

	<u>Enhancing Learning Plan</u> School: Princeton Secondary School School Year: 2025 - 2026 Principal Submitting: Bhupinder Mattoo, Nadine Thibert
Nicola-Similkameen School District	
<u>GOAL AREA 1</u> <u>ANTI-RACISM</u>	Princeton Secondary will advance as an anti-racist school by embedding The Four Spirits of The Circle of Courage into our Code of Conduct by June 2026 in coordination with the ISA and school community.
<u>Rationale</u>	Strategic Plan ~ Appreciation and Respect - Aids in helping students feel physically and emotionally safe in school and community. Equity Scan ~ Learning Environment - Review for and address bias throughout the district at every level and in every school.
<u>Evidence</u>	- Code of Conduct is effectively displayed within school environment - The Code is accessible online and referenced in newsletters or communication to families. - Policy and practice changes align with the Code (e.g., language in referrals, disciplinary decisions, classroom management). - Students can articulate the core values of the Code.
<u>Review Dates</u>	- Quarterly at staff meeting

<u>Strategies</u>	- Co-design posters with students using inclusive, culturally responsive visuals and accessible language in coordination with ISA. - Display posters prominently in classrooms, hallways, common areas, and the school website. - Integrate Code discussions into grade meetings and assemblies. - Launch a student-led awareness campaign (e.g., videos, social media, murals, presentations) in coordination with leadership class. - Share the updated Code and its purpose in newsletters, parent nights, and family gatherings.
<u>GOAL AREA 2 NUMERACY</u>	To improve numeracy rates in Grade 8 Princeton Secondary will provide targeted support and integrated strategies through MathUp with a goal of 50% of Grade 8s achieving Proficient or Extending on learning updates
<u>Rationale</u>	Princeton Secondary Data from classroom assessments, observations, and provincial benchmarks indicate that many students enter secondary school with numeracy skills below grade level, impacting their confidence, problem-solving abilities, and overall academic achievement. Strategic Plan ~ Meaning & Purpose - Foundational numeracy skills are essential for student success in all subject areas and are directly connected to developing critical thinking, reasoning, and applied competencies needed for future learning, employment and life opportunities.

<u>Evidence</u>	- Learning Updates: 50% of students Proficient or Extending in Mathematics 8 and other numeracy-integrated subjects - Pre- and Post-Assessment Data: Growth shown through Learning Updates - Improvement in Mathematical Thinking and Problem-Solving Skills: Documented through student work samples, tasks involving multiple strategies, or performance tasks - Teacher Observations: Increased student confidence, engagement, and persistence when working through complex or multi-step problems - Student Voice and Self-Reflection: Reflections showing improved mindset toward math, greater willingness to take risks, or deeper understanding of mathematical concepts - Use of Formative Assessment: Evidence from exit slips, check-ins, math journals, etc... showing growth in specific skill areas (e.g., number sense, proportional reasoning)
<u>Review Dates</u>	Mid-year (January) and year-end reviews of progress toward numeracy goals (June).

Strategies

1. Number Talks / Math Talks

- Short, daily routines where students solve mental math problems and discuss different strategies.
- Builds number sense, fluency, and comfort with risk-taking.

2. Mathematical Thinking Routines

- Use routines like Notice & Wonder, Which One Doesn't Belong?, or Would You Rather? to spark curiosity and reasoning.

3. Problem-Based Learning

- Present real-life, open-ended math problems that require collaboration, creativity, and critical thinking.
- Example: "Design a layout for a school garden with a budget and area constraints."

4. Formative Assessment Loops

- Use quick checks like exit slips, whiteboard responses, or digital quizzes to guide instruction.
- Track classwide misconceptions and target them in mini-lessons.

5. Collaborative Learning

- Use structured group tasks like Think-Pair-Share, jigsaw problem-solving, or gallery walks of student solutions.

6. Scaffolding with Visuals and Tools

- Encourage the use of number lines, bar models, algebra tiles, and Desmos/GeoGebra visualizations to support conceptual understanding.

7. Differentiated Tasks

	• Offer tiered problems (same concept, different levels of challenge), or choice boards where students pick problems aligned to their comfort and skill level. 8. <i>Cross-Curricular Numeracy</i> • Integrate math into science (data analysis, measurement), PE (stats tracking, percentages), and social studies (infographics, demographics). 9. <i>Literacy in Math</i> • Support understanding of math vocabulary, word problems, and interpreting diagrams or charts. • Teach students how to annotate and “read” math like they would read a text. 10. <i>Positive Math Mindsets</i> • Use growth mindset language and encourage students to reflect on their math learning, challenges, and breakthroughs. • Share videos (e.g., Jo Boaler’s <i>YouCubed</i>) or class discussions that normalize struggle as part of math learning.
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<u>GOAL AREA 3</u> <u>LITERACY</u>	To improve literacy rates in Grades 8, Princeton Secondary will provide targeted support and integrated strategies across subject areas with a goal of 50% of students achieving proficient or extending in English 8.
<u>Rationale</u>	Princeton Secondary School Data from classroom assessments, observations, and provincial benchmarks indicate that many students enter secondary school with reading skills below grade level, limiting their access to learning and long-term achievement. Strategic Plan ~ Meaning & Purpose Foundational literacy skills are critical to student success across all subject areas and directly support students in developing the competencies needed for future learning and life opportunities.
<u>Evidence</u>	- Learning Updates: 50% of gr. 8 students will achieve Proficient or Extending in English Language Arts and other literacy-rich subjects - Pre- and post-intervention data: results from tools such as Fountas & Pinnell (for targeted student groups) - Improvement in reading comprehension, fluency, and decoding scores: Documented through student work samples or performance tasks - Teacher observations: improved reading habits, stamina, or willingness to engage with complex texts - Student Engagement and Voice: Positive feedback on support received through learning assistance, small-group instruction, and classroom-based strategies
<u>Review Dates</u>	Mid-year (January) and year-end reviews of progress toward literacy goals (June).

Strategies

1. Vocabulary Instruction (Explicit & Contextual)

- Teach academic and subject-specific vocabulary directly.
- Use word walls, graphic organizers, and context clues.

2. Reading Comprehension Strategies

- Reciprocal Teaching: Students take turns leading a discussion using four strategies—predicting, questioning, clarifying, and summarizing.
- Think-Alouds: Model the cognitive process of making sense of a text.
- Close Reading: Focused re-reading of short, complex passages with guiding questions.

3. Graphic Organizers

- Use tools like story maps, cause/effect charts, and Venn diagrams to support comprehension and organization of ideas.

4. Structured Silent Reading (with accountability)

- Encourage daily reading with reflection logs, brief check-ins, or reading conferences.

5. Annotation and Note-Taking Skills

- Teach students how to annotate texts and take Cornell or two-column notes.

6. Writing to Learn

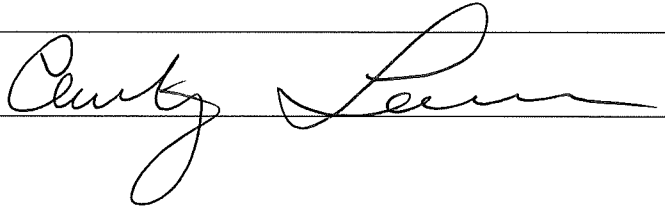
- Use low-stakes writing activities (journals, quick writes, exit slips) to support comprehension and expression of ideas.

7. Paired or Group Reading

	• Use partner reading or small groups to increase reading fluency and comprehension through discussion. <i>8. Scaffolded Text Access</i> • Provide leveled texts or graphic versions of core content and gradually increase complexity. <i>9. Cross-Curricular Literacy Integration</i> • Support literacy in all subjects by emphasizing reading strategies, academic vocabulary, and writing in science, social studies, etc. <i>10. Use of Technology</i> • Leverage apps like Read&Write, Newsela, CommonLit, or Actively Learn to differentiate reading and support struggling learners.
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<u>GOAL AREA 4</u> <u>MENTAL</u> <u>HEALTH</u>	70% of students will report feeling safe, welcome, and included in school community through equity scan data
<u>Rationale</u>	Princeton Secondary School Data from equity scans indicate that many students in secondary school feel unsafe, unwelcome, and not included in school community
<u>Evidence</u>	• Equity Scan Data • Counselling Referrals and feedback from counsellor on student conversations • Decolonized Code of Conduct utilizing imagery and principles of Circle of Courage and 8 Sacred teachings displayed throughout school • Breakfast/Lunch provided to hardship students
<u>Review Dates</u>	• Review Goals at the end of November, February, and April
<u>Strategies</u>	1. Utilization of Open Parachute program into classroom instruction (5-10 lessons per course) 2. Student/Community participation in decolonizing Code of Conduct 3. Integration of Circle of Courage and 8 Sacred Teachings into classroom instruction 4. Food and Social/Emotional support available through school (counselling suite, SST Room, Welcome Room) 5. Utilization of National School Food Program to support hardship students for breakfast/lunch

Date Submitted	Sept.22, 2025
Signed Principal	

Signed Superintendent	
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