Cariboo-Chilcotin School District

Public Board of Education Meeting Agenda

October 26, 2026
6:30 p.m.
School District Office

1. **Board Chair opens the meeting and calls the meeting to Order**
2. **Land Acknowledgement**
   Acknowledgement that the meeting was being held on the traditional and unceded territory of Secwepemcúl'ecw, specifically T'exelc, and that Cariboo-Chilcotin School District is proud to serve the students and families of the Secwepemc, Tsilhqot'in and Dakelh Nations.
3. **Approval of Agenda**
   THAT *the agenda for October 26, 2026, Public Meeting of the Board of Education be approved.*
4. **Approval of Minutes**
   THAT *the minutes of September 28, 2026, Public Meeting of the Board of Education be approved as presented.*
5. **Consent Items**
   Summary Report of September 28, 2026, In-Camera Meeting of the Board of Education.
   THAT *the report from September 28, 2026, In-Camera meeting of the Board of Education be approved, and any recommendations contained therein.*
6. **Delegation / Presentations**
   Tatla Field Experiences - Chilko Lake Lodge video – Principal, Kimberley Ikebuchi
7. **Reports on Progress**
   7.1. Superintendent Report
   7.2. Education - Orange Shirt Day - report on activities
8. **Committee of the Whole Report**
   THAT *the minutes of October 13, 2026, Committee of the Whole be approved by the Board of Education and any recommendations contained therein.*
   8.1 Approval of School Plans for Learner Success
   THAT *the Board of Education of School District No. 27 (Cariboo-Chilcotin) approves the submitted school plans as presented.*
9. **New Business**
   9.1 Capital – Annual Facility Grant Report (Summer Projects)
   9.2 Operational - Transportation Services School Start-up Report

The Cariboo-Chilcotin School District humbly acknowledges that we operate on the traditional and unceded territories of the Secwepemc, Tsilhqot'in, and Dakelh Nations.

9.3 November 9, 2026 - Committee of the Whole Meeting – Verbal

10. Trustees' Report

11. Question Period

12. Adjournment

Trustees in Attendance:	Mary Forbes, (Chair), Melissa Coates, Willow Macdonald, Michael Franklin.
TEAMS:	Linda Martens, Anne Kohut.
Regrets:	Angie Delainey.
Staff:	Superintendent Cheryl Lenardon, Secretary-Treasurer Taryn Aumond, Director of Finance Fawn Wiebe, Directors of Instruction, Grant Gustafson, Hattie Darney, Crystal-Dawn Langton, Director of Operations Marc Loewen, and Executive Assistant Jodi Symmes.

1. **Board Chair opens the meeting and calls the meeting to Order**

   THAT *the Board of Education for School District No. 27 amends the Public agenda for the addition of item 9.2 Operating Surplus.*

O2026.09.28-01	*Moved: Trustee Macdonald*
Carried	*Seconded: Trustee Coates*

2. **Land Acknowledgement**

   Acknowledgement that the meeting was being held on the traditional and unceded territory of Secwepemcúl'ecw, specifically T'exelc, and that Cariboo-Chilcotin School District is proud to serve the students and families of the Secwepemc, Tsilhqot'in and Dakelh Nations.

3. **Approval of Agenda**

   THAT *the agenda for September 28, 2026, Public Meeting of the Board of Education be approved.*

O2026.09.28-01	*Moved: Trustee Coates*
Carried	*Seconded: Trustee Macdonald*

4. **Approval of Minutes**

   THAT *the minutes of June 22, 2026, Public Meeting of the Board of Education be approved as presented.*

O2026.09.28-02	*Moved: Trustee Franklin*
Carried	*Seconded: Trustee Macdonald*

5. **Consent Items**

   Summary Report of June 22, 2026, In-Camera Meeting of the Board of Education.

   THAT *the report from June 22, 2026, In-Camera Committee of the Whole meeting of the Board of Education be approved, and any recommendations contained therein.*

O2026.09.28-03	*Moved: Trustee Coates*
Carried	*Seconded: Trustee Franklin*

6. Delegation / Presentations

6.1.1 Financial Auditor's Report, Financial Statements, and Financial Statement Disclosure & Analysis Report (FSD&A)

***THAT** the Board of Education School District No. 27 (Cariboo-Chilcotin) approve the draft 2026/2027 Financial Statements and accompanying documents*.

O2026.09.28-04	*Moved: Trustee Macdonald*
Carried	*Seconded: Trustee Coates*

7. Reports on Progress

7.1. Superintendent Report

Superintendent Lenardon provided the Board with an update on district activities over the past month, including the successful start-up of the school year. Additionally, Superintendent Lenardon highlighted the school administration and district management meeting held in August, focused on planning, collaboration and setting priorities for the coming year.

8. Committee of the Whole Report

***THAT** the minutes of September 14, 2026, Committee of the Whole be approved by the Board of Education and any recommendations contained therein.*

O2026.09.28-05	*Moved: Trustee Coates*
Carried	*Seconded: Trustee Franklin*

8.1 Review of FESL Snapshot Report and Updated District Plan for Learner Success for submission

***THAT** the Board of Education of School District No. 27 (Cariboo-Chilcotin) hereby approves the proposed submission of the Framework for Enhancing Student Learning Interim Progress Report to the Ministry of Education and Child Care as presented.*

O2026.09.28-06	*Moved: Trustee Franklin*
Carried	*Seconded: Trustee Coates*

8.2 Minor Capital Plan Approval

In accordance with provisions under section 142 (4) of the School Act, the Board of Education of School District No. 27 (Cariboo Chilcotin) hereby approves the proposed Capital Plan (Minor Capital Programs) for 2027/28, as provided on the Capital Plan Summary for 2027/28 submitted to the Ministry of Education and Child Care.

O2026.09.28-07	*Moved: Trustee Macdonald*
Carried	*Seconded: Trustee Martens*

9. New Business

9.1 Columneetza Jr. Secondary – BC HYDRO Statutory Right of Way

Motion 3 – Third Reading

THAT *the Board of Education of School District 27 (Cariboo Chilcotin) approves the Columneetza Jr. Secondary BC Hydro Statutory Right of Way – Bylaw 2026-2 to read for the* ***third and final*** *time at this Regular meeting of the Board, on September 28, 2026.*

O2026.09.28-8	*Moved: Trustee Macdonald*
Carried	*Seconded: Trustee Franklin*

9.2 Operating Surplus

THAT *the Board of Education approves internally restricting the amount of $800,000 from the 2025/2026 Accumulated Operating Surplus under Policy 630 Section 3(d) for multi-year strategic budget stabilization to mitigate the financial impacts of projected enrolment declines.*

O2026.09.28-9	*Moved: Trustee Macdonald*
Carried	*Seconded: Trustee Coates*

10. Trustees' Report

11. Question Period

12. Adjournment 7:03 p.m.

13.

Taryn Aumond
Secretary-Treasurer

Mary Forbes
Chair

Cariboo-Chilcotin School District

Agenda Item: 5

In-Camera Meeting Notes provided pursuant to Section 72 (3) of the School Act:

"A board must prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at a meeting from which persons other than trustees or officers of the board, or both, were excluded, and the record must be open for inspection at all reasonable times by any person, who may make copies and extracts on payment of a fee set by the board".

DATE:	September 28, 2026
TRUSTEE PRESENT:	Mary Forbes (Chair), Willow Macdonald, Melissa Coates, Michael Franklin.
TRUSTEE ATTENDING VIA TEAMS:	Linda Marten, Anne Kohut.
REGRETS:	Angie Delainey.
STAFF PRESENT:	Superintendent Cheryl Lenardon, Secretary-Treasurer Taryn Aumond, Director of Finance, Fawn Wiebe, Directors of Instruction Grant Gustafson, Hattie Darney, Crystal-Dawn Langton, Director of Operations Marc Loewen, and Executive Assistant Jodi Symmes.

1. Board Chair opens the meeting and calls the meeting to order at 5:00 p.m.
2. Land Acknowledgment
3. Approval of Agenda
4. Approval of Minutes
5. Action Items
   - 5.1. MNP Auditor Review
   - 5.2. Approval of In-Camera - Committee of the Whole
     - 5.2.1 Superintendent Work Plan 2026-2027
6. Discussion Items
   - 6.1. Public Sector Executive Compensation Disclosure Report
   - 6.2. Operating Surplus
   - 6.3. School Start-up Staffing Report
7. Information Items
8. Adjournment

COLLECTIVE RESPONSIBILITY | INSTRUCTIONAL CAPACITY | SAFE, CARING & INCLUSIVE LEARNING COMMUNITIES | INDIGENOUS LEARNING & CULTURE | PLACE-BASED LEARNING

Key Focus Areas of 2024-2027 District Plan for Student Success

Superintendent Report

to

Cariboo-Chilcotin School District Board of Education

October 26, 2026

National Day for Truth and Reconciliation and Orange Shirt Day

COLLECTIVE RESPONSIBILITY | SAFE, CARING & INCLUSIVE LEARNING COMMUNITIES | INDIGENOUS LEARNING & CULTURE | PLACE-BASED LEARNING



Director Grant Gustafson will present to the Board this evening on the many ways schools across the district engaged students and staff in meaningful learning and respectful reflection during Orange Shirt Day. Schools throughout the district shared stories and highlights demonstrating how their communities honoured the day through learning, dialogue, and acts of reconciliation.

The District is grateful for the leadership and guidance of the Orange Shirt Society, as well as the local First Nations Elders, Knowledge Keepers, and community partners whose contributions enrich learning across our schools. Their support helps deepen understanding and strengthen our collective commitment to truth, reconciliation, and meaningful relationships with Indigenous communities. See Our Success Stories for many examples in schools.

Celebrating Legacy of Language

COLLECTIVE RESPONSIBILITY | INSTRUCTIONAL CAPACITY | INDIGENOUS LEARNING & CULTURE | PLACE-BASED LEARNING



Chilcotin language teacher Linda Jack has been teaching Tsilhqot'in language and culture in schools throughout Williams Lake for many years. The impact of her work was beautifully evident at the Orange Shirt Day gathering at the Williams Lake First Nation Arbor, where students responded in unison to her Tsilhqot'in language prompts, their voices resonating throughout the venue. It was a powerful and moving moment that reflected the strength of language

revitalization and student learning. where Ms. Jack also shared her reflections on this experience at the community Williams Lake Orange Shirt Day event on September 30.

Indigenous Education Council

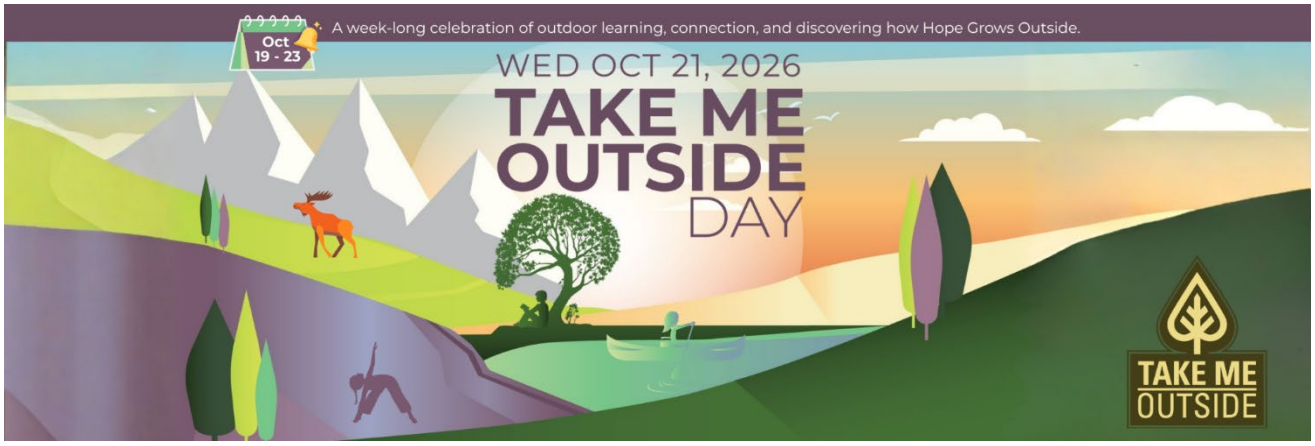
COLLECTIVE RESPONSIBILITY | SAFE, CARING & INCLUSIVE LEARNING COMMUNITIES | INDIGENOUS LEARNING & CULTURE

The first Indigenous Education Council (IEC) meeting of the school year was held on October 5. The IEC is a vital partner in supporting the success of Indigenous students and holds legislated authority over its own terms of reference and key responsibilities. These include approving the use of targeted Indigenous Education funding and providing advice to the Board and district on Indigenous education and matters affecting student achievement and well-being.

The IEC supports many important initiatives across our schools, including the Indigenous Role Models program, grade-wide cultural learning projects, and monthly cultural learning plans implemented in each school. We value our strong partnership with the IEC and look forward to continuing this important work together to enhance student success and strengthen connections to culture, community, and identity.

Take Me Outside Day (*and* week *and* yearlong challenge)

COLLECTIVE RESPONSIBILITY | INSTRUCTIONAL CAPACITY | SAFE, CARING & INCLUSIVE LEARNING COMMUNITIES | INDIGENOUS LEARNING & CULTURE | PLACE-BASED LEARNING

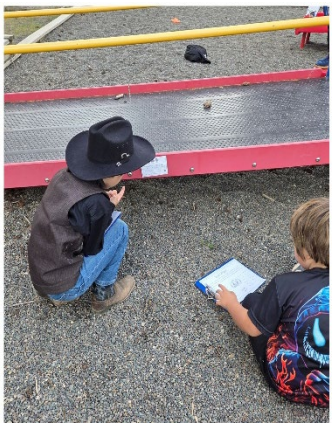


The Cariboo-Chilcotin School District has identified place-based learning as a key focus area within the District Plan for Student Success. We know that outdoor, local, and nature-based learning benefits both students and staff in many ways, supporting self-regulation, readiness to learn, engagement with academic and competency outcomes, environmental stewardship, and overall mental health and well-being.

We are proud to participate in Take Me Outside (TMO) Week, October 19-23, and TMO Day on October 21. While taking learning outdoors is a year-round practice across our district, this week provided an opportunity for classes to connect with students and educators across Canada through shared outdoor learning experiences. Through its partnership and professional learning opportunities, TMO

Canada continues to support our district's capacity to expand high-quality outdoor learning experiences for students.

Schools will be sharing highlights of their Take Me Outside activities through place-based learning focus area posts on the District website. We encourage everyone to explore these stories and celebrate the many ways students are learning from and connecting with the places they call home. See you outside!



Playground Math at Cataline



TMO for literacy at Nesika



Secwepemctsin in the morning mist



150 Mile at Scout Island

CCSD TMO4L Logo





Mountview taking it to the forest right outside the school doors

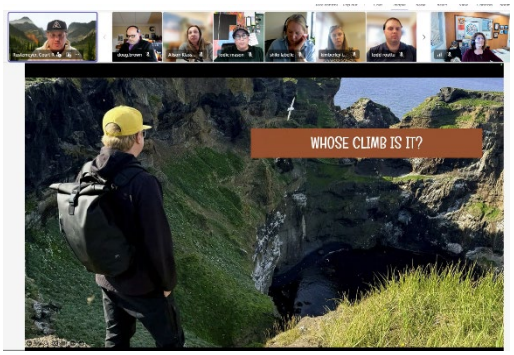


Tatla paper cameras

Mentorship In The Wild

COLLECTIVE RESPONSIBILITY | INSTRUCTIONAL CAPACITY | SAFE, CARING & INCLUSIVE LEARNING COMMUNITIES | PLACE-BASED LEARNING





Part 2 of the Leadership Development Series with author, educator, and adventurer Court Rustemeyer was held on October 14. In this session, *Holding Steady for Others*, participants explored how their leadership is experienced by others during challenging circumstances and learned strategies for remaining grounded so that responsibility and ownership remain with the individuals they are supporting. As a practical application of the learning, participants have been asked to practice a structured set of response strategies before the next session when supporting someone through difficulties. While the series is focused on strengthening leadership capacity for outdoor and environmental learning, the skills and approaches being developed are also supporting leadership growth and system improvement across all areas of the district's work.

Sharing the Light with Monique Gray Smith

COLLECTIVE RESPONSIBILITY | INSTRUCTIONAL CAPACITY | SAFE, CARING & INCLUSIVE LEARNING COMMUNITIES | INDIGENOUS LEARNING & CULTURE | PLACE-BASED LEARNING



For several years, Monique Gray Smith has been a valued learning partner with CCSD. Through her books and presentations, she has deepened our understanding of the history and legacy of residential schools, supported meaningful learning about truth and reconciliation, and shared lessons grounded in nature and Indigenous ways of knowing and being. Her work also reminds us of the transformative power of love, hope, and healing.

On October 19, staff were invited to spend an hour with Monique as she shared readings and reflections inspired by her book, *Sharing the Light*. The session explored the benefits of spending time in nature and highlighted the importance of gratitude, love, joy, happiness, and hope in our lives and

work. Providing a welcome opportunity to pause and reflect during a busy season, the session was deeply appreciated by staff. We look forward to continuing our learning with Monique during another virtual visit in January and to welcoming her to the district in person this May.

Numeracy Learning Rounds

COLLECTIVE RESPONSIBILITY | INSTRUCTIONAL CAPACITY



CCSD continues to work with numeracy specialist Carole Fullerton to build instructional capacity across grades and schools. Carole leads learning rounds where she co-teaches a lesson with a classroom teacher with their students while other teachers observe. The debrief is a rich opportunity to talk about the practices that were demonstrated, how they affected learning, and how they might translate to the teachers' own classrooms. Carole was in the district October 5-7 hosted by 100 Mile Elementary, Marie Sharpe Elementary, and Columneetza Junior Secondary.

Foundations Skills Assessment

COLLECTIVE RESPONSIBILITY | INSTRUCTIONAL CAPACITY

The Foundations Skills Assessment (FSA) of literacy and numeracy is underway in Grade 4 and 7 classrooms. It is important to know that these are BC curriculum-based assessments designed to monitor achievement at a systems level (province, district, school) and inform instructional decisions of teachers and school teams. In Cariboo-Chilcotin School District we ensure high participation levels so that we have an accurate picture of student achievement, and we prepare students to show their abilities by doing the practice and pre-assessment activities to familiarize them with the format and expectations. Schools communicate to students that while these assessments are not reflected on their learning updates (report cards), their results are shared with families and are helpful to teachers and schools for planning. A discussion of the previous year results can be found in the Enhancing Student Learning Report September 2026.

Tracking Provincial Assessments

COLLECTIVE RESPONSIBILITY | INSTRUCTIONAL CAPACITY

All students must write the BC Graduation Assessments. They are Gr 10 Graduation Literacy Assessment, Gr 10 Graduation Numeracy Assessment, and Gr 12 Graduation Literacy Assessment. As discussed in Enhancing Student Learning Report September 2026, we are continuing to improve participation in Grade 10 to have a complete set of information to inform secondary literacy and numeracy instruction across subject areas as well as identify students for additional support in the final years of the graduation program. We have created an app for schools and district staff to monitor

who has completed the assessments in each sitting over the year and who needs to be registered. This is part of our modernization of tools to ensure that students are on track for graduation.

Growing Leaders – Cohort 1 Year 2

COLLECTIVE RESPONSIBILITY | INSTRUCTIONAL CAPACITY | SAFE, CARING & INCLUSIVE LEARNING COMMUNITIES | INDIGENOUS LEARNING & CULTUR | PLACE-BASED LEARNING

Growing Leaders, the Cariboo-Chilcotin Leadership Development Program is an 18-month learning journey designed to identify, develop, and support aspiring school leaders. The program blends mentorship, real-world practice, and district-aligned learning to build the skills, confidence, and readiness needed for future leadership roles.

There are 8 members of the program's first cohort continuing to meet in Year 2 of the program. In September the theme was *Re-entry, Reflection and Re-Alignment* and October was *Relational Leadership*. The core leadership sessions culminate in January to be followed by operational learning led by various departments. The leadership candidates are beginning to take on initiatives at their schools to apply their learning. We look forward to their continued growth and positive impact on their school communities.

2026-2027 Enrollment

We have now submitted our annual enrolment information to the Ministry of Education and Child Care. This submission, commonly referred to as the 1701 count, determines the district's per-pupil funding for the year. Our K-12 headcount is 4,285 students, with a full-time equivalent (FTE) enrolment of 4,209.8 when student course loads are taken into account.

These results are consistent with the long-term trend of gradual enrolment decline across the district. The impacts of changing enrolment are not evenly distributed across our schools and communities, creating unique challenges in a district with such a large geographic area. We will

continue to respond thoughtfully to these changes and engage in consultation through the budget development process as we prepare the amended budget.

Grade Headcount

KF	01	02	03	04	05	06	07	08	09	10	11	12	HS
251	246	305	273	304	325	314	356	397	372	353	348	406	35

School Plans for Student Success

COLLECTIVE RESPONSIBILITY | INSTRUCTIONAL CAPACITY | SAFE, CARING & INCLUSIVE LEARNING COMMUNITIES | INDIGENOUS LEARNING & CULTURE | PLACE-BASED LEARNING

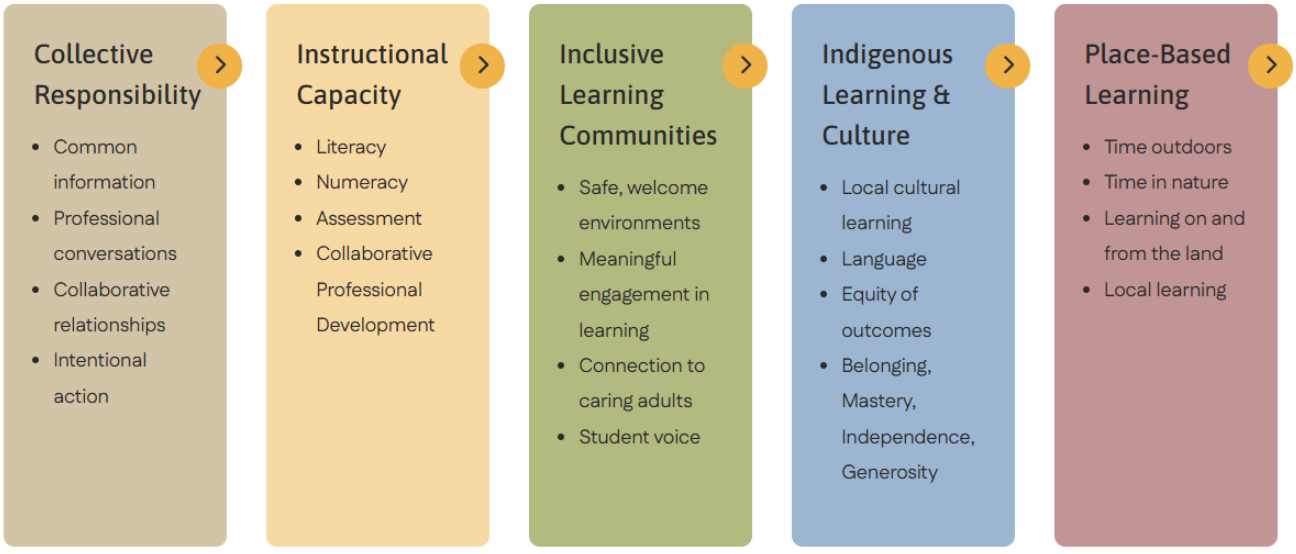
School Plans for Student Success are presented at the October Board meeting for approval following in depth review at review by the Committee of the Whole. School plans continue to be closely aligned with the District Plan for Learner Success and the Ministry Framework for Enhancing Learning, supported by district investments in data systems, dashboards, and planning tools. Significant capacity building over recent years has strengthened continuous improvement planning at both the district and school levels.

Each school plan focuses on literacy, numeracy, and human and social development, with particular attention to attendance. Schools use a wide range of student data to identify strengths, areas for growth, and appropriate supports. Plans include universal, targeted, and intensive interventions, along with regular monitoring and review processes to ensure continuous improvement and enhanced outcomes for all learners.

Key Focus Areas of CCSD District Plan for Learner Success

Schools continue to contribute powerful images and descriptions to help share the story of how the key focus areas of the District are coming to life across the Cariboo-Chilcotin. These examples may be viewed on the district website as focus area posts.

This work is embedded in daily life in our schools and across departments. There is significant cross-over of the themes as all members of the school district community act for greater collective responsibility, instructional capacity, inclusive learning communities, Indigenous learning and culture, and place-based learning. Please take a few moments to explore our stories and celebrate our success with us.



BRIEFING NOTE

Cariboo-Chilcotin School District

TO: **Board of Education**

FROM: **Grant Gustafson- Director of Instruction**
Linda Jack - CCSD 27 Tsilhqot'in Language Teacher

DATE: **October 26, 2026**

RE: **Item: 7.2 - Orange Shirt Day**

BACKGROUND

Orange Shirt Day began in Williams Lake in May 2013. The day honors residential school survivors, remembers children who did not return home, and promotes truth and reconciliation under the motto "Every Child Matters". The orange shirt became a national symbol of remembrance and a commitment to understanding the harms of the residential school system. In 2021, the federal government passed Bill C-5, making September 30th a statutory holiday known as the National Day for Truth and Reconciliation.

DISCUSSION

It is the purpose of this presentation to outline and show how School District #27 recognized, provided teachings, and honored the National Day for Truth and Reconciliation. Presentation will be done through pictures of events and through a story of language teacher Linda Jack.

RECOMMENDATION

None. For information only.

Committee of the Whole
Meeting Report

Cariboo-Chilcotin School District

October 13, 2026 (4:32 p.m. – 5:38 p.m.)

Trustees in Attendance:	Willow Macdonald (Chaired Mtg.), Michael Franklin, Melissa Coates, Angie Delainey.
Teams:	Anne Kohut, Mary Forbes.
Regrets:	Linda Martins.
Staff:	Superintendent Cheryl Lenardon, Secretary-Treasurer Taryn Aumond, and Executive Assistant Jodi Symmes.

Agenda Item	Notes	Recommended Action
Acknowledgment of Traditional Territory		
1. Education – School Plans for Learner Success	Superintendent Lenardon reviewed the annual CCSD27 School Plans with the Committee of the Whole. The plans provided to the committee show the key data sets and plans for each school and are provided for Board review. Each plan addresses Literacy, Numeracy and Human and Social development with an emphasis on attendance. The summary report includes key data sets, analysis of results with strengths and successes to celebrate and build upon as well as areas for more attention. Although the template is common across schools, the analysis of the data reflects the school-specific strengths and areas for attention.	***THAT** the Board of Education of School District No. 27 (Cariboo-Chilcotin) approves the submitted school plans as presented.*
Representatives from:		

DRAFT

Agenda Item	Notes	Recommended Action

Proposed Future Meeting Dates:

MEETING	DATE (2nd Monday)	TIME	LOCATION
Committees of the Whole	November 9, 2026	4:30 p.m.	Board Office
Committee of the Whole	***No meeting being held***	4:30 p.m.	Board Office
Committee of the Whole	January 11, 2027	4:30 p.m.	Board Office
Committee of the Whole	February 8, 2027	4:30 p.m.	Board Office
Committee of the Whole	***No meeting being held***	4:30 p.m.	Board Office
Committee of the Whole	April 12, 2027	4:30 p.m.	Board Office
Committee of the Whole	May 10, 2027	4:30 p.m.	Board Office
Committee of the Whole	June 14, 2027	4:30 p.m.	Board Office

BRIEFING NOTE

Cariboo-Chilcotin School District

TO: **Board of Education**

FROM: **Cheryl Lenardon, Superintendent**

DATE: **October 26, 2026**

RE: **Item: 8.1 School Plans for Learner Success**

BACKGROUND

The Board is required to approve school plans on an annual basis. Over the past three years there has been a deliberate alignment of school plan focus areas and format with the District Plan for Learner Success and Ministry of Education and Child Care Framework for Enhancing Learning. School planning is supported by a robust data warehouse and dashboards and an online school plan creator tool.

Significant capacity building has been done over the past several years to support effective continuous improvement planning at the district and school level.

Trustees reviewed the draft plans at the October 13, 2026 Committee of the Whole meeting. Trustees asked questions about the data sets and the types of responses schools have planned. The Board was looking to see that schools have reviewed and interpreted the information about their students and have committed to tiered interventions for all students with additional supports for students who need more or different responses to enhance student success.

DISCUSSION

Each plan addresses Literacy, Numeracy and Human and Social development with an emphasis on attendance.

The summary report includes key data sets, analysis of results with strengths and success to celebrate and build upon as well as areas for more attention. Although the template is common across schools, the analysis of the data reflects the school-specific strengths and areas for attention.

Principals have access to a wide range of data for all students in their school and teachers to their class. Data includes student demographics, report card results, attendance, provincial and local assessment and student survey results. The student information is provided as charts that can be filtered for the priority groups of students we are paying particular attention to for equity of outcomes. These groups include Indigenous students, First Nations students living in and out of their home community, children and youth in care, and students with disabilities and unique abilities. The dashboards also have drill-down functionality for schools to see the specific students represented by each data point. These tools give schools timely information that is actionable.

School staff teams have identified strategies and supports for all students (universal), students who require additional supports (targeted), and have a next level of interventions for individuals and small groups of students who need more (intensive). All schools have built regular review of

progress into their meetings and processes over the year to celebrate success and adjust actions where needed.

A printout of the plans for all schools is provided for Board approval as recommended by the Committee of the Whole.

RECOMMENDATION

THAT *the Board of Education of School District No. 27 (Cariboo-Chilcotin) approves the submitted school plans as presented.*

Cariboo-Chilcotin
SD027

School Plans for Student Success

Fall 2026



Presented for Board Approval on October 26, 2026

School Plans for Student Success

Each school creates an annual improvement plan to address areas for growth aligned with the District Plan for Student Success and the BC Framework for Enhancing Student Learning (FESL). Schools also have annual plans for Indigenous language and culture learning

School plans are to consider achievement data and other sources of data to identify successes and areas for further attention in literacy, numeracy and human and social development, including sense of belonging and attendance.

Common data sets, also aligned with FESL, are Foundation Skills Assessment (FSA), provincial Graduation Literacy and Numeracy Assessment, district literacy assessments, learning update results, student provincial and local survey response, and attendance.

Course Marks

This data comes from the learning updates (report cards) completed by teachers. The results are for final (year end) in Language Arts and Math. The results for K-Gr 9 are stated as performance level scales and for Grades 10-12 as letter grades.

Proficiency scale:
EMG = emerging (beginning to understand)
DEV = developing (understands some things in area of learning)
PRF – proficient (fully understand required learning)
EXT = extending (deeper understanding to apply learning)

Letter grades:

A, B, C+, C, C-, F, IE = insufficient evidence of learning, W = withdrawn from course

Foundation Skills Assessment (FSA)

The Foundation Skills Assessment is an annual provincewide assessment of all B.C. students' academic skills in Grades 4 and 7. It is based on the BC Curriculum. It provides parents, teachers, schools, school districts and the ministry with important information on students' progress in the foundation skills of literacy and numeracy.

Results are communicated as:
UN = unknown (didn't write)
EM = emerging (beginning to understand)
ON = on-track (mostly understands)
EX = extending (able to apply their learning in new and different ways)

Graduation Literacy and Numeracy Assessment

All students must write the BC Graduation Assessments. They are Gr 10 Graduation Literacy Assessment, Gr 10 Graduation Numeracy Assessment, and Gr 12 Graduation Literacy Assessment.

Results are communicated as:
EMG (1) = emerging (initial understanding)

DEV (2) = developing (partial understanding)
PRF (3) – proficient (complete understanding)
EXT (4) = extending (sophisticated understanding)

District Literacy Assessments

Early Primary Reading Assessment (EPRA) K-Gr 3, and District Assessment Reading Team (DART) Gr 4-7, are assessments connected to literacy specialist Fate Brownlie.

Scores:
1 =not yet within expectations
2= minimally meets expectations
3=fully meets expectations
4= exceeds expectations

Provincial and Local Student Surveys

The BC Student Learning Survey is an annual survey of Gr 4, 7, 10 and 12 students. We have added a local student survey with a subset of the provincial questions for Gr 3-12. There are different response options based on the questions and some changes in wording from year to year.

Responses: all of the time, most of the time, sometimes, almost never, don't know, at least 4 or more adults (who care), at least 3 adults, 3 adults, at least 2 adults, 2 adults, at least 1 adult, none.

Attendance

This data shows percentages of students who attended less than 80% of the year (missed two or more months of school), 80% or more, or 90% or more (missed a month or less of school).

Evidence-informed Action

The data sets described above are available to schools in an interactive format that allows filtering for groups and drill down to the individual student level. This makes it information that can be acted on to provide intentional instruction and supports as needed. These sources of information, along with other information at the school level, creates a picture of student achievement and success that can be planned from to build on what is working and strengthen action where more attention is needed.

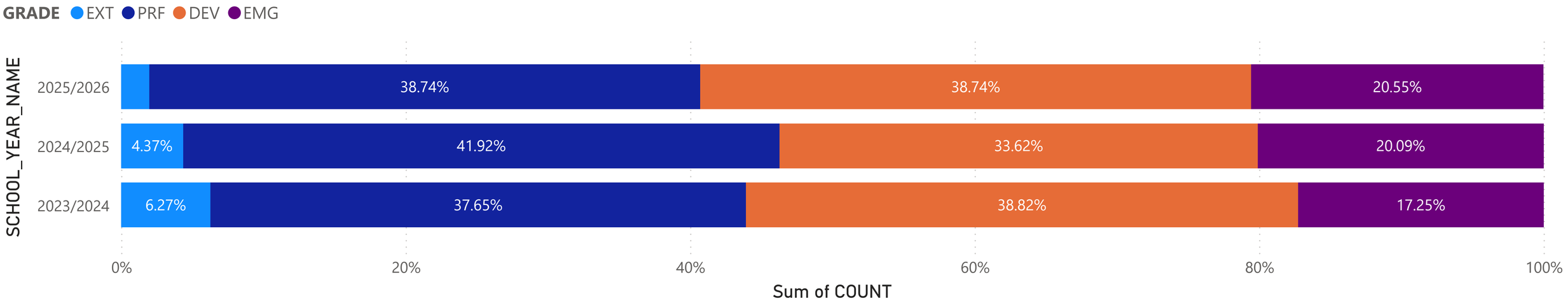
School planning occurs within an annual cycle of data review, reflection on progress, adjustments, and celebration.

Approved School Plans will be posted on the school district website and school websites.

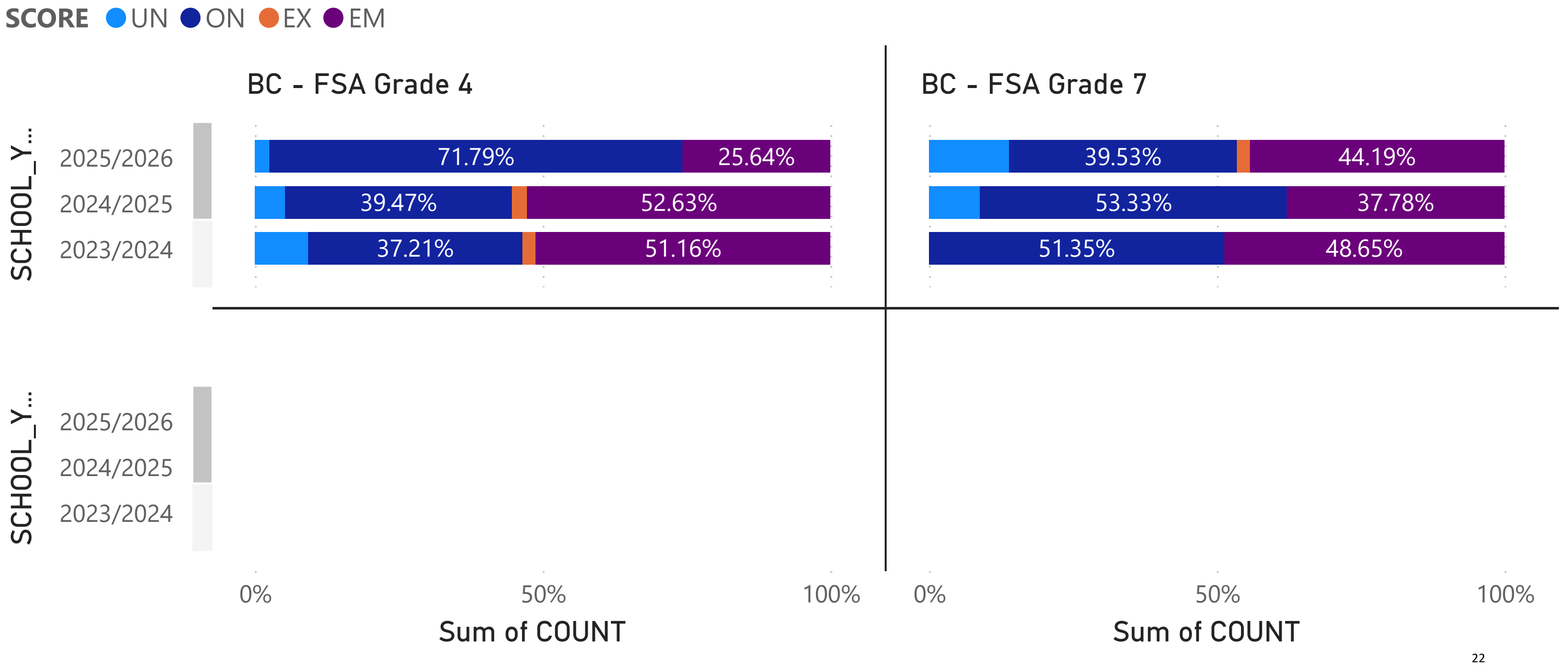
School

100 Mile House Elementary

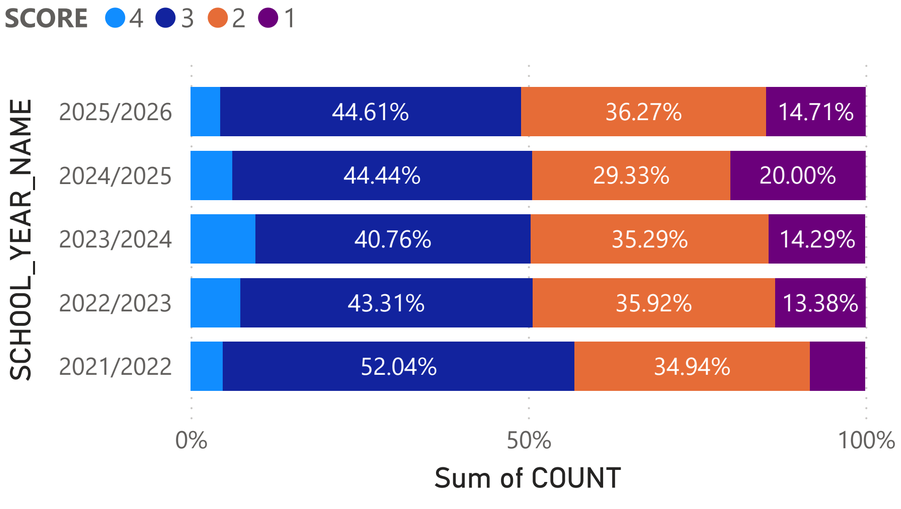
Course Marks



Provincial Assessments



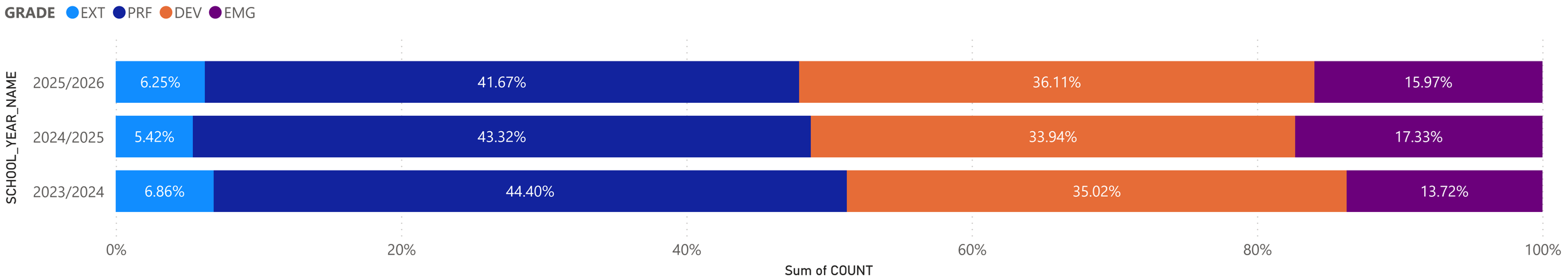
EPRA / DART



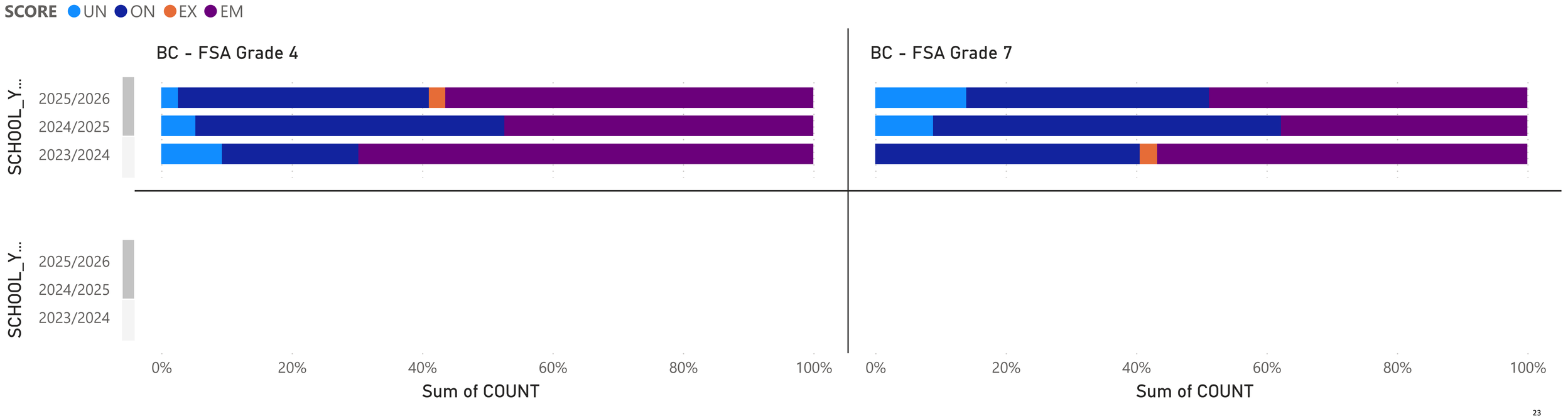
School

100 Mile House Elementary

Course Marks



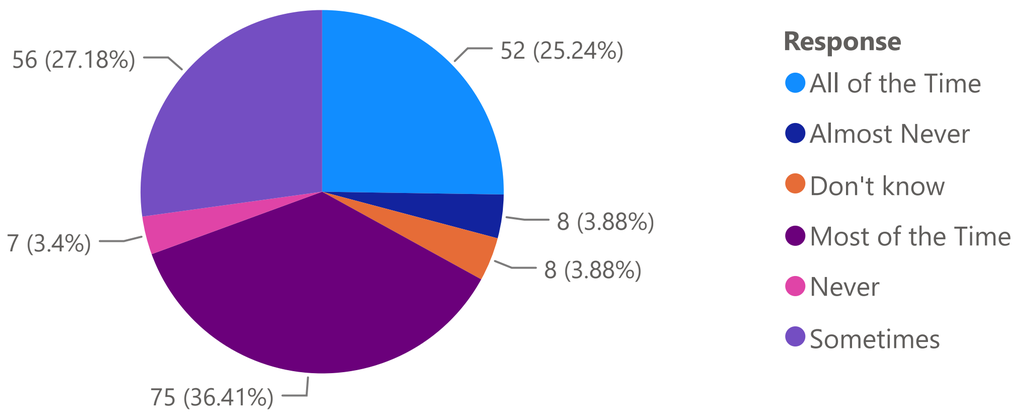
Provincial Assessments



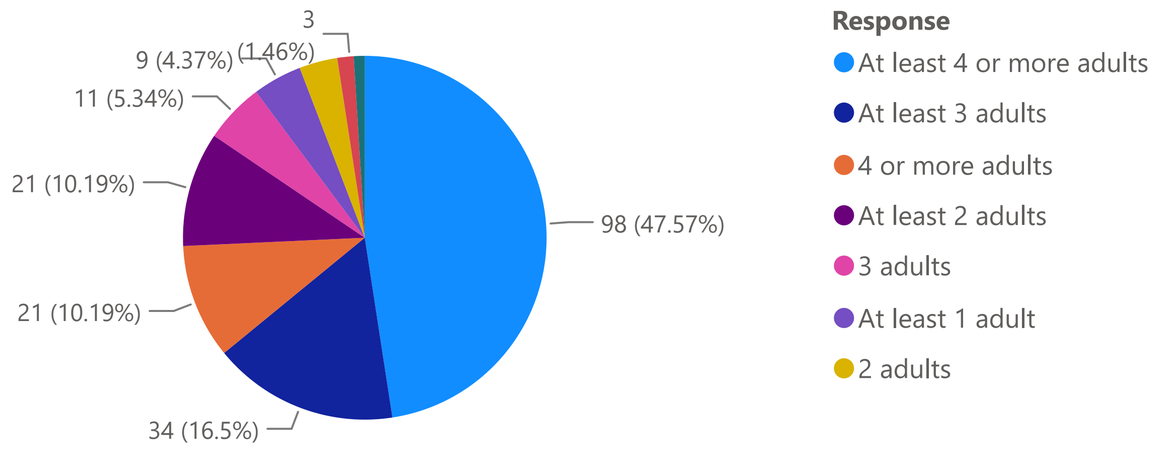
School

100 Mile House Elementary

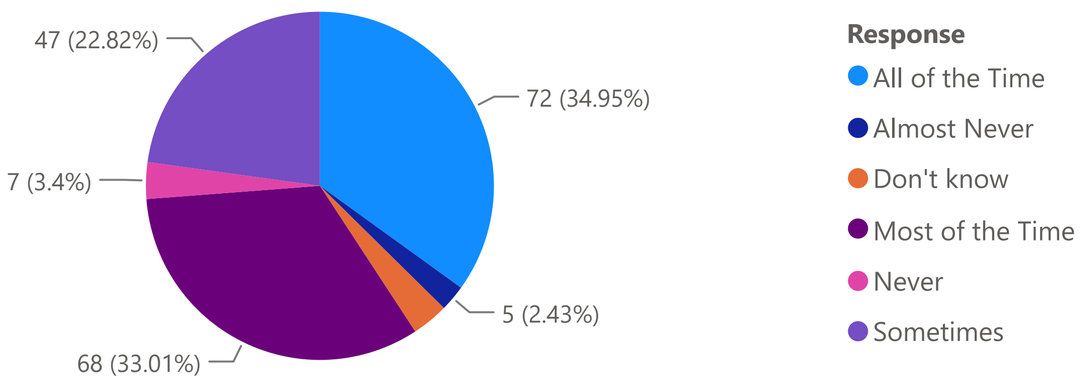
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	25%	<80
2025/2026	35%	80+
2025/2026	41%	90+
2024/2025	24%	<80
2024/2025	32%	80+
2024/2025	43%	90+
2023/2024	26%	<80
2023/2024	33%	80+
2023/2024	41%	90+
Total	**100%**	

School: 100 Mile House Elementary

School Year: 2026/2027

Literacy Results Analysis

Grade 4's significantly reduced the number of students assessed as emerging with 53% in 2024/25 compared to 26% in 2025/26. This improvement trend is also reflected in the literacy screening, with 85% of students meeting expectations. The grade 7 results did not see the same increase with 44% of student not meeting expectations on the FSA. Indigenous students show comparable results in the grade 4 and 7 FSA to all students.

Literacy Successes or Growth

School-wide literacy data demonstrates encouraging evidence that our investment in a coherent K–7 literacy system is producing positive results. Cohort analysis of BC-DART indicates that students who have experienced multiple years of aligned literacy instruction demonstrate stronger outcomes over time, with the greatest gains occurring in the intermediate grades as fewer students perform at the Emerging level and more achieve Proficient and Extending. These findings are reinforced by FSA results, which show more Grade 4 students meeting provincial expectations. School-wide writing data also demonstrates positive movement, with fewer students at the lowest performance levels and increasing numbers of students approaching and meeting proficiency. Collectively, these results suggest that the school's focus on explicit instruction, common instructional practices, targeted intervention, and shared expectations is becoming embedded as a sustainable literacy system. As students experience this coherence over multiple years, the benefits are beginning to accumulate across reading, writing, and provincial assessment measures. In addition to these quantitative results, staff observed a marked shift in the attitudes of students receiving the highest levels of literacy intervention. Many students who had previously viewed themselves as struggling readers demonstrated increased confidence, enthusiasm, and willingness to engage in reading, suggesting that the intervention supported not only skill development but also positive reading identity and motivation.

Literacy Areas for Improvement

While literacy data demonstrates positive growth, it also identifies clear priorities for continued improvement. Although fewer students are performing at the Emerging level in the primary grades and more are achieving proficiency in reading, school-wide writing data indicates that many students continue to cluster just below or at proficiency. Strengthening explicit writing instruction, common success criteria, and authentic writing opportunities across subject areas will help more students develop into confident, proficient writers. Drilled-down FSA results provide further direction. While overall literacy achievement has improved in grade 4, students continue to experience the greatest difficulty with non-fiction texts and associated tasks, including locating and synthesizing information, interpreting text features, drawing evidence-based conclusions, and supporting responses with evidence. These findings highlight the need for increased exposure to informational texts and explicit instruction in disciplinary literacy across the curriculum. The data also reinforces that literacy development remains a Kindergarten to Grade 7 responsibility. Although students with multiple years in the school's literacy system demonstrated the strongest growth, one primary cohort progressed more slowly than anticipated, emphasizing the importance of continued early intervention and strong foundational instruction. Together, the evidence suggests the next phase of improvement is not to introduce new initiatives, but to deepen implementation by strengthening writing instruction, increasing work with non-fiction texts, reinforcing foundational skills across the K–7 continuum, and maintaining targeted intervention for students requiring additional support.

Literacy Next Steps/Actions

Building on the positive outcomes of our school-wide literacy work, we will continue to deepen the coherent, evidence-informed approach established in the primary grades. Explicit instruction, common instructional routines, shared language, and targeted intervention will remain the foundation of early literacy, ensuring students continue to develop strong reading skills through a consistent Kindergarten to Grade 3 experience. As our literacy system matures, this year's improvement focus extends that same commitment to instructional coherence into the intermediate grades. Guided by FSA evidence identifying reading for information and summarizing as an area for growth, Grades 4–7 will implement a common approach to teaching informational literacy, creating greater consistency in how students learn to analyze, synthesize, and communicate understanding across classrooms and subject areas. Objective: Strengthen students' ability to read,

analyze, and communicate information from nonfiction texts by developing consistent school-wide instructional practices that build students' capacity to identify key ideas, synthesize information, and communicate their understanding effectively through oral and written summaries. Key Result: Increase the percentage of Grade 4–7 students demonstrating proficiency in reading for information and summarizing by 10% on a common school-based assessment administered in the fall and spring. Universal Support: Implement a consistent, school-wide approach to teaching informational literacy across Grades 4–7. Teachers will use common instructional routines, language, and success criteria to explicitly teach students how to identify main ideas and supporting details, interpret text features, synthesize information from nonfiction texts, and communicate their understanding through oral and written summaries. Students will regularly apply these skills using authentic informational texts across literacy, science, social studies, and other content areas, creating a coherent instructional experience regardless of classroom or subject. Universal Measure: All Grade 4–7 classrooms will implement the common informational literacy routine at least 2–3 times per week. Student growth will be monitored through common formative assessments and a school-wide reading-for-information assessment administered in the fall and spring. Targeted Support Provide targeted small-group instruction for students requiring additional support in reading comprehension and summarizing. Instruction will reinforce the common classroom routines while providing increased opportunities to identify key information, organize thinking using graphic organizers, orally rehearse understanding, and produce concise summaries with appropriate scaffolds. Targeted Measure: Students receiving targeted support will be progress monitored every 4–6 weeks using a common informational reading and summarizing task, with instructional adjustments made based on student growth. Intensive Support: Provide intensive, high-frequency intervention for students significantly below expectations through Learning Support Teacher and specialist-supported instruction. Diagnostic assessment will identify the primary barrier to comprehension and guide individualized intervention. Supports may include structured literacy when decoding limits comprehension, scaffolded reading of appropriately levelled informational texts, explicit modelling of comprehension strategies, supported oral language, and individualized learning goals with frequent progress monitoring. Intensive Measure: Students receiving intensive intervention will have an individualized intervention plan, with progress reviewed monthly to evaluate response to intervention and adjust instruction as needed.

Numeracy Results Analysis

Analysis of the 2025/26 FSA Numeracy data indicates that numeracy remains a priority for continued improvement. While overall achievement varies between cohorts, the data provides a clear and consistent direction for instructional focus. Compared with the previous year, both the Grade 4 and Grade 7 cohorts included a higher proportion of students performing at the Emerging level. In 2025/26, 59% of Grade 4 students were Emerging compared with 49% the previous year, while 58% of Grade 7 students were Emerging compared with 40% in 2024/25. Although this reflects differences between cohorts rather than a direct decline in achievement, it reinforces the need for a coherent, school-wide approach to numeracy that builds consistently across Kindergarten to Grade 7. Comparison with district results provides additional context. Grade 4 students performed below the district average, with 41% of students achieving On Track or Extending compared with 52% across the district. By Grade 7, however, the gap had narrowed, with 42% of students achieving On Track compared with 38% across the district and fewer students performing at the Emerging level than the district average. This suggests that students continue to make meaningful progress through the intermediate years while also highlighting the importance of strengthening foundational numeracy before students enter Grade 4. The cognitive-level FSA analysis further clarifies the school's next steps. Students generally demonstrated stronger procedural skills than conceptual understanding, with performance declining as tasks required reasoning, strategy selection, problem-solving, and communication of mathematical thinking. Students were more successful when completing familiar calculations than when applying mathematics to unfamiliar contexts, explaining their reasoning, or justifying solutions.

Numeracy Successes or Growth

While overall achievement varied between cohorts, the data indicates that students continue to make meaningful progress through the intermediate years. Although Grade 4 students performed below the district average, by Grade 7 the proportion of students achieving On Track (84%) exceeded the district average and fewer students were performing at the Emerging level. This suggests that students are developing increasingly strong foundational mathematical skills as they progress through the school. The cognitive-level analysis indicates that the next stage of improvement lies not in increasing procedural fluency alone, but in strengthening students' ability to reason mathematically, apply concepts to unfamiliar situations, and communicate their thinking. Building greater instructional coherence across Kindergarten to Grade 7 through common instructional routines, mathematical discourse, and rich problem-solving experiences will help ensure students continue to build conceptual understanding alongside computational fluency.

Numeracy Areas for Improvement

Building on our commitment to developing coherent instructional systems, this year's numeracy focus will strengthen students' mathematical thinking through a consistent Kindergarten to Grade 7 approach to number sense and computational fluency. While students are developing procedural skills, assessment data indicates they require greater support in applying mathematical concepts, selecting efficient strategies, solving unfamiliar problems, and communicating their reasoning. Through explicit instruction, common instructional routines, shared mathematical language, and rich problem-solving experiences, students will develop deeper conceptual understanding alongside computational fluency. By creating consistent learning experiences across classrooms and grade levels, we will build students' confidence and capacity to think flexibly, reason mathematically, and apply their learning in increasingly complex and authentic situations.

Numeracy Next Steps/Actions

Math Goal: Foundational Number Sense and Computational Fluency (Grades 1–3) Building on the need to strengthen mathematical understanding across the school, our focus begins with ensuring all students develop strong foundational numeracy in the primary years. Establishing deep understanding of number, quantity, and operations provides the foundation for later mathematical reasoning and problem-solving. This year's improvement focus will establish a common Kindergarten to Grade 3 approach to developing number sense and computational fluency through explicit instruction, consistent routines, shared mathematical language, and targeted intervention, ensuring students enter the intermediate grades with the confidence and understanding needed for future success. Objective: Strengthen students' foundational number sense, computational fluency, and understanding of number operations by developing consistent school-wide instructional practices that build students' ability to reason with numbers, recall basic facts efficiently, select appropriate strategies, and solve mathematical problems with confidence. Key Result: Increase the percentage of Grade 1–3 students demonstrating proficiency in foundational number sense, basic fact fluency, operation understanding, and accurate computation by 10% on a common school-based assessment administered in the fall and spring. Universal Support: Implement a consistent, school-wide approach to developing foundational numeracy across Kindergarten to Grade 3. Teachers will use common instructional routines, mathematical language, manipulatives, and success criteria to explicitly teach number sense, computational fluency, and understanding of number

operations. Students will engage in daily number sense routines, develop efficient mental strategies, represent mathematical thinking using concrete, pictorial, and symbolic models, and regularly explain and justify their reasoning, creating a coherent instructional experience across classrooms. Universal Measure:: All Kindergarten to Grade 3 classrooms will implement a daily number sense routine at least three times per week. Student growth will be monitored through common formative assessments and a school-wide numeracy assessment administered in the fall and spring. Targeted Support: Provide targeted small-group instruction for students requiring additional support in number sense and computation. Instruction will reinforce common classroom routines while providing increased opportunities to develop number relationships, strengthen basic fact fluency, use manipulatives and visual models, apply efficient mental strategies, and solve mathematical problems using multiple representations and discussion. Targeted Measure:: Students receiving targeted support will be progress monitored once per term using a common number sense assessment, basic fact fluency probe, computation task, and problem-solving activity, with instructional adjustments made based on student growth. Intensive Support: Provide intensive, high-frequency intervention for students significantly below expectations through EA, classroom teacher, and LST-supported instruction. Diagnostic assessment will identify each student's primary area of need and guide individualized intervention. Supports may include systematic instruction using a Concrete–Representational–Abstract (CRA) approach, intensive development of number sense and place value, explicit instruction in basic facts and efficient strategies, scaffolded problem-solving, and frequent opportunities to connect manipulatives, visual models, equations, and mathematical language. Intensive Measure: Students receiving intensive intervention will have an individualized intervention plan, with progress monitored every 4-6 weeks using brief diagnostic probes to evaluate response to intervention and adjust instruction as needed. Math Goal: Computational Fluency and Mathematical Understanding (Grades 4–7) Building on the development of strong foundational numeracy in the primary years, our focus in the intermediate grades is to strengthen computational fluency and deepen students' conceptual understanding of number operations. Establishing a common approach to teaching computational strategies and mathematical thinking will ensure students develop both accuracy and flexibility when solving increasingly complex problems. This year's improvement focus will implement consistent instructional routines, shared mathematical language, and targeted intervention across Grades 4–7, providing students with the confidence and understanding needed to apply mathematics in authentic contexts. Objective: Strengthen students' computational fluency and understanding of number operations by developing consistent school-wide instructional practices that build students' ability to recall basic facts efficiently,

understand the purpose of each operation, select appropriate strategies, and solve mathematical problems with confidence. Key Result: Increase the percentage of Grade 4–7 students demonstrating proficiency in computational fluency, operation understanding, and accurate computation by 10% on a common school-based assessment administered in the fall and spring. Universal Support: Implement a consistent, school-wide approach to computational fluency across Grades 4–7. Teachers will use common instructional routines, mathematical language, manipulatives, and success criteria to explicitly teach computational strategies, number relationships, and the meaning of the four operations. Students will participate in daily fluency routines, review and strengthen foundational skills, use concrete and visual models to deepen conceptual understanding, and regularly explain and justify their mathematical thinking, creating a coherent instructional experience across classrooms. Universal Measure: All Grade 4–7 classrooms will implement a daily computational fluency routine at least four times per week. Student growth will be monitored through common formative assessments and a school-wide computation assessment administered in the fall and spring. Targeted Support Provide targeted small-group instruction for students requiring additional support in computational fluency and operation understanding. Instruction will reinforce common classroom routines while providing increased opportunities to strengthen basic fact fluency, deepen understanding of the four operations, use manipulatives and visual models, apply efficient computational strategies, and solve problems while explaining mathematical reasoning. Targeted Measure: Students receiving targeted support will be progress monitored once per term using a common assessment that includes basic fact fluency, computation, operation selection, and mathematical reasoning, with instructional adjustments made based on student growth. Intensive Support: Provide intensive, high-frequency intervention for students significantly below expectations through EA, classroom teach, and LST-supported instruction. Diagnostic assessment will identify each student's primary area of need and guide individualized intervention. Supports may include systematic instruction using a Concrete–Representational–Abstract (CRA) approach, intensive development of foundational number concepts, explicit instruction in computational strategies and operation understanding, scaffolded problem-solving, and frequent opportunities to connect manipulatives, visual models, equations, and mathematical language. Intensive Measure: Students receiving intensive intervention will have an individualized intervention plan, with progress monitored every 2–4 weeks using brief diagnostic probes to evaluate response to intervention and adjust instruction as needed.

Human & Social Results Analysis

Analysis of the Human and Social Development data indicates that the school has established a positive, caring, and inclusive learning environment. Most students report feeling a sense of belonging, feeling welcome at school, and identifying multiple caring adults within the building. 69% of students report feeling a sense of belonging all of the time or most of the time; 67% feel welcome all of the time and most of the time; and 93% report having 2 or more adults that care. These findings reflect a strong foundation of positive relationships and school connectedness. The greatest opportunity for continued improvement lies not in creating belonging, but in increasing its consistency. 59% of our students missed a month or more of school.

Human & Social Successes or Growth

Analysis of the Human and Social Development data indicates that the school has established a strong culture of belonging, connection, and care. Most students report feeling a sense of belonging and being welcomed at school at least some of the time. These findings suggest that students generally experience the school as a safe, inclusive, and supportive learning environment. One of the strongest indicators is students' connection to caring adults. Nearly half of students identify four or more caring adults within the school, and approximately two-thirds report having three or more trusted adults they can rely on. These strong relationships are recognized as key protective factors that support student well-being, resilience, engagement, and academic success. Collectively, the data suggests that the school's intentional focus on relationships, restorative practices, and creating welcoming learning environments has established a positive foundation for student well-being. The next stage of improvement is to build on these strengths by ensuring that every student experiences this sense of connection and belonging consistently across all classrooms and school environments. Indigenous students have the same attendance rate and report of adults who care as the whole school population.

Human & Social Areas for Improvement

The next phase of improvement is not creating a culture of belonging, but strengthening its consistency. While most students report positive relationships and feeling welcomed at school, a significant proportion continue to experience belonging only sometimes. Building greater instructional and relational coherence across Kindergarten to Grade 7 through common approaches to relationship building, student voice, self-regulation, and restorative practices will help ensure every student experiences a strong sense of

connection, safety, and belonging throughout the school day. Continued attention to students (59% missing one month) with lower attendance and fewer identified caring adult connections (7%) will further strengthen student engagement and well-being.

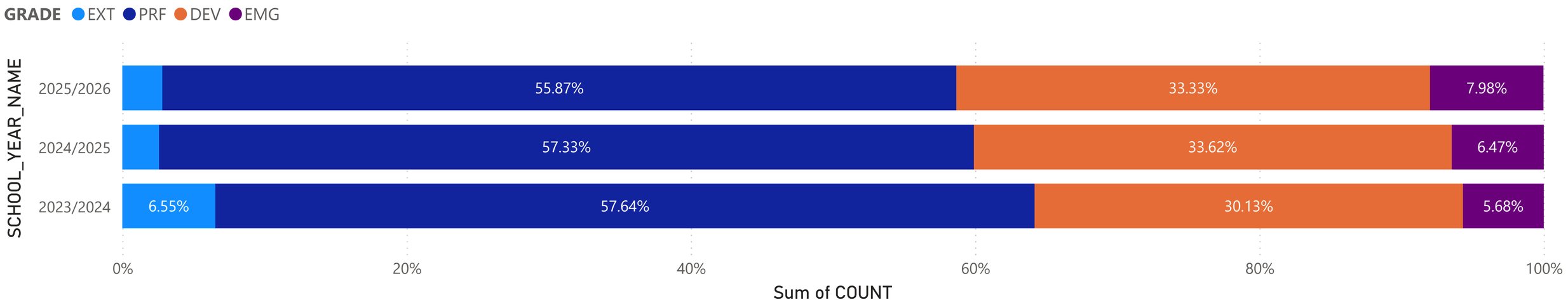
Human & Social Next Steps/Actions

The next phase of improvement is to strengthen the consistency of students' experiences across the school by deepening a coherent Kindergarten to Grade 7 approach to human and social development through the Spots of Emotion and EASE (Everyday Anxiety Strategies for Educators) curriculum. Building on the strong foundation of positive relationships and belonging, the school will continue to implement common language, restorative practices, and explicit instruction in self-regulation, relationship skills, and conflict resolution across all classrooms. Increased opportunities for student voice, leadership, and meaningful participation in school life will further strengthen students' sense of agency and connection. With attendance remaining as a persistent area of concern there is a the need to better understand the barriers affecting student engagement. Rather than viewing attendance solely as a behavioural concern, the school will adopt an inquiry-based approach to understanding chronic absenteeism by working collaboratively with students, families, and staff to identify patterns, strengthen relationships with trusted adults, and implement targeted supports from the First Nation Education Steering Committee attendance toolkit. By combining strong universal practices that foster belonging with responsive interventions for students at greater risk of disengagement, we will continue to strengthen a culture where every student feels known, valued, connected, and ready to learn.

School

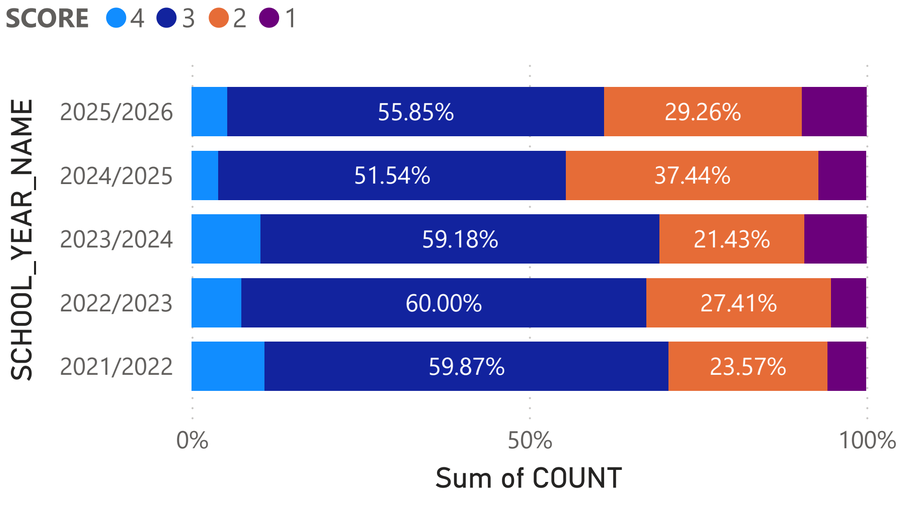
150 Mile Elementary

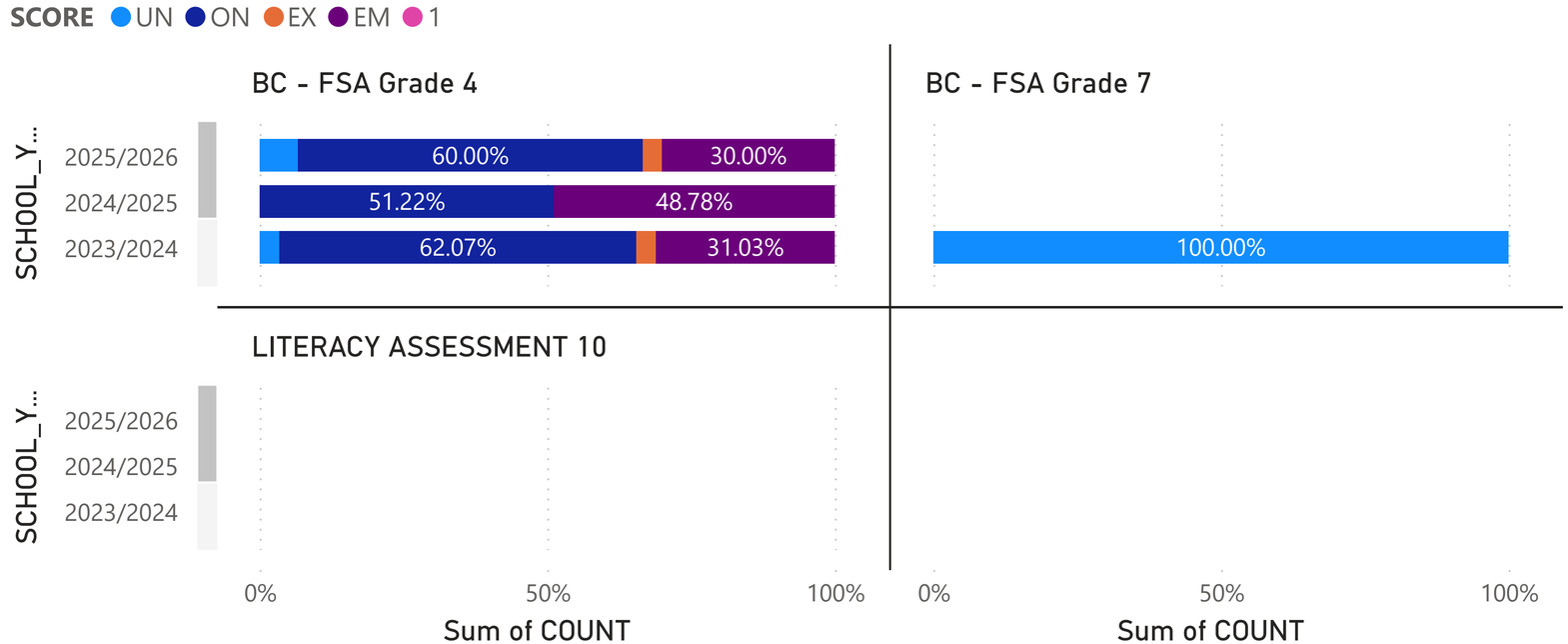
Course Marks



Provincial Assessments

EPRA / DART

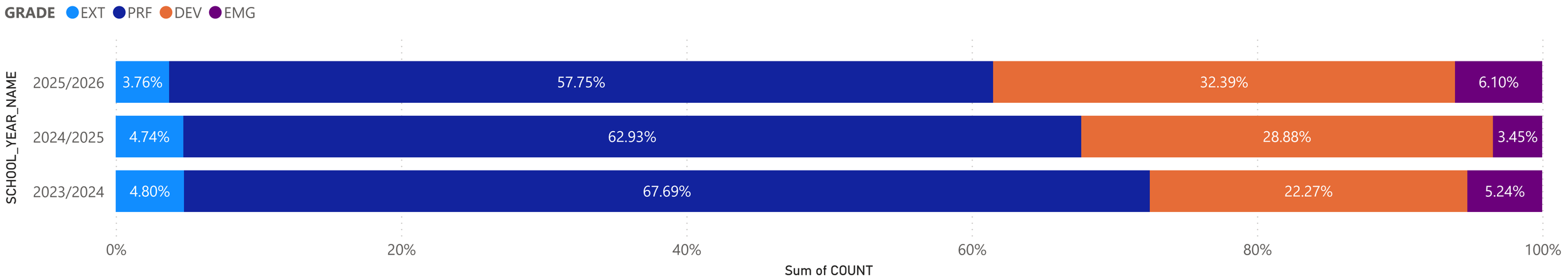




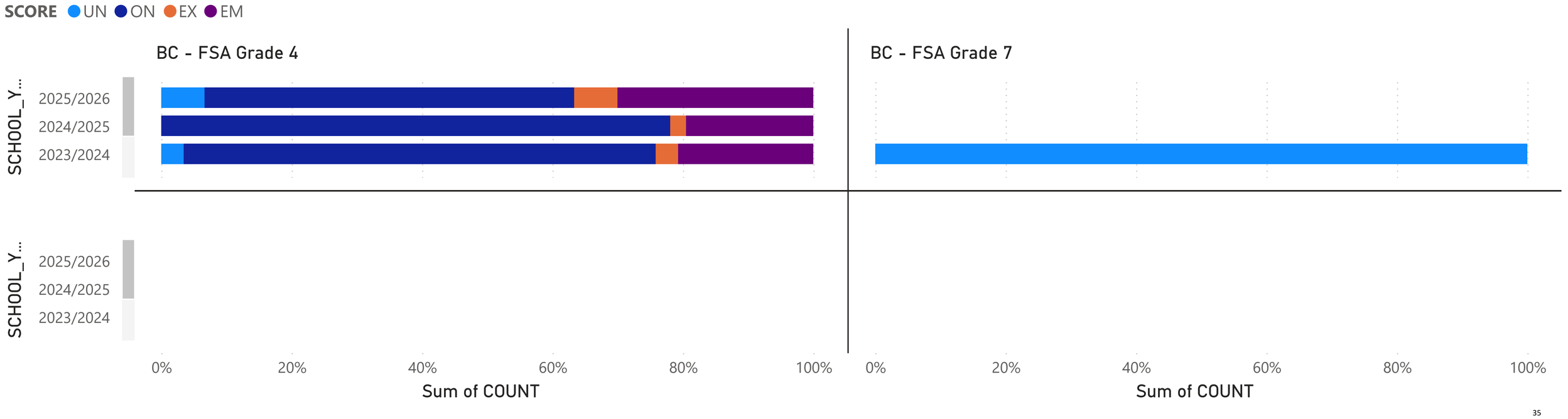
School

150 Mile Elementary

Course Marks



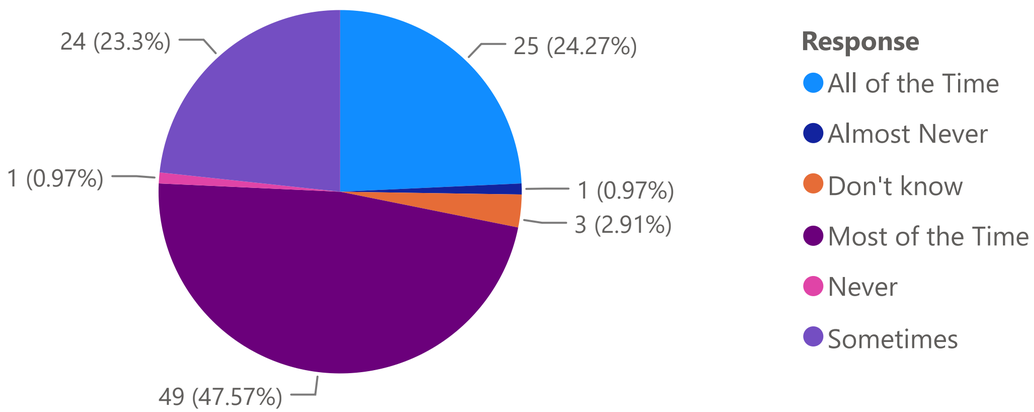
Provincial Assessments



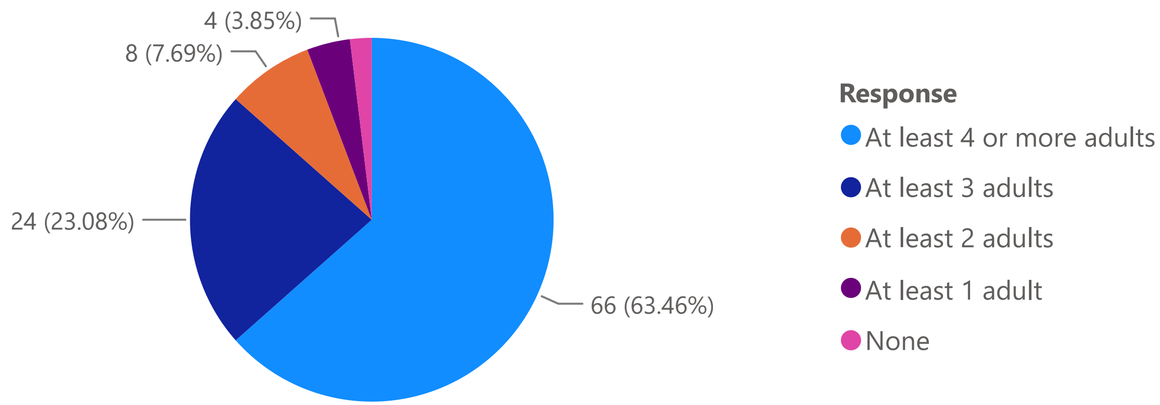
School

150 Mile Elementary

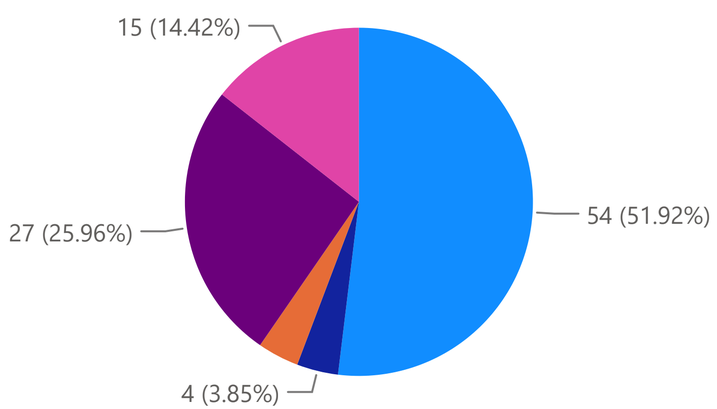
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	16%	<80
2025/2026	34%	80+
2025/2026	50%	90+
2024/2025	20%	<80
2024/2025	35%	80+
2024/2025	45%	90+
2023/2024	18%	<80
2023/2024	35%	80+
2023/2024	47%	90+
Total	**100%**	

School: 150 Mile Elementary

School Year: 2026/2027

Literacy Results Analysis

We continue to have fairly strong literacy results. However many of the groups we are paying particular attention to are posting results equal to, or less than whole school averages. Our EPRA/DART (Early Primary Reading Assessment / District Assessment of Reading Team) proficient %, at 56%) is comparable to our FSA (Foundation Skills Assessment) results for proficient (60%). Point for reflection our EPRA/DART and school based assessment results (proficient / On Track) are both hovering around 90%, are in the same range +/- 5% for the last 3 years.

Literacy Successes or Growth

Over 1/2 of the school is showing proficient or better literacy skills on EPRA/DART assessments. Our school based assessment and EPRA/DART assessments are showing a strong correlation.

Literacy Areas for Improvement

Need to focus more efforts on our indigenous students classroom performance (80% on track) as their overall results have equal to, or less than school averages (90%), however in literacy skills on EPRA/DART assessments they are showing comparable results (86%) with school wide results (85%).

Literacy Next Steps/Actions

Literacy – Improve reading fluency and comprehension Universal – pre assess all students using the San Diego quick assessment and then continue to use 6 Minute Solution (intermediate), UFLI (University of Florida Literacy Institute) word work (primary) and Fly Leaf (primary), introduce the K-3 screener literacy initiative Universal – Pilot the 'Bricks and Mortar' program which is designed to develop student comprehension skills in words,

sentences and passages - grades 3-5 Targeted – 'push-in' supports by LST to assist with decoding skills and sight words using phonic books, equipped for reading success, words their way, morphology, and structured word inquiry grades 3-6. UFLI grades K-4 Intensive – pull out sessions for students to focus on reading and spelling accuracy via letter sounds and the blending of letter combinations, use of morphology and phonics assists in this area

Numeracy Results Analysis

In school grades (classroom assessments) for Grade 4 students (90% on track) are not correlating very closely with FSA results (64% on track) giving us concern in our instructional assessment practices. However, FSA results are only representative of the Grade 4 group so this could be not a representative sample. A % of emerging learners 6% in classroom assessment and 30% for Grade 4 FSA assessment exist but these students are identified and will receive targeted and intensive supports to get help them improve into the developing range.

Numeracy Successes or Growth

It appears we are holding closely to historical averages in classroom performance for being on track (90%). Specifically proficiency scores have dropped about 2-3% in the last 2 years in classroom grades.

Numeracy Areas for Improvement

Need to continue with reteaching practices to continue building and maintaining 'taught' skills and content. Our FSA results are 10% lower in the Developing/Proficient (On Track category) and 10% higher in the Emerging category. We need to target our struggling learners (those in the developing/emerging areas) and build on their foundational numeracy skills. Also, need more attention in assessment writing skills and providing more strategies for navigating assessments to maximize time usage - specifically as it pertains to FSA assessment writing.

Numeracy Next Steps/Actions

Universal – focus on specific numeracy vocabulary - grades K-6 Universal – looping back to re-teach math topics taught in previous units Universal – Carole Fullerton strategies and manipulatives Targeted – problem solving strategies focusing on identifying key vocabulary, guided practice using individualized work bins - grades 3-5 Targeted – Use 'Reflex Math' for building basic math facts and fluency Intensive - Push in pull out sessions with LST using - multiplicative strategies, number sense and computation fluency strategies, also use incremental rehearsal skill development practices

Human & Social Results Analysis

While the results overall look good, we need to address those students identified for 'Targeted' and 'Intensive' supports with respect to attendance as 50% of our students are below the 90% attendance rate. With that in mind 84% of our students are 80%+ so a few more incentives to improve our school attendance rates and the 90% target for attendance is within reach. Our students know that adults care with 86% being able to identify 3 or more adults that care. Lastly with 76% or more of our students are feeling welcome most of the time or always. We are seeing results in our efforts to culture build.

Human & Social Successes or Growth

Successes, where we spent time and energy showing and communicating to students that (3+) adults in the building care about each student and our results (90+%) show improvement from last year. Need to work on students that only feel welcome some of the time and determine what the root cause behind that rating. Need to tackle the attendance issue as our chronic attendance students do not seemingly present valid reasons for being absent at the rate they are. Need to work with parents informing them on how good attendance is linked to higher student performance.

Human & Social Areas for Improvement

There still exists approximately 15% of our student population that is not attending at 80% or better, this needs more attention with 'Targeted' or 'Intensive' supports.

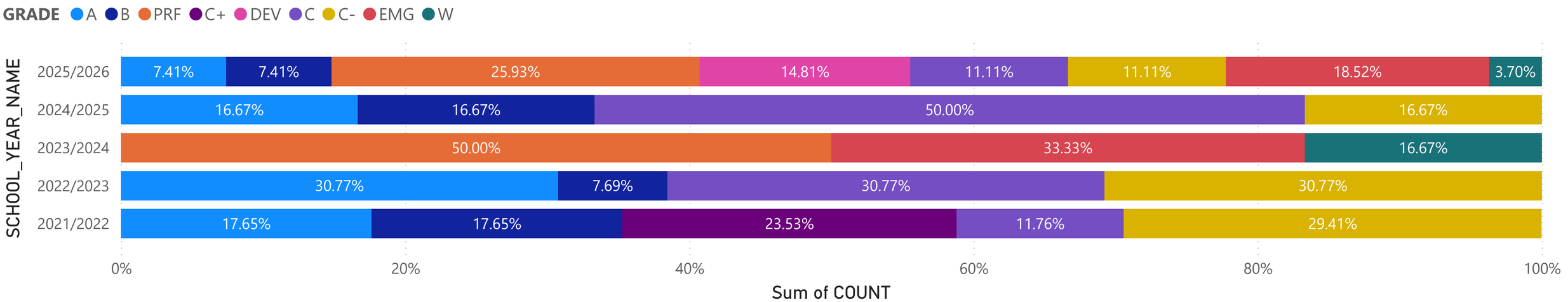
Human & Social Next Steps/Actions

Universal – school-based monthly recognition assembles for students, acknowledging those with 100% monthly attendance, and outstanding efforts in areas of Citizenship, Academics, Athletics and Arts. Targeted – calling home to make parental contact to discuss attendance concerns and strategies for improvement, also need to provide data driven evidence to the parents of our chronically absent students linking attendance and school performance. Intensive – student meetings for self directed goal setting focused on improving attendance. Use positive behaviour supports systems to highlight small improvements and build for sustained success.

School

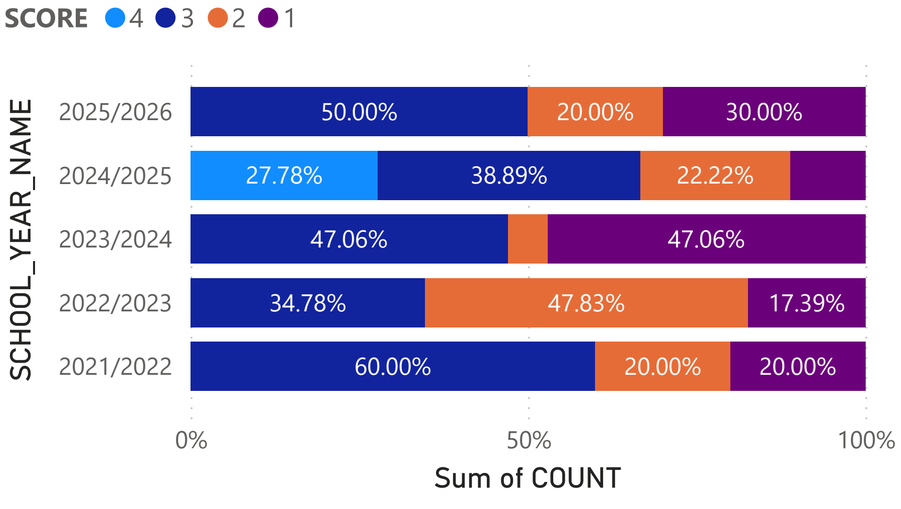
Alexis Creek Elem/Secondary

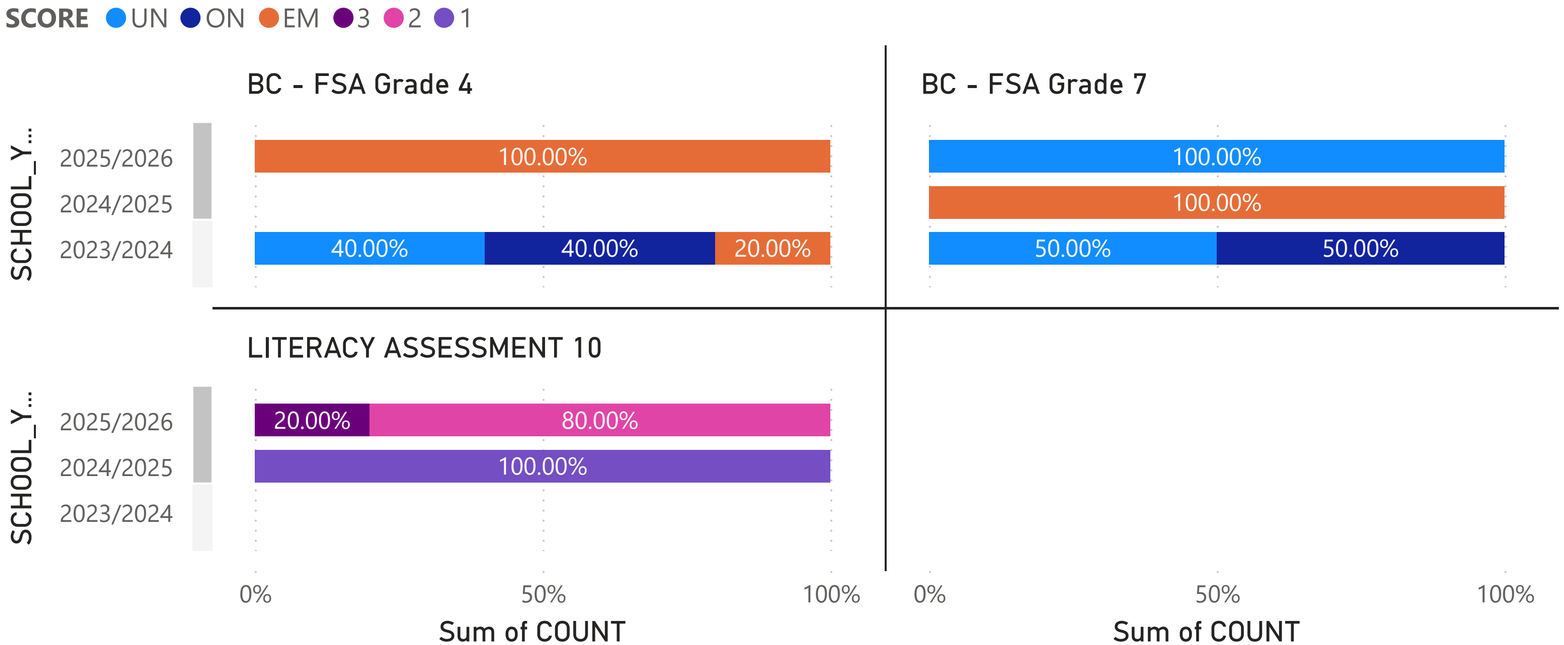
Course Marks



Provincial Assessments

EPRA / DART

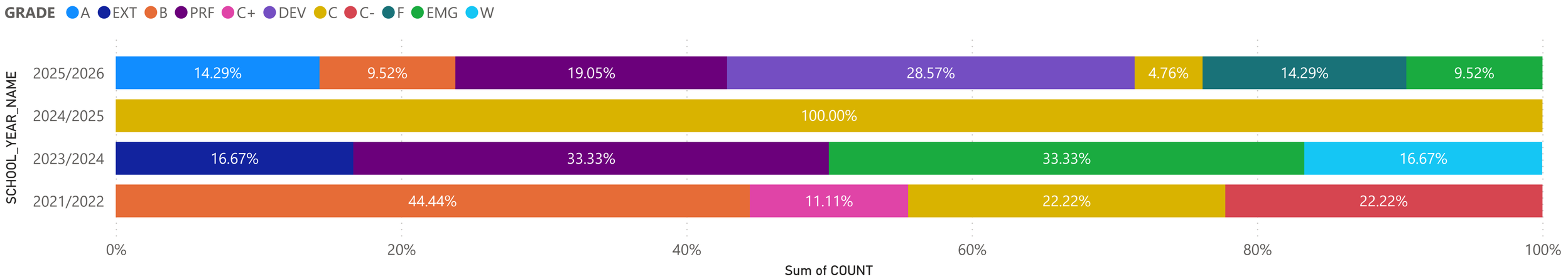




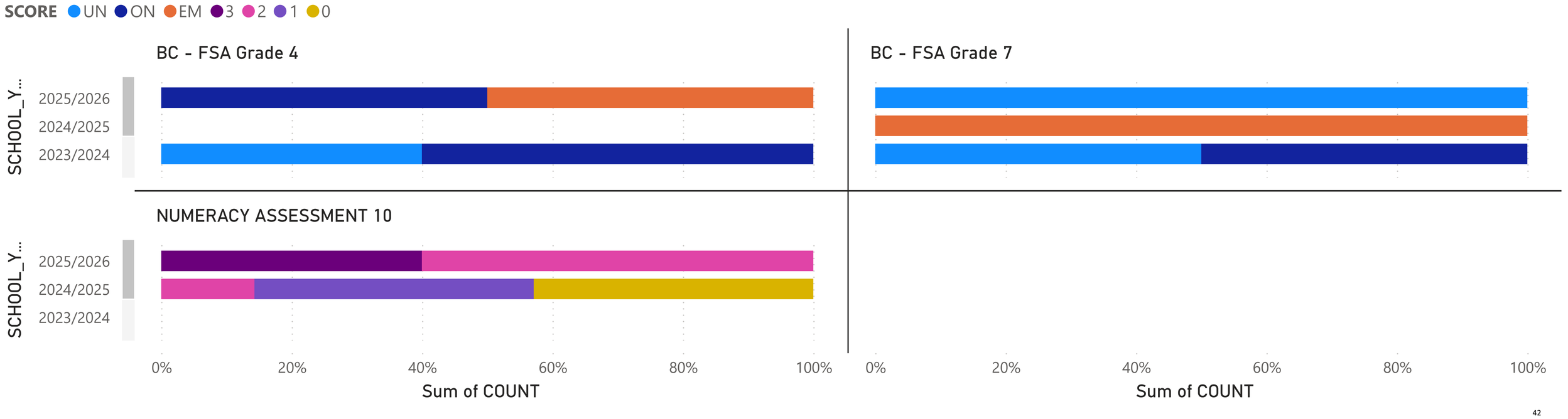
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Alexis Creek Elem/Secondary

Course Marks



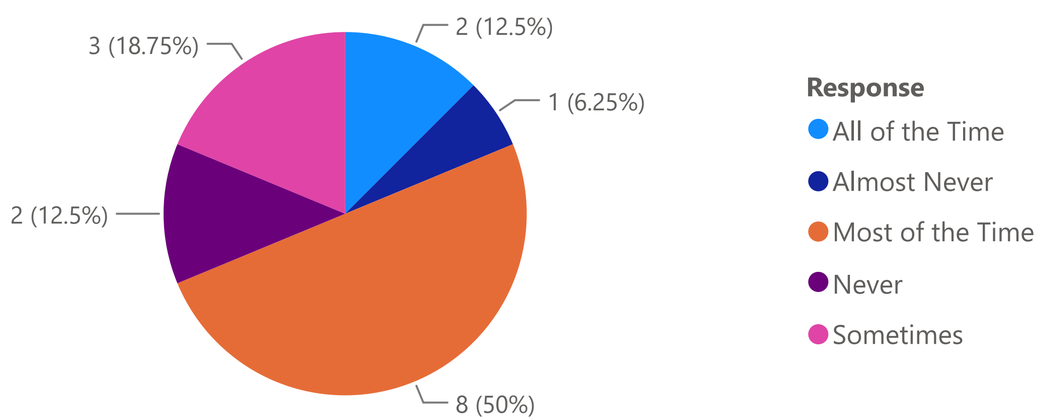
Provincial Assessments



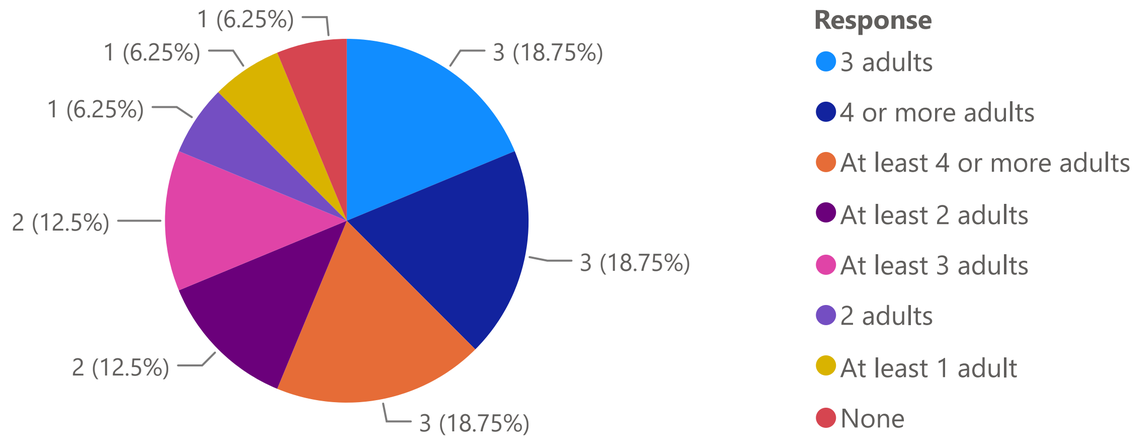
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Alexis Creek Elem/Secondary

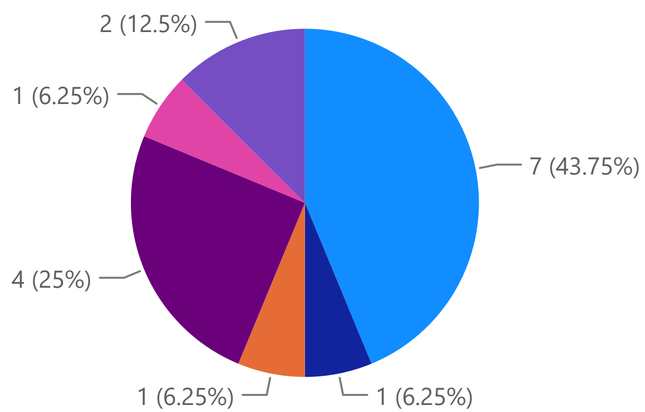
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	48%	<80
2025/2026	29%	80+
2025/2026	24%	90+
2024/2025	58%	<80
2024/2025	26%	80+
2024/2025	16%	90+
2023/2024	59%	<80
2023/2024	23%	80+
2023/2024	18%	90+
Total	**100%**	

School: Alexis Creek Elem/Secondary

School Year: 2026/2027

Literacy Results Analysis

2025-2026 Literacy, Results: Course Marks on the graphs show cumulative data that is broken down into 2 groupings: K to 9= 64% and 10 to 12 = 36%. Course Marks: The graph shows the final course letter grades that students in grades 10 to 12 earned throughout the year: 7% earned "A". 7% earned "B". 11% earned "C". 11% earned "C-". In 2024-2025, 17% earned "A" 17% earned "B" 50% earned "C" and 17% earned C-. Course marks for students in grades Kindergarten to grade 9 show the following: 26% of students are proficient in their literacy skills, 15% of students are developing their skills, 19% are emerging, and 4% were withdrawn. The results from 2026 seem small when compared to the letter grades from the students earned in 2024-2025, except that the graph for 2026 includes the results for students in Kindergarten to grades 9, differently than the previous year. When the percentages from letter grades "C" to "A" and Developing to Proficient are totaled up together, the results show that 67% of students show growth in their skills in Literacy. DART (District Assessment Reading Team)/EPRA (Early Primary Reading Assessment): The graph shows that 30% of students in K to grade 9, are emerging in their literacy skills, 20% are developing their skills, and 50% are proficient in their skills. The results from 2026 show a show a drop of 19% when compared to the results of students scoring Developing, Proficient, and Extending in 2024-2025. This change in data is reflecting new students transferring into our school during the last term, and that was an increase in student population of 17%. 8% of the 17% (new students) are in the lower primary grades, and are beginning readers who are adjusting to a new learning environment. (FSA-Foundation Skills Assessment) and the Provincial Assessment 10 for Literacy: FSA Results for Literacy for grade 4 and 7: (The results of the 2025-2026 FSA for literacy are based on very small student populations, making numerical data misleading. For accurate reporting, words will be used to explain the following results.) All grade 4 students and the grade 7 students are emerging and therefor they are all needing supports in their literacy skills. Literacy Assessment 10: 80% of the students scored two, and 20% of students scored three. All of the students who wrote the “Assessment 10” passed the test.

Literacy Successes or Growth

Successes 2025-2026 Successes: The data from the EPRA/DART testing shows that many students made growth in reading from K to 9. More students are either developing, or proficient at reading grade-level materials. Both the Intermediate and Secondary grades show an increase in the number of students developing their reading skills and those students becoming proficient in theirs. There was growth in both the written comprehension answers and the oral fluency results.

Literacy Areas for Improvement

Improvement: Where is there room for improvement? 2025-2026 Results: Overall, the data from course marks shows that we have about 33% students who are not yet meeting in reading. DART/EPRA results show that 30% of students are emerging in their reading skills. Some of students are beginning readers; and some are new students to our school and they are still adjusting to the changes they are experiencing. We are continuing to work on building positive relationships and experiences for everyone. Other beginning readers had been away from school for more than 10% of the school year. We also have a few students whose reading and writing skills are still developing. Some students require more time and practice to finish developing their grade level skills. In addition, there are smaller numbers of students in the Intermediate and Junior Secondary grades that require support in place to address concerns in their growth in reading. These students may require further assessments to close the gaps in their learning.

Literacy Next Steps/Actions

2026-27: Actions: Next steps/actions planned? We will continue to use some of the programs we know work for improving literacy among all of our students. Programs such as Words Their Way, Epic Books (Online Books), Ufly (UFLI Foundations, which is a reading program designed to teach foundational reading skills), the Daily Five (a program that breaks reading and writing into 5 components fostering independence while developing literacy skills) , 6-Minute Solution (a program that develops oral reading fluency), IXL (an online program that practices skills in for Literacy, Math, and Science). Phonics and phonematic awareness will be directly taught to primary students and to older students that are needing targeted supports in reading and writing. We will continue to use Universal supports for all Primary and lower grades, as well as, Intermediate students using sensory stations, songs, poems, games, etc. The primary class is getting rid of the science of reading and buddy programs, and we will reduce the amount of one-to-one teaching to

replace with small groups instruction. Small group instruction will consist of targeted groupings; and one-on-one instruction will be delivered to students requiring more intensive supports. We will use the new kindergarten screener tool to identify students' needs, in order to better support their growth in literacy. "Real Books" (the name of a series) will be used during paired reading times. We will bring in a CAFÉ style approach (an approach in developing literacy skills that are broken down into 4 parts: Comprehension, Accuracy, Fluency, and Expand Vocabulary) to provide Universal supports for all students in grade 7 to 12. We will replace buddy reading (reading approach where an older student is partnered up with a younger student and they take turns reading or the older student reads to the younger student) with Paired Reading (students are paired up that have the same reading level to take turns reading while the listener helps to support the reader) to improve fluency; and writing partners and co-operative learning for the writing process. Librarian book talks and a Reading Book Worm program will be used to enhance the joy of reading especially with the Elementary students. We will continue to explore more strategies for engaging older students. Strategies such as using “Graphic Novels”, and "graphic poetry and short stories" with the Intermediate and Secondary grades. We will continue to use Universal student led approaches for pre and post reading strategies such as “Webbing and Clustering and charts”, but use the app “Inspiration,” or apps that are similar. We would like to bring in new technologies for teaching to both groups and smaller groupings, such as Document cameras and the new 3-D printer. In addition, we want to bring back Reading A to Z (an online program with printable books that students can take home) and add “Raz-Kids” (an online reading program with headsets with mics so students can record themselves reading), so we can use smaller groups of students requiring targeted supports through stations with using technology. We will continue to use the Six Minute Solution for oral reading fluency skills and Literature Circles among the secondary grades as Universal student led supports. We will continue to use a writing process and introduce different styles of writing, and strategies such as using pre-writing, beginning hooks, and strong endings to all students. We will bring in cooperative small groups for proofreading and editing (we will continue to work at building vocabulary by bringing in PWIM (Picture Word Inductive Model, which enhances vocabulary development), individualized spelling (spelling words that come from the students' own writing), and directly teach study skills such as note-taking skills and citation. We will continue to test and identify students’ needs and support students to further develop their learning . We will adjust our teaching of strategies and pacing throughout the year using "assessment as learning" and "assessment for learning" of students' understanding of grade level materials . In addition, we will continue to offer both universal support to all students to close gaps in their reading and writing development, as well as targeted supports and intense instruction for students

that were identified through the assessments. We will use the Cariboo Chilcotin Early Literacy Screener (ELS- it's designed as a universal screener and formative assessment for our K to 3 literacy screener) and the "Maze assessment" (to measure growth in reading comprehension for grades 4 to 7) and DART for assessing oral reading fluency for grades 4 to 9.

Numeracy Results Analysis

2025-2026 Numeracy, Course Marks: Course Marks on the graphs for numeracy show cumulative data that is broken down into 2 groupings: K to 9= 63% and 10 to 12 = 37%. The results are as follows: Grades 10 to 12: The data from the course marks reflects the final letter grades earned by the students in grades 10 to 12. Their final grades are as follows: 3% of students failed, 5% of students earned “C-“, 4% of students earned “C”, 3% of students earned “C+”, 8% earned “B”, and 14% earned "A". K to 9: The data that reflects the students’ performance in grades Kindergarten to grades 9 are as follows: 12% of students are emerging, 21% of students are developing their skills, 27% of students are proficient in their numeracy skills, and 3% of students are extending beyond their grade level in their understandings in numeracy. The overall results of the course letter grades from students scoring developing to extending, and those students scoring a “C” or higher is 80% of the students are passing numeracy.

Numeracy Successes or Growth

Successes: What are the successes? What is working? The Provincial Assessment 10 for Literacy: Literacy Assessment 10 Results: Numeracy Assessment for Grade 10 show that all of the students who wrote the exam passed, and that they completed this part of their graduation requirements. Course Marks: 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.

Numeracy Areas for Improvement

For Improvement: Where is there room for improvement? 2025-26 FSA (Foundation Skills Assessment) Results: FSA Results for Numeracy for grade 4 and 7: (The results of the 2025-2026 FSA for numeracy are based on very small student populations, making numerical data misleading. For accurate reporting, words will be used to explain the

following results.) All grade 4 students and the grade 7 students are emerging and therefor they are all needing supports in their numeracy skills. Course Marks: There are still 20% of students who have not yet acquired grade level skills or understandings of concepts. These students are either beginning learners with their numeracy skills, or students needing supports to acquire all the grade level skills and/or understanding of concepts, or they need supports in improving attendance. In one case, a secondary student did not complete enough course materials to receive a passing letter grade, but the student passed the Assessment 10 Numeracy test. Those results suggest that the student already posses skills at grade level.

Numeracy Next Steps/Actions

2026-2027, Actions: Numeracy_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. This year we had successes that we attributed to adding more opportunities such as baking and cooking with students. Reading recipes and measuring ingredients can assist students in furthering their understanding of fractions. We will continue to use Carol Fullerton's strategies as Universal student led supports at all grade levels to develop students' understanding of basic concepts at all grade levels. Other Universal supports will be offered by bringing in outdoor activities such as measuring trees with meter sticks and protractors, and using grids to deepen mathematical thinking. Activities like measuring the height of trees helps students develop their understanding of abstract concepts that are hard for students at this age to conceptualize, for they are still developing this part of their brains. By breaking down the written problem into steps that the real life activity require. It deepens the students' understanding through experience. We will continue to provide other real life experiences for applying knowledge and use of skills through cooking, sewing, and software for the 3-D printer. We will continue to use anchor charts, concrete materials, games, individual charts, number-lines, IXL (an online practice program), and calculators, when appropriate. In addition, Elementary students commonly use songs, games, poems, and thematic teachings of math through Art and Science. Older student will learn new games and strategies to enhance their vocabulary and strategies for problem-solving once a week, using a variety of approaches. Small group learning experiences will offer targeted instruction to K- 12 students through the use of technology and online programs for practice Mathletics, and IXL. Students requiring intensive supports will be delivered through one-on-one instruction using a variety of programs such as Jump Math, Carol

Fullerton's on-going hands-on approaches and other supplementary programs. Teachers will create Pre-tests and Post-tests for each grade level to measure growth in numeracy at all grades.

Human & Social Results Analysis

Adults that Care: 2025-2026 data results show the following: 38% percent of students in grades K - 12, feel four or more adults at our school care about them. 37% of our students feel that 3 adults care about them. 13% feel that 2 adults care about them. 12% of students feel that no adults at school care about them. Feel Welcome At School: The data for 2025-2026 indicates that 39% of our students feel welcome all of the time, 25% of our students feel welcome most of the time, 12% of students feel welcome sometimes, 8% of our students feel almost never welcome, 8% of our students never feel welcome and 8% state that they don't know. Sense of Belonging: The data for 2025-2026 indicates that 15% of all of our students have a sense of belonging, 46% of our students feel they belong most of the time, 16% of our students sometimes feel a sense of belonging, 8% of our students almost never feel that they belong, and 15% of students state that they never feel that they belong. Attendance: The attendance figures for 2025-2026 school year are broken down into three parts. The data shows that 31% attended less than 80% of the instructional days, 34% attended more than 80% of instructional days, and 35% attended more than 90% of instructional days.

Human & Social Successes or Growth

Successes: What are the successes? What is working? (gains and effective strategies/actions) Feel Welcome At School: 2025-26: Over 76% of our students are feeling welcome at school. We continue to use the strategies such as to greet every student in the Chilcotin language (that is the primary Indigenous language for the area) when they arrive at school. We also added plants to the main entrance and throughout the school to help create a more visually appealing and inviting space. Adults that Care: This year's data indicates that our biggest success within human and social development of our students is how many students feel cared about at school. The survey data shows that 88% of the students who completed the surveys think that at least one adult or more cares about them at our school. All staff members continued to make conscious efforts to make positive connections with our students every day. Our staff support the use of "caring approaches" by following our School District's direction. Sense of Belonging: Sense of

Belonging, survey data shows that 77% of our students indicate that they are developing a sense of belonging. We will continue to host Fun Day events where teams of multi-grade students are formed to play together in fun events. Attendance: Our attendance data is very similar to previous years; but it is slightly up from last year. Attendance results show some improvement with a few individuals, but this is still an area of concern. It will be one of our main goals to focus on improving attendance in September 2026.

Human & Social Areas for Improvement

Improvements: Feel Welcome at School: We must continue to work on making the target group of approximately 15% of our students feel welcome at our school. We will continue to offer anti-bullying programs to all students. Programs such as: "Report It" tools and Erase, and W.I.T.S (a program that teaches students how to deal with others by making the following choices: Walk away, Ignore, Tell someone, and Seek help). In addition, we will use the "Kids in the Know" program in with the Elementary students. In addition, staff have been working on making the school more welcoming to students, by bringing in plants, and decorating bulletin boards and classrooms with anchor pictures, and students' work. Adults that Care: While this is an increase from last year's data, 7% of students form our target group of students that do not think or feel that the adults care about them. We continue to work on 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. Sense of Belonging: While over 77% of our students have a sense of belonging, we still have to work at addressing this area. We must continue to seek out 23% of those students who haven't yet developed a sense of belonging. Somethings we started later in the school year, we will continue to build upon such things as holding monthly circle meetings as a school to recognize our students for demonstrating attributes of the Seven Teachings. In addition, we will host more community events such as Open House B.B.Q's. Attendance: 2025-26: Our goal was that 100% of students attending, 80% of instructional days or greater end of June 2026. While there was some improvement in attendance, we did not meet this goal. We sometimes see short periods of improvements in attendance after calling households or hosting "Fun Day" events. Most absences were due to various reasons, reasons such as illnesses, appointments, missing the bus, sleeping in, and a few instances 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 students and families about how important attendance is, especially with some of our newer students. We have seen some successes at getting some students to improve their attendance. Staff continue to make positive connections with students every day.

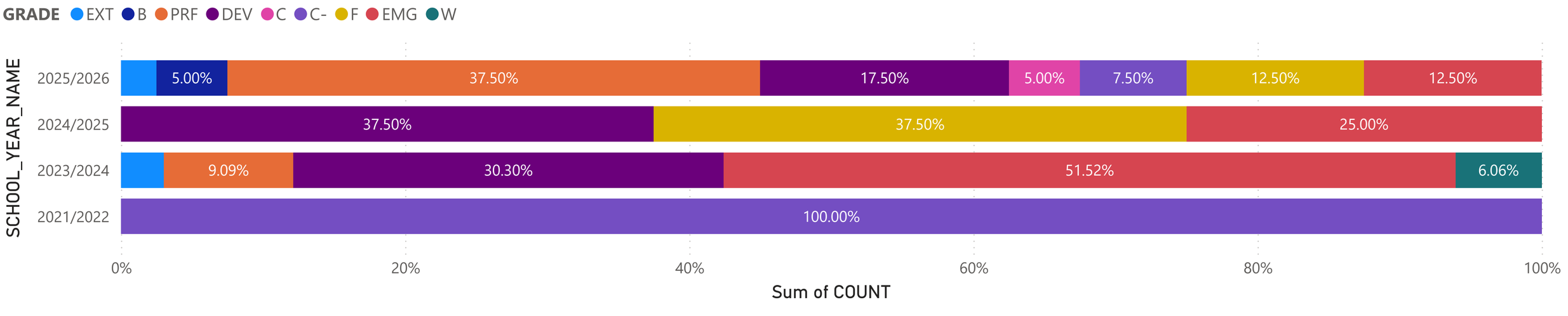
Human & Social Next Steps/Actions

2026-2027 Actions: Next steps/actions planned? Sense of Belonging, and Feel Welcome: 2025-26, Results: The results are similar to last year, when looking at the data at the end of the year, discussions with staff, and with students, think that students who do not feel a sense of belonging are younger students. Some of them are very new students that are still trying to develop friendships and are getting to know the staff 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 have been trying new food items during hot lunches by incorporating ideas from our students. In addition, we cooked such things as Turkey and ham dinners around Thanksgiving, Christmas, and Easter. We host pancake bunches, and we offer a variety of cuisines like Chinese Food, Mexican dishes, and we allow students to engage in cupcake and cookie decorating. We use these special events to bring all our students together to create that sense of belonging and that adults at school care about them. Attendance: We are trying some new approaches for improving attendance on Fridays, which is the day of the week with the least attendance. On Fridays, the Intermediate class gets to bake, the primary students 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 be adding new technologies, software and online programs to improve student engagement, raise literacy and numeracy scores, and attendance. By moving into a more student-centered approach to learning using stations where students have more choices in academic subjects, we hope to improve other areas such as social emotional development for all of our students by increasing their sense of belonging, or for feeling welcome, and raising attendance rates.

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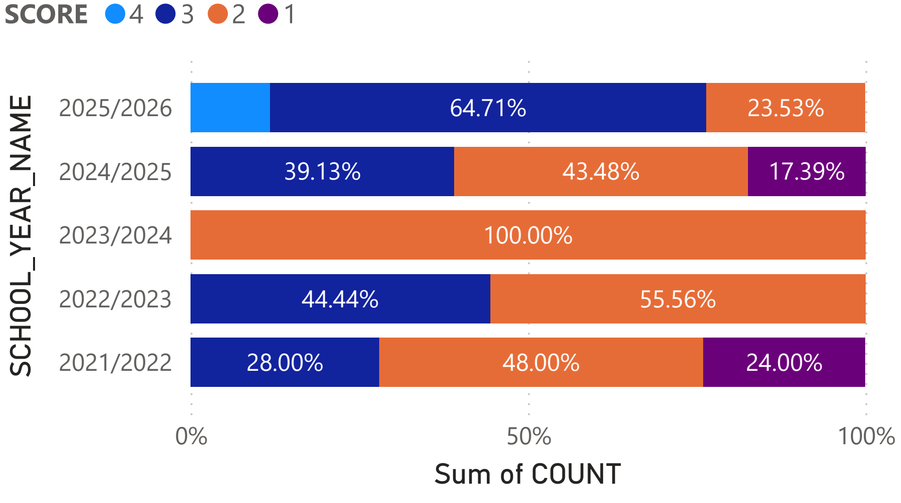
Anahim Lake Elem-Jr Secondary

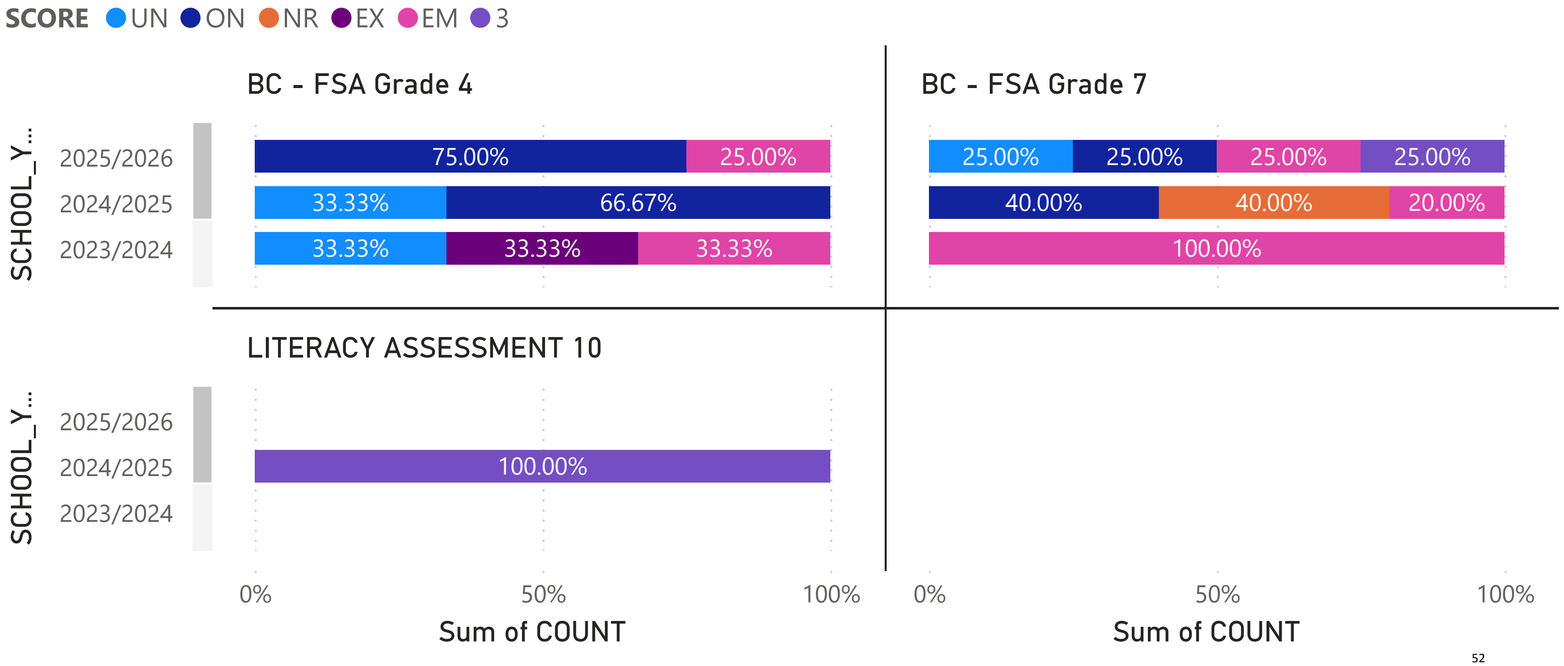
Course Marks



Provincial Assessments

EPRA / DART

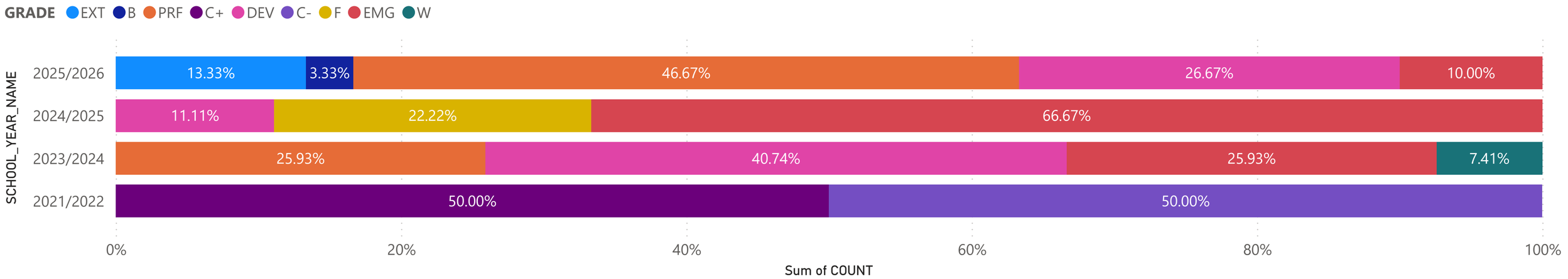




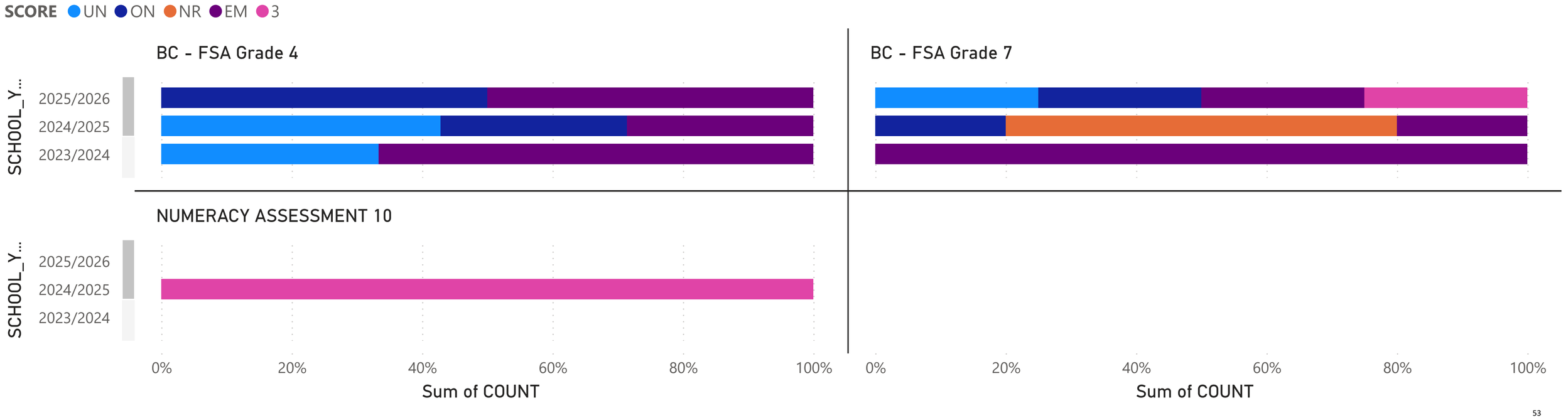
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Anahim Lake Elem-Jr Secondary

Course Marks



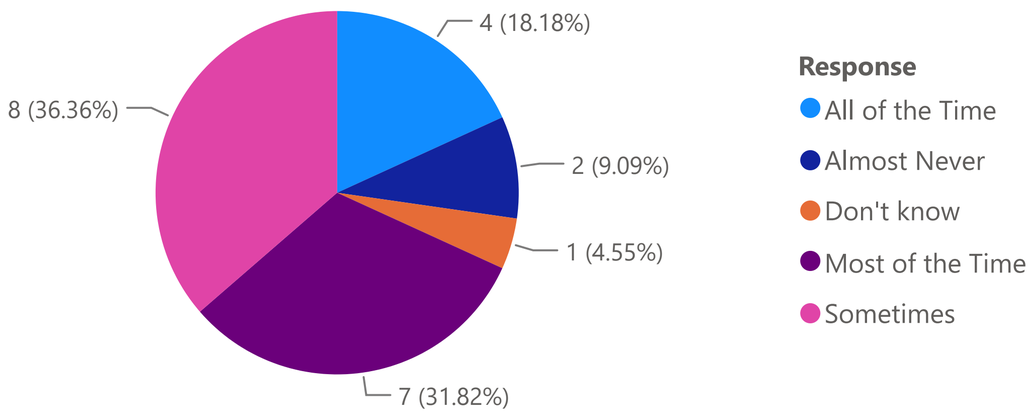
Provincial Assessments



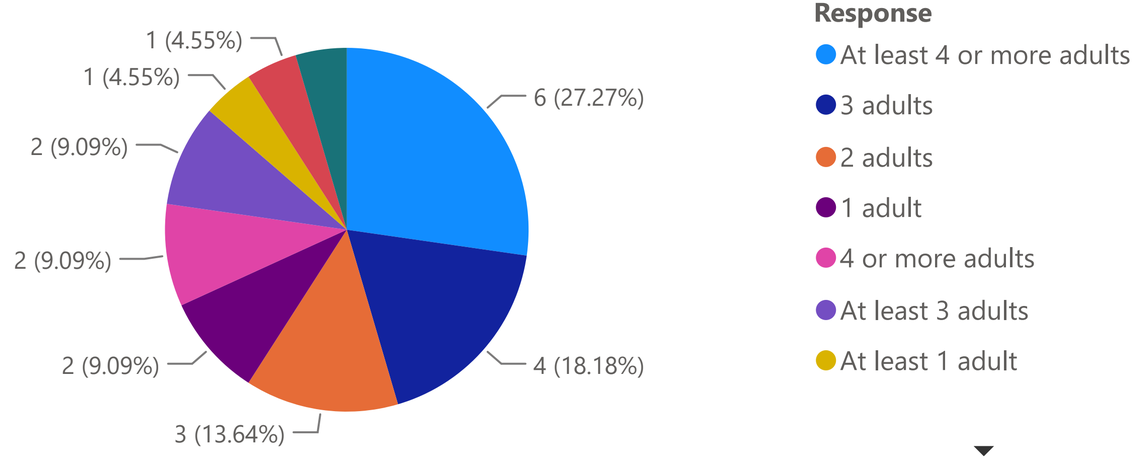
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Anahim Lake Elem-Jr Secondary

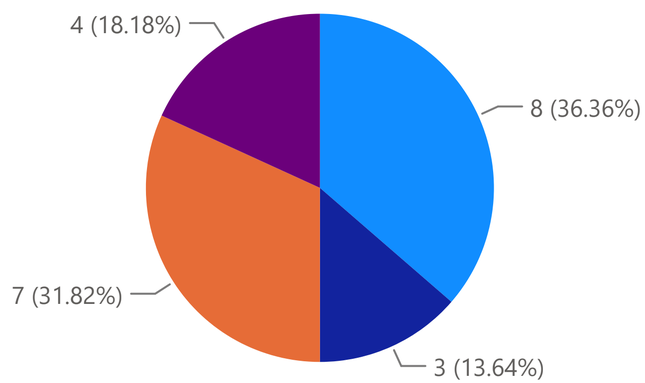
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	56%	<80
2025/2026	22%	80+
2025/2026	22%	90+
2024/2025	37%	<80
2024/2025	28%	80+
2024/2025	35%	90+
2023/2024	36%	<80
2023/2024	41%	80+
2023/2024	23%	90+
Total	**100%**	

School: Anahim Lake Elem-Jr Secondary

School Year: 2026/2027

Literacy Results Analysis

Literacy skills have changed dramatically over the last three years at the school level. Previously, assessments may not have captured reliable information for fair data collection. We have developed a school-wide approach to all assessments throughout the school year. We have created longer timelines so students are prepared, understand what they are being assessed on, and given the time and space to concentrate and use the skills they have been learning. The more varied results show a deeper and likely more accurate analysis for us to work with. Ongoing collaboration between staff and support personnel at the district level has been invaluable.

Literacy Successes or Growth

Many children at the emergence stage moved to the developing stage, and those at the developing stage ended with proficient learning outcomes. We have seen a rise in stronger literacy skills for students in grades seven to nine. Children in kindergarten and grades 1 and 2 are successfully building their basic reading skills. While reading fluency for students in grades 3 to 6 continues to develop evenly, we have seen a gap between fluency and comprehension skills.

Literacy Areas for Improvement

We will focus on helping students in grades 3-6/7 develop the skills to master comprehension skills.

Literacy Next Steps/Actions

Students in grades 3-7 will have individual reading plans next year based on assessments and data collected throughout this school year. Teachers and EAs will be encouraged to

continue professional development in teaching strategies to help students develop strong literacy skills.

Numeracy Results Analysis

As with literacy, information from previous numeracy assessments may not have captured reliable data collection because of inconsistent administration and data collection and recording. The more varied results from the last two years show more probable and accurate details for us to work with. As can be seen, students went from strength to strength over this time.

Numeracy Successes or Growth

Middle grade students from Grade 6-9, built strong bases for a strong footing for developing numeracy skills. Many students moved quickly once they had the basics stabilized. The teacher also brought in some of the Grade 5 students to work with the Grade 6/7 group later in the year. This was very successful for students involved.

Numeracy Areas for Improvement

Ongoing and consistent assessments to help establish reliable ways to understand where students are at.

Numeracy Next Steps/Actions

Following what we established in supporting literacy development, we will assess students in a variety of ways from September to June. Teachers and support staff will collaborate to read and learn from consistently collected data.

Human & Social Results Analysis

Attendance was not as high as it has been for the last two years. We consistently saw that the lowest attendance on Fridays when school was scheduled as a half day with the other four days being longer to adjust for the short day. We will move to a five day school week with equal hours each day. It is hoped that more students will come to school on Fridays

when it is a regularly scheduled full day and students and their parents/guardians will not wish their children to miss a full day of schooling each week. Another possible reason for higher than usual absenteeism was that UFN began encouraging youth to play ball hockey after school hours and on the weekends. It was a tremendous success at increasing social skills, confidence and comradery for those who joined in. This took them away from school to travel to other communities for games, often during the week which increased absenteeism.

Human & Social Successes or Growth

We have created a safe and caring school environment where students and staff feel comfortable, appreciated, and respected. Children who took part in ball hockey have a renewed sense of pride.

Human & Social Areas for Improvement

We have made the move to begin five equal-length school days beginning in September. We hope this will alleviate the temptation for students to miss Fridays 'because it's only half a day'. We also hope that students who attend five full days a week will feel more like they belong when they return after each two-day weekend, rather than a long weekend every week. We wish to encourage students to learn about balancing school work and extracurricular activities.

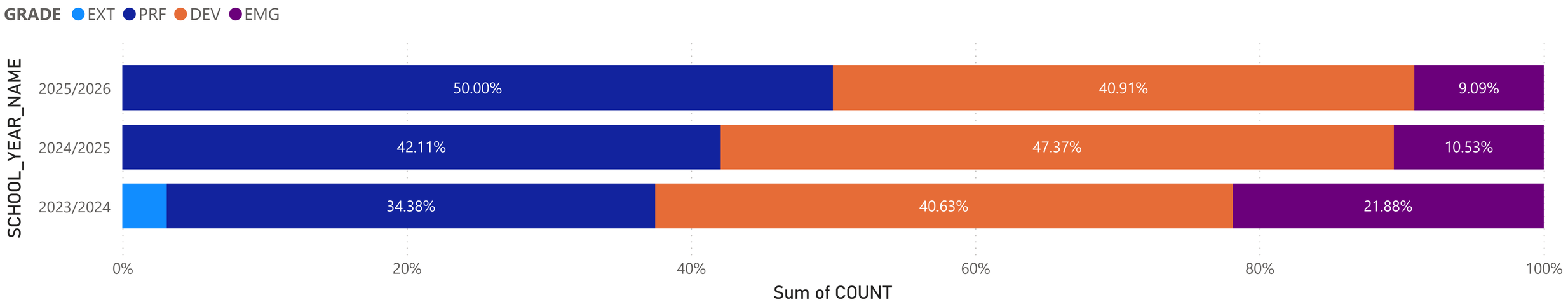
Human & Social Next Steps/Actions

The Indigenous Support Worker and the principal continue to meet members of the UFN Council to increase collaboration in support of our students. We are developing ways to encourage children who take part in ball hockey after hours, maintain high attendance and complete assignments to an acceptable level appropriate for each person. This is a joint endeavor between the UFN Youth Sports Coordinator and the principal at Anahim Lake School. We will encourage students to come to school all day, every day. This will be done by celebrating high attendance at assemblies, highlighting it in school newsletters, and encouraging everyone to play their own role in our mini society. When we celebrate, we will announce a winner for a family meat draw which we will establish to be won every six weeks or so. Students names will be entered into the contest based upon high and/or improved attendance patterns.

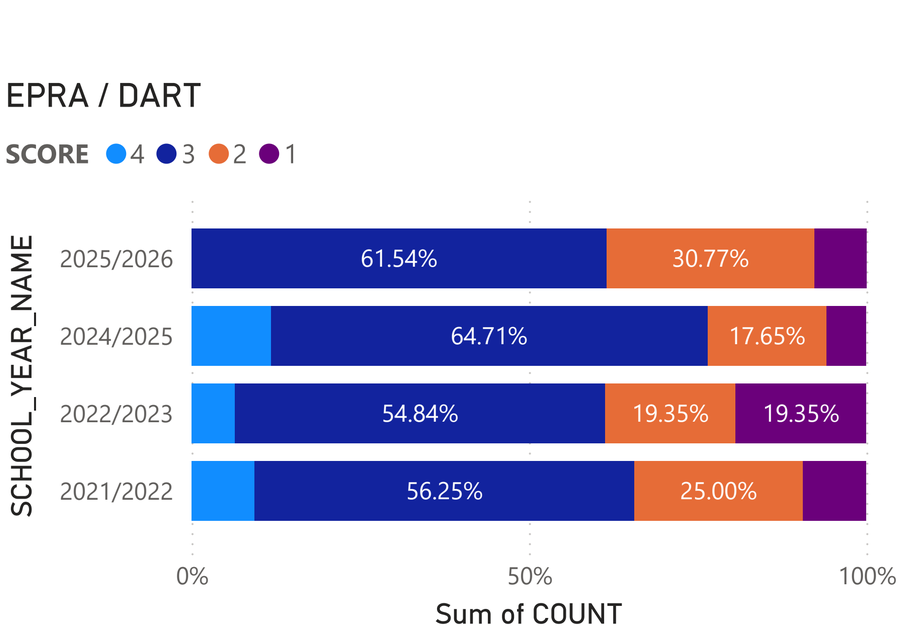
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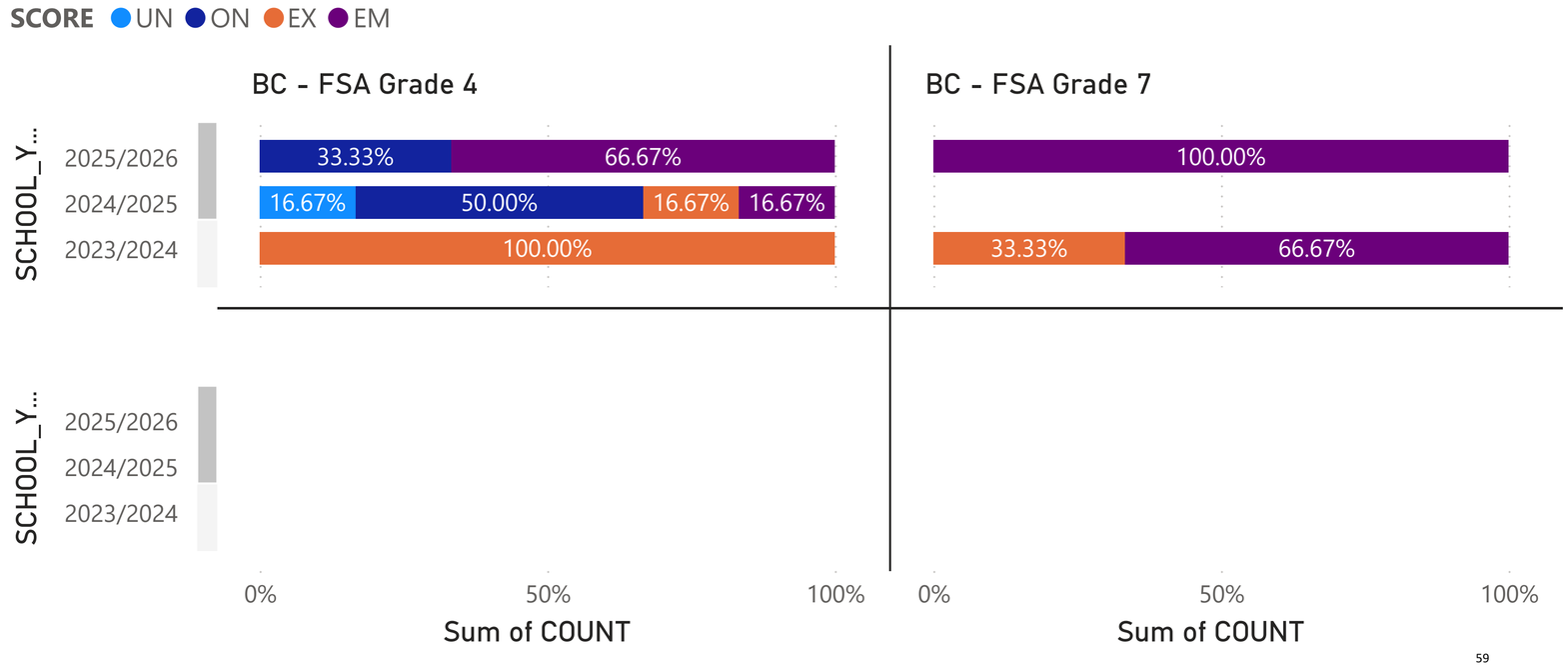
Big Lake Elementary

Course Marks



Provincial Assessments

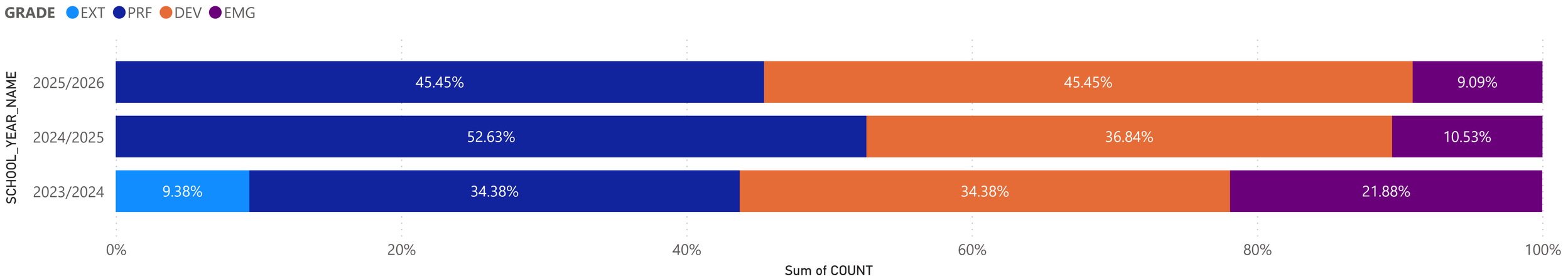




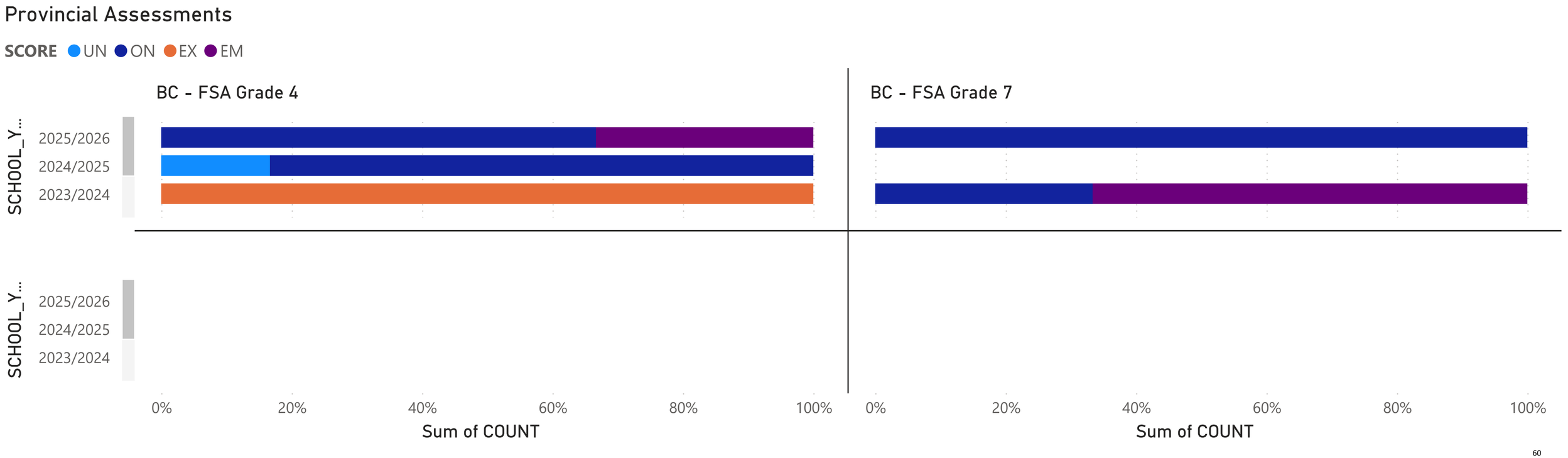
School

Big Lake Elementary

Course Marks



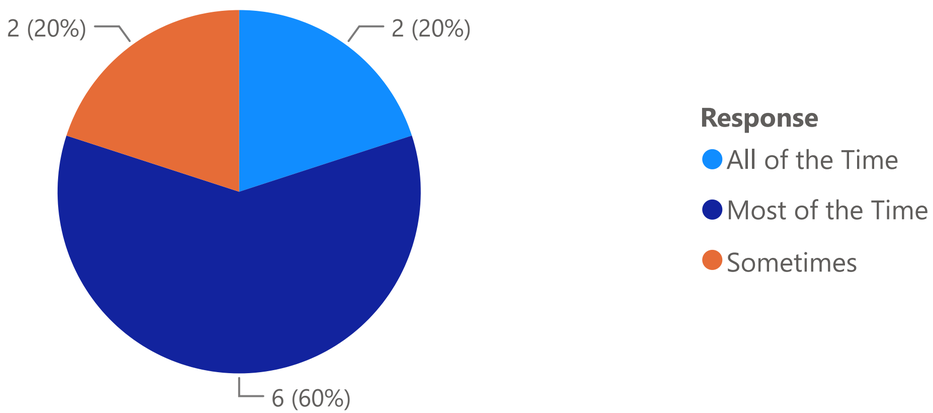
Provincial Assessments



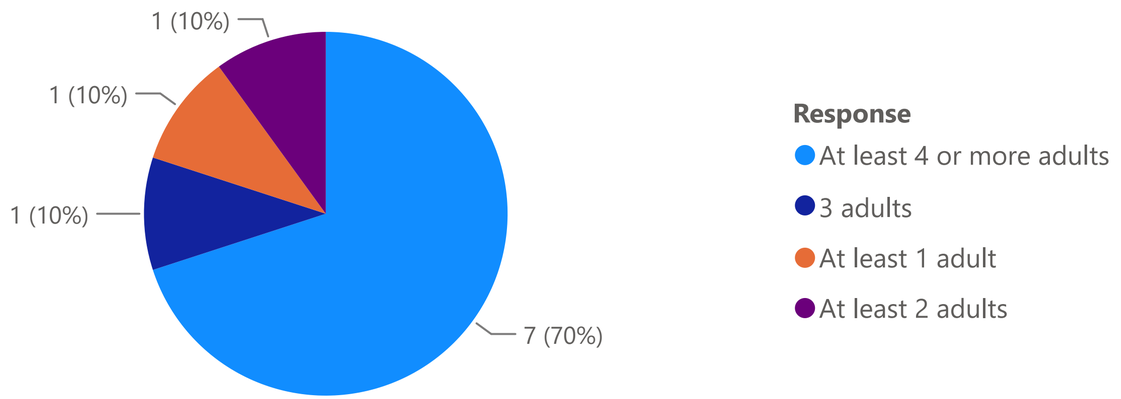
School

Big Lake Elementary

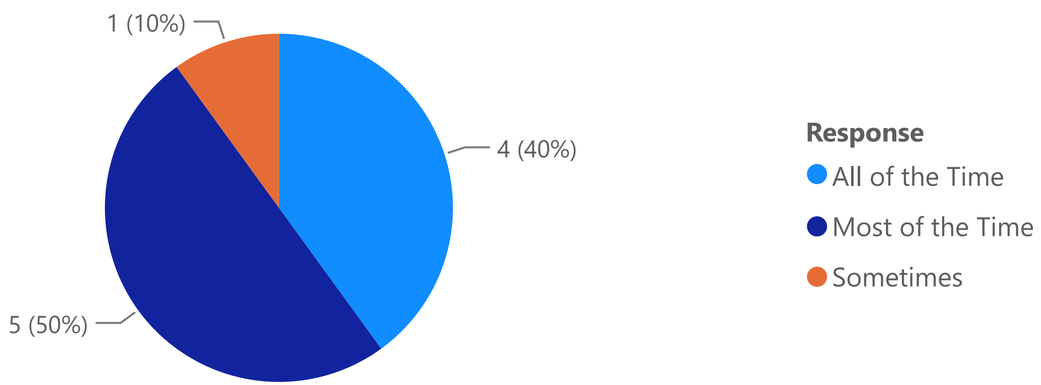
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	5%	<80
2025/2026	45%	80+
2025/2026	50%	90+
2024/2025	5%	<80
2024/2025	42%	80+
2024/2025	53%	90+
2023/2024	18%	<80
2023/2024	48%	80+
2023/2024	33%	90+
Total	**100%**	

School: Big Lake Elementary

School Year: 2026/2027

Literacy Results Analysis

Based on district reading assessment and school wide write data – in the primary class (K-2), less than 10 % of students are emerging in reading and 25% in writing. For the intermediate class (grades 3-6), 10 % of students are emerging in both reading and writing.

Literacy Successes or Growth

Students enjoy reading and generally have good reading stamina. From anecdotal data (classroom observations) students are engaged in literacy activities - both reading and writing, as they are keen to challenge themselves with different books, share reading and writing with each other, and are excited to listen to stories or explore new books. Students who are on track in reading exhibit understanding of text (comprehension). In early primary writing – there has been notable improvement in sound/letter recognition and this transfers into their ability to decode. There was also growth in written stories and responses.

Literacy Areas for Improvement

Primary In writing, primary students will focus on increasing their writing output and developing strategies to ensure their writing makes sense and flows logically. This includes learning how to plan and organize their ideas, as well as revising and editing their work to improve clarity and organization. In reading, primary students will work on strengthening their understanding of texts by checking for meaning and comprehension as they read. They will also continue to engage with grade-level texts and develop strategies to support deeper understanding. Intermediate In writing, intermediate students will focus on improving the meaning and flow of their sentences and the overall structure of their paragraphs. They will also work on increasing the length of their written pieces, expanding their vocabulary, and developing more sophisticated writing that communicates deeper meaning and engages their intended audience. In reading, students will continue to strengthen their comprehension skills by regularly checking for understanding and meaning. They will develop their ability to read for information, analyze and synthesize

what they have read, and apply key reading strategies such as making inferences, asking questions, and transforming their thinking. Students will also explore a variety of genres to broaden their reading experiences and build their literacy skills across different types of texts.

Literacy Next Steps/Actions

At the Tier 1 (Universal) level, all students will receive high-quality, evidence-based literacy instruction designed to build strong foundational skills, reading comprehension, fluency, and writing abilities. Primary students will participate in daily lessons using the University of Florida Literacy Institute (UFLI) - an explicit and systematic phonics program that strengthens phonemic awareness, decoding, and word recognition skills. Students in Grades 3-7 will engage in the Six Minute Solution, a structured fluency program that improves reading accuracy, rate, expression, and comprehension through repeated reading and partner practice. Literacy instruction across the school will also include small-group learning opportunities, growth mindset practices, and direct teaching of Adrienne Gear's strategies from Reading Power, Writing Power, and Powerful Understanding. Teachers will explicitly model and teach strategies such as making connections, questioning, inferring, visualizing, and synthesizing information while providing meaningful opportunities for students to apply these skills through reading, discussion, and writing activities. At the Tier 2 (Targeted) level, students requiring additional support will participate in small-group instruction, individualized goal setting, and scheduled conferences to focus on specific literacy needs and monitor progress. At the Tier 3 (Intensive support) level, students with the greatest needs will receive targeted phonemic awareness interventions, additional reading support, and extra UFLI practice. Students may participate in pull-out reading support, Speech-Language Pathology (SLP) services, and increased opportunities to practice reading passages through the Six Minute Solution to build accuracy, fluency, and confidence. Ongoing communication with families will help support literacy development at home by sharing student progress, goals, and strategies that can be reinforced through regular reading practice and home-school partnerships. Big Lake School staff continue to deepen their literacy instruction through professional learning focused on UFLI Foundations, the Six Minute Solution, Adrienne Gear's comprehension strategies, and the Ministry of Education Literacy Progressions. This learning is strengthening staff capacity to support student growth in phonics, fluency, comprehension, and overall literacy achievement.

Numeracy Results Analysis

According to Course Mark Data - 90% of students at Big Lake are 'on track' for Numeracy. There is some discrepancy in the data for the FSA results, which may be due to small sample size.

Numeracy Successes or Growth

Students have developed a positive attitude toward mathematics and demonstrate strong engagement during numeracy activities. There is good participation in Number Talks, daily problem-solving tasks, and math rotations, with students showing enthusiasm for discussing strategies and exploring different ways to solve problems. Students have also demonstrated growth in their recall of basic math facts and increased confidence in using computational strategies for addition and multiplication. These foundations are helping students build greater fluency and flexibility when working with numbers.

Numeracy Areas for Improvement

Students will continue to strengthen their recall of basic math facts, understanding of place value, and computational skills with both small and larger numbers. Continued focus will be placed on developing effective subtraction strategies and building a stronger understanding of division concepts, including fair sharing, equal grouping, and the relationship between multiplication and division. Students will also work on improving their ability to explain and demonstrate their mathematical thinking, reasoning, and problem-solving processes both verbally and in writing. Problem-solving is also an area for improvement.

Numeracy Next Steps/Actions

Tier 1 (Universal): All students will participate in daily numeracy instruction that includes small-group learning through math rotations, Number Talks, daily problem-solving activities, and collaborative tasks. Teachers will provide regular opportunities for students to develop mental math skills, strengthen basic fact fluency, and apply strategies to increasingly complex problems. Instruction will incorporate Carole Fullerton's numeracy strategies and resources to support computational fluency, number sense, and flexible thinking. Explicit modeling and teaching will focus on helping students explain and

demonstrate their mathematical thinking, reasoning, and problem-solving processes. Math games and technology-based activities, such as Mathletics, will be used to build engagement, provide targeted practice, and support automatic recall of basic facts. Tier 2 (Targeted): Students requiring additional support will receive focused small-group instruction targeting basic fact fluency, place value understanding, computational skills, and mathematical communication. Additional guided practice using Carole Fullerton strategies, targeted problem-solving activities, and hands-on learning opportunities will help reinforce classroom instruction and build confidence Tier 3 (Intensive support): Students with the greatest needs will receive individualized or small-group support focused on basic fact fluency, place value, and computation skills. Progress will be monitored regularly, and families will be provided with strategies and resources to support learning at home.

Human & Social Results Analysis

There was noticeable improvement in attendance during the 2025-26 school year. Staff focused on sense of belonging and added some new initiatives to improve attendance, connections, and sense of belonging.

Human & Social Successes or Growth

At Big Lake School, students demonstrate a strong sense of belonging and enjoy coming to school. Positive friendships, consistent routines, and caring relationships with staff contribute to a welcoming school environment. Morning Circle, daily morning walks, end-of-day gratitude circles, and adults greeting students off the bus help students feel connected and supported. The snack program also supports student well-being and readiness for learning. Outdoor learning opportunities further enhance student engagement, foster connections to the natural environment, and support students' physical, social, and emotional well-being.

Human & Social Areas for Improvement

Big Lake School will continue to strengthen connections between the school and community by increasing opportunities for guests and volunteers, including professionals, Elders, cultural knowledge keepers, artists, and reading helpers, to support student learning and engagement. The school will also work toward increasing opportunities for

outdoor learning, with the goal of gradually building toward daily outdoor learning experiences that foster connections to the land, promote student well-being, and provide meaningful opportunities for exploration, inquiry, and hands-on learning.

Human & Social Next Steps/Actions

Overall, there is good attendance and a strong sense of belonging at Big Lake School. We will continue morning circle, gratitude circles, the snack and lunch programs, and monthly birthday celebrations to foster belonging and well-being. The school will also incorporate EASE (Everyday Anxiety Strategies for Educators) practices to support students' social-emotional well-being, self-regulation, and resilience. The school will maintain regular communication with families about the importance of attendance and celebrate both strong and improved attendance throughout the year. School staff will monitor and document attendance patterns and conduct regular check-ins with students and families when concerns arise to better understand barriers and provide support. Opportunities for community members, volunteers, Elders, and guest presenters to participate in school activities will also be expanded to enrich learning and strengthen school-community connections.

School

- -

Course Marks

SCHOOL_YEAR_NAME

Provincial Assessments

EPRA / DART

SCHOOL_YEAR_NAME

School

- -

Course Marks

SCHOOL_YEAR_NAME

Provincial Assessments

School

- -

Sense of Belonging

Adults that Care

Feel Welcome at School

Attendance

SCHOOL_YEAR_NAME PERCENT_OF_COHORT ATTENDANCE_GROUP

School: Cariboo Chilcotin School District

School Year: 2026/2027

Literacy Results Analysis

test

Literacy Successes or Growth

test 2

Literacy Areas for Improvement

Literacy Next Steps/Actions

Numeracy Results Analysis

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Numeracy Successes or Growth

Numeracy Areas for Improvement

Numeracy Next Steps/Actions

Human & Social Results Analysis

Human & Social Successes or Growth

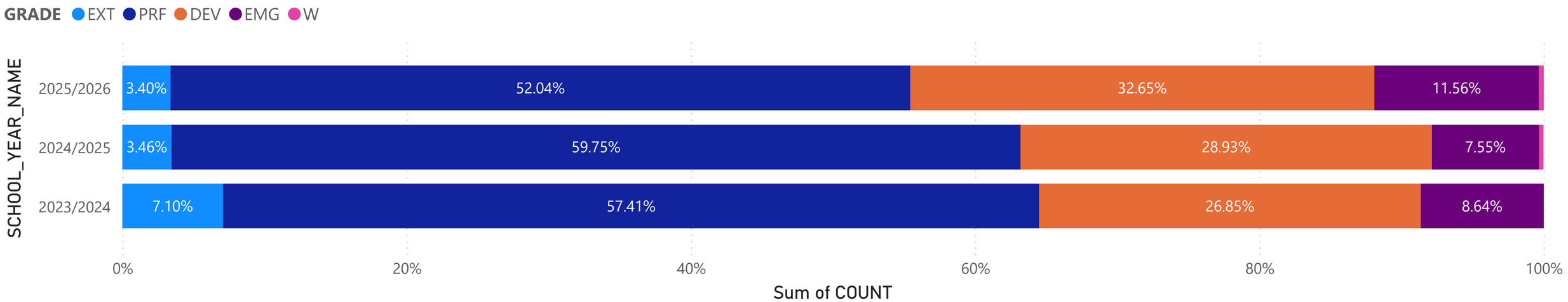
Human & Social Areas for Improvement

Human & Social Next Steps/Actions

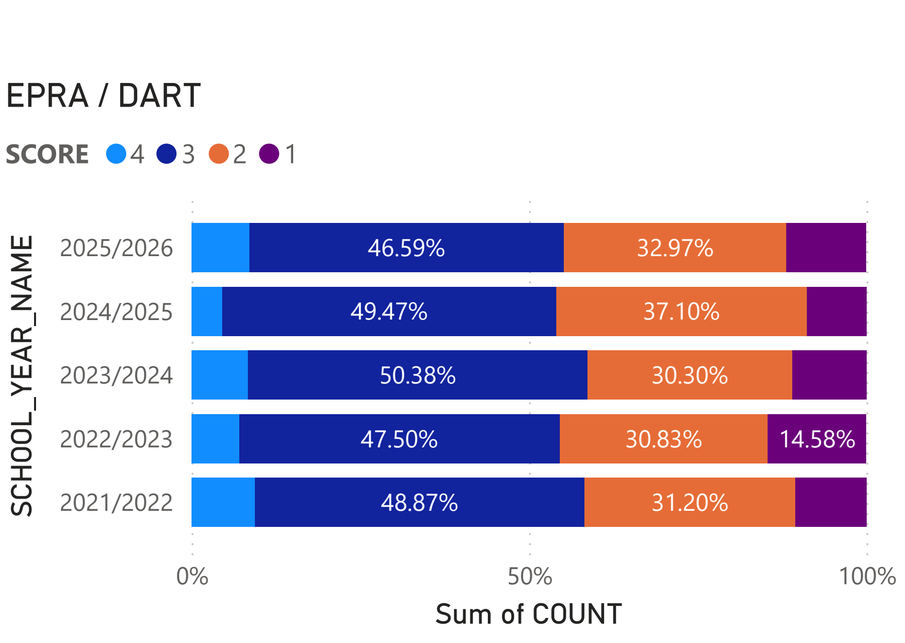
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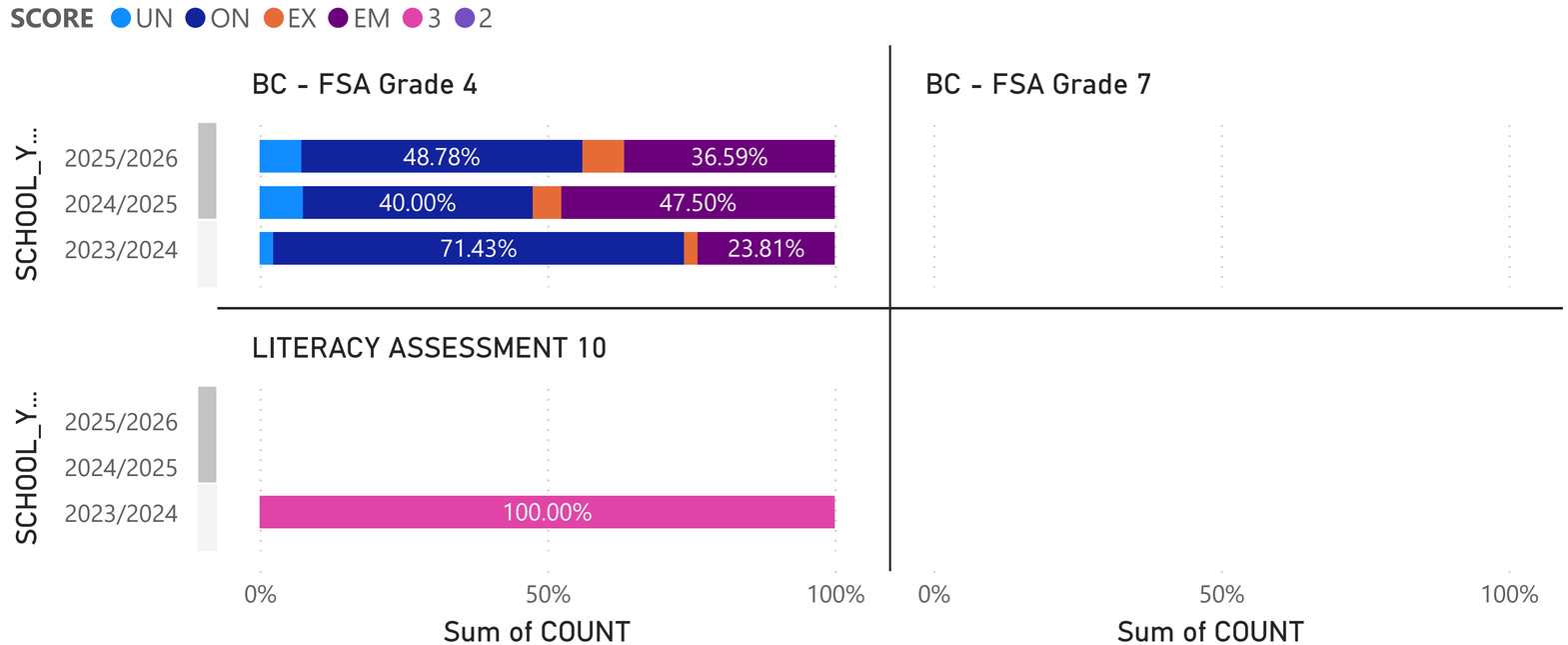
Cataline Elementary

Course Marks



Provincial Assessments

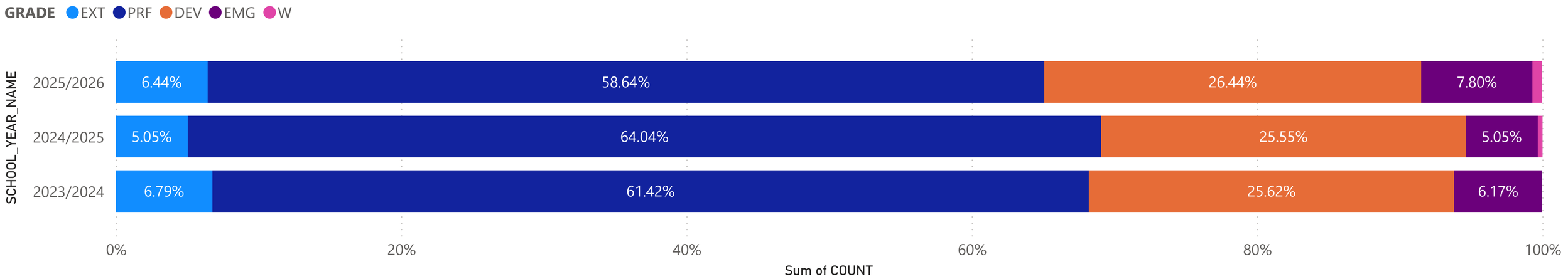




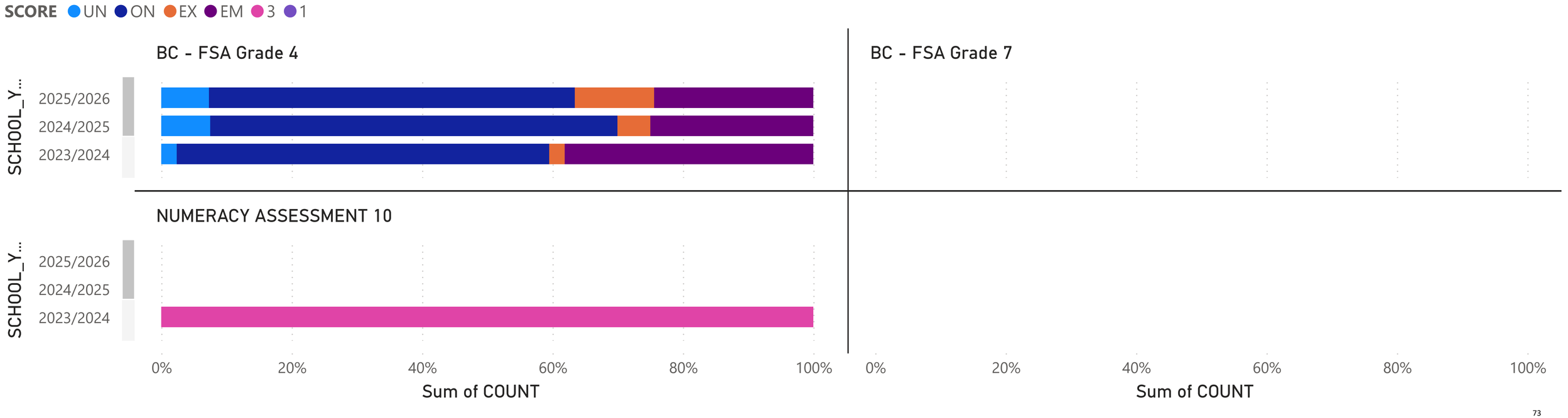
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Cataline Elementary

Course Marks



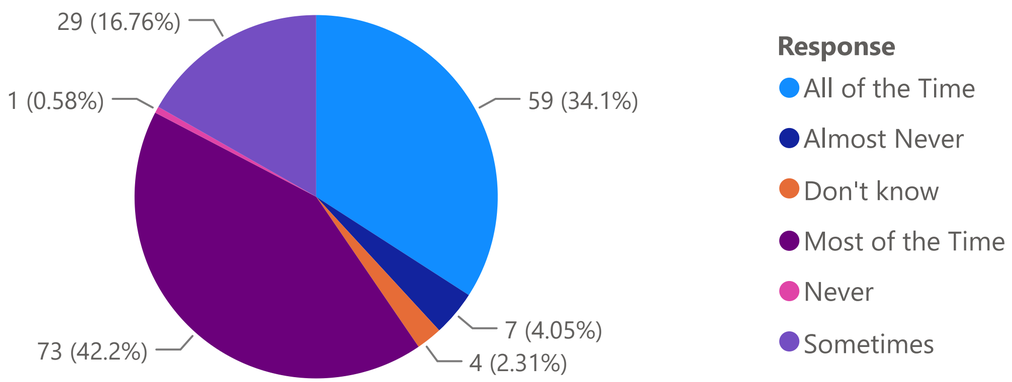
Provincial Assessments



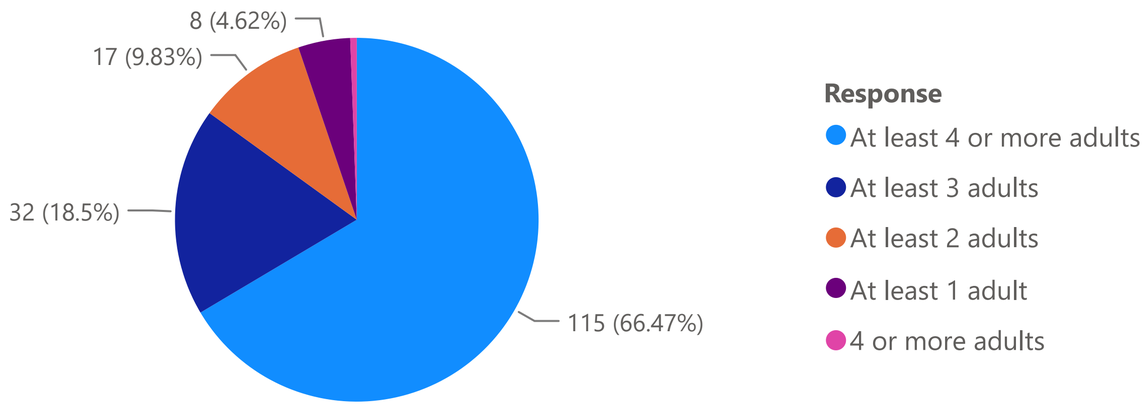
School

Cataline Elementary

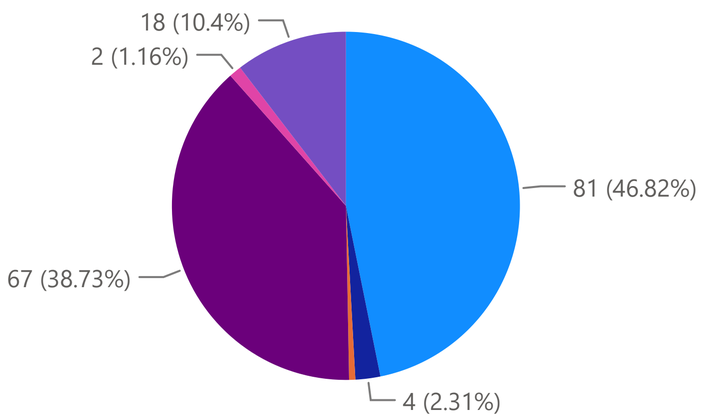
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	21%	<80
2025/2026	33%	80+
2025/2026	46%	90+
2024/2025	20%	<80
2024/2025	30%	80+
2024/2025	50%	90+
2023/2024	21%	<80
2023/2024	31%	80+
2023/2024	48%	90+
Total	**100%**	

School: Cataline Elementary

School Year: 2026/2027

Literacy Results Analysis

Early Primary Reading Assessment/District Assessment for Reading Team (EPRA/DART) Spring Literacy Assessment results indicate 55% of students are proficient in literacy, and 33% of students are developing (meaning 88% are on tack - meeting expectations). EPRA/DART Spring Literacy Assessment results indicate 53.5% of Indigenous students are proficient in literacy, and 33.33% of students are developing (meaning 87% are on tack). Foundational Skills Assessment (FSA) Literacy results for 2025-2026 school year, indicate 52% of students (gr. 4) are on track (meeting expectations). FSA Literacy results for 2025-2026 school year, indicate 61% of Indigenous students (gr. 4) are on track. Course marks results for the 2025-2026 school year indicate 55% of students are proficient in literacy, while 33% are developing (88% on track). Course marks are similar to literacy assessment results, but these indicators are much lower than the FSA results.

Literacy Successes or Growth

FSA literacy results improved from 2024-2025 school year with 45% of students on track, to 56% students on track for the 2025-2026 school year. 91% of intermediate students (gr. 4-6) were on track based on the DART Spring literacy results. Overall, Indigenous students saw greater success in all literacy assessment areas, than school averages.

Literacy Areas for Improvement

Although FSA results improved in 2025-2026, the results do not align with grade 4 DART assessment results and course marks. FSA literacy results indicate further growth in reading comprehension is required to meet school-wide assessment indicators. Early primary reading results through EPRA and school-wide Adaptive Core Assessments (District Early Literacy Screener - ELS) indicate there is much growth to be had in letter recognition, phonemic awareness (decoding), and reading comprehension. Adaptive Core Assessments (ELS) data was collected in Spring 2026 across all primary grades (K-3). We will improve early literacy rates for students in grade 1-3 (primary) focusing on phonemic

awareness as measured by the assessment results from the early Adaptive Core Assessment, comparing spring (2026) to spring results (2027).

Literacy Next Steps/Actions

KR1: 80% of our targeted students (gr.1-2) will be able to decode/recognize at least 20/24 high frequency words (CORE - Graded High-Frequency Word Survey) by June 2027. KR2: 90% of our targeted students (gr.3) will be able to decode/recognize at least 24/24 high frequency words (CORE - Graded High-Frequency Word Survey) by June 2027. KR3: 90% of our targeted students (gr.1-3) will be able to read at grade level as indicated using PM Benchmarks by June 2027. KR4: 80% of our targeted students (gr.1-3) will be reading 'on track' (meeting expectations) for their grade level as indicated by their Spring 2027 EPRA results. Instruction: - All primary teachers will be actively engaged in professional learning to support their instruction in the following literacy areas while guiding their pedagogy: - Daily Phonological / phonemic awareness. -Explicit phonics instruction. -Reading practice (decodables, partner, shared reading). -Vocabulary / Oral reading. -Interactive read-aloud (comprehension strategies). -Writing. Universal Interventions: - Daily explicit and systematic phonic instruction focusing on letter sounds, phonemes, letter blends and sounds, and encoding and decoding of words using the University of Florida Literacy Institute (UFLI) Foundations program (supplemented with 5-10 minute Heggerty lessons). - Classroom sound and word walls to support and re-enforce instruction. Targeted Interventions: - Leveled reading group instruction (40min) within school-wide primary (gr. 1-3) literacy program. Teachers working in collaboration and as a school-wide team to deliver explicit and direct instruction to leveled literacy groups. Intensive Interventions: - Explicit and direct targeted instruction using rapid individual/small group review of letters and words twice / week through Learning Support Teacher (LST) support. - Direct individual instruction through in-school Letter Buddies Program (senior student mentorship) 2-3 times per week. Resource: - Evidence-based early reading instruction is strongest when it includes systematic, explicit teaching of the key components identified by reading research and the science of reading. - Phonemic awareness instruction has the greatest impact when linked directly to letters and decoding. - Research shows comprehension improves when students have strong decoding skills, vocabulary knowledge, and background knowledge. - UFLI & Heggerty Programming (Phonemic awareness program). - Early Literacy Screener (ELS).

Numeracy Results Analysis

Course marks results for the 2025-2026 school year indicate 65% of students are proficient in numeracy (as indicated through student Learning Update results), while 26.5% are developing (Total: 91.5% on track - meeting expectations as indicated using 'developing, proficient, extending'). Course marks are similar to literacy assessment results, but these indicators are much lower than the Foundational Skills Assessment (FSA) results. FSA numeracy results indicate 68% students are on track (meeting expectations) for the 2025-2026 school year. Course marks results for the 2025-2026 school year indicate 61% of Indigenous students are proficient in numeracy, while 24% are developing (85% on track). FSA numeracy results indicate 68% Indigenous students on track for the 2025-2026 school year.

Numeracy Successes or Growth

FSA 'on track' (meeting expectations) results for 2025-2026 improved over previous year (2024-2025), including Indigenous students. FSA results for on track 2025-2026 students did not align with grade 4 course marks. Course marks indicated a higher proficiency rate. FSA numeracy results indicate further growth in all areas to meet course assessment indicators.

Numeracy Areas for Improvement

Continued Growth: Numeracy Vocabulary–common numeracy language across all grades (e.g. FSA numeracy assessment language)–measurement: FSA results. - Look at numeracy content vocabulary within FSA exam (highlight key words.). All intermediate teacher will continue to use and share common numeracy language. - Pre-unit work-vocabulary & definitions & examples. We will improve the rate and fluency of foundational numeracy skills, focusing on multiplication skills with intermediate students (gr. 4-6) as measured by student learning update results, comparing fall (2026) and spring results (2027). This area will be specifically targeted by all intermediate teachers using daily classroom instruction and resources. Gr. 5/6 teacher will pilot a "Foundational Skills" program focusing on multiplication skills: daily instruction, assessing, and monitoring.

Numeracy Next Steps/Actions

Rate & Fluency of foundational Numeracy Skills: KR1: Mastery targets – 90% of targeted students (gr. 5/6) can recall multiplication facts through 10 x10. KR2: 90% of grade 5/6

students can recall 20-30 correct multiplication facts (10 x 10) per minute with 95% accuracy. Universal Interventions: -Daily explicit instruction in fact strategies and retrieval practice to target fluency and fact mastery (Pilot Program: Math Rockets programming). - Conceptual understanding (e.g. arrays, groups, models); Explicit instruction (e.g. fact strategic sequence, number talks); Daily retrieval practice (e.g. 5-10 min, small sets, games / drills); and monitor. Targeted Interventions: - Explicit instruction model ("I do, We do, You do") using Carole Fullerton's 'Mind-full Math' numeracy programming to develop and build on conceptual understanding of multiplication-adopted by most upper primary & intermediate teachers. Carole Fullerton numeracy strategies: o Concrete – manipulatives (e.g. use counters, Cuisenaire rods). o Representational – drawing and visual models (e.g. drawing groups, whiteboards). o Abstract – numbers, symbols, and vocabulary (e.g. 5x3=15; product; number talks). Intensive Interventions: - Small group intervention–focus groups using games and on-line programs (e.g. Mathletics, Rock Math program) and individualized instruction (individualized programming; goal setting; monitoring; and tracking with support of Learning Support Teacher-LST).

Human & Social Results Analysis

93% of students felt a sense of belonging at school. 99% of students felt they had at least one adult who cared about them, while 95% of students felt 2 or more adults cared about them. 95% of students felt welcomed at school. 2025-2026 Student Survey (gr. 3-6) Results indicate that 93% of students feel a Sense of Belonging and 95% of students feel Welcomed at Cataline Elementary School. With 99% of students feeling they have at least one adult who care about them, while 95% of students feel 2 or more adults care about them, very few students are without an adult connection and do not feel a sense of belonging. Attendance: Attendance rates during the 2025-2026 school year remained constant with the previous school year (2024-2025). - 295 students enrolled - 156 students attending less than 90% - 62 students attending less than 80% - 4 students attending less than 50%

Human & Social Successes or Growth

From the moment students arrive to school, whether starting our day with a school-wide morning walk, Mindful Mondays to ground and start our week in a good way, or simply greeting students at the door, Cataline staff ensure they are making connections and building relationships with our students. With a school-wide, trauma informed lens and

student-centered approach, staff are connecting with students in meaningful ways, ensuring student's social-emotional and basic needs are met, and that students feel heard and supported. Through staff training of trauma informed practice and social-emotional learning strategies being delivered school-wide, staff are equipped with various tools to support students. Further, students have the opportunity to utilize the school's robust breakfast and lunch program, or connect with our school's Indigenous Support Workers or Youth and Engagement worker.

Human & Social Areas for Improvement

We will increase student monthly attendance rates for those students attending below 80% as measured by monthly attendance data supported by CIMS (District Data). Next Steps KR1: 70% of our students (K-6) are attending more than 80% of the time at the end of June 2027 KR2: 80% of our targeted students (gr. K-5 < 80%) from June 2026 are attending more than 80% of the time at the end of December KR3: 100% of our targeted students (gr. K-5 < 50%) from June 2026 are attending more than 50% of the time at the end of December

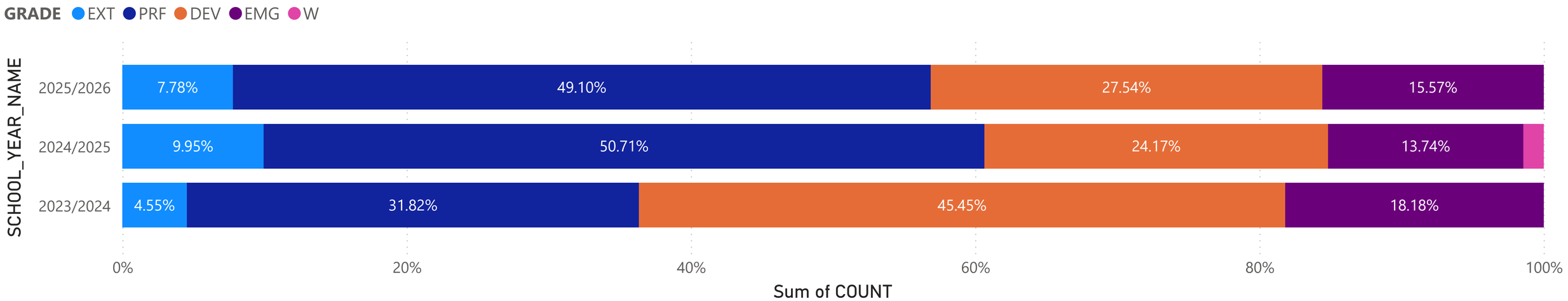
Human & Social Next Steps/Actions

Universal Interventions: - Welcoming students at the door; continuing the work our school is doing to create a safe and welcoming environment (*89% students indicated a Sense of Belonging; 89% students indicated a Feeling of Welcome) - Monthly student celebration assemblies honouring attendance success (incentive driven) - Hot lunch program delivery on Monday & Fridays - Information in monthly newsletters about the importance of attendance and healthy habits (sleep, devices, etc) Targeted Interventions: - Parent correspondence (phone calls & meetings) to support child & family - Classroom / teacher attendance incentives (monitoring & rewards) - Friday games day – lunchtime celebration Intensive Interventions: - Parent & Student meetings (e.g. connecting with families in August – setting up attendance plan; gradual entry to school) - School transportation offered Resource: - FNESC Attendance Tool Kit - District CIMS data

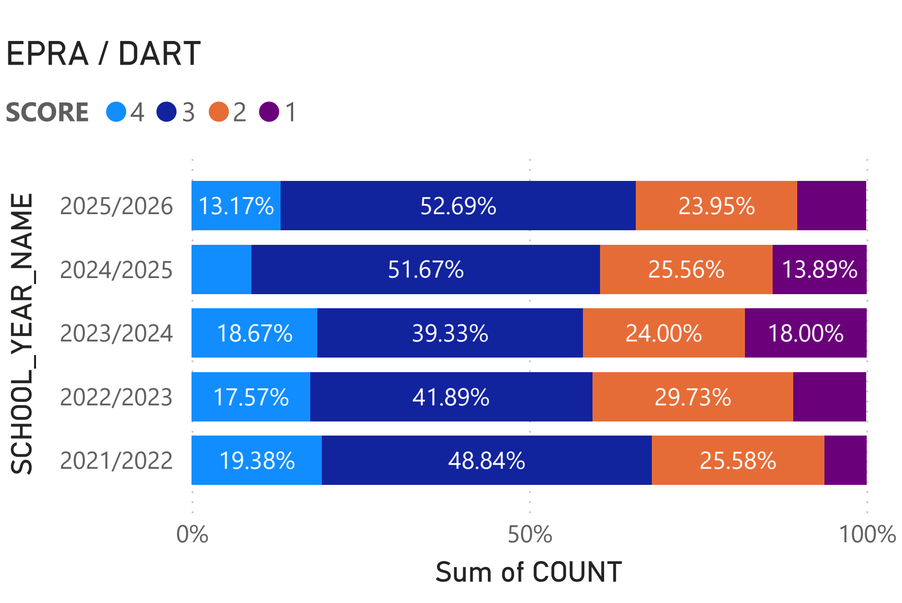
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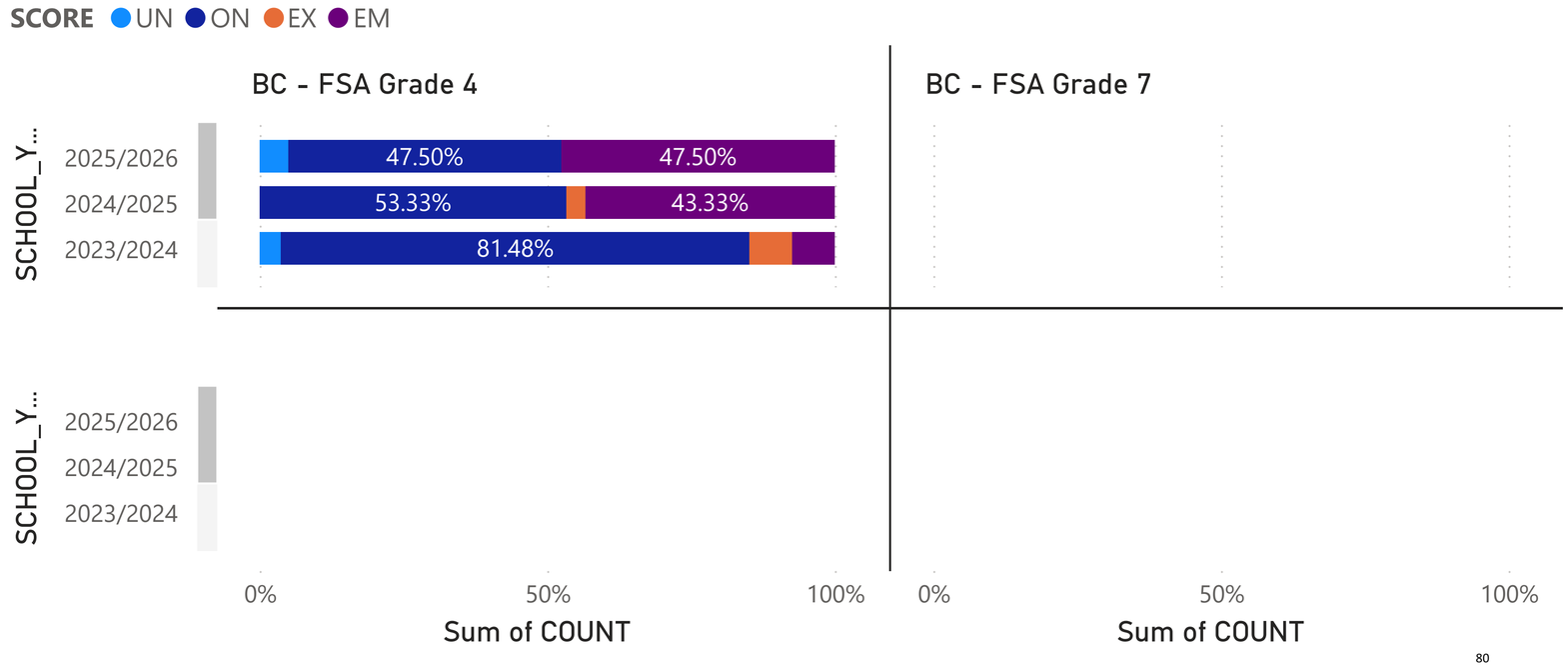
Chilcotin Road Elementary

Course Marks



Provincial Assessments

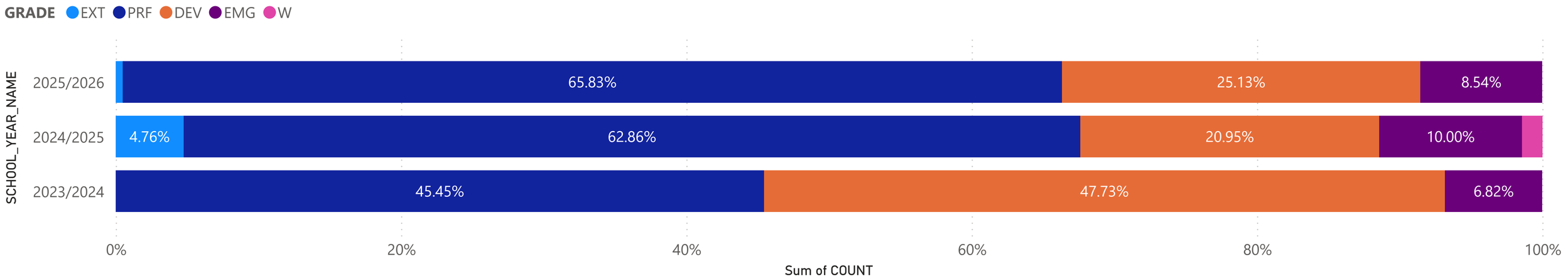




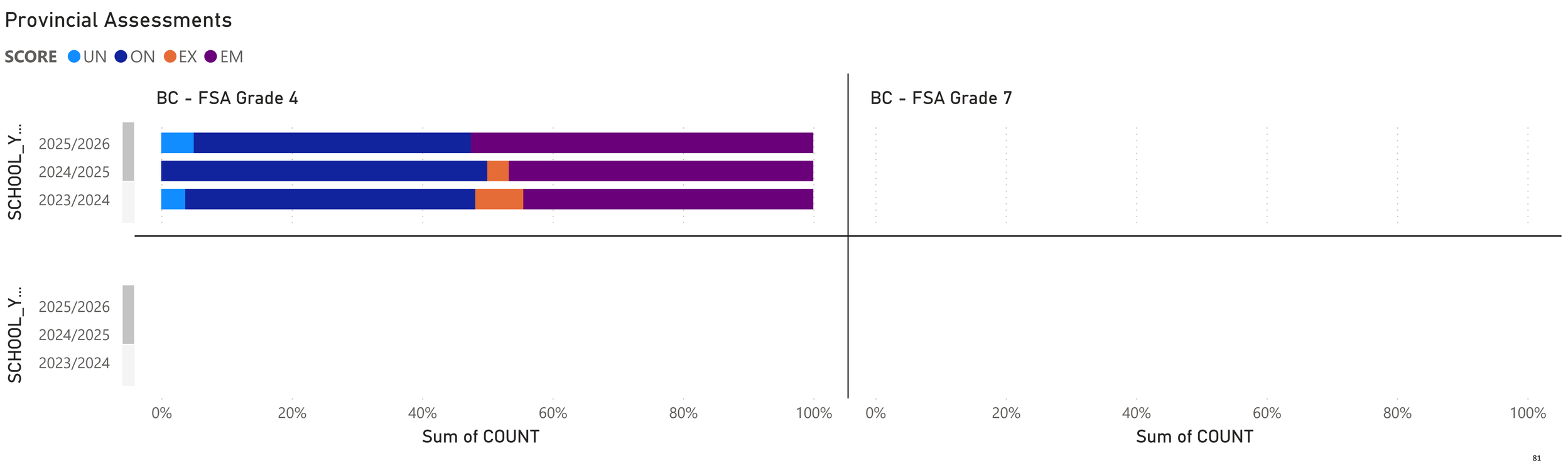
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Chilcotin Road Elementary

Course Marks



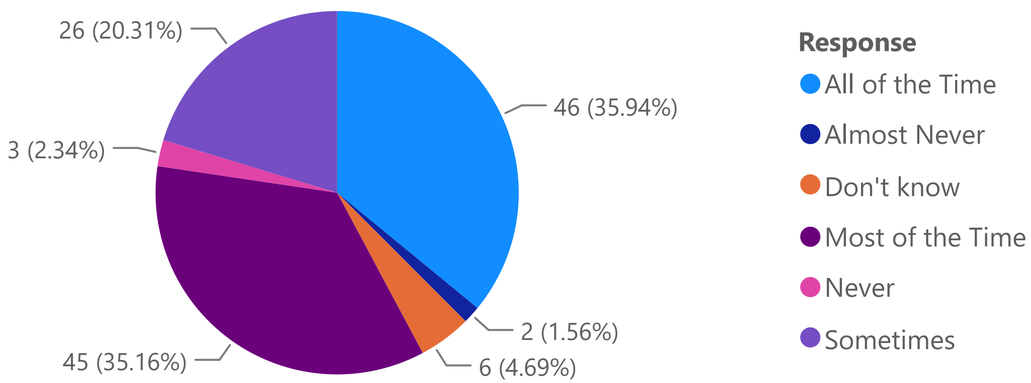
Provincial Assessments



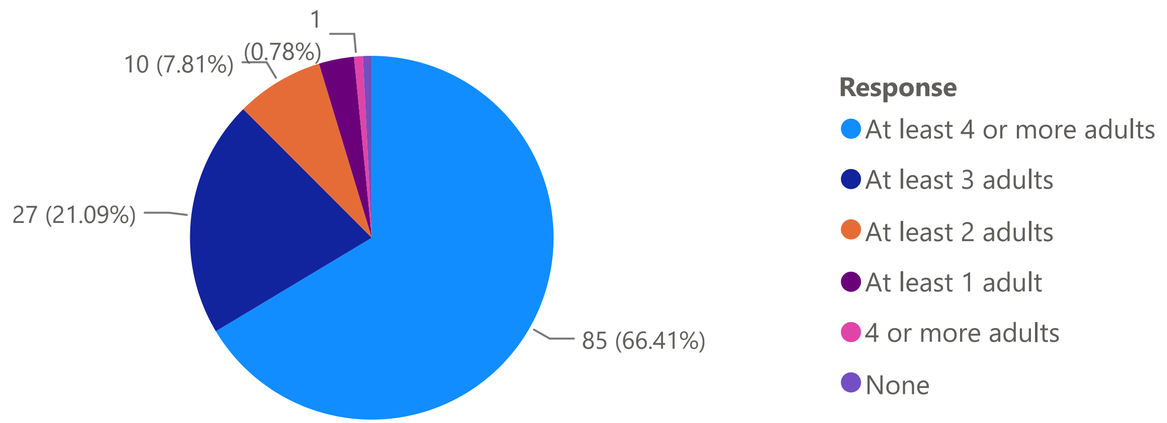
School

Chilcotin Road Elementary

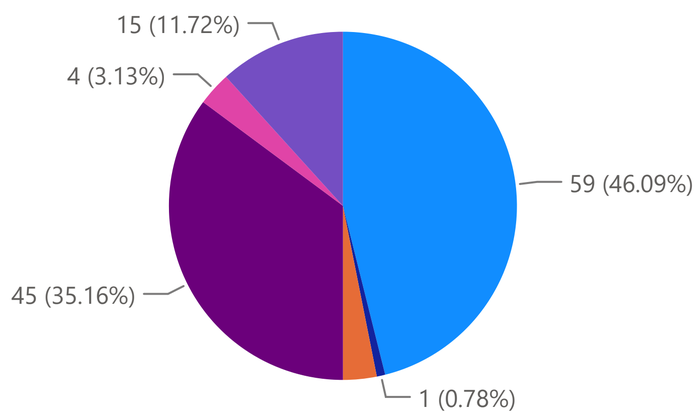
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	12%	<80
2025/2026	24%	80+
2025/2026	65%	90+
2024/2025	12%	<80
2024/2025	33%	80+
2024/2025	55%	90+
2023/2024	13%	<80
2023/2024	33%	80+
2023/2024	54%	90+
Total	**100%**	

School: Chilcotin Road Elementary

School Year: 2026/2027

Literacy Results Analysis

-Early Primary Reading Assessment (EPRA)/District Assessment of Reading Team (DART) students meeting expectations (Levels 3 and 4 combined) increased from 58.7% in 2023/24 to 65.9% in 2025/26, a gain of 7.2 percentage points. -In 2025/26, 52.7% of students achieved Level 3 and 13.2% achieved Level 4, resulting in 65.9% meeting or exceeding expectations. -Course mark proficiency increased from 31.8% in 2023/24 to 49.1% in 2025/26, a gain of more than 17 percentage points. -Grade 4 Foundation Skills Assessment (FSA), 47.5% on track and 47.5% emerging -Grade 4 FSA Indigenous students 69% on track and 31% emerging

Literacy Successes or Growth

-EPRA/DART literacy achievement improved from 58.7% meeting expectations in 2023/24 to 65.9% in 2025/26. -The percentage of students achieving Proficient on classroom literacy measures increased from 31.8% to 49.1%, representing growth of over 17 percentage points. -Teachers are looking at the data and helping create targeted interventions for struggling learners. - Indigenous learners are 20 points higher overall On Track with the FSA

Literacy Areas for Improvement

Reduce the Number of Emerging Learners: -Course mark data indicate 15.6% of students are currently achieving at the Emerging level, while EPRA/DART results show approximately 10.2% of students remain at Level 1. Continued focus on early intervention, targeted reading instruction, and responsive supports will help reduce the number of students requiring intensive literacy intervention. Move Developing Students to Proficient: -Course mark results indicate 27.5% of students are currently achieving at the Developing level, while EPRA/DART results show 24.0% of students are performing at Level 2. This group represents the school's greatest opportunity for growth. Moving students from Developing

to Proficient would significantly increase overall literacy achievement and help more students meet grade-level expectations.

Literacy Next Steps/Actions

Objective: Strengthen elementary students' literacy skills by improving reading comprehension through daily reading, vocabulary building, and structured practice, supported by a range of classroom programs and assessment tools, implemented school-wide. In collaboration with Teachers and Admin, students have been identified in every class that are struggling with Literacy. Every teacher has their identified list and will work with Education Assistance (EA), Learning Support Teacher (LST) and Admin to implement strategic interventions to help elevate these students, hopefully closing the gap of emerging to on track and developing to proficient. Teachers and Admin came up with the Objective Key Results (OKRs) in collaboration. Helping teacher created an excel spreadsheet of our students with results from the finer assessment literacy tool created in the district. We will also use this data to drive us forward focusing on the following areas: Key Results: 1. Every classroom, from Kindergarten (K) through 6, will engage in daily adults reading with students (EA's, LST, Admin, Volunteer Parents Teacher), using leveled reader books from classroom kits, ensuring every child can read at their level and grow confidently. 2. Students will build vocabulary daily using tools such as University of Florida Literacy Institute Foundations(UFLI Foundations), Six-Minute Solutions, and leveled readers, so that more students advance to proficiency in vocabulary and comprehension. 3. Teachers will use the district's finer assessment tool to track student progress, guiding instruction so that those still developing get targeted support, while more students progress to proficient or beyond. 4. Across the school, daily literacy routines will be anchored by these tools, creating a school-wide, cohesive approach that lifts all learners upward.

Numeracy Results Analysis

-Course mark results for the 2025/2026 school year indicate 65.8% of students are proficient in numeracy, while 25.1% of students are developing. Combined, 90.9% of students are on track in numeracy. -Course mark results for the 2024/2025 school year indicated 62.9% of students were proficient in numeracy, while 21.0% were developing. Combined, 83.8% of students were on track. -Course mark results for the 2023/2024 school year indicated 45.5% of students were proficient in numeracy, while 47.7% were

developing. Combined, 93.2% of students were on track. -Numeracy proficiency has increased substantially over the past two years, rising from 45.5% in 2023/24 to 65.8% in 2025/26, representing a gain of 20.4 percentage points. -Grade 4 Foundation Skills Assessment (FSA) 42.5% on track and 52.5% emerging overall -Grade 4 Indigenous FSA 66.6% on track 33.3% emerging

Numeracy Successes or Growth

-Numeracy proficiency increased from 45.5% in 2023/24 to 65.8% in 2025/26, a gain of 20.4 percentage points. -The percentage of students achieving at the Proficient level increased from 45.5% to 65.8% over two years. -Current course mark results indicate that 90.9% of students are developing or proficient in numeracy. -More teachers got to experience Carole Fullerton this year. -Learning updates have taken a positive shift indicating that larger numbers of students are on track overall. Only 8.5 % of students are emerging this year. The gains are small, but they are in the right direction.

Numeracy Areas for Improvement

-8.5% of students remain in the Emerging category and require targeted support. -25.1% of students are currently Developing and represent the greatest opportunity for growth into the Proficient category. -Continue strengthening mathematical reasoning, problem solving, and communication skills to increase students achieving at the highest levels. -Sustain and build upon the significant gains made in numeracy achievement over the past two years. -Collectively the school will be working on the decoding of math problems. -Helping students better understand the information being asked of them in simple math problems. -Classrooms need to work on "back to basics" Math vocabulary, problem solving, addition, subtraction and multiplication. (data collected from teachers).

Numeracy Next Steps/Actions

Objective: Strengthen elementary students' numeracy skills by ensuring every classroom, from Kindergarten (K) through 6, engages in decoding math problems, mastering basic math facts, with a focus on increasing proficiency and extending learners, while reducing those still developing or emerging. In collaboration with Teachers and Admin, students have been identified in every class that are struggling with Numeracy. Every teacher has their identified list and will work with Education Assistance (EA's), Learning Support

Teacher (LST) and Admin to implement strategic interventions to help elevate these students, hopefully closing the gap of emerging to on track and developing to proficient. Teachers and Admin came up with the Objective Key Results (OKRs) in collaboration. Key Results: 1. Every classroom, from kindergarten to grade 6, will use structured math coding activities regularly to help students identify key problem elements, ensuring a school-wide approach to proficiency. 2. Daily math practice will become a school-wide ritual, guiding students from all grades toward stronger recall of addition, subtraction, and early multiplication facts, promoting a culture of mathematical confidence. 3. Every teacher will incorporate simple coding concepts into their math lessons, helping students at all stages become comfortable using patterns and sequences to solve problems, fostering both teamwork and individual growth.

Human & Social Results Analysis

-Sense of Belonging: 71.1% of students report a strong sense of belonging (most or all of the time). -Adults That Care: 89.7% of students report having at least three caring adults at school. -Feel Welcome at School: 81.4% of students feel welcome most or all of the time. -Attendance: 65% of students attend school at a rate of 90% or higher.

Human & Social Successes or Growth

-89.7% of students report having at least three caring adults. -81.4% of students feel welcome at school. -71.1% of students report a strong sense of belonging. -90%+ attendance increased from 56% to 65%, a gain of 9 percentage points.

Human & Social Areas for Improvement

-Increase belonging for the 29% of students who report feeling connected only sometimes or less. -Improve welcome and inclusion for the 18.6% of students not reporting welcome most or all of the time. -Reduce the 11% of students attending below 80%. -Increase the number of students who identify four or more caring adults.

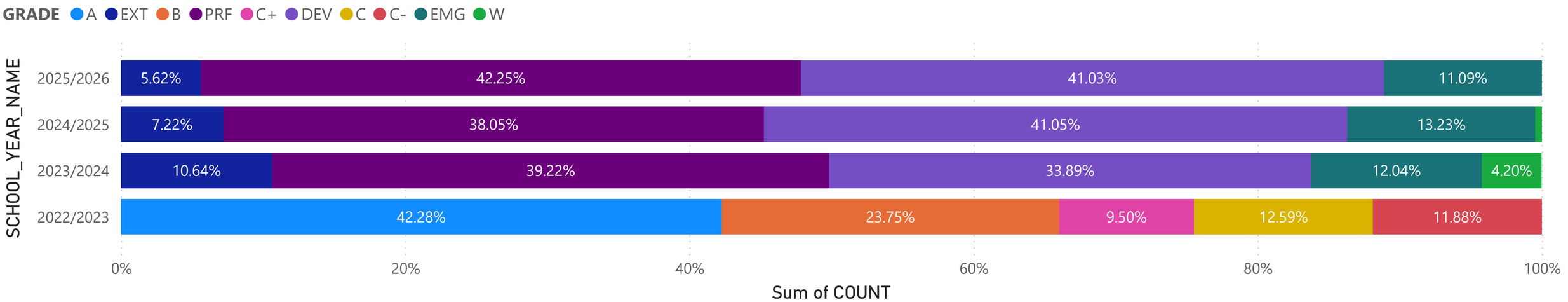
Human & Social Next Steps/Actions

Objective: Strengthen student attendance by deepening the sense of belonging, building positive school-family connections, and celebrating consistent attendance as a cornerstone of success. In collaboration with Teachers and Admin, students have been identified in every class that are struggling with Attendance. Every teacher has their identified list and will work with Admin and Guardians to implement strategic interventions to help these students. Teachers and Admin came up with the Objective Key Results (OKRs) in collaboration. Key Results: 1. Every classroom will cultivate a culture of belonging, making each student feel known and valued, so families stay connected and motivated. 2. Teachers and staff will proactively make phone calls home—not just for absences, but also to share successes, milestones, and build a warm connection between home and school. 3. Daily routines and attendance check-ins will be woven into the school fabric, so every student and family knows their presence is valued, and every success is celebrated.

School

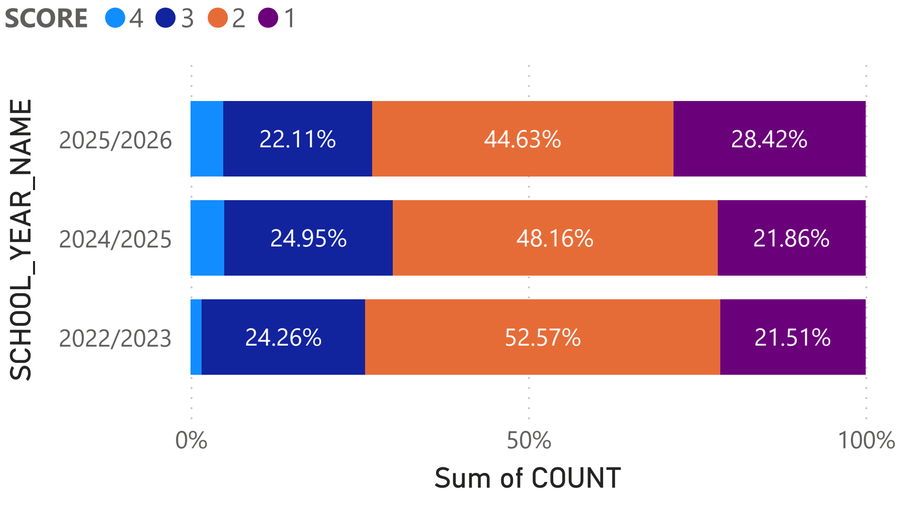
Columneetza Junior Secondary

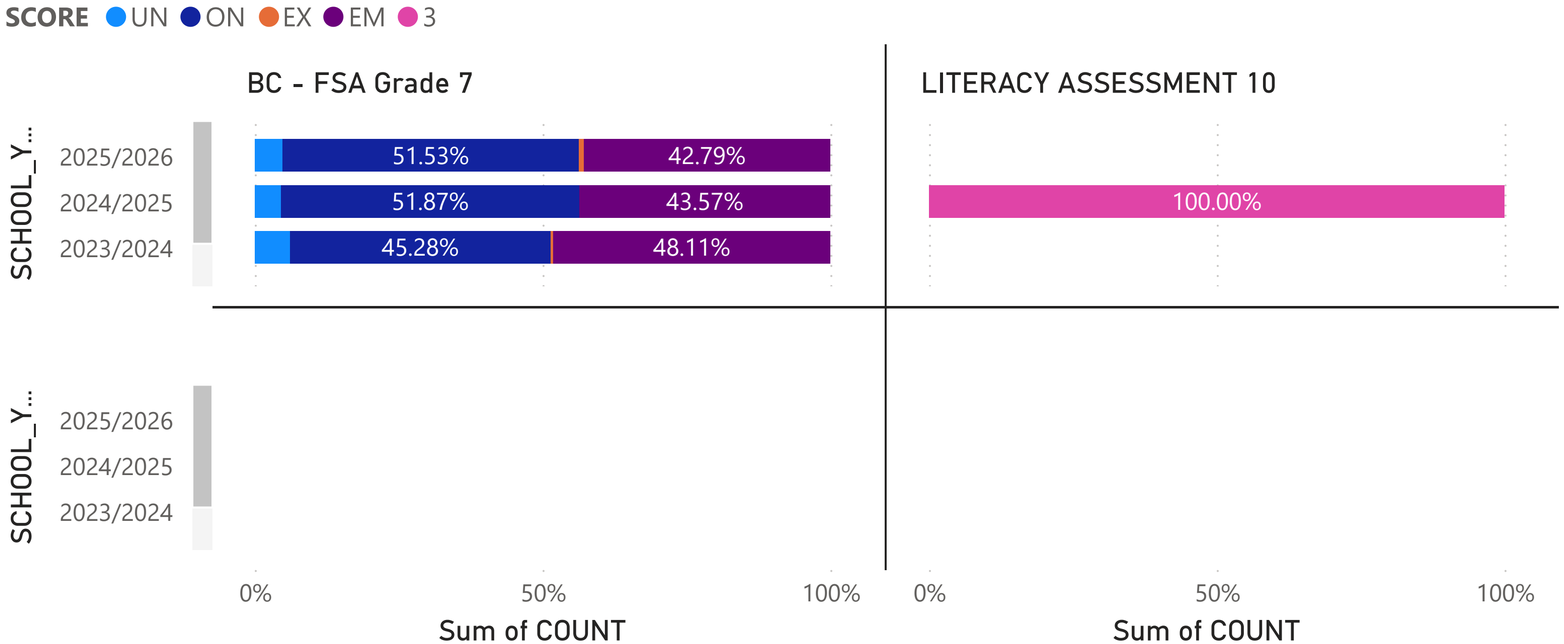
Course Marks



Provincial Assessments

EPRA / DART

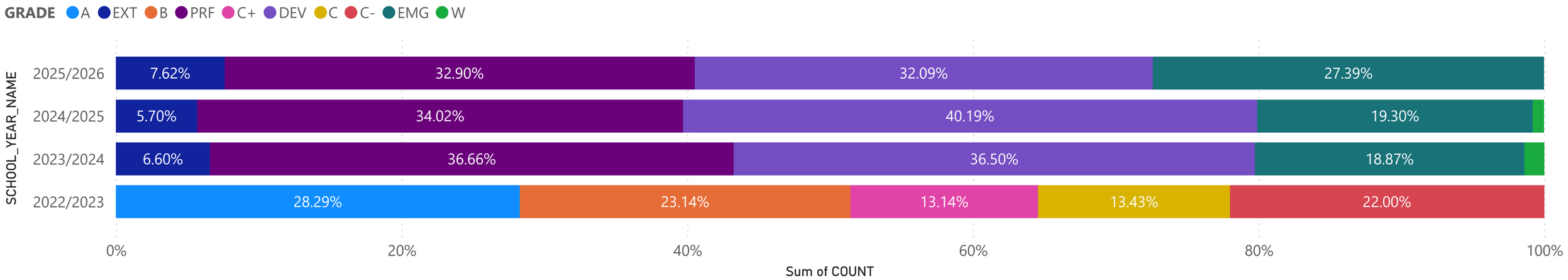




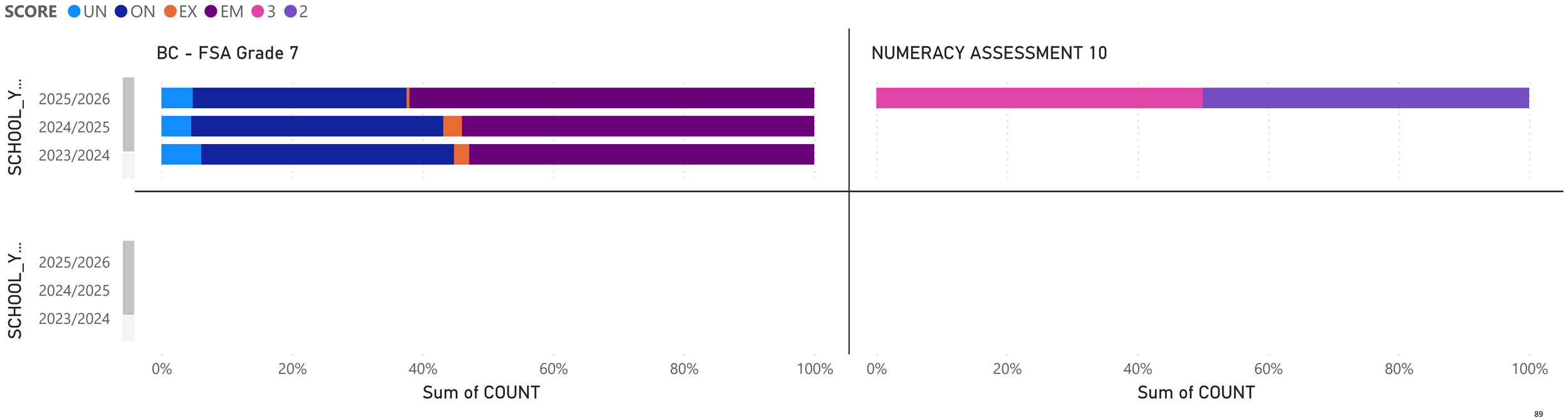
School

Columneetza Junior Secondary

Course Marks



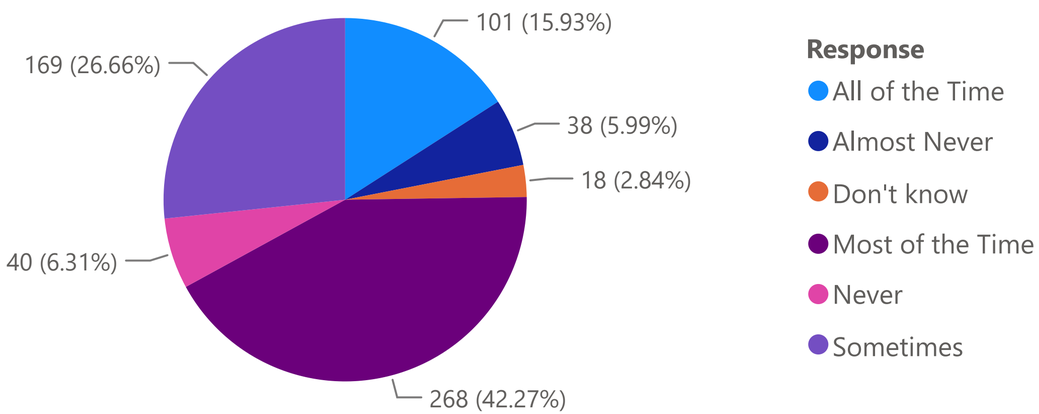
Provincial Assessments



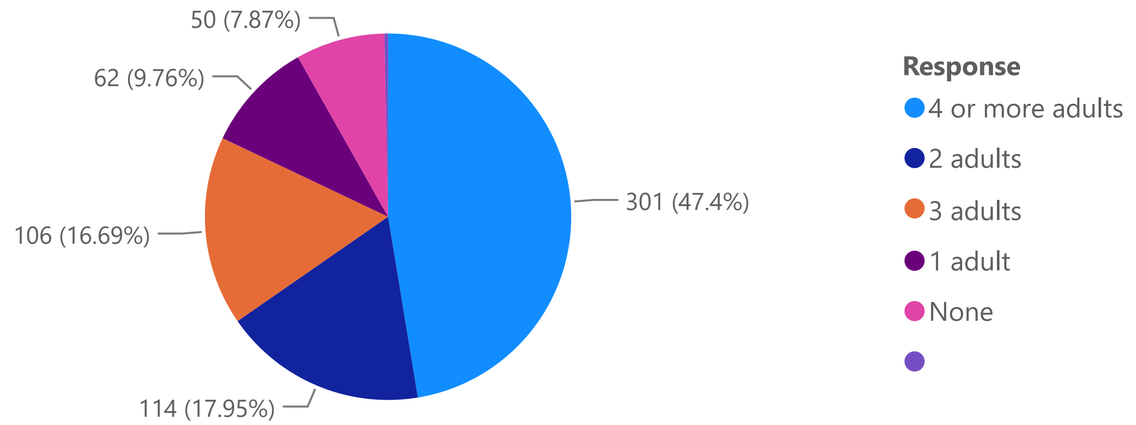
School

Columneetza Junior Secondary

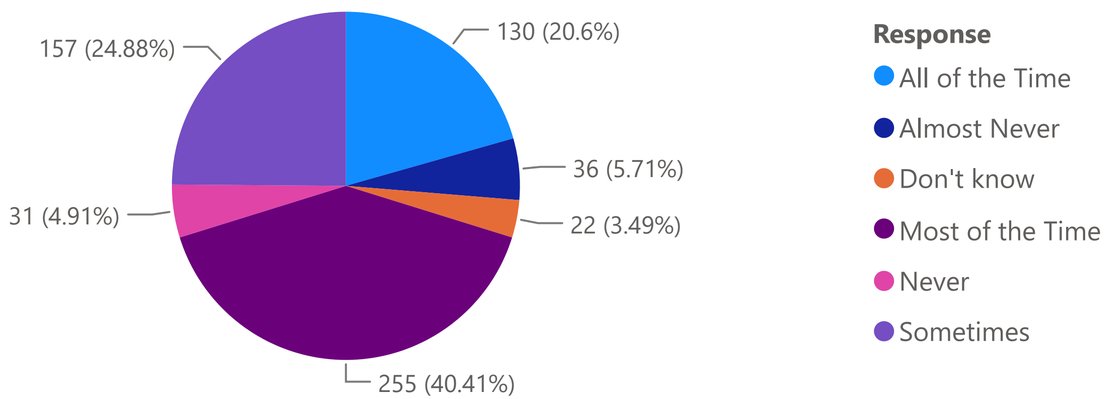
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	37%	<80
2025/2026	38%	80+
2025/2026	25%	90+
2024/2025	37%	<80
2024/2025	37%	80+
2024/2025	26%	90+
2023/2024	38%	<80
2023/2024	35%	80+
2023/2024	27%	90+
Total	**100%**	

School: Columneetza Junior Secondary

School Year: 2026/2027

Literacy Results Analysis

Using grade 7 scores as a starting point for our analysis, approximately only half of all students are on track in two or more measures of literacy. The current state of literacy achievement is in line with the data collected from the last three years. As such, we are planning for grade-wide early diagnostic and intervention strategies for grade 7 students. Our hope is that this intensive work will improve literacy outcomes this year and build capacity for grade 8 and beyond.

Literacy Successes or Growth

The school has established a strong foundation for literacy improvement through the development of collaborative structures, common assessment practices, and teacher leadership. Literacy teacher leaders have been identified to support professional learning and implementation, and a range of evidence-based assessment tools for grade 7 implementation: including resources from University of Florida Literacy Institute (UFLI), the program 6 Minute Solution, San Diego Quick Assessment, (LETRS) Spelling Screener, phonics surveys, and student reader profiles, which have been selected to support instruction. The commitment to collaborative planning and professional learning communities demonstrates a shared responsibility for improving literacy outcomes.

Literacy Areas for Improvement

Further growth is needed in ensuring that all classrooms consistently implement common literacy assessments and interventions, for their grade level and cohort. The school has identified a need to increase the number of students meeting grade-level literacy expectations and to strengthen supports for students identified as not yet on track. Additional attention is also required to ensure that students with significant literacy needs receive individualized goals, intensive interventions, and ongoing monitoring of progress.

Literacy Next Steps/Actions

The next phase of literacy work in our school plan will focus on implementing common literacy assessments and instructional practices across all Grade 7 classrooms, supported through professional learning and collaborative planning. Small-group interventions and co-teaching opportunities with Learning Support Teachers will be provided for students requiring additional assistance. Students identified through early literacy screening as experiencing significant challenges will receive individualized literacy goals, targeted support plans, family communication, and ongoing review through School-Based Team processes and intervention tracking systems.

Numeracy Results Analysis

A clear pattern in the numeracy assessment data shows that the more students are not on track for numeracy compared to their peers who are experiencing academic success and proficiency in numeracy. The school recognizes the importance of consistent teaching practices and common assessment measures to improve student outcomes and accurately identify learning needs. While a common assessment has not yet been applied, we can rely on the accuracy of the past results data as measured by other assessments and instructional feedback. Teachers met with a numeracy consultant in the spring to plan for potential interventions this school year.

Numeracy Successes or Growth

A significant strength within the numeracy plan is the development of the "Pulling Together: An Essential Math Framework for Grade 7 Classrooms," co-developed to provide a consistent structure for mathematics instruction. The plan includes strong professional learning opportunities, collaborative teacher support, common assessment tools, and ongoing monitoring of student growth. The use of classroom walkthroughs, professional learning communities, and co-teaching models reflects a commitment to building collective teacher efficacy and ensuring high-quality instruction.

Numeracy Areas for Improvement

The school has identified the need to increase the number of students who are achieving grade-level numeracy expectations and to strengthen supports for students who are not yet

on track. There is also a need to provide clear learning goals and intervention plans for students identified through early numeracy screenings as requiring significant support. Continued monitoring of instructional consistency and implementation across classrooms remains an important area for development.

Numeracy Next Steps/Actions

Next steps include implementing the common daily math lesson structure in every Grade 7 classroom and continuing professional learning to support effective delivery. Teachers will use common assessments and classroom data to identify students requiring intervention and provide targeted small-group instruction and co-teaching support. Students identified through early screening as having significant numeracy challenges will receive individualized learning goals, documented interventions, family engagement, and ongoing monitoring through School-Based Team processes and learning support structures.

Human & Social Results Analysis

For the past three years, attendance rates have been consistent. The rates reflect about 37% of the population attending less than 80% of the time, around 38% attending between 80-90%, and 25% attending 90% or more. We remain focused on improving attendance, particularly with focus on engagement, belonging, and inclusive learning environments. The school identifies attendance as a foundational factor influencing academic achievement, engagement, and positive behaviour. Building stronger student connections through relationship-based approaches, family partnerships, and inclusive practices is intended to support improved attendance and a greater sense of belonging for all students, particularly priority learners who may experience systemic barriers. We had a good completion rate this spring with student self-assessment surveys (90%). In the survey results, less that 6% of students don't feel like they belong or feel welcome. Less than 7% of students can't name a grown-up who cares. This indicates that while chronic absenteeism is high, it's not necessarily tied to indicators of belonging, feeling welcome or feeling cared for. So why aren't some students attending and what can we do to keep them at school?

Human & Social Successes or Growth

The school has established a comprehensive framework that combines attendance supports, inclusive education practices, and relationship-building strategies. The introduction , attendance recognition programs, proactive communication with families, and collaboration with Indigenous education partners represent key strengths. The commitment to Universal Design for Learning, assistive technology, visual schedules, and professional learning focused on inclusive practices further strengthens the school's ability to support diverse learners and foster belonging.

Human & Social Areas for Improvement

The school has identified the need to improve overall attendance rates, particularly among students experiencing chronic absenteeism. Using the metric of 90%+ days of attendance; 75% of Columneetza students are considered chronically absent. Continued growth is also needed in building consistent inclusive practices across all classrooms and strengthening staff confidence in Universal Design for Learning approaches. Additional focus is required to ensure that students requiring intensive attendance or behavioural supports receive coordinated interventions and ongoing monitoring.

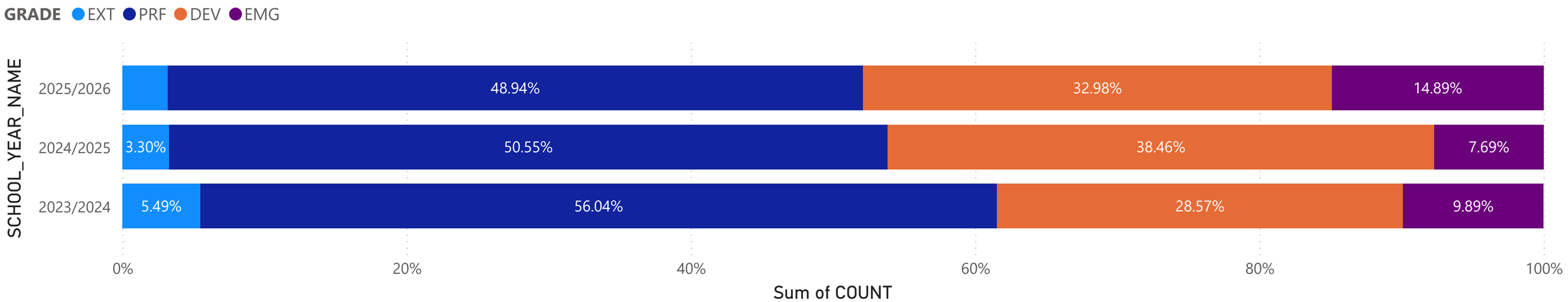
Human & Social Next Steps/Actions

The school will continue implementing attendance initiatives to increase student engagement and improve attendance rates. Staff will proactively communicate with students and families regarding the importance of attendance and provide targeted interventions for students who are at risk of chronic absenteeism. Inclusive education efforts will focus on ensuring all classrooms utilize visual schedules and assistive technology where appropriate, while professional learning communities and coaching opportunities will support staff in strengthening Universal Design for Learning practices. Ongoing monitoring through attendance data, student voice, School-Based Team processes, and classroom observations will guide continuous improvement throughout the school year.

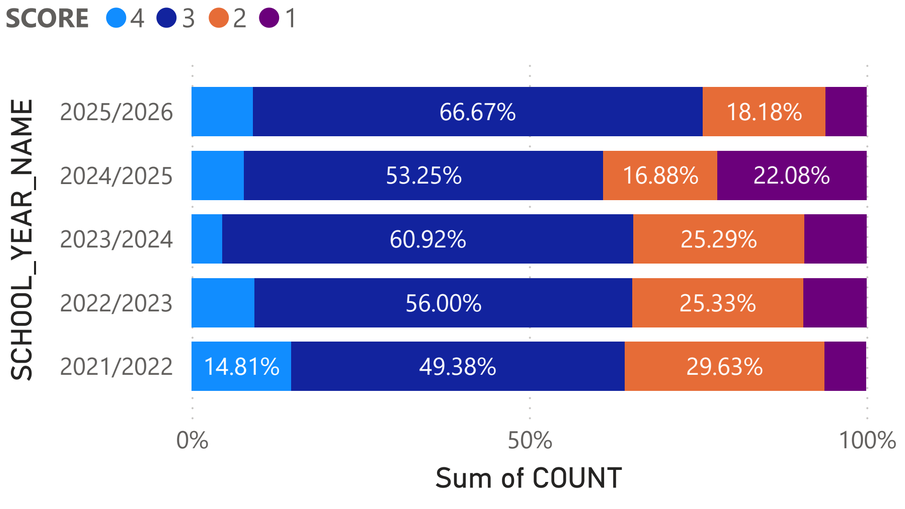
School

Forest Grove Elementary

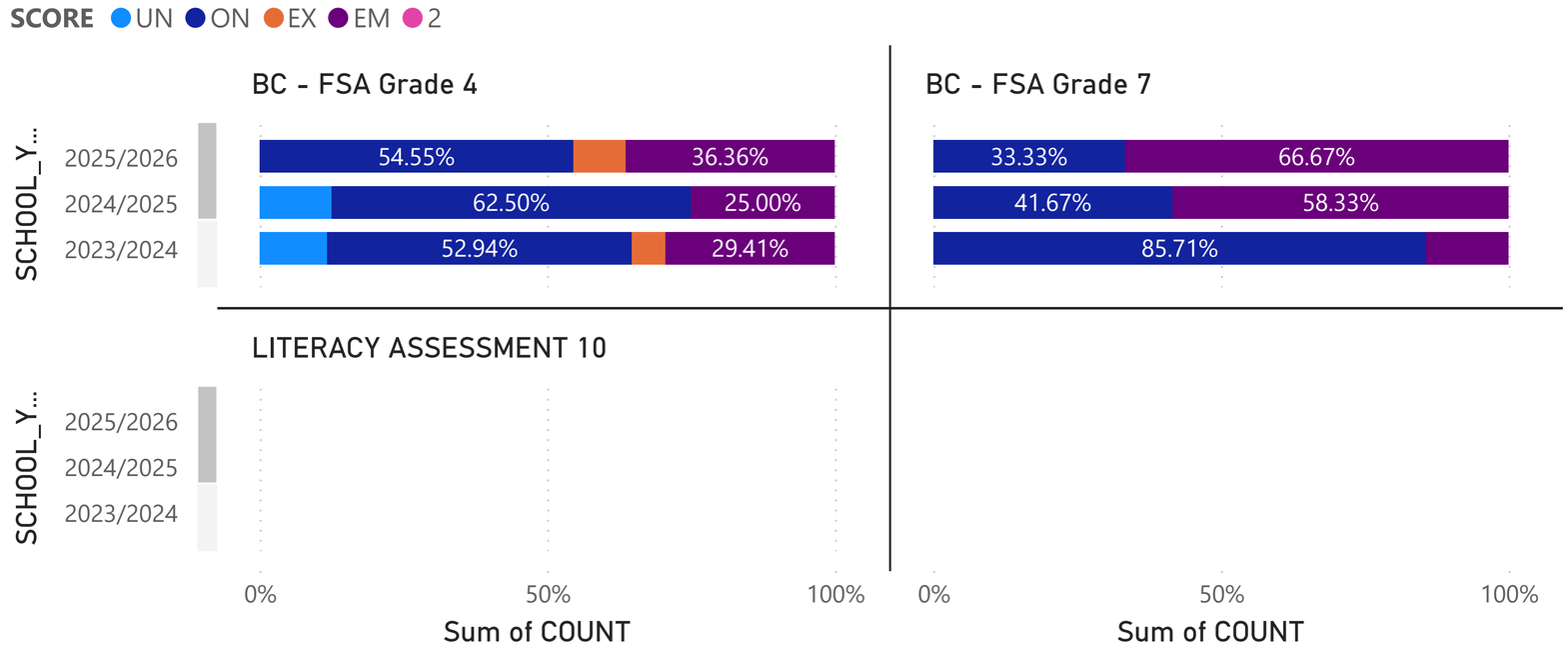
Course Marks



EPRA / DART



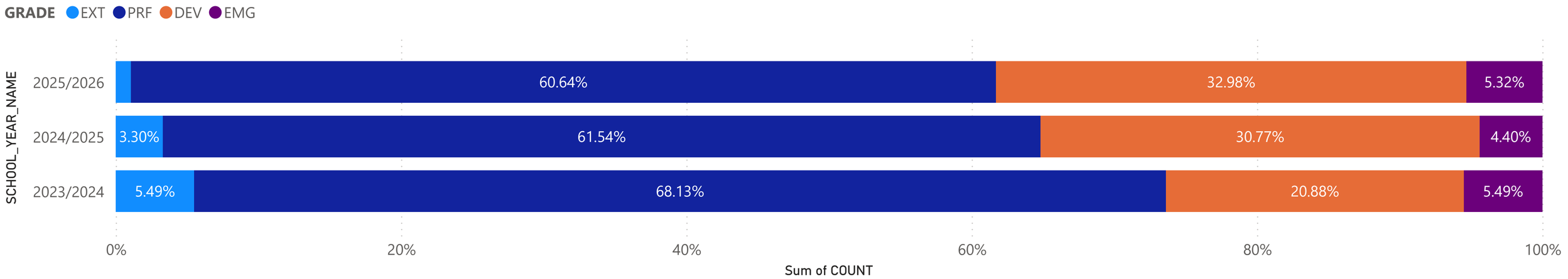
Provincial Assessments



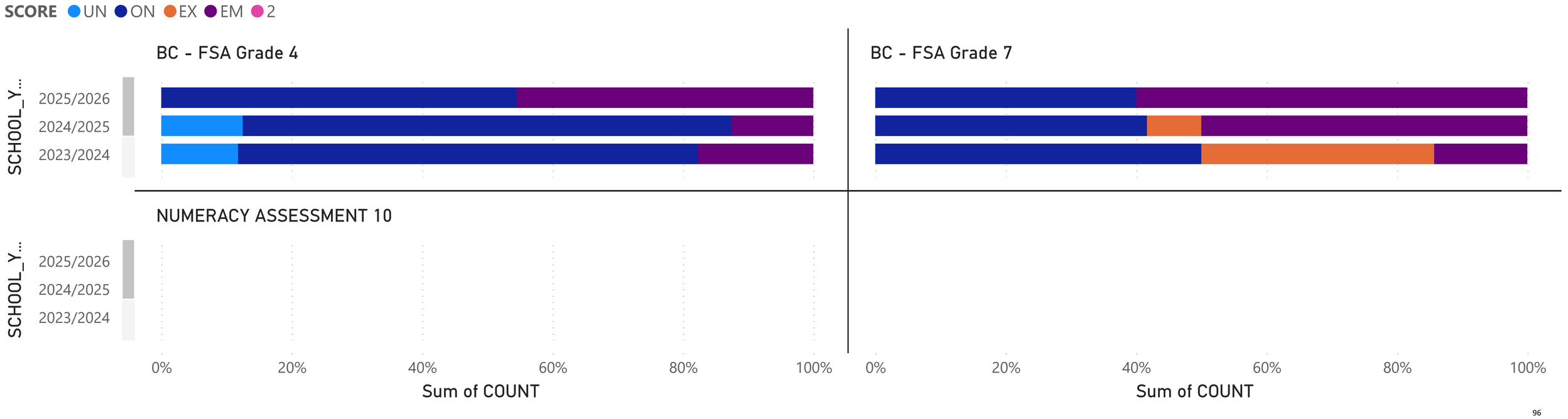
School

Forest Grove Elementary

Course Marks



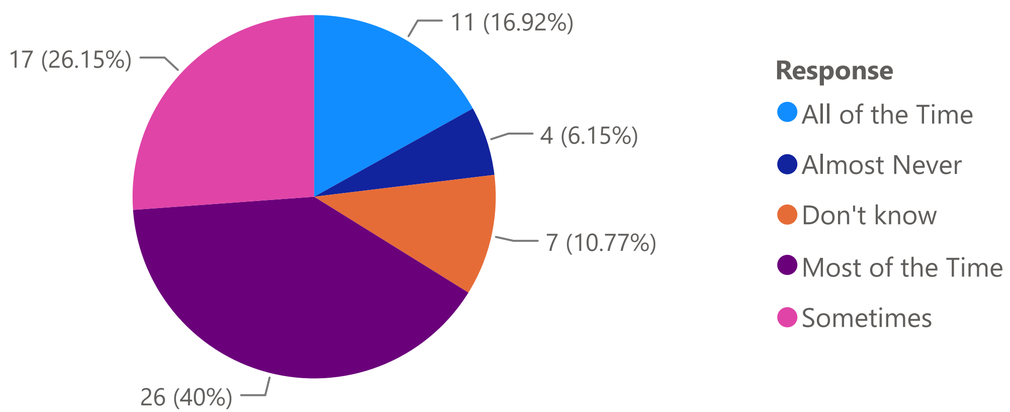
Provincial Assessments



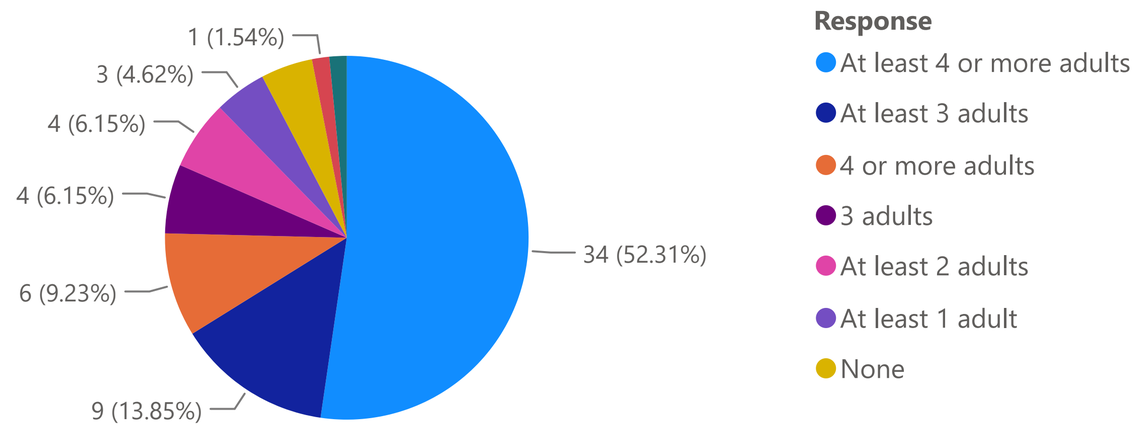
School

Forest Grove Elementary

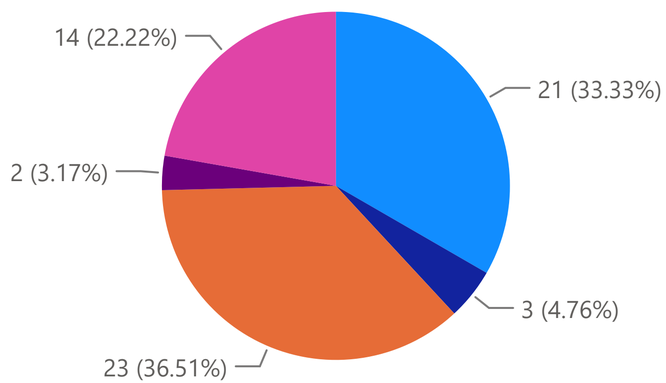
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	27%	<80
2025/2026	39%	80+
2025/2026	35%	90+
2024/2025	23%	<80
2024/2025	36%	80+
2024/2025	41%	90+
2023/2024	32%	<80
2023/2024	40%	80+
2023/2024	28%	90+
Total	**100%**	

School: Forest Grove Elementary

School Year: 2026/2027

Literacy Results Analysis

Our literacy data shows that 85% of students are on track for literacy development based on their report card outcomes for Language Arts. On the Foundations Skills Assessment (FSA) at Grade 4 the result is 64% and at Grade 7 is 33%. The data for Indigenous students is lower at 79% on report cards and lower on FSA at both Grade 4 and 7 with more students at the emerging levels.

Literacy Successes or Growth

We are seeing positive results from our continued implementation of Faye Brownlie's instructional practices and the principles of the Science of Reading UFLI program for reading decoding skills. Assessment information from DART and EPRA primary grade reading assessments is improving with the percentage of students performing in the expected range increasing from 88% in 2024/2025 to 94% in 2025-2026. This assessment is also helping us identify students who require additional support at an earlier stage. This allows us to provide timely, targeted interventions and respond more effectively to individual student needs before learning gaps become more significant.

Literacy Areas for Improvement

FSA assessment results, along with classroom-based evidence, indicate that some students would benefit from additional explicit instruction and intervention to strengthen their ability to understand, interpret, and respond to a variety of texts. Providing focused small-group and/or one-to-one support will help these students develop effective comprehension strategies, build confidence as readers, and make continued progress toward grade-level literacy goals.

Literacy Next Steps/Actions

Universal: Multimedia website (Reading Eggs) will provide a means of engagement for different readings levels. Immediate grade literacy assessment for teachers to access to provide supports for new goals to achieve. Students are also given option to express their work through drawing or writing; these options give students a way to show their learning in different ways. Targeted: the Learning Support Teacher will work with students in small, targeted groups based on their FSA assessment results, classroom performance, and identified reading needs. This support is designed for students who require more intensive and explicit instruction than can typically be provided through regular classroom strategies alone. Small-group instruction focuses on specific areas of reading development, such as decoding, phonics, fluency, vocabulary, comprehension, and making meaning from text. Instruction is targeted to students' individual needs and provides additional practice, modelling, and feedback to help strengthen their reading skills. Intensive: the Learning Support Teacher will work individually with students who require more intensive, personalized support to develop their reading skills. Students are provided with explicit instruction and guided practice to build a "toolbox" of strategies they can use independently when reading. These strategies may include sounding out unfamiliar words, using letter-sound knowledge, breaking words into smaller parts, improving reading fluency, using context and text clues, monitoring for understanding, and applying comprehension strategies. One-to-one instruction allows the teacher to closely identify individual areas of difficulty, provide immediate feedback, and adjust instruction to meet each student's specific learning needs.

Numeracy Results Analysis

63% of students are proficient or greater in their numeracy performance and 95% within the expected range on report cards for last year. For Indigenous students the results are 50% and 91% respectively. On the Foundations Skills Assessment (FSA) students were 55% on track at Grade 4 and 40% at Grade 7. The FSA result for the small groups of Indigenous students in those grades saw more students in the emerging range.

Numeracy Successes or Growth

Grade 7 FSA results in numeracy are lower than we are targeting but have held even as provincial results have slightly declined. The approach to monitoring and providing additional supports as needed student by student that have improved in literacy can be applied to Numeracy as we focus more on this area.

Numeracy Areas for Improvement

Numeracy achievement continues to be an area of focus, with student performance showing less growth compared to Literacy. Indigenous students are still overrepresented in the developing range, indicating a need for targeted instructional support. FSA results show that cohorts demonstrate strengths in different numeracy concepts; however, multi-step word problems are a common area of difficulty. Students require additional opportunities to develop problem-solving strategies, interpret mathematical information, select appropriate operations, and explain their thinking when solving multi-step problems.

Numeracy Next Steps/Actions

Universal: improve numeracy achievement for all students, with a focus on problem-solving and multi-step questions by implementing consistent numeracy strategies from Carole Fullerton's work across all classrooms. Targeted: support students who are developing in numeracy and need additional practice in specific skill areas by using FSA and classroom assessment data to provide targeted small-group instruction. Intensive: provide focused support for students who continue to struggle with foundational numeracy skills by developing and implementing individualized numeracy goals with regular progress monitoring.

Human & Social Results Analysis

Analysis of the Human and Social Development data indicates that the majority of students report feeling a sense of belonging, feeling welcome at school, and identifying multiple caring adults within the building: 57% reported a sense of belonging and 70% feeling welcome at school all or most of the time on the provincial survey of Grades 4 and 7; there were a high number of responses of don't know which will be explored. On the district student self reflection survey Grades 3-7 last year the percentages were 66% for belonging and 61% for feeling welcome.

Human & Social Successes or Growth

88% reported on the Grade 3 and 7 provincial survey that 2 or more adults at the school care about them. The result on the district survey, 86% for Grades 3 through 7, is very

similar but is lower, at 81%, for Indigenous students. 52% of students indicated on the district self-assessment survey that they recognized 4 or more adults in the school who cared about them. Overall this is a positive result on an important protective factor for students. The positive relationships with the adults in the school is something to build from.

Human & Social Areas for Improvement

Attendance is a critical factor to target for improvement. Attendance is related to human and social factors and last year 65% of students missed a month or more of school. Attendance was lower for Indigenous students with 79% missing a month or more of school. Students would benefit from continued opportunities to develop positive relationships, leadership skills, and understanding of diverse perspectives. Continued integration of Indigenous teachings into classroom learning will help students make stronger connections between school learning, community, culture, and everyday life; this supports engagement and ultimately attendance.

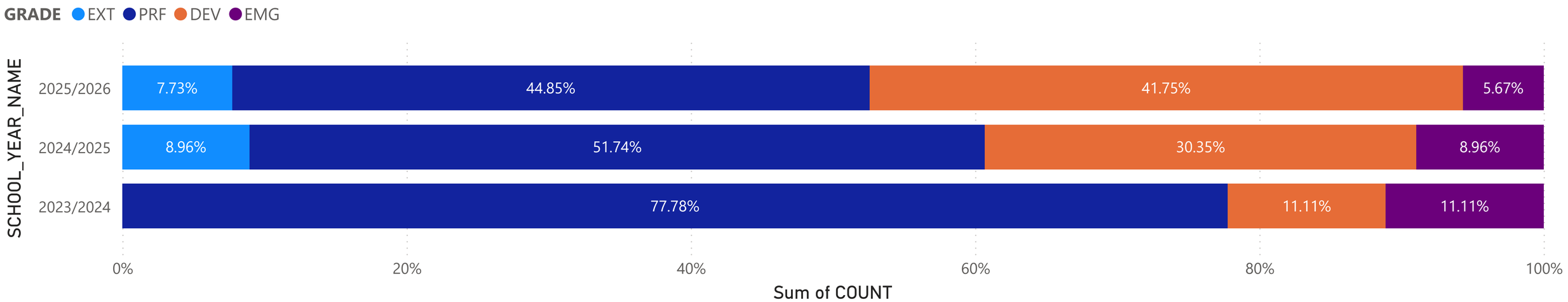
Human & Social Next Steps/Actions

Universal: staff strategies to encourage social development will include meeting students in the hall, developing positive relationships with students outside class, instruction centered around mental health and safer schools; enhance student resilience and self-regulation through schoolwide teaching of the Everyday Anxiety Strategies for Educators (EASE) curriculum, strengthen students' understanding of Indigenous perspectives, relationships, and social responsibility through continuing the monthly Seven Sacred Teachings assemblies and embed each teaching into classroom learning throughout the month with support from Indigenous Support Workers. Targeted: increase engagement and connection for students who require additional social or emotional support through regular one-on-one check-ins with the Youth Engagement Worker to build relationships, identify barriers, and connect students with appropriate supports, and provide personalized positive recognition of behaviors and attendance that have improved. Intensive: support students in developing self-awareness, balance, and positive relationships through Indigenous ways of knowing by teaching and exploring the Medicine Wheel with students to support their understanding of physical, emotional, mental, and spiritual well-being. Improve attendance by implementing universal, target, and intensive strategies and supports from the First Nations Education Steering Committee (FNESC) attendance toolkit.

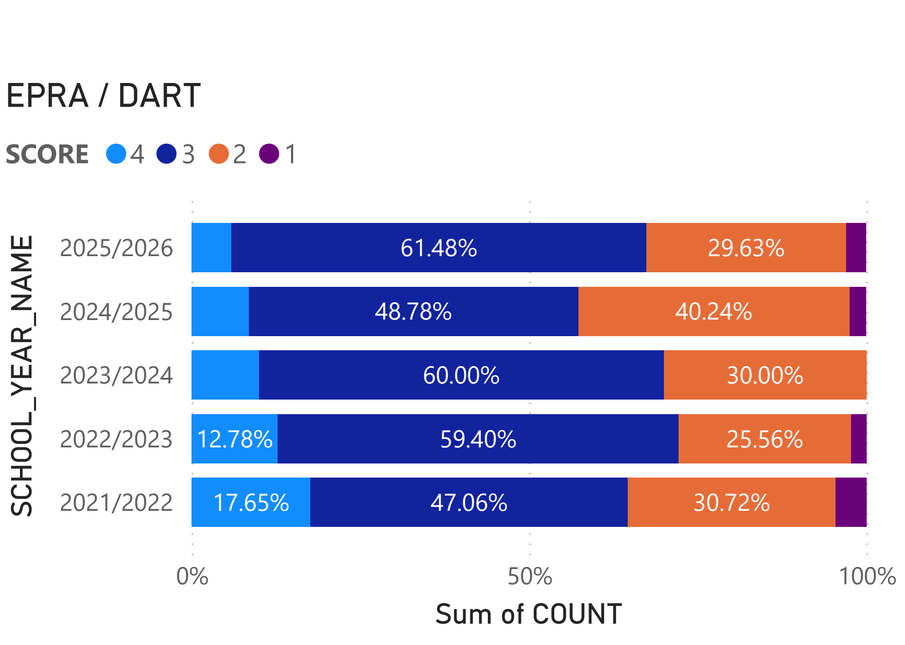
School

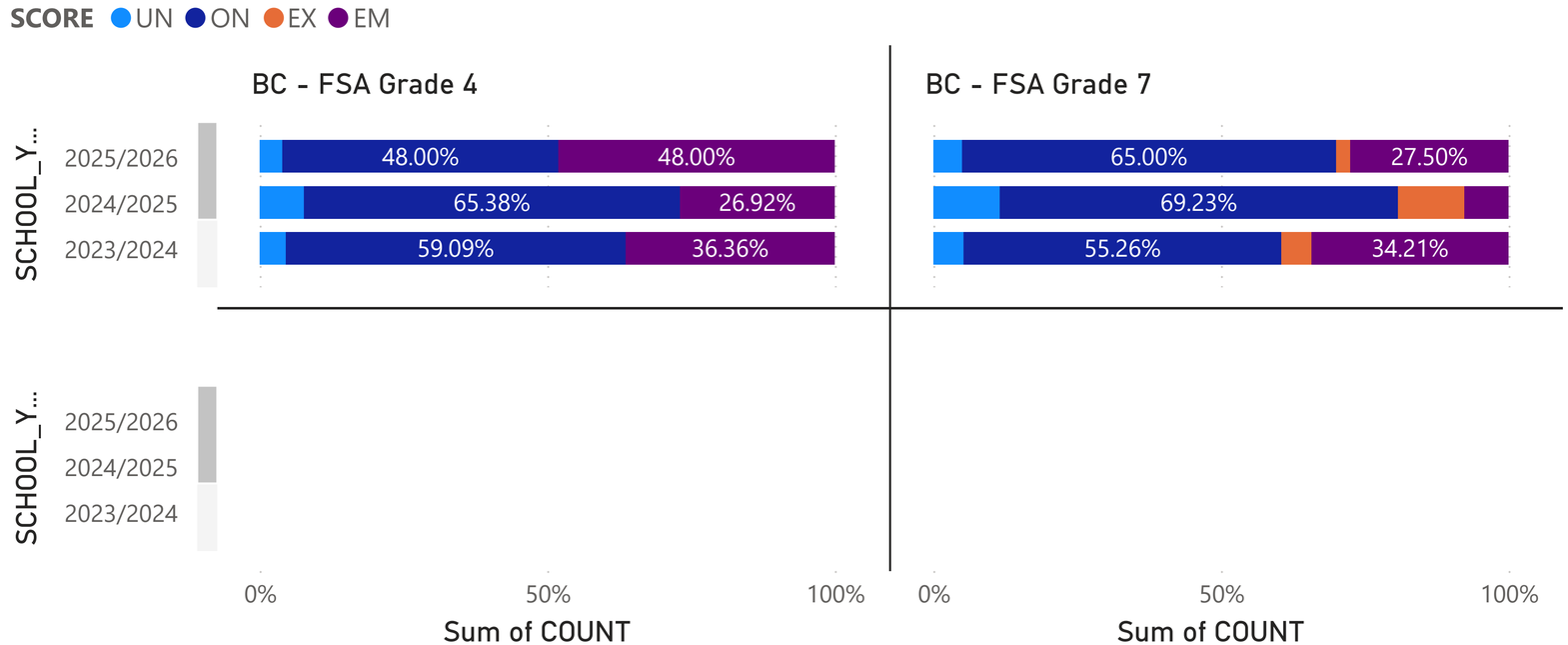
Horse Lake Elementary

Course Marks



Provincial Assessments

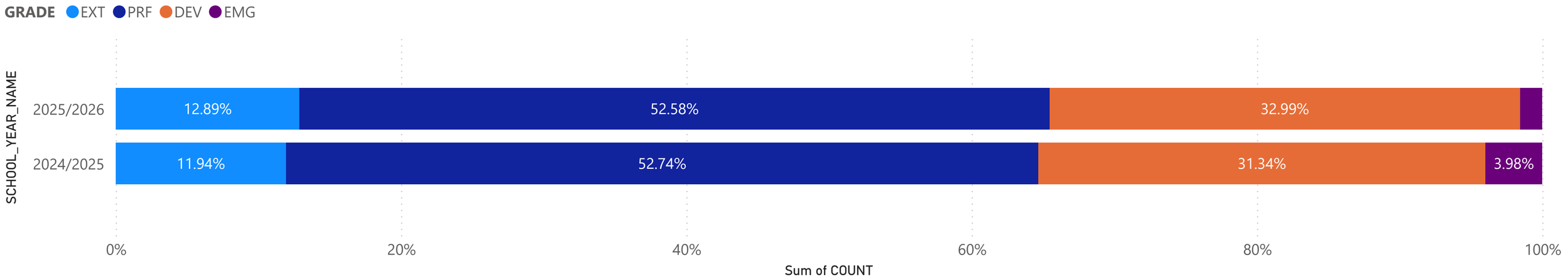




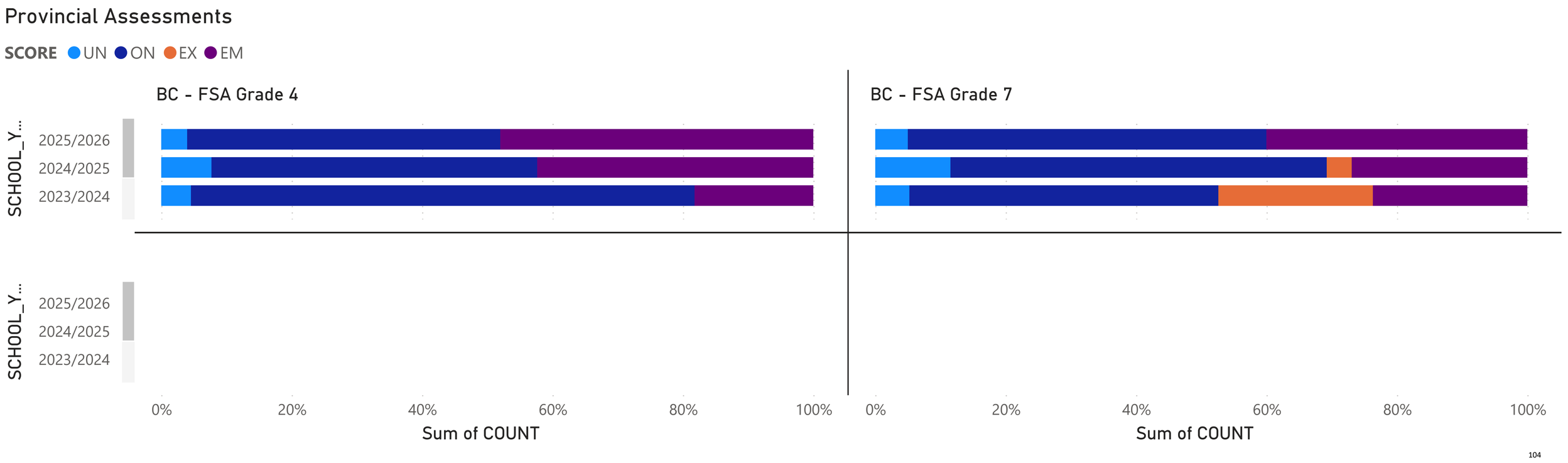
School

Horse Lake Elementary

Course Marks



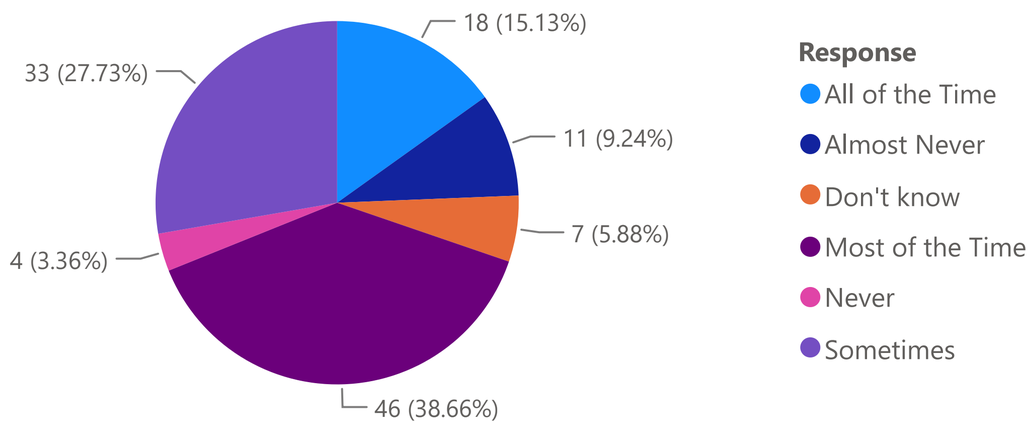
Provincial Assessments



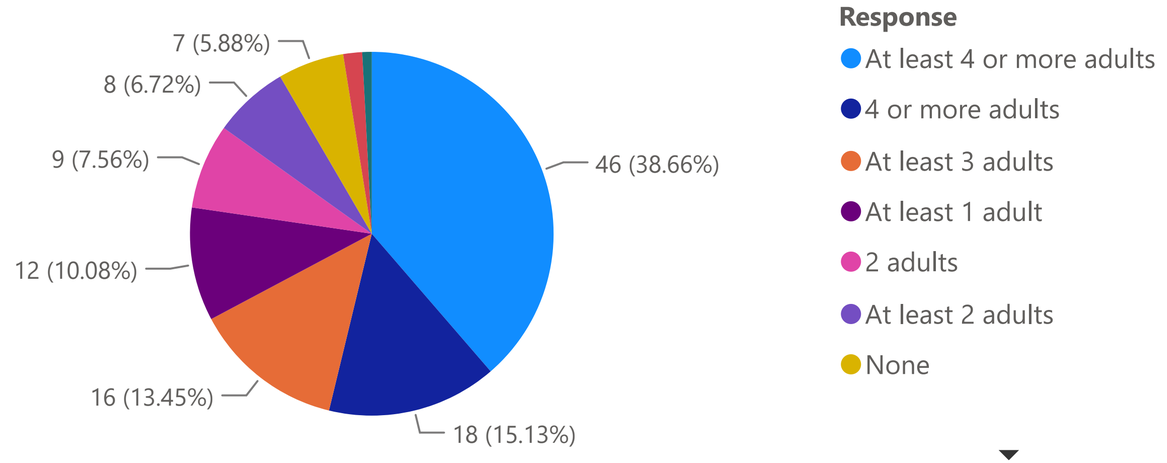
School

Horse Lake Elementary

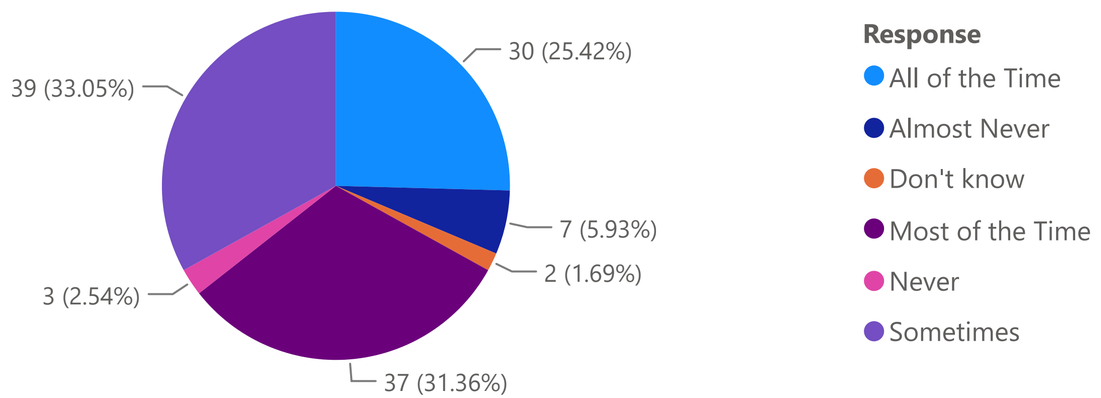
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	21%	<80
2025/2026	48%	80+
2025/2026	31%	90+
2024/2025	19%	<80
2024/2025	41%	80+
2024/2025	40%	90+
2023/2024	15%	<80
2023/2024	39%	80+
2023/2024	47%	90+
Total	**100%**	

School: Horse Lake Elementary

School Year: 2026/2027

Literacy Results Analysis

District Assessment of Reading Team (DART) and Early Primary Reading Assessment (EPRA) assessments have produced fairly consistent results over the past five years, without significant improvement being realized. FSA results improved for our grade 7s but declined for our grade 4s. School course marks for English Language Arts showed a slight decline for those proficient or extending, but also fewer students were emerging.

Literacy Successes or Growth

Improvement for struggling students using University of Florida Literacy Institute (UFLI) approaches resulting in fewer emerging readers. Better Intermediate collaboration on strategies. The district learning opportunities have had a positive impact on our staff and we have been successful in hosting presenters for in-class professional development including Bryan Gidinski. These opportunities for staff have produced hands-on alternatives to the regular instruction our students receive and help divergent learners to have a better understanding of the concepts.

Literacy Areas for Improvement

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.

Literacy Next Steps/Actions

• Actions for Enhancing Student Learning and Experience Universal: School wide focus on literacy instruction. Targeted: Supplemental reading support (teacher, Education Assistant (EA), Learning Support Teacher (LST) for targeted students.) Targeted: Small intermediate groups for UFLI sessions with LST. Universal: Continue to offer structured grade level

reading opportunities. Universal: Engage staff in the district Learning Series, both through Professional Development opportunities, and by bringing in consultants to work with staff. Universal: Provide new staff with an opportunity to work with Bryan Gidinski on subsequent Professional Development Days in the preparation and delivery of literacy strategies for identifying key facts and producing outlines. Universal: Provide new Primary Teaching staff and our new LST a copy of the UFLI manual and work toward having a Primary Literacy group within the school. Universal: Intermediate staff meet to discuss common literacy strategies and approaches/shared resources. Targeted: Speech and Language to provide classroom teachers and parents materials to improve oral language for speech and language related literacy concerns. Targeted: LST to PM Benchmark students unable to access Oral Reading Fluency assessment (ORF) or Maze comprehension assessment at grade level. • Actions for Enhancing Staff Capacity & Learning Universal: Whole staff review of best practices and reading assessments in staff meetings. Universal: Development of a rubric for consistent assessment of EPRA and DART Universal: Implementation of the Oral Reading Fluency (ORF) and Maze Comprehension with additional training from lead district literacy teacher for intermediate teachers. Universal: Promotion of Professional Development Activities to increase teacher capacity. Universal: Mentorship opportunities for new teachers. Universal: Encourage collaborative marking for EPRA, DART, and SWW. Universal: Undertake a school wide write in the fall and again in the spring. Universal: Comparison of FSA results and school data with an exploration of any discrepancies or inconsistencies. Universal: Encourage staff to mark FSA booklets in the fall session Universal: Support interested staff to pursue the new Triad strategy for early literacy using Changing Results funding.

Numeracy Results Analysis

There has been a general decline in classroom marks over the past three years, especially in the intermediate grades. The Foundation Skills Assessment (FSA) shows similar results in students on track in grades 4 and 7 as previous years with no notable changes statistically relevant.

Numeracy Successes or Growth

The involvement of Carole Fullerton in classrooms over the past three years has positively impacted out results, especially in the primary grades. Grade 7 FSA scores are the highest they have been in the last 3 years. The district learning opportunities have had a positive

impact on our staff and we have been successful in hosting presenters for in-class professional development including Carol Fullerton. These opportunities for staff have produced hands-on alternatives to the regular instruction our students receive and help divergent learners to have a better understanding of the concepts.

Numeracy Areas for Improvement

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

Numeracy Next Steps/Actions

• Actions for Enhancing Student Learning and Experience Universal/ Targeted/ Intensive - Implementing Carol Fullerton's work with manipulatives in the curriculum Universal: Make use of Assessment for Learning practices to support struggling students with individual, small group or large group interventions. Pilot some of Carole Fullerton's assessments from Coast Mountain School District. Universal: Comparison of FSA results and school data with an exploration of any discrepancies or inconsistencies Universal: Use of outdoor learning environment to enhance numeracy skills where appropriate. Universal: Use of indigenous drumming to enhance math fact fluency. Targeted: Xtramath.org for improving math fact fluency. Targeted: Small math groups receive additional instruction. Intensive: Hands on math for students with additional needs to express their knowledge. • Actions for Enhancing Staff Capacity & Learning Universal: Engage staff in the district learning, both through Professional Development opportunities, and by bringing in consultants to work with staff. Universal: Provide staff with a chance to work with Carole Fullerton in preparing and delivering numeracy strategies by using manipulatives and other hands-on strategies. Universal: Collecting and analyzing information from FSA and report card marks to see if there are specific areas of focus requiring further support, especially for Indigenous students. Universal: Comparison of FSA results and school data with an exploration of any discrepancies or inconsistencies. Universal: Encourage staff to mark FSA booklets in the fall session. Universal: Explore alternate options for numeracy resources in the class, including vertical group workspaces and a variety of manipulatives we have in our resources. Universal: Drumming and numeracy lessons taught to students and measuring the impact this approach has on student attainment and progress. Universal: Collaborative

opportunities for staff to examine successful teaching strategies, including mentorship. Universal: Support interested staff to pursue the new Triad strategy for early numeracy using Changing Results funding.

Human & Social Results Analysis

At Horse Lake, all staff are responsible for working toward our school goals. Further, all Horse Lake staff have a collective responsibility for educating and caring for our students as they move through their journey at our school. As part of our outdoor learning projects, we encompass many First Peoples Principles of Learning and will continue to plan lessons with a placed-based focus. We will offer an increased focus on aboriginal ways of learning and being by featuring a monthly activity modelled after the Aboriginal Seasonal Round calendar. This activity is intended to highlight activities carried out on traditional territories throughout the year and will allow students to compare their own activities throughout these seasons. When surveyed, all but 3% of students stated that at least one adult at school cared about them. An astounding 55% of the students thought that four or more adults at the school cared about them. This shows that the majority of our students feel connected and cared for. In addition, 8% thought two or more adults at school cared about them and 20% thought that three or more adults at school cared about them.

Human & Social Successes or Growth

We have experienced positive results in most of our goal areas. Outdoor learning is a priority. We have amazing school grounds to explore, and the outdoor classroom has been a powerful addition to the school. We have expanded our outdoor learning spaces with the addition of a teepee on the school grounds. We make consistent multi-grade use of the close proximity of the Horse Lake Farm Cooperative to have students expand their learning on the ground. This learning has become more visible and expected by both students and staff. Each class accessed Scout Island learning sessions. Purchasing a class set of snowshoes has allowed more students to participate in exploring our outdoor environment, and we access cross-country ski lessons through the Ski S'Kool with the 100 Mile Nordics. We continue to maximize our usage of Gavin Lake Forest Education programs, participating in the Grade 6 Winter Program and the Grade 4 Spring Program. Our Grade 7s will also finish off their year with a three day stay at Gavin Lake in late June. Our Youth Engagement Worker supported teachers in social emotional lessons the two days a week that she was

at Horse Lake Elementary. This helped students learn more about their emotions, how to manage them, and encouraged good friendship skills.

Human & Social Areas for Improvement

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. Support families in need of before and after school, and summer, child-care spaces with our newly approved space.

Human & Social Next Steps/Actions

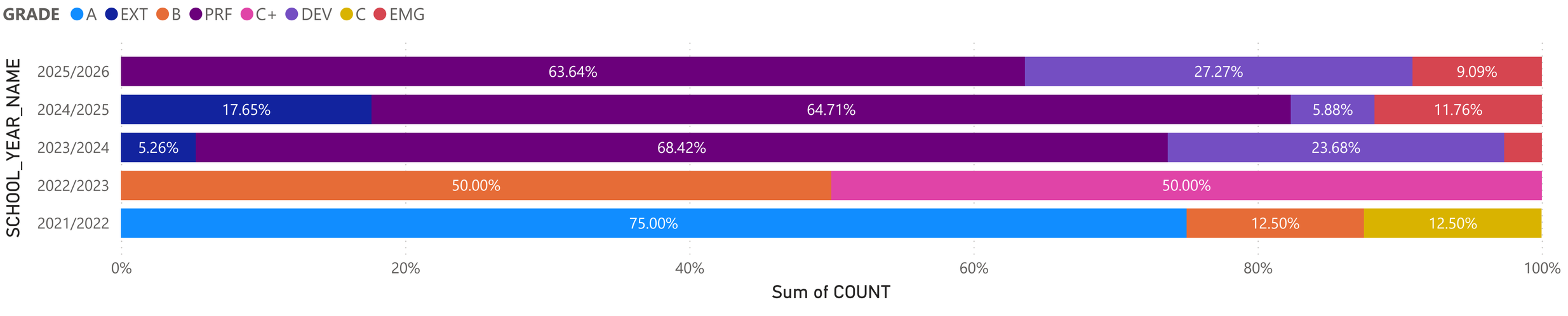
• Actions for Enhancing Student Learning and Experience Universal: Survey students to identify what approaches make them feel welcome and give them a sense of belonging in our school Targeted: Identify students who have communicated that they don't feel they belong or don't have adults in the school that care for them, and take dedicated action to address it Universal: Continue to promote positive behavior through the Positive Behavior Support system (Horse Bucks) Universal: 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, and big buddy classes. Universal: Encourage further staff training in the Ten Steps for Trauma Informed Instruction. Targeted: Students receive small group social emotional lessons with LST. Intensive: Students attend counselling with our new school counsellor once a week. Targeted: School Based Team (SBT) meetings for students needing support. • Actions for Enhancing Staff Capacity & Learning Universal: We will review the data from the satisfaction survey to determine deficiencies in our learning environment. Universal: Survey students to determine what impact our focus on outdoor learning has had on sense of belonging, and how it can be enhanced. Universal: Raise awareness among staff of the "Horse Buck" reward program for students. Universal: Increase 'full school' activities, for example 'Think Outside The Box Thursdays' for all students. Universal: Enhance Food Programs within the context of Feeding Futures program. Universal: Feature an aboriginal feast for all students in the spring. Intensive: Identify students that need additional support and provide focused attention, and use

Carol Doherty to liaise with families. Intensive: Identify students that need counselling support and utilize the newly hired south end Counsellor, Kaz Vander Woude.

School

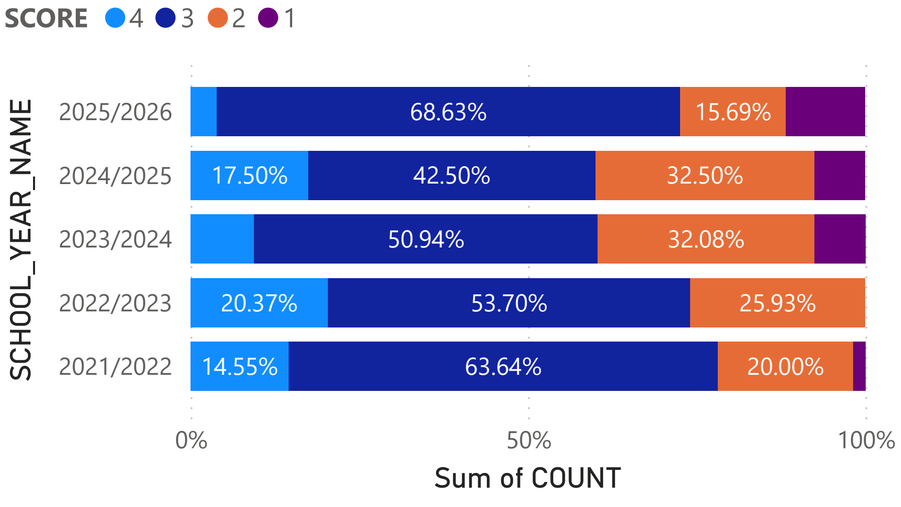
Horsefly Elem-Jr Secondary

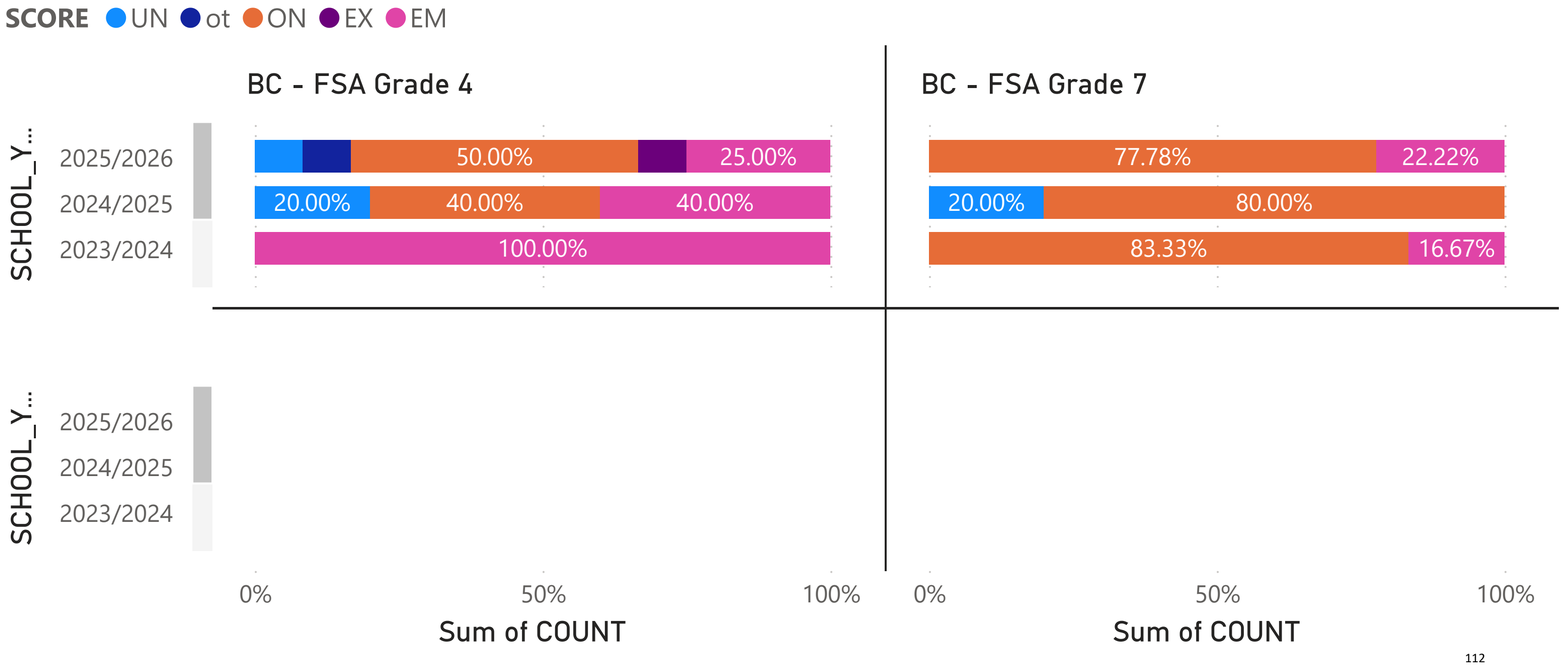
Course Marks



Provincial Assessments

EPRA / DART

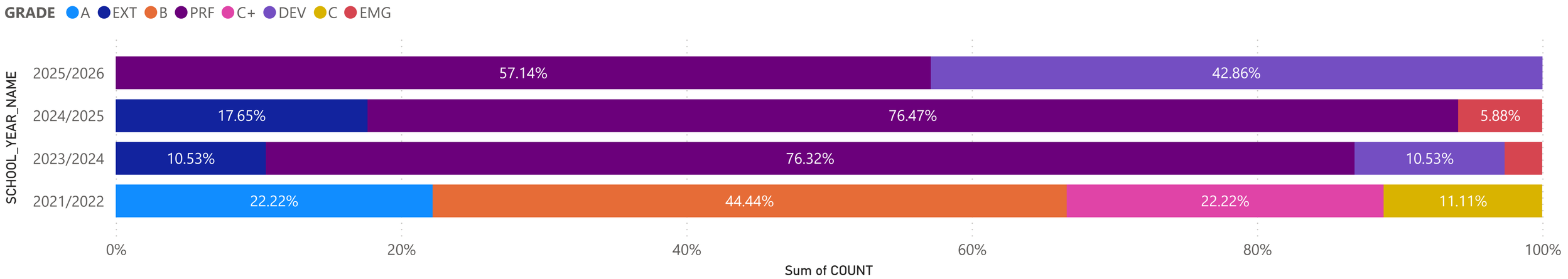




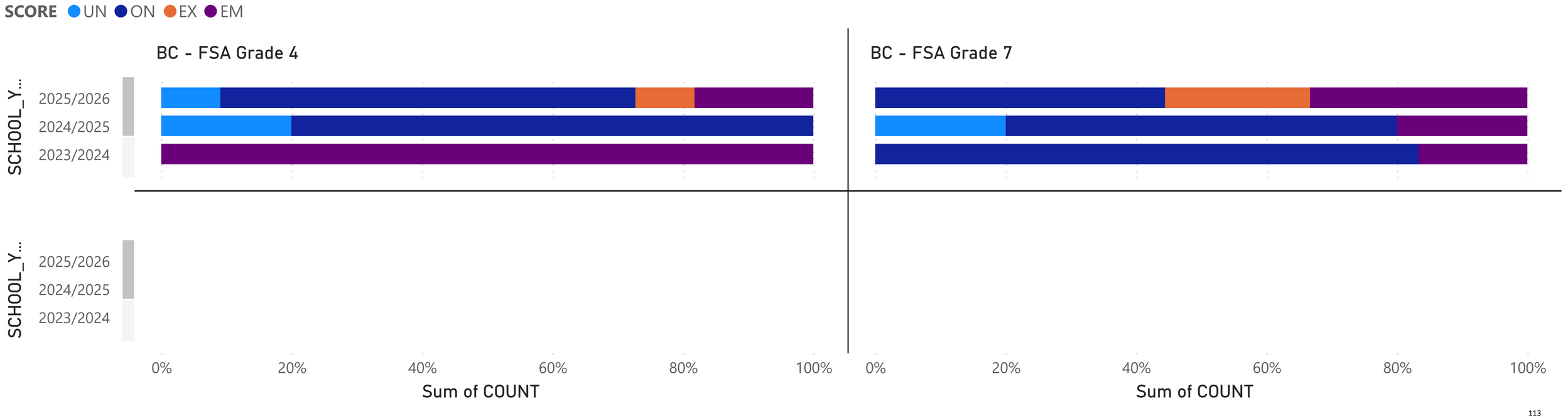
School

Horsefly Elem-Jr Secondary

Course Marks



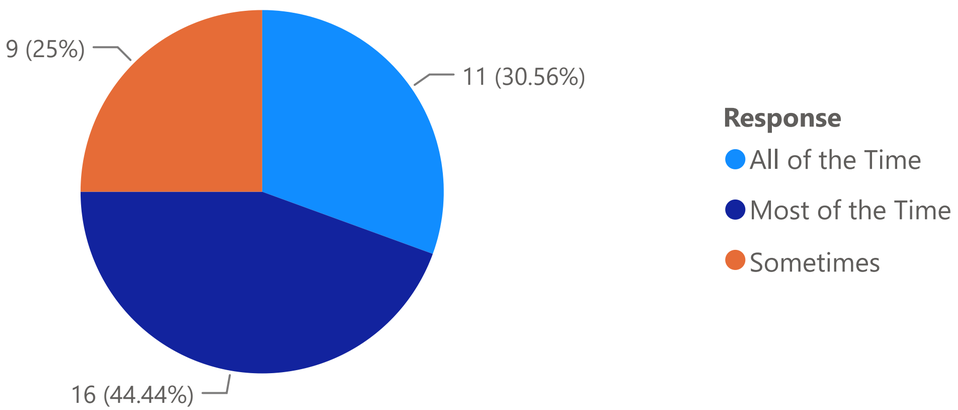
Provincial Assessments



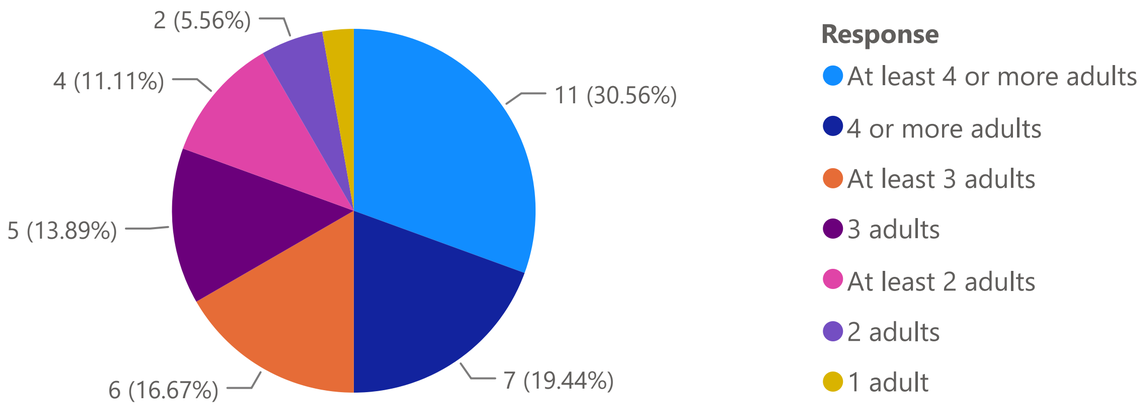
School

Horsefly Elem-Jr Secondary

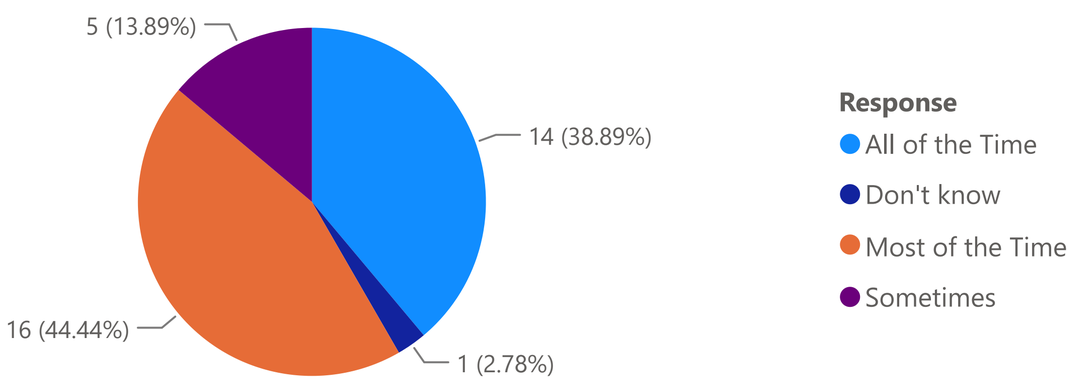
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	35%	<80
2025/2026	19%	80+
2025/2026	46%	90+
2024/2025	39%	<80
2024/2025	27%	80+
2024/2025	34%	90+
2023/2024	28%	<80
2023/2024	34%	80+
2023/2024	38%	90+
Total	**100%**	

School: Horsefly Elem-Jr Secondary

School Year: 2026/2027

Literacy Results Analysis

"Extending is not often used on the report cards even though extending is indicated on the Foundational skills assessment (FSA) exams. Early Primary Reading Assessment (Epra) and District assessment Reading Team (Dart) testing demonstrate improvement throughout the school. Many students are still marked as being "developing". We continue to have several students "emerging".

Literacy Successes or Growth

More of the population has moved into "OT" on the FSA test. Dart and EPRA have recorded improvements.

Literacy Areas for Improvement

-We need to support the reading fluency in the school. Reading fluence allows the reader to better understand the text and the meaning of what is written. -We need to improve word recognition and word knowledge. -We need to improve reading and writing stamina. Sustained practice of these skills will support greater literacy development.

Literacy Next Steps/Actions

Universal-Showcase literacy during school assemblies. Universal-Showcase writing examples during daily writing practice. Universal-All staff is utilized to reduce group size to support literacy. Universal-Students write and share writing with a peer regularly. Universal-Use the University of Florida Literacy Institute program in K-2. Universal-Use literature circles to support story and word knowledge. Targeted-Students read with a teacher everyday. Intensive-Read one on one with struggling reads with intensive targeted interventions. Intensive-Practice sight words with struggling readers.

Numeracy Results Analysis

-Foundational Skills Assessment (FSA) scores and report card scores are aligned. -report cards indicate improvement. -FSA indicate that some students are not on track yet. Overall we are seeing improvement in the students numeracy levels indicated on the Foundational Skills Assessment (FSA) test and report card grades. Our efforts have still allowed some students to remain at the "emerging levels".

Numeracy Successes or Growth

-Students are taking the FSA test seriously. -More students are finding success. -More students are exceeding expectations on FSA and Dart tests. -Small group work has helped to give students more time with a teacher to assisted with their lessons. We will continue to use the small group as this is giving teaching advantages and student instructional exposure.

Numeracy Areas for Improvement

-Numeracy literacy -"Moneytime" and financial literacy is improving financial awareness in the senior grades.

Numeracy Next Steps/Actions

Universal-Practice basic facts and a word problem supported by FSA practice material. Universal-Use the Vancouver island math assessment to assess all student grade 3 and up as to their knowledge and gaps in September and in May. Intensive-Self directed material will be provided for students requiring enrichment material. Universal-Building 10 program will be used to support K-2 students. Universal-grade 3-9 will have daily lessons with achievable goals. Intensive- Use small group instruction to give more students time with an adult to learn.

Human & Social Results Analysis

-Sense of belonging continues to show weakness. -Attendance continues to be low. -Not knowing that adults care for them is a concern.

Human & Social Successes or Growth

-Most students feel connected and cared for.

Human & Social Areas for Improvement

-Attendance recognition. -Breakfast program. -sports programs.

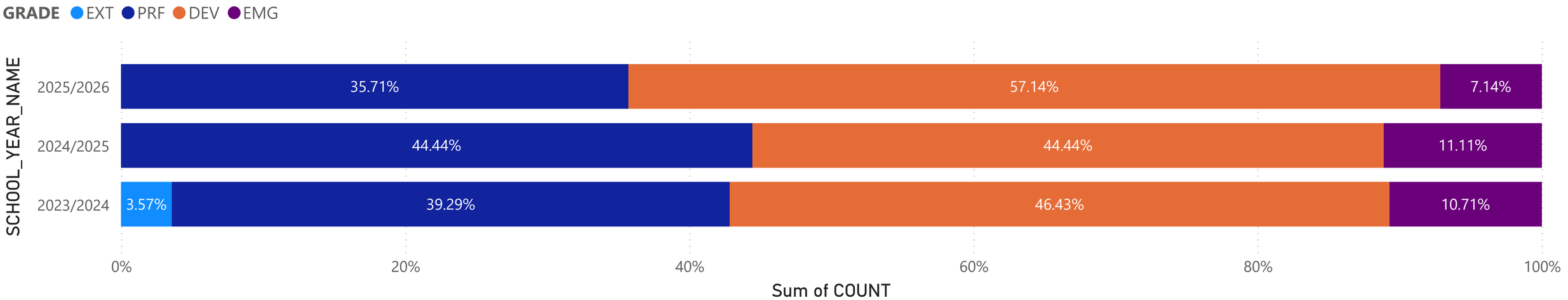
Human & Social Next Steps/Actions

--Improve the snack program. -Provide a larger breakfast program. -Support attendance initiatives. -Continue to offer noon hour sports programs.

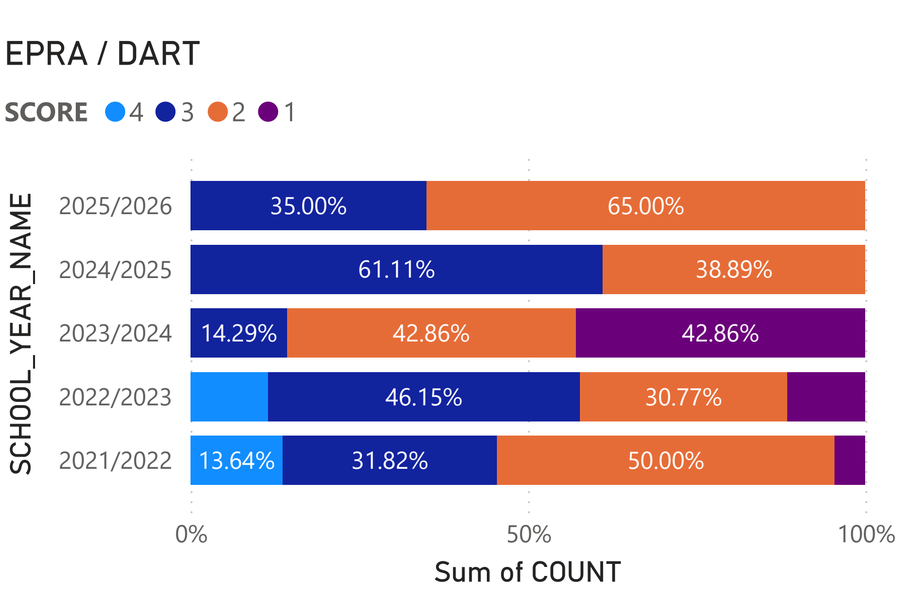
School

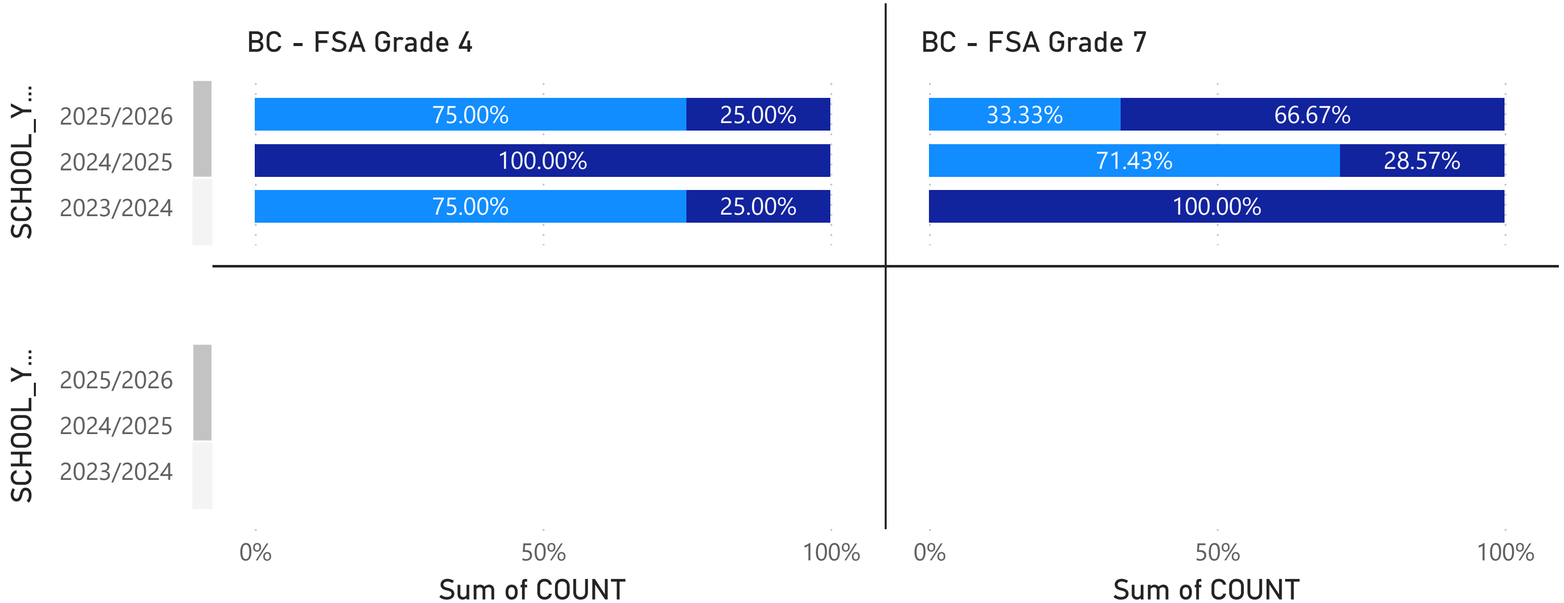
Lac La Hache Elementary

Course Marks



Provincial Assessments

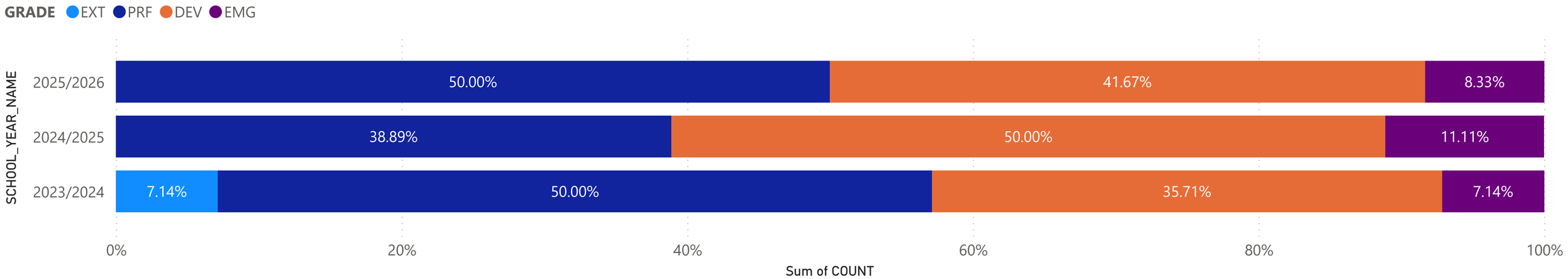




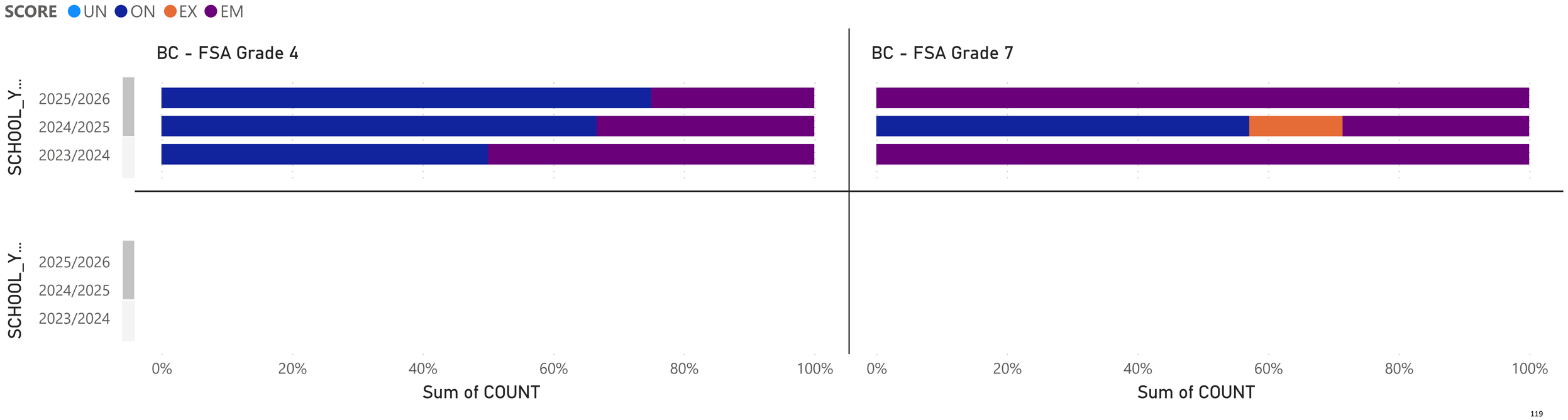
School

Lac La Hache Elementary

Course Marks



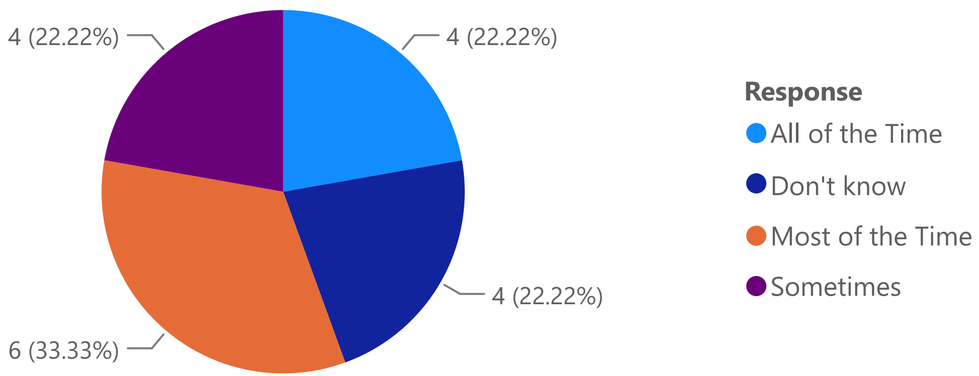
Provincial Assessments



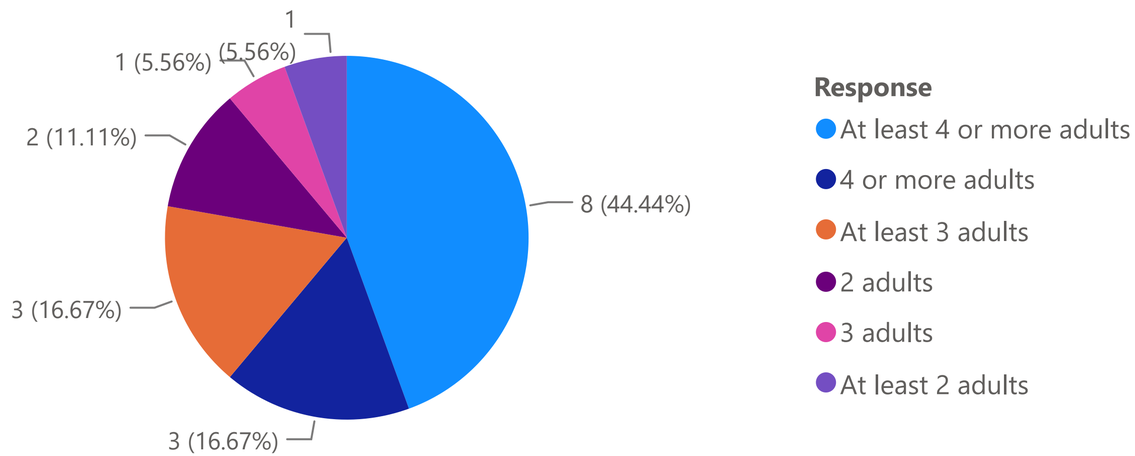
School

Lac La Hache Elementary

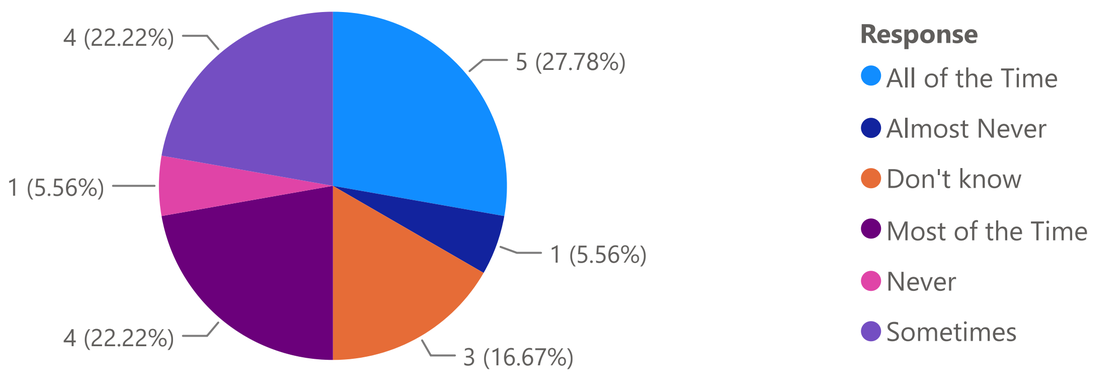
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	32%	<80
2025/2026	29%	80+
2025/2026	39%	90+
2024/2025	34%	<80
2024/2025	29%	80+
2024/2025	37%	90+
2023/2024	23%	<80
2023/2024	40%	80+
2023/2024	37%	90+
Total	**100%**	

School: Lac La Hache Elementary

School Year: 2026/2027

Literacy Results Analysis

The literacy school course marks shows that each year there are fewer students emerging. The Foundations Skills Assessment (FSA) results have shown that the primary grades are addressing literacy concerns with 75% of the grade 4 students at proficient compared to the 33% of grade 7s. The Early Primary Reading Assessment (EPRA) and District Assessment of Reading Team (DART) assessments from the spring show no students emerging, however, the percentage of students evaluated to be proficient had gone down from a year previous.

Literacy Successes or Growth

There were no students emerging on the EPRA/DART assessments with all students developing or better. School grades and EPRA/DART assessments are showing a strong correlation.

Literacy Areas for Improvement

More students are emerging on the FSA than our school course marks. There is a need for students to learn and practice adjusting reading strategies to help comprehension. Building decoding skills to build reading fluency. Sharing information using complete sentences and paragraphs.

Literacy Next Steps/Actions

Universal – Reading Power and Writing Power, Guided Reading, literacy circles, University of Florida Literacy Institute (UFLI) program Targeted – speech to text, word dictionaries, literacy skill specific lessons Targeted - Staff will join Mile 108 in Professional Development around Adrienne Gear's Reading Power Framework Intensive – small group work on phonological awareness and phonics

Numeracy Results Analysis

The school numeracy course marks for 2024-2025 had the proficient percent of the school at 39% and this year the proficiency percentage of the school is 50%. The percentage of emerging students dropped a small percent and the students in this category have been identified and will get intensive supports to move them into the developing range. This year's Foundations Skills Assessment (FSA) results do not reflect the course marks from a year ago and indicate there is a need for students to practice problem solving skills in numeracy, communicate using mathematical vocabulary and differentiating when to use different math concepts to solve problems.

Numeracy Successes or Growth

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

Numeracy Areas for Improvement

Students require opportunities to practice problem solving skills in numeracy, communicate their thinking using mathematical vocabulary and differentiating when to use different math concepts to solve problems.

Numeracy Next Steps/Actions

Universal – decomposing strategies (breaking numbers or factors into smaller, more manageable parts to make mental calculations simpler and build number sense), manipulatives, multiple representations, focus on specific numeracy vocabulary, math games, problem of the week, vertical surface work, adjusting problem solving strategies
Targeted – Targeted lessons using key mathematics vocabulary and math strategies
Intensive - Small group lessons building math skills and fluency

Human & Social Results Analysis

The feelings students have most or all the time about being welcomed, cared for, and a sense of belonging at school are 50% or better in all categories which is an improvement. This improvement has led to a small improvement in attendance with 39% (35% last year) of students attending 90% or more and 32% (35% last year) attending less than 80% of the school year.

Human & Social Successes or Growth

Everyone was able to identify 2 or more adults that cared for them. This is an improvement from last year where there were some students identifying only 1 adult that cared for them. 55% of students feel a sense of belonging most or all the time. 50% of students felt welcome at school most or all the time.

Human & Social Areas for Improvement

There is a third of the student population that is attending less than 80%. Less than 50% of students are attending school 90% or more of the time.

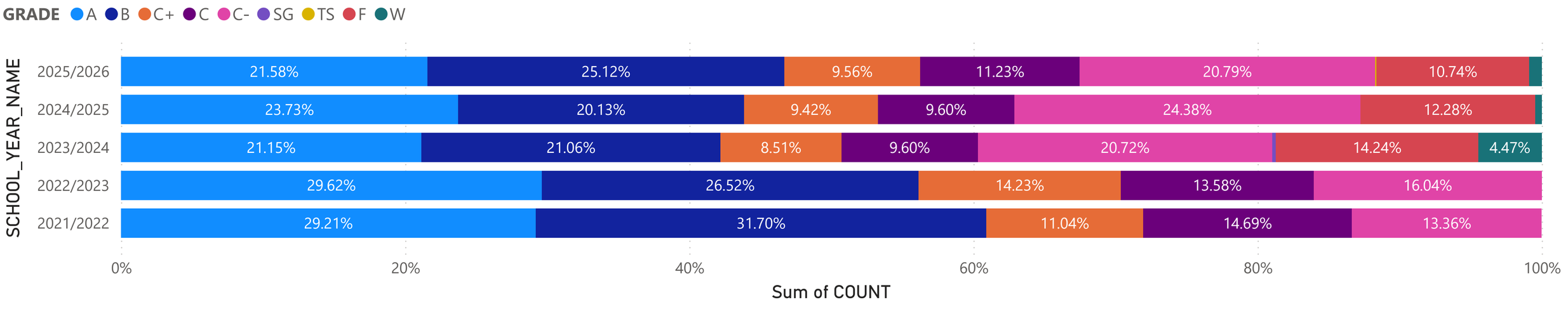
Human & Social Next Steps/Actions

Universal – Staff greet students each day, breakfast program, include student voice in creating school events and activities, buddy reading and activities. School celebration of attendance achievements. Targeted – School staff correspondence with home to see why a student is absent. Staff checking in on students who are upset at school. Intensive - Teacher or principal correspondence with home to discuss concerns and address any barriers preventing attendance. Intensive - Set up meetings with families to support better attendance.

School

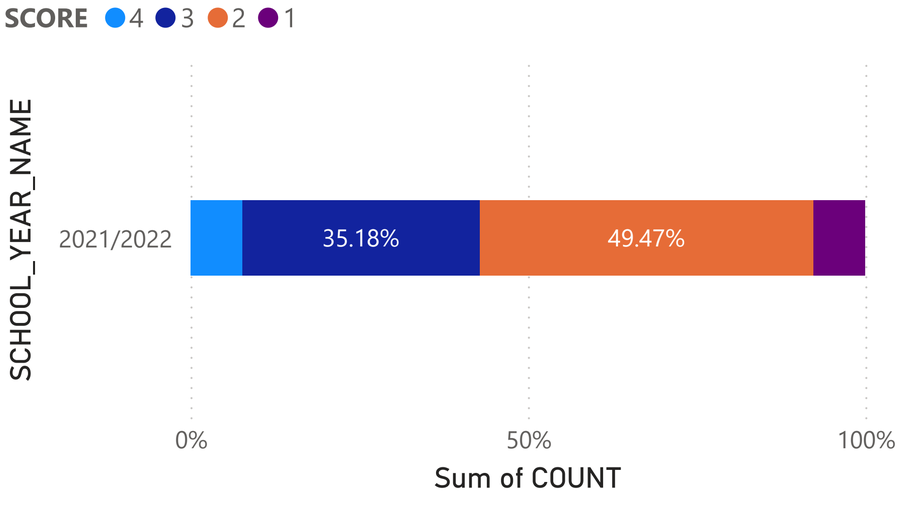
Lake City Secondary

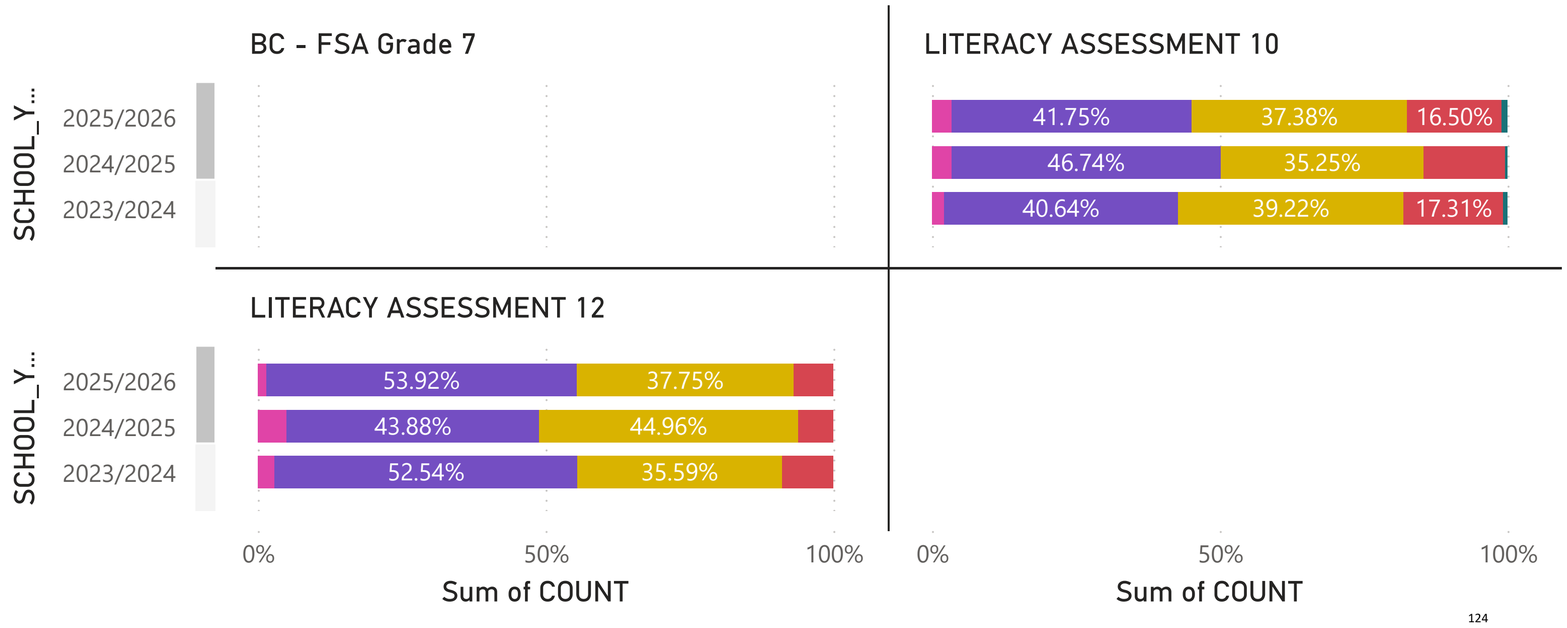
Course Marks



Provincial Assessments

EPRA / DART

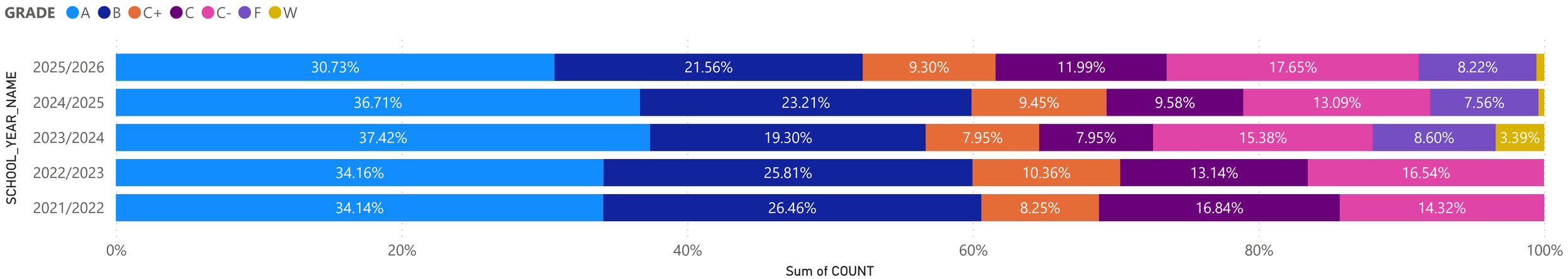




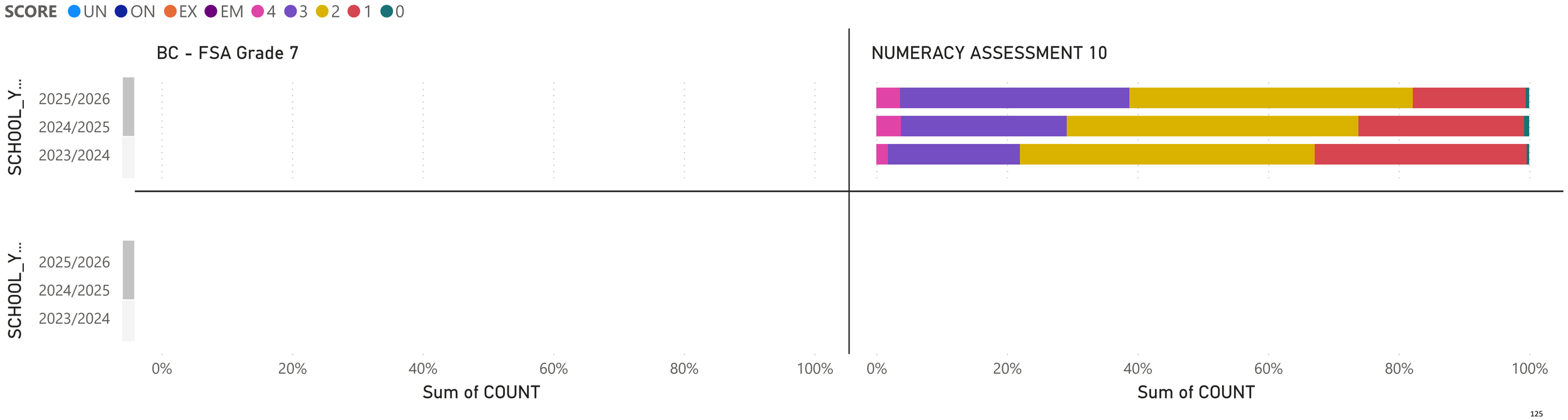
School

Lake City Secondary

Course Marks



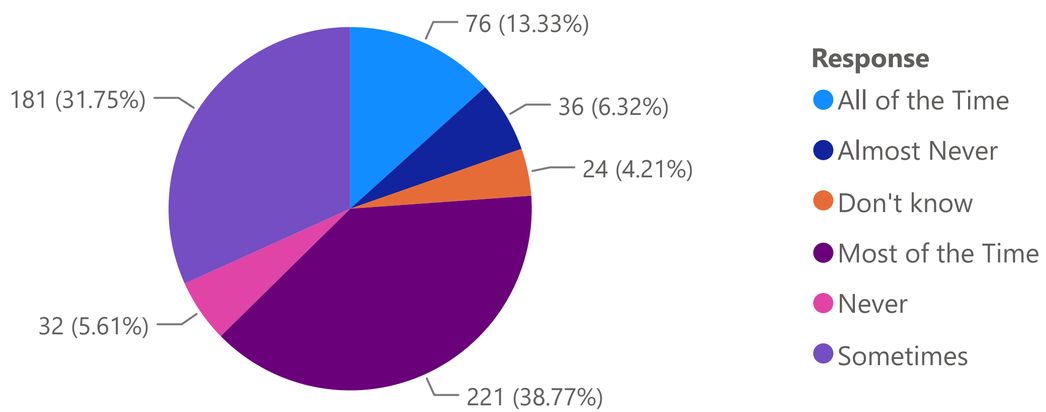
Provincial Assessments



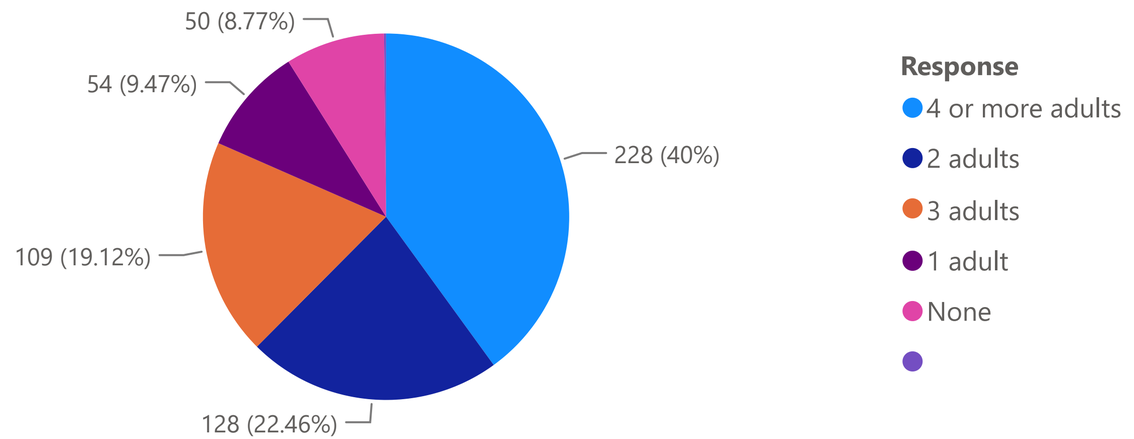
School

Lake City Secondary

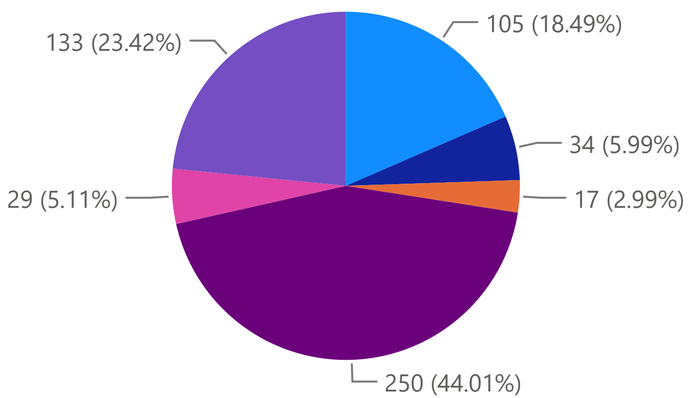
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	40%	<80
2025/2026	33%	80+
2025/2026	28%	90+
2024/2025	41%	<80
2024/2025	30%	80+
2024/2025	29%	90+
2023/2024	43%	<80
2023/2024	33%	80+
2023/2024	24%	90+
Total	**100%**	

School: Lake City Secondary

School Year: 2026/2027

Literacy Results Analysis

Classroom data shows that literacy-related course success remains strong, with approximately 80% of course marks in the A to C+ range in 2025/26. Over the past three years, the proportion of students earning A and B grades has increased from 42.6% in 2023/24 to 46.7% in 2025/26, indicating that more students are achieving at higher levels in their coursework. Provincial literacy results are also encouraging. On the Literacy Assessment 10, the proportion of students achieving at the Proficient and Extending levels increased from 82.0% in 2024/25 to 83.5% in 2025/26. On the Literacy Assessment 12, achievement improved even more significantly, with students achieving at the Proficient and Extending levels increasing from 88.7% to 91.7%. In addition, the proportion of Grade 12 students achieving at the highest performance level grew from 43.9% to 53.9%.

Literacy Successes or Growth

Literacy assessment results demonstrate strong overall achievement, with the majority of students meeting or exceeding provincial expectations. While these results are encouraging, there remains an opportunity to increase the number of students achieving a higher level of literacy proficiency.

Literacy Areas for Improvement

While the results are strong, there is an opportunity to continue increasing the number of students achieving at the highest levels of literacy proficiency. Approximately 16.5% of students on Literacy 10 and 8.3% of students on Literacy 12 are still performing below the Proficient standard. Continued emphasis on reading, writing, communication, and literacy instruction across all subject areas will help move more students into the Proficient and Extending categories.

Literacy Next Steps/Actions

With explicit teaching of reading, writing, vocabulary, and communication skills needed in their subject areas, we will see growth in literacy ability. Students will regularly engage in reading, writing, speaking, and communication tasks across courses, supported by tools such as graphic organizers, writing scaffolds, and evidence-based instructional strategies. Staff will continue to build their literacy practices through ongoing professional learning and the use of Universal Design for Learning (UDL) principles. A focus group for literacy has been formed to support to implementation of UDL

Numeracy Results Analysis

Student who are in math class have a 92% pass rate. Approximately 16.4% earned a C- or lower/failed. Provincial Numeracy Assessment results show most students are Proficient, with a smaller group in Extending and a notable group still in Developing/Emerging. LCSS has an 83% pass rate and 40 percent of students score a 3 or 4 out of 4.

Numeracy Successes or Growth

Mathematics course achievement data over the past five years demonstrates consistently strong student performance. In 2025/26, 52.3% of students achieved an A or B, while 83.7% earned a C or better. We had a 10% increase in students passing the provincial assessment from last year to this year. We had every class have a practice test on the exam, learning how to navigate the tools and understand what the exam would be requiring. We think that this could be the reason for the increase in scores.

Numeracy Areas for Improvement

We have a lot of room for growth, ensuring students have the foundational math skills needed to progress and to ensure struggling students have the supports and tools needed to succeed. Although 83.7% of students are achieving a C or better, only 52.3% are earning an A or B in math classes. Our provincial numeracy assessment has a failure rate of 18%, which needs to improve. We wonder if the government exam has a lower success rate due to the high literacy content as 18% failure rate is high.

Numeracy Next Steps/Actions

Teachers will continue to strengthen numeracy instruction by using problem-solving routines, explicitly teaching mathematical vocabulary, and providing multiple representations such as visual models, manipulatives, graphs, and numerical representations. Numeracy learning will be connected to real-world applications and integrated across subject areas to provide students with meaningful opportunities to develop and apply mathematical thinking. A school-based Numeracy Focus Group will support this work by promoting effective numeracy strategies, sharing best practices, and building teacher capacity across classrooms. Flexible math blocks, tutorials, small-group reteaching, peer tutoring, and targeted skill workshops will provide timely intervention and additional practice for students requiring extra support, helping to address learning gaps and improve overall success in mathematics.

Human & Social Results Analysis

85% of students feel like they belong, 71% connect with 2 or more adults in the building (51 students don't feel connected) and 87% feel welcome at the school sometimes to all the time, 43% saying most of the time. This data shows that those that feel welcome also have a sense of belonging. Attendance rates have been similar over the years, and we still have a lot of work to do in this area, with 40% are absent more than 20% of the time.

Human & Social Successes or Growth

Lake City Secondary continues to build a positive school culture where students feel connected, supported, and welcomed. Nearly half of students report a strong sense of belonging, while 85% feel welcome at school at least some of the time. Staff relationships are a significant strength, with 80% of students identifying at least one caring adult at school and 37% identifying four or more trusted adults. These positive connections are reflected in attendance trends. The percentage of students attending 90% or more of the time has increased from 24% to 28% over the past two years, indicating that more students are regularly engaging in school and learning. Looking at the connection and sense of belonging data, we can be proud of the work we've done in this regard with our trauma informed lens, our food programs and all the other school initiatives we have. We will be connecting the 51 students that don't feel connected intentionally with a staff member for check ins (2X10).

Human & Social Areas for Improvement

Approximately 25% of students do not consistently feel a sense of belonging, and about 15% do not regularly feel welcome at school. Roughly 10% of students report having no trusted adult at school, indicating that some students remain disconnected from the school community. Attendance remains an important focus area. While the proportion of students attending more than 90% of the time has increased, approximately 40% of students continue to attend less than 80% of the time.

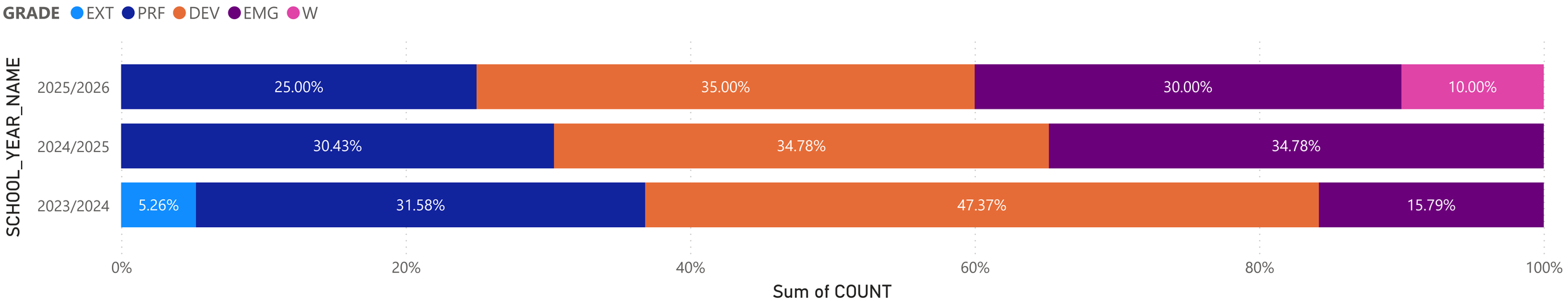
Human & Social Next Steps/Actions

LCSS will continue to strengthen student belonging, engagement, and attendance through a proactive and relationship-based approach. Clear expectations, regular family communication, recognition systems, and weekly monitoring of student progress and attendance will support a positive and connected school culture. Staff will intentionally build relationships with students through strategies such as the 2x10 approach, early outreach when concerns arise, and the development of individualized attendance plans. Students requiring additional support will be connected with a staff mentor for regular check-ins, and schedule adjustments if/when needed.

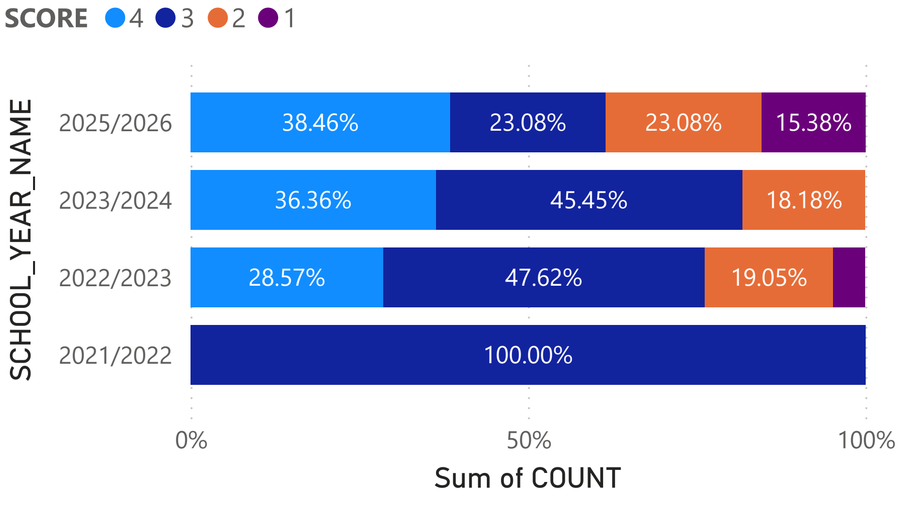
School

Likely Elem-Jr Secondary

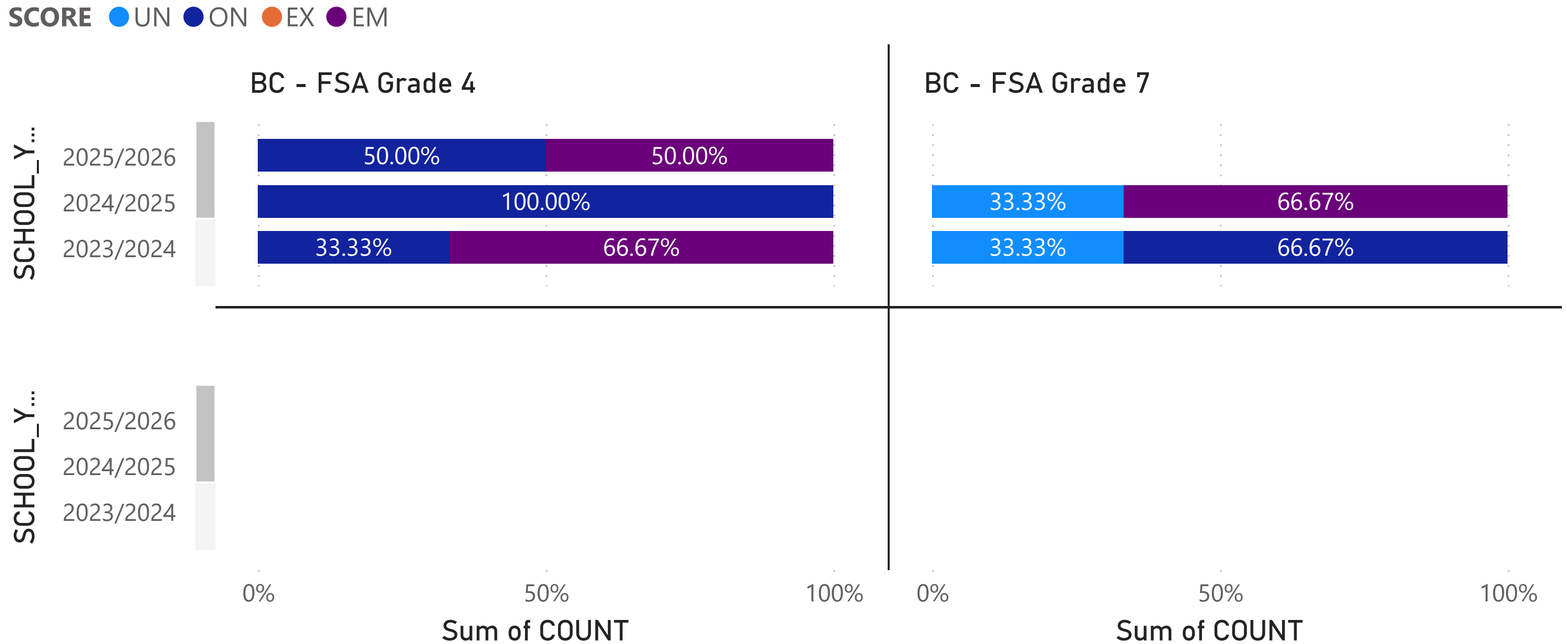
Course Marks



EPRA / DART



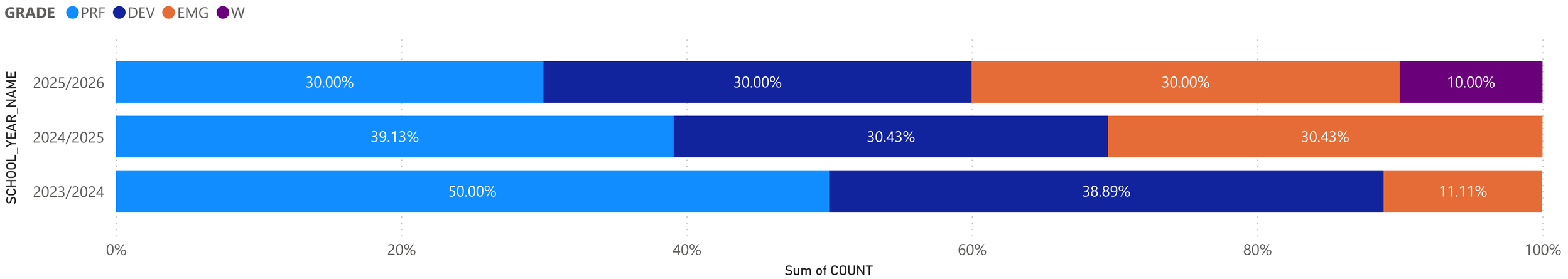
Provincial Assessments



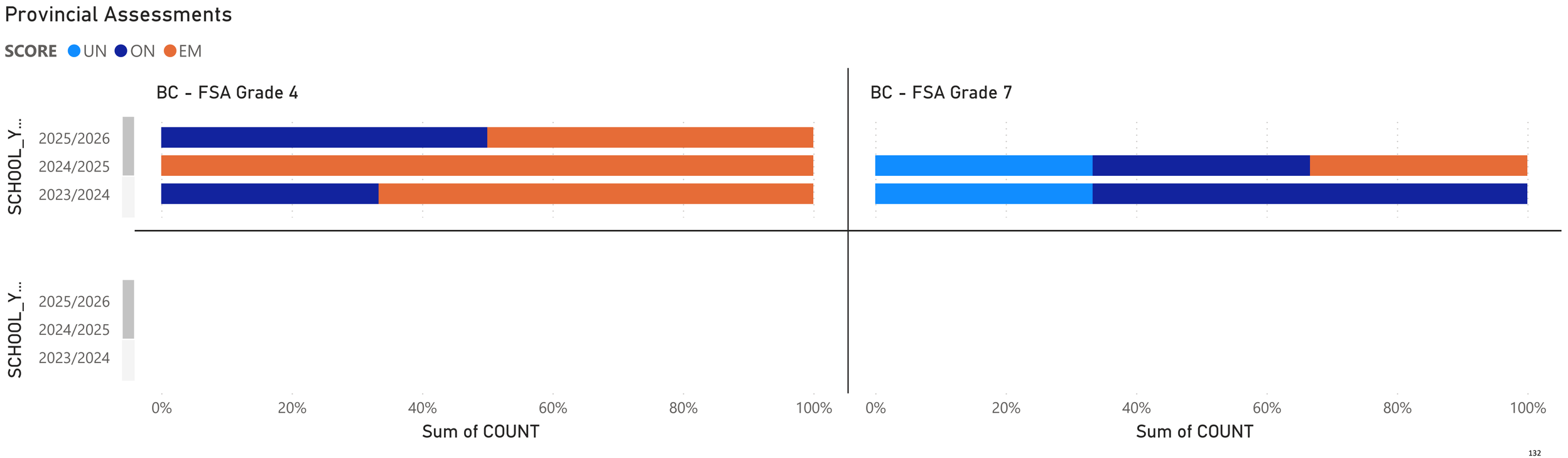
School

Likely Elem-Jr Secondary

Course Marks



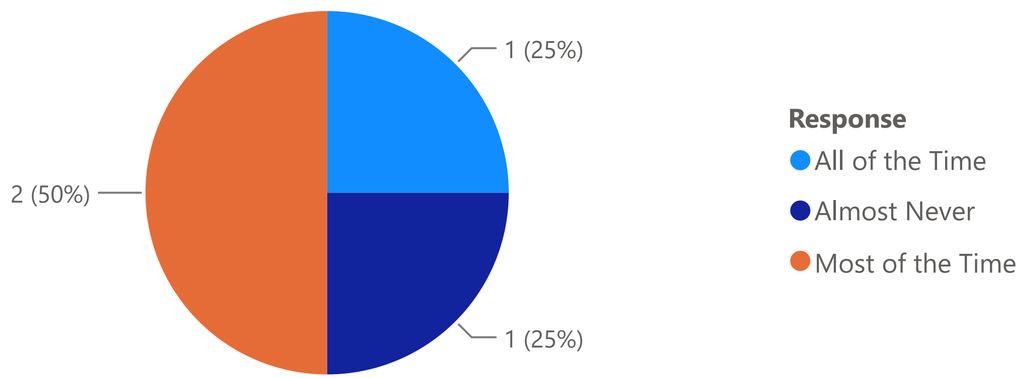
Provincial Assessments



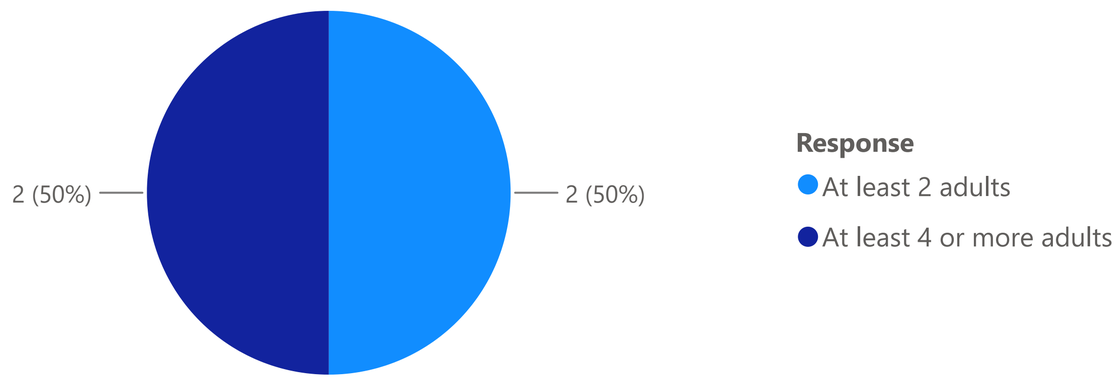
School

Likely Elem-Jr Secondary

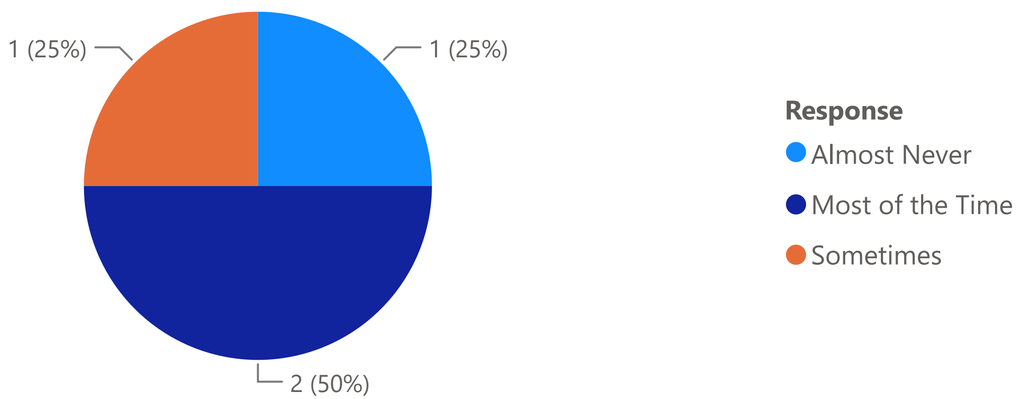
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	60%	<80
2025/2026	30%	80+
2025/2026	10%	90+
2024/2025	26%	<80
2024/2025	39%	80+
2024/2025	35%	90+
2023/2024	36%	<80
2023/2024	27%	80+
2023/2024	36%	90+
Total	**100%**	

School: Likely Elem-Jr Secondary

School Year: 2026/2027

Literacy Results Analysis

Course mark data indicates 70% of students are 'on track' (developing, proficient, extending) for Literacy at Likely School. Reading assessment data indicates 85% of students are on track. Although there are discrepancies in the data, course mark data is likely more accurate as it also includes consideration for writing and oral language skills. After further analysis and discussion with the teaching team, we noted 30% of students are emerging in literacy.

Literacy Successes or Growth

Based on district reading assessment and school wide write data, 16% of students in the primary class (grades 2/3) are emerging in reading and 33% are emerging in writing. In the intermediate class (grades 4-7), 30% of students are emerging in reading and writing. Overall, students enjoy listening to stories and actively engage in a variety of literacy activities. Through targeted phonics instruction using the University of Florida Institute (UFLI), an explicit and systematic phonics program - all students have demonstrated improvement in their phonological awareness skills. This focused instruction has contributed to growth in reading levels across the classroom, and assessment data indicates that students are developing a better decoding of texts and are able to demonstrate comprehension of what they read.

Literacy Areas for Improvement

Reading: Students will continue to develop their ability to read and reflect on text, with a particular focus on higher-order thinking skills such as making inferences and synthesizing information. Additional work is needed to strengthen text comprehension and improve the quality of responses to reading passages. In the primary grades, students will continue building foundational phonics and writing skills through the UFLI program. Developing greater stamina and maintaining focus during reading activities will also be important areas of growth across the school. Writing: Students will work toward increasing their writing

output while building greater stamina and engagement throughout the writing process. Instruction will focus on helping students communicate meaning clearly and write with a specific audience and purpose in mind. For intermediate students, continued emphasis will be placed on improving organization and understanding of writing forms, as well as expanding the length and detail of their written work.

Literacy Next Steps/Actions

To support continued growth in literacy, our school will implement a multi-tiered approach that focuses on strong classroom instruction, targeted support, and intensive intervention. At the Tier 1 (Universal) level, all students will participate in high-quality literacy instruction, including the use of UFLI in the primary grade and the implementation of the Six Minute Reading Solution (grade 3 and up) to increase reading fluency. Teachers will provide direct instruction using Adrienne Gear's reading and writing strategies, with an emphasis on making connections, questioning, inferring, and synthesizing text. Opportunities for students to share their writing through activities such as Author's Chair will be increased to promote engagement and confidence. Small-group instruction, conferencing, and meaningful literacy activities within literacy rotations will ensure students receive regular opportunities to practice and apply their skills. At the Tier 2 (Targeted) level, students requiring additional support will participate in small-group, focused instruction designed to strengthen specific literacy skills. Primary students will continue to receive targeted UFLI instruction to further develop phonics knowledge, decoding abilities, and writing skills. There are 2 students in the intermediate group who will also receive targeted practice with UFLI. At the Tier 3 (Intensive) level, students with the most significant literacy needs will receive intensive support through UFLI, additional practice, repetition, and one-to-one instruction. Kindergarten students will receive a combination of UFLI instruction and selected strategies from Jolly Phonics and Heggerty to build strong foundational literacy skills and support early reading success. In addition to supporting students, staff learning and collaboration will remain a priority. Teachers and educational assistants will be encouraged to participate in professional development opportunities focused on evidence-based literacy practices, including UFLI and the Six Minute Reading Solution. Staff will engage in ongoing collaborative discussions about literacy goals, student progress, and effective interventions. School literacy goals and plans will be regularly reviewed during staff meetings to encourage reflection and continuous improvement. Literacy-rich learning environments will be enhanced through increased access to visuals, anchor charts, and other instructional supports. Student achievements in literacy will be celebrated through

assemblies, newsletters, classroom recognition, and other school-wide opportunities to promote a culture of reading and writing success

Numeracy Results Analysis

Data indicates that approximately 89% of students are on track (developing - proficient). However, further assessments are needed to triangulate data for deeper analysis.

Numeracy Successes or Growth

Students have shown growth in mathematics, particularly in basic facts, addition, and multiplication skills. Small-group instruction and math rotations have supported learning at different levels and provided targeted practice. Students enjoy engaging in math games and using technology to build fluency, although some continue to need support with focus and on-task behaviour.

Numeracy Areas for Improvement

Students will continue to work on developing automatic recall of basic facts and applying learned strategies to larger numbers and more complex problems. A greater emphasis will be placed on problem-solving and deepening critical thinking skills, encouraging students to explain their reasoning, make connections between concepts, and select appropriate strategies when solving mathematical tasks. Continued practice will support fluency with basic computations and help students develop confidence with subtraction and division concepts such as fair sharing and equal grouping.

Numeracy Next Steps/Actions

To support continued growth in numeracy, instruction will be organized through a multi-tiered approach focused on developing number sense, computational fluency, mathematical reasoning, and problem-solving skills. At the Tier 1 (Universal) level, all students will participate in daily numeracy activities that strengthen place value understanding, mathematical vocabulary, and basic fact fluency. Students will have regular opportunities to apply strategies to larger numbers, engage in Number Talks, and practice mental math while explaining their mathematical thinking. Instruction will include

a variety of approaches, such as collaborative tasks, independent practice, games, technology, and resources from Carole Fullerton to support computational skill development and problem solving. At the Tier 2 (Targeted) level, students requiring additional support will receive focused practice with foundational skills and basic fact recall. Small-group instruction and games will target strategies such as doubles, friendly numbers, adding 10, and other key number relationships, using tools such as Power of Ten cards to build fluency and confidence. At the Tier 3 (Intensive) level, students with the greatest needs will receive direct one-to-one support and additional practice to strengthen basic facts, number relationships, and computational skills. Intervention will focus on repetition, guided instruction, and targeted use of resources such as Power of Ten cards to increase automaticity and confidence. Ongoing communication with families will support consistency between home and school, and students will be provided with additional practice opportunities and individualized supports to reinforce learning and promote success.

Human & Social Results Analysis

Attendance continues to be an area of concern at Likely School. While recurring illnesses and seasonal flu impacted attendance for some students, there are also broader concerns related to student wellness and consistent school attendance. Regular attendance is essential for academic success, building relationships, and fostering a strong sense of belonging within the school community.

Human & Social Successes or Growth

Despite ongoing attendance challenges, there have been several positive outcomes. Approximately 25% of students demonstrated excellent attendance, and some students showed improved attendance over the course of the year. School data also indicates positive changes in attendance patterns between the 2024/25 and 2025/26 school years, reflecting progress for a number of students and families. To support student well-being and engagement, the school established a dedicated morning meeting space where students gather for Morning Circle after arriving by bus, helping to foster connection and a positive start to the day. The daily snack program has also contributed to student readiness for learning by ensuring students have access to nutritious food and support throughout the school day.

Human & Social Areas for Improvement

Moving forward, the school will focus on strengthening students' sense of belonging, increasing engagement in learning, and continuing to build a positive school culture. Expanding opportunities for outdoor learning - which has proven to be highly engaging for students, will support attendance, wellness, and connections to place. The school will also continue to implement wellness strategies that promote self-regulation, resilience, and positive mental health. By creating meaningful opportunities for students to connect with peers, staff, and learning, we aim to improve attendance, engagement, and overall student well-being.

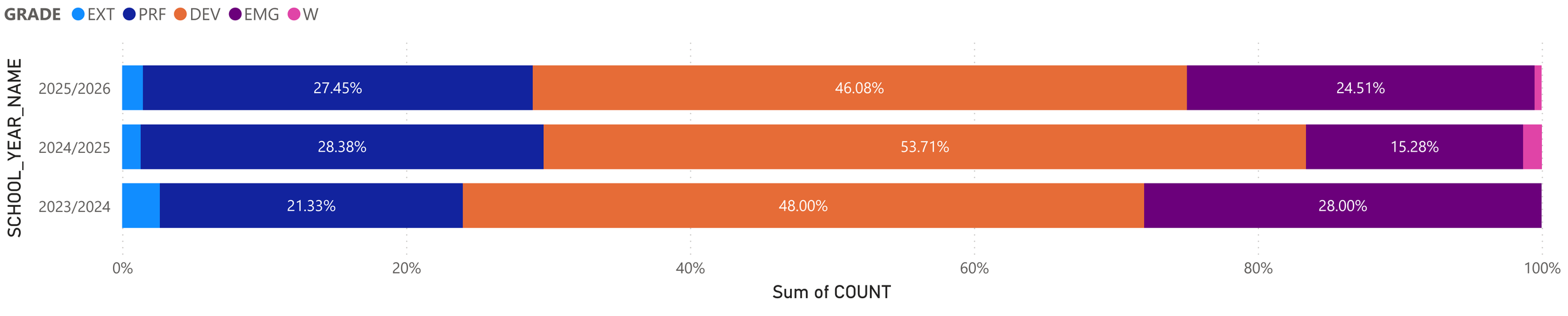
Human & Social Next Steps/Actions

The school will continue to support student attendance and well-being through a variety of initiatives. The snack program will remain in place to help address basic needs and support student readiness for learning. Efforts will focus on strengthening school culture and community through positive relationships, engaging school activities, and opportunities for student voice and leadership. Staff will be encouraged to revive a Leadership or Citizenship Group to increase student engagement, foster school pride, and provide opportunities for students to help plan school events and theme days. Attendance will be promoted through regular communication with families about the importance of consistent school attendance, as well as the exploration of incentives and recognition programs that celebrate both strong and improved attendance. The school will review the First nation Steering Committee (FNESC) Attendance Counts resources and share key messages with staff and families to build a common understanding of the impact of attendance on student success. Attendance achievements will be recognized and celebrated throughout the year. In addition, the school will continue to support student and staff wellness through initiatives such as the EASE (Everyday Anxiety Strategies for Educators) program and other wellness-focused strategies that promote resilience, belonging, and positive mental health.

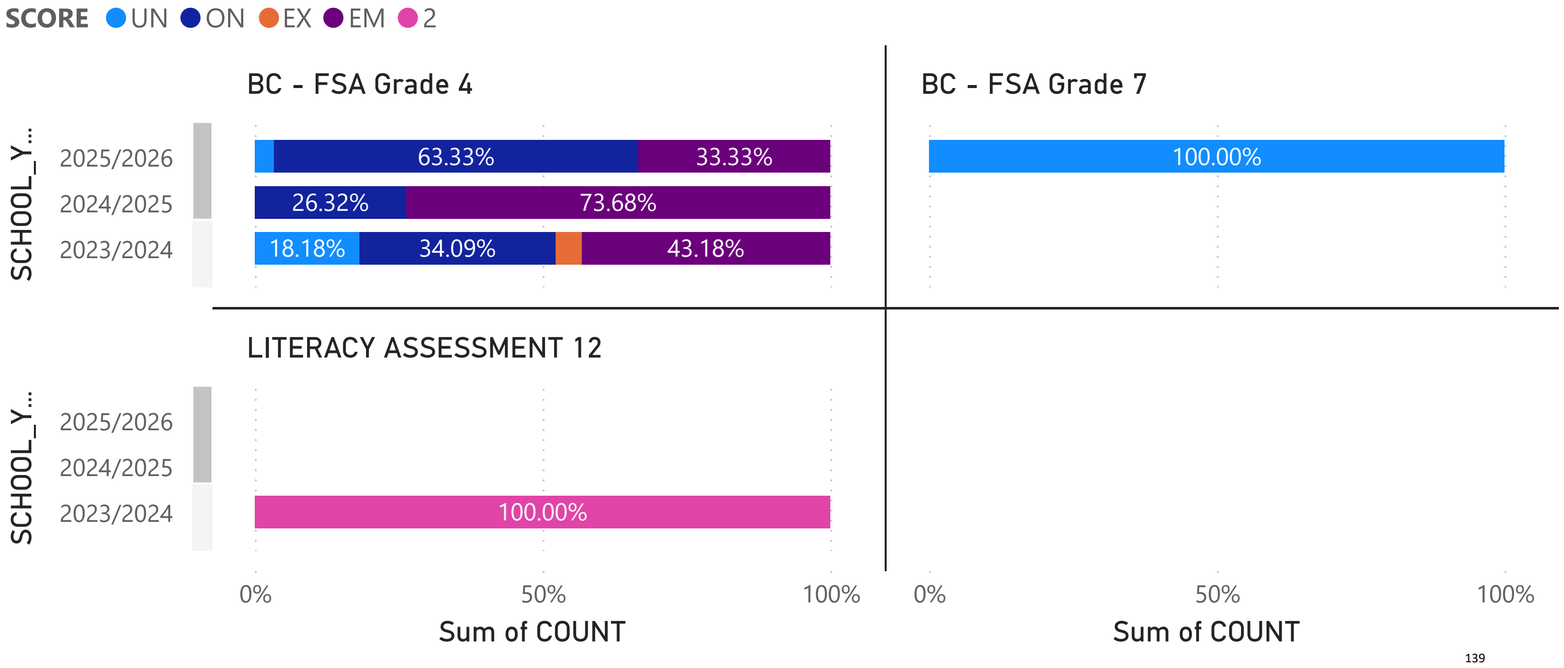
School

Marie Sharpe Elementary

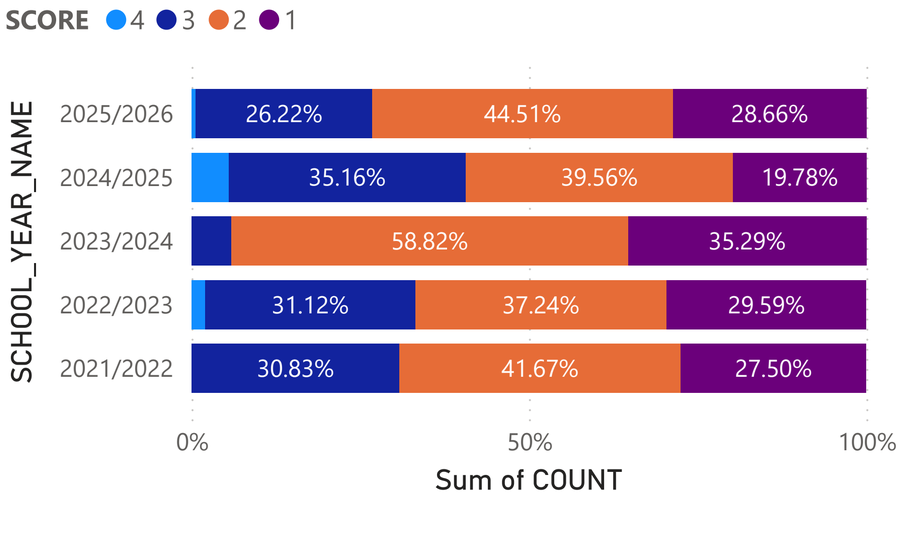
Course Marks



Provincial Assessments



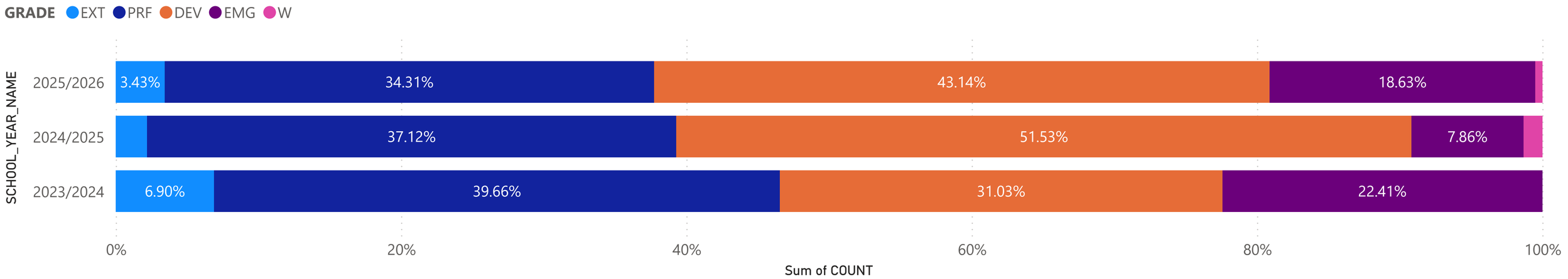
EPRA / DART



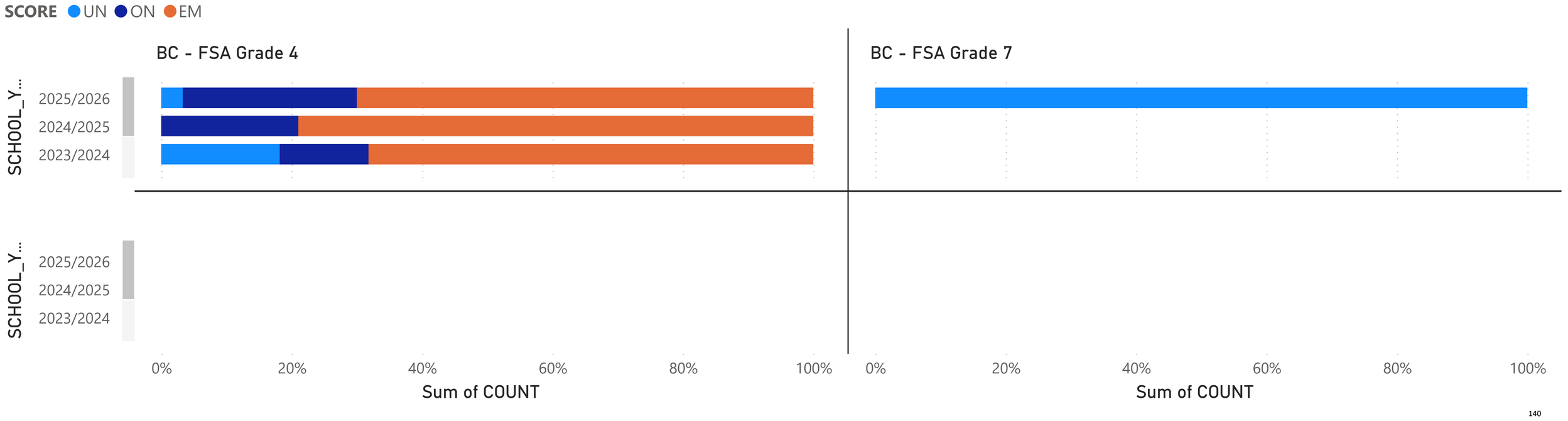
School

Marie Sharpe Elementary

Course Marks



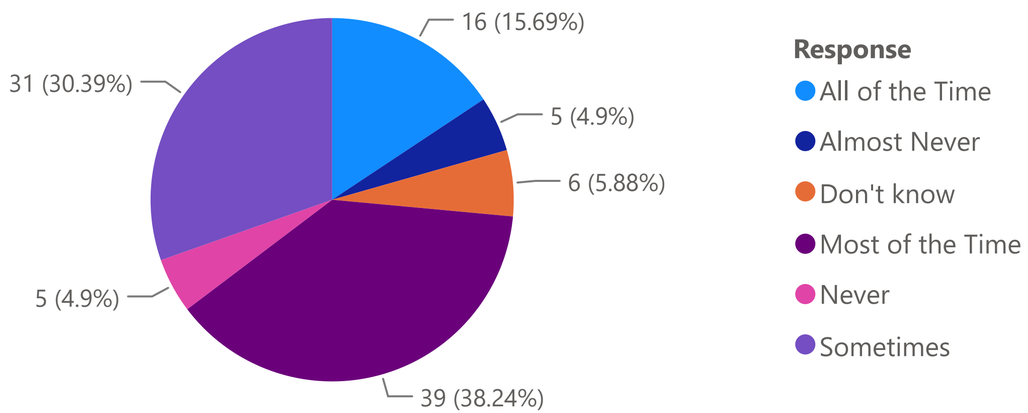
Provincial Assessments



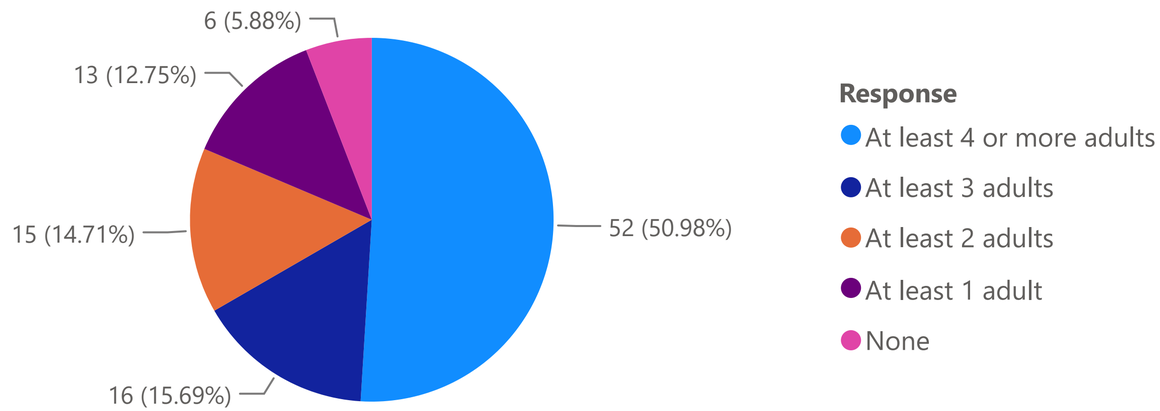
School

Marie Sharpe Elementary

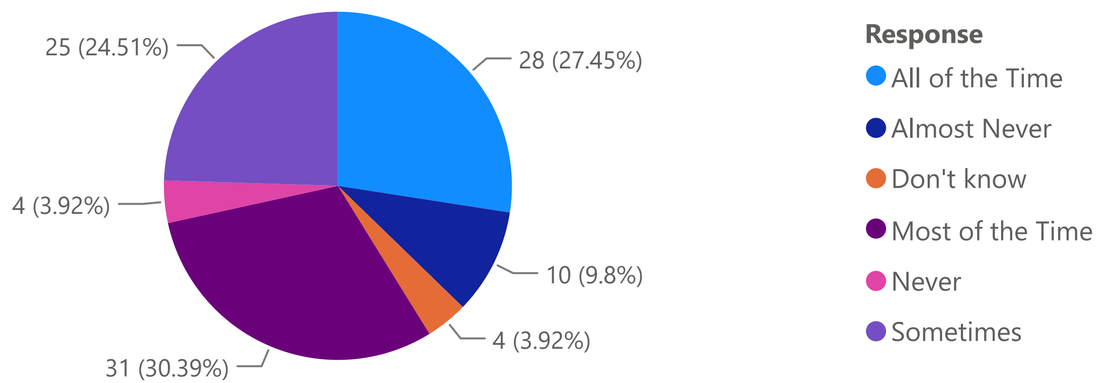
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	24%	<80
2025/2026	24%	80+
2025/2026	52%	90+
2024/2025	26%	<80
2024/2025	27%	80+
2024/2025	47%	90+
2023/2024	19%	<80
2023/2024	26%	80+
2023/2024	55%	90+
Total	**100%**	

School: Marie Sharpe Elementary

School Year: 2026/2027

Literacy Results Analysis

Overall course marks are slightly lower this year: 4% more emergent (EMG) learners and 4% less proficient (PRF). The District Assessment for Reading Teams (DART) for grades 4-6 and Early Primary Reading Assessment (EPRA) for grades K-3 scores are very nearly identical. The grade 4s demonstrated significant improvement on the Provincial Foundational Skills Assessment (FSA) compared to last year with a 9% increase in students who are on track.

Literacy Successes or Growth

• Increased FSA scores. • The implementation of literacy stations in most classes. This is supported by one of our Learning Support teachers in these classrooms and together the teachers are consistently able to target specific literacy skills with small groups of students. • Talking Tables and “sound walls” in some primary classes supported by the district Speech and Language professionals. • Use of tech to improve communication for low-verbal students. • Collaborative assessment of DART/EPRA as well as School-Wide Write (SWW)

Literacy Areas for Improvement

• Increased fluency in reading and writing • Reading for information/understanding and development of stronger communication about that understanding for the students who have a base of phonics/sight words. • Continued work around fundamental literacy skills (i.e. letter & sound recognition, conventions of print such as tracking words left to right) in the lower grades. • Oral communication: though that data is not indicated here, we have a very high number of students who are flagged by our Speech and Language team. Forming words orally and building on that understanding into reading and writing.

Literacy Next Steps/Actions

Universal: • Literacy stations in all classes. • Sound walls in more classrooms linked to the use of the University of Florida Literacy Institute (UFLI) lessons as one part of literacy learning. • Upper grades implementing the 6 Minute Solution & Beyond • Increased engagement with research-based practices linked to district professional development – Adrienne Gear, Faye Brownlie & Bryan Gidinski • Pen pals within the school & other schools to increase writing fluency • Home reading program connected • Continued access to school library but also regular • Walking trips to public library. • Communication boards/talkers* in commons spaces. *talkers is the word we use for a device that supports communication through the use of pictures and words that a student can select from to communicate more effectively Targeted: • Specific stations during those literacy rotations aimed at increasing fluency, phonics, communicating understanding. • Extra practice using voice to text software. • Small group instruction with Learning Support Teachers (LST) focusing on specific needs of students. Intensive: Specific student support to fill gaps in learning: letter recognition and CVC word work for some intermediate students

Numeracy Results Analysis

While numeracy course marks are similar to previous years, there is a very slight decrease in students performing at a proficient level and a similar increase in emerging scores.

Numeracy Successes or Growth

• While this data isn't captured here, teachers are reporting that student knowledge/recall of the numbers and operations is improving. • Increased engagement with research-based practices supported by district professional development opportunities with Carole Fullerton and her resources. • Use of technology to support math understanding and offer practice opportunities in and out of school. • Increased use of hands-on, experiential learning to support understanding of numeracy.

Numeracy Areas for Improvement

• General problem solving skills. Using the information in a question/problem to choose a path towards a solution – this is connected to literacy somewhat as well. • Foundational number sense such as number recognition, 1 to1 correspondence and representing numbers, particularly at the primary level. • Common teaching techniques and assessment practices across grade levels.

Numeracy Next Steps/Actions

Universal: • Most classes (all but Kindergarten) connected to Mathletics with a school based learning session planned to ensure all teachers are aware of the features including problem solving, printable practice options and more. • Increased visits from Carole Fullerton – consistently implemented across grade-levels. • Some release time for teachers to collaborate and prep materials so that the problem solving lessons in class are successful. • Guided math centers that include hands-on activities and problem-solving opportunities. • Opportunity for collaborative discussion regarding assessment among teachers similar to literacy. • Use of Coast Mountain Assessment tool across grade levels. Targeted: • Fact fluency practice options. • In collaboration with learning support, meeting students where they are at so that teachers are working to fill in gaps in learning and challenge appropriately so that students are meeting with success without frustration. Intensive: specific number recognition, counting and fact fluency practice for intermediate learners requiring this.

Human & Social Results Analysis

Attendance numbers are the same as last school year. That is nearly half of our students attending 90% or more and 80% who are at school 80% of the time. The data indicates that a large number, almost half, of our students feel welcome, that they have adults that care to support them at school and feel a general sense of belonging.

Human & Social Successes or Growth

• Explicit teaching around the Circle of Courage, recognizing emotions and appropriate ways of expressing those feelings, “Social Skill of the Month” bulletin board & mindfulness. • Attendance recognition and awards. • Student of the week recognition (PAC-sponsored family swim pass prize) • Sports and clubs offerings during lunch or afterschool • Breakfast and lunch programs, Starfish bags • Trauma-informed learning for staff • Opportunities for outdoor, hands-on and experiential learning • Celebration assemblies with evidence of learning and community (slide show, presentations by students)

Human & Social Areas for Improvement

Some students have a challenging time regulating emotions which impacts the sense of safety and care within the school. There have been suspensions that impact attendance numbers as well. Connecting with some families is also a challenge making relationship building and communication difficult at times.

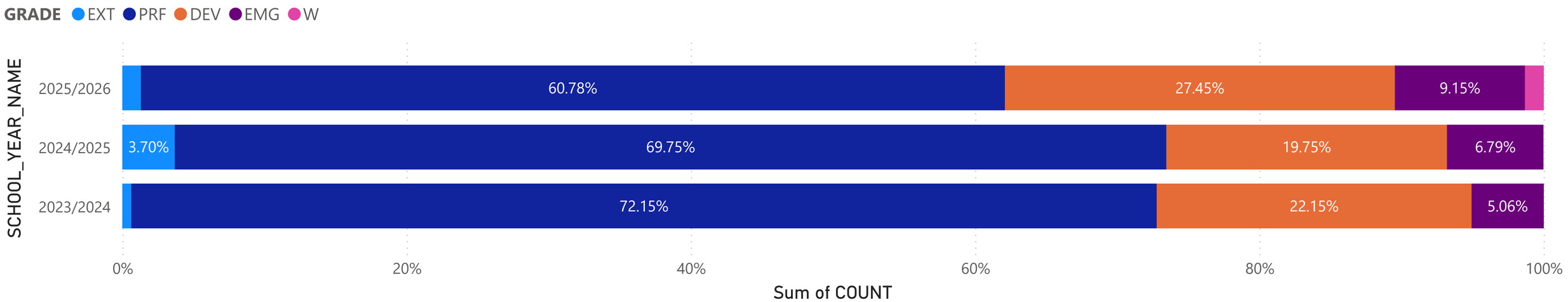
Human & Social Next Steps/Actions

Universal: • Increased opportunities to connect with families – open house, science fair, fun nights in collaboration with Parent Advisory Council (PAC) • Attach a copy of the calendar to the school newsletter (as opposed to just the link to our school website) and have paper copies available upon request so that families know what is happening at school and students can feel excited about looking ahead at the next learning opportunity. • Regular review of the school's Code of Conduct as a baseline for expectations at school. • Condensed version of the Code of Conduct – simplified graphic organizer in kid-friendly language • Continue the good work that is contributing to successes as indicated below Targeted: • Frequent and consistent personalized check-ins with families – an inviting approach. • Building a relationship with students and their caregivers to ensure that we are meeting needs and sensitive to specific barriers that may be in place. • Review of specific sections of the code of conduct and thorough return-to-school plans following a suspension to ensure safety, restored relationship and compliance with school expectations. • Small groups supported by Youth Engagement Worker (YEW) or Indigenous Support Worker (ISW) so that everyone has a "place" during unstructured breaks. • Small group instructions for social skills/friendship skills supported by YEW. Intensive: Daily check-ins with students and their caregivers: matched with staff who students identify as having a connection

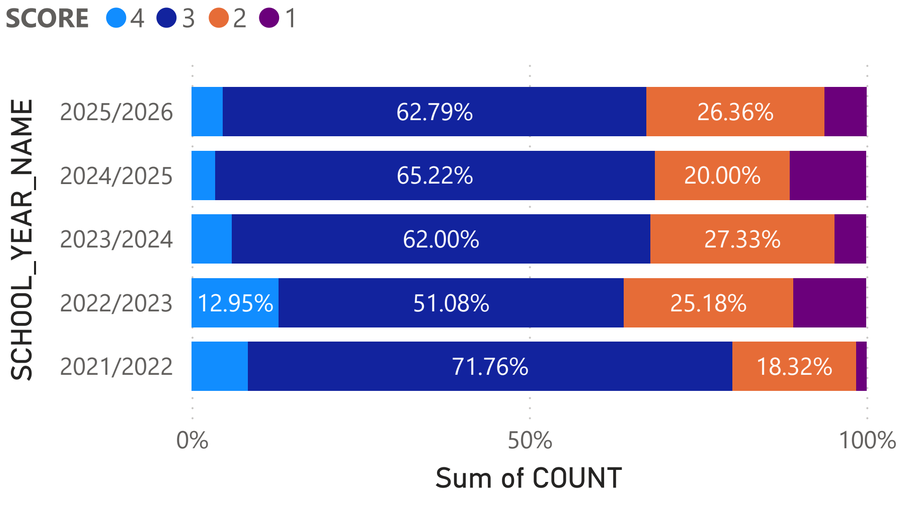
School

Mile 108 Elementary

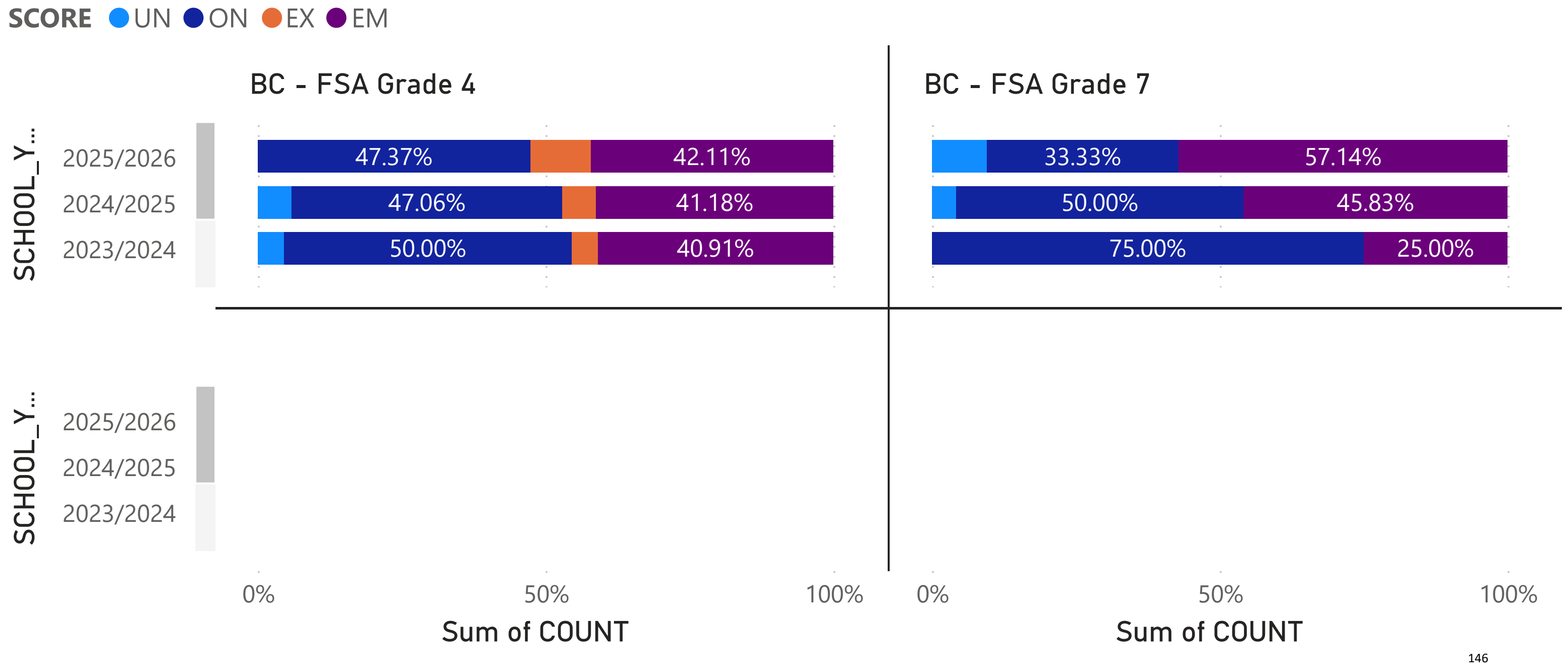
Course Marks



EPRA / DART



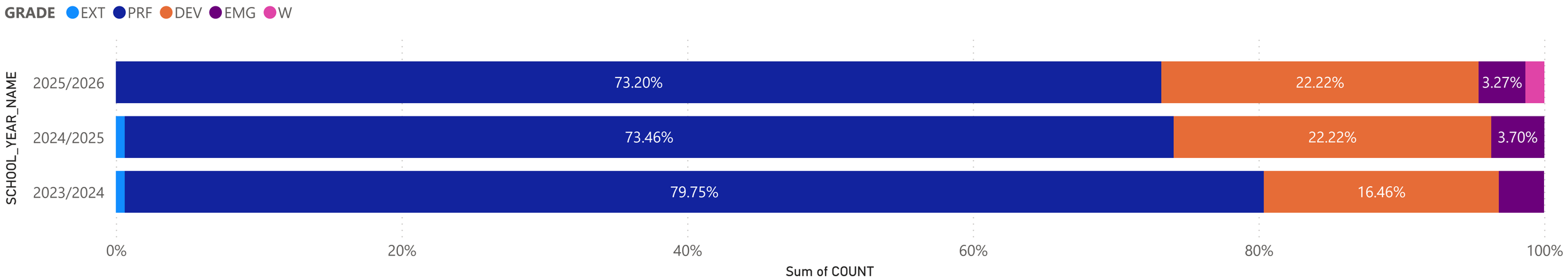
Provincial Assessments



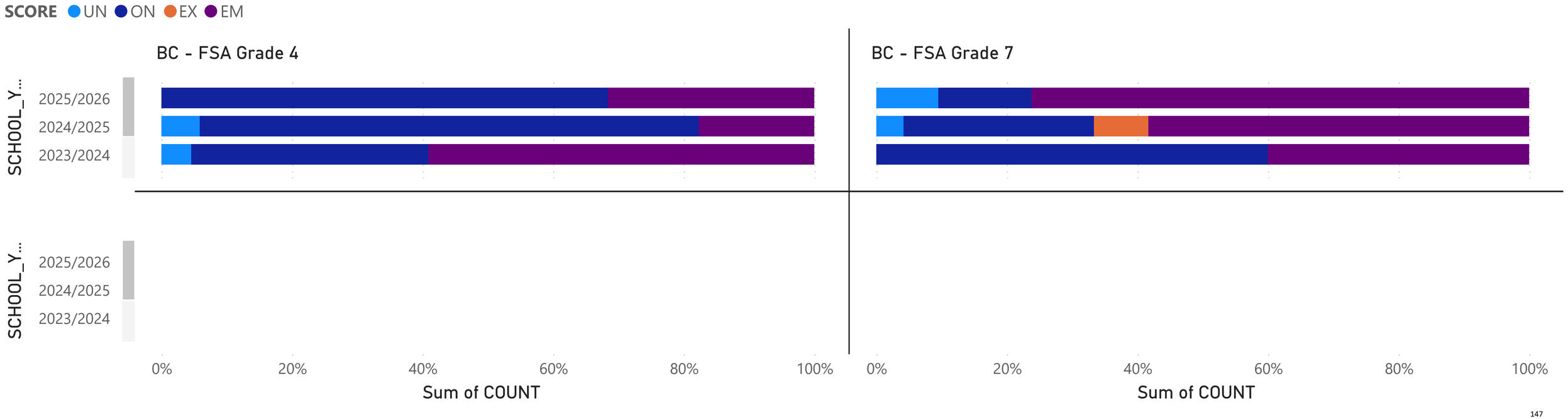
School

Mile 108 Elementary

Course Marks



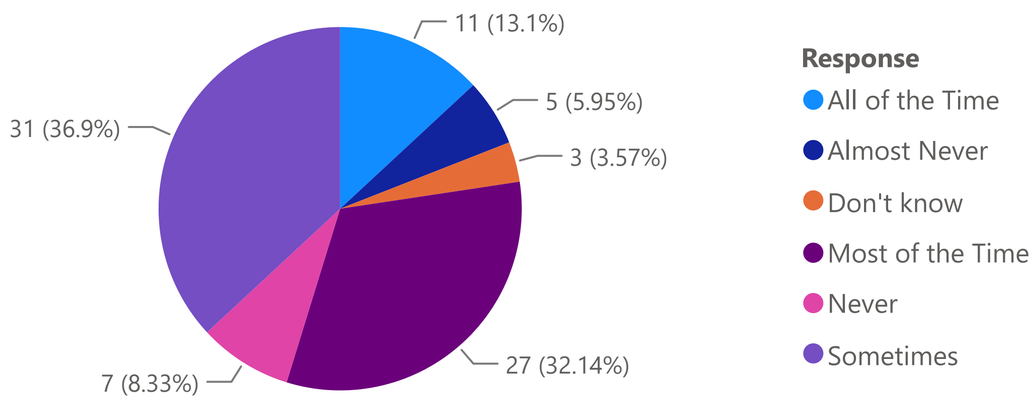
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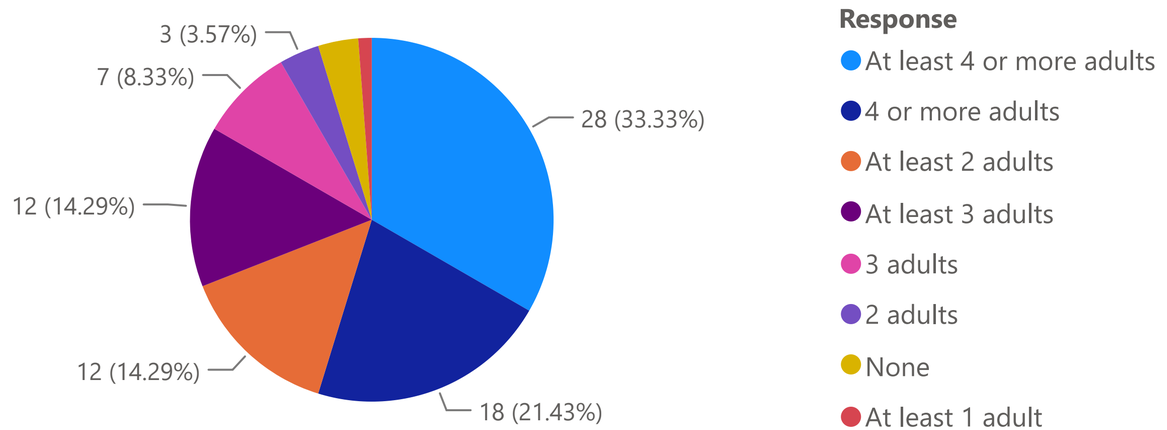
School

Mile 108 Elementary

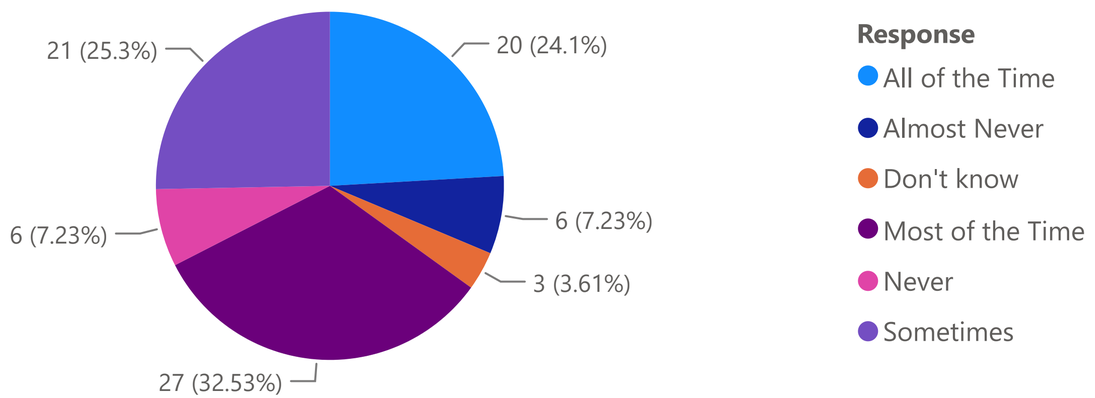
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	24%	<80
2025/2026	48%	80+
2025/2026	29%	90+
2024/2025	15%	<80
2024/2025	38%	80+
2024/2025	47%	90+
2023/2024	12%	<80
2023/2024	46%	80+
2023/2024	41%	90+
Total	**100%**	

School: Mile 108 Elementary

School Year: 2026/2027

Literacy Results Analysis

Literary Analysis: based on the dashboard – School District Literacy Assessments, Report Card data and Foundation Skills Assessment (FSA) data: Strengths: Approximately 63% of students are meeting literacy expectations (Universal) in 2025/26. Students performing in the Emerging range remain relatively low (approximately 10–11%), indicating that most students have foundational reading skills. Areas for Growth: Approximately 32% of students are requiring a more targeted approach with a small percentage requiring intervention. FSA results show a much larger proportion of students performing in the Emerging (EMG) category and fewer students meeting expectations. Rather than suggesting that one assessment is "wrong," this discrepancy provides valuable insight into students' literacy development and instructional next steps. Possibly suggesting a more concentrated approach to reading comprehension strategies are needed.

Literacy Successes or Growth

Compared to the significant decline in 2022/23, literacy achievement is recovering and starting to stabilize.

Literacy Areas for Improvement

Literacy Goal: All students reading at grade level Objective - Improve all students' ability to read and comprehend at grade level. To achieve this goal, the school will implement evidence-based literacy practices grounded in the five essential components of reading identified by the National Reading Panel (2000): phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instruction will focus on: • Explicit comprehension strategy instruction, including questioning, predicting, summarizing, and making inferences. • Systematic and explicit phonics and phonemic awareness instruction (e.g., Heggerty and UFLI), particularly in Kindergarten to Grade 3 and for students requiring additional support. • Repeated and guided oral reading to develop reading fluency. • Explicit vocabulary instruction, including the use of context cues and word structure

(morphology) to decode unfamiliar words. • Identifying main ideas and supporting details using graphic organizers. • Demonstrating understanding by orally rehearsing and writing concise summaries of text. Key Result: We will collect data to monitor and analyze progress and next steps in instruction using non-fiction texts. We will use school-based assessment Eary Primary Reading Assessment (EPRA), District Assessment for Reading Teams (DART), Maze reading assessment and the District Literacy Screener at the primary level administered in the fall and spring. We will also use PM Benchmarks more frequently throughout the year for struggling readers to help monitor progress and inform instruction.

Literacy Next Steps/Actions

Universal Support: To maximize student reading achievement, the school will implement consistent, evidence-based literacy practices across all classrooms through collaborative planning, common instructional routines, and the non-categorical resource model: • Provide daily opportunities for independent and supported reading • Implement a school-wide buddy reading program • Schedule regular collaborative planning time for teachers • Embed literacy instruction during library learning • Teach intermediate students to use technology to support literacy, including Word Dictate, Read Aloud, speech-to-text. Targeted Support & Measure: We will strengthen literacy instruction across all classrooms through a common literacy block, staff training, and targeted small-group or one-to-one support for students who need extra help. Student reading progress will be monitored every 4 to 6 weeks using reading assessments to ensure instruction and interventions are meeting individual learning needs and supporting growth toward grade-level expectations. Intensive Support & Measure: Students who require significant support in reading will receive individualized or small-group intervention focused on their specific literacy needs. Progress will be monitored regularly through reading assessments and targeted skill checks, allowing staff to adjust supports and ensure students are making steady growth toward their learning goals.

Numeracy Results Analysis

Overall, the classroom assessment data present a positive picture of student achievement, with over 70% of students consistently demonstrating proficiency and relatively few (3-4 %) requiring intensive support. Achievement remains stable across the year, suggesting effective universal instruction. However, the discrepancy between classroom achievement and Foundation Skills Assessment (FSA) outcomes indicates an important area for inquiry

(Gr.7 FSA showing 76% of students Emerging and 32% of grade 4's Emerging). Further analysis should explore the alignment between classroom assessment practices and provincial expectations, with particular attention to strengthening students' ability to independently apply numeracy skills in authentic assessment contexts. This evidence supports the school's focus on evidence-informed numeracy instruction, targeted intervention for students in the Developing and Emerging categories, and collaborative moderation of assessment practices to ensure consistent interpretation of proficiency standards.

Numeracy Successes or Growth

Strengths: High percentage of students achieving Proficient across every grade. Very few students require Intensive intervention. Some evidence of movement into the Extending category, particularly in Grade 2. Stable achievement profile across the year indicates instructional consistency.

Numeracy Areas for Improvement

The data also identify opportunities for improvement: Developing (DEV) remains the second largest achievement category in most grades. Grade 4 has the highest proportion of students below proficiency. The relatively low number of students in Extending suggests an opportunity to provide greater enrichment and challenge for high-achieving students.

Numeracy Next Steps/Actions

Goal: Improve all students' ability to think mathematically and independently apply numeracy skills across a variety of contexts while developing a shared, consistent understanding among staff of what constitutes Proficient achievement according to the BC Curriculum. We will strengthen students' conceptual understanding and independent application of numeracy by implementing a hands-on, evidence-informed approach to mathematics instruction. Using the work of Carole Fullerton and Peter Liljedahl, staff will engage students in rich mathematical tasks, purposeful discourse, multiple representations, and problem-solving experiences that develop critical thinking and reasoning before procedural fluency. Objective – To achieve this goal, staff will engage in collaborative inquiry to strengthen assessment literacy by developing a common interpretation of the BC Proficiency Scale and curriculum learning standards. Through

evidence-informed instructional practices, including the continued implementation of Carole Fullerton and Peter Lilijedah's numeracy framework teachers will provide rich mathematical learning experiences that promote conceptual understanding, reasoning, problem-solving, mathematical communication, and the transfer of learning. Collaborative analysis of student work will be used to monitor progress, inform instruction, and ensure consistency in assessment practices. Universal Support: The school will strengthen assessment and instructional practices to ensure a shared understanding of student proficiency and improve students' ability to independently apply numeracy skills across a variety of contexts. To support this work, we will: • Work toward establishing a standardized baseline assessment for a common school-wide numeracy assessment to identify student strengths and areas for growth and to monitor progress throughout the year. • Collaboratively examine student work during professional learning meetings to calibrate teacher understanding of the BC Proficiency Scale and develop greater consistency in determining evidence of Proficient and Extending performance. • Continue professional learning focused on evidence-informed numeracy instruction, drawing on the work of Carole Fullerton to strengthen conceptual understanding, mathematical reasoning, rich problem-solving, and purposeful classroom discourse. • Increase opportunities for students to demonstrate independent application of numeracy skills by embedding authentic, multi-step problem-solving tasks that require students to select strategies, explain their thinking, justify solutions, and transfer learning to unfamiliar situations. Universal measure: Success will be measured by: • Developing a shared understanding of the BC Curriculum proficiency benchmarks through collaborative marking of student work. • Work toward establishing and using common school-wide numeracy assessments to collect baseline, mid-year, and end-of-year data. • Increased consistency in teacher assessment of student proficiency across classrooms and grade levels. • Increased evidence that students independently select and apply appropriate mathematical strategies, explain and justify their thinking, and solve authentic problems in a variety of contexts. • Growth in the percentage of students achieving Proficient or Extending on common school-based assessments and standardized measures, while reducing the number of students identified as Developing or Emerging. Targeted Support: Students experiencing difficulty benefit most from small-group intervention that is responsive to concepts being worked on in class. Small group learning where possible.

Human & Social Results Analysis

A school-wide goal of 90% or better attendance is grounded in research showing that regular attendance is essential for academic success, social connection, and student well-

being. When students miss 10% or more of the school year, they lose significant instructional time and opportunities to participate in classroom routines, targeted supports, peer relationships, and school community experiences. Consistent attendance strengthens students' access to learning and helps build a sense of belonging, connection, and trust with adults and peers. By focusing on attendance alongside inclusive school culture, family communication, and student recognition, we aim to support every student in feeling valued, connected, and successful at school. At the end of our 2025-2026 school year a third of the school were absent for 30 or more days indicating the sense of belonging will be a significant area of focus.

Human & Social Successes or Growth

We will establish baseline data by administering a Microsoft Forms survey to students in Grades 2–7 to gather information about their sense of belonging, perceptions of safety, trust in adults, welcoming and inclusive school and classroom environments, and overall school experience. Students will also have the opportunity to provide feedback on the programs, activities, and opportunities they value and would like to see offered at the school. A similar survey will be administered to parents and caregivers to gather family perspectives on school connectedness, communication, attendance, and barriers to student engagement. The student survey will be re-administered in the spring to monitor progress and measure the impact of our improvement efforts. The school team will analyze the survey results alongside attendance data to identify strengths, trends, and barriers to attendance and belonging. This evidence will be used to refine school goals, inform responsive action plans, and develop strategies that strengthen student engagement, improve attendance, and address the needs identified by students and families. The findings and resulting actions will be shared with the school community.

Human & Social Areas for Improvement

We will use the data from the student survey as well as parent feedback to explore areas where we can reduce barriers to attendance and enhance student feeling of safety and sense of belonging.

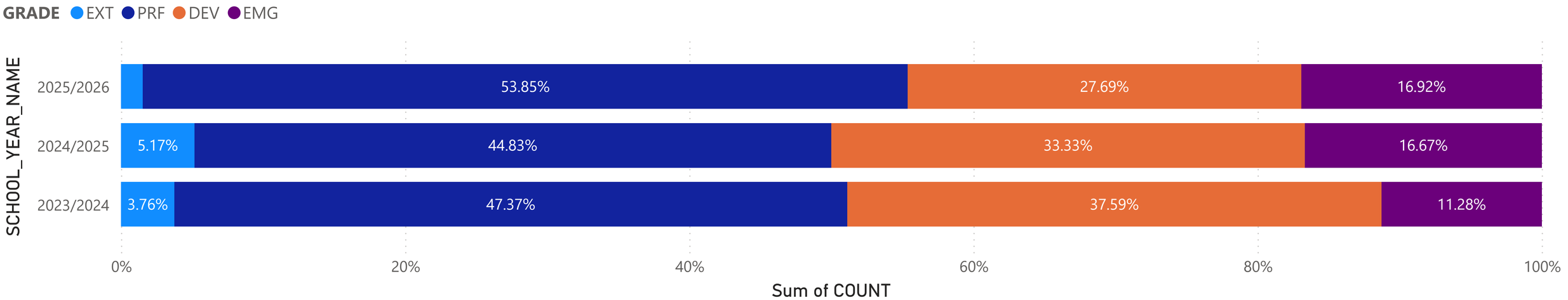
Human & Social Next Steps/Actions

To strengthen students' sense of belonging and improve attendance, we will implement school-wide universal supports that foster positive relationships, early intervention, and recognition of regular attendance. Students who maintain on-track attendance will be recognized and celebrated during school assemblies to reinforce the importance of being present and engaged. Teachers will proactively contact families when a student has two consecutive unexcused absences or begins to demonstrate patterns associated with chronic absenteeism, with the goal of identifying concerns early and providing support before attendance becomes a significant barrier. All staff will intentionally build trusting relationships with students beyond the classroom by maintaining a visible presence throughout the school, greeting students at the breakfast program, participating in or facilitating lunchtime clubs and activities, and engaging with students during transitions and unstructured times. These intentional connections will help ensure every student is known, valued, and connected to caring adults within the school community. Universal measure: Attendance data will be reviewed and shared with staff on a monthly basis to monitor school-wide and classroom attendance patterns. The principal and classroom teachers will regularly monitor individual student attendance to identify emerging concerns and respond early when attendance begins to decline. Staff will use monthly meetings to collaboratively analyze attendance trends, share effective practices, and develop responsive strategies to strengthen student engagement, enhance students' sense of belonging, and improve regular attendance across the school. Targeted and Intensive Support: The principal will collaborate with classroom teachers and support staff to regularly monitor attendance data and identify students who are at risk of chronic absenteeism or are experiencing ongoing attendance concerns. For identified students, the school team will work collaboratively with the student and family to understand the barriers affecting attendance and co-develop an individualized attendance support plan that builds on the student's strengths and responds to their unique needs. The process will be relationship-based, with the primary intent of strengthening trust, fostering a sense of belonging, and partnering with families to support regular attendance. Support plans will be supportive rather than punitive in nature, recognizing that improving attendance requires understanding, collaboration, and shared problem-solving. When appropriate, a School-Based Team (SBT) process will be initiated to provide a coordinated, wraparound approach, connect families with appropriate supports, and monitor the effectiveness of interventions. Student progress will be reviewed regularly, and support plans will be adjusted as needed to promote improved attendance, engagement, and a stronger sense of belonging. Targeted measure: Attendance will be closely monitored by the principal and teachers through CMIS and MyEd and action plans will be developed, adjusted, and followed in a timely manner.

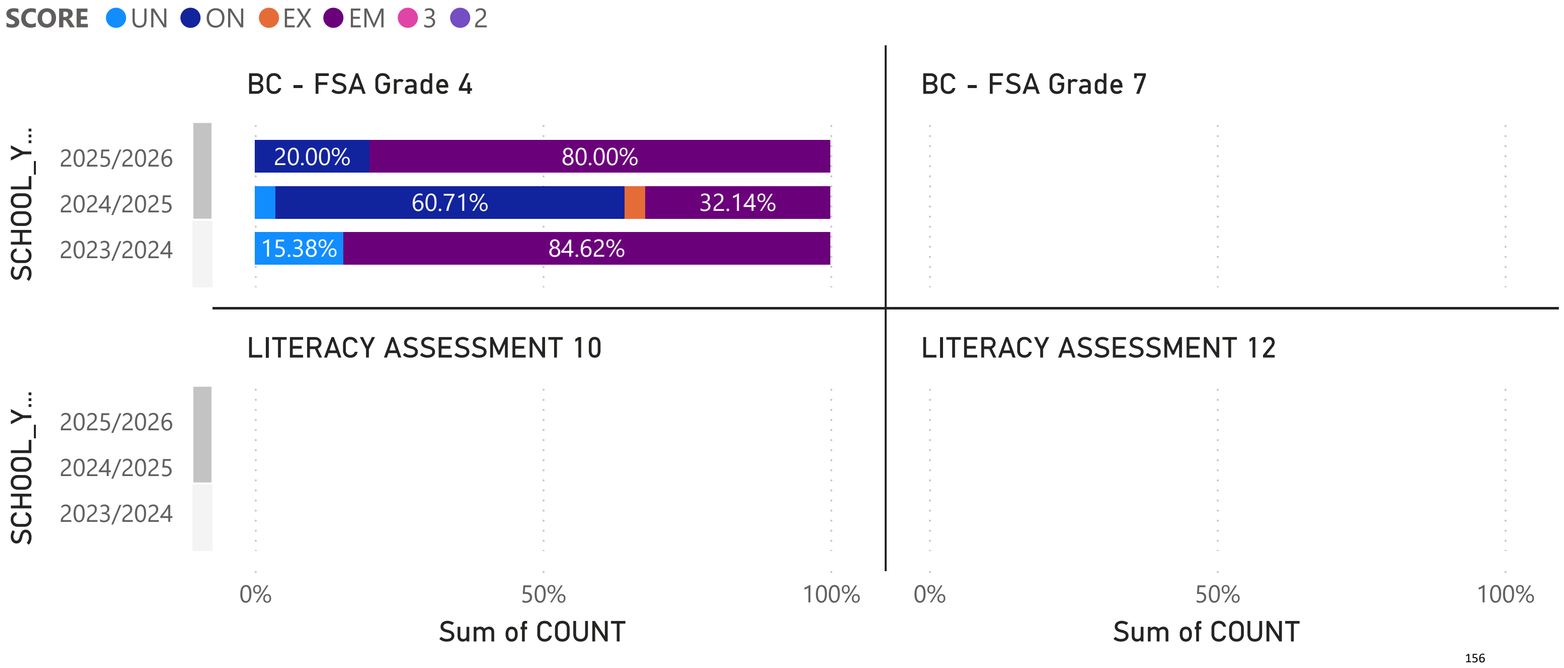
School

Mountview Elementary

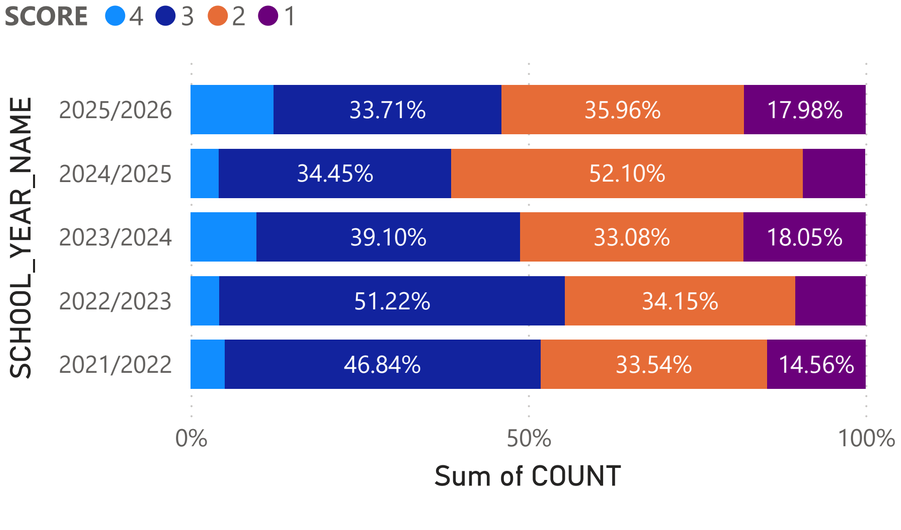
Course Marks



Provincial Assessments



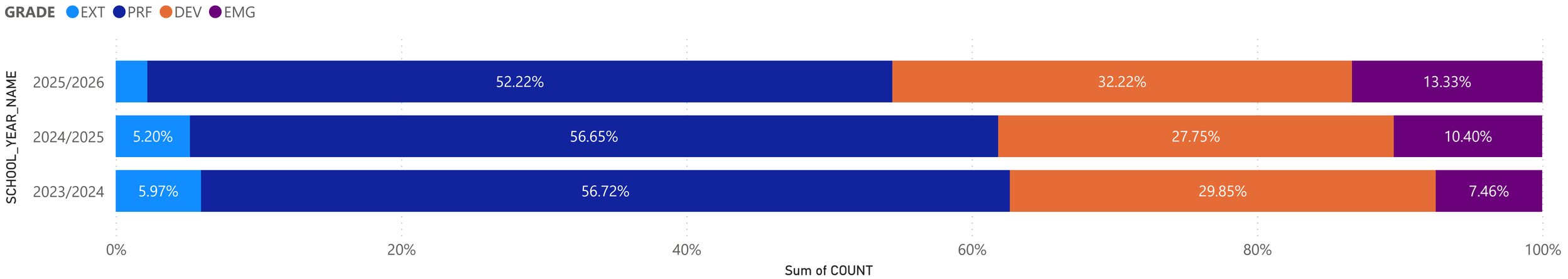
EPRA / DART



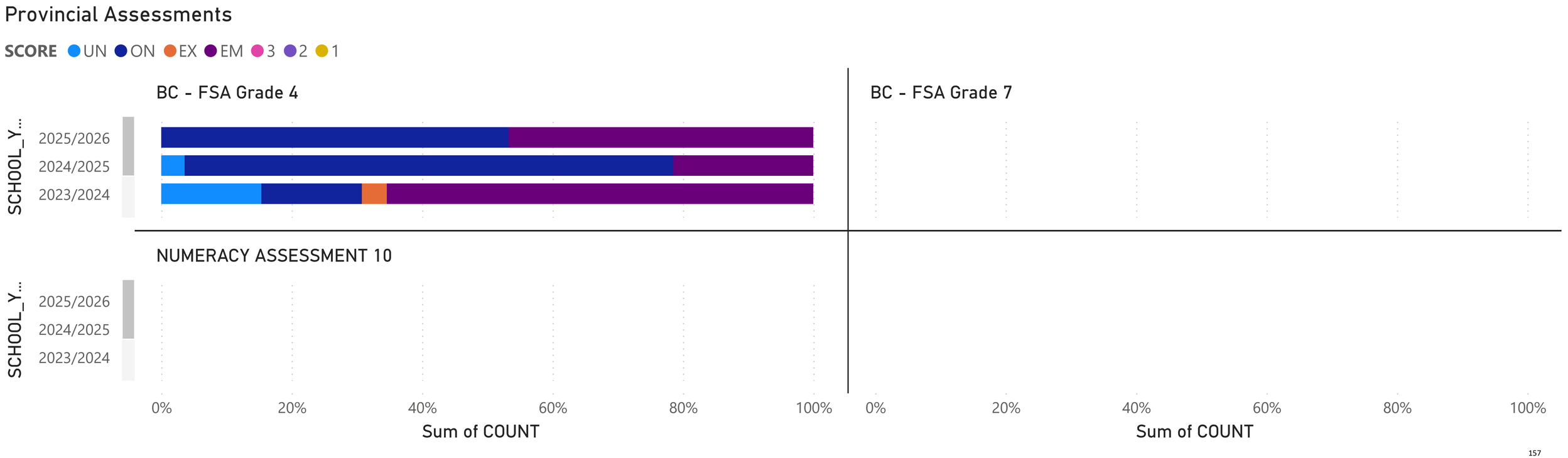
School

Mountview Elementary

Course Marks



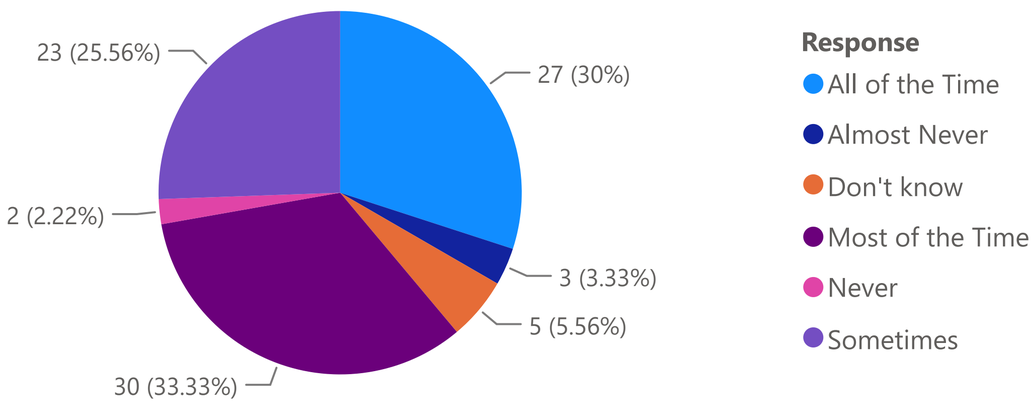
Provincial Assessments



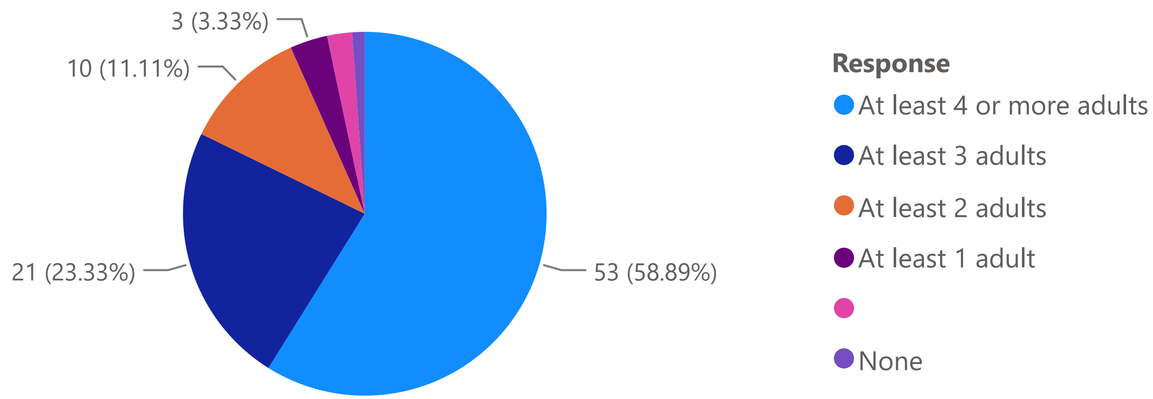
School

Mountview Elementary

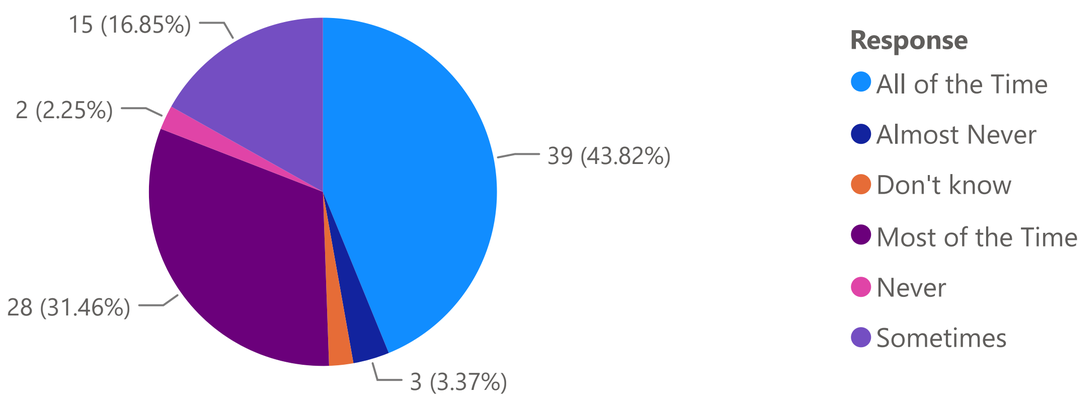
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	9%	<80
2025/2026	32%	80+
2025/2026	58%	90+
2024/2025	16%	<80
2024/2025	40%	80+
2024/2025	44%	90+
2023/2024	21%	<80
2023/2024	38%	80+
2023/2024	41%	90+
Total	**100%**	

School: Mountview Elementary

School Year: 2026/2027

Literacy Results Analysis

All assessments outside the Foundation Skills Assessment (FSA) are fairly congruent - right around 50% of Mountview students are on track and about 50% are emerging/developing. These results have been consistent for some time and the last two years have seen some interventions begin to take hold. It is positive to see some gains in pushing kids into proficiency from developing. There is some wonderful strategies and supports put into place in early primary that will begin to show in our assessment results next fall (Oct. 2026), where we hope to see even more students pushed into proficiency or better. The FSA result is worth noting in terms of number students deemed to be emerging/not on track. We can always push to better prepare students for the literacy piece of the assessment. We also understand the grade 4 group writing the assessment this year has been a particularly concerning group since grade 1 in terms of the their literacy abilities. Work has been ongoing with that cohort for quite some time and their FSA results do reflect their current ability level. More targeted and intensive work will continue with that group right through the end of grade 6.

Literacy Successes or Growth

The primary group in particular worked very hard this year to implement the University of Florida Literacy Institute (UFLI) strategies and were very happy with results. By the June report card, most students K-2 were proficient, something Mountview has not seen in quite some time (approx 4 years). The intermediate group continued to focus on comprehension and achieved good results there. The entire team continues to increase their collaboration and level of learning. It has been good to see results in our goals to push more students into proficiency!

Literacy Areas for Improvement

As stated more preparation work will be needed for FSA writing. There is a larger than desired group of learners in 'Emerging' that will need some more targeted/intensive work.

Those students have been identified and plans put into place. Intermediate students will have more direct teaching of comprehension as that remains as a concern to teachers.

Literacy Next Steps/Actions

Universal Supports: Primary – UFLI for all students. Intermediate – daily silent reading and written response with good fit books, implement UFLI in intermediate to focus on blending, segmenting words. CAFÉ style structures (a classroom literacy system based on an acronym for comprehension, accuracy, fluency and expanding) in all classes for quality conferencing (2x per week). Targeted Supports: Students that are emerging/developing receive more support through small group work and/or one to one conferencing with classroom teachers, and push in/pull out group work with the Learning Support Teacher (LST). This is mostly building fluency, sight word recognition, and letter/word sounds and blends. Intensive Supports: Students will work one on one with LST to work on reading using UFLI, Dolch Site Words (collection of high frequency words), and/or any other support needed. This will also include work with the Speech and Language Pathologist (SLP) if required.

Numeracy Results Analysis

Mountview has fairly consistent results in Numeracy - about 50% of students are proficient/extending, and about 50% are not. There is a slight increase this year in students that are developing/emerging. Foundation Skills Assessment (FSA) results are roughly congruent with course marks.

Numeracy Successes or Growth

Results show there is plenty of area for growth in our numeracy instruction. Staff is greatly aware of this and much collaboration work this hear has focused on math, particularly in the Intermediate grades, which resulted in a common assessment being implemented. Results show work is needed on basic operations and vocabulary. All staff agreed this is work that needs to be tackled school-wide and plans have been put in place.

Numeracy Areas for Improvement

Numeracy has been a concern and discussion point amongst the team for some time. Staff meeting and collaboration time has focused on numeracy this year. Results from this work tell us students are lower in math vocabulary comprehension and are lacking in basic numeracy in the 4 operations. There was focused work on using common (and good) math assessments to help better inform instruction and guide teaching.

Numeracy Next Steps/Actions

Universal Supports: School-wide work on math vocabulary instruction, daily drills using the 4 operations, school wide work on doubling, counting on and skip counting. Common assessment like Student Numeracy Assessment & Practice (SNAP). Targeted Supports: Using a CAFÉ-type structure (an educational framework, a classroom learning center, or an interactive game designed to build math skills in a relaxed, real-world setting) for small group work, leveled math groups. Push in/pull out work with the Learning Support Teacher (LST). Intensive Supports: Focused work on math vocabulary, using manipulatives, math games, SumDog (engaging, game based activities for math concepts).

Human & Social Results Analysis

While our attendance has been better this year (91% attending 80% of the year or better), there is still a ways to go. 58% of Mountview students attend 90% of the time, we would like to bump that up to 65% at 90% or better. Students at Mountview indicate the vast majority feel welcome, feel like they belong, and feel that at least 2 adults care about them. Staff can do more simple things like everyone greeting students in the morning and intentional connections during supervision.

Human & Social Successes or Growth

Attendance is nicely trending towards more and more students attending at least 80% of the time. This has been getting better year by year. This is though dedicated work by the staff to communicate home more often and with a compassionate lens. All other data show that the vast majority of students feel welcome, belonging and connected to at least 2 staff members. This work is never complete and we will continue on all staff focusing on all kids all the time. We will bring students into any school activity we can (sports, clubs) and we will continue to make breaking bread during our salad bar days a wonderful opportunity for connection and warmth. Mountview will continue to recognize kids doing

great things with the Super Cougar program (incentive program to recognize and reward positive behaviour). Our daily breakfast and snack program is a huge success with many students accessing food daily. We also provide a healthy salad bar option two days a week which is a popular option for most students. Students who cannot afford the program are also included with help from our Feeding Future budget.

Human & Social Areas for Improvement

To help increase attendance, Mountview staff will increase home communication (especially after more than 3 days unexcused absences), make consistent communications about the importance of attendance (planners, newsletters, Parent Advisory Committee (PAC)), and have a centralized documentation process of conversations using My Education BC (MyED). Staff will continue their great work of connecting with all students - this is a tremendous strength of school that we will continue. It will be important to provide more wrap around supports to those students who feel a disconnection. This will be a multi-layered support though the Principal, counselor, Youth Engagement Worker (YEW), Indigenous Support Worker (ISW), noon hour supervisors, and classroom teacher.

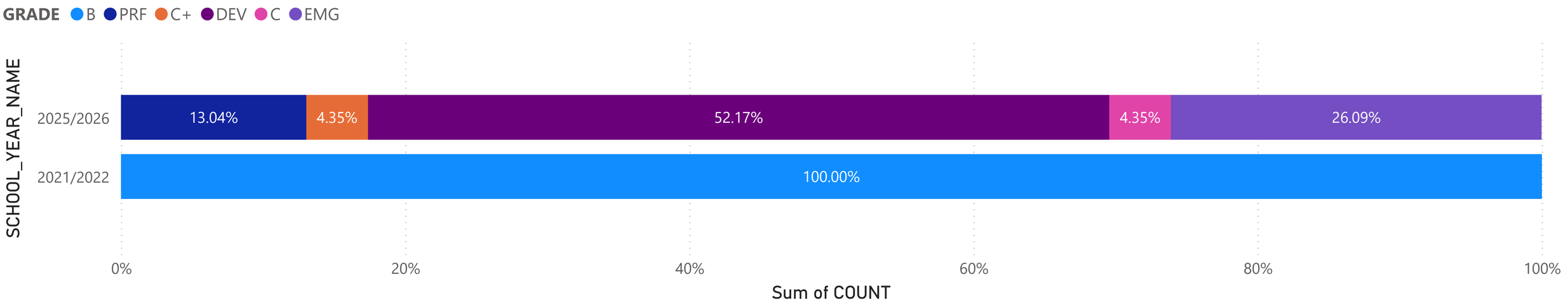
Human & Social Next Steps/Actions

Universal Supports: Teachers contact home if more than 3 days of unexcused absences - to be documented into MyEd. Consistent communication from school in planners, social media, newsletters, PAC meeting about the importance of attendance. Continue strong tradition of staff connections to all students, school sports, clubs, and fun themed days and super cougar recognition program. Targeted supports: if no change in attendance after teacher phone call, student will be referred to the Principal who will follow up with caregiver, make goals, connect student to more supports (ISW/YEW, counsellor). Intensive supports: co-creating attendance goals/plans with student and caregiver, wrap around with YEW/ISW, counselor, teacher, and Principal.

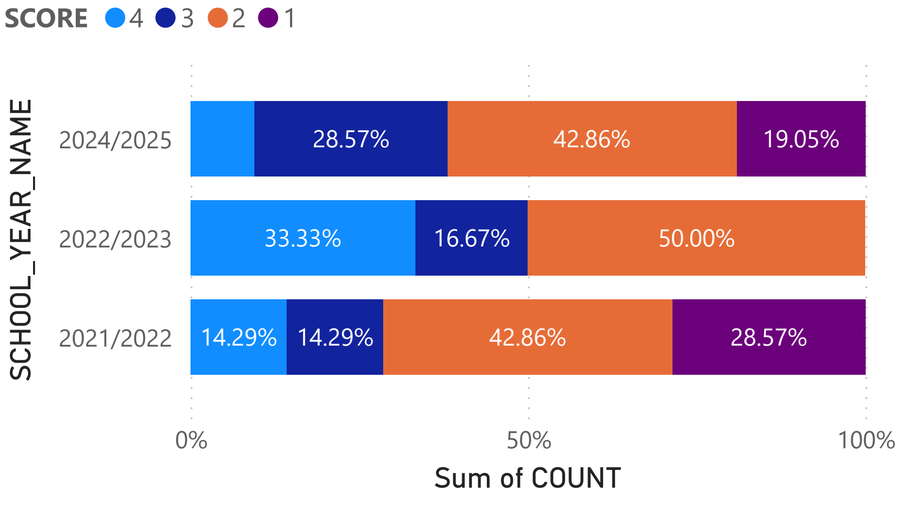
School

Naghtaneqed Elem-Jr Secondary

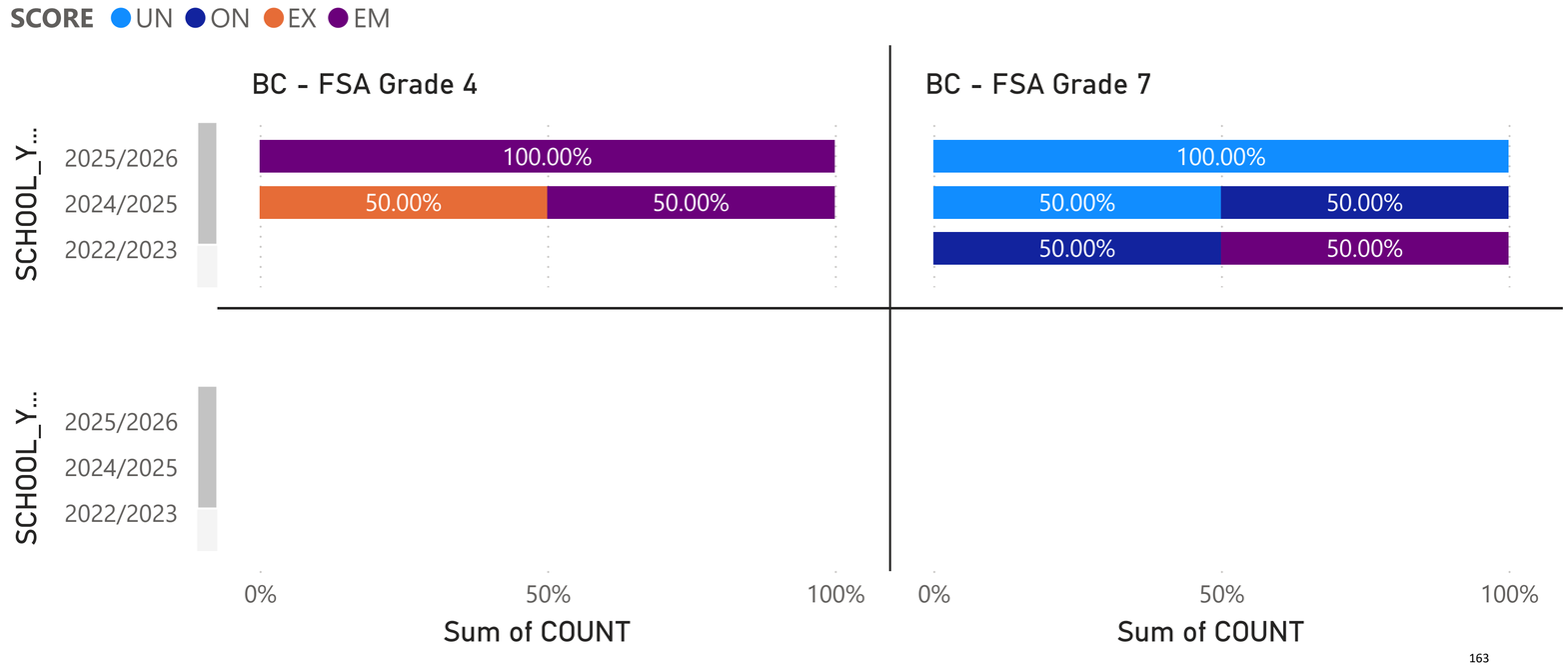
Course Marks



EPRA / DART



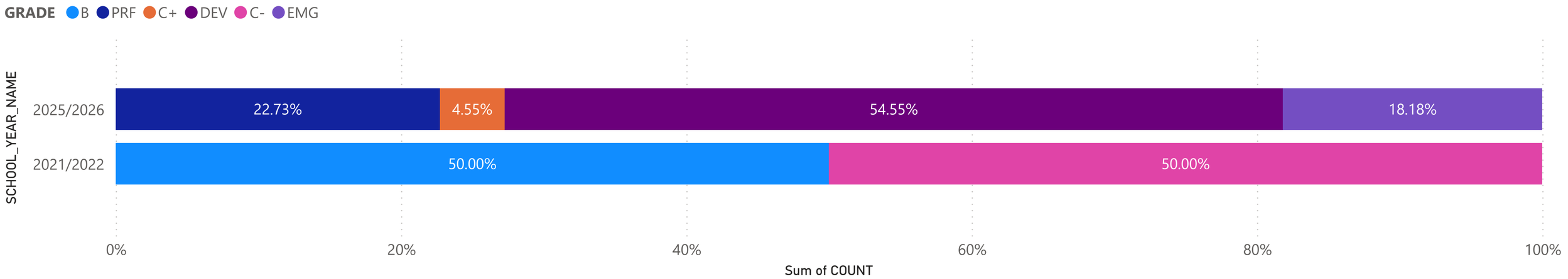
Provincial Assessments



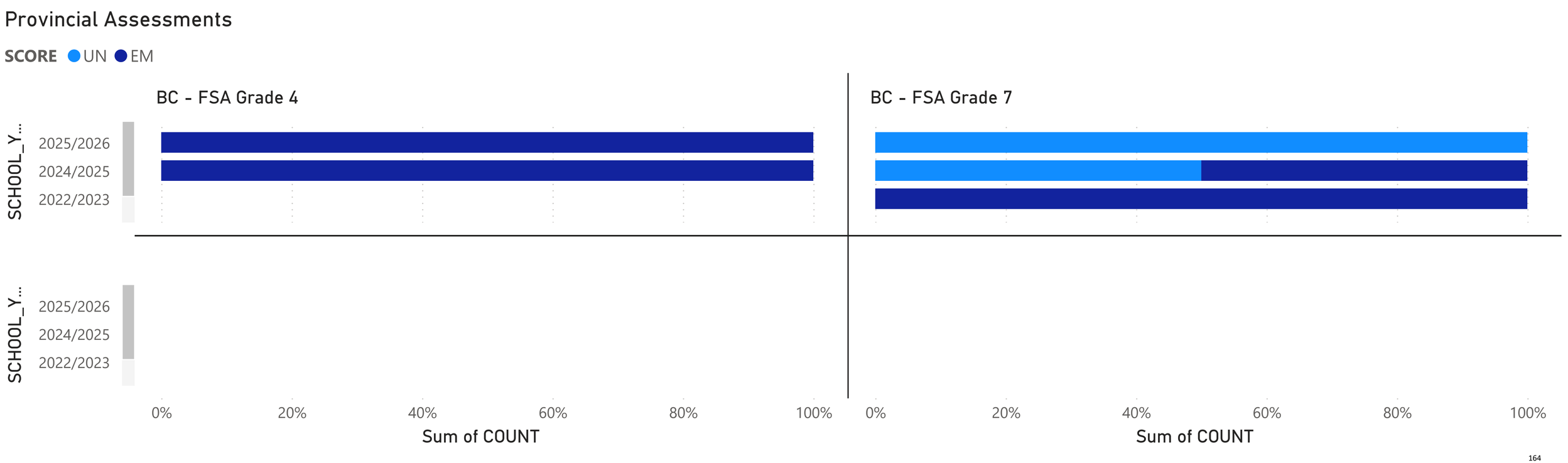
School

Naghtaneqed Elem-Jr Secondary

Course Marks



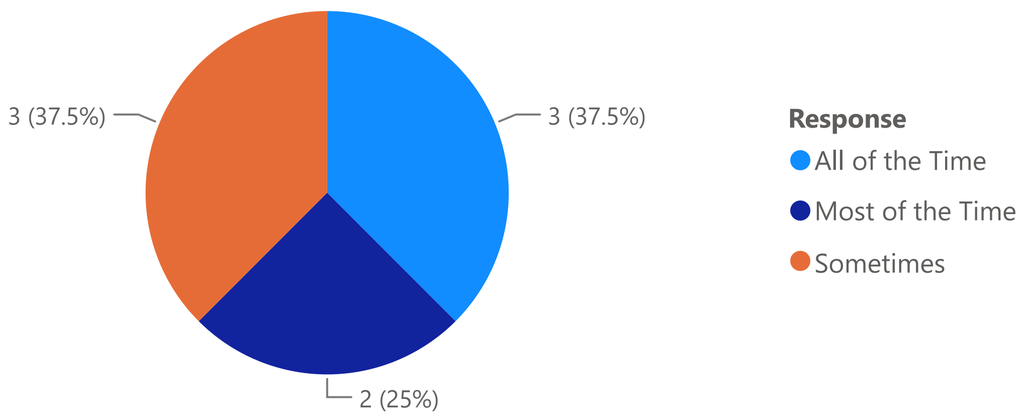
Provincial Assessments



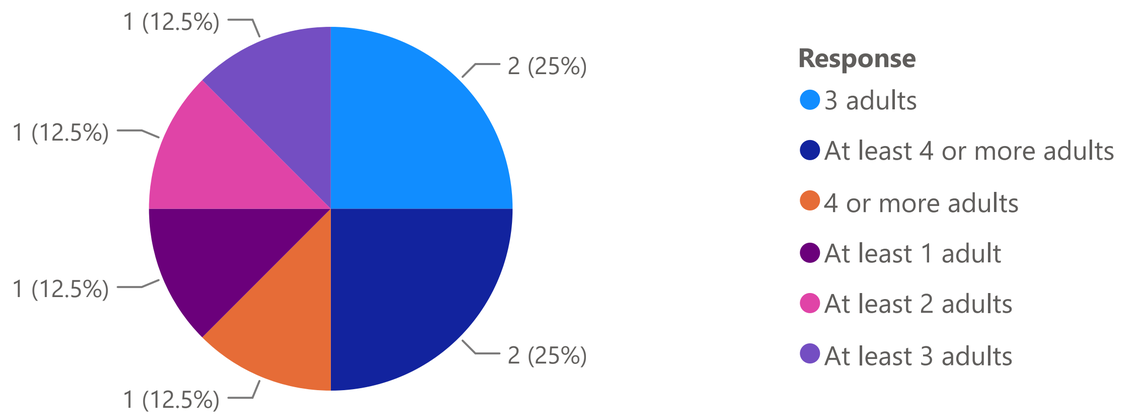
School

Naghtaneqed Elem-Jr Secondary

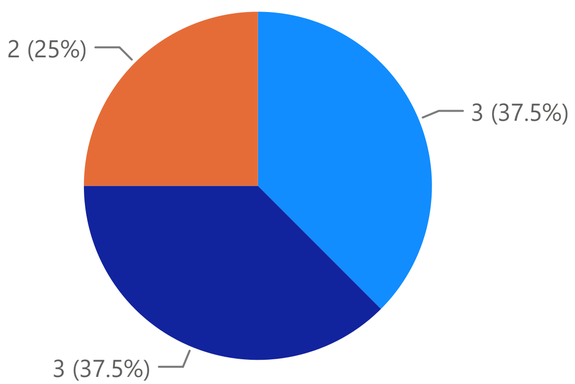
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	4%	<80
2025/2026	4%	80+
2025/2026	92%	90+
2024/2025	44%	80+
2024/2025	56%	90+
2023/2024	27%	80+
2023/2024	73%	90+
2022/2023	27%	<80
2022/2023	55%	80+
Total	**100%**	

School: Naghtaneqed Elem-Jr Secondary

School Year: 2026/2027

Literacy Results Analysis

26% of students Emerging, 52% of students Developing, 13% emerging, 9% other on their course marks. On the Foundational Skills Assessment (FSA) the results are very small as there is are very few students who write the FSA. Last year These results demonstrate that while many students are making progress, the majority continue to require targeted support to develop the foundational reading, writing, and language skills necessary for long-term success.

Literacy Successes or Growth

Over the past year, the school has prioritized evidence-informed literacy instruction through the implementation of the University of Florida Literacy Institute (UFLI) Foundations phonics program in the primary classroom. This structured literacy approach provides explicit, systematic instruction in phonemic awareness, phonics, decoding, encoding, and high-frequency word recognition. Staff have implemented consistent daily lessons, allowing students to build strong foundational literacy skills through repeated practice, ongoing assessment, and timely intervention. Our school has established strong literacy practices that are positively impacting student learning. Formative assessment is used consistently to guide instruction, helping teachers identify student needs and set clear learning goals. In the primary grades, students participate in daily University of Florida Literacy Institute (UFLI) Foundations lessons, providing explicit and systematic instruction in phonemic awareness, phonics, decoding, and spelling. In the intermediate grades, literacy instruction has focused on direct, explicit instruction in reading comprehension, vocabulary development, writing, and oral language. Students receive targeted support through guided practice, small-group instruction, conferencing, and differentiated learning opportunities designed to meet individual needs. Instruction emphasizes comprehension strategies, reading fluency, written communication, and the gradual release of responsibility, enabling students to become increasingly independent readers and writers. Comparing the school wide write data from September 2025 and May 2026 there was clear evidence of improvement in written communication.

Literacy Areas for Improvement

Across the school, teachers provide direct instruction in reading comprehension and writing through whole-class lessons, small-group support, and daily opportunities to develop writing skills using modelled and guided practice. These evidence-based practices are strengthening foundational literacy skills and supporting student growth across all grade levels. Moving forward, the school will continue to refine instructional practices by using assessment data to guide interventions, strengthening collaboration among staff, and ensuring all students receive timely, responsive literacy support. Continued implementation of structured literacy in the primary grades and explicit literacy instruction in the intermediate grades will remain key strategies as the school works toward increasing the number of students achieving proficiency.

Literacy Next Steps/Actions

All students in grades K to 10 will work on developing their word skills through playing various games and word activities through a buddy program between the primary and intermediate classrooms Grade 2-7: Improve writing skills and output for all students--writing stories with more detail, create a writing portfolio. Grades K-1: Recognize letters, letter sounds, and beginning sight words at a grade appropriate level. Progress through the University of Florida Literacy Institute (UFLI) lessons 1-30

Numeracy Results Analysis

Students at Naghtaneqed Elementary–Jr. Secondary are making steady progress in numeracy, with many students demonstrating growth along the provincial proficiency scale . Small class sizes allow for individualized instruction, targeted intervention, and ongoing formative assessment to support student learning. Staff have focused on explicit instruction in number sense, computational fluency, and problem-solving strategies across all grade levels. Students are encouraged to explain their mathematical thinking using multiple strategies and to apply their learning to authentic, real-world contexts. Moving forward, the school will continue to strengthen foundational numeracy skills while increasing opportunities for hands-on, inquiry-based learning that reflects students' lived experiences and the First Peoples Principles of Learning. Using assessment data to guide instruction and intervention will remain a priority as we work to improve confidence,

fluency, and mathematical reasoning for all learners. Our course marks last year in math were 15% Emerging, 57% Developing, 24% Proficient, 4% other, in relation to past data this has shown improvements across all grades in numeracy. Results from the Foundational Skills Assessments may not be reflective of the students capabilities as there is a very small population that wrote the FSA

Numeracy Successes or Growth

While many of our students are demonstrating growth in numeracy, some learners who continue to be emerging may be impacted by inconsistent attendance. As a staff, we will continue to promote regular attendance and work collaboratively with families to support student engagement across all grade levels. Teachers will continue to implement effective, research-informed instructional strategies introduced through professional learning opportunities (Pro-D). These include the use of anchor charts, concrete manipulatives, number lines, math games, visual models, technology such as IXL, and appropriate use of calculators to support conceptual understanding. In the elementary grades, students will continue to engage in songs, games, storytelling, and cross-curricular numeracy experiences through subjects such as Art and Science. Staff will also continue to explore new strategies and engaging learning opportunities that strengthen mathematical thinking and problem-solving, particularly for intermediate and secondary students.

Numeracy Areas for Improvement

Areas for continued growth include strengthening number sense and computational fluency, while helping students apply these foundational skills to increasingly complex mathematical tasks. Continued focus will be placed on developing flexible problem-solving strategies, deepening conceptual understanding, and building student confidence in explaining and justifying their mathematical thinking. Staff will also continue to use formative assessment to provide targeted instruction and meaningful learning experiences that connect mathematics to real-world and culturally relevant contexts.

Numeracy Next Steps/Actions

Naghtaneqed Elementary–Jr. Secondary will continue to strengthen numeracy by targeted individualized instruction by building students' number sense, computational fluency, and mathematical reasoning across all grade levels. Staff will use ongoing formative

assessment to guide instruction, monitor student progress, and provide targeted interventions for learners requiring additional support. Teachers will continue to incorporate hands-on learning, visual representations, and culturally relevant, real-world mathematical experiences that reflect students' community and lived experiences. Through collaborative planning and consistent instructional practices, we will support students in developing confidence, flexibility, and independence as mathematical thinkers. Furthermore this year and the following years we will be implementing the Coast Mountain Numeracy Assessments over all primary and intermediate grades to more accurately track student progress.

Human & Social Results Analysis

Naghtaneqed Elementary–Jr. Secondary benefits from a small school community where strong, caring relationships are at the heart of student success. The close connections between staff and students create a welcoming environment where students are well known, supported, and valued as individuals. Staff are able to respond quickly to students' academic, social, and emotional needs, fostering a culture of trust, respect, and belonging. The school's small population also provides opportunities for multi-age collaboration, individualized support, and meaningful interactions across grade levels. Students regularly participate in school-wide activities, cultural events, land-based learning, and community celebrations that strengthen relationships and reinforce a shared sense of identity and belonging. These strong connections with families, Elders, and community members continue to contribute to a positive and inclusive school culture where students feel safe, respected, and encouraged to succeed.

Human & Social Successes or Growth

Naghtaneqed Elementary–Jr. Secondary has a strong sense of community where students are known, valued, and supported by all staff. Our small school population allows staff to build meaningful relationships with each student, creating a safe and welcoming learning environment. Strong connections with families, Elders, and community members help foster a sense of identity, belonging, and cultural pride.

Human & Social Areas for Improvement

Sense of Belonging : The data for 2025-2026 indicates that 37.5% of our students have a sense of belonging, 25% of our students mostly feel that they belong, 37.5% of students feel a sense of belonging sometimes.

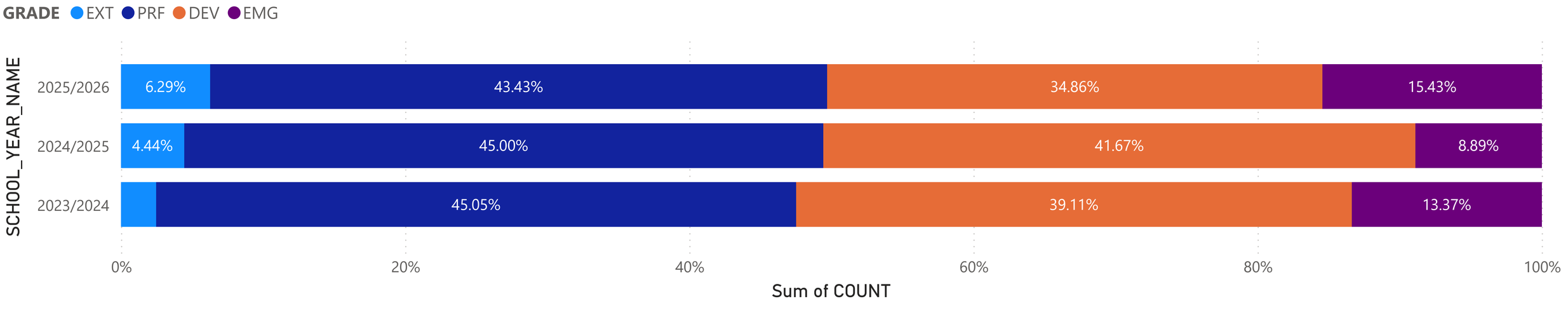
Human & Social Next Steps/Actions

Expand universal opportunities for collaborative learning, extracurricular activities, and community events that encourage inclusion and positive peer connections. Continue to use student voice (Universal) and school climate data to identify areas of need and guide targeted initiatives that promote student well-being, belonging, and engagement. Continue to strengthen students' sense of belonging by fostering positive, trusting relationships between students, staff, families, and the community. Increase opportunities for student voice and leadership so students feel valued and connected to their school.

School

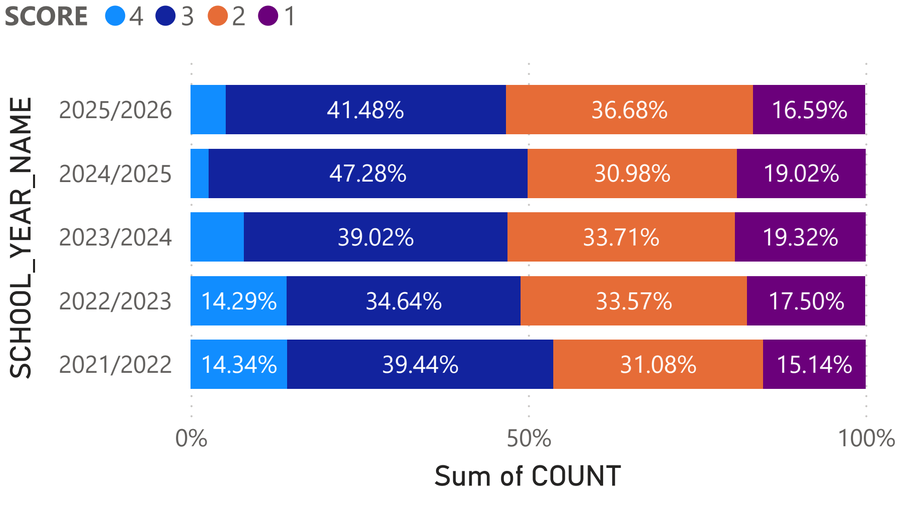
Nesika Elementary

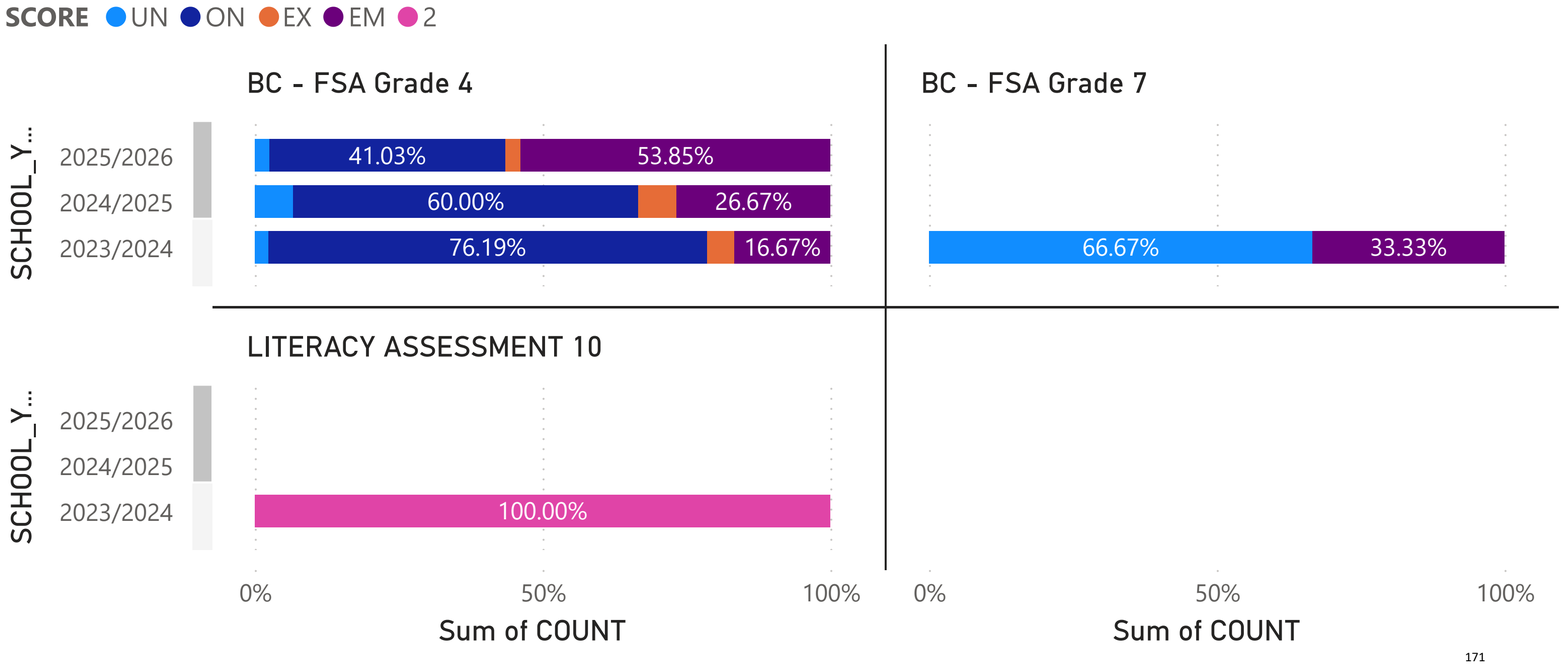
Course Marks



Provincial Assessments

EPRA / DART

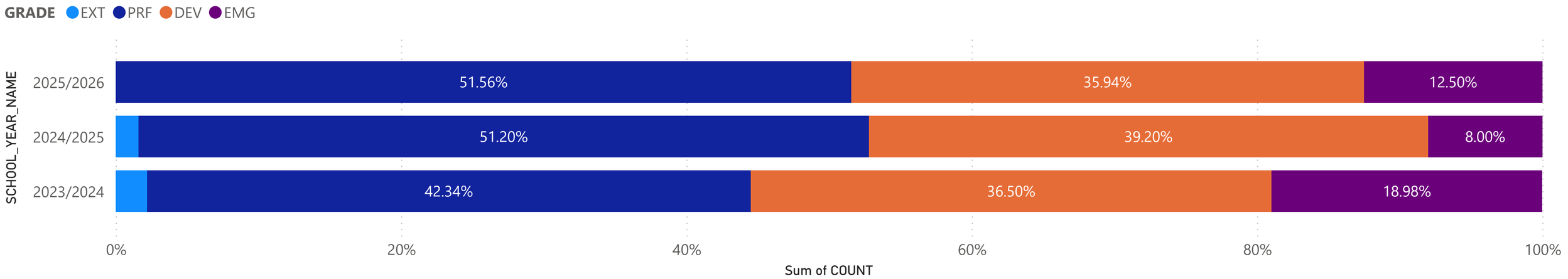




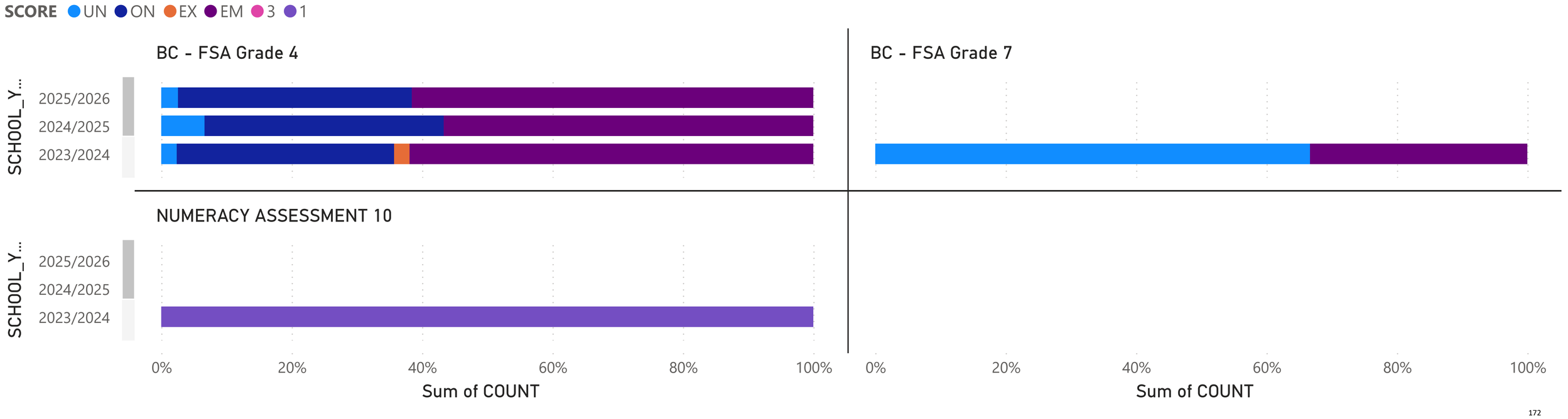
School

Nesika Elementary

Course Marks



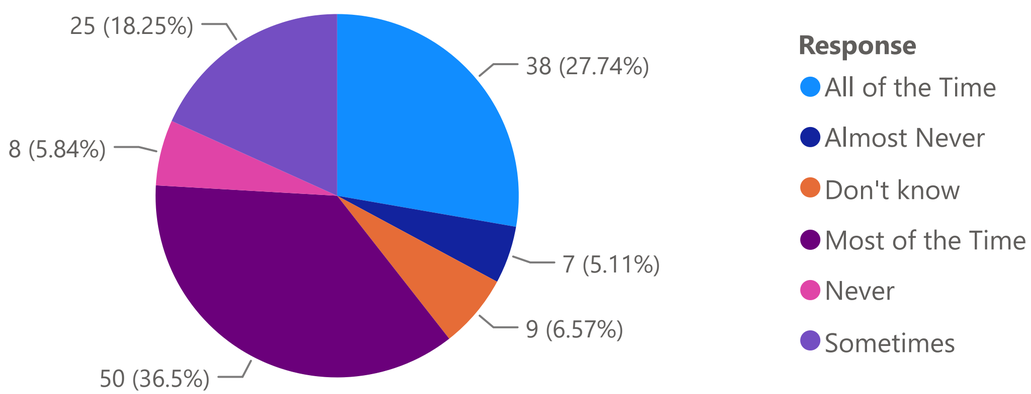
Provincial Assessments



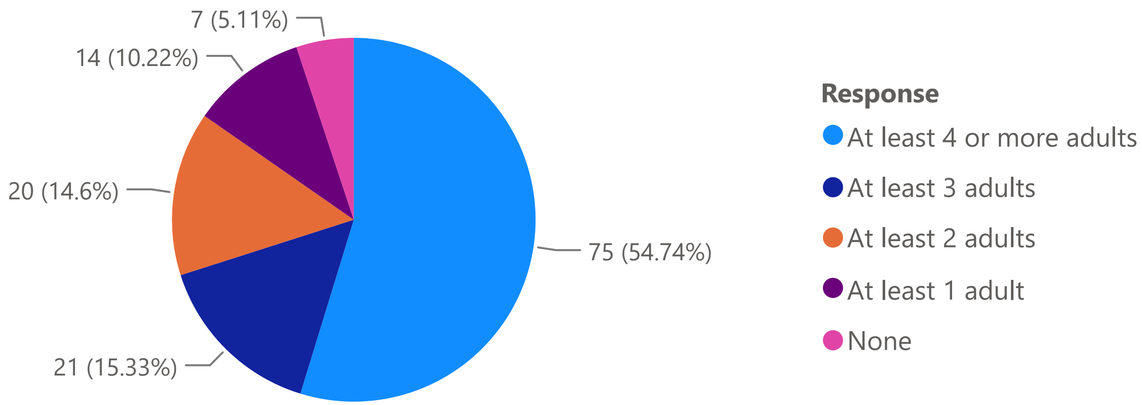
School

Nesika Elementary

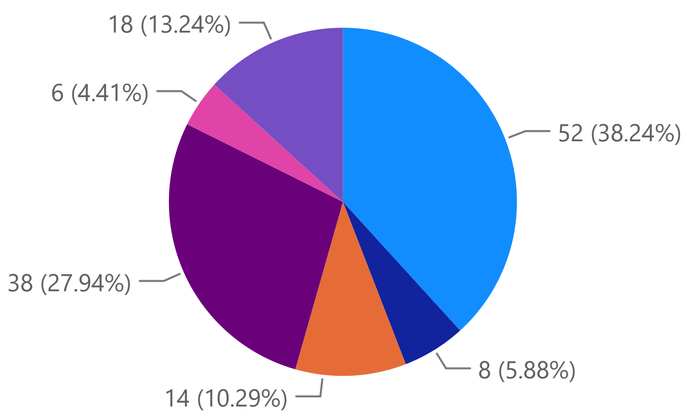
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	22%	<80
2025/2026	37%	80+
2025/2026	41%	90+
2024/2025	17%	<80
2024/2025	39%	80+
2024/2025	44%	90+
2023/2024	24%	<80
2023/2024	36%	80+
2023/2024	40%	90+
Total	**100%**	

School: Nesika Elementary

School Year: 2026/2027

Literacy Results Analysis

Approximately 50% of our students are proficient or exceeding in literacy. Results are similar across all assessments and learning updates.

Literacy Successes or Growth

-students have solid understanding of foundational skills like letter knowledge by the end of grade one and basic decoding skills by the end of grade 3 -assessments are being used to note gap areas now which is allowing us to plan for targeted instruction -there has been an overall improvement in School Wide Write (SWW) scores across all grade levels from the 2024-25 to the 2025-26 school year.

Literacy Areas for Improvement

There is a core group of students who have a good foundational understanding across the grades but are generally not moving beyond that. For example, our early primary students have a good grasp of letter knowledge and basic decoding of simple words but are lacking phonemic awareness. Our intermediate students are reading (decoding) the text at grade level and have solid simple retell skills, but are lacking in deeper level thinking skills like inferring, locating main ideas etc to move them into the proficient range. We also have a small group of students who are not reading or are well below grade level in reading (more than 2 years behind).

Literacy Next Steps/Actions

UNIVERSAL STRATEGIES Gaining deeper understanding of the BC Ministry of Education literacy progressions so that teachers have a good understanding of what students are expected to know by the end of each grade level. Work as a team to create a structure that targets direct instruction of targeted needs: targeted directed reading instruction time one

time a week for 30 minutes where each classroom has two adults in it. All staff will be involved in this. Use of literature circle structure for comprehension skill development. Use of University of Florida Literacy Institution (Ufli) and Heggerty programs (phonological awareness, phonics) for foundational skill development in grades K-2. TARGETED STRATEGIES Dive into deeper assessment of students who are below grade level to determine what the gaps are using the Literacy Screener data. Use of University of Florida Literacy Institution (Ufli) and Heggerty programs (phonological awareness, phonics) for foundational skill development in grades 3-6. Use of University of Florida Literacy Institution (UFli) "word origins" program in grade 4/5 to target foundational skills in the intermediate grades - targeting one class this year to monitor progress using this tool. INTENSIVE STRATEGIES Through weekly SBT check-ins we will monitor the students who are in the emerging realm to monitor growth and assess on a more regular basis.

Numeracy Results Analysis

There is a discrepancy between FSA scores and report cards where FSAs show 48% of students are emerging but report cards show only 11% are emerging. Teacher observations indicate that students have a general understanding of foundational numeracy concepts. However, there is a need to strengthen mathematical fluency and develop the deeper conceptual understanding and critical thinking skills required for more complex mathematical tasks.

Numeracy Successes or Growth

Number awareness is strong across all grades. Work done with Carolle Fullerton and her resources is linked to gains we are seeing in number composition and decomposition. Primary students have shown to have a strong understanding of what makes ten.

Numeracy Areas for Improvement

Across all grades, vocabulary development remains an area of need. Although students can complete simple mathematical equations, many have trouble understanding the vocabulary and language associated with mathematical higher level concepts. Students demonstrate a general understanding of foundational mathematical concepts; however, many have not yet developed the fluency and quick recall needed to confidently tackle more complex problems.

Numeracy Next Steps/Actions

UNIVERSAL STRATEGIES - Gain a deeper understanding of the BC Ministry of Education progressions of learning in Numeracy so teachers understand skills that students are expected to know at the end of each grade level. - Work on building understanding of numeracy language/vocabulary through explicit teaching and the use of common word walls (using vocabulary straight from the BC Curriculum). - Daily math fluency practice will be implemented in each classroom. - Use of Carolle Fullerton instructional and assessment materials to dive into number knowledge. TARGETED STRATEGIES - Students who require additional support below grade level content will be provided with drills/daily practice at their level. INTENSIVE STRAGETIES - Pull out supports from LST to target foundational number awareness knowledge.

Human & Social Results Analysis

Attendance rates have remained consistent over the past 4 years, with approximately 19% of our population attending less than 80% of the time. Last school year, We had approximately 49% of our students who maintained 90% attendance throughout the school 2025-2026 year. A few students attended less that 60% of the year; these students also struggle with connecting with peers.

Human & Social Successes or Growth

We found success with a few key students who regularly missed 3-4 days per week through the first half of the school year and began attending on a more regular basis by the end of the school year. Deeper connections with families and communities have helped us bring kids to school more regularly.

Human & Social Areas for Improvement

There is a need to further strengthen and expand our family and community engagement strategies to support consistent school attendance for all students, with a particular focus on those who are currently attending irregularly. There is a need to strengthen connections here at school for students who attend infrequently.

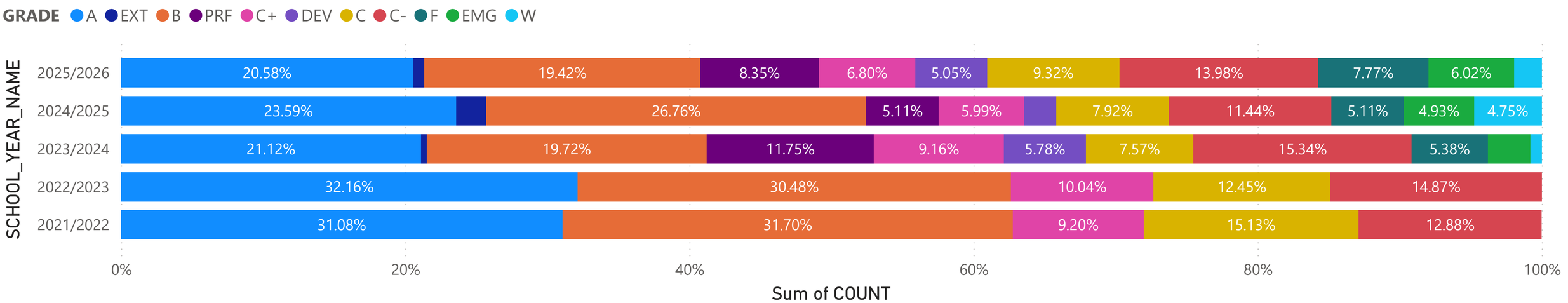
Human & Social Next Steps/Actions

UNIVERSAL STRATEGIES Revamping how we do attendance check-ins: rather than phoning home or writing home that we have noticed absences, connecting home about the exciting things happening that are coming up; setting goals with individual students about their attendance. TARGETED STRATEGIES Dedicated and assigned staff check-ins for students we have attendance concerns with. Dedicated group work with students who have minimal peer connections through lunch-time groups with our YEW. INTENSIVE STRATEGIES Direct and regular check-ins with our 2 students with highest absence rates from previous school year.

School

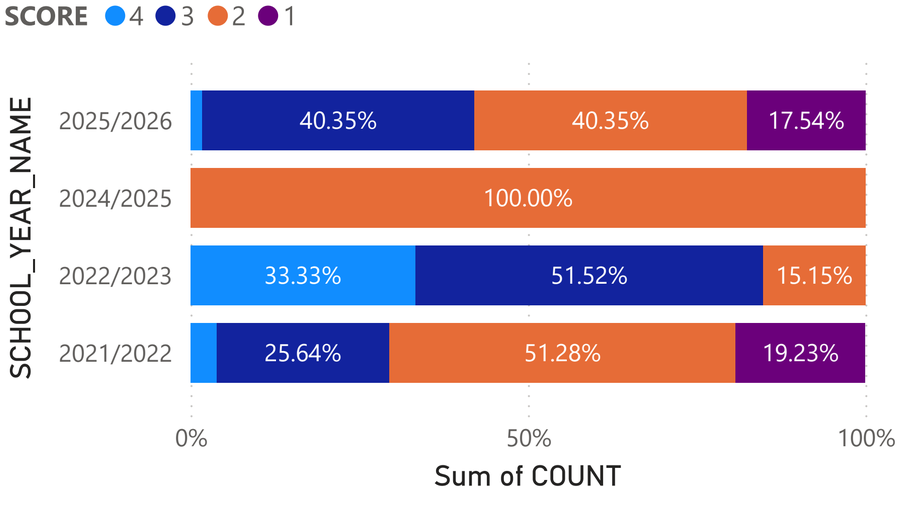
Peter Skene Ogden Secondary

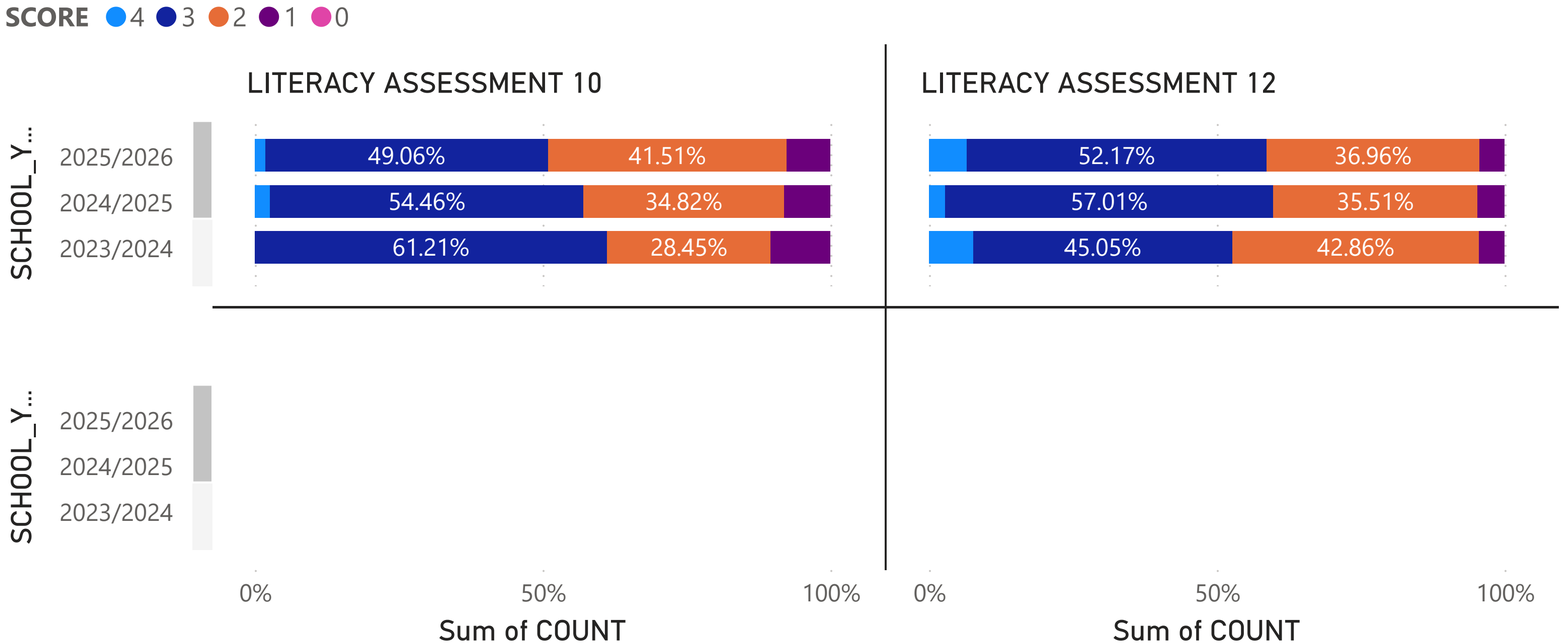
Course Marks



Provincial Assessments

EPRA / DART

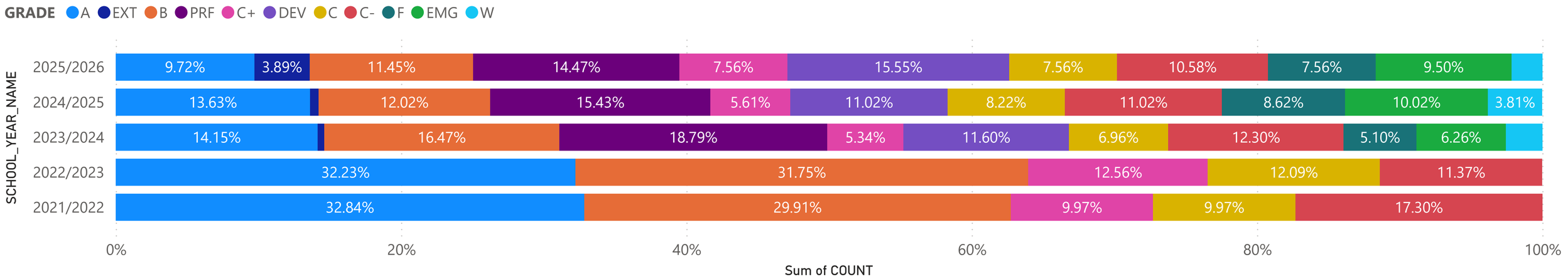




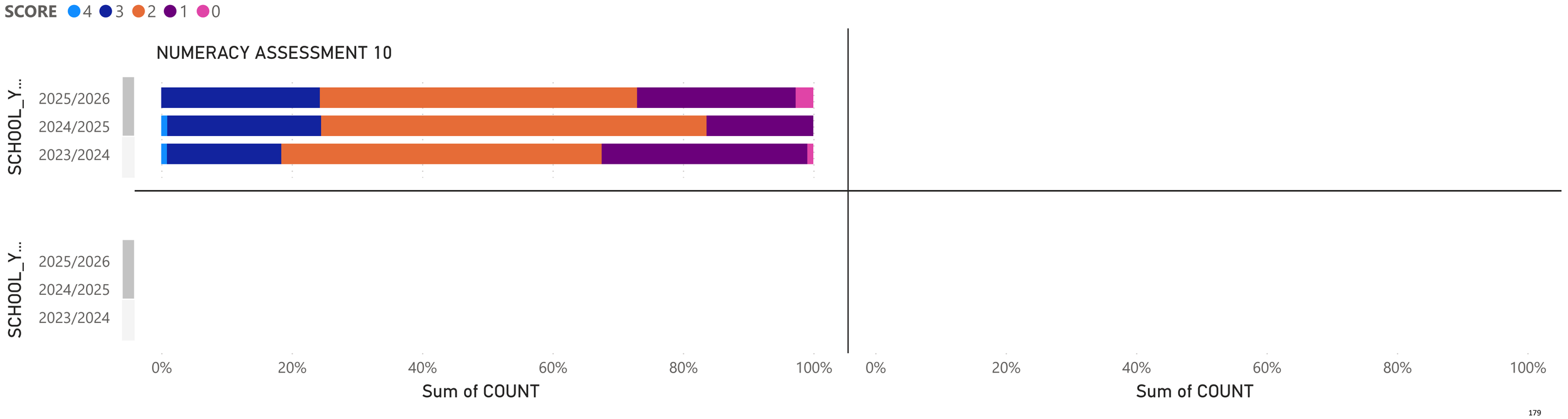
School

Peter Skene Ogden Secondary

Course Marks



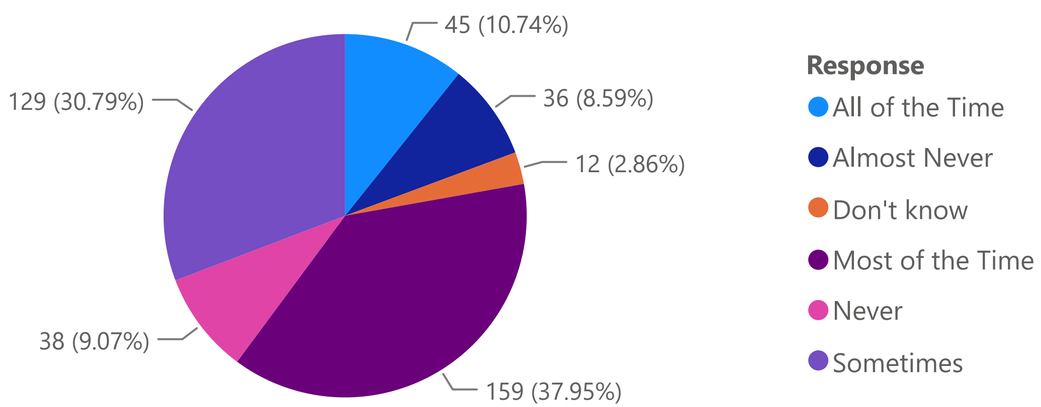
Provincial Assessments



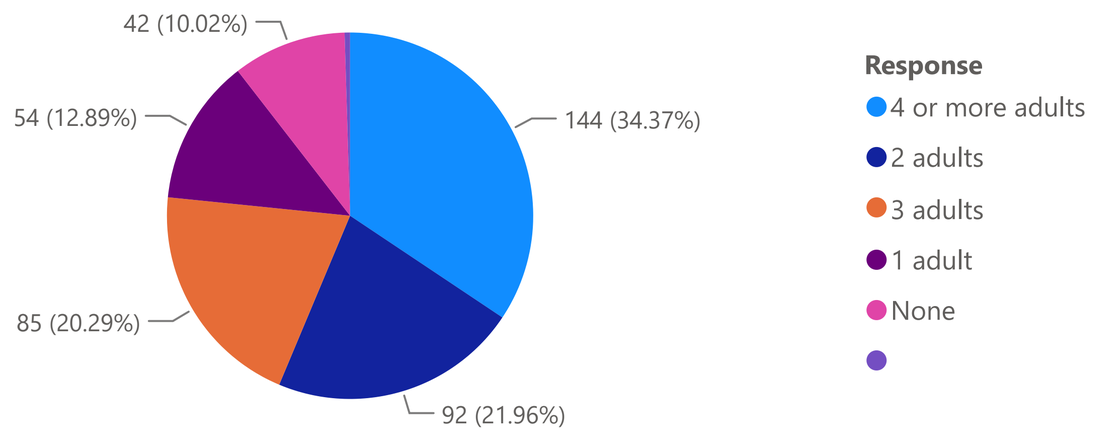
School

Peter Skene Ogden Secondary

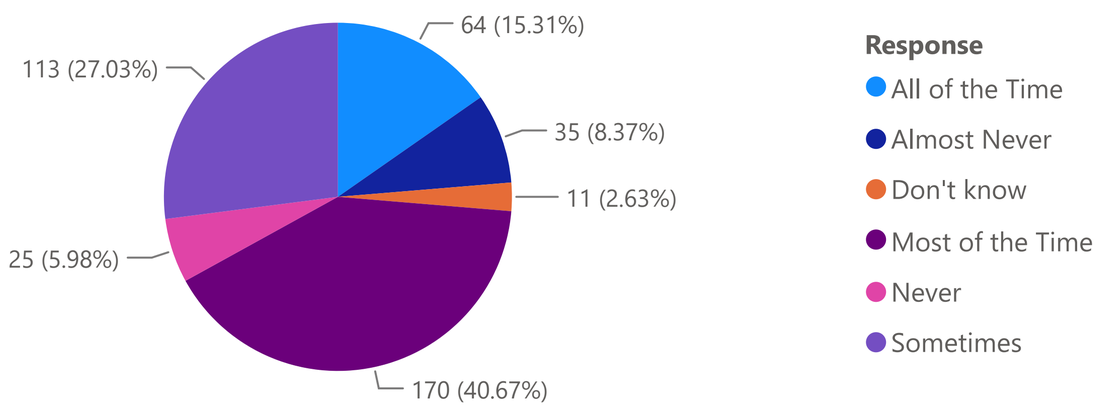
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	40%	<80
2025/2026	37%	80+
2025/2026	23%	90+
2024/2025	38%	<80
2024/2025	35%	80+
2024/2025	27%	90+
2023/2024	33%	<80
2023/2024	41%	80+
2023/2024	26%	90+
Total	**100%**	

School: Peter Skene Ogden Secondary

School Year: 2026/2027

Literacy Results Analysis

50% of students in grade 10 scored a 2 or a 1 on the Grade 10 Literacy assessment. Further review of data in September is planned as half the cohort completed Literacy 10 assessments in June not yet captured in data. Literacy 12 scores reflect the majority of the cohort as assessments were completed before the Spring and reflect 52% on track with a score of 3 or better. DART scores of grade 8s represent a similar scenario with over 50% of the cohort still developing or emergent in literacy skills. Data shows similar breakdowns between age cohorts with approximately 50% of the cohort showing proficiency and 50% still developing.

Literacy Successes or Growth

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.

Literacy Areas for Improvement

Increase literacy achievement for Grade 8 and Grade 10 students through targeted intervention and consistent cross-curricular literacy instruction, with a focus on supporting students who are not yet meeting expectations on literacy assessments. School literacy achievement generally reflects district trends, with approximately 50% of students meeting literacy expectations and 50% requiring additional support. Grade 8 and Grade 10 literacy assessments identify a need for more explicit instruction in reading comprehension, nonfiction text analysis, and written communication across subject areas.

Literacy Next Steps/Actions

Implement targeted literacy interventions for Grade 8 and Grade 10 students across grade group and additional supports for those entering the grade level off track. (Grade 8 - score of 1 or 2 on Grade 7 FSA/DART). Grade 10 (score of 1 or 2 on DART and developing or emergent in English 9). LST and EA focused supports in grade 8 and 10 classrooms to support interventions. Develop and support consistent cross-curricular literacy practices across all Grade 8 and 10 classrooms through grade level meetings with focus on whole class instruction with follow up support for identified learners in the following areas: Work within Universal Design for Learning (UDL) principles to improve access to curriculum and increase engagement for diverse learners. Explicitly teach students to identify and use text features to support comprehension of nonfiction texts. Teach reading strategies that help students locate, analyze, and interpret information from complex nonfiction sources. Provide direct instruction on determining main ideas, distinguishing important information from supporting details, and summarizing key concepts. Strengthen writing instruction by teaching students how to support statements, arguments, and responses with relevant evidence and details.

Numeracy Results Analysis

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.

Numeracy Successes or Growth

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.

Numeracy Areas for Improvement

Increase numeracy achievement for Grade 8 and Grade 9 students through targeted intervention, responsive instruction, and cross-curricular reinforcement of numeracy skills, with the goal of reducing the number of students performing below grade level

expectations. Classroom teachers, Learning Support Teachers, and support staff will collaborate to identify students requiring intervention, provide targeted instruction, and monitor progress. Mathematics and science teachers will intentionally reinforce common numeracy concepts, vocabulary, problem-solving strategies, and computational skills across both subject areas.

Numeracy Next Steps/Actions

Implement an early intervention numeracy program for Grade 8 students identified as entering secondary school below expectations through a targeted small-group instruction alongside the regular Grade 8 mathematics program to address foundational skill gaps. Offer additional instructional support at the Math 9 level during Semester 2 for students who have not yet demonstrated proficiency with key learning outcomes. Utilize a co-teaching model in which Learning Support Teachers and classroom teachers provide targeted instruction, scaffolding, and ongoing assessment. Intentionally place Grade 8 students with the same mathematics and science teacher whenever possible to reinforce numeracy concepts across disciplines throughout the school year. Use formative assessment data to identify learning needs and adjust instruction in a timely manner through department developed assessments Provide opportunities for students to apply numeracy skills in authentic, real-world and cross-curricular contexts.

Human & Social Results 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. Children Youth in Care 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.

Human & Social Successes or Growth

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!

Human & Social Areas for Improvement

Attendance remains primary concern across general population and groups such as Children Youth In Care (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.

Human & Social Next Steps/Actions

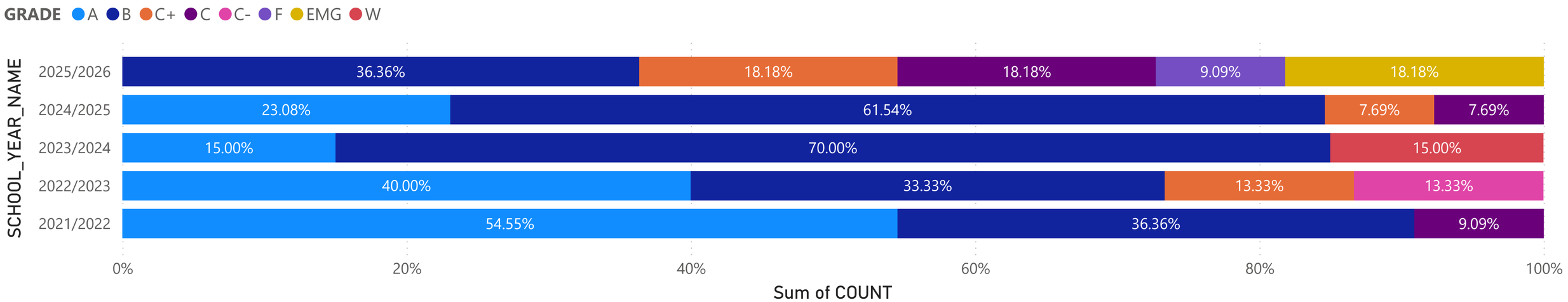
Weekly team meetings with admin, YEW, ISW, and counselling together to work on student attendance on a case by case basis. Goal to connect each student falling below 80% attendance with 2 adults. Check ins at team meetings and staff meetings. Grade group meetings monthly on a variety of topics including: 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.

School

PSO Outback Storefront

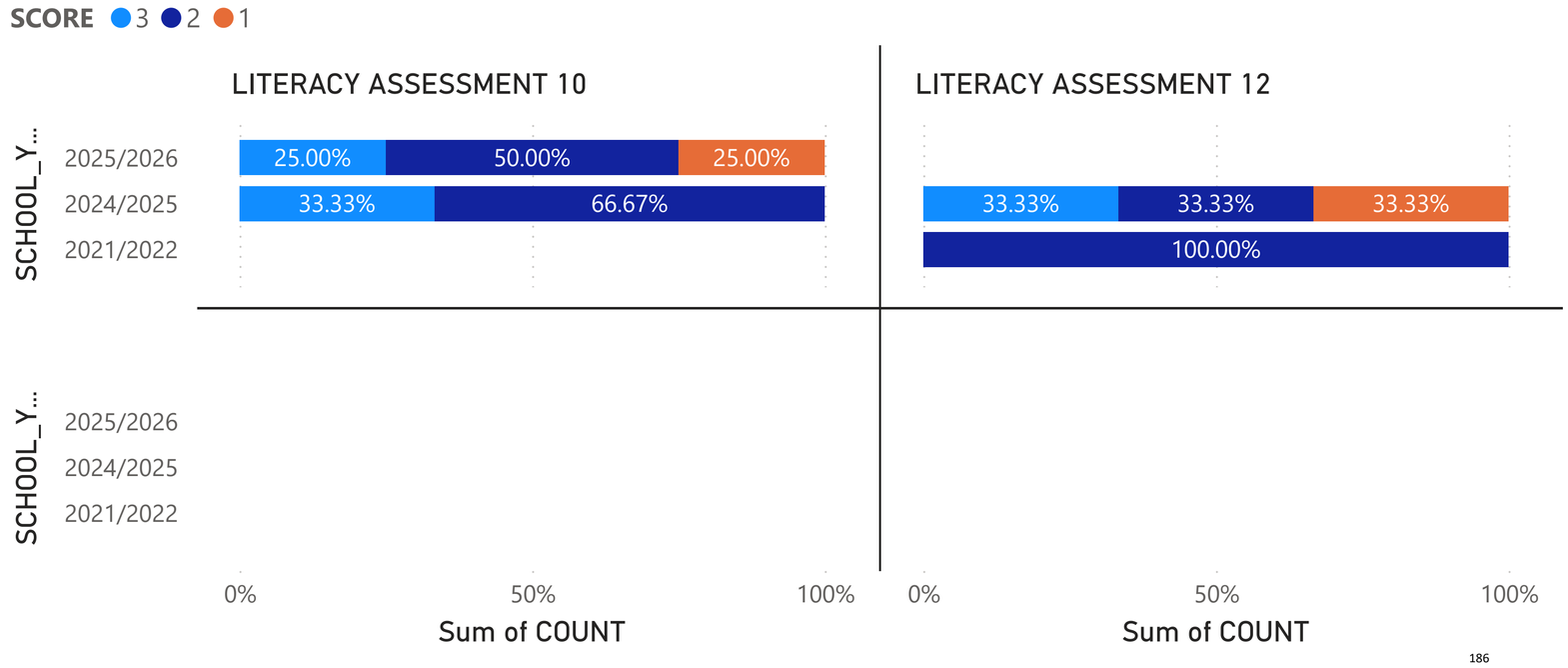
Course Marks



EPRA / DART

SCHOOL_YEAR_NAME

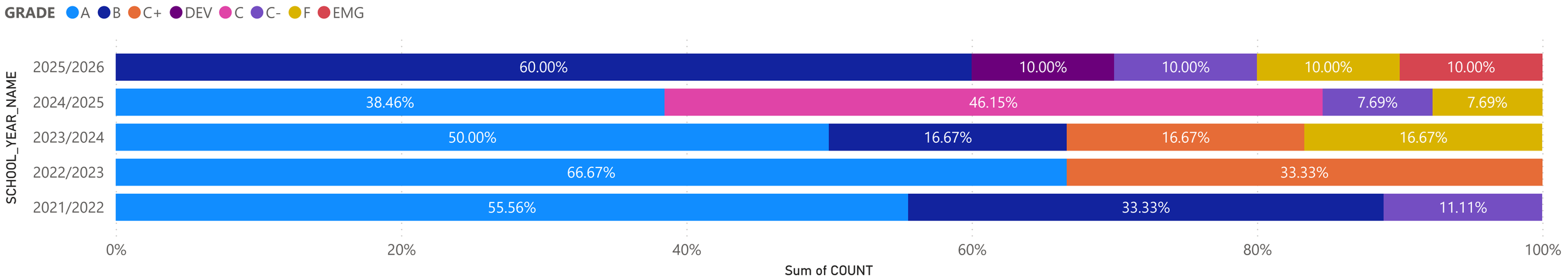
Provincial Assessments



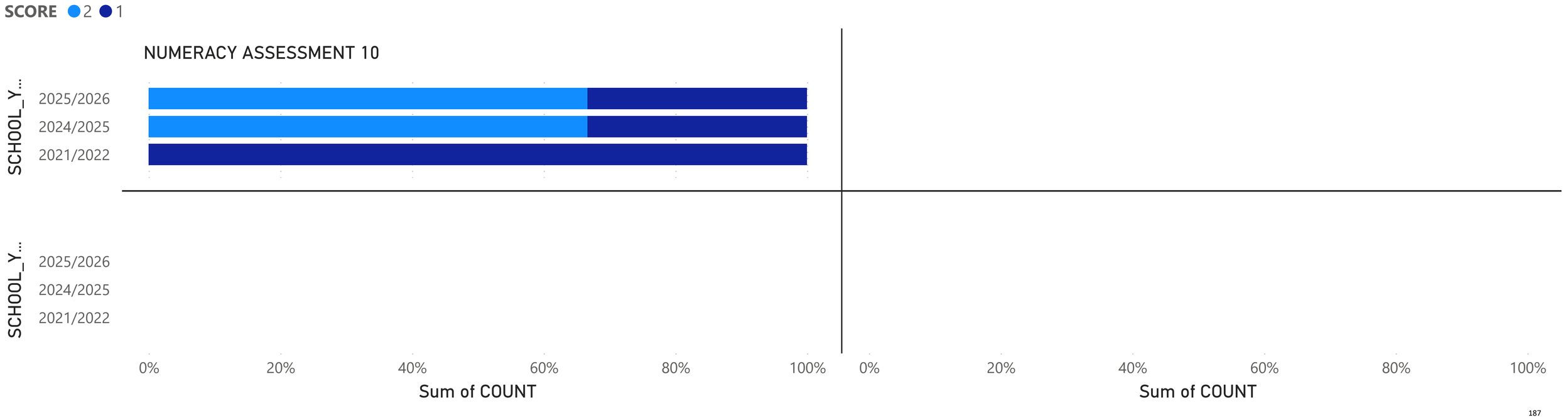
School

PSO Outback Storefront

Course Marks



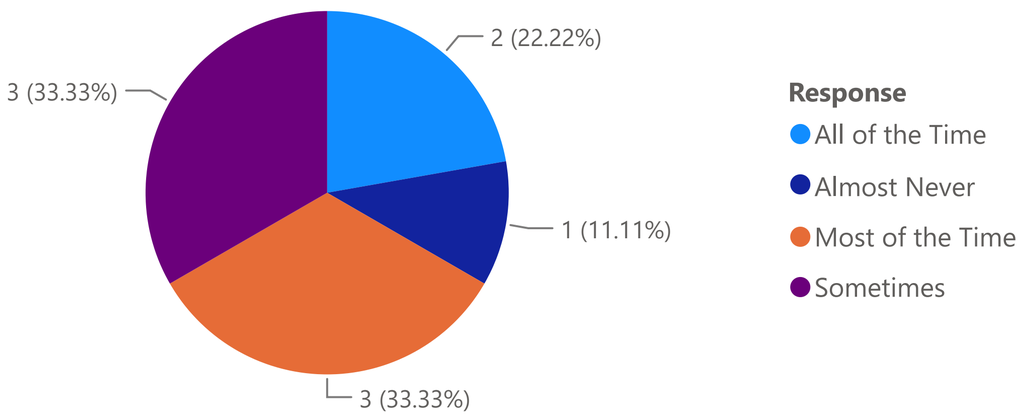
Provincial Assessments



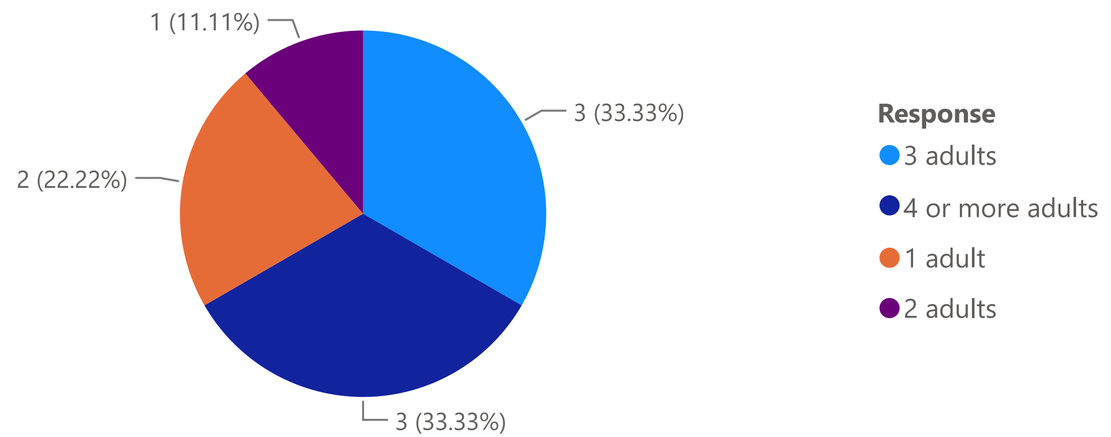
School

PSO Outback Storefront

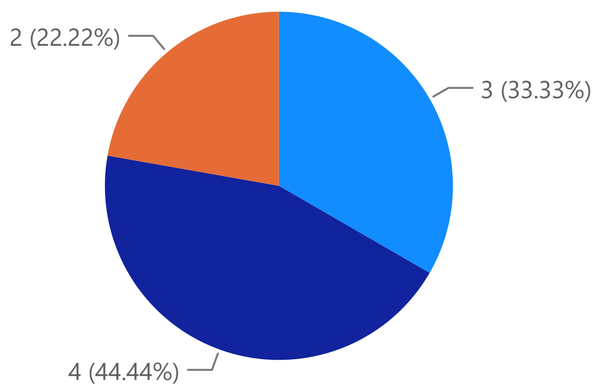
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	21%	<80
2025/2026	36%	80+
2025/2026	43%	90+
2024/2025	100%	90+
2023/2024	100%	90+
2022/2023	8%	80+
2022/2023	92%	90+
2021/2022	100%	90+
Total	**100%**	

School: PSO Outback Storefront

School Year: 2026/2027

Literacy Results Analysis

Literacy assessments and course marks were significantly lower than the secondary schools in the school district. The enrollment of Storefront is very small group (9 students).

Literacy Successes or Growth

Storefront successes are that many of the literacy enrolled students participated in the assessments at grade 10 and 12. Storefront successes are that many of the students engaged in literacy circles and group reading projects when presented to them.

Literacy Areas for Improvement

To increase the literacy passing rate at Storefront school next year by 20% during the current school year. 27% students in 2025/2026 were below the passing mark of 50% in the student's literacy course work. The focus will be on curriculum development and building a relationship so that students are Storefront engage in the literacy activities presented to them. Storefront School will improve functional literacy skills with a particular focus on all alternate students by developing flexible and individualized literacy programs, with particular focus on ability to fill out a form (entering workforce) or composing an essay (postsecondary) building literacy confidence and lifelong reading skills

Literacy Next Steps/Actions

Literacy skills are foundational to student success in school, employment, training, and daily life. Many students in alternate education settings have experienced interruptions in learning, gaps in academic achievement, or challenges with engagement in traditional literacy instruction. Strengthening literacy supports students' ability to access curriculum, communicate effectively, and to think critically, and to create career, and personal goals.

By providing individualized, relevant, and strengths-based literacy opportunities, students can build confidence, increase engagement, and demonstrate measurable growth in reading, writing, speaking, and comprehension skills. Universal: Ensure all students, regardless of ability, have equitable access to literacy learning from the beginning. Targeted: Provide additional, evidence-based help and support for students who are not yet at risk but may need extra supports. Builds on universal supports with more focused, small-group or individualized instruction. Intensive: Address significant literacy challenges, often linked to learning disabilities such as dyslexia. Multi-sensory approaches, peer mentorship, .structured literacy programs, and ongoing monitoring of progress. Key Results: **Universal- Audio book, speak to text, adapted strategies for each student **Targeted- Each group focus on specific strategies (Work force and post secondary) **Intensive: - One-on-one instruction and strategies as per individualize support plans

Numeracy Results Analysis

Numeracy assessment scores were consistent with other secondary schools in the district. Numeracy will be a focus in the following school year. A majority of the students in Storefront have passed the numeracy course offered to them this year.

Numeracy Successes or Growth

Numeracy is an essential life skill that enables students to solve problems, make informed decisions, and participate successfully in education, employment, and everyday activities. Functional numeracy ensures that students develop the foundational skills needed for success both in and beyond school. **Key Results: **Universal; using UDL strategies for functional numeracy calculators, white boards Universal Design for Learning (UDL) is embedded in daily instruction to ensure all students can access and progress in numeracy **Targeted: 90% students will be able to use a calculator to the calculator capacity as each group (workforce ad post secondary use different levels) Skill-specific interventions: Focused on numeracy competencies (e.g., fractions, measurement, problem-solving) aligned to the BC curriculum. **Intensive: 90% students will be able to read and determine accuracy of a paystub and budgeting with one-on-one supports and specific strategies Adjustments to content, process, and product to meet individual requirements.

Numeracy Areas for Improvement

Moving forward, numeracy is to be a major part of the focus for Storefront. Increase the number of students enrolled in a numeracy course as well as increase the number of students completing the numeracy 10 assessment.

Numeracy Next Steps/Actions

Increase Storefront functional numeracy skills and confidence through relevant, individualized numeracy learning experiences by being able to use a calculator (full capacity) and analyze a pay stub

Human & Social Results Analysis

Improve student engagement, sense of belonging and attendance by fostering meaningful connections, individualized learning opportunities and consistent supports (in school and in community). Past data indicates all aspects are increasing with the expectations of measurable growth in the upcoming year.

Human & Social Successes or Growth

The data indicates that Storefront students feel that they belong, have adults that care and feel welcome at school. A continued shared vision, individual goals, documentation and supports for each student will ensure measurable increases. At Storefront, 90% of the students feel that there are at least 4 adults in their life that care about them, these facts should remain steady moving forward with continued school supports, community agency supports and trauma informed practice.

Human & Social Areas for Improvement

88% of Storefront students feel a sense of belonging at school. 77% of Storefront have 4 or more trusted adults that care in their life. 84% of Storefront feel welcome at their school. This data will improve by 10% in each area during the current school year with continued shared vision, trauma informed trained staff and community supports.

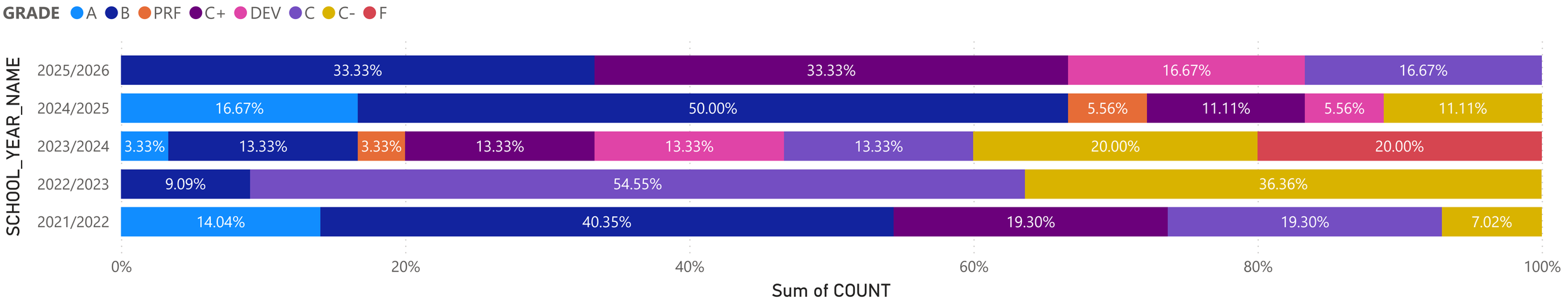
Human & Social Next Steps/Actions

At Storefront many students face barriers that can impact regular attendance, by fostering positive relationships, flexible learning opportunities, and individualized supports, Storefront can improve student engagement and connection to learning. In September 2026, students will set attendance goals in their student learning plans to increase their personal attendance by 10% by the end of the school year. This increase will be measured by engagement, participation in activities and involvement with community agencies. Teacher and Youth Engagement Worker monitoring attendance, follow up School Based Team meetings, and personal engagement, attendance will increase. Students will communicate (student voice), participate and lead discussion groups regarding individualized relevant information and projects.

School

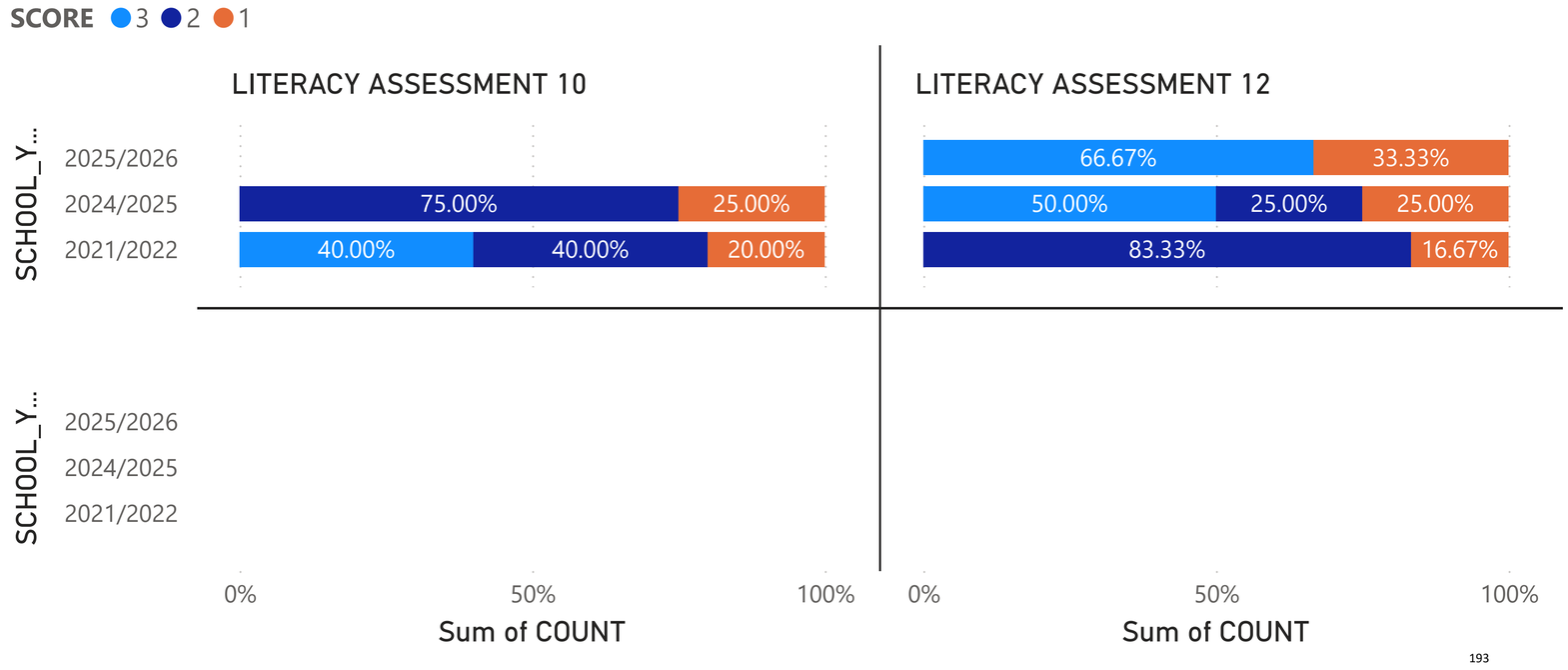
Skyline Alternate School

Course Marks



Provincial Assessments

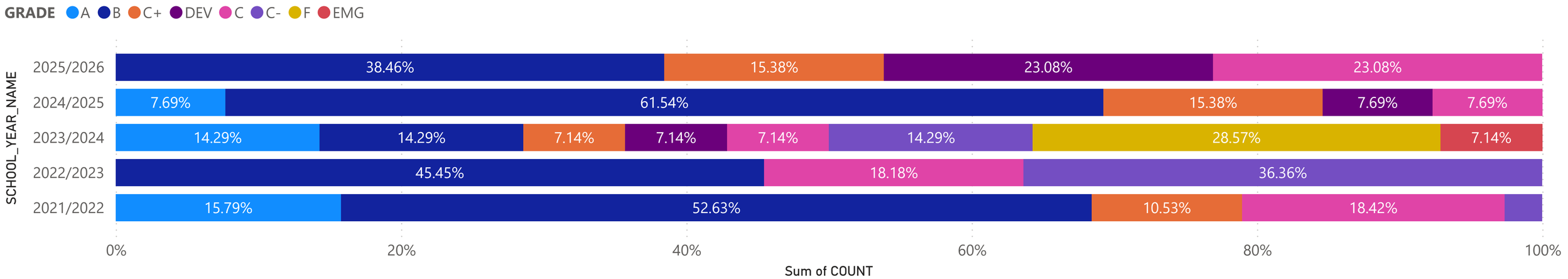
EPRA / DART



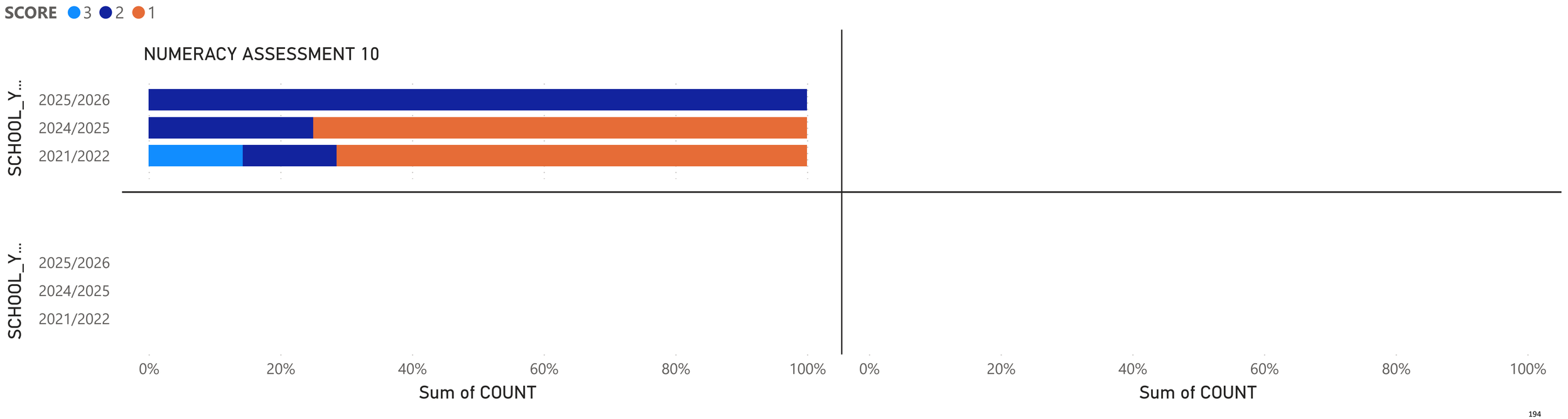
School

Skyline Alternate School

Course Marks



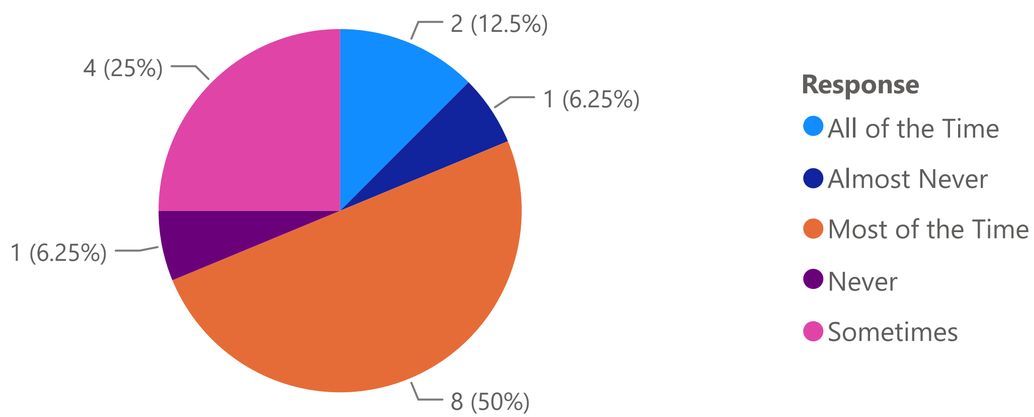
Provincial Assessments



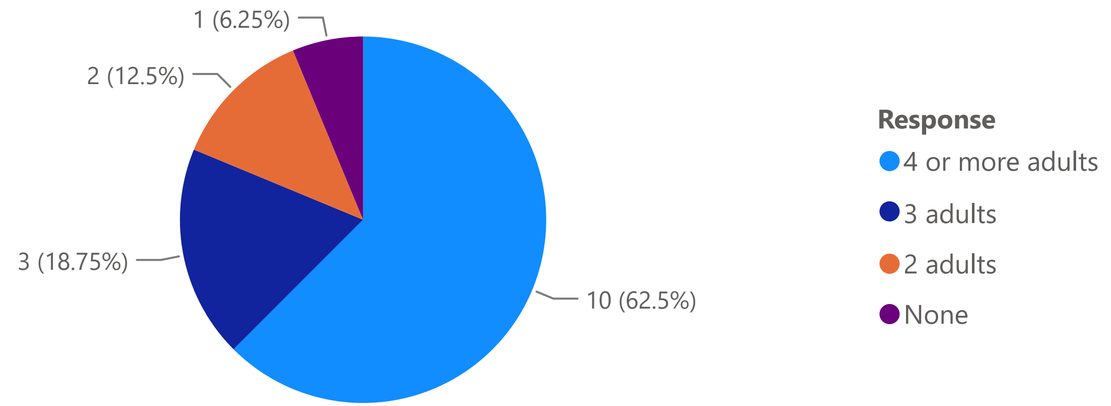
School

Skyline Alternate School

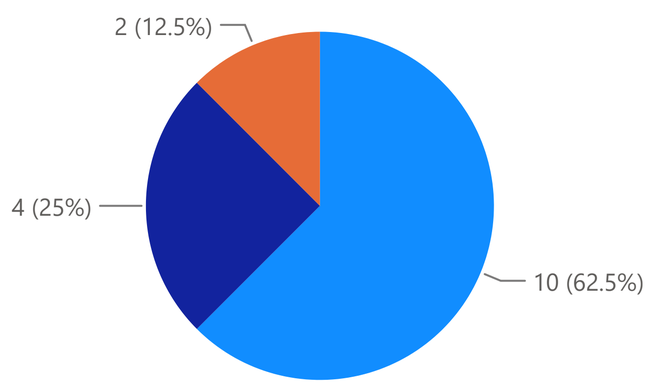
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	7%	<80
2025/2026	44%	80+
2025/2026	48%	90+
2024/2025	23%	<80
2024/2025	31%	80+
2024/2025	46%	90+
2023/2024	61%	<80
2023/2024	25%	80+
2023/2024	14%	90+
Total	**100%**	

School: Skyline Alternate School

School Year: 2026/2027

Literacy Results Analysis

Literacy assessments are consistent with average assessment of other local secondary schools. Literacy data, according to report cards and literacy assessments, remain average at 50% or passing in all grade levels.

Literacy Successes or Growth

Literacy successes are that all students taking the Literacy 10 assessment were level 2 or higher. Another success is that the data indicates no students is below the failing threshold, all marks are 50% or higher.

Literacy Areas for Improvement

Skyline School will improve functional literacy skills with a particular focus on all alternate students, by developing flexible and individualized literacy programs, with particular focus on ability to fill out a form (entering workforce), or composing an essay (post-secondary) building literacy confidence and lifelong reading skills

Literacy Next Steps/Actions

Literacy skills are foundational to student success in school, employment, training, and daily life. Many students in alternate education settings have experienced interruptions in learning, gaps in academic achievement, or challenges with engagement in traditional literacy instruction. Strengthening literacy supports students' ability to access curriculum, communicate effectively, and to think critically with both career, and personal goals. By providing individualized, relevant, and strengths-based literacy opportunities, students can build confidence, increase engagement, and demonstrate measurable growth in reading, writing, speaking, and comprehension skills. *Universal: Ensure all students, regardless of ability, have equitable access to literacy learning from the beginning. *Targeted: Provide

additional, evidence-based help and support for students who are not yet at risk but may need extra supports. Builds on universal supports with more focused, small-group or individualized instruction. *Intensive: Address significant literacy challenges, often linked to learning disabilities such as dyslexia. Multi-sensory approaches, structured literacy programs, and ongoing monitoring of progress Key Results: *Universal- Audio book, speak to text, adapted strategies *Targeted- Each group focus on specific strategies (Work force and post-secondary) *Intensive: - One-on-one instruction and strategies as per individualize support plans

Numeracy Results Analysis

Numeracy Assessment scores were consistent with other secondary schools in the district. Course marks and assessments remain above 50% or at a passing level in all grades at Skyline.

Numeracy Successes or Growth

Numeracy is an essential life skill that enables students to solve problems, make informed decisions, and participate successfully in education, employment, and everyday activities. Functional numeracy ensures that students develop the foundational skills needed for success both in school and after school. Key Results: *Universal; using UDL strategies for functional numeracy calculators and white boards. Universal Design for Learning (UDL) is embedded in daily instruction to ensure most students (80%) can access and progress in numeracy. *Targeted: 90% students will be able to use a calculator to the calculator capacity as each group (workforce and post-secondary use different levels). *Skill-specific interventions: Focused on numeracy competencies (e.g., fractions, measurement, problem-solving) which alignes to the BC curriculum. Intensive: 90% students will be able to read and determine accuracy of a paystub with one-on-one supports and specific strategies Adjustments made to content, process, and product to meet individual requirements.

Numeracy Areas for Improvement

Numeracy successes are that all assessments were in the level 2 area which indicates that all students have some numeracy ability. All students at Skyline enrolled in a numeracy

course have passed the course, and have strategies to further their learning in numeracy courses.

Numeracy Next Steps/Actions

Increase Skyline functional numeracy skills and confidence through relevant, individualized numeracy learning experiences, by being able to use a calculator (full capacity) and analyze a pay stub.

Human & Social Results Analysis

Improve student engagement, sense of belonging and attendance by fostering meaningful connections, individualized learning opportunities and consistent support (in school and in the community). Past data indicates that all aspects are increasing with the expectations of measurable growth in the upcoming year.

Human & Social Successes or Growth

The data indicates that Skyline is doing well with a sense of belonging, with adults that care and including feeling welcome at school. A continued shared vision, individual goals and supports for each student will ensure measurable increases. At Skyline, 90% of students feel that there are at 4 adults in their life that care about them, these facts should remain steady moving forward with continued supports and trauma informed practice.

Human & Social Areas for Improvement

88% of Skyline students feel some sort of sense of belonging at school. 77% students at Skyline have 3 or more trusted adults that care in their life. 84% of Skyline students feel welcomed at their school. This data could improve by at least 10% in each area.

Human & Social Next Steps/Actions

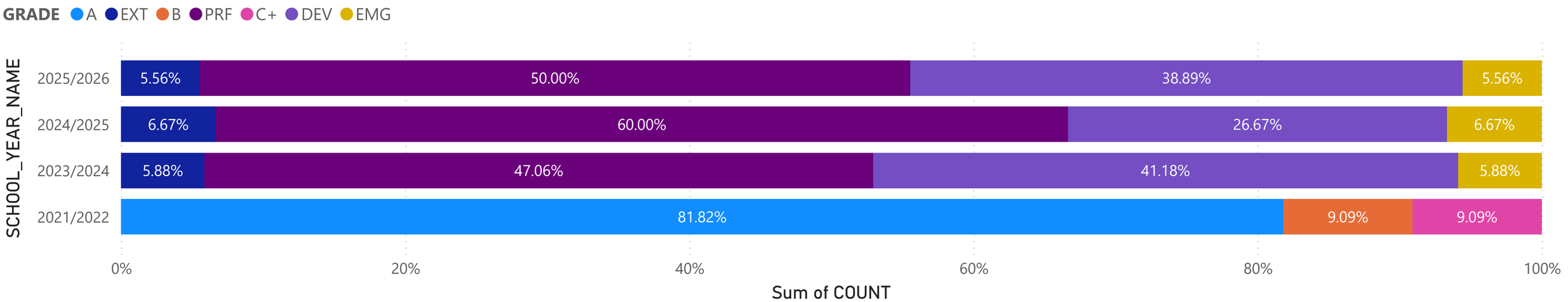
At Skyline many students face barriers that can impact regular attendance. By fostering positive relationships, flexible learning opportunities, and individualized supports, Skyline can improve student engagement and connection to learning. In September 2026,

students will set attendance goals in their Student Learning Plans to increase their personal attendance by 10% by the end of the school year. This increase will be measured by engagement, participation in activities, and involvement with community agencies. Teacher and Youth Engagement Workers will monitor attendance and will follow up at School Based Team (SBT) meetings, including personal engagement, to support that attendance will increase. Students will communicate (student voice), participate and lead discussion groups regarding individualized relevant information and projects.

School

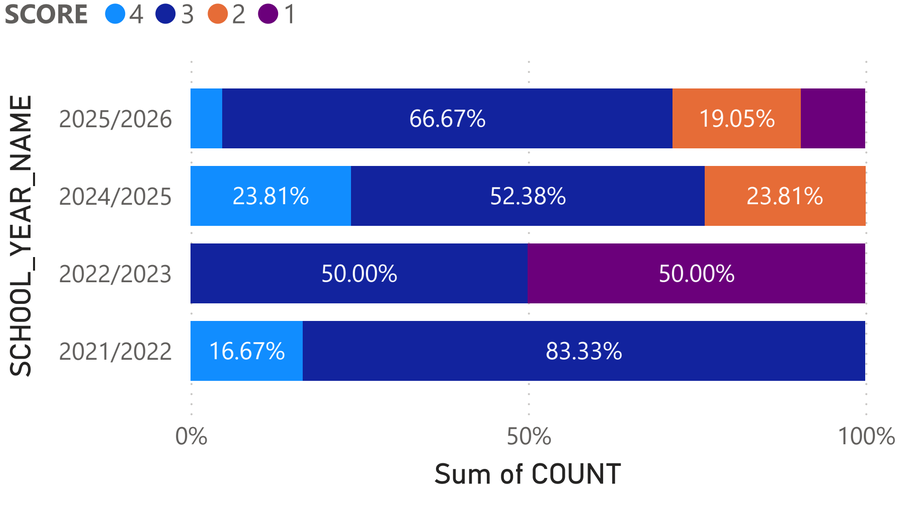
Tatla Lake Elem-Jr Secondary

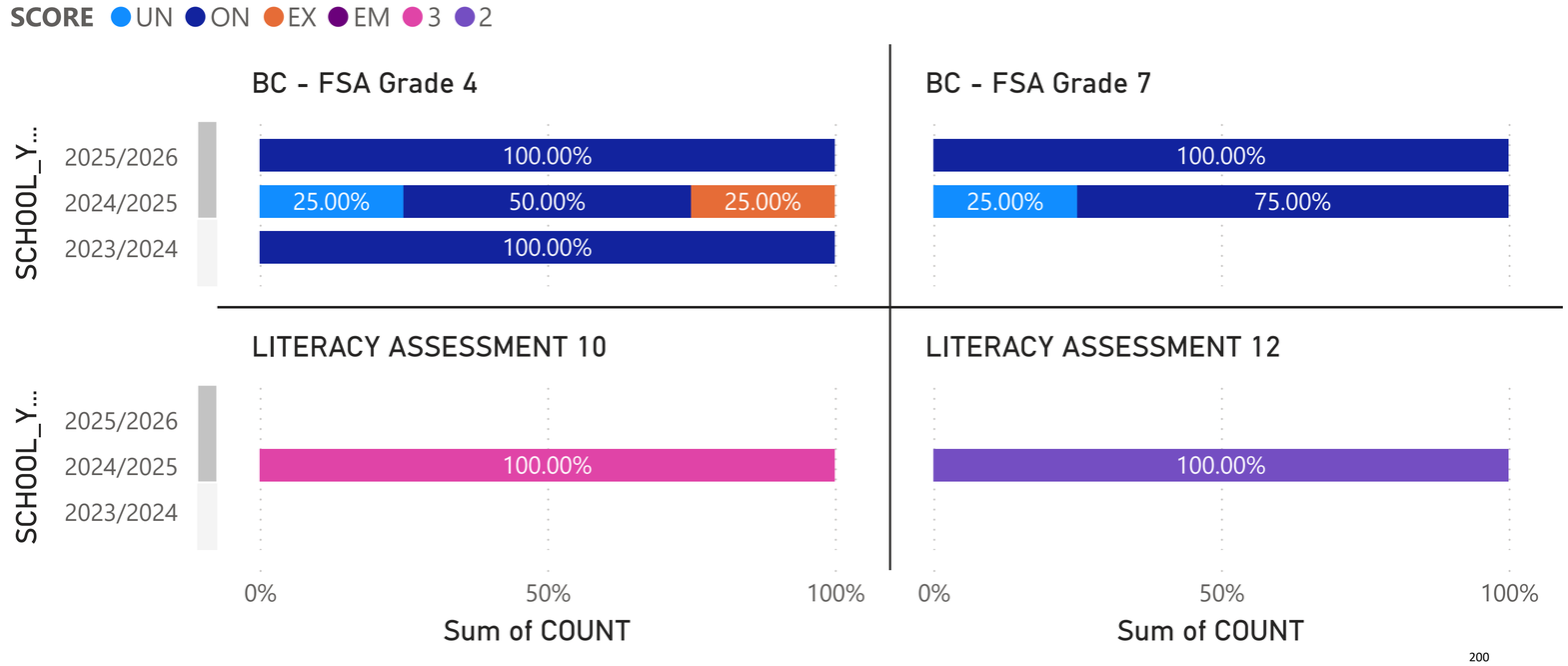
Course Marks



Provincial Assessments

EPRA / DART

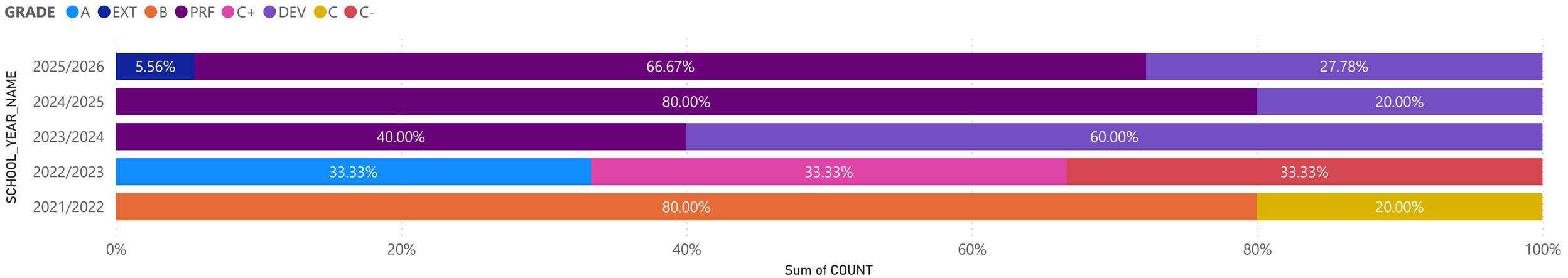




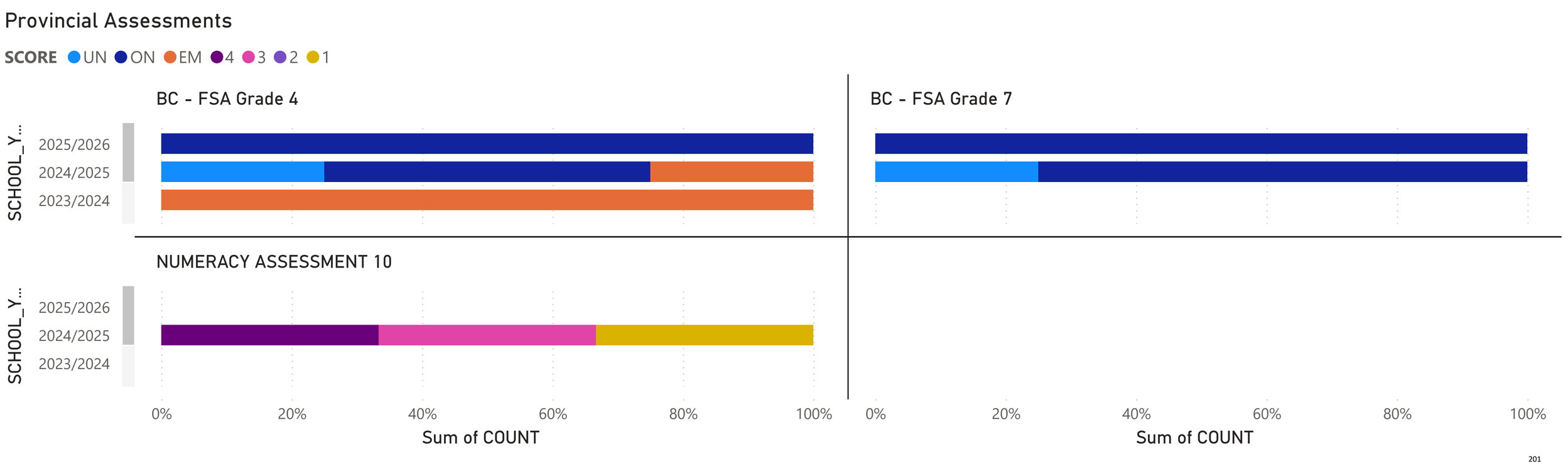
School

Tatla Lake Elem-Jr Secondary

Course Marks



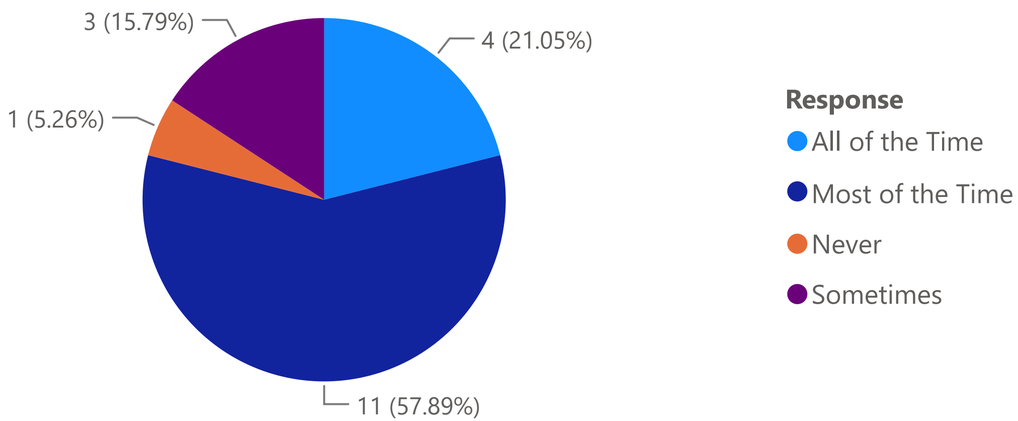
Provincial Assessments



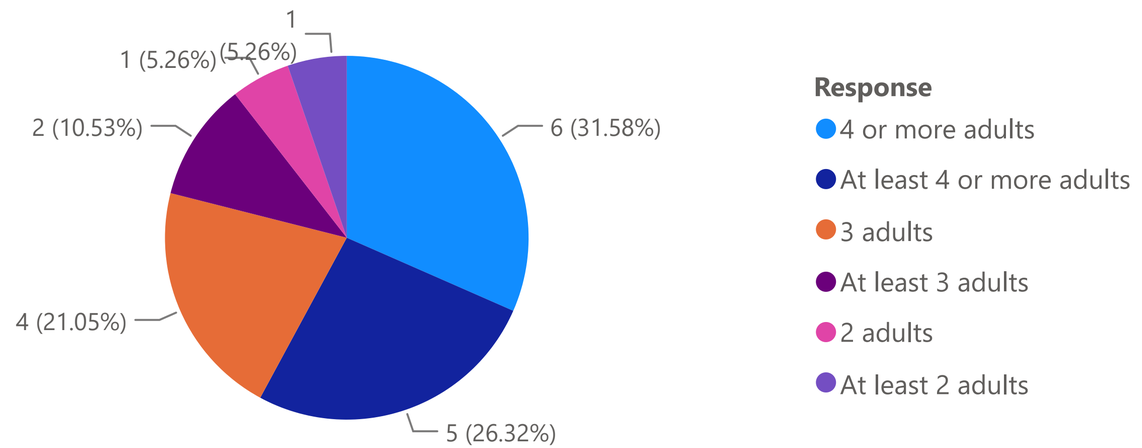
School

Tatla Lake Elem-Jr Secondary

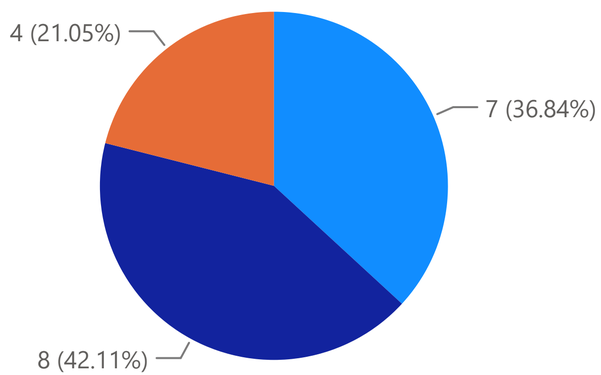
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	8%	<80
2025/2026	50%	80+
2025/2026	42%	90+
2024/2025	8%	<80
2024/2025	54%	80+
2024/2025	38%	90+
2023/2024	20%	<80
2023/2024	32%	80+
2023/2024	48%	90+
Total	**100%**	

School: Tatla Lake Elem-Jr Secondary

School Year: 2026/2027

Literacy Results Analysis

Current assessment data indicates that the majority of students are performing at or near proficiency in overall literacy achievement. Report card data and classroom-based assessments show generally positive progress across grade levels, particularly in early literacy skills where students benefit from strong individualized support. However, school-level data also identifies consistent areas for growth across all grade levels. These include reading comprehension, written responses to text, and the ability to use evidence to support understanding and summarization. These skill areas become increasingly important for success in grade 8 and beyond and represent a key focus for continued instructional development.

Literacy Successes or Growth

Over the past year, Foundational Skills Assessment (FSA) and school generated literacy data shows steady improvement across key areas. Early primary students have demonstrated gains in foundational literacy skills, including phonemic awareness, reading fluency, and early writing development, reflecting the impact of consistent, targeted instruction. At the intermediate level, there has been noticeable improvement in student writing, particularly in organization, clarity, and the development of ideas. Students are increasingly able to structure written responses and communicate their thinking more effectively. Written output and writing stamina has improved. At the secondary level, students have shown growth in using technology to support literacy learning, including research, writing, editing, and presentation tools. This has contributed to increased independence. Provincial Grade 10 literacy assessments indicate students are proficient.

Literacy Areas for Improvement

School-level assessment data and staff analysis indicate a need for continued focus on higher-level reading comprehension and written response skills across grade levels. While students are generally proficient in foundational literacy, there is a consistent need to

strengthen inferential and critical thinking skills when engaging with text. A key area for growth is students' ability to move beyond literal understanding to higher-order comprehension, including making inferences, drawing conclusions, and identifying deeper meaning in text. In writing, students require further development in constructing clear responses that use evidence from text or personal experience to support their ideas. This includes improving the ability to select relevant details, explain thinking, and organize responses in a coherent structure.

Literacy Next Steps/Actions

Universal (All Students): The core instructional approach will focus on explicit teaching of comprehension strategies (inferencing, summarizing, identifying key ideas) through whole-class instruction at the appropriate primary/intermediate/secondary level and shared texts. Students will regularly engage in short, structured written responses that require them to use evidence from text or personal experience. Teacher modelling (think-alouds) will be used to demonstrate how to find and use evidence in responses. Targeted (All Students Through Flexible Grouping): Rather than fixed small groups, targeted support will be delivered through flexible, responsive conferencing and rotating check-ins during independent work. The teacher will conference with students individually or in very small, informal groups as part of daily literacy tasks, focusing on goal setting and next-step feedback. Writing supports such as paragraph frames, sentence starters, and graphic organizers will be provided as needed based on student readiness. Book club or guided reading discussions will occur intermittently with mixed-ability groups to support comprehension and oral reasoning. Intensive (Individual Support Within Classroom Routine): Students requiring additional support will receive frequent 1:1 conferencing with explicit modelling and guided practice in breaking down questions and constructing evidence-based responses. Tasks will be scaffolded with reduced complexity and increased repetition. Progress will be monitored through ongoing observation and short writing samples, with immediate feedback provided during regular classroom instruction rather than separate programming.

Numeracy Results Analysis

Current assessment data indicates that the majority of students are performing at or near proficiency in overall numeracy achievement. Report card data and classroom-based assessments demonstrate that most students are meeting grade-level expectations and

are progressing appropriately within the curriculum. School-based assessment data and staff analysis, however, identify opportunities for continued growth in two key areas: math fact fluency and mathematical thinking. While students are generally able to apply mathematical procedures, many would benefit from increased automaticity with basic facts to improve efficiency and confidence. Additionally, students require further opportunities to develop critical thinking skills by explaining their mathematical reasoning, selecting appropriate strategies, and solving increasingly complex, open-ended problems.

Numeracy Successes or Growth

Report card data, FSA and classroom-based assessments indicate that the majority of students are meeting grade-level expectations in numeracy. Across the school, students are demonstrating proficiency in foundational mathematical concepts and skills appropriate to their grade level. Grade 10 provincial numeracy assessments show students are proficient or extending in numeracy. Consistent instruction in number sense, operations, and mathematical concepts has supported positive student achievement. The school's small, multigrade setting allows for responsive instruction and ongoing formative assessment, enabling teachers to address student needs as they arise and reinforce foundational skills. Overall, students continue to make steady progress in developing the knowledge and skills necessary for future success in mathematics.

Numeracy Areas for Improvement

School-based assessment data and staff analysis indicate a need for continued focus on math fact fluency and mathematical thinking across grade levels. While students are generally meeting grade-level expectations, increased automaticity with basic math facts would improve efficiency, confidence, and the ability to engage with more complex mathematical tasks. A second area for growth is students' ability to apply mathematical thinking to solve unfamiliar problems. Students will benefit from increased opportunities to explain their reasoning, justify their strategies, make connections between mathematical concepts, and persevere through multi-step and open-ended problems. Strengthening these competencies will support deeper conceptual understanding and prepare students for success in higher-level mathematics.

Numeracy Next Steps/Actions

Universal (All students): Teachers will provide daily opportunities for students to develop math fact fluency through short, consistent practice embedded within mathematics instruction. In primary and intermediate divisions students will engage in game based fact fluency instruction each week. Rich mathematical tasks and open-ended problems will encourage students to apply concepts, explain their reasoning, and compare multiple strategies. Teachers will model mathematical thinking through think-alouds and encourage students to communicate their thinking using mathematical vocabulary, drawings (visual models), concrete representations, and/or written explanations. Visual supports (eg. 100 charts) and manipulatives are provided. Targeted (Responsive Support Within Classroom Instruction): Students requiring additional support will receive timely teacher conferencing and just-in-time instruction during regular mathematics lessons. Flexible grouping will be used as needed to reinforce specific concepts or strategies, while maintaining the multigrade classroom structure. Individual goal setting and descriptive feedback will help students build confidence and monitor progress in math fact fluency, problem solving, and mathematical reasoning. Intensive (Individualized Support Within Classroom Routines): Students requiring intensive support will receive individualized instruction through frequent one-to-one conferencing, explicit modelling, and scaffolded practice. Learning tasks will be adapted to build conceptual understanding while strengthening fluency and reasoning skills. Ongoing formative assessment will be used to adjust instruction and provide targeted feedback, ensuring students experience success and continued growth within the regular classroom environment.

Human & Social Results Analysis

School-based data indicates that the majority of students report a strong sense of belonging and connection to the school community. Students consistently identify that they feel welcomed at school, believe that adults care about them, and know there is a trusted adult they can turn to for support. These positive perceptions contribute to a safe, inclusive, and caring learning environment. Attendance data further supports this positive school climate, with students demonstrating consistently high rates of attendance and engagement. The school's small size and close relationships among students, staff, and families foster a strong sense of community and provide opportunities for individualized support and meaningful connections.

Human & Social Successes or Growth

Students demonstrate strong engagement in a variety of extracurricular and school-based activities, including music, theatre, sports, and other hands-on learning experiences. These opportunities provide meaningful connections to school, support positive peer relationships, and contribute to a strong sense of belonging. Participation in these activities fosters student confidence, school pride, and overall well-being. The school's small size allows for high levels of involvement, ensuring that many students are able to participate in multiple areas of interest. Overall, these experiences contribute positively to school culture and strengthen students' connection to their learning community.

Human & Social Areas for Improvement

While current data indicates that students experience a strong sense of belonging and positive relationships at school, the school is committed to maintaining and strengthening these outcomes. Continued efforts will focus on fostering a positive, inclusive school climate where every student feels safe, valued, and connected. The school will also continue to promote strong attendance by working collaboratively with students and families to reinforce the importance of regular school participation. Maintaining high levels of engagement, positive relationships, and consistent attendance will help ensure students remain connected to their learning and school community.

Human & Social Next Steps/Actions

Universal (All Students) All staff will continue to use trauma-informed and relationship-based approaches to create predictable, safe, and supportive classroom environments. Emphasis will be placed on consistent routines, strong adult-student relationships, and restorative approaches to behaviour and conflict resolution. School-wide practices will support belonging through inclusive activities, student voice, and opportunities for connection in academics, arts, athletics, and school events. Attendance will be promoted through a positive, welcoming school climate where students feel valued and want to be present. Targeted (Responsive Supports Within School Routines) Students who may be experiencing reduced engagement or inconsistent attendance will be supported through proactive check-ins, conferencing, and collaboration with families. Staff will use SD27 attendance guidance and restorative, strengths-based approaches to identify barriers to attendance and re-engage students. Targeted supports will focus on strengthening connections to at least one trusted adult and increasing participation in school-based activities that build belonging and confidence. Intensive (Individualized, Collaborative

Support) For students requiring more intensive support, staff will work closely with families, school-based teams, and district supports to develop individualized plans that address barriers to attendance and engagement. Trauma-informed strategies will guide all interactions, with an emphasis on safety, predictability, and relationship-building. Interventions will prioritize re-establishing consistent attendance through gradual re-engagement plans, regular communication, and coordinated supports designed to meet the unique needs of the student.

BRIEFING NOTE

Cariboo-Chilcotin School District

TO: **Board of Education**

FROM: **Marc Loewen, Director of Operations**
Taryn Aumond, Secretary-Treasurer

DATE: **October 26, 2026**

RE: **Item: 9.1 2025-26 Annual Facility Grant Submission Summary (Update)**

BACKGROUND: ANNUAL FACILITY GRANT (AFG)

The Annual Facility Grant is a grant paid to Boards of Education at the beginning of each school year. The grant is intended for annual facility projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets. To comply with Treasury Board direction, each school district must annually provide the Ministry with an AFG project and spending plan prior to the allocation of AFG funding. Specifically, each school district's plan will include a list of AFG projects and expenditures expected to be undertaken during the fiscal year (April 1st to March 31st).

DISCUSSION

In April 2026 the Ministry of Education's Capital Branch announced that School District 27 Annual Facilities Grant would be $2,220,248 an increase of $58,828 from 2025-26.

This year's submission will include 13 different projects, focusing on the key priorities we have undertaken in the last two years. Building envelope upgrades, accessibility and health and safety. Key points: $773,937 for Nesika roofing 75 percent replacement, LLH building envelope upgrade, $100,000 to help support minor capital funding. Flooring $275,000 to replace PSO's lower floor asbestos floor tiles, 150 Mile washrooms and MT Views Kitchen. $275,000 new PA systems, security, and exterior cameras at various sites.

Project updates

- Flooring 100% complete.
- Roofing Nesika 100% complete.
- Asbestos remediation PSO, Mt View,150Mile 100% complete.
- Tech Infrastructure various site 65% complete.
- Exterior Painting (Various sites)75% complete.
- 150-mile washroom reno/PSO eyewash stations for science labs 100% complete.
- New interior accessible door handles/locks for Nesika have been ordered.
- Acoustic gym panels for Forest Grove are starting soon.
- Pac Supplied Big Toy Horsefly 100% complete.
- LLH building envelope 100% complete.

- LCSS charging station 85% complete.
- New AC unit for data center 100% complete.

RECOMMENDATION

None. Information only.

BRIEFING NOTE

Cariboo-Chilcotin School District

TO: **Board of Education**

FROM: **Marc Loewen, Director of Operations**
Taryn Aumond, Secretary-Treasurer

DATE: **October 26, 2026**

RE: **Item: 9.2 Transportation Department School Start-up Report**

Overview

September is a demanding transition period for student transportation as routes and stops are put in place for a new school year. The 2026/27 start-up was successful overall. The Transportation Department implemented amalgamated runs and centralized bus stops, or hubs, while addressing the usual start-up challenges.

Run amalgamation remains an ongoing part of route planning. Where schedules and student needs are allowed, combining runs improves the use of available buses and brings vehicles closer to capacity. Centralized hubs support these arrangements by grouping boarding locations. The department will continue reviewing route performance and adjust as ridership, operating conditions, or driver availability change.

Student Registration

Registration for bus services remains steady this year. Approximately 2,671 students are registered for 2026/27, compared with 2,644 in 2025/26 and 2,792 in 2024/25. The current total is slightly higher than last year and lower than the registration level two years ago.

2026/27	2025/26	2024/25
2,671	2,644	2,792

Driver Availability and Fuel Costs

Driver shortages continue to create service challenges, especially in remote areas. When a regular driver is unavailable and no casual bus driver is available to cover the route, some communities may be without transportation for an extended period, sometimes for several days. The shortage of casual coverage makes it difficult to provide replacement service and maintain continuity on these routes.

Diesel prices remain an operating cost that the department monitors weekly. Regular monitoring helps the department track fuel price changes and account for them in transportation planning.

Student Visibility

With darker mornings approaching, the Transportation Department has ordered small personal reflectors for students. The reflectors can be attached to bus-pass lanyards, giving students a practical way to improve their visibility while walking to and from bus stops.

Ongoing Review

The department will continue monitoring registration, route performance, bus capacity, driver availability, community feedback, and weekly diesel prices. Route and service arrangements will be adjusted as needed to maintain safe and efficient student transportation across the district.

RECOMMENDATION

None. Information only.