



Enhancing Learning Plan

School: Collettsville Elementary School

School Year: 2025-26

Submitted By: Brandon Sambrook (Principal)

<u>GOAL AREA 1</u> <u>Mental Health</u>	By June 2026, using the Zones of Regulation as part of a tiered behaviour support model, 9 out of 10 students will be able to recognize their emotions and use self-regulation strategies to get back to learning, reducing the need for office referrals or punitive consequences.
<u>Rationale</u>	• Students who can regulate their emotions are better able to focus on learning, sustain attention, and persist with challenging tasks. • Embedding the Zones of Regulation as a Tier 1 universal support builds a common language for all students and staff, while reducing reliance on Tier 2/3 interventions. • Strong Tier 1 supports create calmer classrooms and free up teacher time for instruction rather than managing disruptions. • Reducing behaviour incidents and punitive responses contributes to safer, more inclusive learning environments. • Supporting self-regulation fosters long-term skills for well-being, resilience, and positive relationships beyond school.

<u>Evidence</u>	- Behaviour data: reduction in the number of office referrals, suspensions, and other punitive consequences, disaggregated to monitor equity. - Classroom observations: increased frequency of students independently identifying their emotions and choosing a regulation strategy. - Time on task: shorter recovery times after dysregulation and improved continuity of classroom learning. - Student feedback: self-reflections or surveys on comfort with identifying emotions and using strategies. - Staff feedback: teacher reports on the effectiveness of Zones as a Tier 1 tool for reducing disruptions.
<u>Review Dates</u>	- Review #1 – Dec 2025 - Review #2 – March 2026 - Review #3 – June 2026

<u>Strategies</u>	- Embed Zones of Regulation language universally (Tier 1): reinforce through classroom routines, visuals, and common resources so students and staff share a consistent vocabulary for talking about emotions and strategies. - Model and coach self-regulation strategies regularly: teachers and staff use the same language and demonstrate strategies (e.g., breathing, breaks, problem-solving) to normalize regulation for all students. - Connect Zones to broader SEL topics: integrate with brain science, growth mindset, and mental health lessons, and draw on district SEL Team for classroom-ready supports. - Leverage teachable moments: integrate SEL programs such as Open Parachute or similar tools to guide discussions when natural opportunities arise. - Regular staff reflection: use staff meetings to share observations, celebrate successes, and problem-solve around challenges in using Zones consistently. - Collaborate with wraparound supports: coordinate efforts with the Health Promoting Schools Coordinator and other district/community partners to align schoolwide supports and resources. - Tiered intervention planning: ensure Tier 2/3 supports (small groups, check-ins, targeted plans) are aligned with Tier 1 language, reducing reliance on punitive measures and office referrals.
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<u>GOAL AREA 2</u> <u>Anti-Racism</u>	By June 2026, the proportion of our Indigenous students who miss fewer than 10% of classes will increase from 37% to at least 55%, closing the gap with their non-Indigenous peers.
<u>Rationale</u>	• Ministry reporting shows persistent gaps in outcomes for Indigenous learners; B.C. partners (FNESC/FNSA) identify chronic absenteeism (10%+ missed days) as a key, preventable barrier to learning. • The NSSD Equity Scan underscores the need for authentic engagement with Indigenous families and stronger accountability in decision-making, particularly in addressing disparities such as attendance. • Canadian evidence (Rogers, M. & Aglukark, K., 2024) highlights that raising regular attendance through culturally safe, relationship-centred supports improves academic success and student well-being; in B.C. cohorts, stronger K–12 engagement is linked to better post-secondary transitions.
<u>Evidence</u>	- Attendance data disaggregated by Indigenous identity (e.g., proportion of students missing <10%, 10–20%, and >20% of classes, tracked annually). - Reduction in chronic absenteeism among Indigenous students (10%+ missed days) compared with baseline. - NSSD “How Are We Doing?” report metrics, including Student Learning Survey questions tied to belonging, safety, and cultural connectedness. - Qualitative feedback from students, families, and staff (through surveys or conversations) about barriers to attendance and the impact of school supports. - Engagement in school community activities (attendance at events, participation in cultural programming) as supplementary evidence of connection and belonging.

<u>Review Dates</u>	- Review #1 – Dec 2025 - Review #2 – March 2026 - Review #3 – June 2026
<u>Strategies</u>	- Identify and address barriers to attendance: work with families, students, and partners to surface barriers - such as transportation, family circumstances, or scheduling - and develop collaborative, practical solutions. - Celebrate and make visible Indigenous culture: ensure Indigenous culture and identity are visible throughout the school - from artwork and language to foyer displays - so students and families feel a sense of belonging the moment they arrive, which research shows correlates with stronger attendance. - Expand mentoring and support networks: develop a peer mentorship program that connects students with supportive peers, staff, or community members to increase connection and belonging, and reduce absenteeism. - Invest in staff learning to shape the conditions that support attendance: participate in ongoing professional development focused on anti-racism, culturally responsive curriculum, and trauma-informed practices to create safer, more inclusive classrooms. - Maintain open, reciprocal communication: engage regularly with the District Principal of Indigenous Education, the Indigenous Education Council, Indigenous Student Advocates, Education Coordinators, and Elders with respect to attendance disparities. - Strengthen student voice and leadership: create multiple leadership opportunities (committee chairs, class reps, cultural ambassadors) so Indigenous students see themselves as leaders who can play an active role in addressing absenteeism.

<u>GOAL AREA 3</u> <u>Academic</u> <u>Numeracy</u>	By June 2026, the number of our students demonstrating proficiency in foundational numeracy skills – meaning they can confidently apply basic number facts, operations, and strategies – will increase from about half to at least two-thirds of our student body. Growth will be measured by the district’s “Student Numeracy Assessment of Critical Concepts” (SNACC).
<u>Rationale</u>	• Foundational numeracy skills are critical building blocks for success in later grades, supporting problem-solving, critical thinking, and applied mathematics. • Baseline data shows that only about half of our students currently demonstrate proficiency; this leaves many at risk of struggling with more complex mathematical concepts. • Increasing proficiency in these basic skills will help reduce math anxiety, strengthen student confidence, and open pathways to deeper learning. • Research shows that early intervention and mastery of core number operations and strategies strongly predict long-term achievement in mathematics. • Improving foundational numeracy contributes to equitable outcomes by ensuring all students have access to the skills they need for future success.

<u>Evidence</u>	- SNACC assessment results: proportion of students proficient in foundational numeracy skills (“Level A” questions on SNACC), tracked bi-annually. - Classroom-based assessments: teacher-collected evidence (conversations/observations/products) of student fluency with number facts, operations, and problem-solving strategies. - Student self-perceptions: survey or classroom reflections on confidence in math and use of strategies. - Equity lens: disaggregated SNACC results (e.g., by grade, Indigenous identity, gender) to monitor gaps and ensure all groups are progressing.
<u>Review Dates</u>	- Review #1 – December 2025 *tiered interventions established based on previous-grade data - Review #2 – March 2026 *tiered interventions evaluated for impact - Review #3 – June 2026 *grade-level proficiency assessed

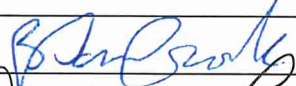
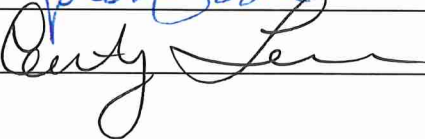
<u>Strategies</u>	- Strengthen Tier 1 instruction: ensure every classroom reinforces number sense, basic facts, and operations through daily high-yield routines, math talks, and problem-solving activities (low floor/high ceiling). - Use MathUP program to deliver high quality instruction focused on inquiry, problem-solving, and deeper thinking. - Use math/numeracy books (Math Games with Bad Drawings, Building Thinking Classrooms, Mathematics Tasks for Thinking Classrooms, Choral Counting & Counting Collections, Rough Draft Math, and High Yield Routines for K-8) to guide staff/district conversations around transforming the culture around mathematics teaching and learning. - Create a school/district numeracy PLC or Book Club (involving numeracy reps and/or interested teachers) using one or more of the books above to affect change and share/develop/spread best practice. - Use assessment to drive instruction: analyze SNACC and classroom assessment data to identify gaps in foundational skills, and adjust instruction accordingly. - Targeted small-group support (Tier 2): provide intervention groups or guided practice for students not yet proficient in core numeracy skills, using research-based strategies and manipulatives. - Build teacher capacity: engage in professional learning on effective numeracy instruction (e.g., conceptual understanding before procedural fluency, use of visual models, effective implementation of MathUP). - Embed numeracy across the curriculum: create opportunities for students to apply number operations and strategies in science, social studies, and real-world contexts (explicit on teacher year plans for numeracy). - Foster a growth mindset in mathematics: normalize mistakes as part of learning, and use strategies to reduce math anxiety so students gain confidence in tackling foundational problems.
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	- Monitor equity: disaggregate SNACC data (e.g., by grade, Indigenous identity, gender) to identify groups needing additional supports and ensure equitable improvement. - Offer mentorship opportunities for staff/students (e.g., with staff/students from other schools, including high school). - Promote numeracy around the school: math contests, problem/question of the day, math club, math news, etc.
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<u>GOAL AREA 4</u> <u>Academic</u> <u>Literacy</u>	By June 2026, the number of our students meeting expectations in writing – meaning they can clearly express ideas with appropriate form, style, and conventions – will increase from about half to at least three-quarters of our student body. Growth will be measured by the district’s “School-Wide Write” (SWW) assessment.
<u>Rationale</u>	• Teacher feedback identified writing as the component of literacy receiving the least focus in recent years and warranting the most attention. • Writing is a foundational skill that supports learning across all subject areas, as students must communicate ideas clearly in order to succeed academically. • Current baseline data shows only about half of students are meeting expectations in writing, leaving many without the essential skills needed for future success. • Improving writing outcomes enhances student confidence, voice, and ability to demonstrate understanding in multiple subject areas. • Developing strong writing skills directly supports equity, as literacy is a foundational gateway to opportunity and achievement across disciplines. • A focused approach to meaning, form, style, and conventions provides students with the structure and tools to improve both technical accuracy and creative expression.

<u>Evidence</u>	- SWW assessment results: proportion of students meeting or exceeding expectations, tracked annually. - Classroom-based assessments: teacher evidence (conversations/observations/products) of student writing progress in meaning, form, style, and conventions. - Student self-perceptions: survey or reflections on confidence in writing and ability to express ideas clearly. - Equity lens: disaggregated SWW results (e.g., by grade, Indigenous identity, gender) to ensure gaps are narrowing across groups.
<u>Review Dates</u>	- Review #1 – Nov 2025 *October SWW baseline data - Review #2 – June 2026 *May SWW data compared to October baseline

<u>Strategies</u>	- Use assessment to guide instruction: analyze October 2024 SWW results and classroom writing samples to identify gaps, then provide targeted interventions and routines through LA and SSS time. - Support goal setting and self-reflection: guide students in using their SWW folders to set SMART goals and track progress, building ownership of their writing development. - Familiarize students with success criteria: teach students to use the SWW rubric for self- and peer-assessment, so they understand expectations in meaning, form, style, and conventions. - Strengthen Tier 1 writing instruction: implement consistent schoolwide routines (e.g., daily writing practice, conferencing, modeled writing) to ensure all students receive high-quality, regular opportunities to write. - Provide targeted literacy supports (Tier 2): continue the one-to-one reading program and coordinate with the ELL/SSS teacher and/or SLPA to reinforce foundational skills that directly support writing fluency. - Build teacher capacity: staff engage in professional learning around effective writing instruction, feedback strategies, and culturally responsive approaches to writing tasks. - Monitor equity and growth: track SWW results disaggregated by grade, Indigenous identity, gender, and learning needs to ensure all student groups show improvement. - Coordinate supports with SSS Teacher, ELL Teacher, SLPA, etc.
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Date Submitted	9/22/2025
Signed Principal	 Brandon Sambrook
Signed Superintendent	 Courtney Lawrance