STUDENT ENHANCING LEARNING PLAN- 2026/2027

Submitting Principal: Dave Andersen

MERRITT SECONDARY SCHOOL

Merritt Secondary School is located in the beautiful Nicola Valley, approximately 270 km from Vancouver. We serve approximately 600 students from Merritt and the surrounding communities of Mamit Lake, Douglas Lake, Lower Nicola, Nooaitch, and Quilchena.

Our school is home to a diverse student population, and we are committed to creating a welcoming, inclusive, and supportive learning environment where all students experience a sense of belonging and have opportunities to succeed. Guided by the principles of the Circle of Courage, Belonging, Mastery, Independence, and Generosity, we strive to build positive relationships, celebrate student strengths, and foster a school culture rooted in respect and connection.

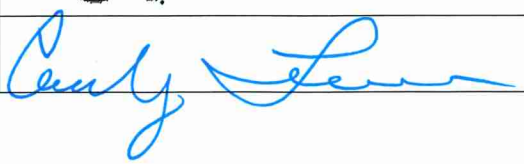
Our commitment to enhancing student learning is grounded in collaboration, equity, and continuous improvement, with a focus on student achievement, well-being, and ensuring every learner has the opportunity to thrive.

OUR VISION

Merritt Secondary's vision is to inspire and empower one another to lead purposeful lives.

OUR MISSION

We will passionately and respectfully engage one another to recognize and reach our individual potential.

Date Submitted	November 20th, 2026
Signed Principal	
Signed Superintendent	

WELL-BEING ◆ kʷukʼzʼncút ◆ nx̌stan

Students learn best and staff are most effective when they feel safe, well cared for and connected.

Students and staff experience safe, caring, culturally responsive, and inclusive learning environments where all individuals feel connected, supported, respected, and valued. Feedback emphasized the importance of meaningful relationships, cultural safety, Indigenous perspectives, student voice, and ensuring that students' social, emotional, and basic needs are met.

GOAL

1. To develop and implement a common understanding and shared language of the Circle of Courage among students, staff, and the school community.

STRATEGIES

1. Grade 8 Orientation: Facilitate two Circle of Courage workshops for all incoming Grade 8 students, introducing the four pillars and connecting them to the MSS Code of Conduct and expectations for respectful, inclusive behaviour.

2. Student Learning Activities: Deliver six Circle of Courage learning activities throughout the school year in Grade 8–10 homerooms, reinforcing shared language, positive relationships, inclusion, and anti-racism.

3. Staff Learning and Communication: Incorporate regular Circle of Courage learning opportunities, reflections, and practical applications into the weekly staff bulletin to support consistent language and approaches across the school.

SUCCESS INDICATORS

- Beginning- and end-of-year student surveys demonstrate increased recognition and understanding of the four Circle of Courage pillars.
- Student Learning Survey results and/or school-based surveys provide evidence of students' experiences of belonging, inclusion, and respect.
- Staff feedback indicates increased confidence and consistency in using Circle of Courage language to support student relationships and respond to behaviour.

GOAL	STRATEGIES	SUCCESS INDICATORS
2. To strengthen proactive and collaborative student support through a structured, school-based intervention team that regularly reviews student attendance, engagement, wellness, and learning needs to identify and coordinate timely, appropriate interventions.	1. Establish a Student Support Team: Implement a multidisciplinary Student Support Team consisting of Administration, Student Support Teachers, Counsellors, and Indigenous Student Advocates that meets twice monthly to review student needs and coordinate interventions. 2. Develop a Tiered Intervention Process: Establish the Student Support Team as an intermediate level of intervention between classroom-based supports and the formal School-Based Team (SBT) process, providing timely and collaborative responses to emerging student needs. 3. Monitor and Respond to Student Needs: Regularly review student attendance, engagement, wellness, and learning concerns to identify appropriate interventions, assign follow-up responsibilities, and monitor student progress.	➢ Documentation confirming twice-monthly Student Support Team meetings, including identified concerns, intervention plans, and follow-up actions. ➢ Records of students reviewed by the team, interventions implemented, and referrals to the formal School-Based Team when additional support is required. ➢ Review of intervention outcomes to determine whether student needs are being addressed through intermediate supports or require further intervention.

LEARNING ◆ cunemncút ◆ scmipnwiłnx

All students experience high-quality instruction, meaningful assessment, and appropriate support to achieve success. Feedback emphasized the importance of strong literacy and numeracy instruction, meaningful assessment practices, high expectations for all learners, and the use of evidence to inform teaching and interventions.

GOAL	STRATEGIES	SUCCESS INDICATORS
1. To improve literacy achievement among identified Grade 8 and 9 students through targeted, small-group interventions, with the goal of increasing individual reading proficiency by at least one grade level over the school year.	1. Identify Students Requiring Support: Use Fountas & Pinnell reading assessment results to identify Grade 8 and 9 students who would benefit from targeted literacy intervention. 2. Implement Targeted Literacy Interventions: Provide structured, small-group reading instruction using Fountas & Pinnell Leveled Literacy Intervention (LLI) resources, focusing on individual student reading needs. 3. Monitor and Adjust Instruction: Regularly assess student reading progress and adjust instructional strategies and groupings to support continued literacy growth.	➢ Initial Fountas & Pinnell assessment results identifying student reading proficiency and areas requiring support. ➢ Records of student participation in targeted small-group literacy interventions. ➢ Comparison of baseline and follow-up reading assessments to measure individual student progress, with a target of at least one grade level of growth.

GOAL	STRATEGIES	SUCCESS INDICATORS
2. To strengthen numeracy achievement among Grade 8 and 9 students through targeted instruction informed by SNACC assessment results, with the goal of improving achievement by at least one proficiency level in Proportional Reasoning for Grade 8 students and Critical Thinking and Problem Solving for Grade 9 students.	1. Assess Student Numeracy: Administer the SNACC assessment before and after students complete their mathematics course to establish baseline achievement, identify areas of need, and measure growth. 2. Implement Critical Concepts: Use the associated Critical Concepts documents to guide instructional planning, scaffold learning, and provide targeted support in Proportional Reasoning (Grade 8) and Critical Thinking and Problem Solving (Grade 9). 3. Monitor and Respond to Student Learning: Use assessment results and ongoing classroom evidence to adjust instruction, differentiate learning opportunities, and support students in developing essential numeracy skills.	➢ Initial Grade 8 and 9 SNACC results establishing student achievement levels in the identified focus areas. ➢ Evidence of instructional planning and classroom activities incorporating the Critical Concepts documents. ➢ Comparison of pre- and post-course SNACC assessment results to measure individual student growth in the identified areas.

COMMUNICATION ◆ nqʷincútn ◆ qʷaʔqʷaʔalmínm

Communication across the district is clear, consistent, accessible, and relationship focused.

Rightsholders and partner groups have identified the need for more consistent communication practices, increased transparency regarding decisions, stronger family engagement, and greater celebration of student and school successes.

GOALS

1. To support a positive and successful transition to secondary school by ensuring Grade 8 students and their families develop a clear understanding of high school expectations, opportunities, and available supports.

STRATEGIES

1. Host an annual Grade 8 Student and Family Orientation Night that provides clear information about secondary school expectations, routines, procedures, and available supports to help students and families navigate the transition to high school with confidence.

2.Introduce students and families to the Circle of Courage framework and its connection to school culture, fostering a sense of belonging, independence, mastery, and generosity while promoting positive relationships within the school community.

3.Showcase academic programs, learning supports, extracurricular activities, leadership opportunities, and student services, while providing opportunities for students and families to ask questions, address concerns, and build connections that support student success and engagement.

SUCCESS INDICATORS

- Teachers and staff report increased Grade 8 student engagement, participation, and confidence in the secondary school environment.
- Families report greater clarity regarding school processes, procedures, expectations, and communication pathways.
- Families demonstrate increased understanding of available academic, social-emotional, and learning support services.
- Increased participation of students and families in school-based events, activities, and orientation opportunities.
- Reduced levels of transition-related anxiety reported by students and families following orientation and transition activities.