

School Plan for Learner Success 2025-2026



Cariboo-Chilcotin School District
Learning Better Together

COLLECTIVE RESPONSIBILITY

INSTRUCTIONAL
CAPACITY

SAFE, CARING &
INCLUSIVE LEARNING
COMMUNITIES

INDIGENOUS LEARNING
& CULTURE

PLACE-BASED
LEARNING

Forest Grove Elementary

Literacy

Analysis:

The data shows proficient in both data sets. Indigenous on reserve students are developing and emerging in all data sets. Indigenous non-status students are 50% proficient and 50% emerging and developing.

Succesess

We are seeing positive results from our work implementing Faye Brownlie's and science of reading principles into practice. Students achieving at a proficient level is increasing and information from DART and EPRA are facilitating earlier interventions for students that require them.

Areas for Improvement

Our Indigenous students need more focused support to meet our literacy goals. Results on FSA assessments indicate some students still struggle with comprehension.

Next Steps

School wide focus on explicitly teaching reading strategies using data collected from our reading and writing assessments.

Supplemental reading support (teacher, EA, LST) for targeted students

Highlight and make visible the Indigenous Principles of Learning in all of our classes.

Use reading groups to support peer teaching and cooperation.

Use FSA test as litmus test for primary and intermediate literacy programs.

Numeracy

Analysis:

There is an overall improvement in students on-track from both grades 4 and 7 year over year. Status on reserve students are still developing.

Succesess

Overall improvement from both grades. FSA results show growth but still room for further improvement in specific areas.

Areas for Improvement

Numeracy is not showing as much success as Literacy in our school. Indigenous on reserve students are still in the Developing range. FSA results indicate that each cohort has strengths in different areas and multi-step word problems are a challenge.

Next Steps

We will Collect and analyze the information from our grade 4 and 7 FSA's along with report card marks to see if there are specific areas of focus requiring further support, especially for our Indigenous students.

Explore First Peoples Principles of learning in practice for math

Using input from our EA's to help identify student strengths and weaknesses

Implement Carole Fullerton's work and collaborate as a staff to ensure that we are putting these techniques into practice.

Human and Social Development

Analysis

Increase in all of the positive matrix's. Students feel welcome in school and that they belong.

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Successes

A large percentage of our students feel welcome in our school. Attendance is improving each year.

Areas for Improvement

Attendance success is celebrated monthly with a noticeable impact on student presence. An incentive program offers golden tickets that are drawn for monthly prizes when students are seen doing good things. Staff meeting include inclusion discussions concerning students that are struggling and what staff what staff actions will help each student.

Next Steps

Attendance successes will be celebrated monthly and students will concerns will be contacted.
We will spend time teaching our students to understand what it is to feel welcome and to feel a sense of belonging in our school.
Classroom teachers will give students opportunities to share feelings, experiences and special events through classroom discussion, journal writing, etc.
We will make Indigenous culture more visible in our school by displaying more Indigenous artwork and acknowledging Indigenous culture throughout the school year (our aim is to do something to acknowledge the T&R Commission calls for action each month).

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Horsefly Elem-Jr Secondary

Literacy

Analysis:

Grades continue to have students reading at levels demonstrating that improvement is needed.

Successes

Evidence does show that targeted support does improve reading levels as students mature.

Areas for Improvement

- Improve the number of students reading at or above grade level.
- Use research based, literacy skill development, to improve literacy skills.

Next Steps

Actions for Enhancing Student Learning and Experience:

- Continue to make literacy important in all subjects.
- Showcase literacy during school assemblies.
- Showcase writing examples during daily writing practice.
- Students read with a teacher everyday.
- All teachers are used to reduce group size to support learners.

Numeracy

Analysis:

Some students are continuing to demonstrate low achievement in the numeracy assessments.

Successes

The majority of students are embracing the numeracy programs and demonstrating proficiency.

Areas for Improvement

- Highlight the importance of the basic facts.
- Discuss with staff the skill development needed to ensure students are being challenged to meet the skills to move forward in the grades.
- Use common assessment tools.
- Use similar computation methods from grade to grade to ensure students are building skills on a continuum.

Next Steps

- Actions for Enhancing Student Learning and Experience
- Develop common assessment goals in all grades.
- Embolden the importance of basic facts.
- Actions for Enhancing Staff Capacity & Learning
- Discuss professional development opportunities during staff meetings.

Human and Social Development

Analysis

The data shows that most students feel that they belong and are welcome at school.

Successes

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In a school with limited adults, most students feel cared for by all in the building.

Areas for Improvement

Attendance continues to be an issue with a large group of our families.

Next Steps

Continue to have school based team meetings where the issue is raised and the solutions and explored.

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Marie Sharpe Elementary

Literacy

Analysis:

Students that are working at grade level (PRF or DEV) has increased over the last couple of years.

Successes

Teachers have worked towards a collective understanding of how assessments can be used to support our instructional practice and this is leading to better use of data. Staff are now able to use the assessment data to plan targeted instruction for students. This collaborative approach has led to improved reading skills in our primary students and is helping to streamline best practices across classes.

Areas for Improvement

Some of our intermediate students are still not progressing with functional literacy skills.

Next Steps

Targeted literacy instruction in primary grades will continue. We are also committed to using the literacy screener tool to monitor the progress of intermediate students who are working below grade level. The screener looks for gaps in areas such as: phonemic awareness, segmenting, blending, and vocabulary. Intermediate teachers will be introducing targeted reading instruction (guided/levelled/based on skill gaps) to better meet individual needs. We are also continuing to implement phonics/phonemic awareness programs across grades to improve skills in those areas as well.

Numeracy

Analysis:

Most of our students are proficient or developing in numeracy skills. There is a decrease of emerging students in the last 2 years.

Successes

Teachers are noticing an increasing proficiency with foundational numeracy skills: number sense and operations. The planning tool that teachers used in the recent past has helped guide instruction across grade levels

Areas for Improvement

We are working towards increased collaboration with regards to assessment practices as well as ensuring instruction is consistent from year to year.

Next Steps

We are looking at streamlining some instructional practices under the guidance of Carole Fullerton's resources, including her assessment tools. Part of this work will focus on improving student's mathematical language so that they may improve communication of their understanding of math concepts.

Human and Social Development

Analysis

Attendance has been trending up and is currently the best it has been in a few years. Most of our students feel a sense of belonging as well as feeling welcome and that they have adults that care for them.

Successes

The addition of Human Flourishing as a scheduled learning to focus on the core

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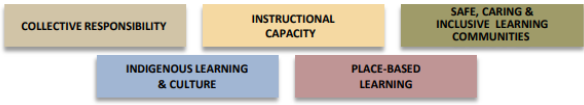
competencies as well as the circle of courage language being woven throughout or collective practice has been a success.

Areas for Improvement

We are focused on our older students (nearly 1/4 of our population is in the 6th grade) as leaders, helping them connect with others in the building and greater community since several of them are present but frequently disengaged and wandering the hallways or behaving poorly, which has negative impacts on the younger students in our spaces.

Next Steps

We are looking at ways to increase school-wide and community events to increase that sense of belonging and improve attendance. We are also committed to increasing outdoor learning time as it helps to regulate, connect and improve well-being. Additionally, we have set aside structured learning time in the area of Human Flourishing. All staff are working on using restorative practices to work through behaviour challenges. We are working on creating deeper connections to classroom spaces and teachers, rather than referring to the office. We are implementing trauma-informed practices (10 Steps to Creating Trauma-Informed Schools)



100 Mile House Elementary

Literacy

Analysis:

There is evidence of steady improvement in literacy outcomes this year, building on the trends noted previously. Overall proficiency increased from 41% to 47%, moving 6% of learners from Developing into Proficient. FSA results remain stable and within 2% of last year's performance, suggesting alignment between provincial measures and classroom-based assessments.

Indigenous learners, while still performing below their non-Indigenous peers, demonstrated meaningful growth with a 6% increase on school-level literacy assessments. School-based reporting continues to reflect patterns similar to FSA and DART/EPRA results, reinforcing the consistency and accuracy of teacher judgement and indicating that gains in proficiency are genuine rather than inflated through report card scoring.

Succesess

Further analysis of this year's data shows encouraging movement across proficiency levels. While students with designations continue to perform below their non-designated peers, learners in Category G (Autism Spectrum Disorder) demonstrated significant growth. Last year, none of these students were proficient; this year, 29% reached the Proficient level. Overall, we see fewer students in the Emerging and Developing categories and a corresponding increase in those achieving Proficiency.

These gains align with our focus on consistent literacy practices across classrooms. Teachers implemented a common foundational approach last year, and early data suggests that this coherence is positively impacting student outcomes. With reduced non-productive cognitive load, students are able to concentrate more fully on new language learning rather than navigating varying instructional routines.

Areas for Improvement

Despite these coordinated efforts, significant gaps remain. Many students continue to work at the Emerging and Developing levels, indicating that large portions of the school population require continued reinforcement of foundational skills. Students with designations across all grades perform considerably below expectations, raising questions about whether the common foundational model is generating comparable growth for these learners. A notable disparity is also evident between Indigenous and non-Indigenous students, with many Indigenous learners demonstrating lower achievement and less consistent progress. Primary teams are exploring Indigenous-authored and Indigenous-illustrated texts to examine whether increased cultural relevance strengthens engagement, comprehension, and retention.

Next Steps

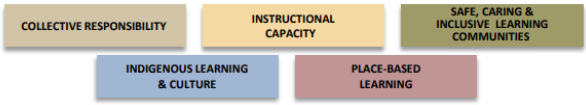
This year, we are not shifting to new goals but going deeper into the same foundational literacy practices that have already shown positive impact. Primary teachers will continue refining shared routines and instructional language to ensure predictable, aligned literacy experiences that reduce cognitive load and strengthen early skill development.

Grade 4 teachers are being purposefully integrated into this work, adopting key components of the common approach to support students who need sustained reinforcement and to create a smoother transition from primary to intermediate learning. Teachers in Grades 5–7 are also being introduced to the foundational skills, building capacity so they can reinforce essential competencies and contribute to a more coherent

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K–7 continuum over time.

We are also investing in Indigenous-authored and Indigenous-illustrated books to determine whether increased cultural relevance strengthens engagement and helps reduce the persistent gap between Indigenous and non-Indigenous learners. This deeper, school-wide alignment strengthens consistency and supports continued growth as students move through the grades.

Numeracy

Analysis:

Recent data shows that the three-year decline in numeracy achievement has levelled off, with school-wide results holding steady from last year to this year. Although overall proficiency has not increased, this stabilization marks a shift from the previous downward trend. FSA scores, however, show a notable improvement, indicating stronger performance on provincially aligned assessments.

Last year’s patterns persist: grade four Indigenous students continue to perform comparably—or better—than the overall cohort, while grade seven Indigenous learners demonstrate lower achievement relative to their peers. These differences highlight ongoing disparities across grade levels, even as the broader decline has halted.

Overall, while major gains are not yet evident at the school level, the improvement in FSA results suggests that current efforts may be beginning to yield positive effects.

Succesess

While the overall number of students on track in numeracy remains lower than desired, there are promising signs of improvement. The proportion of students working at the Emerging level has decreased, indicating that learners at the lower end of the continuum are making meaningful gains. This aligns with the pattern that students who previously demonstrated the most significant gaps are now experiencing the greatest growth.

For Indigenous learners, progress is particularly notable. Last year, only 21% of Indigenous students were proficient in numeracy; this year, 39% are working at the Proficient level. Although this represents a substantial increase, the school continues to work toward ensuring that all students reach proficiency and experience steady, sustained growth over time.

Areas for Improvement

Although numeracy results have stabilized and there are signs of progress, the data highlights several areas that still require focused attention. Many students remain in the Developing category, indicating improvement but not yet the consistency needed for proficiency. Learners who have historically performed well are showing less growth than those at the lower end, suggesting a need to better challenge and extend higher-achieving students.

While Indigenous proficiency has risen from 21% to 39%, gaps remain across grade levels, showing that improvements are not yet consistent school-wide. The strong FSA results point to effective practices, but the lack of overall upward movement suggests variability in instruction or student experience across classrooms. These patterns clarify where growth efforts can have the greatest impact as we continue striving for all students to reach proficiency.

Next Steps

This year’s next steps focus on strengthening the shared practices that support numeracy, recognizing that improvements in literacy also enhance students’ ability to interpret and communicate mathematical thinking. Rather than introducing new initiatives, we will

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deepen existing structures so students experience consistent, predictable instruction that reduces cognitive load across subjects.

While our collaboration in numeracy is still developing, teams will begin identifying common areas of difficulty with greater emphasis on the language of numeracy—vocabulary, explanation, reasoning, and problem interpretation. Aligning how we teach students to talk and write about mathematical ideas with our literacy practices will support clearer understanding and more confident problem-solving.

Teachers across the school will continue building familiarity with foundational numeracy concepts and language so they can better reinforce gaps and strengthen student understanding. Outdoor learning will remain a meaningful way to apply mathematical thinking in real contexts, and professional learning will focus on increasing teacher confidence and alignment in numeracy instruction.

Human and Social Development

Analysis

Survey data from this year continues to reflect strong relationships and a growing sense of connection within the school community. While last year’s results showed that most students—Indigenous and non-Indigenous—felt welcome, this year’s data provides a more detailed understanding of belonging. Currently, 53% of the overall student population report feeling they belong at school all or most of the time, with Indigenous students reporting even higher levels at 65%. This aligns with last year’s pattern in which Indigenous learners consistently reported strong connections to adults and the school environment.

A continued strength is students’ sense of being cared for by adults at school: 72% of students report that at least three adults care about them. This represents a stable and encouraging foundation for social-emotional wellbeing and aligns with our ongoing emphasis on connection, safety, and relationship-based practice.

Attendance data shows gradual improvement as well. There has been a small but steady increase in students attending 90% of the time or more, along with a slight decrease in chronic absenteeism. These shifts mirror last year’s upward trend, when attendance among regularly attending students increased by 10%. The continued improvement suggests that students feel more connected and engaged, and that our efforts to strengthen belonging and relationships are having a positive effect.

Succesess

This year, we have deepened our focus on the Seven Sacred Teachings and the Circle of Courage, using these frameworks to guide daily interactions and reinforce shared language around belonging, responsibility, mastery, and generosity. Grounding school life in these teachings has strengthened the cultural and relational foundations that support students’ sense of safety and connection.

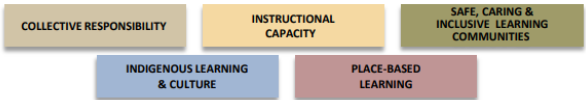
This work builds on last year’s effort to make school a place students want to be through strong relationships and engaging opportunities such as spirit days, competitions, lunchtime activities, intramurals, and cross-school events. These experiences helped boost attendance, with more students attending 90% or more.

The continued decline in chronic absenteeism this year suggests that these efforts had a lasting impact. Increased relationship-building across grades, paired with a stronger emphasis on the Seven Sacred Teachings and the Circle of Courage, has contributed to a more unified school culture. Survey results also show that Indigenous students feel especially connected to adults, reinforcing the importance of culturally grounded, relationship-based practice.

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Areas for Improvement

While our work has strengthened school culture and connection, the data shows several areas that still need attention. Only just over half of students report a strong sense of belonging, highlighting the need to more fully embed the Seven Sacred Teachings and Circle of Courage into daily experiences so all students feel included and valued.

Attendance continues to be a challenge, with 33% of students attending less than 80% of the time. Continued efforts are needed to understand barriers and ensure school feels consistently welcoming and meaningful. Predictable routines help create safety and belonging, yet consistency varies across classrooms; strengthening alignment in community-building and behavioural expectations will support a more cohesive experience for students.

Survey data shows that while many students feel connected to multiple adults, 9% of students can identify only one adult who cares about them, pointing to a need for stronger relational connections across the school. Indigenous students report strong relationships overall, but belonging levels still vary, reinforcing the importance of cultural safety through land-based learning and Indigenous-authored resources.

Sustaining staff capacity for relational practice remains essential as we build on the foundations that support student wellbeing and connection.

Next Steps

This year, we will continue strengthening the relational and cultural foundations that support belonging, with a focus on students who report feeling connected to only one adult. Ensuring every learner is known and supported by multiple caring adults remains central to our work.

We will deepen the daily use of the Seven Sacred Teachings and the Circle of Courage so these frameworks are more visible and consistently practiced across the school. Expanding land-based and place-based learning will continue to reinforce resilience, teamwork, and emotional regulation.

School-wide events, cross-grade activities, and lunchtime opportunities will remain key, but with more intention toward engaging students who participate less often or feel less connected. Attendance will continue to guide our efforts, as 33% of students still attend less than 80% of the time. Strengthening communication with families and addressing barriers early will support improved connection and engagement.

Finally, we will sustain staff collaboration around relational practice to create predictable, welcoming experiences across classrooms. These steps will help us continue building a community where every student feels they belong.

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Likely Elem-Jr Secondary

Literacy

Analysis:

Analysis:

According to this data set, 65% of students are on track (developing/proficient) in literacy. However, 35% of students are emerging in overall literacy skills. This is concerning. There are inconsistencies between report card data and Dart/EPRA assessments; 23/24 - 24/25.

We do not see any significant differences in achievement between student groups. Due to small population size, all student groups are discussed, planned for, and supported. We also reviewed 2025 Fall Assessments; which are not currently on the data set in CIMS. Regular attendance is a concern.

Successes

Successes:

Based on analysis of Fall assessments and anecdotal classroom data - students are better at orally responses to texts or comprehension questions. Students can verbally summarize passages with accuracy and provide some detail.

Areas for Improvement

For Improvement:

There are many reluctant writers and room for improvement for stamina to complete writing tasks, engagement, and more consideration to create interesting pieces for their audience.

Attendance.

Next Steps

Actions: Next steps/actions planned?

- introduce students to broader range of books/genres
- continued ProD- look at phonological awareness, assessment options
- alignment of data set
- small group instruction
- intervention planning for emergent readers
- celebrate writing - publish/showcase
- increase overall engagement in written activities
- provide more opportunities for goal setting, feedback (peer and adult)
- plan winter assessment to track and monitor literacy progress
- continue discussions between stakeholders

Numeracy

Analysis:

Analysis:

According to the course marks for 24/25 year, 70% of students are on track in Numeracy. However, 30% of students are emerging, which is quite high. We need more information, as there are inconsistencies between data sets and also missing data sets.

Successes

Successes:

There is not enough information from this data. need more assessment.

Areas for Improvement

For Improvement:

More information is required re: gaps in specific math strands? computation skills, problem solving, basic facts

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Next Steps

Actions: Next steps/actions planned?

Numeracy assessment.

School discussion - grade to grade level expectations for basic number sense and computational skills

How will we know?

Strengthen basic facts.

Human and Social Development

Analysis

Analysis:

- poor attendance
- belonging is low for a rural school site
- wonder if the students understood the questions in the survey?

Successes

Successes:

- most students feel welcome at school

Areas for Improvement

For Improvement:

- attendance
- adults that care (dig into this)
- social emotional learning

Next Steps

Actions: Next steps/actions planned?

- plan school survey
- dig into # adults that care
- work on Circle of Courage model to explicitly teach belonging, mastery, independence, generosity
- increase social emotional learning
- collaborative opportunities

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Big Lake Elementary

Literacy

Analysis:

Analysis: The data continues to show that most of the students at Big Lake School are on-track (85% of students are developing and proficient in Literacy). There is consistency across data sets and recent fall (2025) literacy assessments.

Successes

Successes:

Students enjoy reading opportunities and are engaged in literacy activities. Through initiatives such as Library Bingo, students are encouraged to read and explore different genres of texts. During classroom activities, students are exposed to fiction and non-fiction texts. General comprehension is good.

Recent school wide write assessments indicate some improvement in intermediate writing – interesting hooks/sentence starters; form (paragraphs), paragraph starts, voice, and style. Students are learning to edit their pieces and this is reflected in their writing.

o increase in the variety of genres selected, confidence and drive to read more

- Writing - improvement in imagery and detail, stamina, basic conventions (paragraphs)

o consider themselves as an author who care about their readers

Areas for Improvement

For Improvement:

- continued support with accepting and applying feedback to make improvements in their work
- structured lessons to foster and deepen thinking strategies (visualize, connect, analysis)
- primary: continued focus on phonological awareness; small group instruction; meaningful literacy experiences
- intermediate: work on improving endings of written work as they are often absent or abrupt; deeper thinking strategies; more consideration for the audience; conventions

Next Steps

Actions: Next steps/actions planned? - - continue to explore multiple genres through classroom books, library visits, and library Bingo

- purchase more books sets and novels
- plan and implement winter assessments to measure/monitor growth
- ProD (phonological awareness and assessment)
- ongoing discussions between teachers

Numeracy

Analysis:

Analysis:

The data continues to show that most of the students at Big Lake School are on-track (80% of students are developing or proficient in Numeracy).

Successes

Successes:

- students enjoy Math
- participation in Number Talks and collaborative activities
- improvement in basic facts and computational strategies
- opportunities for Math with technology, games, and small group instruction

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Areas for Improvement

For Improvement:

- continue to practice basic facts, number sense, and place value

Next Steps

Actions: Next steps/actions planned?

- still looking for a good assessment to find baseline data in the Fall to plan for instruction
- discussion about collaborating and developing our own numeracy assessment
- looked at FSA numeracy problems for intermediate students (Fall data)

Human and Social Development

Analysis

Analysis:

There is a strong sense of belonging at Big Lake School. Students report that there are multiple adults that care and students feel connected.

Successes

Successes:

- students are connected to adults
- morning snack program
- Citizenship group
- collaborative activities and Buddy time
- connections to community
- outdoor learning
- hot lunches and PAC involvement

Areas for Improvement

For Improvement:

- attendance
- explore Circle of Courage model

Next Steps

Actions: Next steps/actions planned?

- continue morning snack program, hot lunches, parent involvement
- continue morning circle and end of day gratitude circle
- track attendance (excused vs unexcused absences)
- expand Citizenship group to whole 4-7 class (increase opportunities to plan and execute events for school/community)
- highlight the Circle of Courage model and facilitate lessons for students (belonging, independence, mastery, generosity)
- monthly birthday celebrations and recognition board
- spirit days

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150 Mile Elementary

Literacy

Analysis:

We have strong literacy results. All our identifiable minority groups are posting good results often equal to or better than school averages. Our EPRA/DART proficient % is comparable to our FSA results

Succesess

About 2/3 of the school is showing proficient or better literacy skills. Our indigenous students combined overall have slightly higher than school averages in literacy

Areas for Improvement

Staff still need time to collaborate with each other and a learning teacher to analyze results of the DART/EPRA assessments to try and better address class learning needs post testing. Metis students need more support in strengthening foundational literacy skills.

Next Steps

Explicit teaching of reading/writing strategies exposed by DART/EPRA/SWW results. Continue to use UFLI strategies for phonological awareness in early primary grades. Continue with student literacy displays in the school. Use RTI strategies and AFL as a PLC objective for improvement, with the focus on using the 6 minutes solution.

Numeracy

Analysis:

The learning update data shows that students are mostly developing and proficient in numeracy while the FSA data shows that more students are emerging than on track or extending. This means that teachers are assessing students with a higher proficiency than the provincial standard.

Succesess

We are having discussions on common assessment strategies (Dylan Wiliam - Formative Assessment) so we can better compare school data with provincial data. We are improving and updating our math resources to reflect skills highlighted in the Professional Learning Series.

Areas for Improvement

Need a focus on teaching foundational math skills in all grades with a focus on using manipulatives (K-6). encourage staff collaboration in planning for continuity of student skill development. More common assessment practices based on Dylan Wiliam and the use of AFL. Pilot a numeracy proficiency assessment.

Next Steps

Providing the resources and numeracy manipulatives required to support teacher instruction and student engagement with rich learning tasks. Continue to investigate a math resource that will present a foundational scope and sequence for a school numeracy program with grade leveled material that will help guide teacher and school numeracy instruction. Asses the value of the pilot program 'Dynamic Math' for upper intermediate students that was to support and guide upper-level numeracy scope and sequence. New initiative in a few classes is to use digital software 'Mathletics' to reinforce foundational skill development.

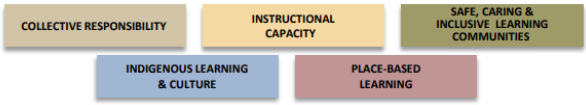
Human and Social Development

Analysis

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Our survey data shows that overall, students feel welcome at our school in both Indigenous and non-Indigenous populations. 82% of our students feel that they are cared for by three or more adults at school, with Indigenous students reporting equivalent or higher numbers. This sense of belonging and connection to school is reflected in attendance levels with 81% attending at 80% or better. Attendance is still a concern needing more investigation.

Succesess

2/3 of our students report 4 or more adults care which is great. 75% of our students feel welcome which is also very good. Continue to promote student led activities through our student council club.

Areas for Improvement

We need to improve our students’ and our professional understanding of the term "don't know." Need to clarify if students use "don't know" because they didn't know how many adults cared or because they didn't know which adults cared? Staff need to discuss with students why they might not feel welcome at school and how to address the response.

Next Steps

Continue to hold monthly recognition assemblies – highlighting student efforts in arts, academics, citizenship and athletics. Increase Indigenous content and culture in all areas of the curriculum and school. Improve home contact in both frequency and improve record keeping practices by staff when making home contact so other staff can access the shared information.

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Lac La Hache Elementary

Literacy

Analysis:

The data shows, that compared to the 2023/2024 school year, the 2024/2025 school year has a slight increase in percentage of proficiency. Two students were found to be emerging whereas the year before it was 3 students. In 2024/2025 there was the same percentage of students achieving proficient and developing. In 2024/2025 there were no students emerging on the EPRA/DART assessments in the spring. This data is derived from a small student population making it difficult to generalize.

Succesess

There were no students emerging on the EPRA/DART assessments in the spring. In the testing, students can find the main idea of text.

Areas for Improvement

Students are used to making single responses to questions. They are working on providing the proof by adding details and explaining. Students are working on developing their vocabulary to help understand concepts. They are also working on using the context of a story to understand the vocabulary.

Next Steps

The primary students are using levelled books to practice reading comprehension and fluency. We are using the science of reading method to build phonics skills, syllabication, root words, and root endings. The intermediate students are learning through literature circles comprehension strategies, such as, connecting, context clues, summarizing, questioning, and inferring. The intermediate students are learning establish a topic when writing and how to elaborate on the topic.

Numeracy

Analysis:

Our course grades show that less than half our students are in the proficient and extending bands. 61% of students are developing or emerging. Based off the course marks from the last 2 years, there is a downward trend with more students developing and emerging than achieving proficiency. There are no recent FSA scores on the CIMS platform to give a comparison. This data is derived from a small student population making it difficult to generalize.

Succesess

Using math games students are becoming better at manipulating numbers and consolidating their based 10 knowledge. Students are becoming more fluent with their addition and multiplication facts.

Areas for Improvement

Students are learning what the math operations mean. They are learning to understand math problems and what they are asking. Students are learning to read and create tables and graphs.

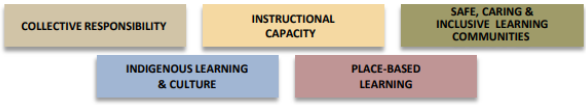
Next Steps

We continue to be guided by Carol Fullerton's approach to math. Students are doing active learning where they are defining the problem, actively solving the problem, and describing their thinking. The primary class is consolidating their number sense by subsidizing and developing their place value through games, number talks, and word problems. The intermediate class is using vertical not permanent learning surfaces to practice solving word problems. Students are solving math problems in small groups to

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practice explaining their thinking. It is planned to have Carol Fullerton come to our school to do a learning round with our classes.

Human and Social Development

Analysis

76% of students felt a sense of belonging sometimes, most, or all the time. Everyone could identify at least one adult that cared for them at school, with 80% of the students identifying more than one adult that cares. 64% of students felt welcome at school sometimes, most, or all the time. About two-thirds of the population is attending 80% or more of the time. There appears to be a correlation with the percentage of students who have a sense of belonging and feel welcome at school with the percentage of students attending 80% or better at school. This data is derived from a small student population making it difficult to generalize.

Succesess

Students are welcomed with food in the morning to supplement their breakfast. Routines have been built that include morning greetings, land acknowledgements, and joke of the day, and monthly indigenous learning and celebration through knowledge keepers.

Areas for Improvement

Many of the students have difficulty with regulation of big emotion, with resilience, empathy, and perspective taking. The school is developing relationships with parents to develop a stronger PAC which therefore enriches a student’s education with shared belonging and feeling welcomed at school.

Next Steps

The strategies and language from Zones of Regulation have been taught and are being practiced in the school. We are also using the teachings from the book Little Spot of Feeling and Emotions by Diane Abler.

We are building relationship with families using clear and frequent communication. The school has invited families to school functions like assemblies, sports, and events.

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Chilcotin Road Elementary

Literacy

Analysis:

The data is more representative of the school population. Approximately 84% of students are meeting or succeeding, while 16% of the students are progressing. The number of students in the emerging category has begun to reduce. In further analysis we can see that school attendance is not the issue. We currently have no students in care. Students in the emerging category are primarily made up from the 1701 list and students on reserve.

Successes

Proficiency levels are growing with a small reduction in percentage of proficiency levels but not in number of students reaching proficiency. School attendance is showing large numbers of students being on track for success. The literacy tools used in the school, the Local Reading Survey, and PM Benchmark aligns with the data that has been collected by the district. Teachers are engaged with the literacy process due to the support given by Support Services.

Areas for Improvement

Literacy skills for Indigenous students on reserve as well as students in special education categories make up the majority of the emergent student achievement. Targeted interventions are needed for this population.

Next Steps

We will continue using finer assessment to determine instructional targets. Teachers are using feedback from these assessments to target learning and instructional practices in the classroom. Our school based literacy team will provide targeted intervention. This is in addition to classroom literacy learning. We will continue using helping teachers to support assessment and literacy collaboration. Using support staff to review the lagging skill areas of literacy. Expanding support staff skills and strategies targeting working memory and processing (executive functioning). Increase student independence by encouraging the students to do the thinking. Increase the use of technology for older students to foster independence.

Numeracy

Analysis:

The data represents the school population. Class marks tells us that 63% of the students are proficient and 5% are extending while 21% are developing and 10% are emerging. FSA tells us that 47% are emerging and 53% are on track.

Successes

We are starting to see the benefits of following Carole Fullerton's guidance and many staff are building the instructional capacity which is enriching their pedagogy. The school has invested in math resources to help enhance the classroom learning.

Areas for Improvement

47% of our students in grade 4 have lagging math skills. This show us that we have some work to do. Some of the data represented indicated that students were able to supply the answer without showing the thinking process. Some students didn't answer the final question.

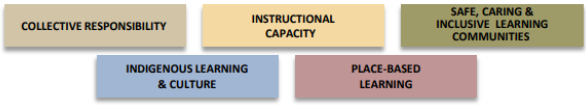
Next Steps

We will continue to provide: Carol Fullerton resources in the classrooms. Refresh supplies of math manipulatives. Implementing Carol Fullerton's sequence of learning and strategies. EA's supporting review and practice. The literacy supports that we are

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implementing should transfer to support math literacy. Use Carole Fullerton's Van de Walle Assessment to help students express numeracy concepts in more than one way.

Human and Social Development

Analysis

There continues to be a high numbers of students that are feeling a sense of belonging, feel cared for by adults, and feel welcome in the building. These numbers include all sub categories. There were a few students that responded that they did not know if adults cared or if they had a sense of belonging. What we noticed was a high number of students identified that 3 or more adults cared for them.

Succesess

This data represents strong relationships and trust. Our attendance rates indicate a strong sense of belonging and people feeling welcome. Adults in this building are caring for students and making them feel welcomed. Teaching practices are moving outdoors for learning and meeting in a circle.

Areas for Improvement

Continue working with students that are developing their identities as people and learners.

Next Steps

We will continue as a school to focus on the Seven Sacred Teachings, on a monthly deep dive into understanding and practice. Our morning land acknowledgement, showcases the shared nations. Our school theme of Being a Good Ancestor, teaches us that we all belong and that our actions today pave the way forward to the future. Our entrance displays the elders and the sacred teachings. Each staff member chooses a student weekly who displays various attributes of the Seven Sacred Teachings. Posting student recognition in a hallway display.

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Mountview Elementary

Literacy

Analysis:

Literacy data shows us Mountview students largely operate in the developing/proficient area. While the sample size is very small, our CYIC and Special Ed categories indicate roughly the same trend. Aboriginal students at Mountview have a slightly higher rate in the proficient level, but also at the emerging level.

Successes

Mountview staff worked hard in weekly collaboration time to develop inquiry questions around implementing phonological approaches to reading in primary grades, and comprehension in the intermediate grades. We also introduced a strong home reading program in the primary grades and had students reading at home with just right books for the first time in many years.

Areas for Improvement

Mountview is going to work hard on pushing more students out of emerging and into developing/proficient in all subgroups.

Next Steps

Mountview will continue our peer reading development program (buddy reading), teacher collaboration time, build on the home reading program, and fully implement a K-3 structured language practice and continue to build on comprehension in the intermediate grades.

Numeracy

Analysis:

Our data indicates most Mountview students are proficient or better, but a group at emerging/developing persists. This would be the same across all sub groups. 2024/2025 FSA data indicates most Mountview students are on track in grade 4 math.

Successes

Mountview teachers have engaged in the district's learning rounds and have implemented Carole Fullerton-type strategies in the classroom. Primary teachers have worked hard on implementing best practices around number sense and intermediate teachers with mastery of the 4 operations.

Areas for Improvement

We will work hard on identifying vulnerable/struggling learners and target with necessary supports. There will be a strong focus on building understanding of the four basic operations school wide.

Collaboration time will be used (weekly) to source, implement, and examine results from a common assessment tool.

Next Steps

Mountview staff are interested in working on using a common assessment, along with explicit teaching of number sense in the primary grades and mastery of the four operations in the intermediate grades. Staff will continue to work on Fullerton approaches to instruction.

Human and Social Development

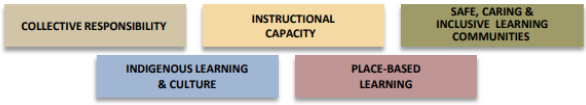
Analysis

Our data shows that the majority of students at Mountview feel a strong sense of

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belonging, know many adults care about them, and they feel welcome at school. We continue to see better attendance at Mountview with positive increases in students attending at least 80% of the time.

Succesess

We had an increase in the number of students attending at least 80% of the time,. This was due to a strong effort by staff to connect with caregivers if students were absent for 3 days or more. We implemented a 'Super Cougar' program where students were recognized for positive behaviours. Mountview also started a student leadership team, which helped organize school fun days, dances, and other special activities.

Areas for Improvement

We can do more in having more students feel a sense of belonging. We will continue with a re-vamped 'Super Cougar' program, conduct monthly recognition assemblies and schedule regular fun days/events for students and families to gather at Mountview. Student reporting low scores in the survey last year were identified and provided support they identified needing (most were counselling and conflict resolution). This work will continue

Next Steps

We will implement layers of support for those students not attending (LST, ISW, Admin, support services) and those that do not feel a sense of belonging. We will continue to call home after 3 days of absence. We will implement the 'Super Cougar' program, hold monthly recognition/celebration assemblies. We will dig deeper into more trauma-informed practice and have staff attend training offered during the school year.

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Columneetza Junior Secondary

Literacy

Analysis:

Analysis: Fall 2025 Course Marks and DART data show that the bulk of our students are developing and proficient with respect to literacy. The FSA in Grade 7 shows that half of students are emerging and half are on track for literacy. Students don't perform as well on the FSA as they do in class and on the DART. This is consistent with past results.

Successes

Successes: The successes are that a large majority of our students are on track. In the last couple of years we have had a lot of teacher engagement with ProD, onsite assessment workshops and understanding proficiencies. There is an effort among staff to focus on vocabulary instruction and understanding text across the curriculum.

Areas for Improvement

For Improvement: There is room for improvement in creating more access points in literacy for students with diverse learning needs and for indigenous students.

Next Steps

Actions: The Learning Support Team at Columneetza is going to offer a series of workshops again this year for staff to take a deep dive into teaching literacy. The focus will be on understanding vocabulary and analyzing text to make meaning that goes beyond recalling facts. There will be opportunities for teachers to participate in DART assessment workshops and a district-wide FSA marking day. There will be learning rounds in staff meetings that address using the proficiency scale, writing summative learning updates, and teaching vocabulary across the curriculum. Teachers will also be able to access School Growth funds to collaborate, observe teaching and improve practice in literacy across the curriculum. Many teachers are engaged with the same professional development in the Learning Series with Bryan Gidinski.

Numeracy

Analysis:

Analysis: The learning update data shows that students are mostly developing and proficient in numeracy while the FSA data shows that more students are emerging than on track or extending. This means that teachers are assessing students with a higher proficiency than the provincial standard.

Successes

Successes: The data is more reflective of student understanding than in previous years where the majority of students were on track. We currently don't use a school-wide numeracy assessment to check for understanding across our school and I think this would give us more data to plan for areas of growth.

Areas for Improvement

For Improvement: We could improve the percentage of students at the proficient and extending levels, especially our students with inclusive needs. We have also dedicated some school growth funds this year towards teacher collaboration. Teachers in the Math Department are able to access these funds to get together and observe teaching, develop assessments and improve upon practice. There is an appetite amongst grade 7 department teachers to develop and collaborate on a shared numeracy assessment for spring.

Next Steps

Actions: Provide collaboration opportunities for Math teachers using school growth

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funds. We had scheduled an October in-service with Carole Fullerton on instructional practice with Grade 7 teachers and teachers in the Gr. 7-9 Math Department and also hope to meet with her to discuss using her numeracy assessments in a school-wide manner this Spring. Encourage Grade 7 teachers to join the FSA marking day to assess numeracy.

Human and Social Development

Analysis

Analysis: We have a high number of students that "all/most/sometimes" feel a sense of belonging, connect with adults that care and feel welcome at school. We had 31% of students choose "don't know" for adults that care. For students with special needs, there were 27% of students that "sometimes" feel welcome at school.

Successes

Successes: The data shows that staff are connecting with students at school in a safe and caring way.

Areas for Improvement

For Improvement: We could improve the question about adults that care to try and get a better understanding of "don't know." Did students use "don't know" because they didn't know how many adults cared or because they didn't know if any adults cared? I think staff would like to know from students when they don't feel welcome at school and how to address "sometimes/always/never."

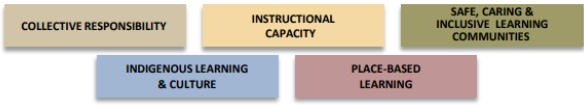
Next Steps

Actions: Continue to improve welcoming practices at school: learning students' names, talking with students in the hallways and in class, welcoming students that arrive late, supporting basic needs with dignity and inviting parents and caregivers into the school with lots of community support. We have a Student Council that meets biweekly to add student voice into our understanding of students' needs. The school support team, SEL (social/emotional and academic) meet weekly to discuss priority students and plans for communicating with home, providing possible outreach and organizing school-based team meetings with parents, caregivers, students, Education Coordinators and staff. We celebrate diversity in our school by using a cultural calendar to recognize, learn about and honor important traditions from all of our communities throughout the year.

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Anahim Lake Elem-Jr Secondary

Literacy

Analysis:

The data shows we are more organized and focused on assessing students throughout the year. This can be seen when viewing the diverse levels we now see in comparison to more general results.

Succesess

Development of reading comprehension skills in several genre across all grades. The majority of students, particularly in the lower and intermediate grades have moved up at least one grade level, with some students nearing their grade level from previously low levels.

Areas for Improvement

More students are moving from emerging to developing and proficient. We need to do better in dealing with chronic absenteeism in a handful of intermediate students. These students' literacy has been low for several years in most subject areas.

Next Steps

Students who need to raise their literacy skills will practice basic reading and writing skills and continue to increase stamina in both length of reading and writing exercises. We have been working with the UFN Director of Education in providing support in dealing with some chronic absenteeism.

Numeracy

Analysis:

This data shows that we did not move towards proficiency as hoped. It also shows the high number students who did not achieve any growth.

Succesess

Our students have become more engaged in math lessons. As of December, 2024, we initiated real time observation of where students are working, what they are struggling with and helping students achieve mastery in skills that will support higher level numeracy skills. The positive results and growth over the last months of 2024-2025 should be seen in assessments in the fall of 2025.

Areas for Improvement

We need to continue with what we are doing and also try more ways of engaging learners with numeracy possibly through games and contests.

Next Steps

Use games, math buddies, small contests, consistent quizzing and repetition of learned methods to launch from and return to.

Human and Social Development

Analysis

The data shows that most students feel welcome at school, however, many do not know for sure that there are adults at school who care for them. The numbers of students who feel they only sometimes belong has changed from nearly 50% of the children only sometimes feeling they belong at school to 27% feeling they only sometimes belong. More than half of the students feel they belong most of the time or all of the time. Just over 60% of students feel welcome at school all the time or most of the time.

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Successes

Successes are that we are creating a welcoming environment at school. However, many children need to see and hear that we care about them. We must work harder to bring those who don't feel they belong into our embrace.

Areas for Improvement

We need to help students who don't feel included to find a way to feel they belong just like everyone else.

Next Steps

Remind staff of what the data has shown us. Make sure students KNOW we care and that they belong in our school. We all belong. We should encourage students to reach out to those who may not have friends and family in the community like others do. A community member piloted a girls club for students in grades 5-7 in the fall of 2024. This was to encourage comradery and communication and discourage bullying and gossip. It ran one day and overnight over several weekends. The results were somewhat positive but also revealed fossilized rifts between local families and neighbours.

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Peter Skene Ogden Secondary

Literacy

Analysis:

Analysis:

Grade 10 and Grade 12 assessment scores last year that 55% of the cohorts score 3 or greater (proficient or better). 35% of each cohort scored developing on literacy assessments at their grade level.

Students with a designation score lower on average than their peer group on key assessments such as DART, Literacy 10 and Literacy 12 assessments.

Successes

Successes:

- Staff wide sessions to look at both Lit 10 and 12 assessments begun last year - growing understanding of assessment tasks and current levels of student achievement
- Gr 7 transition meetings identify and brainstorm supports for learners as they move from feeder schools to PSO so supports are in place on arrival.

Areas for Improvement

For Improvement:

- Overall improvement in proficient or better for Grade 10 and Grade 12 Lit assessments
- Improvement of designated students to be more similar to same age peers
- Improving grade to grade transitions by understanding needs of each cohort beginning in grade 8.

Next Steps

Actions:

- Grade 8 team (multi-disciplinary) collaboration for delivery of DART, assessment sessions, and goal setting for the grade 8 cohort.
- collaboration on student prep for Lit 10 and 12 assessments with Eng 10 and Eng 12 teachers.
- continue staff wide sessions with staff meetings working on understanding assessment tasks on Lit 10 and Lit 12 graduation assessments.
- In servicing for EAs and Teachers to grow familiarity with speech to text and text to speech tools available to students.
- Learning Support staff presenting each staff meeting on strategies to support learners, information on tools.

Numeracy

Analysis:

Analysis: What does the data show? How are each of the sub-groups doing? (objective. Not whether good or bad) Math is a noted area of struggle across many different student groups. In any age range, typically 40-50% of students are below a proficient range classroom assessments. Gr 10 numeracy assessments scores shows 60% of the cohort is developing in their grade level skills last year.

Successes

Successes: What are the successes? What is working? (gains and effective strategies/actions) The Math department teachers work collaboratively at the grade 10 level to share resources and strategies for preparing students for the graduation assessment. We have worked toward better communication with parents regarding math pathways at the grade 10 level, emphasizing connections to post-secondary training. Pre and post assessments developed for grade 9 last year - ready for implementation this year.

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Areas for Improvement

For Improvement: Where is there room for improvement? (Overall, sub-groups, other groups, actions to adjust) Regular Math department meetings to share resources and collaborate on strategies, math department developed pre and post assessments at end of last year - began implementation this year.

Next Steps

Actions: Next steps/actions planned? Regular grade level discussions of curricular proficiencies to develop consistencies across department.

Co-planning around cohort weaknesses and strengths.

Working on more grade level pre and post assessments within department to assist with planning.

Human and Social Development

Analysis

Analysis:

Attendance data for this year indicates that 40% of students are currently on track for 90% or better attendance. This data is very similar for designated and Indigenous students. CYIC is notably better than the overall cohort and shows an increase to over 65% currently on track for 90% or better attendance. 60% of our students say that they feel a sense of belonging at school most or all of the time. This number does drop slightly with Indigenous students, who record sense of belonging most or all of the time at a rate of 50%, with more students indicating some of the time than their peers. This data was not available broken out into CYIC or students with diverse abilities at this time. Just over 50% of students can identify 3 or more adults that care about them in the school and over 70% can identify two or more. These numbers are very similar for Indigenous students at our school.

Successes

Successes:

Robust food programs that provide students with needed nourishment through breakfast, lunch, and snack programs. This is first stop off the bus for many students first thing in the morning!

We have increased participation in lunch time and after school clubs and athletics Open gym times before school and at lunch.

Weekly drumming at lunch in Indigenous Education space.

Student greeting - staff meet students at busses and main entries daily and again at end of break times.

School Wide powwow is in it's second year. Held in December - it continues to grow!

Areas for Improvement

For Improvement:

Attendance remains primary concern across general population and groups such as CYIC, Indigenous students, and students with diverse abilities. Goals remain increasing places and spaces for students to feel connected to by introducing school wide events, supporting existing and new extra curricular activities for students, fostering a variety of spaces that promote safety and connection

Continuing to foster growth in monthly events students can access through Indigenous education space with regularity: elder in residence, smudges, medicine gathering, etc.

Continue working with supporting agencies to routinely check and follow up on CYIC attendance. Work with teaching staff so they understand who is a CYIC and additional supports that may be required to support attendance.

Next Steps

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Actions:

Weekly team meetings with admin, YEW, ISW, and counselling together to work on student attendance on a case by case basis.

Goal to connect each student falling below 80% attendance with 2 adults. Check ins at team meetings and staff meetings.

Grade group meetings monthly on a variety of topics including: featuring community partners and agencies, school safety, ERASE tool, extracurricular activities, etc.

Building relationships with community partners, provide drop in space as appropriate (CYMH, BGC, IH, etc).

Backpack program for students in need of overnight/weekend food supplies.

Schoolwide games at key points of the year that students and staff can connect over: schoolwide Clue game, Schoolwide monopoly game.

Creating and maintaining diverse safe spaces within the school and staff that work in them. Showcasing and connecting to through grade group meetings, SBTMs, intake meetings with new students.

Showcasing student successes or "good news" stories in community through community partnerships: student art work show at local gallery, theatre productions, music performances, student writing through new student magazine.

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Cataline Elementary

Literacy

Analysis:

Just over half the students at Cataline Elementary school were Proficient (at grade level) in Literacy for 2024-2025 school year. This is a marginal increase in student proficiency rate (2%) based on Learning (LU) Scores from previous year. Increase in overall literacy rates (up 1%) from previous year with 92% of students on track based on LU results. Students on-track based on school LU results are in line with Literacy Assessment (EPRA & DART) results (91% on track). However, Grade 4 FSA results indicate only 48% of students are on track.

Indigenous learners are showing marginally lower results in literacy, with 89% students on track in LU Marks and 87% on track in Literacy Assessment results. Only 33% of Indigenous students were on track based on FSA results.

Successes

Student course marks align with school assessment data. There are more students at or above literacy expectations than students below.

There was a slight overall growth in literacy achievement of 2% from 2023-2024 to 2024-2025 as indicated in our literacy assessment results. This could be due to an intentional shift in targeted teaching, using assessment data to help focus and guide areas of literacy instruction. Early literacy interventions and targeted instruction using phonological and phonemic instruction.

Areas for Improvement

Many students are below grade level in literacy, both reading & writing, with only 60% of students proficient.

Early primary students lack the foundational skills of letter recognition & phonemic awareness.

Intermediate students will need to continue to develop comprehension strategies & synthesis of text to build understanding.

Overall, students need further development with written output, focusing on communicating using text for a variety of purposes and convey meaning.

Next Steps

- Differentiated instruction (meeting students where they are at)
- Expand engagement in common classroom practices from research (Adriane Gear, Faye Brownlie)
- Increase daily writing across the curriculum; providing increased opportunity for journaling and reflecting through outdoor engagement.
- providing consistent, targeted descriptive feedback with the opportunity for students to revise.
- With formative feedback students will have opportunity to learn and improve.
- Ensuring all students are accessing grade level curriculum.
- Primary class home reading program.
- Reader's theatre.
- Access of OSMOs for building and reinforcing foundational literacy skills.
- Engaging in phonological awareness screening and concepts of print for all primary students in K-3 with classroom teachers, literacy lead teacher and school speech and language pathologist (Mrs. Perry, Ms. Eilers, Ms. Temple (SLP), Ms. Okrainetz & SLP-EA Mrs. Johnson).
- UFLI instruction – focus on primary years; phonemes & phonological awareness.
- Using explicit and systematic phonics program that introduces students to the foundational reading skills.
- Improve home communication frequency to bridge parents with literacy support &

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engagement.

- SBT meetings to address at-risk or vulnerable learners.
- Letter Buddies – in school literacy mentorship.

Numeracy

Analysis:

Cataline Elementary students demonstrated 95% on track in Numeracy as indicated through school Learning Update (LU) results. This is an increase 2% from the previous year. 93% of Indigenous students are on track, slightly below school average. Students on track are identified as Dev-Ext. There was a 2% growth in numeracy proficiency (grade level) results from the 2023-2024 school year, 67% to 69% in 2024-2025. FSA results indicate 80% of grade 4 students were on track. This is an increase of 5% from the previous year. 67% of Indigenous students were on track through the FSA.

Successes

Although marginal gains, there is growth and success with current numeracy results. Student success was due to improved instruction and student engagement; hands-on, critical thinking learning.

FSA results improved 5% from the previous year due to intentional planning, collaboration, and teaching prior to the FSA, using the assessment as an instruction tool, aligning classroom practice with assessment delivery, thus providing authentic results.

FSA results indicating on track was close in range to overall student course marks, showing a link between targeted numeracy instruction and overall assessment results.

Learners are engaged in hands-on learning, focusing on using manipulatives, outdoor and real-life numeracy problem-solving, and the opportunity to demonstrate their understanding in various ways. Anecdotally, there has been an increase in student engagement, curiosity, and shift in student confidence around numeracy.

Increase in instructional capacity throughout teaching staff through numeracy professional development and school mentorship has transformed instruction, reflecting an increase in student engagement, confidence, and success.

Areas for Improvement

31% of students left the last school year below expectations (Em-Dev). With improved confidence and further engagement, learners will continue to focus on building foundational numeracy skills in all grades. Continued teacher development and collaboration in planning of numeracy instruction, using current research and pedagogy for continuity of student skill development.

Next Steps

- Using guided instruction approach to meet students where they are at
- Connect teachers with learning series numeracy experts & resources: Carole Fullerton (professional development - district and school level).
- Using Carole Fullerton strategies to get students engaged and working together (good questions, group work, visible, hands on, manipulatives).
- Providing the resources and numeracy manipulatives required to support teacher instruction and student engagement (rich learning tasks).
- Find access points at grade level curriculum for all students while also supporting students in developing basic skills at their level.
- Guided math centers/activities
- In school mentorship - teacher numeracy support (using experienced teachers modelling, collaboration).
- Continue to investigate a math resource that will present a foundational scope and sequence numeracy program with grade leveled material that will help guide teacher and school numeracy instruction.
- Introduction of Dynamic Math Program for upper intermediate students to support and guide upper level numeracy scope and sequence.

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PLACE-BASED
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- Use of OSMOs to build foundational skills.
- Use digital software to reinforce foundational skill development (district Mathletics license).

Human and Social Development

Analysis

Overall, Cataline Students showed increased results for Human & Social Development for the 2024-2025 school year.

- 74% of students felt welcomed at school most or all the time. 20% of students indicated 'sometimes'.
- 71% of students felt a sense of belonging at school most or all the time. 2% of students almost never or never felt a sense of belonging at school.
- 84% of students indicated they felt safe at school most or all the time, while 12% stated sometimes.
- 3% of students indicated they did not know or did not feel safe at school.
- 73% of students felt they had 4 or more adults who cared about them at school, while 93% of students felt they had at least one adult who cared about them.
- 0.8% of students felt they did not have an adult care about them at school, and 6% of students 'did not know'.

Successes

Approximately 3/4 of the students surveyed in grade 4-6, indicated they felt a sense of belonging, were safe, welcomed and adults cared for them at our school. Very few students did not feel welcomed or feel a sense of belonging (7 - Welcomed; 3 - Belonging). Reviewing the data provided there was an opportunity for staff to check in with the students to collect feedback about how they were feeling and what further strategies or approaches the school could do to support students.

One student indicated they did not believe an adult cared for them, while 8 students indicated they did not know. Two students indicated they did not feel safe at school, while 3 students did not know. Students were later identified and through informal check ins, staff was able to offer the student support and listen to their concerns.

Overall, through the 2024-2025 survey, a high rate of students indicated that they felt cared for and welcomed at school.

Attendance results improved from the 2023-2024 school year to 2024-2025, increasing student attendance rates by.... Further improvements in attendance are still required.

Areas for Improvement

Reaching out and connecting early with those "forgotten" students. The students who may be quiet or shy. Building connections with all students, finding common interests and going out of the way to connect with students who are perceived as "doing well" not just the students with the most priorities. Listening to student feedback and getting input regarding student safety, while also getting student input on approaches and ways the school can improve with inclusion; creating a welcoming and caring school community. Improving attendance so 100% of students are attending 80% or better.

Next Steps

- Supporting students through a trauma-informed lens, rather than focusing on a deficit model.
- Meeting and greeting students at the door every morning (not just letting them in).
- Using data and teacher knowledge – tag specific students who are vulnerable, don't feel like they are welcome or belong.
- YEW worker organize activities during break times to offer choices for kids "lost".
- YEW & ISW leading and facilitating small group instruction or activities targeted around relationships, connections, & SEL.
- Offerings of lunch time sports in gym or outside, games in the library or outside, crafts etc.

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- Continue with trauma informed learning for staff.
- Opportunities for engaging hands-on learning (i.e. outside, vertical, project based).
- Focus on outdoor learning with intention
- Opportunities to learn First Nations languages and culture through class, school, and scheduled instruction.
- Connections with outside agencies, stakeholders, and community partners. Supporting students in the school and community.
- CYMH, BBBS Mentorship, Denisiqi Outreach, Rotary (Starfish backpacks).
- Celebrating student successes - Student of the Week & monthly Recognition Assemblies.
- Morning walk to build connections with students (past and current).
- Students job program.
- School recycling & gardening program.
- Opportunities for students to learn about/engage in self-regulating behaviours. (e.g. Spot Program & Mindfulness Mondays, EASE curriculum).
- Student of the Week (Connection with 7 Sacred Teachings) – PAC & Open Book sponsorship.
- Lunch clubs and school sports – guitar club, archery, gym & outside activities, art club, magic).
- Use of Seven Sacred Teachings to inform & reflect practice
- Restorative model approach.
- school & class attendance incentive programs - attendance draws, assemblies.
- teacher - family connection (reaching out to families after 3 days of absence) - documentation MyEd.
- Connection & communication with local Indigenous communities (LEA).
- Attendance information presented to families on regular basis - monthly school & weekly class newsletter.
- Attendance HERO theme.

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Naghtaneqed Elem-Jr Secondary

Literacy

Analysis:

- Students in grades K to 8 will advance one year reading level as determined by the Dart assessment.

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
- Students will be assessed using the Dart Literacy Assessment given in fall and spring.
- Students will be assessed by two school-wide-writes.
- All students in grade K to 9 requiring support will be given explicit one on one instruction for 20 minutes each day focusing on targeted remediation of phonemic awareness, fluency, and reading strategies.
- All students in grade K to 9 will participate in a home reading program targeting 20 minutes of reading a minimum of 4 days a week.
- Actions for Enhancing Staff Capacity & Learning
- Staff will collaborate daily as we develop strategies to improve language acquisition skills within our Chilcotin language emersion program.

Successes

- Grade 1 students - emerging in reading skills
- Grade 3 - Reading skills are very high
- Grade 4 - Reading skills are good

Areas for Improvement

- Grade 7, 8 & 9 need to raise skill levels in reading and writing.

Next Steps

- Reading and writing focus for all students that need to develop reading and writing.

Numeracy

Analysis:

- Percentage of students meeting or exceeding numeracy expectations:

2023 - 2024 Goals and Focus Areas:

- Improve the number and percentage of students grades K to 8 meeting or exceeding expectations in numeracy.

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
- Apply the Vancouver Island Numeracy Assessment at the start of each new math unit.
- Small group in-class support for identified gaps in number sense or extension of learning.
- Actions for Enhancing Staff Capacity & Learning
- School will focus on teaching/assessing Numeracy ex. Peter Liljedahl - Professional development on the Thinking Classroom
- Apply First Peoples Principles of learning in practice for math.

Successes

- Students working hard at their level.

Areas for Improvement

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Students that were enrolled in Kool Math 8, 9 are now being taught by teacher with a textbook.

Next Steps

Extra help for students that are falling behind due to online course.

Human and Social Development

Analysis

Goals and Focus Areas

- Students will experience a sense of belonging in our learning community as they become competent in Chilcotin through daily instruction.
- Students will value performing at their potential resulting in improved learning when they develop a sense of pride and foster a sense of well-being culturally.

Strategies and Structures

- Actions for Enhancing Student Learning and Experience
- Students in grade K to 8 will do language arts, science, and social studies in both Chilcotin and English throughout each day.
- Students will each create an individual short video in Chilcotin which expresses what it means to be a part of the Xeni Gwet'in and live in Nemiah Valley.
- All students will receive instruction in Chilcotin language and culture.
- All students will participate in our school and community "Chilcotin Culture Week".
- Our "Code of Conduct" RAMS for Success will enhance student self-esteem and build our learning community.
- Provide a healthy hot lunch and snack program supported by the Xeni Gwet'in Band and Community Links.
- When deciding upon content that will be incorporated into the school or classroom, begin by checking with the local First Nation's community or Aboriginal organizations.
- Create a healthy and safe school environment.
- Bridge the gap between classrooms, community, and generations.
- Implementing Indian Residential School Survivor Program
- Enrich the school learning environment with Chilcotin drumming and singing.
- Incorporating First Nations culture and traditions into all curricular areas
- Take learning outside on the land whenever possible.
- Students will participate in our Ridge Walker hiking club. Our motto, "Do a Little More Than You Did Before!", will inspire students to reach new heights in the mountains as well as our learning opportunities.
- Integrate traditional foods into our activities, where possible, including Indian Ice-cream, Indian Tea, wild potatoes, bannock, dried meat and fish.
- Students will harvest traditional foods like wild potatoes and onions.
- Students will explore horse management. Horse culture runs deep throughout Xeni Gwet'in culture historically as well as present day.
- Students create traditional toys and beaded crafts.
- Students will join elders at the traditional village of the Xeni Gwet'in to collect pine tree pitch and learn how to prepare traditional pitch medicine.
- Students will learn about the importance of maintaining a knowledge connection with their history and responsibility to keep those traditions vital in our modern society.

Succesess

Nemiah Valley is a First Nations community. Students have many opportunities to learn their culture, have elders work with them and teach students.

Areas for Improvement

Provide more opportunities to speak Chilcotin language.

Next Steps

Continue to provide more cultural opportunities.

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Horse Lake Elementary

Literacy

Analysis:

Analysis: Improve the number and percentage of Indigenous and Non-Indigenous students in grades K-7 to the level of proficient or extending expectations in Literacy. We will undertake a school-wide focus on literacy instruction.

Succesess

We have been successful in establishing more synchronized instruction and assessment across our classrooms. We are exposing our teachers to new and proven approaches to literacy. By coordinating efforts across all grades, we aim to significantly enhance literacy proficiency and build a strong foundation for future academic success.

Areas for Improvement

Some students across all grade levels are struggling to achieve proficient literacy levels, with kindergarten through second grade showing the highest percentage of those still developing their skills. This year, the primary grades are exploring integrated literacy instruction to ensure consistent skill development. In the intermediate grades students can comprehend instructions and respond to questions, but their answers often lack depth and detail. Many contribute only basic information. We are pursuing structured approaches modelled by Bryan Gidinski in several of our classes.

Next Steps

Actions:

- o Whole staff review of best practices and reading assessments in staff meetings
- o Development of a rubric for consistent assessment of EPRA and DART
- o Promotion of Professional Development Activities to increase teacher capacity
- o Encourage collaborative marking for EPRA, DART, and SWW
- o Undertake a school wide write in the fall and again in the spring
- o Comparison of FSA results and school data with an exploration of any discrepancies or inconsistencies

Numeracy

Analysis:

- Improve the number and percentage of Indigenous and Non-Indigenous students in grades K-7 to the level of proficient or extending expectations in numeracy. School-wide focus on numeracy instruction using varied approaches and working with manipulatives

Succesess

We have been successful in improving the number of our students On Track with the provincial assessments over the past three years. We have also had more of our teachers exposed to the instructional approaches of Carole Fullerton, and are seeing more hands-on teaching of numeracy concepts.

Areas for Improvement

We still have a significant number of students who are developing in the numeracy skills. We also have many new staff who have not had the opportunity to work with Carole Fullerton yet, a situation we hope to address through Professional Development opportunities as the year progresses. Consistent implementation of the assessment cycle to inform next steps in instruction and provide evidence for further analysis. We need to continue to enhance our foundations approach in math and allow students to explore critical and flexible thinking in relation to math concepts.

Next Steps

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- o Implementing Carol Fullerton's work with manipulatives in the curriculum
- o Make use of Assessment for Learning practices to support struggling students with individual, small group or large group interventions
- o Comparison of FSA results and school data with an exploration of any discrepancies or inconsistencies
- o Use of outdoor learning environment to enhance numeracy skills where appropriate

Human and Social Development

Analysis

- Improve absentee rates with a focus on students with chronic absenteeism.
- Communicate with parents to monitor absences and collate reasons for absence, while stressing that enhanced attendance will contribute to enhance learning
- To improve upon the percentage of students who feel welcome in our school.
- To improve upon the percentage of students who feel a sense of belonging in our school
- Ensure that our First Nations students feel a sense of belonging within the culture fostered at Horse Lake

Successes

: We have been intentionally working toward identifying positive behaviour and having more Indigenous learning and culture embedded and represented in the school. Overall attendance for our Indigenous learners is improving. We are adding more physical examples of indigenous identity to our grounds with the addition of a teepee, and revamping our school entranceway with student work and a carving from a local carver.

Areas for Improvement

We are making deliberate efforts to have a students feel a greater sense of belonging in our school, and our new staff is reaching out to students and working on establishing relationships with our student body. All adults in the building are making sincere efforts to be seen as welcoming and caring, making extra efforts to welcome our new students to the school.

Next Steps

- o Survey students to identify what approaches make them feel welcome and give them a sense of belonging in our school
- o Identify students who have communicated that they don't feel they belong or don't have adults in the school that care for them, and take dedicated action to address it
- o Continue to promote positive behavior through the Positive Behavior Support system (Horse Bucks)
- o Continue to offer student engagement opportunities including but not limited to: Student Leadership Group, Library Council, Intramural Programs, Extra-Curricular Sports, Games Club, Winter Carnival, Fun Days, First Nations Lunch Group
- o Encourage further staff training in the Ten Steps for Trauma Informed Instruction

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Mile 108 Elementary

Literacy

Analysis:

Analysis: In the last two years the students reported as PRF on the report card is 10% higher than EPRA / DART results. Literacy levels across all sub-groups experienced a significant decline from 2021-22 to 2024-25. Data from the report card and EPRA/DART show 60% of Indigenous learners are PRF in literacy as compared to the whole school snapshot of 70% PRF. Our Primary learners are showing significantly low scores with 18 - 27% EMG in reading assessments and 19-27% EMG on writing assessments. Students are struggling in the area of writing with on average 45% of students scoring a 1 or 2 on their SWW.

Successes

Successes: Data in 2024-25 data shows an upward trend for Indigenous learners. The school is implementing the Non-Categorical Teacher Resource Model. Collaborative teaching and planning could be resulting in gains in literacy as well as an increased sense of belonging across staff and students.

Areas for Improvement

For Improvement: We the implemented the Non-Categorical Teacher Resource Model last year and are continuing this year. This year the staff are also focusing professional growth in the area of foundations of literacy. By participating in professional development that is designed to strengthen our own understanding and instructional practice we hope to have a direct positive impact on literacy abilities of our learners especially in the primary grades. We will play close attention to how this collaborative approach and consistent classroom practice will impact literacy growth and achievement for all sub-groups.

Next Steps

Actions: Each teacher will conduct a detailed analysis of their classroom literacy data to identify individual and group learning needs. These insights will inform targeted next steps in instruction and guide intentional planning for skill development. Primary teachers will continue implementing targeted literacy instruction with a focus on early foundational skills. Ongoing support will be informed by literacy screener data for students who are working below grade level. This monitoring will allow us to adjust instruction and interventions based on each learner's progress. Intermediate teachers will prioritize explicit instruction in reading comprehension strategies. They will also integrate technology to support students who are not yet reading at grade level, ensuring access to text and opportunities for growth. Across all grades, we are strengthening our use of phonics and phonemic awareness programs to ensure consistent instruction in these essential skills. This shared approach supports a cohesive and aligned literacy program school-wide.

Numeracy

Analysis:

Analysis: There is a significant discrepancy in the data between the numeracy results in FSA and numeracy results on report cards.

Successes

Successes: The success in math is that we have more staff doing professional development in math. Carole Fullerton strategies and approach to math has enhanced our use of manipulatives in the classroom.

Areas for Improvement

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For Improvement: Consistent implementation of the assessment cycle to inform next steps in instruction and provide evidence for further analysis. We need to continue to enhance our foundations approach in math and allow students to explore critical and flexible thinking in relation to math concepts.

Next Steps

Actions: Staff will continue to use the non-categorical model to support diverse abilities in the classroom. This collaborative approach will be intended to help with differentiating concepts to meet each student where they are in their learning. Teachers will continue to implement Carole Fullerton strategies in their instruction and allow students hands on learning and exploration of concepts to reinforce and build meaning and understanding. A focus will be on flexible thinking math brains and allow students opportunities to identify and build on concepts and skills they already have.

Human and Social Development

Analysis

Analysis: Attendance remains a concern. When we look at our sense of belonging data 10 students feel like they do not feel like they belong or they are not sure if they belong. More students than last year are identifying that there are 2 or more adults who care about them.. Approximately half of our students are reporting they feel welcome all or most of the time. We must continue to work on building trusting relationships with students and families.

Successes

Successes: We have been intentionally working toward identifying positive behaviour and having more Indigenous learning and culture embedded and represented in the school. Overall attendance for our Indigenous learners is improving.

Areas for Improvement

For Improvement: Building trusting relationships with our Indigenous students, CIC and stud with complex needs continues to be an area we need to intentionally focus on. We need to improve the number of students feeling welcome at the school most of the time and will look at this data to guide our approach.

Next Steps

Actions: We will continue to prioritize building trusting relationships with all students, with particular attention to the needs of our identified subgroups. At upcoming staff meetings, we will further our understanding of trauma-informed practices and explore strategies to support neurodivergent learners so that every student feels safe, valued, and understood.

Grounded in the Circle of Courage and restorative practices, we will deepen our collective capacity to foster meaningful connections with students. Through intentional planning and a trauma-informed lens, we will work to better understand the diverse needs of our learners and respond with compassion and consistency.

To guide our work, we will draw on the Student Learning Survey along with additional questions designed to measure the specific actions we are focusing on this year—such as our new positive recognition program, staff check-ins at breakfast, and intentional sharing of positive stories. This data will help us refine and strengthen our strategies to ensure that all learners feel connected, supported, and seen.

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Nesika Elementary

Literacy

Analysis:

Analysis: Last school year approximately 48% of students were proficient in reading and 44% were proficient in writing. This is a decrease in proficiency from the year before.

Successes

Successes: We are administering assessments collaboratively and with the aim to get factual data so that we can plan targeted instruction. Teachers are noticing an improvement in fundamental skills that were previous gap areas (ie encoding/writing - transforming sounds to letters on the page)

Areas for Improvement

For Improvement: We had a subset of students who are not making progress, and a small group of intermediate students who are lacking foundational literacy skills.

Next Steps

Actions: We plan to utilize assessment results to guide and inform responsive instruction and intervention as needed. We are looking for specific skill sets that students are missing so that we can move learning forward. We will use time in staff meetings, collaboration times, and professional development sessions to ground effective common practices.

Numeracy

Analysis:

Analysis: The data tells us that by school assessment of learning, more than 80% of our learners are "on track" with numeracy. At grade 4 level, the FSA results show that only 37% of those learners are on track. We are curious about this discrepancy.

Successes

Successes: Students are improving in the awareness of number sense and are better able to work with and break apart numbers.

Areas for Improvement

For Improvement: We are working to ensure there is consistency of teaching and learning practices when there are lessons being taught, and assessments being given. Students will have manipulatives and resources like whiteboards when they need them. Showing their thinking is an important part of how we assess numeracy.

Next Steps

Actions: We are using rich numeracy tasks to inspire thinking, connection-making, and reasoning. We are working towards aligning numeracy assessment practices as a goal.

Human and Social Development

Analysis

Analysis: Over the past three school years, we sit pretty consistently at about 25% of the students attending less than 80% of the time. The amount of chronic absenteeism has gone down slightly over the last two years. Students generally report high levels of school connectedness in the measures of sense of belonging, adults who care, and feeling welcome at school.

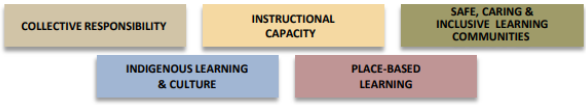
Successes

Successes: Our learning environment is one where students feel safe, welcome, and

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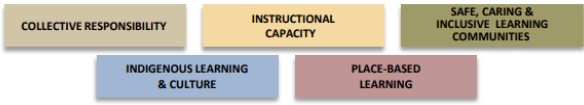
connected. Generally speaking students and staff feel safe, welcome, and encouraged to do their best. We continue to work specifically on inclusion in all aspects of the learning environment, so that students and staff see themselves in our work and our environments (feeling seen), and ensuring all forms of diversity is represented in our languages, our learning materials, our classrooms, and our relationships. We are proud of our connections with community agencies and our parent group, and look to expand and deepen these relationships as we move forward together.

Areas for Improvement

For Improvement: We continue to look at the nuance between absenteeism differences (vacation, sick, avoidance, refusal) and work case by case to incrementally improve those absences.

Next Steps

Actions: We are committed to a shift in connecting with families and understanding why some families experience barriers with regards to attendance. As we shift to connection, compassion and understanding, we have experienced several individual cases where we have been able to support in a very specific way that has increased student attendance; be it bussing support, meals support, social support, etc. Our staff is committed to extending this work in the years to come. Addressing attendance challenges is an ongoing process. It requires collaboration among teachers, administrators, families, and the broader community to create a supportive environment that values and promotes regular attendance. All of this work wraps around the core relationship of student-parent-teacher.



Tatla Lake Elem-Jr Secondary

Literacy

Analysis:

Our school benefits from small class sizes, which allow for individualized instruction and close monitoring of student progress. Students demonstrate enthusiasm for storytelling and oral sharing, and they are developing strong foundational skills in early reading and writing. However, assessment data and teacher observations indicate that students would benefit from further support in reading fluency, comprehension, and vocabulary development, particularly as they move into higher grades. Expanding access to diverse texts and structured opportunities for guided practice will help strengthen literacy outcomes. A continued focus on building student confidence and identity as readers and writers will also support a sense of belonging and academic success.

Succesess

Our school has established strong literacy practices that are showing positive impact on student learning. The formative assessment process is consistently used to guide instruction, ensuring that learning targets are clear and that individual goals are developed collaboratively with students. Explicit instruction in reading comprehension strategies, phonics, and phonemic awareness is provided both at the whole-class level and in small groups, and daily writing time supports growth in the writing process through modeled strategies.

Students are further supported through the integration of technology tools (e.g., Voice Dream Reader and Writer) and by leveraging district supports such as the Inclusive Education Coordinator, OT, SLP, and helping teachers. For students cross-enrolled in online DL courses, collaboration between the home, the enrolling school, and Tatla Lake School ensures continuity of support.

To foster engagement and motivation, we have implemented initiatives such as the 100 Book Challenge and read-aloud opportunities during library time, while also expanding our library collection with high-interest texts. Scheduling adjustments have also been made to ensure timely reading intervention for students on IEPs and Learning Plans.

Areas for Improvement

Assessment results indicate that our students are demonstrating growth in literacy skills, particularly in early reading development and writing stamina. However, further work is needed in strengthening reading fluency, comprehension, and vocabulary, especially as students progress into higher grades. Continued focus on individualized goal setting, access to engaging texts, and targeted interventions will support ongoing literacy success.

Next Steps

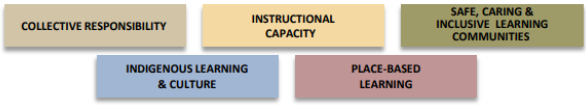
Use the Literacy Learning Progressions to guide classroom practice, ensuring that instruction is developmentally appropriate and builds on students' strengths at each stage. Use early literacy assessment tools to identify student needs earlier and more precisely. Use assessment data to inform small-group and one-to-one interventions, with a focus on fluency, comprehension, and vocabulary development. Communicate results with families and involve them in supporting literacy development at home. Provide daily opportunities for reading, writing, and oral language development, ensuring that instruction includes explicit strategies (phonics, comprehension, writing process). Expand access to engaging and culturally responsive texts in the classroom and library collections.

Numeracy

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Analysis:

Students at Tatla Lake School are showing steady progress in numeracy, with many developing according to the provincial proficiency scale. Strengths include a growing confidence in mathematical discussions, the ability to apply strategies to real-life problems, and the use of multiple approaches to solve equations. Small class sizes allow for individualized support, and formative assessment practices are helping teachers identify where students are secure and where additional practice is needed.

Despite these strengths, assessment data and teacher observations highlight that many students require further development in computational fluency and automaticity with basic facts. Without this strong foundation, higher-level problem solving and critical thinking are more challenging. Students also benefit from increased opportunities to engage with open-ended, inquiry-based mathematical tasks that promote reasoning and flexible thinking.

As we move forward, the focus will remain on strengthening number sense and fluency across all grade levels, while providing targeted intervention for students who are not yet meeting expectations. Incorporating hands-on learning, visual models, and real-world applications will continue to be important strategies for deepening mathematical understanding.

Succesess

Our school is making steady progress in numeracy, with formative assessment guiding instruction and helping to clearly communicate learning targets to students. Students are benefiting from the use of Carole Fullerton resources, which provide rich tasks that promote reasoning, and from play-based learning opportunities that build early number sense in engaging ways.

Students are demonstrating strong recall of math facts and are increasingly confident in applying these skills in classroom tasks.

Areas for Improvement

Areas for continued growth include strengthening computational fluency beyond basic facts, and helping students transfer their skills into more complex problem-solving contexts. Developing flexibility in strategy use, deepening conceptual understanding of number, and building confidence in explaining mathematical thinking will be priorities moving forward.

Next Steps

Tatla Lake Elementary & Jr. Secondary School will continue to build on our progress in numeracy by deepening student understanding of number sense and expanding computational fluency beyond basic facts. Formative assessment practices will remain central to guiding instruction and identifying areas of need, with targeted interventions provided for students requiring additional support.

In alignment with the BC Proficiency Scale and Ministry expectations, we will focus on strengthening students' ability to apply mathematical reasoning, engage in strategic thinking, and solve complex, real-world problems.

Human and Social Development

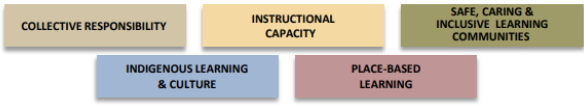
Analysis

Tatla Lake School is committed to fostering an inclusive learning community in which students feel welcome, safe, and connected. Recent student data shows encouraging improvement in the areas of attendance, the perception that adults in the school care about students, and students feeling welcome at school. These results reflect the strong relationships between staff and students, as well as the intentional efforts made to create

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a supportive and nurturing school culture.

At the same time, we recognize the importance of continuing to strengthen students’ overall sense of belonging and connectedness. While progress has been made, there remains room for growth in ensuring that every student consistently feels valued, respected, and supported in developing positive peer relationships. Building opportunities for student voice, leadership, and cultural learning will further contribute to students’ sense of identity, belonging, and engagement in their learning community.

Succesess

Tatla Lake School has established many practices that foster a safe, caring, and inclusive learning environment. Strong family–school connections are supported through newsletters, PAC communication, and regular outreach to families. A consistent focus on the Social Awareness and Responsibility Core Competencies, along with clear expectations in the Code of Conduct, has helped build a respectful school culture.

Students benefit from daily breakfast and snacks, shared physical activity, and routines that encourage mindfulness and reflection. The embedding of the First Peoples Principles of Learning and explicit instruction in Compassionate Communication have strengthened community values of respect, care, and responsibility. Social-emotional learning has also been enhanced through the integration of EASE lessons, the Little Spot of Feelings program, and rural e-mentoring opportunities for older students.

Areas for Improvement

While students are showing improvement in attendance, connectedness, and feelings of safety, Tatla Lake School recognizes the importance of continuing to strengthen respect and positive behaviour within our school community. A key focus will be fostering stronger family–school partnerships to support student success both in school and at home, with particular attention to promoting safe and responsible online behaviours.

As a staff, we will review the Code of Conduct to ensure clarity, consistency, and shared understanding, while also discussing proactive strategies to decrease the frequency of misdemeanors and build student capacity for self-regulation.

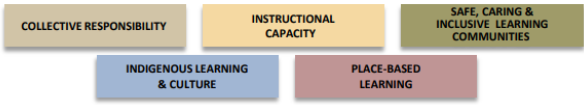
Next Steps

- Foster respectful, collaborative relationships with families to support student success both at school and at home.
- Provide resources and guidance for families on topics such as safe online behaviours and digital citizenship.
- Develop proactive strategies to reduce the frequency of misdemeanors while supporting students in building self-regulation and conflict-resolution skills.
- Track attendance data regularly to identify trends and adjust strategies proactively.

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Alexis Creek Elem/Secondary

Literacy

Analysis:

During 2025-2026, our enrollment K to 10 is 27 students. With the exception, of three students, all of students tested have Indigenous heritage. Two students have a special needs category. Both students are Indigenous. During this school year there are no grade two students.

F.S.A.

2024-2025, The F.S.A. results indicate that 100% of the grade four students are not yet meeting the literacy requirements for their grade. One hundred percent of the grade seven students are emerging in the reading skills for their grade.

2025-2026 Results:

DART/EPRA

The EPRA was used to measure reading with primary students and the DART was used to measure reading with grade four to grade nine students.

2024-2025: The over all reading results for kindergarten to grade nine students show that 11.11% of students are emerging in reading grade level materials. 22.22% of the students are developing their reading skills at grade level, 38.89% of students are proficient at reading, and 27.87% are extending their reading skills.

2025-26 R

S.W.W.

School Wide Write: Results for the Primary grades, for both the Fall and Spring, reflect the following: Over-all the data shows that we have 50% of our primary students are emerging in reading and writing skills. The grade three students are beginning to show proficiency in many skills areas.

Grade five fall results show that students were emerging in their writing skills. One hundred percent of the grade seven students are developing their skills in writing and are beginning to become proficient in some of the expectations for their grade level. By spring, Grade five students' results show 42.86% are emerging in their skills. Fifty-seven-point-fourteen percent are developing their skills. Fifty percent of the grade seven students are emerging their skills in writing. Fifty percent are developing their skills in writing.

Results for the Secondary grades are as follows: grade eights' data did not show up on the graph. By spring, 12.50% of the grade nine students are emerging in their writing. Fifty percent are developing their skills, and 37.50% proficient in their writing skills and are fully meeting grade level expectations. The results for grade ten students show that 18.18% are emerging in their writing skills, 36.36% are developing their writing skills, 27.27% are proficient and are fully meeting in their skill development. Eighteen-point-eighteen percent are extending in their skills. Grade eleven students are 33.33% at emerging in the growth of their writing, 33.33% are developing their skills and 33.33% are proficient and are fully meeting in their writing skills.

2025-26 Results:

Successes

Successes

2024-2025, Successes: The data from EPRA/DART testing shows that over 89% of the students, K to Grade 9, in 2024-2025, are either developing, or proficient at reading grade level materials, and 27.78% of the students are extending their reading beyond grade level materials. This data shows that there are improvements from the previous years, 38.89% of students are proficient and for the first time 27.78% are reading beyond grade level.

Writing is another area where we can see growth among many of our students, especially with the grade nine students.

2025-26 Results:

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Areas for Improvement

For Improvement: Where is there room for improvement?

2024-25 Results: Over-all the data shows that we have about 11.11% students who are not yet meeting in reading. We also have a few students whose reading and writing skills are still developing. These students may need more time and practice to get to grade level.

School Wide Write: Results for those Primary grade students who are "not yet meeting," reflect two main areas we need to address: Firstly, building positive relationships with new students coming in after the first month or term will help create a better sense of belonging; and, Secondly, we need to continue to work at reducing student absenteeism. FSA Results from 2024 grade 4s and 7s, shows that the students were not yet beginning to meet expectations for their grade. We must continue to support students' development in reading and writing. We must also better prepare our students for writing FSA's by using more pre-writing, and pre-reading strategies before students start answering the questions on the tests.

2025-26 Result:

Next Steps

2025-26: Actions: Next steps/actions planned?

We will continue to use some of the programs we know worked for improving literacy among our students. Programs such as Buddy Reading, the Daily Five, and to continue add more strategies from "Student Diversity, and "Ensouling Our School." We will continue to test and identify students' needs and support students to further develop their learning formally through such things as learning plans, and I.E.P. Informally, we will adjust our teaching and pacing through assessment as learning and assessment for learning strategies. We will continue to use sensory stations, songs, poems, games, etc. The primary class is implementing the science of reading programs, and the Intermediate class is bringing in Epic Books for online reading for 2025-2026. We will use the Six Minute Solution to develop oral reading fluency skills among the secondary grades. We will continue to use the writing process and introduce different styles of writing, and strategies such as using pre-writing, beginning hooks, citation, building vocabularies. We will use the new kindergarten screener tool. In addition, we will offer supports to older students' to close gaps in their reading development.

Numeracy

Analysis:

During 2025-2026, our enrollment K to 10 was 27 students. With, the exception of, three students, all of students tested have Indigenous heritage. Two students have a special needs category, both students are Indigenous.

2024-2025 FSA data were masked: 60% of the grade fours' are developing their numeracy skills with grade level materials. Approximately, 40% of the grade fours have not yet acquired the skills for numeracy at their grade level. 50% of the grade sevens are developing their numeracy skills, while the other 50% and not yet acquired all the grade level skills or understanding of concepts.

Course work data shows that overall, there have been some gains in numeracy. More students are becoming proficient and even extending beyond grade level expectations in their daily work. There are still 16.67% of students who have not yet acquired all the grade level skills or understanding of concepts.

Grade 10 Numeracy Assessment results show that 42.86% of students scored 0, 42.86% of students scored 1, and 14.29% scored 2.

2025-26 Results:

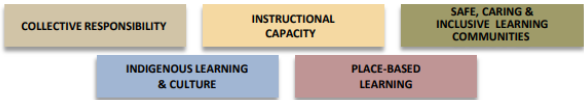
Successes

Successes: What are the successes? What is working? The FSA results for grade 4 students in 2024-2025, indicated that 60% of the students are developing their skills and

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understandings in numeracy. The grade 7 results indicate that 50% of the students are developing their skills and understanding of numeracy for grade 7. Daily work and tests results indicated that Secondary students are showing improvement; and, that using Carol Fullerton’s strategies and concept development in numeracy for all grade levels, helps to address the areas identified from the testing.
The 2025-26 results:

Areas for Improvement

For Improvement: Where is there room for improvement?
2024-25 Results: The grade 7, FSA numeracy results reveal 50% of our students require supports for their learning. Results show that approximately 40% of grade 4, students are requiring extra supports for their learning in numeracy.
Find grade level assessments to measure growth in numeracy at all grades. Invite Carol Fullerton to lead numeracy sessions with the rural school out west.
2025-26, Results:

Next Steps

Actions: While many of our students are showing growth in all areas, those that are still emerging in their numeracy skills and understanding, may be related to low attendance. As a staff, we will continue to work on improving student attendance at all grade levels. We will continue to use Carol Fullerton’s strategies at all grade levels. Continue to use anchor charts, concrete materials, games, individual charts, number-lines, IXL, and calculators. In addition, Elementary students commonly use songs, games, poems, and thematic teachings of math through Art and Science. Learn new games and strategies for older students.
Teach vocabulary and strategies for problem-solving once a week. Use a variety of approaches.
2025-26, Results:

Human and Social Development

Analysis

Sense of Belonging
The data for 2024-2025 indicates that 17.14% of our students have a sense of belonging, 36.49% of our students mostly feel that they belong, 27% of students feel a sense of belonging sometimes, 4% of our students almost always do not feel any sense of belonging and .12% state that they never feel that they belong.
2025-26, Results

Adults that Care
2024-2025 data results show the following: Forty-seven-point-forty-four percent of students in grades K - 11, feel four or more adults at our school care about them. Eighteen- point-nine percent of our students feel that 3 or more adults care about them. Sixteen-point-two percent of students feel that at least 2 adults care about them. Nine-point-four-nine percent feel that one adult at school cares about them, and 7.61% of students feel that no adults at school care about them.
2025-26, Results:
Attendance
The data for 2024-2025, shows that the first third of the school year 57% of the students are on track. The second third of the year shows that 27% of students are on track. The last third of the year shows that 17% of our students are on track.
2025-26, Results:

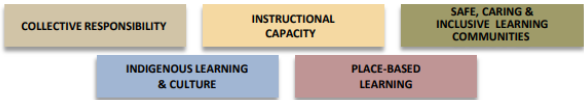
Succesess

Successes: What are the successes? What is working? (gains and effective strategies/actions)
2024-25: The data indicates that our biggest success with human and social development

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is that our students feel welcome at school. The strategies, we use is greeting every student as they arrive to school. All staff members make a conscious effort to make positive connections with our students everyday. Our staff support the use of "caring approaches" by following our School District's direction. The survey data shows that 75% of the students who completed the surveys think that at least one adult or more cares about them at our school. Ensuring every child has someone they report as a trusted adult at the school through check-ins and then follow up with students who report none or few. 2025-26, Results:

Areas for Improvement

For Improvement: Where is there room for improvement? 2024-25: Our goal was that 100% of students attending 80% or greater end of June 2024. Despite all our efforts, we did not meet this goal. We would sometimes see short periods of improvements in attendance after calling households. Most absences were due to various reasons, reasons such as illnesses, appointments, and some were due to missing the bus, sleeping in, and a couple were experiencing some form of bullying. We will continue to work on improving attendance. We think that this goal will take more time and effort to get the message out to everyone how important attendance is. Over the year, if we are successful in getting family support with increasing daily attendance, we should see growth in the attendance numbers. In addition, staff have been working at making the school more welcoming to students, by bringing in plants, and decorating bulletin boards and classrooms with anchor pictures, and students’ work. Staff continue to make positive connections with students everyday. 2025-26, Results:

Next Steps

Actions: Next steps/actions planned? 2024-25, Results: Discussions with staff and with students think that students who do not feel a sense of belonging are younger students, and some of them are very new students that are still trying to develop friendships and are getting to know the staff and the rules and expectations of our school. Staff members agree to hold more K to 12 events in the future to bring our students together, to help them develop a better sense of belonging and make them feel welcomed. We are trying some new approaches for improving attendance on Fridays, which is the day of the week with the least attendance numbers. On Fridays, the Intermediate class gets to bake. The primaries get to play more games and students get to choose activities. Secondary students like to play Hide and Seek with the younger students, as they get to play in classrooms throughout the school. In addition, we will plan and carry-put more place-based learning experiences as a whole school. We are trying new food items during hot lunches by incorporating ideas from our students. In addition, we cook such things as Turkey and ham dinners around Thanksgiving, Christmas, and Easter. We host pancake bunches, cupcake and cookie decorating. We use these special events to bring all of our students together to create that sense of belonging and that adults at school care about them. 2025-26, Results:

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Lake City Secondary

Literacy

Analysis:

- Student grades increased in 2024/25; due to more accurate assessments?
- High correlation between poor attendance and low grades.
- High percentage of CYIC (46%) are not being successful in Lit. courses.
- High percentage of Indig. students (24%) are not being successful in Lit. courses (10% improvement over last year)
- 25% of SPED students not being successful in Lit. courses.
- Gr. 10 & 12 Lit. assessments continue to trend about the same as previous years.

Succesess

- Due to EFP courses, teachers are using a high percentage of Indigenous content
- Teachers are using more UDL supports in classes
- 50% of students got a 3 or better on Lit. 12 & Lit 10 assessment which is 8% improvement for Gr. 10's.
- Increased awareness and practice around literacy assessments
- Increased push in support from LS Teachers/collaboration
- Increased use of LST support room by students who need extra support

Areas for Improvement

- Need to improve success for CYIC and Indigenous, especially status on reserve
- Increase overall literacy for all students but especially CYIC and Indigenous.
- Improve Literacy 10 and 12 Assessment scores for all students

Next Steps

- Continue to work on improving attendance to help improve all grades
- School wide focus on encouraging teachers to set aside silent reading time.
- LST literacy support to identify struggling readers and help develop strategies to be more successful.
- Encourage teachers to set time aside for their classes to access the library to sign out books to support in class reading.
- Secondary reading program has been established to read daily with students who struggle with reading. Main focus is to catch struggling readers when they enter Gr. 10 but will continue to identify and connect with all students struggling.
- Increased use of First Nations principles of learning particularly in Grade 10 and Grade 12 English courses. All Grade 10 students will take an English First Peoples perspective course as part of their graduation plan and have additional chances to take more Indigenous courses.
- English classes and other classes to go over and review past assessments so students are aware of expectations and format; librarian will work with teachers to provide assistance
- Provide additional support for struggling learners through support blocks, EA's, and ISW's.
- Grade 10-12 literary focus on improving reading comprehension in all subject areas.
- Encourage teachers to support struggling readers and provide appropriate adaptations to support their learning needs.
- Encourage all teachers to participate in the district Professional Development opportunities to improve literacy teaching techniques.
- Increase awareness and preparation of Literacy 10 and 12 Assessments for both students and teachers.
- Have large student groups write the Literacy 10 assessment a second/third time to improve scores.

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Numeracy

Analysis:

- Student grades fairly consistent over the the last three years; is this due to more accurate assessments and similar department goals?
- High correlation between poor attendance and low grades.
- High percentage of CYIC (25%) are not being successful in Math courses.
- About 18% of Indig. students are not being successful in Math courses and another 23% minimally meet expectations with a C-.
- 17% of SPED students not being successful in Math courses.
- Roughly 70% of students score a 2 or lower on the Gr. 10 Numeracy assessment and this is a slight improvement over previous years.

Successes

- Placing Gr. 10 students in the correct Math for their ability (Pre-Calc vs. WP) has helped students successfully pass math courses.
- Greater emphasis on the Numeracy 10 assessment with students doing practice tests and being better prepared; also have moved the Numeracy assessment later in the year to give students more time to prepare.
- Having students re-write the Numeracy assessment in Gr. 11 or 12 to boost their score.
- More interactive teaching with students using vertical learning strategies and white boards.

Areas for Improvement

- Need to continue to do a better job of promoting and practicing the Numeracy assessment
- Improve basic numeracy skills especially for Indigenous and CYIC students.
- Make better use of classroom adaptations like manipulative, calculators etc. to support student learning.

Next Steps

- Small group or in-class support for identified students with gaps in Numeracy.
- Providing more engaging math classroom instruction as outlined by Peter Liljedahl
- School wide focus on providing differentiated instruction in math classes to support struggling learners.
- Math classes and other classes to review and go over past numeracy assessments so students are aware of expectations and format. Librarian will create a schedule and work directly with teachers to provide support
- Provide additional support for struggling learners through support blocks, EA's, and ISW's.
- Reflect on report card data and Numeracy Assessment data to see which specific areas of focus require more support, particularly with Indigenous students.
- Daily noon hour teacher support available every day for students in need.
- Encourage staff to attend Professional Development in Math provided by Peter Liljedahl and Carole Fullerton.
- Focus on numeracy knowledge and skills in all subject areas not just Math
- Team teach Numeracy Assessment practices to build teacher capacity.
- Pull names of Grade 11/12 students who achieved 1-2 on prior Numeracy Assessments. Offer explicit teachings (they could join the practice sessions) before they have the opportunity to rewrite.

Human and Social Development

Analysis

- Generally students feel like they are welcome at school, have adults that care and have a good sense of belonging atleast sometimes or better (80%+); not able to filter this data for CYIC? Can we get this broken down more?

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- Indigenous students also feel good sense of attachment to school in all categories (80%+); all subgroups also feel a high percentage of attachment.
- SPED students also feel attachment to school (80%+)
- Attendance is still greatest area of concern but did improve slightly over the previous year with 29% attending 90% of the time vs. 23% last year.
- Can we get more focused data on reasons? Excused vs. Non-excused, field trips, etc.?
- Indigenous attendance is worse with only 20% of students attending 90% or better last year; Status on reserve struggle to attend the most at 15% while non-status and Metis are the best attenders at 25% and 24% respectively.
- Last year 47% of CYIC students attended 90% of the time which is down from 75% the previous year!
- Staff observation is many students are often at school but don't always make it to class, especially first or last blocks of the day; how do we get data on that?

Successes

- Increased food offerings (free healthy breakfast, lunch and snacks daily).
- Increased cultural activities (smudges, lahal, etc.)
- Increased ISW time to connect and support Indigenous students.
- More focus on Indigenous content and principles of learning in most classes.
- Staff trying to greet students by name each day as they enter the building and/or classroom
- Continual work to build relationships with community (FN Ed. coord.'s, Indig. services, CYMH, Foundry, etc.)
- Now have an Elder in Residence who is at the school one day per week to help connect with students.

Areas for Improvement

- Continue to work on strategies to make students feel welcome at school at all times.
- Attendance!!!; need to continue to improve especially for Indigenous on reserve and students with mild to medium learning disabilities.

Next Steps

- Provide food and snacks throughout the day so students can get healthy nourishment throughout the day
- All staff greet students by name when possible and spend time getting to know them in class
- Increased number of calls home to parents by teachers to inform them about student progress
- Increased communication by all staff so students and parents feel more connected to school
 - All teachers and staff spend considerable time at the start of the year and throughout the year to get to know students and help them feel welcome in their classes and the school
 - Regular meetings to discuss students and plan to improve their sense of belonging and how they feel at school
- Use Indigenous language and cultural rooms as a place where students can go to connect with caring adults
- Create a sense of belonging with staff members greeting students by name each day
- Meaningful lessons and teacher support in all classes
- Work with staff to ensure attendance is accurately taken each class
- Afford First Nations Education coordinators a space to connect with their students regularly
- Teachers to make a goal of making a minimum of one phone call per day for students who are not attending regularly; and log communication in MyEd
- Monthly meetings with Education coordinators to update them on student attendance, successes and stretches

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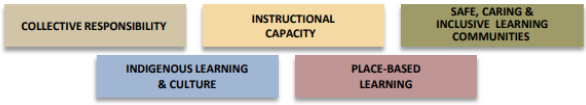


- FN support staff connecting with struggling attenders regularly; offering support and helping them get to class
- Flexible learning support blocks to support students in classes they are struggling with
- Admin and staff review attendance weekly to identify students who are struggling with attendance and work with student, staff and family to support them better
- The start of each year all staff wear nametags the first week so students know names of staff.
- Monthly (atleast) graded or larger assemblies to discuss expectations and recognize students in a variety of areas.

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Skyline Alternate School

Literacy

Analysis:

Analysis: At Skyline Alternate and Skyline Storefront the data analysis shows that failures was not included in the previous years. There is high correlation of low attendance percentages and Indigenous and CYIC literacy scores. CYIC have a higher literacy school than the previous year. This year’s Indigenous youth data is similar to the data analysis from the previous year. The incorporation of proficiency scale along with the grades has given a more detailed outline of the literacy scores. Skyline Storefront data will be incorporated in the upcoming year's data, therefore not be reported on until next year.

Successes

Successes: Successes are that attendance is improving with the communication and outreach. Teacher is using EFP courses with Indigenous content in 100% of the course material taught. Teacher is using USD supports in all courses taught and indicated in the SLP of each student. Successes in incorporating individual, group and all class activities. Success is that literacy and literacy language is incorporated in all courses taught. High score levels on literacy assessment relate to the high quality of content taught.

Areas for Improvement

For Improvement: Improvements are to be made in all aspects of literacy starting with attendance and core competencies of each student. To improve the success of CYIC and Indigenous, especially Indigenous youth on reserve.

Next Steps

Actions: Improve attendance with the focus being, to promote the individual development of social responsibility and personal responsibility. Continue to implement literacy language in all aspects and courses offered at Skyline Alternate and Skyline Storefront. Improve the outreach programming to encourage relationship with youth. Continue to offer individual, group and all school literacy projects that reflect the youth’s identity, culture and community involvement. To incorporate Skyline Storefront in overall data for the school plan

Numeracy

Analysis:

Analysis: The data analysis shows that more students engaged and completed math then any other year. The failures and withdrawals were not included in the previous years. There is high correlation of low attendance percentages and Indigenous and CYIC numeracy scores. This year’s Indigenous youth data is similar to the data analysis from the previous year. The incorporation of proficiency scale along with the grades has given a more detailed outline of the numeracy grades. Skyline Storefront data is beginning to be gathered so trends and patterns v=can be determined in upcoming years

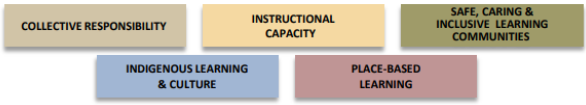
Successes

Successes: Successes are that attendance is improving with the communication and outreach. Teacher is using numeracy literacy with Indigenous content in the course material taught. Teacher is using USD supports in all numeracy courses taught and indicated in the SLP of each student. Successes in incorporating individual, group and all class activities. Success is that numeracy and numeracy language is incorporated in all relevant courses taught (for example, foods and outdoor education). In the last year Skyline Alternate has seen a significant increase in the amount of students completing numeracy coursework and at a higher level than previous years. This is the first year to gather data for Skyline Storefront.

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Areas for Improvement

For Improvement: Improvements are to be made in all aspects of numeracy starting with attendance and core competencies of each student. To improve the success of CYIC numeracy rates as currently there are only no CYIC enrolled in numeracy courses (this will change 2nd semester) and one on one and small group numeracy lessons will encourage Indigenous learners, especially Indigenous youth on reserve to improve numeracy grades. At Skyline Alternate the data indicates that the younger grades do not focus on numeracy and tend to access Social Emotional supports at this age. Skyline Storefront does not have data and will be looked at in the future.

Next Steps

Actions: Improve attendance with the focus being, to promote the individual development of social responsibility and personal responsibility. Continue to implement numeracy language in all aspects and all relevant courses offered at Skyline Alternate. Improve the outreach programming to encourage relationship with youth. Continue to offer individual, group and all school numeracy projects that reflect the youth’s identity, culture and community involvement. Skyline Alternate and Skyline Storefront will focus on the youth's social emotional well being and then access the numeracy work as the youth's well being. For this reason the numeracy focus will be encouraged at a secondary level.

Human and Social Development

Analysis

Analysis: The data analysis shows only this past year’s data. The data reflects that Skyline Alternate has high percentage of all students that belongs, adults that care and feel welcome at school. The CYIC are not represented at all. Approximately 40% of Skyline population completed the survey.

Successes

Successes: Successes are that attendance is improving with the communication and outreach. Successes are that when students attend Skyline Alternate school there is a high correlation of a sense of belonging, feeling welcome and have trusted adults. Successes in incorporating individual, group and all class social emotional learning activities which leads to attendance improving. Indigenous youth have higher human development scores (according to survey). Of the youth that took the survey 100% of the youth felt they belonged at Skyline Alternate school. Also 67% of Skyline youth had 2 or more trusted adults in their life. 82.% of Skyline Alternate youth (that took the survey) feel welcome at Skyline Alternate School

Areas for Improvement

For Improvement: Improvements are to be made are to increase attendance so all students enrolled at Skyline Alternate school are able to complete the survey to have their data shown.

Next Steps

Actions: Improve attendance with the focus being, to promote the individual development of social responsibility and personal responsibility. Continue to implement social emotional learning (Ease, community support programs) and related subject matter in everyday aspects and courses offered at Skyline Alternate and Storefront. Improve the outreach programming to encourage relationship with youth. Continue to offer individual, group and all school Social Emotional learning (Core Competencies) that reflect the youth’s identity, culture and community involvement so the Skyline Alternate youth can transition successfully into the next chapter of their life (High School, Adulthood, workforce).

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- Continue to incorporate every term SBT meetings to continue to update the SLP (as a working document)
- Create and distribute a survey at the beginning of the school year (September SBT meeting) with every student/parent/ community member to create SLP including a survey about the development of social and personal responsibility
- Follow-up with same survey at the last term (to compete SLP for Year) to measure the differences for the core competencies at Skyline.