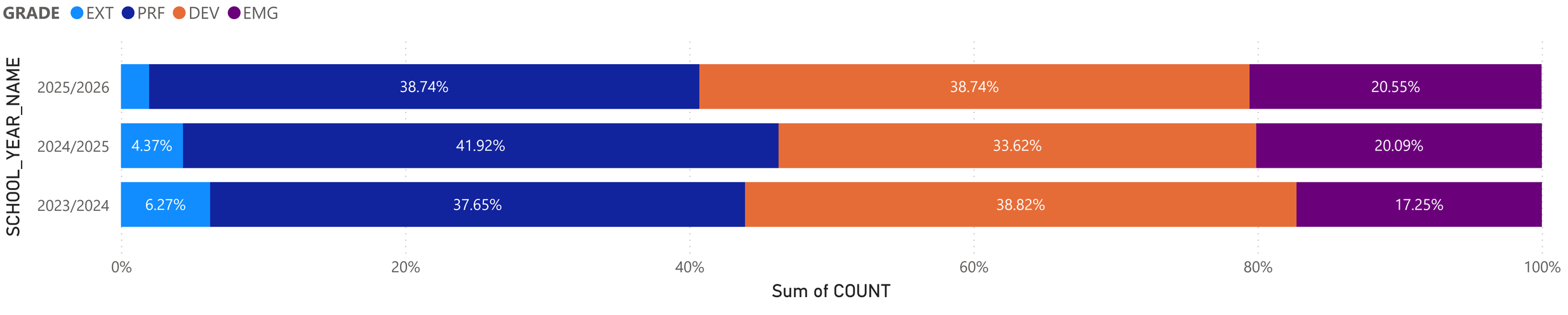
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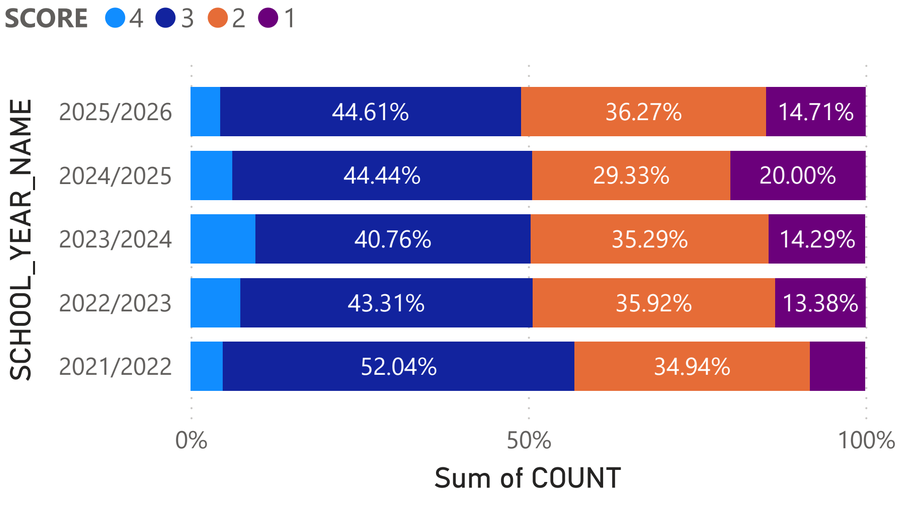
100 Mile House Elementary

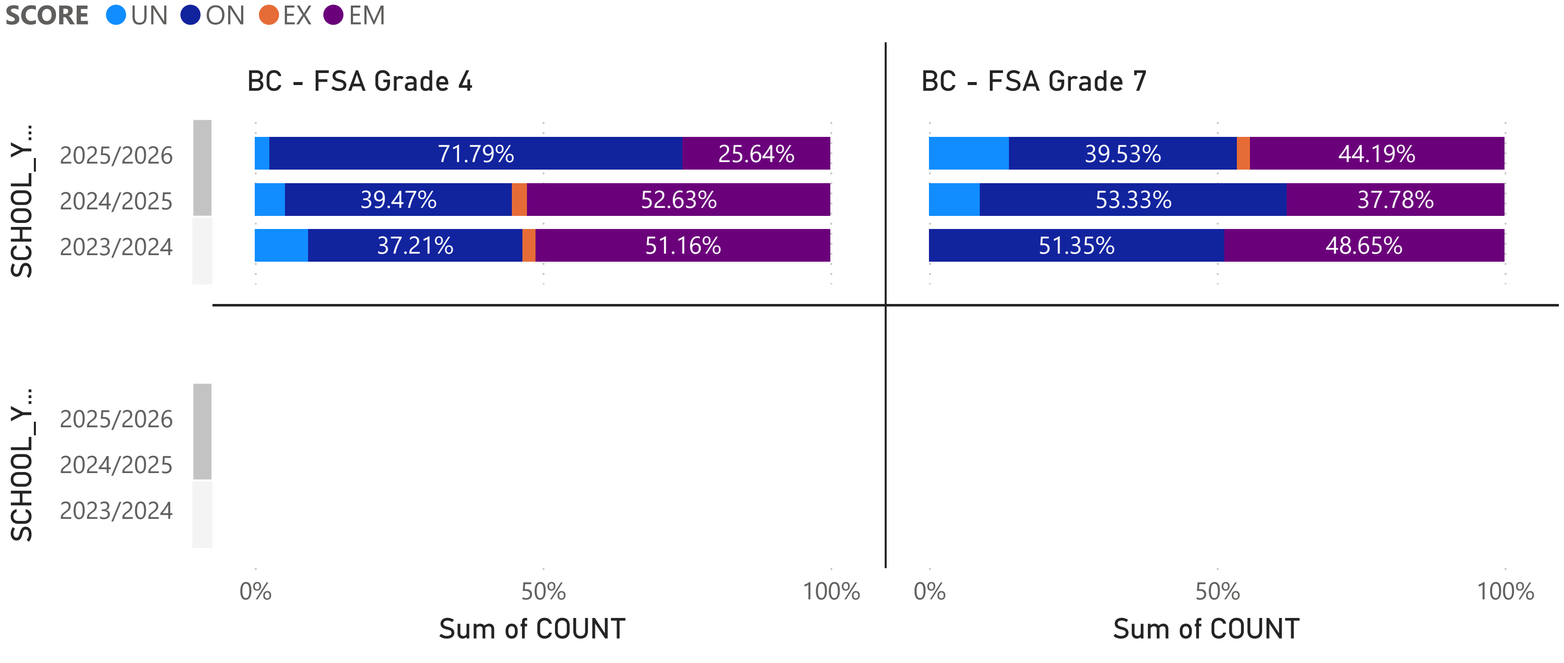
Course Marks



Provincial Assessments

EPRA / DART

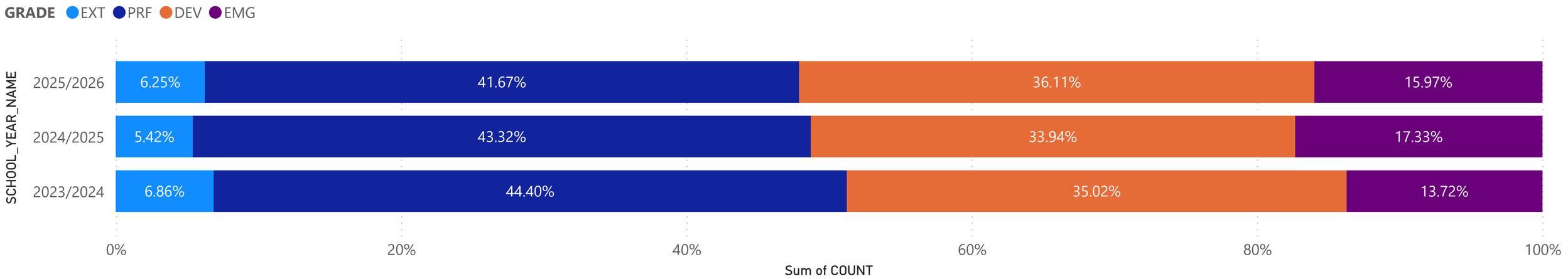




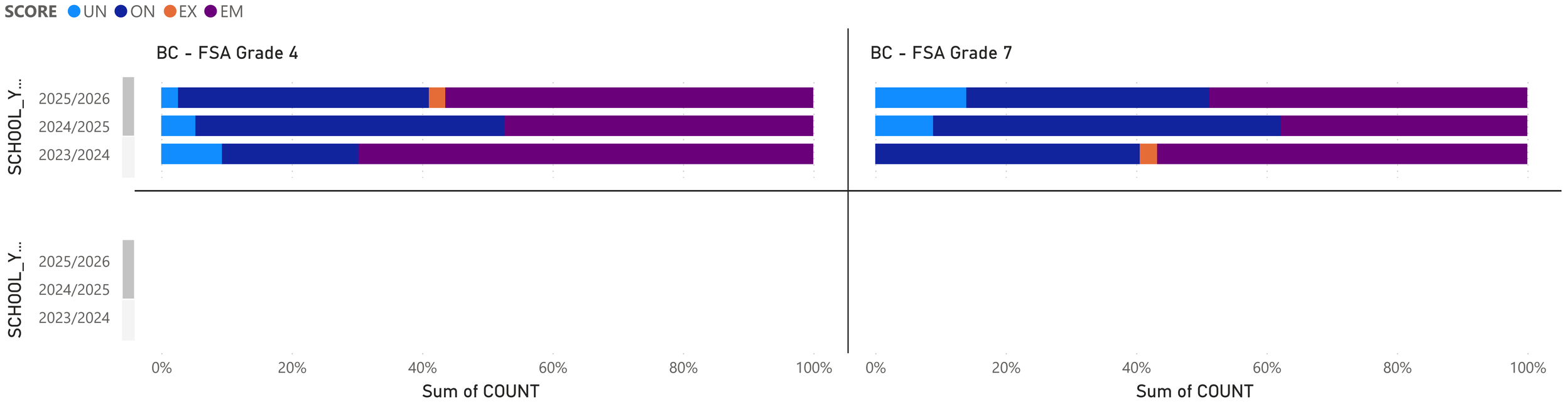
School

100 Mile House Elementary

Course Marks



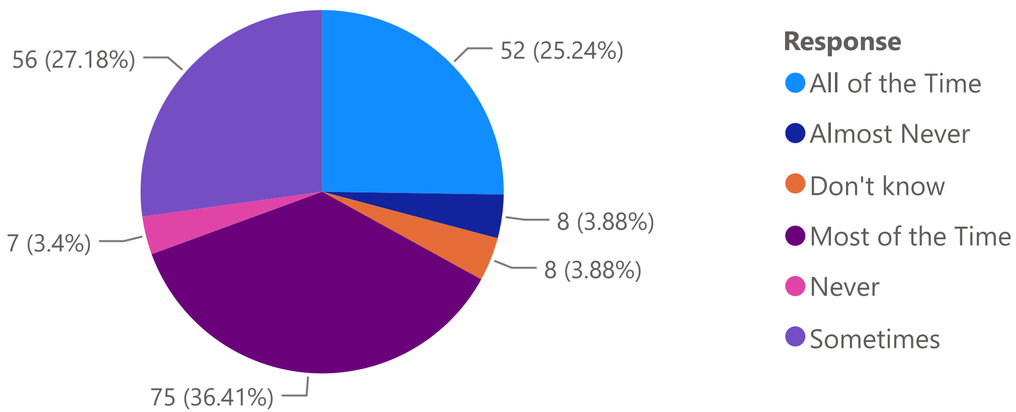
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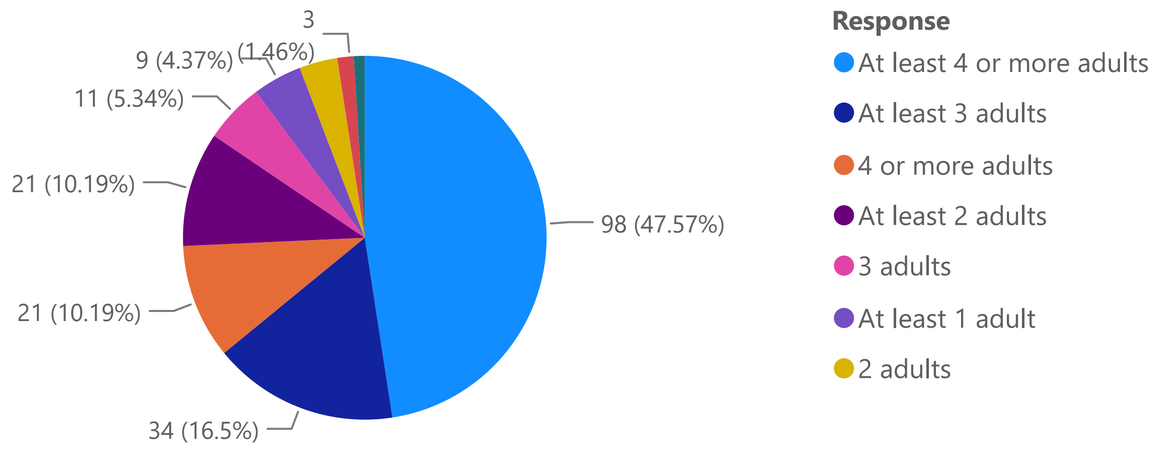
School

100 Mile House Elementary

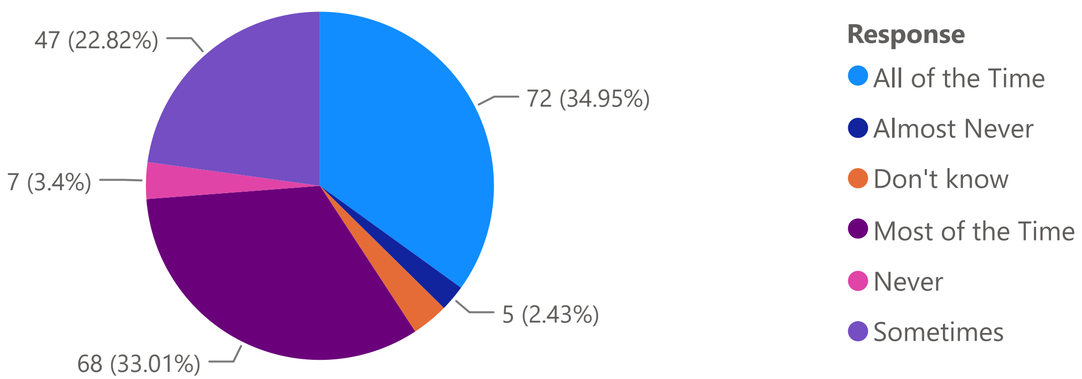
Sense of Belonging



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%**	

Cariboo-Chilcotin School District

School Plan for Student Success

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.