

Enhancing Learning Plan

School: John Allison Elementary

School Year: 2025 - 2026

Principal Submitting: Crystal Larsen

Nicola-Similkameen School District

GOAL AREA 1

Mental Health

1. Teachers will develop a mental health 'plan' to address the needs of their students that include a minimum of 10 lessons to address the social emotional growth in their classroom.
2. JAE will connect students, families, staff and the greater community in classroom and school-wide activities weekly.

Rationale

1. Anecdotal evidence suggests that our students are experiencing some stress and anxiety.
 - Insight RTI attendance data – points to students with anxiety
 - EDI data - Grade 2 cohort identifies we exceed district averages in 5/6 scales with 27% demonstrating social competence vulnerability, and 42% vulnerable on one or more of the scales!
2. Child-centered, trauma informed mindset informs adult interaction and responses to heightened emotions is good practice.

Evidence

- Teachers document SEL lessons
- Open Parachute usage data
- Anecdotal evidence from students, teachers, EAs, parents
- Insight attendance data; grade 2 cohort vulnerabilities
- 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)
- Documentation of lessons ie. scope and sequence / communication between grade levels

Review Dates

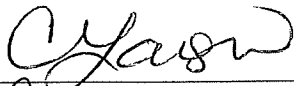
- Mid-year (mid-January) and year end (end June)

<u>Strategies</u>	1. Open Parachute – biweekly or monthly 2. Kimochi lessons (Kindergarten) 3. Roots of Empathy 4. Zones of regulation 5. First Peoples Principles of Learning; indigenous perspectives and practices; classroom and outdoor circles 6. 3 x Kids in the Know indigenized lessons re MMIWG 7. Community events: open house, harvest festival, assemblies, fun field day, winter concert, spirit days, field trips: guests: one-to-one readers, community librarian, wild safe, fire fighters, kitchen kids. 8. Regular and pertinent communication to parents and guardians (classroom teachers, principal newsletter, social media) 9. Share monthly mental health tips or Open Parachute summaries in newsletters.
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<u>GOAL AREA 2</u> <u>Anti-Racism</u>	The staff and students of JAE will treat others with kindness and respect 90% of the time and acknowledge when they have not and make efforts toward restitution. Continue to provide education about different cultures, beliefs, and heritages using children's literature throughout the school year. Post Code of Conduct to promote anti-racism / inclusion / kindness.
<u>Rationale</u>	In primary school, we focus on treating others kindly, recognizing and appreciating differences and similarities, building empathy, all with a growth mindset toward restitution. As per our district strategic plan, anti-racist instruction has been an area of expressed need by stakeholders in our community.
<u>Evidence</u>	Office and SST / Learning center behavior referrals. Tracking incidences and responses. *number of incidences when the Code of Conduct was used *reduction in repeat behaviors over time *increase in student ability to name expectations *shared language
<u>Review Dates</u>	Mid-year (early January) and year end (end June)
<u>Strategies</u>	- Code of Conduct and behavioral expectations will be shared within each class in the school and visible in the community - 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, grandfather's teachings - Local Indigenous professional development of staff - School wide days of recognition: ie. Orange Shirt day

<u>GOAL AREA 3</u> <u>Academic</u>	All students will improve their reading level based on the PM benchmarks. 80% will be meeting expectations in reading
<u>Rationale</u>	- Reading is foundational - Insights PM benchmark data indicates that several students are reading below grade level expectations
<u>Evidence</u>	Review data: - PM benchmarks (1-3) - Phonological Awareness assessments (K-2) - DOLCH Sight word assessments (K-3) - Early Primary Assessment (K-1)
<u>Review Dates</u>	Regular SBT, IEP, teacher and EA meetings Initial data: September, October 31 Mid-year: February Year end: end June
<u>Strategies</u>	- Guided reading / small group targeted instruction (grade 2) - 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 - SST small group work driven by EdPlan Insights data

<u>GOAL AREA 4</u> <u>Academic</u>	80% of students will demonstrate number sense and operation sense at grade level according to the SNACC assessments.
<u>Rationale</u>	- Initial data has been collected and needs to be used to determine how to support K-3 student learning - Use of differentiated instruction and additional targeted instruction - Number sense is key for successful future mathematical learning
<u>Evidence</u>	- Anecdotal evidence from teachers - SNACC assessments (baseline / initial data available for our current grade 2s and 3s)
<u>Review Dates</u>	- Mid-year: early January - Year end: end June
<u>Strategies</u>	- <i>MathUp!</i> Teacher professional development and use of program across all classrooms; includes differentiated instruction - Use of <i>Mathletics</i> resources (teacher preferences) - Use of math manipulatives - Wide range of numeracy instructional strategies - Using high-yield number sense routines daily - RTI - "platooning" / targeted small group instructions

Date Submitted	September 19, 2025
Signed Principal	
Signed Superintendent	