



Enhancing Learning Plan

School: **Merritt Central Elementary**

School Year: **2025-2026**

Principal Submitting: **Natasha Omori**

Nicola-Similkameen School District

GOAL AREA 1

Mental Health

By June 2026, all MCES teachers will consistently implement daily mental health instruction using a common language and district-approved programs (e.g., Play is the Way, Zones of Regulation, Open Parachute). The principal will deliver weekly Play is the Way lessons to 1–2 selected classes, supporting self-regulation and emotional literacy. Staff will model emotional regulation strategies and practice co-regulation with students. This will result in a 3% increase in students reporting positive mental health and coping skills on the Spring Student Learning Survey, and a 1–4% improvement in attendance and reduction in social-emotional incident reports.

Rationale

Mental health education continues to be a priority at MCES, especially following recent trauma and ongoing challenges with student regulation and attendance. This year's goal builds on last year's progress by emphasizing consistency, common language, and staff modeling. Targeted PITW lessons and co-regulation practices will support emotional development, while collaboration with Indigenous support staff will help address attendance barriers in culturally responsive ways.

Additionally, MCES has welcomed several new registrants who have not yet learned the school's expectations or built strong connections with staff and peers. This highlights the importance of intentional mental health instruction and relationship-building to foster a sense of belonging and emotional safety for all students.

Evidence

Progress will be measured through:

- Student Learning Survey: Targeting a 4% increase in positive responses related to mental health, coping strategies, and adult connections.
- Attendance Data: Aiming for a 1–4% improvement across tiers, with adjustments for part-day programs.
- Incident Reports: Tracking a 1–4% reduction in incidents related to emotional dysregulation that are above regular educational teachings for school aged children.
 - [Incident Form](#)

	○ Teacher Incident Tracker • Teacher Implementation Logs: Monitoring use of mental health programs and common language. Teacher SEL Mental Health Lesson Implementation Log • Principal PITW Log: Tracking regular lessons delivered throughout the month to selected classes. MCES Principal Mental Health Strategies Tracking Log • Monthly Recognition Assemblies: Observing student participation and engagement as indicators of belonging and connection. • Whole-School Assemblies: Focusing on special events and community-building to foster inclusion and emotional safety. • Qualitative Feedback: Gathering student, staff, and parent reflections on emotional regulation, co-regulation, and school climate. ○ Student Qualitative Data Form ○ Parent Qualitative data form ○ Teacher Qualitative Feedback Form
--	--

<u>Review Dates</u>	• Baseline: October 2025 • Mid-Year Review: February 2026 • Final Review: June 2026
<u>Strategies</u>	• Principal delivers regular Play is the Way lessons throughout the month to 1–4 selected classes each session to support emotional literacy and self-regulation. • Teachers implement daily mental health instruction using district-approved programs such as Open Parachute, Zones of Regulation, and Play is the Way. • Staff consistently use common language for mental health and regulation across all learning environments Referencing the 7 Sacred Teachings and the Play is the Way Posters and Self-Mastery checklist. • Instructional eating time is used for emotional check-ins and mental health conversations. • With eating during instructional time more time is allotted for student play which fosters creativity, problem-solving skills, emotional regulation, physical fitness, social interaction, and life skills. • Staff model calming strategies such as breathing techniques, stretching, and emotional check-ins. • Staff practice co-regulation, maintaining calm and presence during student dysregulation. • Staff encouraged to participate in training (or refresher training) on co-regulation and emotional modeling to strengthen consistency and confidence. • The principal will share relevant PD opportunities related to SEL, trauma-informed practices, and Indigenous perspectives. • Staff are encouraged to engage in PD that aligns with their interests and supports the school's mental health goals. • Best practices and success stories will be shared during staff meetings to foster collaboration and celebrate growth. • Continue language and cultural initiatives (nē?kepmxcín, nsyilxcən, Métis language) to promote identity and belonging. • Maintain community connections with Coldwater and N'kwala to support cultural continuity and student engagement. • Use the Cultural Calendar to embed mental health practices in culturally responsive ways. • Collaborate with the Indigenous Student Advocates and the District Indigenous Student Engagement Facilitator to support student attendance through culturally grounded outreach and relationship-building. • Host monthly recognition assemblies to celebrate student growth in emotional regulation, attendance, and community contributions.

	• Facilitate whole-school assemblies focused on special events and community-building to foster inclusion, emotional safety, and a sense of belonging.
--	--

<u>GOAL AREA 2</u> <u>Anti-Racism</u>	To foster a safe, respectful, and antiracist school environment through inclusive language, storytelling, cultural education, and community connection. By June 2026, MCES will deepen its "Cultural Language and Storytelling Initiative" by expanding Indigenous language instruction to all primary classes and continuing to embed diverse cultural practices and storytelling into school-wide activities. In addition, MCES will provide targeted supports to teach students and staff about other cultures represented in the school community, including Black, Asian, and Indian cultures, to promote inclusivity and reduce incidents of racism.
<u>Rationale</u>	Building on last year's success, this year's goal focuses on sustaining and expanding existing initiatives. With two Indigenous language teachers now in place, MCES is able to offer consistent language instruction across all grades. Continued integration of storytelling, cultural events, and community partnerships will strengthen students' sense of belonging and deepen their understanding of antiracism and Indigenous perspectives.
<u>Evidence</u>	Student Learning Survey: Targeting a 4% increase in positive responses related to safety, belonging, and awareness of diversity and human rights. Qualitative Feedback: Gather student, staff, and family reflections through conversations, events, and classroom activities. • Family Reflection Form Anti Racism • Student Inclusion and Diversity Reflection Form • Staff Reflection Form Inclusive Practices & Cultural Learning Student Voice: Continue student-led announcements, land acknowledgments, and cultural contributions, suggestion and idea box, inquiry-based learning, project-based learning, and land-based learning opportunities District, School, and Community Cultural Events Monitor the number and type of cultural and community events. • MCES Cultural Community Events Log District Racist Incident Tracking Forms Language Instruction Logs: Track frequency and reach of language instruction across grades • Primary Language Learning Log Grades K-4
<u>Review Dates</u>	Baseline: October 2025 Mid-Year Review: February 2026 Final Review: June 2026
<u>Strategies</u>	• Daily announcements include a word of the week in both nle?kepmxcín and nsylxcən shared by students and led by staff member. • Weekly land acknowledgments led by students. • Primary classes receive regular Indigenous language instruction. • Intermediate classes continue receiving language instruction twice a week. • Language signage and bulletin boards are maintained and updated.

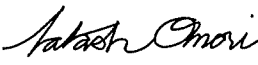
	• School logo includes Indigenous languages and is featured on spirit wear, website and newsletters. • Calendar is updated to reflect all cultures represented in the student population • Provide resources and learning opportunities for students and staff to explore and understand Indigenous, Black, Asian, and Indian cultures. <u>Anti Racism Editable Resource List</u> • Integrate cultural storytelling, celebrations, and history into classroom activities and school-wide events. • Use student-led initiatives to highlight diverse voices and experiences. • Address racist incidents through restorative practices and education-based responses. • Collect data using racist reporting form • Community Engagement • Invite elders, knowledge keepers, and cultural representatives into classrooms to share stories, teachings, and traditions. • Participate in at least two community events, including one at Coldwater and one at N'kwala. • Continue hosting school-wide cultural events such as Remembrance Day, Truth and Reconciliation Day, and family engagement nights featuring traditional food and practices. • Staff will learn from in-school resource persons including language teachers, EAs, ISEF, and the IEC. • Staff will engage with community members and elders to deepen understanding of cultural perspectives and practices. • Staff will learn and commit to the four new LEA agreements with: ○ Coldwater Indian Band ○ Lower Nicola Indian Band ○ Nooaitch Indian Band and Shackan Indian Band ○ Upper Nicola Indian Band • Staff will model the respect and understanding these communities deserve in daily interactions and instructional practices. • Share PD opportunities related to antiracism, Indigenous education, and inclusive practices (e.g., FNESC, SD 58 Aboriginal Ed, UBC, BC Ministry of Education). • Encourage staff to engage in on-land learning and community-based experiences. • Highlight best practices and staff reflections during meetings to build collective capacity.
--	---

GOAL AREA 3 <u>Academic</u> Numeracy	By June 2026, we will increase the percentage of students performing at grade level in foundational numeracy skills (as measured by the SNACC assessment) by at least 4%, through targeted instruction, intensive teacher support, and the strategic use of MathUp, manipulatives, and school-provided numeracy resources.
<u>Rationale</u>	SNACC data from Spring 2025 shows that fewer than 8% of students are proficient in foundational numeracy skills. This reflects systemic barriers including trauma, poverty, and neurodiversity. With district support including coaching for teachers, access to MathUp, manipulatives, and summer professional development, our school is in a place to make incremental but meaningful progress.
<u>Evidence</u>	Baseline: Fall 2025 SNACC data Target: 4% increase in overall grade-level proficiency in all areas of the SNACC by June 2026 Student Self Evaluations: Reporting periods, Nov 2025, Mar & Jun 2026
<u>Review Dates</u>	October 2025: Fall SNACC for baseline and meet students where they are at, targeting lessons to student need, review intervention plans and early feedback February 2026: Teacher created assessments, reports cards, re-evaluation and continued formative assessment and staff/student feedback June 2026: Summative Spring SNACC assessment
<u>Strategies</u>	Intensive Teacher Support • Early intervention, 6-week coaching cycle for identified teachers with district numeracy helping teacher • Focus on trauma-informed math instruction and inclusive strategies Instructional Resources • Implement MathUp with fidelity across targeted classrooms • Use manipulatives to support conceptual understanding, especially in early grades • Integrate Math First Peoples resources to support culturally responsive instruction • Use the resource High Yield Routines by Ann McCoy, Joann Barnett, and Emily Combs to support daily numeracy instruction • Incorporate Box Cars and One Eyed Jacks games to reinforce number sense in engaging, low-prep ways • Utilize the numeracy resource list compiled and shared by librarian and ProD rep, Mrs. Cleaveley Editable Numeracy Resource List

	Assessment & Data Use • Use SNACC data to identify specific concept gaps (e.g., counting, decomposing) • Teachers will use formative assessment tools to monitor progress • District Numeracy Committee will meet to review data and adjust strategies Professional Development • Summer institute focused on numeracy and collaboration with grade-level colleagues • School Level Summer institute day focused on the resources High Yield Routines, Box Cars and One-Eyed Jacks, and the SNACC assessment to provide targeted opportunities for teachers to learn and practice these resources • District Summer institute offered Pro-D on Vertical Math Learning, Making Math Meaningful and MathUp implementation which several MCES staff attended Student Engagement & Confidence • Use MathUp's interactive features to build engagement • Celebrate small wins in math learning to build confidence Family & Community Engagement • Share numeracy strategies with families via website and Class Dojo • Invite community members and elders to share math-related cultural knowledge
--	---

GOAL AREA 4 <u>Academic</u> Literacy - Writing	Improve student literacy learning and engagement by following a cohesive scope and sequence, meeting students where they are at and using targeted instruction to close literacy gaps.
<u>Rationale</u>	A strong literacy foundation, including both reading and writing, is essential for student success across all subjects and for lifelong learning. In particular, writing proficiency enables students to express their thinking, demonstrate understanding, and engage meaningfully with academic content. In the 2024–25 school year, while many students showed growth in reading levels, phonological awareness, and foundational literacy skills, writing proficiency lagged significantly. Only a small number of students in Grades 4–7 reached proficiency in the School-Wide Write assessment. This gap was especially evident in intermediate classes and among students with IEPs, where several did not demonstrate growth in writing. These results underscore the importance of: • Strengthening explicit instruction in writing across all grade levels • Providing targeted interventions for students below grade-level writing expectations • Ensuring individualized growth for students with IEPs based on their writing goals By refining our instructional practices and using data to guide decision-making, we aim to increase the number of students meeting grade-level expectations in writing and ensure all learners, especially those with diverse needs, experience meaningful literacy growth.
<u>Evidence</u>	School-Wide Writing Assessment • By June 2026, we will achieve a 2–4% increase in the number of students reaching writing proficiency compared to June 2025. • Teacher samples and monthly writing samples to assist students in seeing their own growth • Student self-evaluations - monthly Students with IEPs • Students with IEPs and writing goals will be supported to show individualized growth based on their IEP targets and starting points.
<u>Review Dates</u>	Baseline: October 2025 Mid-Year Review: February 2026 Final Review: June 2026

<u>Strategies</u>	Targeted Instruction & Support • Expand scaffolded writing instruction with exemplars and genre-specific models • Use school-wide writing rubrics to guide instruction and feedback • Literacy support groups with a writing focus • District Literacy support teacher to co-plan and co-teach writing lessons • Use data-informed instruction to tailor writing supports • Provide differentiated writing supports for students with IEPs • Continue foundational literacy supports to strengthen writing readiness Explicit Instruction • Daily writing instruction using structured frameworks (e.g., Six Traits, Step Up to Writing) • Use of UFLI and Joyful Literacy to support foundational skills that feed into writing • Guided writing and conferencing to support individual growth Engagement Activities • Student-led writing celebrations and publishing opportunities • Author visits with a focus on writing process • Reader's Theater and Battle of the Books to support comprehension and writing response • Increase student voice in writing topics and formats • School News Writing club meet 2 times/month during lunch and promoted by all teachers during class time for early finishers Regular Assessment • School-wide writing assessments to monitor growth in writing proficiency • Rubric-based writing samples collected by teachers on a monthly basis • Ongoing progress monitoring for students with IEPs focused on writing goals • Continued use of Early Primary Literacy Assessments, PM Benchmarks & F&P for reading growth tracking
--------------------------	--

Date Submitted	Sept. 21, 2025
Signed Principal	
Signed Superintendent	