



Enhancing Learning Plan School:
 School Year: 2025-2026
 Principal Submitting: Daniella Bennie

Nicola-Similkameen School District

GOAL AREA 1

Mental Health

By June 2026, Merritt Bench Elementary will increase the use of the District Mental Health Program Open Parachute and utilize itinerant counsellors to support teachers in teaching friendship skills and with a common language, for example, WITS, to foster positive relationships.

Rationale

As per our district strategic plan, mental health has been an area of expressed need by all stakeholders in our community.

We know that mental health education is crucial for young students to develop resilience and coping skills. Using programs such as Open Parachute, WITS, cooperative games and itinerant counsellors teaching friendships skills allows for structured, age appropriate lessons that can help students understand their emotions, build social skills and promote well-being.

Evidence

Data collected by the annual spring learning survey, HAWD report
 Office referrals will go down by 2-5%
 Decrease in lunch time supervisor referrals from 5/5 to 3/5 times per week
 Feedback from teachers on student engagement

Review Dates

Baseline: November 2025
 Mid-Year: March 2026
 End of Year: June 2026

Strategies

- Open Parachute weekly or bi-weekly lessons
- Two itinerant counsellors and our Healthy Schools Promoting Coordinator to support training for staff to administer programs in schools
- Principal gathers some quantitative data through check-ins and classroom visits with teachers, kids and support staff
- 8 Character Teachings – ISA

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<u>GOAL AREA 2</u> Anti-Racism	By June 2026, we will have reduced our reported racist incidents by at least 50%.
<u>Rationale</u>	As per our district Equity Scan, anti-racist Instruction has been an area of expressed need by stakeholders in our community.
<u>Evidence</u>	Collect baseline data by November 2025 of reported racist incidence. Teachers by June 2026 will be able to speak to our LEA's.
<u>Review Dates</u>	November 2025 – Baseline June 2026
<u>Strategies</u>	• LEAs reviewed at each staff meeting • Anti-Racism Professional Development Course • 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. • The 7 Character Teachings

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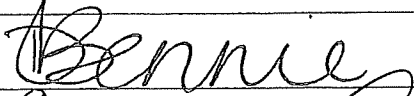
<u>GOAL AREA 3 Academic</u>	By June, 2026, we will have 75% of grades 1-3 students in the green level for Literacy.
<u>Rationale</u>	We know that early intervention and K-3 literacy are a critical window for literacy development. Research shows that children who do not develop strong reading skills by the end of Grade 3 are at greater risk of experiencing ongoing academic difficulties in all subject areas. Bench has had a strong reading program in the Early Years; however, with the key organizers now moved on, the school would like to continue to ensure the program runs. For our K/1 class, this will also be an asset, allowing Kindergarten students to get some targeted practice while the grade 1 students connect with other grade 1 students and focus on moving their reading skills forward. By focusing attention on intervention in the early years, we can reduce the number of students requiring intensive supports in later grades and promote equity by ensuring all learners have access to the tools that they need to succeed.
<u>Evidence</u>	In June, school reading data for Grades 1-3 was sitting at 70% of our students reading at grade level. We aim to increase it by 5% through continued targeted small-group instruction.
<u>Review Dates</u>	January 2026 and June 2026

<u>Strategies</u>	• Get volunteers for the reading program • Work to setup and run the Reading Group Program – this has been a longstanding success for Bench Elementary and we do not want to see it end. • Re-introduce the One-to-One Reading Program at Merritt Bench Elementary School for some one-on-one targeted supports • Continue to provide parents and caregivers with strategies and resources to support reading at home, fostering consistency between school and home.
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<u>GOAL AREA 4</u> <u>Academic</u>	By June 2026, we will have 60% of our intermediate students achieve On Track or higher on the school-wide SNACC assessment.
<u>Rationale</u>	The end-of-last-year data from the SNACC assessments suggest that our intermediate students are not on track for critical skills in Numeracy. Building strong number sense and operation fluency, alongside strategies for applying math to real-world problems, ensures students have the confidence and competence to succeed in later grades. June 2025 – 79% of this year's grade 3's were not on track with subtraction skills at the end of grade 2 79% of this year's grade 4's were not on track with addition/subtraction skills at the end of grade 3 75% of this year's grade 5's were not on track for multiplication skills at the end of grade 4 78% of this year's grade 6's were not on track for multiplication and division skills at the end of grade 5
<u>Evidence</u>	Our current numeracy data from the June SNACC assessment shows that our Grades 3-7 students need to strengthen their foundational math skills in addition to subtraction, multiplication and division, while also developing their ability to apply these operations to problem-solving contexts such as word problems, fractions, area, perimeter, factors and multiples.
<u>Review Dates</u>	Baseline: November 2025 January 2026 and June 2026
<u>Strategies</u>	• Teachers will explore the new Math Up program to look at integrating new strategies into Math work. • Students will be encouraged to play math games to practice basic facts • Communication with home will be encouraged to practice basic skills

Update Submitted	September 19 th , 2025
Signed Principal	
Signed Superintendent	

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