



Enhancing Learning Plan

School: Diamond Vale Elementary

School Year: 2026-27

Principal Submitting: Becky Puterbough

Nicola-Similkameen School District

GOAL AREA 1

Mental Health

To ensure that students feel cared for, connected and supported.

Rationale

When students develop positive relationships with peers, teachers, and the school community, they are more likely to engage in learning, attend regularly, achieve academically, and demonstrate positive social and emotional well-being. School connectedness fosters confidence, motivation, and resilience, creating an environment where students can thrive both personally and academically. By feeling that they are an important part of their school community, students are better equipped to reach their full potential and contribute positively to the learning environment.

Evidence

Beginning September 2026, there will be an increase in the number of extra-curricular activities, extending beyond sports to include other interest areas, e.g. arts, music, leadership. We will start tracking student participation in extra-curricular activities and reach out to students who are not yet connected.

Review Dates

Oct 31st, Jan 31st, Apr 30th, June 30th

Strategies

1. Conduct Student Interest Surveys and create clubs, activities based on popular demands
2. Expand the variety of activities e.g. sports/fitness, art, music, drama, STEM (robotics, coding, science), debate/public speaking, cultural/language club
3. Encourage student leadership – establish student-led clubs; train students in organization of events/clubs
4. Promote on social media, in assemblies and on school announcements
5. Monitor participation rates

<u>GOAL AREA 2</u> <u>Anti-Racism</u>	All students will receive developmentally appropriate education about racism, anti-racism and honoring diversity.
<u>Rationale</u>	School District Equity scan indicates that anti-racism work needs to be a District priority.
<u>Evidence</u>	At end of year, students and staff will be able to identify at least three strategies listed below that they have used to promote inclusion, diversity and anti-racism in their classroom.
<u>Review Dates</u>	Jan 31 st , Jun 30 th
<u>Strategies</u>	Classes create land acknowledgements, community agreements and equity statements. Resource check to ensure that viewpoints representing different cultures are included. Honour individuality by providing students with multiple ways to show their learning. Asking students what they want us to know about them. Focus on what it means to be anti-racist (as opposed to non-racist) around National Day for Truth & Reconciliation & Pink Shirt Day.

<u>GOAL AREA 3</u> <u>Academic</u>	All students will experience high-quality reading instruction.
<u>Rationale</u>	Reading is a key skill because it helps people learn, communicate, think critically, gain knowledge and succeed across academic areas. In 2025-26, 66 % of students in Grades 1-7 measured expected growth or more in reading, (i.e. increase of 2 reading levels per term in Grades 1-2, 1 reading level per term in Grade 3-7) Overall, 41% of students in Grades 1-7 are reading at grade level. This is a small increase from last year.
<u>Evidence</u>	Most (80%) students in Grades 1-2 will increase their reading level by an average of two PM Benchmarks per term. Most (80%) students in Grades 3 -7 will increase their reading level by an average of one PM Benchmark (Gr. 3) or one Fountas & Pinnell level (Gr. 4-7)
<u>Review Dates</u>	Nov 5th Mar 5th Jun 22nd
<u>Strategies</u>	- Consistent use of UFLI across primary grades to teach sounds - Teacher mentoring for those unfamiliar with UFLI - Teaching staff attend Fountas & Pinnell Intervention training at start of school year and implement recommended practices. - Consistent use of levelled reading materials for regular guided reading practice. - Literacy support teacher and student support teacher to prioritize youngest grades for learning assistance - Productive use of school-wide individual reading after lunch, e.g. students reading at their level, fluency practice with teacher/buddies, reading logs - Termly tracking of reading progress to guide need for interventions - One-to-one reading program - Battle of the Books - New guided reading resources with modern/current themes - Alignment of literacy teaching schedules for increased group/cross classroom reading supports

<u>GOAL AREA 4</u> <u>Academic</u>	To improve student success in numeracy
<u>Rationale</u>	FSA results from 2024-25 - 38% of Grade 4 cohort & 24% of Grade 7 cohort were on track in numeracy. FSA results from 2025-26 – 31% of Grade 4 cohort & 18% of Grade 7 cohort were on track in numeracy.
<u>Evidence</u>	Improved FSA scores. By 2027-28, 60% of last year’s Grade 4s will be ‘on track’ in Grade 7 FSAs.
<u>Review Dates</u>	Nov 30 th , June 30 th
<u>Strategies</u>	- Increased use of manipulatives in classrooms. - Daily basic facts practice. - Using numeracy games to encourage engagement (Box Cars & One Eyed Jacks). - All class teachers have committed to using Math Up (new math program). - After recess each day, each class will be given an age-appropriate word problem to solve, followed by discussion of strategies (Carole Fullerton resources) - Regular staff meeting conversations on what is working well - Use of SNACC data to gauge areas of strength and areas for growth & development of class goals/focus areas. - Support from District Lead Teacher for numeracy.

Date Submitted	
Signed Principal	
Signed Superintendent	

