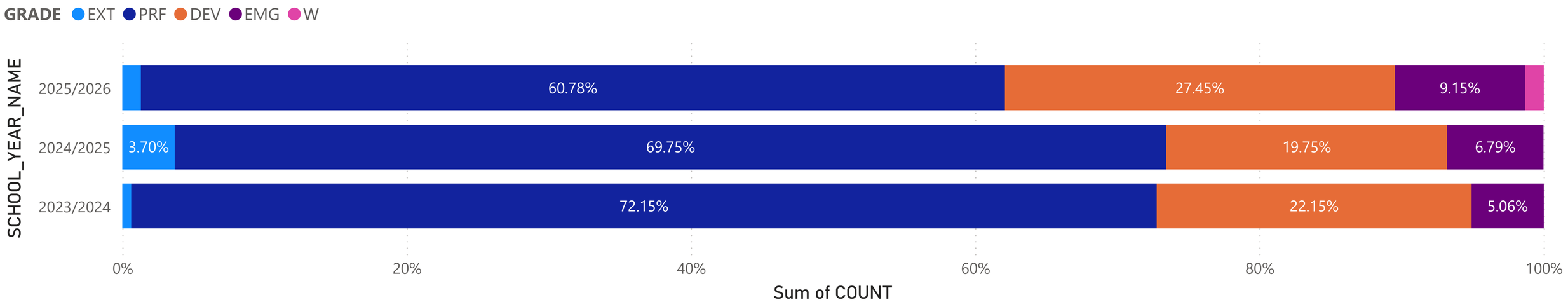
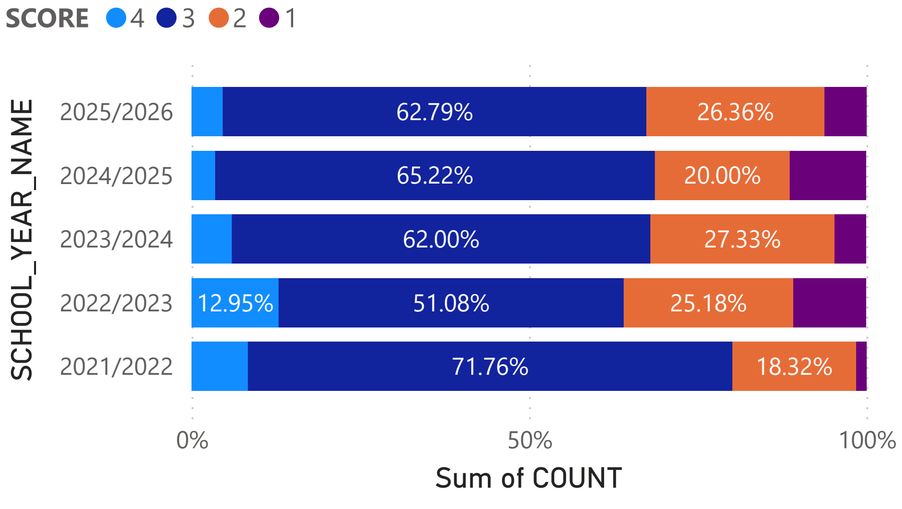
School

Mile 108 Elementary

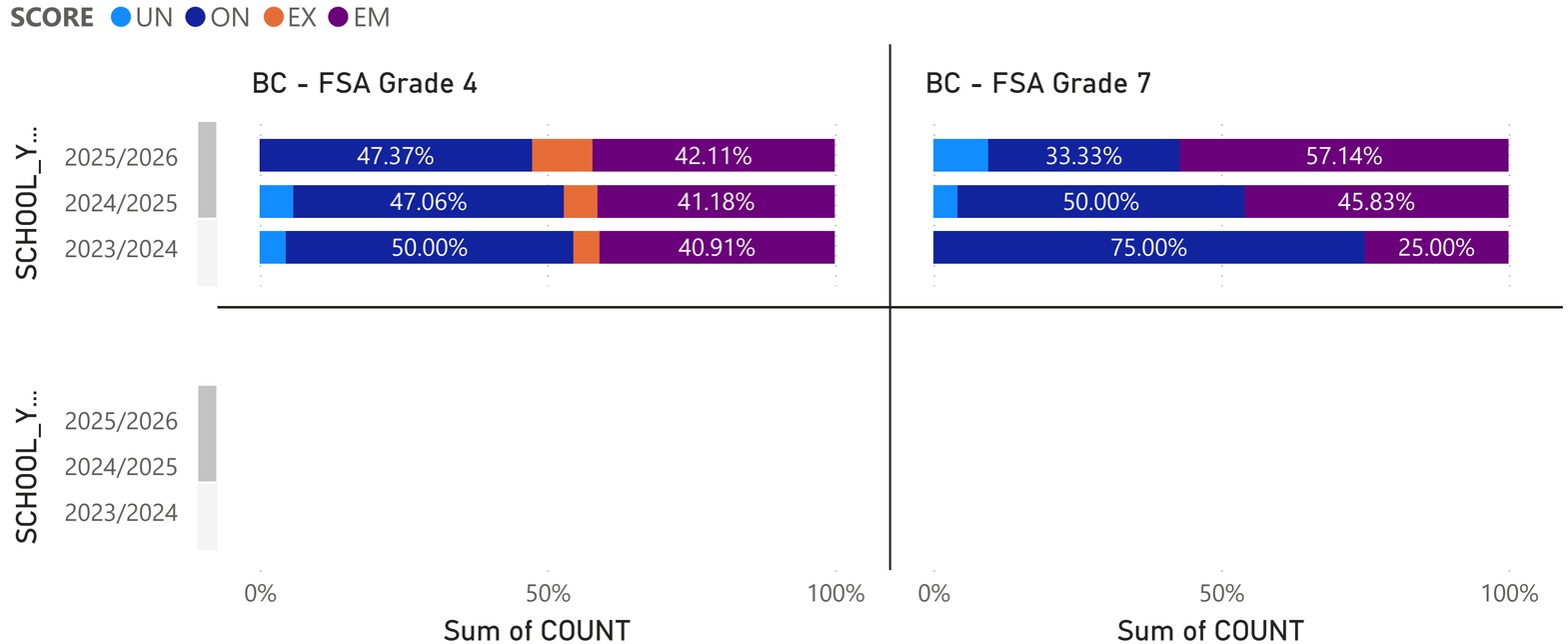
Course Marks



EPRA / DART



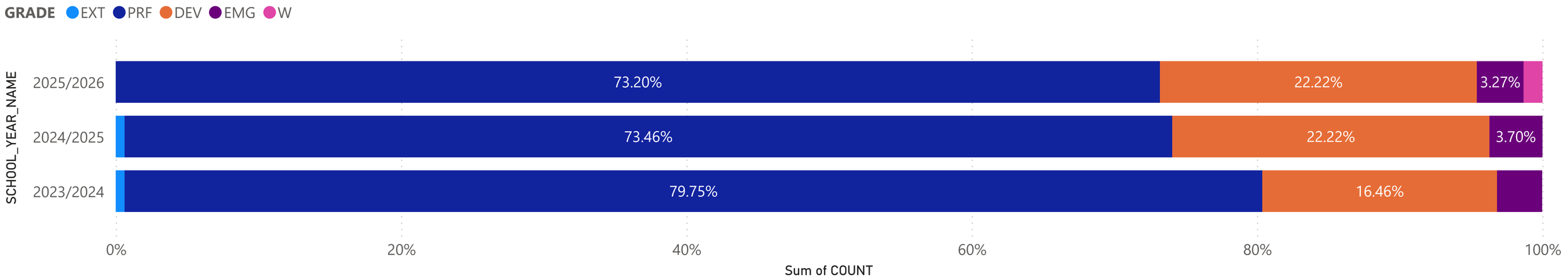
Provincial Assessments



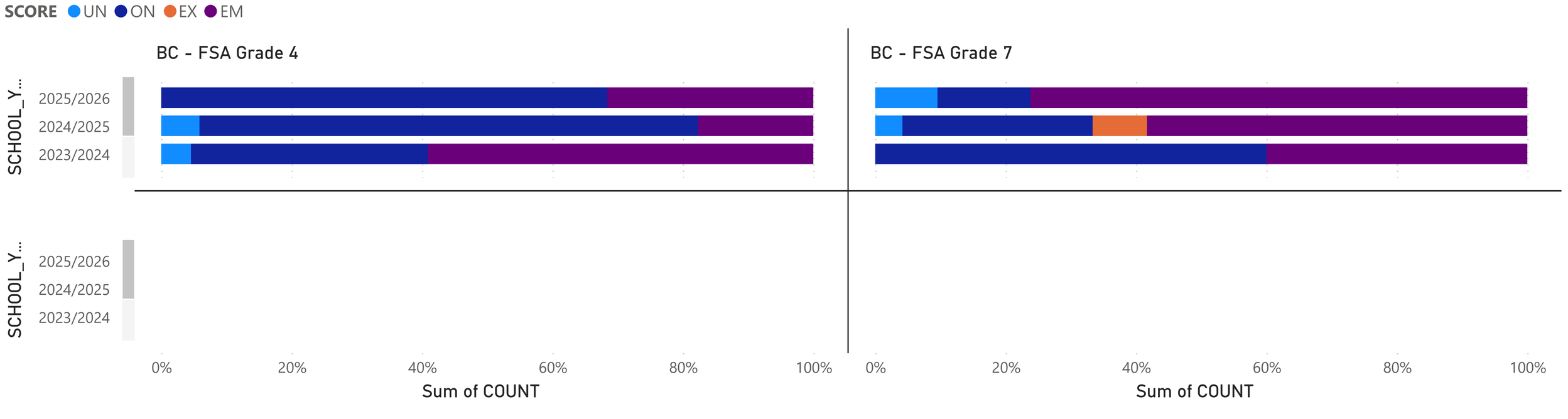
School

Mile 108 Elementary

Course Marks



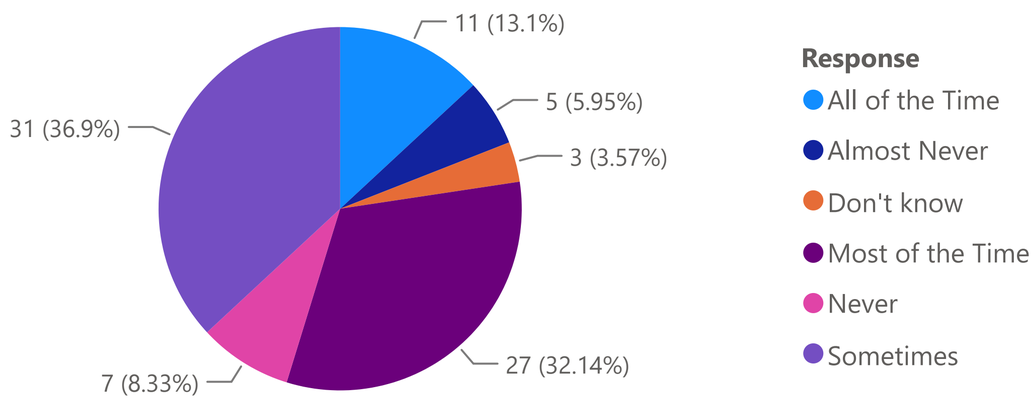
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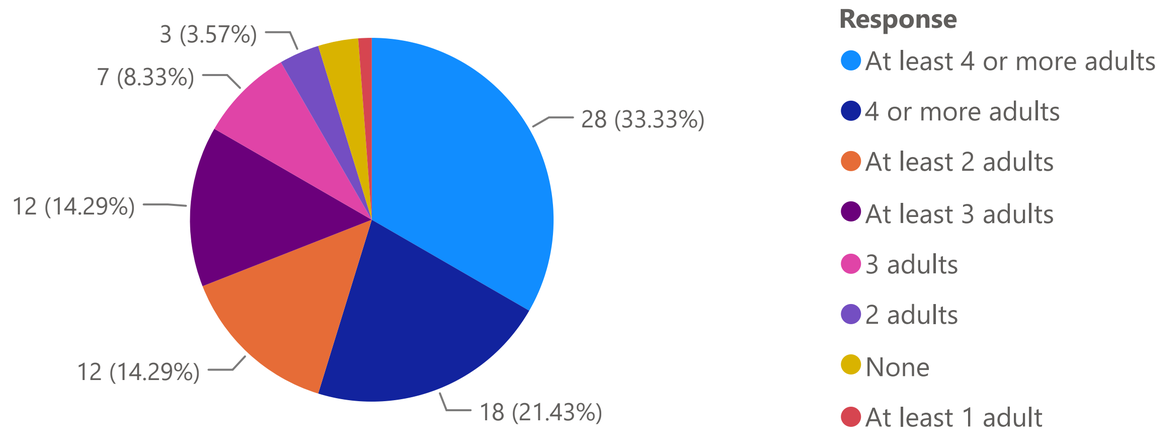
School

Mile 108 Elementary

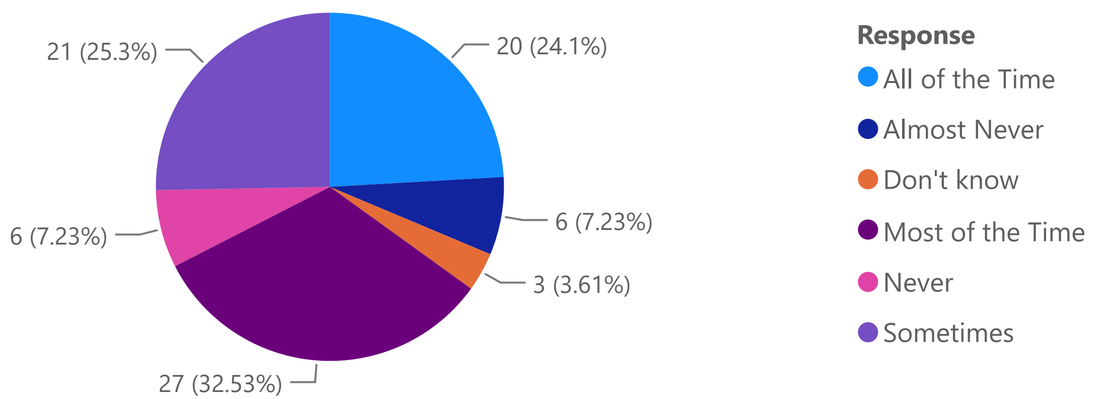
Sense of Belonging



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%**	

Cariboo-Chilcotin School District

School Plan for Student Success

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

Cariboo-Chilcotin School District

School Plan for Student Success

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.

Cariboo-Chilcotin School District

School Plan for Student Success