjust accordingly.

The second lens to use in reviewing this data is to compare cohort achievement. Using this lens we do see improvement for our students between their grade 10 and 12 years. Students who wrote the Grade 12 Literacy assessment in in the 2025-26 school year had 15.9% more students achieving Proficient or Extending when compared to the grade 10 assessment results for the same cohort. This trend continues with each cohort of students making improvements in their literacy assessment results in each year. The improvements are variable in size ranging from 2% to 15.9%.

We would like to see improvement in both lens' of interpretation, but each tell an important part of the story. The first in overall improvement in the system and the second in individual student improvement as they approach graduation.

## Data Analysis/Narrative:

When looking at the Numeracy assessment data, we don't have the same luxury of comparing grade 10 results to grade 12 results as in the Literacy Assessment data. However, in the 8 years of data presented above, with the exception of last year, there is a clear trend of improvement in the percentage of students achieving Proficient or Extending on this provincial assessment. Last year saw a reversal in the reduction of emerging results and increase in extending results. We will need to watch carefully to see if this is a change in trend overall, or a one-year anomaly. And although we have seen a significant reduction in the percentage of students achieving Emerging overall, only a little more than a third of students at PVSS are achieving at a Proficient or Extending level, leaving much room for improvement.

## 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 increase students' sense of belonging and connection to adults in our building through fostering a strong sense of community and building school spirit.

### Strategies and Actions:

We will show annual improvement of students reporting a sense of belonging and connection to adults on the student learning survey.

- Continue to offer 2 courses, first offered in the 2024-25 school year, to give students a voice and sense of ownership within the school: Peer Mentoring and Athletic Leadership, in addition to our longstanding traditional leadership course, to engage students in decision making and implementation of initiatives within the school. Through these courses:

**Foster positive relationships between students and teachers by:**

- promoting open communication and collaboration
- Fostering an environment that encourages approachability as well as caring and effective communication
- Create common lessons for classes to co-develop expectations of a PVSS student to help create a positive school culture
- Check in with students regularly who are late for classes and disengaged
- Promote the development of cross-curricular projects such as French-Foods Café and Carnival, Fine arts gala, music/dance collaborations.

**Foster a sense of belonging for our indigenous students:**

- Host an Indigenous family night with other Armstrong schools
- Increasing our usage of the knowledge keepers' program
- Ensure that there is Indigenous presence in school-wide events such as Remembrance Day assemblies

**Foster connections with the community to increase a sense of belonging for students:**

- Support community coaches for our teams
- Encourage collaboration with community organizations to implement authentic assessment/project opportunities (art shows at the gallery, Climate Action Group, etc.)
- Implement the "Finding your balance wellness program" facilitated by our Itinerant Indigenous Counsellor for a small group of Indigenous students struggling with attendance.
- Encourage school pride – wear school colours on Fridays, school merchandise for purchase, Spirit Days – Leadership initiatives
- Campaigns: #HawksPride, Anti-vandalism campaign

## 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 increase student care and knowledge of their mental health and well-being.

### Strategies and Actions:

- Host an Interior Heath wellness Fair and Public health Nurses twice a month.
- Speak to the importance of mental health and wellness through common mini-lessons
- Connect mini-lessons to the Interior Health visits to the school
- Incorporate school-wide wellness challenges (i.e. – phones, sleep)
- Promote an understanding that everyone has mental health, whether it is presently good or bad, and the benefits of being pro-active in caring for mental health
- Investigate the teaching of the Medicine Wheel into student support programs
- Include mental health in student self-reflection and goal setting activities
- Continue our initiative with Feeding Futures in providing free meals for all students one day a week
- Investigate incorporation of intramurals
- Utilize the district ICY team to support students in crisis
- Implement the "Finding your balance wellness program" facilitated by our Itinerant Indigenous Counsellor for a small group of Indigenous students struggling with attendance.
- Encourage staff participation in staff events once a month to promote staff well-being. Student well-being and staff wellbeing work in conjunction with each other
- Incorporate staff appreciation into the yearly rhythms of the school

- PEP RALLEY
- Create a year-long calendar of school traditions and initiatives
- Encourage clubs, such as
  - Classic book club, Crochet club, EV club, Garden Club, Computer club, etc.
- Grad Student Executive to build grad activities/traditions/spirit
- Student voice – 3-6 times per year

## Data to Inform/Support Sense of Belonging Goal:

**Sense of Belonging**

Student Learning Survey - Grade 10 (%)

| | NQ16 - Do you feel welcome at your school? (%) | | | | Q26A - At your school, how many adults do you feel care about you? (%) | | | | S81 - Is school a place where you feel like you belong? (%) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Positive | Neutral | Negative | Don't know | Positive | Neutral | Negative | Don't know | Positive | Neutral | Negative | Don't know |
| 2020/21 | 46 | 29 | 16 | 5 | 50 | 11 | 13 | 23 | 33 | 30 | 25 | 9 |
| 2021/22 | 57 | 27 | 8 | 5 | 41 | 15 | 8 | 32 | 43 | 32 | 20 | 2 |
| 2022/23 | 48 | 30 | 19 | 0 | 44 | 12 | 25 | 16 | 32 | 31 | 30 | 4 |
| 2023/24 | 41 | 30 | 20 | 6 | 41 | 19 | 25 | 13 | 30 | 30 | 33 | 4 |
| 2024/25 | 64 | 26 | 4 | 4 | 36 | 18 | 10 | 33 | 45 | 30 | 18 | 4 |
| 2025/26 | 51 | 31 | 15 | 3 | 40 | 20 | 13 | 27 | 48 | 28 | 18 | 6 |

Student Learning Survey - Grade 12 (%)

| | NQ16 - Do you feel welcome at your school? (%) | | | | Q26A - At your school, how many adults do you feel care about you? (%) | | | | S81 - Is school a place where you feel like you belong? (%) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Positive | Neutral | Negative | Don't know | Positive | Neutral | Negative | Don't know | Positive | Neutral | Negative | Don't know |
| 2020/21 | 60 | 24 | 12 | 2 | 53 | 12 | 11 | 21 | 40 | 29 | 27 | 1 |
| 2021/22 | 65 | 26 | 6 | 0 | 74 | 7 | 8 | 7 | 41 | 33 | 20 | 3 |
| 2022/23 | 53 | 25 | 18 | 1 | 62 | 14 | 10 | 11 | 27 | 33 | 31 | 7 |
| 2023/24 | 69 | 23 | 6 | 0 | 60 | 23 | 5 | 9 | 44 | 39 | 12 | 1 |
| 2024/25 | 62 | 30 | 4 | 2 | 60 | 19 | 4 | 15 | 47 | 36 | 10 | 4 |
| 2025/26 | 64 | 21 | 12 | 3 | 76 | 5 | 10 | 10 | 55 | 33 | 10 | 2 |

## Data to Inform/Support Student Well-Being Goal:

**Student Well Being**

Student Learning Survey - Grade 10 (%)

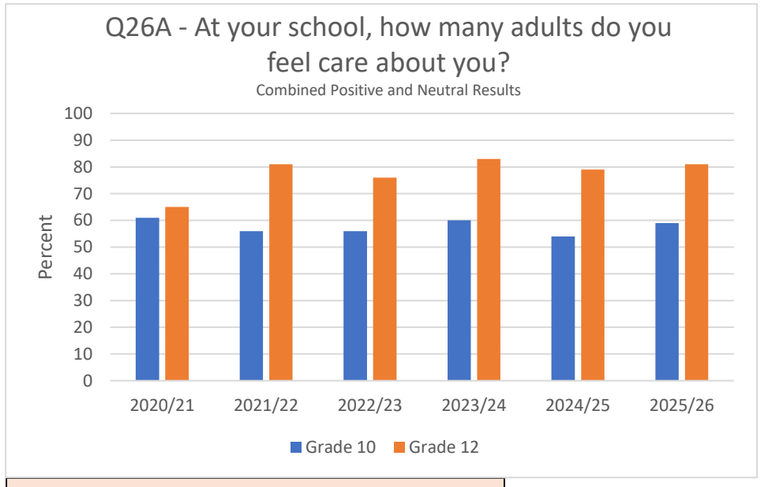
| | S128B - How would you describe your mental health? (%) | | | | S7 - At school, I am learning how to care for my mental health? (%) | | | |
|---|---|---|---|---|---|---|---|---|
| | Positive | Neutral | Negative | Don't know | Positive | Neutral | Negative | Don't know |
| 2020/21 | 45 | 23 | 22 | 8 | 16 | 22 | 48 | 11 |
| 2021/22 | 45 | 22 | 18 | 13 | 16 | 26 | 54 | 2 |
| 2022/23 | 37 | 22 | 30 | 8 | 16 | 18 | 61 | 2 |
| 2023/24 | 37 | 30 | 23 | 7 | 15 | 21 | 55 | 6 |
| 2024/25 | 52 | 20 | 12 | 9 | 16 | 27 | 48 | 7 |
| 2025/26 | 30 | 34 | 24 | 12 | 16 | 29 | 47 | 8 |

Student Learning Survey - Grade 12 (%)

| | S128B - How would you describe your mental health? (%) | | | | S7 - At school, I am learning how to care for my mental health? (%) | | | |
|---|---|---|---|---|---|---|---|---|
| | Positive | Neutral | Negative | Don't know | Positive | Neutral | Negative | Don't know |
| 2020/21 | 40 | 22 | 26 | 8 | 15 | 23 | 56 | 3 |
| 2021/22 | 37 | 26 | 30 | 3 | 18 | 26 | 51 | 1 |
| 2022/23 | 44 | 22 | 28 | 6 | 2 | 23 | 70 | 1 |
| 2023/24 | 37 | 33 | 23 | 3 | 20 | 20 | 56 | 2 |
| 2024/25 | 44 | 27 | 22 | 4 | 21 | 23 | 49 | 4 |
| 2025/26 | 23 | 23 | 40 | 14 | 14 | 36 | 42 | 8 |

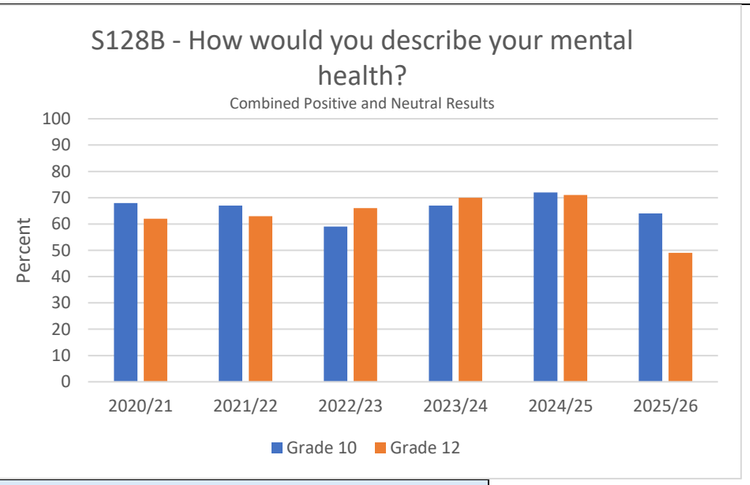
| NQ16 - Do you feel welcome at your school?<br>Combined Positive and Neutral Percents for each Grade | | |
|---|---|---|
| **Year** | **Grade 10** | **Grade 12** |
| 2020/21 | 75 | 84 |
| 2021/22 | 84 | 91 |
| 2022/23 | 78 | 78 |
| 2023/24 | 71 | 92 |
| 2024/25 | 90 | 92 |
| 2025/26 | 82 | 86 |

*Figure 1 Percent of students reporting positive and neutral responses on the Student Learning Survey*



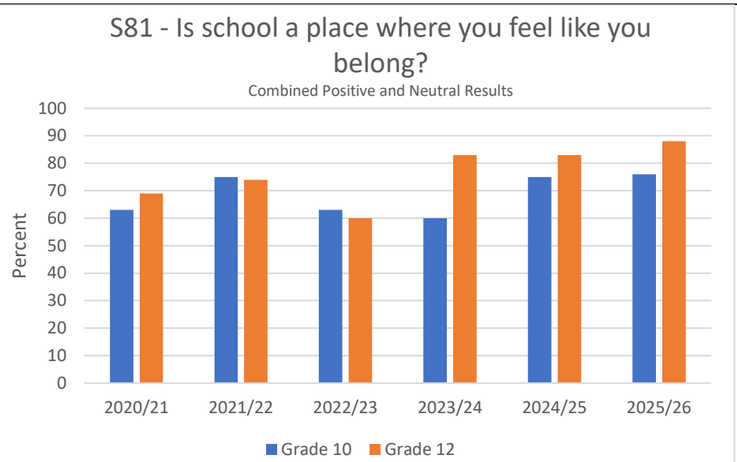

| Q26A - At your school, how many adults do you feel care about you?<br>Combined Positive and Neutral Percents for each Grade | | |
|---|---|---|
| **Year** | **Grade 10** | **Grade 12** |
| 2020/21 | 61 | 65 |
| 2021/22 | 56 | 81 |
| 2022/23 | 56 | 76 |
| 2023/24 | 60 | 83 |
| 2024/25 | 54 | 79 |
| 2025/26 | 59 | 81 |

*Figure 2 Percent of students reporting positive and neutral responses on the Student Learning Survey*




| S128B - How would you describe your mental health?<br>Combined Positive and Neutral Percents for each Grade | | |
|---|---|---|
| **Year** | **Grade 10** | **Grade 12** |
| 2020/21 | 68 | 62 |
| 2021/22 | 67 | 63 |
| 2022/23 | 59 | 66 |
| 2023/24 | 67 | 70 |
| 2024/25 | 72 | 71 |
| 2025/26 | 64 | 49 |

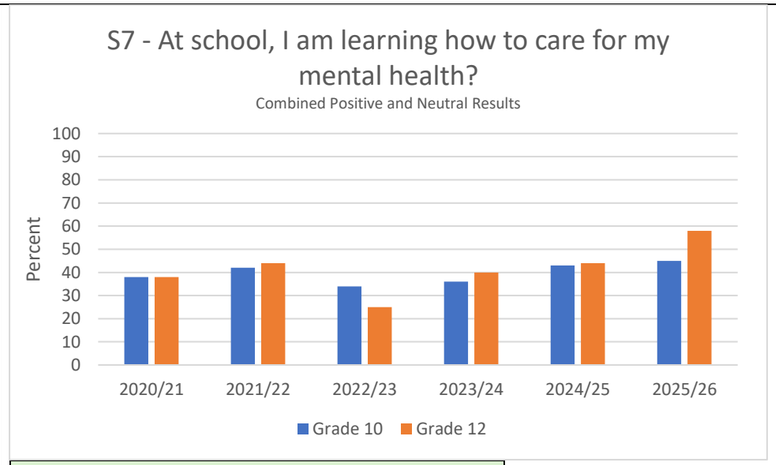
*Figure 4 Percent of students reporting positive and neutral responses on the Student Learning Survey*




**S81 - Is school a place where you feel like you belong?**
**Combined Positive and Neutral Percents for each Grade**

| Year | Grade 10 | Grade 12 |
|---|---|---|
| 2020/21 | 63 | 69 |
| 2021/22 | 75 | 74 |
| 2022/23 | 63 | 60 |
| 2023/24 | 60 | 83 |
| 2024/25 | 75 | 83 |
| 2025/26 | 76 | 88 |

*Figure 3 Percent of students reporting positive and neutral responses on the Student Learning Survey*




**S7 - At school, I am learning how to care for my mental health?**
**Combined Positive and Neutral Percents for each Grade**

| Year | Grade 10 | Grade 12 |
|---|---|---|
| 2020/21 | 38 | 38 |
| 2021/22 | 42 | 44 |
| 2022/23 | 34 | 25 |
| 2023/24 | 36 | 40 |
| 2024/25 | 43 | 44 |
| 2025/26 | 45 | 58 |

*Figure 55 Percent of students reporting positive and neutral responses on the Student Learning Survey*

## Data Analysis/Narrative:

The data above shows a continual increased sense of belonging and feeling welcome at school over the last years. However, still roughly only seventy percent of the students at PVSS feel both welcome at PVSS and that they have at least 3 adults that care about them at school. While this is positive, there is room for improvement as there are still roughly half of our students who did not respond positively to both questions.

The strategies implemented two years ago show early signs of success and we hope to continue the trend this year.

## Data Analysis/Narrative:

We continually hear from our students that they are struggling with their mental health. The data above from the student learning survey corroborates this. Although it is encouraging to see slight improvements in students feeling like they are learning about their mental health, last year's data on overall feelings of positive mental health took a significant downturn. We can do a better job as a school community of teaching our students about mental health and strategies to promote positive mental health, as less than 20 percent of students report learning these skills at school.

# 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:

Goal: To increase the percentage of students participating in Dual Credit, Youth Train in Trades, Youth Work in Trades, and Work experience programs.

## Strategies and Actions:

- Offer Career Life Connections within the timetable to ensure students take advantage of opportunities available to them.
- Trial return of Career Life Education to a grade 10 course that is offered in a year-long pull-out model. We plan to compare results and consider other possibilities.
- Create a timeline and activities, by grade, for the promotion of dual credit and other "new ways to graduate".
- Host a parent night to promote "new ways to graduate" opportunities in the Spring.
- Host a Course Fair during course selection to promote course options to students
- Offer targeted field trip opportunities for priority learners (i.e. – UBCO tour for Indigenous students)
- Facilitate connections to local industry and businesses through the Chamber of Commerce and other means (i.e. – McDonald's hiring fair at school)
- Working with the Indigenous Education Worker and Learning Resource Teachers, personally invite indigenous students and students with diverse learning needs to participate in career exploration activities

## Data to Inform/Support Career Exploration and Development Goal:

## Meaningful Graduation Goal:

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

## Strategies and Actions

- Offer a Transitional Math 9 course to assist students who have had difficulty in math to support the transition to Math 9 or Workplace Math 10.
- Continue to offer a Foundations of Math 11 course as an alternative to Workplace Math 11 for students who may not be successful in a Pre-Calculus 11 class.
- Explore ways to provide academic support to all students either within the school day or outside of instructional time.
- Continue to place students in math classes based on teacher recommendation and not student self-selection
- Engage students in grade 10, 11 and 12 in reviewing their Diploma Verification Report to ensure that they are involved in their own assessment of on-track graduation.
- Provide increased opportunities for fieldtrips/spotlights to aid students in future planning
- Promote more than attaining the minimum of 80 credits to graduate. Encourage student to explore options and take a breadth of courses.

## Data to Inform/Support Meaningful Graduation Goal:

**Math Requirements for Post Secondary**

| Year | WPM 10 | WPM10 % | FMP 10 | FMP 10 % | WPM 11 | WPM 11 % | FOM 11 | FOM 11 % | PRE 11 | PRE 11 % |
|---|---|---|---|---|---|---|---|---|---|---|
| 2019-20 | | 30.0 | | 70.0 | | 36.00 | 0 | 0.00 | | 64.00 |
| 2020-21 | | 27.0 | | 73.0 | | 35.00 | 0 | 0.00 | | 65.00 |
| 2021-22 | | 33.0 | | 67.0 | | 48.00 | 0 | 0.00 | | 52.00 |
| 2022-23 | 43 | 32.6 | 89 | 67.4 | 39 | 37.14 | 0 | 0.00 | 66 | 62.86 |
| 2023-24 | 39 | 32.0 | 83 | 68.0 | 47 | 35.61 | 31 | 23.48 | 54 | 40.91 |
| 2024-25 | 34 | 28.1 | 87 | 71.9 | 48 | 41.38 | 16 | 13.79 | 52 | 58.62 |

| Student Participation in Dual Credit Programs | | |
|---|---|---|
| Year | Total Students | Indigenous Students |
| 2021-22 | 8 | 2 |
| 2022-23 | 8 | 0 |
| 2023-24 | 15 | 2 |
| 2024-25 | 9 | 0 |

| Students Participating in Work Experience | | |
|---|---|---|
| Year | Total Students | Indigenous Students |
| 2023-24 | 64 | 14 |
| 2024-25 | 33 | 10 |

| Data Analysis/Narrative: | Data Analysis/Narrative: |
|---|---|
| This is a newer goal at PVSS. Through the strategies and actions listed above, we hope to see an increase in number of students participating in both career programs and work experience. We would also like to see participation of Indigenous students in these programs at a rate proportional to their representation in the school community. | Meaningful graduation has a different meaning for each student graduating. As educators, we are defining meaningful graduation as students achieving their highest academic potential providing them with the most post-secondary options possible for them in their future. To measure this, grad rates must be considered with the data set above. Our first priority is to ensure that we are increasing the number of students completing secondary school. This may include students completing the adult grad program rather than non-completion. The next priority is to increase the number of students completing school with a Dogwood certificate. This would include moving students achieving an Evergreen or Adult Grad completion to a Dogwood certificate whenever possible. Increases in this priority will create an increase in the number of students taking Workplace Math 10 and 11. Our third priority is to reduce the number of students taking Workplace Math 10 and 11 for students graduating with a Dogwood certificate while achieving final grades that meet post-secondary entrance requirements. This provides students with more post-secondary options in their future without the barrier of upgrading their math course. |
| **Resources and Professional Learning**<br>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**<br>Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan. |
| • Time will be dedicated to professional learning/collaboration at each teaching staff meeting.<br>• Work with the Pro-D committee to offer professional learning on UDL and integrate the use of AI tools to help facilitate this work for teachers.<br>• School budget will be reserved to support teaching staff who wish to pursue community connections and authentic learning/assessment for their classes within the community.<br>• Investigate pro-d opportunities with the PVSS pro-d committee to support teachers with addressing mental health and well being with students and how to incorporate these practices into core curriculum. | The process outlined below will be used to solicit and incorporate greater stakeholder feedback into the school learning plan. As outlined below, the process is iterative, and the published drafts and finalized School Learning Plans represent a snapshot in time in this process.<br><br>Sept - Nov — Update data and present the school learning plan to rights holders and stakeholders to initiate the review process and outline the feedback process<br>Dec - Jan — **Focus group meeting #1** to discuss future areas of growth and discuss strategies presented in the plan.<br>Jan — Data collection continues and analysis from previous year (i.e. demographics, academics, surveys<br>Feb — Share the summarized feedback and analysis with rights holders and stakeholders<br>March — **Focus Group meeting #2** to review summarized feedback and analysis and to reaffirm/update performance targets and strategies.<br>April — Share draft school improvement plan with rights holders and stakeholders and provide opportunities for feedback<br>May - June — Update data and finalize Draft School Learning Plan. |
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