	Enhancing Learning Plan School: School Year: 2026-2027 Principal Submitting: Burt Bergmann
Nicola-Similkameen School District	
GOAL AREA 1 **WELL BEING** **kwukzncút**	We want students and staff to experience safe, caring, culturally responsive, and inclusive learning environments where all individuals feel connected, supported, respected, and valued. By June 2027, our average student score on our Social Emotional Screening Tool will be 70%.
Rationale	As per our district strategic plan, mental health has been an area of expressed need by all stakeholders in our community. As part of this work we have developed a Social Emotional Screen based on the Core Competencies, that we deliver in Early October and Late May to assess student growth in some key social-emotional areas. At the end of last school year, we identified 3 areas with the lowest ranking school wide. Those were: * can persevere with challenging tasks (60%) * can use strategies that help me manage my feelings and emotions (60%) * can solve some problems myself and can identify when to ask for help. (61%) These areas will be the focus of our mental health supports this year.
Evidence	A school wide score of 70% or higher on our social emotional Screen and, in particular, on the 3 identified areas. **June 2025 Level: 61%** **June 2026 Level: 65%** **June 2027 Target Level: 70%**
Review Dates	June 2026
Strategies	- Open Parachute weekly or bi-weekly lessons - Incorporating our local knowledge keepers for indigenous strategies (ie Nlaka'pamux health) - Weekly Community Circles in each classroom - 8 Character Teachings - Buddy Class Character Teachings - Reclaiming Youth At Risk Training for Teaching Staff

	- implement a minimum of one Indigenous-informed wellness, land-based, or circle learning experience per term based on the local traditional 13 moons calendar - Teaching staff will participate annually in professional learning focused on Indigenous perspectives, cultural safety, and wellness practice - **implement regular student voice and relationship-building opportunities at least once a month through classroom community circles and student council** - **implement a tiered student connection process to identify and respond to student wellness and belonging concerns, with follow-up support initiated within two weeks for identified students.** - **establish a student support team that meets monthly to review attendance, engagement, wellness, interventions, and support needs.**

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GOAL AREA 2 **Anti-Racism**	By June, 2027, we will have reduced our reported Racist Incidents by 50%
Rationale	As per our district Equity Scan, anti-racist Instruction has been an area of expressed need by stakeholders in our community. We have identified the increase in the casual use of racial slurs used amongst our students, in particular the "N" word. Students do not seem to take the use of this word very seriously and are seemingly unaware of the meaning and origin.
Evidence	We had 13 reported Racist incidents involving the use of racialized language, and in particular, the "N" word. **June 2025 Level: 13 Racist Incident Reports** **June 2026 Level: 14 Racist Incident Reports** **June 2027 Target Level: 7 Racist Incident Reports**
Review Dates	January 2026 and June 2026
Strategies	• Targeted lessons, K to 7, utilizing the collection of books researched and selected at the end of last year provide explicit instruction around language use and the impact of that tolerance/perpetuation of casual, racial charged. Language. • Weekly Community Circles in each classroom • Monthly School wide, Character Teaching assemblies to address our character teachings and how they relate to this particular topic • Buddy class lessons focused on Character teachings and monthly reporting out at assemblies

Nicola-Similkameen School District	
GOAL AREA 3 **Academic** **cunemncút**	By June, 2026, we will have 70% of our students at Yellow levels or better in achievement across all district literacy assessments.
Rationale	Reading levels in our school have been very low for the past few years (as per FSA Results and Reading Assessments) and we know how reading levels translate to future school success.
Evidence	Through FSAs (OT +), PM Benchmark (Y/G), Fountas and Pennel (Y/G), Phonological Awareness(Y/G) and Sight Word Knowledge (Y/G) **Initial and Historic Levels** 2023-2024 FSAs Literacy: 62% (OT or Higher) 2024-2025 FSAs Literacy: 76% (OT or Higher) 2025-2026 FSAs Literacy: 70% (OT or Higher) **2026-2027 Target FSAs Literacy: 80% (OT or Higher)** 2024 Oct Reading Level: 51% (Int) – 26% (Pri) 2025 June Reading Level: 69% (Int) – 48% (Pri) 2026 June Reading Level: 67% (Int) – 44% (Pri) **2026 June Target Reading Level: 70% (Int) – 70% (Pri)** 2024 Oct Phonological Awareness: 93% (Pri) 2025 June Phonological Awareness: 86% (Pri) 2026 June Phonological Awareness: 90% (Pri) **2027 June Target Phonological Awareness: 80% (Pri)** 2024 Oct Sight Words: 28% (Primary) 2025 June Sight Words: 59% (Primary) 2026 June Sight Words: 60% (Primary) **2027 June Sight Words: 80% (Primary)** OT= On Track Y/G= Yellow and Green
Review Dates	November 2026, April 2027 and June 2027

Strategies	• Setup and run Reading Intervention Groups – Primary • Setup and run Reading Intervention Groups – Intermediate • Standardize and deploy Reading Assessments (PM Benchmark, Fountas & Pinnell) • Create a common language and Scope and Sequence for Reading instruction using Foundational Learning Progressions from the Ministry (K-4) • One to One Reading Program • **Monthly review of data and strategies in place to verify efficacy** • **implement evidence-informed explicit instruction practices in literacy** • **review student achievement and intervention data at least three times annually to identify and respond to students at risk of not meeting learning standards** • **complete at least three collaborative data review cycles annually using screening and assessment data to guide instructional planning and targeted interventions**

Nicola-Similkameen School District	
GOAL AREA 4 **Academic cunemncút**	By June, 2027, we will have 80% of our students achieve On Track or higher on the FSA numeracy assessment and school wide SNACC assessment.
Rationale	Although our recent achievements on the provincial FSAs have shown that 91% of our students are on track to meet grade level standards and our school wide SNACC has shown that 76% of students are in the Yellow and Green (Approaching/Fully Meeting, we feel that our teachers continue to need support as we transition to a new resource and improve instructional strategy.
Evidence	**Initial and Historic Levels** 2023-2024 FSAs Numeracy: 53% (OT or Higher) 2024-2025 FSAs Numeracy: 91% (OT or Higher) 2025-2026 FSAs Numeracy: 97% (OT or Higher) **2026-2027 FSAs Numeracy: 80% (OT or Higher)** 2025 May SNACC: 76% (Y/G Across Strands) 2026 May SNACC: 81% (Y/G Across Strands) **2027 May SNACC: 80% (Y/G Across Strands)** OT= On Track Y/G= Yellow and Green
Review Dates	November 2026, April 2027 and June 2027
Strategies	• Grades 4-6 will improve their memorized math facts (Reflex) 2-3 times a week • Grades 4-7 will compete the IXL assessment and work on their areas of identified need Incorporate Number Talks, Using Math Terms, Math Journal, Estimation, Thinking Classroom Strategies • Create a common language and Scope and Sequence for Reading instruction using Foundational Learning Progressions from the Ministry • Teacher Training and implementation of the new math curricular resource (MathUp) and the associated manipulative sets to maintain the high levels of achievement from last year. • **implement evidence-informed explicit instruction practices in literacy** • **review student achievement and intervention data at least three times annually to identify and respond to students at risk of not meeting learning standards**

	• complete at least three collaborative data review cycles annually using screening and assessment data to guide instructional planning and targeted interventions

Update Submitted	November 4, 2026
Signed Principal	Burt Bergmann
Signed Superintendent	