	**Enhancing Learning Plan** School: **John Allison Elementary** School Year: **2026 - 2027** Principal Submitting: Crystal Larsen
Nicola-Similkameen School District	
GOAL AREA 1a **Well-being**	1. JAE staff will identify and support the physical and emotional well-being needs of their students. 2. JAE teachers will continue to develop lessons to address the well-being of students.
Rationale	At JAE, we recognize that students learn best when they feel safe, well cared for and connected. To support their physical and emotional well-being, we acknowledge 1. Anecdotal evidence from students, teachers, EAs, parents re. a) food insecurities. b) behavioral concerns re. 'big emotions', dysregulation, student stress and anxiety. 2. Attendance data / concerns. A child-centered, trauma informed mindset informs adult interaction and responses to heightened emotions and guides good practice.
Evidence	✓ Edplan Insight attendance data ✓ Teacher observations during snack and lunch time ✓ October: Classroom Profile meetings – teachers identify physical and emotional wellbeing needs, attendance concerns and support needs ✓ Throughout year: staff raise concerns with Admin, SST, Counsellor ✓ School Based Team / support team meetings ✓ Data: frequency of dysregulation, phone calls home (teacher and Admin logs), student time spent in office, time in SST Learning Center (including "soft start" mornings)

Review Dates	Mid-year (mid-January) and year end (end June)
Strategies	Physical Wellness Support (food): 1. Breakfast cart (Breakfast Club of Canada support), Snacks & Hot Lunch (Feeding Futures support), Backpack Buddies Social Emotional Support: 2. Admin & Teachers use RTI attendance data to inform and support students and families 3. Code of Conduct and behavioral expectations will be shared at assemblies, within classes and online 4. Teachers use SEL lessons: SEL is integrated into daily/ lessons throughout the year. JAE will strive to produce students who are emotionally regulated and socially aware of others. 5. Kimochi lessons (Kindergarten) 6. Roots of Empathy (Kindergarten) 7. Classroom Instruction: Zones of Regulation, Open Parachute, WITS, social stories 8. Social groups: targeted for students who need more SEL support than classroom provides. Positive focus not punitive. Role play scenarios for students to work their way through 9. School Counsellor support; (also external agency support)

GOAL AREA 1b **Belonging & Relationships**	1. Students and staff at John Allison Elementary will demonstrate kindness, respect, and empathy in their daily interactions. When conflicts arise, individuals will be supported to reflect on their actions and engage in restorative practices to strengthen relationships and community. 2. JAE will continue to provide education about different cultures, beliefs, and heritages using children's literature throughout the school year. 3. JAE will connect students, families, staff and the greater community in classroom and school-wide activities monthly. 4. Communication with parents regarding in-class and school wide activities and concerns.
Rationale	In our primary school, we focus on treating others kindly, recognizing and appreciating differences and similarities, building empathy, all with a growth mindset toward restitution. We want every student, and their families, to recognize that they are part of our JAE community.
Evidence	✓ Edplan Insight attendance data / concerns ✓ Office and SST Learning center behavior referrals. o Tracking incidences and responses. *number of incidences *reduction in repeat behaviors over time *increase in student ability to name expectations *shared language
Review Dates	Mid-year (early January) and year end (end June)

Strategies	Kindness: - Empathy will be taught through stories, role-play, in-the-moment situations, and conflict resolution - Diverse literature resources in library, welcome room and classrooms to support instruction - Purchase some picture books and supportive lessons to address anti racism, inclusivity and kindness - Purchase resources with focused topics such as respect, kindness, culture, 8 sacred teachings - Local Indigenous professional development of staff Indigenous Learnings: - First Peoples Principles of Learning; indigenous perspectives and practices; outdoor classroom and learning circles - Kids in the Know indigenized lessons re MMIWG and safety - School wide days of recognition: ie. Orange Shirt Day Community Connections & Communication: - Community events: open house, harvest festival, assemblies, fun field day, winter concert, spirit days, field trips; guests: one-to-one readers, community librarian, fire fighters, kitchen kids - Regular and pertinent communication with parents and guardians (classroom teachers, principal newsletter, social media) - Share physical & mental health tips & summaries in newsletters

GOAL AREA 3 **Learning**	**Literacy Achievement:** All students will strengthen their reading skills and advance their reading levels as measured by PM Benchmarks. John Allison Elementary will promote a growth mindset culture where students are encouraged and supported to make meaningful progress in their literacy learning.
Rationale	- Reading is foundational - Edplan Insight PM benchmark data indicates that several students are reading below grade level expectations
Evidence	Review data: - PM benchmarks (1-3) - Phonological Awareness assessments (K-2) - DOLCH Sight word assessments (K-3) - Early Primary Assessment (K-1)
Review Dates	Regular SBT, IEP, teacher and EA meetings Initial data: September, October 31 Mid-year: February Year end: end June
Strategies	- Guided reading / small group targeted instruction (grade 2 & 3) - Literacy centers (grade 3) - SST small group work driven by Edplan Insight data - Small group targeted instruction: Fountas & Pinnell resources - In class phonics instruction - One to one reading program (Princeton Leaders for Literacy) - Read with Me workshop (Princeton Leaders for Literacy – parent support) - Common language and scope and sequence

GOAL AREA 4 Learning	**Numeracy Achievement:** All students will develop and strengthen number sense and operation sense as outlined in the BC Curriculum. Through a growth mindset approach, students will be supported to demonstrate continuous growth, confidence, and achievement in numeracy.
Rationale	- Number sense is key for successful future mathematical learning - Edplan Insight SNACC summary data indicates that students need support in specific areas - Initial data has been collected and is used to determine how to support K-3 student learning (eg. decomposing & recomposing, doubles, add or subtract)
Evidence	- Anecdotal evidence from teachers - SNACC assessment data - Growth mindset: focus on improving numeracy skills
Review Dates	- Mid-year: early January - Year end: end June
Strategies	- Use of differentiated instruction and targeted instruction - Wide range of numeracy instructional strategies - RTI - "platooning" / targeted small group instructions - Using high-yield number sense routines daily - *MathUp!* Teacher use of program across classrooms; includes differentiated instruction - Use of *Mathletics* resources (teacher preferences) - Use of math manipulatives

Date Submitted	November 9, 2026
Signed Principal	
Signed Superintendent	