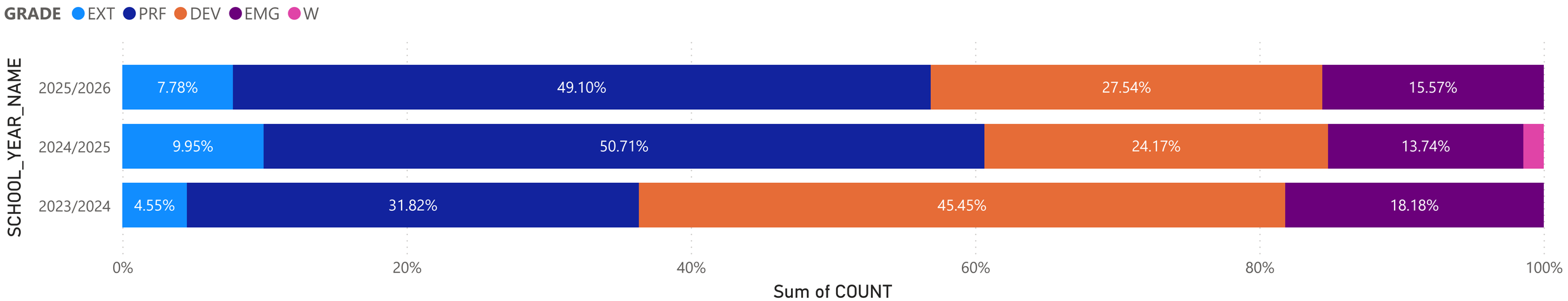
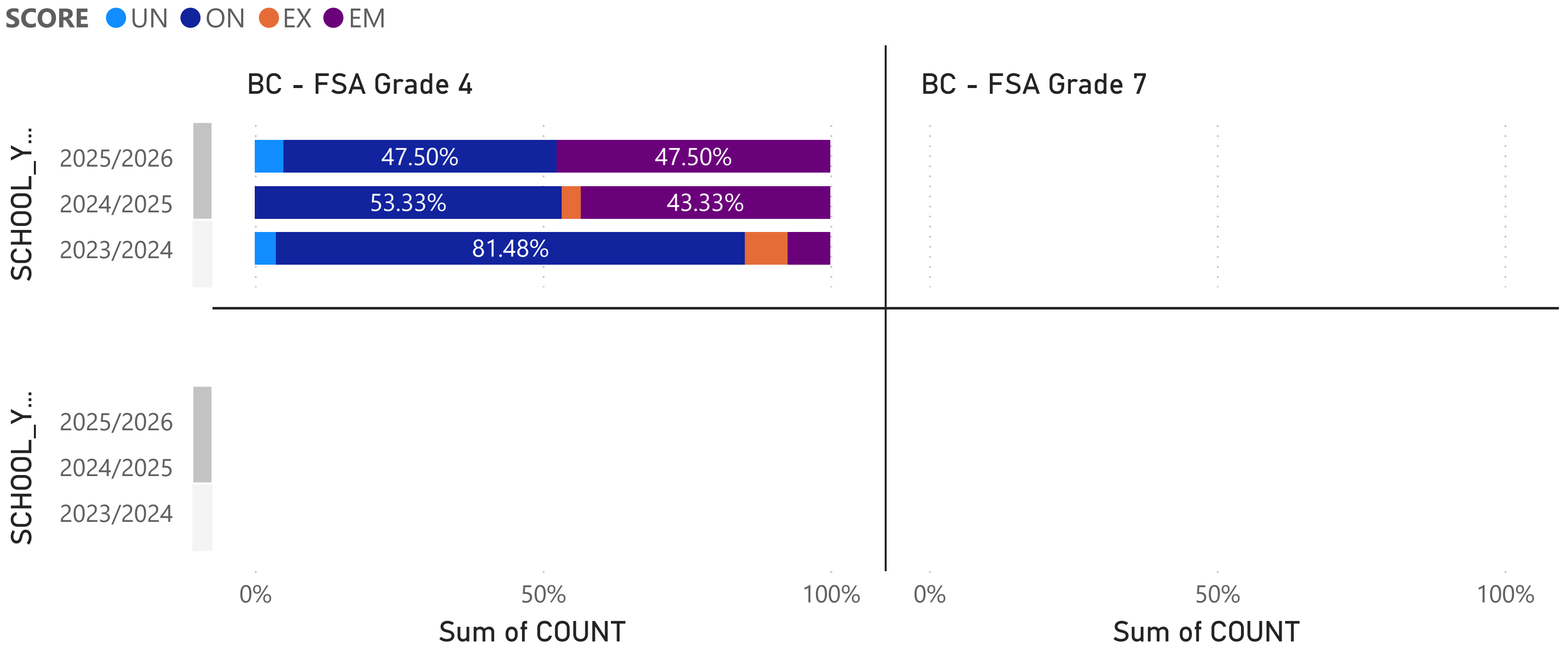
School

Chilcotin Road Elementary

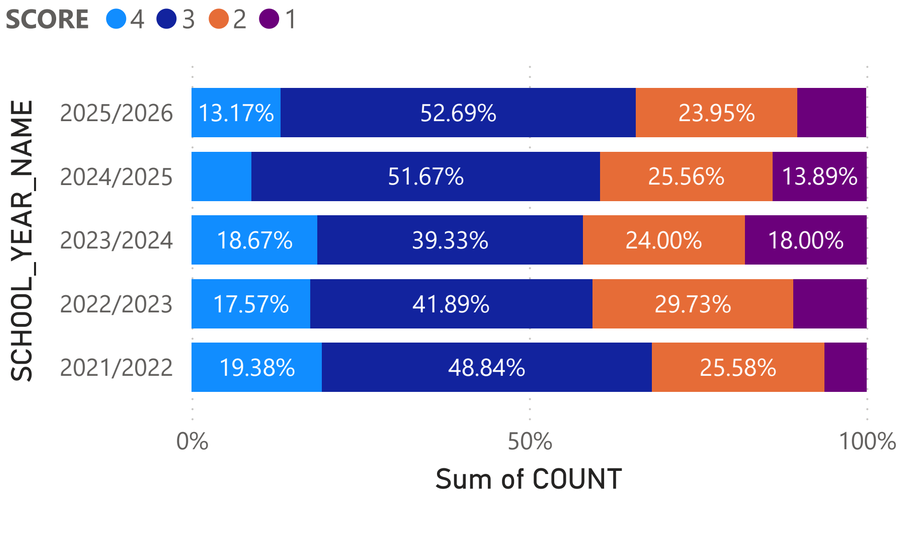
Course Marks



Provincial Assessments



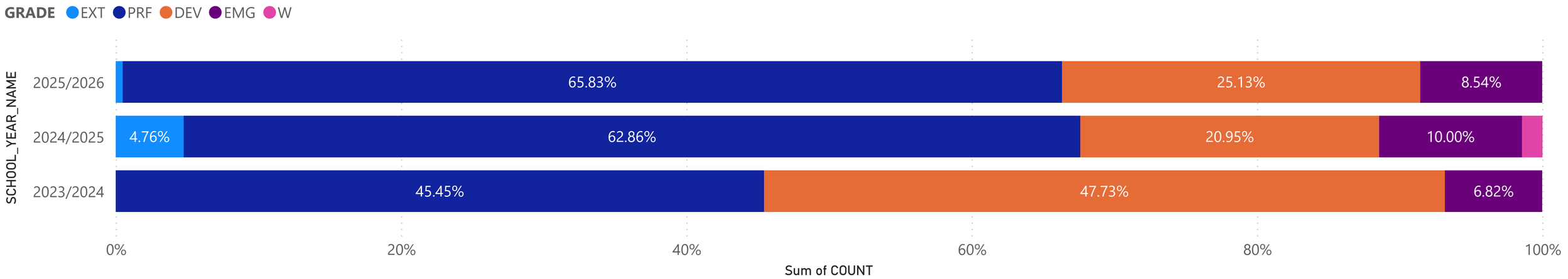
EPRA / DART



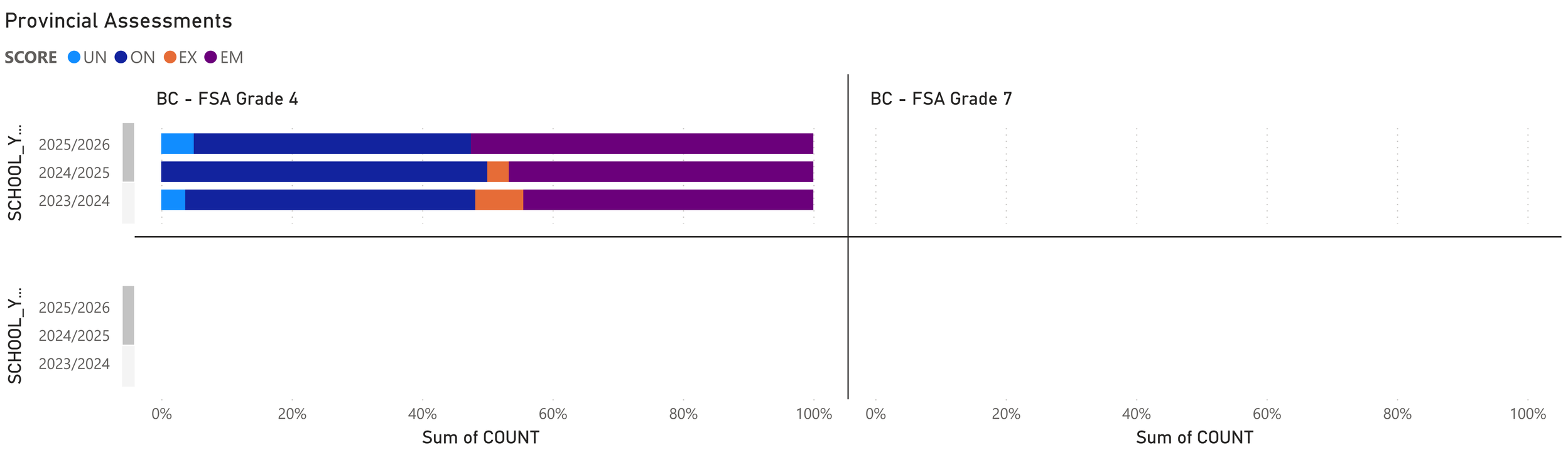
School

Chilcotin Road Elementary

Course Marks



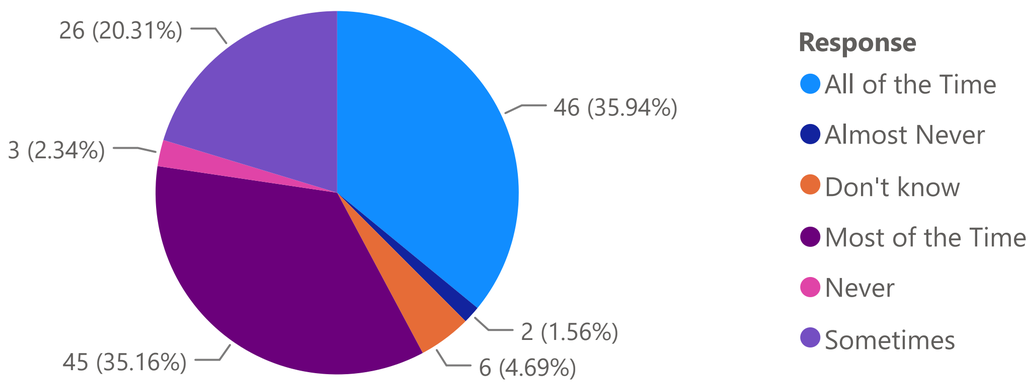
Provincial Assessments



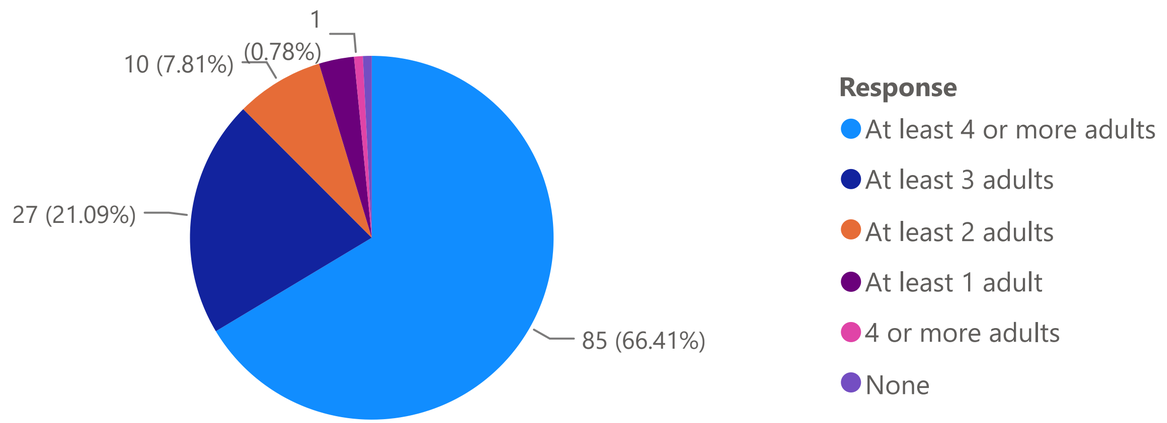
School

Chilcotin Road Elementary

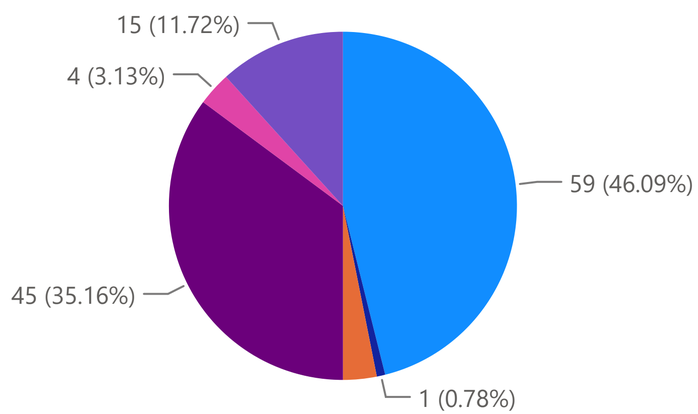
Sense of Belonging



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%**	

Cariboo-Chilcotin School District

School Plan for Student Success

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

Cariboo-Chilcotin School District

School Plan for Student Success

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.