Salmon Arm Storefront
School Learning Plan 2026-2027

School Context:

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

Salmon Arm Storefront Secondary (SASF) is a Type 3 Alternative Education School that provides educational and support services for students aged 14-18 who benefit from an alternative approach to learning. Our program combines flexible academic opportunities with individualized support that promotes emotional well-being, personal growth, healthy choices, and successful transitions into adulthood.

SASF is for students who have had a significant disruption to their Gr. 10-12 educational program or who have or are currently experiencing exceptional circumstances that have resulted in limited or no engagement in an educational program. Examples include an indefinite school suspension, drug and alcohol addiction, peer issues, safety issues, or mental health challenges. SASF is committed to creating a safe, supportive environment where every student has the opportunity to succeed.

SASF serves approximately 70 to 75 students each year. Because student needs and circumstances often change, enrolment fluctuates throughout the school year as students enter and leave the program. Currently, 61 students are enrolled in three classrooms: one junior alternate class and two senior alternate classes. 48% percent of students have a Ministry designation, and 42% identify as Indigenous. The school is staffed by three full-time teachers, two Youth and Family Workers, an on-site administrator, a part-time Indigenous Education Worker, as well as a variety of community supports.

Located in a leased facility on Okanagan Avenue, SASF offers a welcoming and student-centered learning environment. The school includes a fully equipped kitchen, common gathering spaces, and dedicated classroom and meeting areas that support both independent and collaborative learning. The facility is designed to provide students with a comfortable, safe, and inclusive place to learn. Students are able to access district transportation to their catchment high school, and transfer to a second bus that drops off at Shuswap Middle School.

Recognizing that success looks different for every student, SASF focuses on helping students build the knowledge, skills, and confidence needed for successful transitions to adulthood. In alignment with the District Strategic Plan, the school's primary goal is that every student experiences success through meaningful, engaging, and individualized learning opportunities that support both academic achievement and personal growth.

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…

Intellectual Development Goal:

Students in an alternate education setting often enter with diverse academic backgrounds and individualized learning needs. Focusing on growth rather than grade-level achievement recognizes progress and supports student success.

We will show an improvement of student intellectual growth in literacy, numeracy, or course-specific competencies by ensuring that students demonstrate measurable progress in at least one identified learning goal (from Student Learning Plan or Individual Education Plan) during the school year.

Strategies and Actions:

- Student Learning Plans (SLPs) and Individual Education Plans (IEPs) will identify at least one academic learning goal in literacy, numeracy, or course-specific competencies. Goals will be reviewed with students and families regularly.

-Direct teaching of literacy, numeracy, or course-specific competencies.

-Identify and address lagging academic skills through targeted interventions.

-Provide flexible pathways for accessing and demonstrating learning.
-Design project-based, hands-on, and experiential learning opportunities including partnership opportunities such as the Trade Sampler, to participate in job skills employment training.
-Connect learning to student interests, strengths, and future goals.
-Use formative assessment and regular feedback to promote growth.
-Support students in self-reflection and communication of Core Competencies.

Data to Inform/Support Intellectual Development Goal:

-Completion rates and achievement data from courses.
-Achievement Data from Graduation Assessments (**no historical data**).
-Improved goal-setting and self-reflection (core competency self-assessments and daily self-reflections (3-2-1)).
-Evidence in SLPs including services and interventions.
-Student demonstrations of growth in confidence and academic skill development.
-Street Data:

- *What is going well for you in school right now? What is something you feel proud of?*
- *What is your biggest challenge or frustration?*
- *What's your favourite way to show what you know?*
- *Do you like coming to school? Why or why not?*
- *What changes would you like to see in our school, and why do they matter to you?*
- *Can you think of two adults in the building that believe in you and want you to succeed? How do you know? or What makes you think that?*

Data Analysis/Narrative:

Many SASF students arrive with educational gaps and negative school experiences. Providing meaningful, individualized learning opportunities helps students rebuild confidence and achieve academic success.

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:

We will show an improvement on the number of students who report that they feel welcomed, respected, and connected to the school community.

Strategies and Actions:

-Intentionally build positive relationships through regular check-ins and restorative conversations.
-Ensure every student has a designated adult advocate within the school.
-Increase opportunities for student voice in classroom decisions, projects, and school activities.

Strategic Priority: Developing a Culture of Well-Being

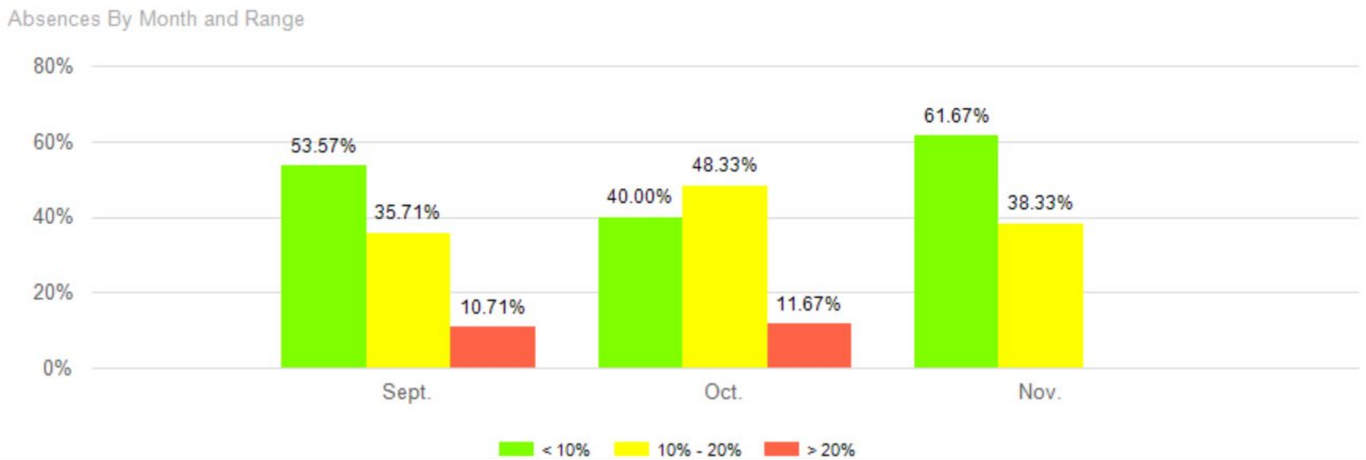
- In the School Learning Plan, the **Developing a Culture of Well-Being** goal must be connected to the School District No. 83 Strategic Priority goal – Each student will feel socially, emotionally, and mentally supported within their schools and the district.
- The goal must be focused on STUDENT well-being.
- 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:

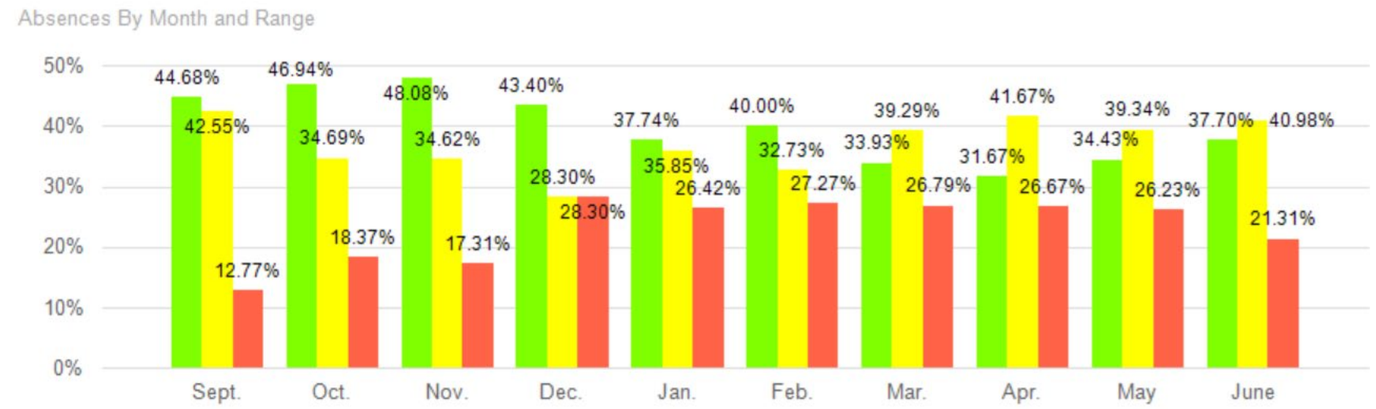
We will show an improvement on student access to wellness supports and develop social-emotional skills that promote resilience and personal growth.

Strategies and Actions:

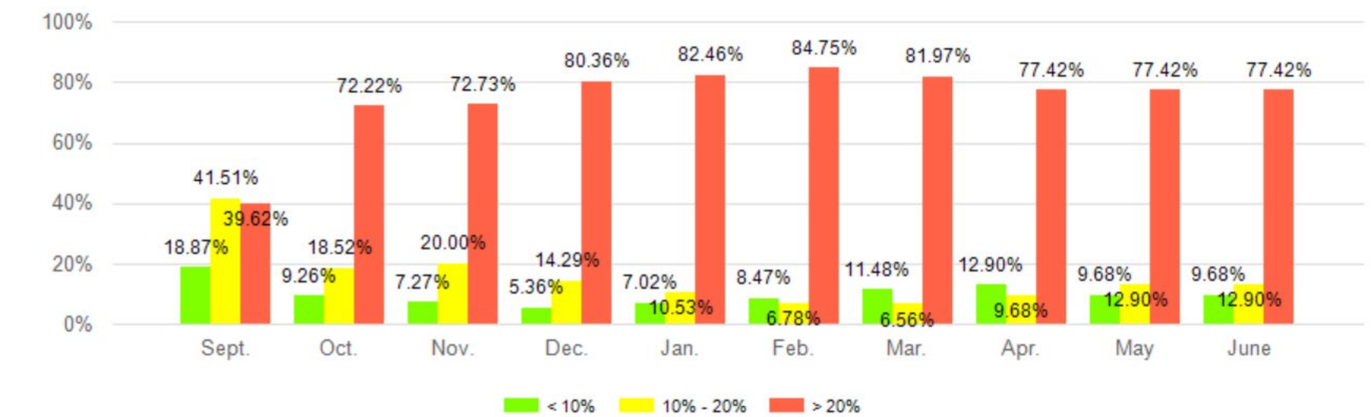
-Embed social-emotional learning and self-regulation strategies into daily routines (led by teaching staff and Youth and Family workers and Indigenous Education Worker).

-Create welcoming classroom environments that reflect student identities, cultures, and experiences. -Collaborate with community partners including Interior Health Public Health Nurse and Sexual Health and Reproduction Nurse, ICY Team, BGC Okanagan, Launch. -Collaborate with the Indigenous Education Department and Rights Holders to incorporate Indigenous perspectives on wellness, balance, belonging, and connection. -Use trauma-informed practices that prioritize safety, predictability, and relationship building. -Facilitate community-building activities and leadership opportunities. -Organize land-based learning and community-connected experiences.	-Direct teaching and modeling coping strategies, stress management, and help-seeking behaviours. -Engage students as partners in wellness planning through SLPs, goal-setting meetings, and regular feedback opportunities. -Collaborate with community partners including Interior Health Public Health Nurse and Sexual Health and Reproduction Nurse, ICY Team, BGC Okanagan, Launch. -Collaborate with the Indigenous Education Department and Rights Holders to incorporate Indigenous perspectives on wellness, balance, belonging, and connection. -Use trauma-informed practices that prioritize safety, predictability, and relationship building. -Develop individualized support plans for students with significant barriers.
Data to Inform/Support Sense of Belonging Goal:	**Data to Inform/Support Student Well-Being Goal:**
-Student Learning Survey (**no historical data**). -Attendance data.* -Student participation in school activities (field trips, art or ADST activities, games). -Staff observations of positive peer and staff relationships. -Street Data Collection. *Attendance data will be measured based on a student's scheduled days, not MyEd attendance data. This will provide a more accurate attendance tracking system that reflects their scheduled times to be at SASF. MyEd Attendance: 2026-2027  	-Student Learning Survey (**no historical data**). -Number of referrals to community partners. -Attendance data.* -Student participation in school activities (field trips, art or ADST activities, games). -Staff observations of positive peer and staff relationships. -Street Data Collection. *Attendance data will be measured based on a student's scheduled days, not MyEd attendance data. This will provide a more accurate attendance tracking system that reflects their scheduled times to be at SASF. **2026-2027 Referrals** ICY – 4 BGC Okanagan – 0 CYMH – 2 Wellness Centre (Physician) – 4

2025-2026



2024-2025

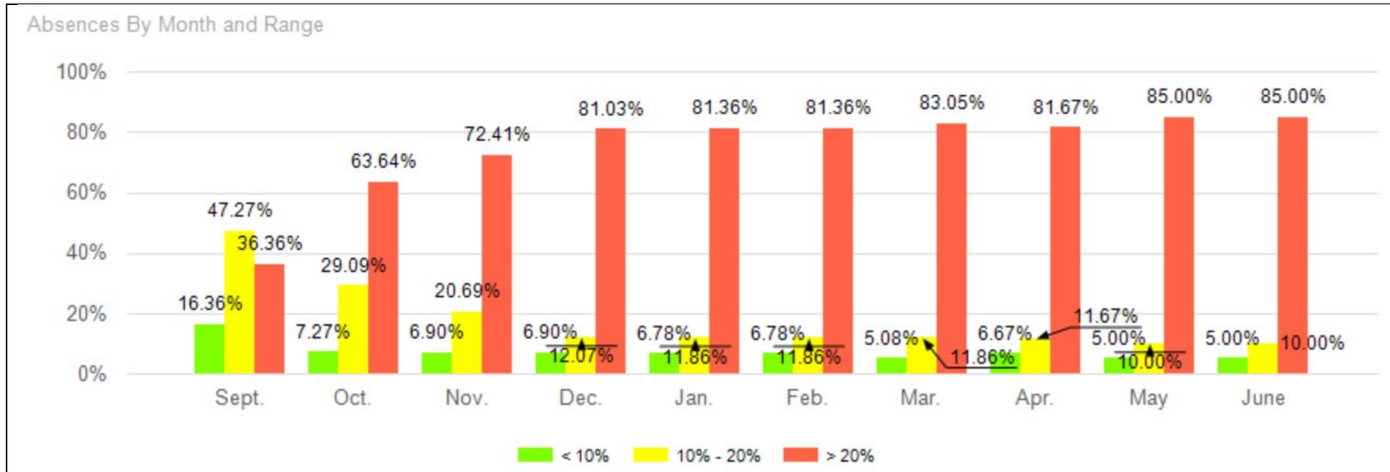


2023-2024

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



Data Analysis/Narrative:	Data Analysis/Narrative:
SASF serves students who often have experienced disconnection from traditional school settings. Strong relationships, representation, cultural identity, and community are foundational to engagement and success. The MyEd data from previous years appears skewed with a significant portion of students absent >20% in 2023-2024 and 2024-2025, which contrasts with attendance data starting in the 2025-2026 school year.	Mental health challenges remain one of the most significant barriers to attendance, engagement, and academic success for SASF students.

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:	Meaningful Graduation Goal:
We will expand on the number of students exploring career pathways (Spotlights) and participating in career programs.	**Students will engage in meaningful and individualized pathways that increase engagement, support graduation, and prepare them for successful transitions beyond school.**
Strategies and Actions:	**Strategies and Actions**
-Include in SLP process goal setting and transition planning, as well as discussion around career interests and post-secondary pathways.	-Support transition planning for graduation, employment, post-secondary education, or re-entry into traditional school settings through SLPs/IEPs.

-Promote participating in Dual Credit, Youth Train in Trades, and other career programs. -Assist students with resumes, applications, and interview preparation. -Facilitate career guest speakers, workplace visits, and experiential learning opportunities.	-Develop and regularly review graduation and transitions as part of a SLP. -Provide opportunities for work experience, dual credit, and career exploration. -Collaborate with families, Indigenous Education, Rights Holders, community agencies, employers, and post-secondary institutions to support student transitions. -Celebrate multiple pathways to success for students.
Data to Inform/Support Career Exploration and Development Goal:	**Data to Inform/Support Meaningful Graduation Goal:**
-Participation in career spotlights, trades sampler, dual-credit or Youth Train in Trades program. -Participation in work experience. -Successful transitions to employment, training programs, traditional schools, or graduation pathways. **2026-2027 Career Program Participation = 5** -Trades Sampler – 2 -Welding – 2 (+1 waitlisted) -Education Assistant – 1 **2026-2027 Spotlights** **2025-2026 Career Program Participation = 3** -Trades Sampler – 2 -Welding – 1	-The number of eligible students who graduate or successfully complete a transition pathway before the age of 19. -Transition pathways could include transitioning back to traditional high school, Dogwood Diploma or Adult Dogwood. -Attendance data.* -Street Data Collection **2026-2027 Graduates =** -Dogwood Diploma -Adult Dogwood -Non-Grad, Aged 19 **2025-2026 Graduates = 12** -Dogwood Diploma – 2 -Adult Dogwood – 10 -Non-Grad, Aged 19 -
Data Analysis/Narrative:	**Data Analysis/Narrative:**
Career development and trades programming have historically been strengths at SASF. Students in an alternate education setting benefit from personalized opportunities to explore careers, build workplace readiness skills, and connect learning to future goals. Career exploration helps students identify their strengths, interests, and aspirations while developing confidence in planning for life beyond secondary school.	At SASF, graduation is more than earning a Dogwood Diploma or Adult Dogwood. A meaningful graduation prepares students for their next steps in life, whether that includes employment, trades training, post-secondary education, or independent living. Through individualized planning, relationship-based support, and relevant learning experiences, students will develop the confidence, skills, and connections needed for success beyond school.
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.
Professional Learning (school-based professional development): Gabor Mate (https://drgabormate.com/courses/) Jack Hirose (https://webinars.jackhirose.com/) Gordon Neufeld (https://www.neufeldinstitute.org/our-courses/course-catalogue)	Fall 2026: Data Collection from Intake Meetings (Sept 1-3), SLP/IEP Meetings (Week of Nov 16), and Street Data Interviews (ongoing).

District Professional Learning: -Relentless Incrementalism Toward Reconciliation with Dr. Dustin Louie (SASF Team) -Restorative Practices for Educations, Fostering Positive Classroom and School Culture (SASF Team) -Kids Who Challenge Us by Dr. Jessica Minahan	Staff will then collaborate to review this data and how it informs our goals, strategies, and measures of success. Consultation will then occur with broader community (families, Rights Holders, and community partners) in Spring 2027 in the form of focus groups. Exit Interviews are conducted at the end of the year with graduating students.