

Revised September 14, 2026



NorKam Secondary School Annual School Learning Plan 2026-2027- 2026



Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.

School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Band
- Neskonlith Indian Band

Our school partners with Tk'emlups te Secwepemc through our Local Education Agreement [LEA](#) and the Indigenous Education Enhancement Agreement [AEEA](#).

CONTEXT

In September of 2024, NorKam Secondary opened its doors as a full grade 8-12 Secondary School and 442 students in grades 8-10 became new NorKam Saints. NorKam shifted from School District #73's most comprehensive grade 10-12 high school to a full 8-12 secondary school. Within the district, we continue to offer a great range of programs and courses. For senior students striving to challenge the rigor of a university preparation program, we offer the Interior of British Columbia's only International Baccalaureate Diploma program. In September 2024 we also began the IB Middle Years Program with a group of grade 8s. In the MYP, students work as a cohort to dive deep into Inquiry. Each year we add another grade level to the MYP, with September 2026 rounding out that junior program with a cohort of grade 10s. District wide senior students with the acumen for hands-on learning can apply and access SD#73's Trades Sampler program or Hairdressing program. NorKam is also the home to two District Resource rooms providing educational programs for students with cognitive challenges.

In addition to the district programs at NKSS, we also provide a program to over 900 students with a full range of junior and senior academic offerings as well as many elective courses ranging from fine arts, practical arts, physical education, and business. Partner schools to NKSS are the following elementary schools: AE Perry Elementary, Arthur Hatton Elementary, Bert Edwards Science & Tech School and Raleigh Elementary. We work as a family of schools to support families and learning goals for our students.

NorKam is also home to more than 60 International students in School District #73 and as such, we have students attending from around the world. The indigenous population of NorKam Secondary is the largest of the secondary schools in Kamloops and continues to grow, as fifty percent more of our families self-identify as indigenous than Kamloops as a whole. We continue to strive to support indigenous learners and work on de-colonizing our school with strong focus on First Peoples Principles of Learning in all classes.

NorKam Secondary School supports ethnic and socioeconomic diversity, as well as a significant number of transient students who spend only part of their secondary schooling with us. The instability faced by our North Kamloops students differs dramatically from the stability of the students from other areas of Kamloops; NKSS

supports many children and families that face poverty, food insecurity and youth on independent living contracts.

In summary, NorKam Secondary faces challenges unlike those of the other secondary schools in Kamloops. We welcome these challenges and are firmly committed to making a difference in our students' lives and supporting those learners in the manner outlined in [School District #73's Strategic Plan](#).

Learning Goal

INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

DISTRICT GOAL: Every learner will develop competencies and skills to succeed academically.

DISTRICT OUTCOME: Students will meet or exceed literacy/numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS:

Literacy

LIT 10	All Students Proficient/Extending	Indigenous Students Proficient/Extending	Diverse learning needs students Proficient/Extending
2023-2024	59.6%	49.9%	32.3%
2024-2025	54.1%	58.1%	56.3%
LIT 12			
2023-2024	60.1%	61.4%	40.6%
2024-2025	66.8%	60.1%	57.0%

NorKam’s literacy story shows positive improvement across all groups of learners in the Government Assessments for literacy 10 and 12 especially for our students with diverse learning needs. Although this data is encouraging, continued efforts are required for all students as we continue to be below achievement rates in the district and province.

Staff continue to work to support students with their literacy gains, and data show that the efforts in literacy learning steadily improve towards graduation.

In September of 2025, significant concerns were raised regarding the literacy level of our junior students in grades 8 & 9. When this cohort of students wrote the Non-Fiction Reading Assessment, the following data was gathered:

Grade 8 & 9s (NFRA)	Proficient	Extending
2024-2025	46.7%	3.3%
2025-2026	24.5%	0.3%

This data supported teachers' concerns that our junior students were struggling to understand core subject content and were potentially reading well below grade level.

NorKam began at this point to develop a literacy program for our grade 8s & 9s which focuses on teaching reading and comprehension. Our goal for these students is to provide intense support in learning to read.

The following information was gathered in March and April 2026:

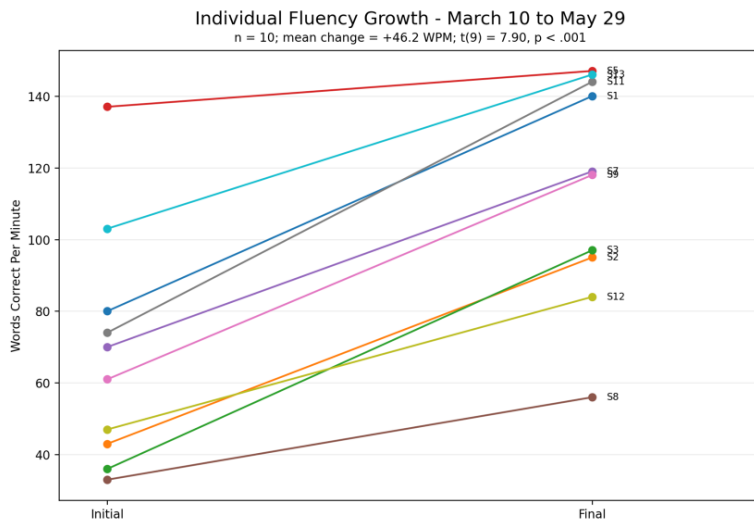
Grade 8 (BOY) Dibels - March 10			Dibels - April 9				
Word Count	Accuracy	Maze	Grade Level (BOY)	Word Count	Accuracy	Maze	Composite
80 (500/M)	96.4	12	4	95 (600/O)	96	13.5	337
43 (300/I)	87.8	0	3	62 (400/J)	88	19	314
36 (300/H)	83.7	0.5	3	73 (500/L)	96	14.5	318
-	-	-	3	38 (300/I)	88	3.5	306
137 (700/S)	96.5	19	5	142 (700/S)	96	4	370
14 (100/E)	73.7	0	1	-	-	-	-
70 (500/L)	95.9	14.5	3	108 (600/P)	98	33	356
33 (300/H)	80.5	1.5	1	52 (400/J)	91	-	369
61 (400/K)	84.7	9	3	121 (700/Q)	93	21	356
69 (500/L)	92	12	3	105 (600/O)	98	11.5	329
74 (500/L)	90	12	4	107 (600/O)	94	-	-
47 (300/I)	78.3	9	3	54 (400/K)	94	13	324
103 (600/O)	98	14.5	5	139 (700/S)	99	17.5	370

In this testing of students, we discovered that this cohort of learners had anywhere from a grade 1 to grade 4 reading level. At these levels, they would not be successful in being proficient learners in their core content classes at grade 8 & 9.

By the end of June 2026, the following data was presented with these main gains:

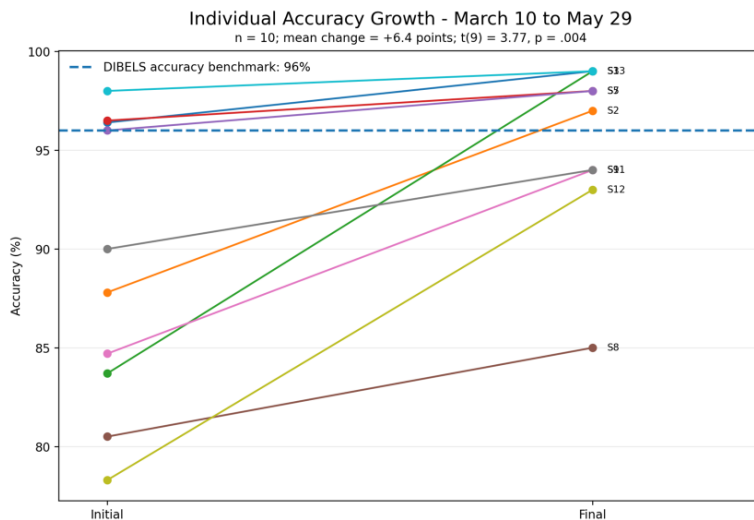
- A mean increase of 46.2 words per minute in oral fluency where all students showed growth

- A mean increase of 6.4% accuracy in oral fluency. All students showed growth with 6 showing reading accuracy at or above benchmark.
- Student fluency is still below grade level; however, their accuracy is improving with several students now reading 8th grade benchmark material accurately.



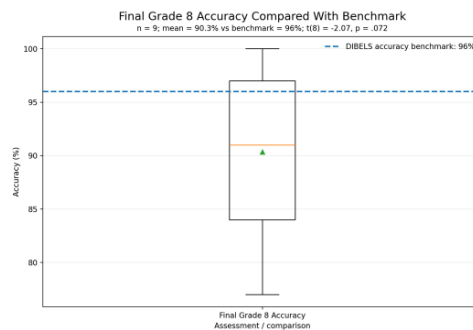
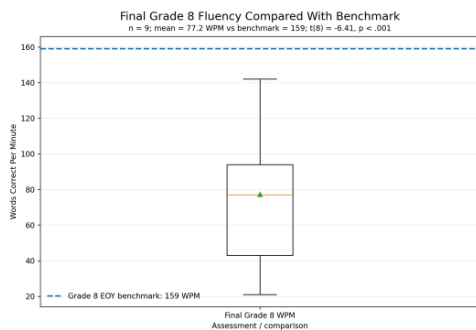
Mean increase of 46.2 words per minute in Dibels Oral Fluency Assessment between March 10 - May 29

All students showed growth



Mean increase of 6.4% accuracy in Dibels Oral Fluency Assessment between March 10 - May 29

All students showed growth with 6 showing reading accuracy at or above benchmark



Student fluency is still significantly below grade level.

Student accuracy improving, with several students now reading 8th grade benchmark material accurately.

When students were asked by their teacher if the literacy course helped them understand their other courses more, 8/11 said yes. In this type of program, students feeling like they are safe and feel willing to participate while being vulnerable is a large part of the teacher's work. Building relationships with these vulnerable learners takes time and effort and is incredibly rewarding.

The NorKam literacy program will continue in September 2026 in a linear fashion for our incoming students who require this tier 3 intervention. The current students in the program will continue with their teacher for the first semester to solidify gains in reading and comprehension and stabilize their literacy learning.

Other pieces of formative data from the Non-Fiction reading assessment show that students are low in the strands of Vocabulary and Extracting Information; but Exceptional in Determining Importance and Inferring. Ongoing work in school wide learning of Tier 2 Vocabulary terms and digital literacy will support improvement in these areas.

Numeracy

Graduation Assessment Numeracy 10 Consolidated Results

	All Students	Indigenous Students	Diverse learning needs students
	Proficient/Extending	Proficient/Extending	Proficient/Extending
2023-2024	44.3 %	44.0%	27.5%
2024-2025	60.9%	14.1%	30.1%

Norkam continues to make positive strides in improving numeracy levels for our students. The data above focuses on proficiency or better results on the Numeracy 10 Graduation assessment.

In 2024-25, Norkam Secondary opened doors to grade 8s and 9s for the first time in twelve years. This change provided opportunities for the math department to utilize the District Numeracy Assessment as a formative assessment tool for the first time. Using the learning from the DNA, teachers collaboratively created Numeracy assignments and learning strategies to support students moving forward in the entire department. By January and then June writing of the GNA10, students were able to show significant improvement in understanding numeracy concepts. (All students by + 16.6%)

Our indigenous student story continues to require focus regarding proficiency or better level; however, if one was to consider positive gains, this group of students shifted in learning from emerging to developing.

Indigenous students (GNA)	Emerging	Developing
2023-2025	56.0%	0.0%
2024-2025	30.1%	55.8%

Students with diverse learning needs show a steady increase in understanding in the GNA as well as a +2.6% increase on the assessment.

Numeracy focus within the mathematics department will continue in the following strands:

- Communicating Understanding
- Skill Concept
- Strategic Thinking

These strands were indicated as areas of growth in the District Numeracy Assessment 8 & 9 which continues to be a valuable learning tool for the NorKam staff.

SCHOOL GOAL:

Through an emphasis on teaching conceptual understanding and transfer, students will attain proficiency or extending on literacy assessments.

AREAS TO CELEBRATE:

- Literacy Assessment 12 increased from 57% in 2023-24 to 66% in 2024-25, showing encouraging recent improvement.
- Literacy Assessment 10 increased to 61% in 2024-25 and shows a positive 3-year change of 2%
- Numeracy Assessment 10 increased from 43% in 2023-24 to 57% in 2024-25, resulting in a positive 3 year change of 8%

AREAS TO GROW:

- Continued gap regarding intellectual development success regarding our Indigenous and Diverse learners compared to Non-Indigenous and Non-Diverse students.
- 46% of students still below proficient in the Literacy Assessment
- A significant number of junior students requiring Tier 3 intervention in reading and comprehension.

OBJECTIVES:

- To improve students' intellectual engagement.
- To reduce the equity gap in achievement.

SCHOOL STRATEGIES:

To improve in literacy/numeracy, we will:

- Continue with a structured WISE period to allow for the following:
 - Direct teaching of literacy and numeracy
 - Development of cross curricular activities in numeracy
 - Academic Intervention opportunities
 - Literacy support - development of pull-out literacy skill teaching for some of our diverse learners who demonstrate literacy struggles.
 - Extra-curricular activities
 - Well-being activities
 - Formative assessment opportunities with the DNA and NFRA assessments.
 - Continued Professional Learning community discussions to support teaching students with diverse learning needs.
 - Professional development in the area of Trauma informed practice

To improve classroom practices, we will:

- Continue our professional development focusing on supporting diverse learners and creating differentiated learning opportunities.
- Continue our learning about Artificial Intelligence and how we can use these platforms to support learners.
- Continue to follow the Response to Intervention plans for student support as shown in the NKSS [RTI Document](#)
- WISE block academic intervention support in core classes

To improve school completion, we will:

- Support students in Credit Recovery Programs through the LAC
- Focus professional development on supporting inclusive education students within regular core courses.

- Implement a literacy support program for students in grades 8 & 9 by using selected WISE blocks for pull out guided practice.
- Creation of FLEX learning program to support students in a variety of ways through their graduation plan.
- Ongoing support for Tier 3 students in the Literacy Program.

To improve Indigenous student learning, we will:

- Support indigenous students in FLEX learning programming
- Engage in indigenous focused literacy activities in WISE block as well as all English classes.
- Focus on adding Indigenous culture throughout NKSS with the support of our Indigenous Education team at the school and community.
- Provide specific cultural activities that connect and support our indigenous students

To improve in learning, we are ensuring that our resources meet our students' needs:

- Food scarcity is supported through Feed the Future funds.
- Flexible LAC support and Indigenous Outreach support.
- Household and living supplies supported through our Dignity Room program

Evidence and Next Steps

- Reviewed data concerning literacy, numeracy, and well-being with staff recommending two revised goals linked to the goals in our previous learning plan
 - Hypotheses regarding intellectual development data:
 - Continue to utilize district assessments in literacy and numeracy (Non-Fiction Reading Assessment and the District Numeracy Assessment) for grade 8s and 9s. This allows for a parallel exposure to the graduation level assessments and provides an opportunity for formative assessment in those areas for departments.
 - Students require focused literacy instruction in classes to improve results
 - Posters were created and displayed in department classrooms to demonstrate key terms and concepts across all departments.
 - Literacy terms and vocabulary building in all departments

Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

DISTRICT OUTCOME: Students will feel welcome, safe, and connected to their school.

SCHOOL RESULTS ANALYSIS:

Students have indicated in the school learning survey that they have high levels of feeling that they belong to our school community and that they are supported here. Students indicated that they feel that adults care about their futures and they can go to them for support. Our students indicated that they are encouraged to show their learning in different ways and are taking ownership of their learning. These two areas experienced considerable growth in the last year.

SCHOOL GOAL: Through an emphasis on providing opportunities for student voice, student choice, and supporting student agency we will improve the numbers of students feeling welcome, safe, and connected to the school.

AREAS TO CELEBRATE:

- Continuation of the Principal's student advisory council
- Development of a Leadership class to support an intramurals program
- Continuation of the breakfast, lunch and snack programs
- Continued support for the Dignity Room which provides essential life supplies
- Increases in participation in athletic programs, including Volleyball, Basketball, Rugby, Ultimate Frisbee and Wrestling
- Increases in extracurricular participation and the development of new student groups such as Battle of the Books team, Ethics bowl teams A & B, Robotics Tech group
- Development of an intramural program.

- Use of new kitchen space which has increased belonging for many of our “on the margin” students.

AREAS TO GROW:

- NKSS students are still behind in areas of feeling safe coming to and from school and engaging in leisure activities compared to district averages. Although we are closing the gap, it still exists and is an area for us to continue to focus on. We will continue to address this gap through the intramural program and other club opportunities.

SCHOOL STRATEGIES:

We will work on improving our sense of ownership and belonging, the following will occur:

- Deeper dive and professional development into supporting a growth mindset in students and utilizing the concept of the learning pit to support student development of an academic mindset and feeling comfortable with productive struggle.
- Proficiency reporting and assessment professional development for staff throughout the year as we welcome grade 8 & 9 students to NKSS
- Professional development regarding assessment practices. How proficiency reporting and the use of rubrics help support student engagement and learning.
- Continued learning regarding Artificial Intelligence and its role in education

Evidence and Next Steps

- Staff Meetings - reviewed data concerning well-being with staff recommending a learning goal linked to the goals in our previous learning plan
- The second staff meeting in the month will allow increased department and school wide conversations and professional development.
- Data reviewed yearly by the NKSS Parent Advisory Council in June
- Principal's Advisory Students review the NKSS SLP in September and June.
- Deep dive into Connectedness data: Who do we know and are connected to? Staff engaged in a year-long process studying how student/teacher connectedness is linked to attendance and success rates. NKSS staff will continue with this work in 2026-27.

STREET DATA STRATEGY:

Provide your current equity-centered inquiry question:

- How do we provide support to increase the learning opportunities for our struggling learners so they can attend and engage in the learning of the classroom?

Identify which cohort of learners (at the margins) the staff is prioritizing:

- Our focus was on the group of learners that staff indicated that they did not know or were connected to.

State one or two actions taken by staff to understand these learners' school experience:

- As staff indicated those students who were not well connected, they made plans to meet and get to know and be purposeful in engaging in conversation with the student
- Admin teams checked these students' attendance and learning struggles to provide a bigger picture regarding the success of these students.
- The Admin/Counseling team discusses students of concern during the weekly pre-screening meeting with further conversations occurring at school-based team meetings.

Share how you have used, or plan to use, this information to create positive change:

- This information provides us with a baseline regarding students who are disengaged from our learning community
- Plans are to repeat this project in the fall of 2026 so we can see if an impact has been made
- Targeted discussions about our data and review of progress occur monthly in staff meetings, PLC groups and professional development (Our November pro-d plan for staff is regarding trauma-based learning)
- As we study the data created, we can use this information to support our literacy development program and to diversify learning in classrooms.
- We can use the gathered information to lead us to empathy interviews of a few students and drill down to specific needs and gaps in support.