



Enhancing Learning Plan

School: Diamond Vale Elementary

School Year: 2025-26

Principal Submitting: Becky Puterbough

Nicola-Similkameen School District

GOAL AREA 1

Mental Health

All teachers will demonstrate on schedules that they have designated time for teaching around Mental Health using Open Parachute or other focused Mental Health teaching of choice.

During monthly staff meetings, *Mental Health* will be added as an agenda item with leading questions 'What are the patterns in class? What strategies are working? How can we support each other with mental health teaching?'

Rationale

Anecdotally, conversations with staff, students and parents indicate high levels of stress, anxiety, and depression in our school community. Office referrals often involve supporting students with self-regulation and managing big emotions.

Evidence

Schedules will clearly reflect that teaching Mental Health takes place for a minimum of 1-2 x 30 minutes a week.

Open Parachute usage data will be reviewed at three dates during the year and indicate continued ongoing use by all teachers choosing to use this program.

Review Dates

Oct 31st, Jan 31st, Apr 30th

<u>Strategies</u>	Healthy Schools Promoting Schools Coordinator will support staff to develop understanding of the Open Parachute program. Teachers can use the start-of-year survey on Open Parachute to identify priority areas for focused teaching. As issues/situations present throughout the year, teachers will select appropriate units to support in building capacity of students to manage these. Continued use the Seven Grandfather teachings for character development, with weekly assemblies focusing on the teaching of respect, courage, truth, honesty, humility, wisdom and love. Monthly conversations around mental health in staff meetings.
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<u>GOAL AREA 2</u> <u>Anti-Racism</u>	All students will receive developmentally appropriate education about racism, anti-racism and honoring diversity.
<u>Rationale</u>	School District Equity scan indicates that anti-racism work needs to be a District priority.
<u>Evidence</u>	At end of year, students and staff will be able to identify at least three strategies listed below that they have used to promote inclusion, diversity and anti-racism in their classroom.
<u>Review Dates</u>	Feb 28th, Jun 30th
<u>Strategies</u>	Classes create land acknowledgements, community agreements and equity statements. Resource check to ensure that viewpoints representing different cultures are included. Honour individuality by providing students with multiple ways to show their learning. Asking students what they want us know about them. Focus on what it means to be anti-racist (as opposed to non-racist) around National Day for Truth & Reconciliation & Pink Shirt Day.

<u>GOAL AREA 3</u> <u>Academic</u>	To improve student success by seeing an increase in the number of students reading at grade level. By the end of the school year, we are aiming for an 11% increase in the number of students in Grade 1-7 reading at grade level. Our focus will be on improving reading instruction and achievement in our Kindergarten – Grade 2 cohorts.
<u>Rationale</u>	End of year data for the 2024-25 school year indicates that 39% of students in Grades 1-7 are reading at grade level. However, this number increases for students in Grade 2-7 to 49% now reading at grade level (1% below our goal for last school year). Only 4% of students in Grade 1 are reading at grade level. Evidence from the past two years suggests that students need earlier intervention in Kindergarten and Grade 1. <i>(See Appendix 1 for detailed data)</i>
<u>Evidence</u>	By the end of the school year, 50% of students in Grades 1-7 will be reading at grade level. PM Benchmarks will be used as the indicator in Primary grades. Fountas & Pinnell will be used in Intermediate grades. By the end of the school year, 40% of students in Grade 2 will be reading at Grade level. This will mark a significant increase and will need concerted, focused efforts.
<u>Review Dates</u>	Nov 5 th Mar 5 th Jun 22nd
<u>Strategies</u>	- Consistent use of UFLI across primary grades to teach sounds - Teacher mentoring for those unfamiliar with UFLI - Literacy support teacher and student support teacher to prioritize youngest grades for learning assistance - Productive use of school-wide individual reading after lunch, e.g. students reading at their level, fluency practice with teacher/buddies, reading logs - Termly tracking of reading progress to guide need for interventions - One-to-one reading program - Battle of the Books - New guided reading resources with modern/current themes - Alignment of literacy teaching schedules for increased group/cross classroom reading supports

<u>GOAL AREA 4</u> <u>Academic</u>	To improve student success in numeracy
<u>Rationale</u>	FSA results from last school year (2025-26) show that only 38% of last year's Grade 4 cohort and 24% of last year's Grade 7 cohort were on track in numeracy.
<u>Evidence</u>	Improved FSA scores. By 2027-28, 60% of last year's Grade 4s will be 'on track' in Grade 7 FSAs. Tracking of SNACC data showing improvement in areas identified as class goals. (need to obtain base line this year, to set more specific target for improvement)
<u>Review Dates</u>	Nov 30 th , June 30 th
<u>Strategies</u>	- Increased use of manipulatives in classrooms. - Using numeracy games to encourage engagement (Box Cars & One Eyed Jacks). - All class teachers have committed to using Math Up (new math program). - After recess each day, each class will be given an age-appropriate word problem to solve, followed by discussion of strategies (Carole Fullerton resources) - To continue conversations around best practice in numeracy throughout the year, at each staff meeting, one teacher will feedback on what is working well in their classroom - Use of SNACC data to gage areas of strength and areas for growth & development of class goals/focus areas. - Support from District Lead Teacher for numeracy. - Professional development specifically around numeracy at summer institute.

Date Submitted	23rd Sept, 2025
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Signed Principal	<i>R. Paterburg</i>
Signed Superintendent	<i>Becky Lee</i>

Appendix 1: Reading Data for 2024-25

	2024/2025	Initial	Fall	Winter	Spring	
Grade 1			88	88	93	percentage not reading at grade level
Grade 2		76	75	66	57	percentage not reading at grade level
Grade 3		66	53	50	56	percentage not reading at grade level
Grade 4		54	54	39	54	percentage not reading at grade level
Grade 5		57	57	52	55	percentage not reading at grade level
Grade 6		56	44	44	55	percentage not reading at grade level
Grade 7		79	65	35	44	percentage not reading at grade level
Whole school looking at all students		0.66				
		2	6	0.58	0.612	percentage not reading at grade level
					0.513	percentage not reading at grade level not including grade 1

Appendix 2: Writing Data for 2024-25

Grade	Focus 1					Focus 2				
	Went down	Same	Went up	Total	% up	Went down	Same	Went up	Total	% up
Grade 3	1	9	5	15	33	1	7	7	15	47
Grade 4	2	7	4	13	31	3	6	4	13	31
Grade 5	1	13	6	20	30	5	5	10	20	50
Grade 6	5	4	0	9	0	5	3	1	9	11
Grade 7	4	9	3	16	19	3	11	2	16	13
Overall	13	42	18	73	25	17	32	24	73	33