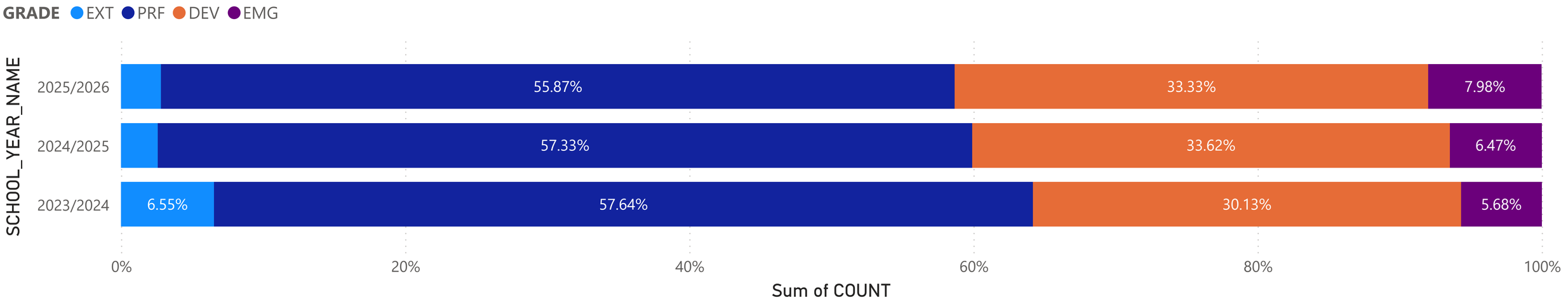
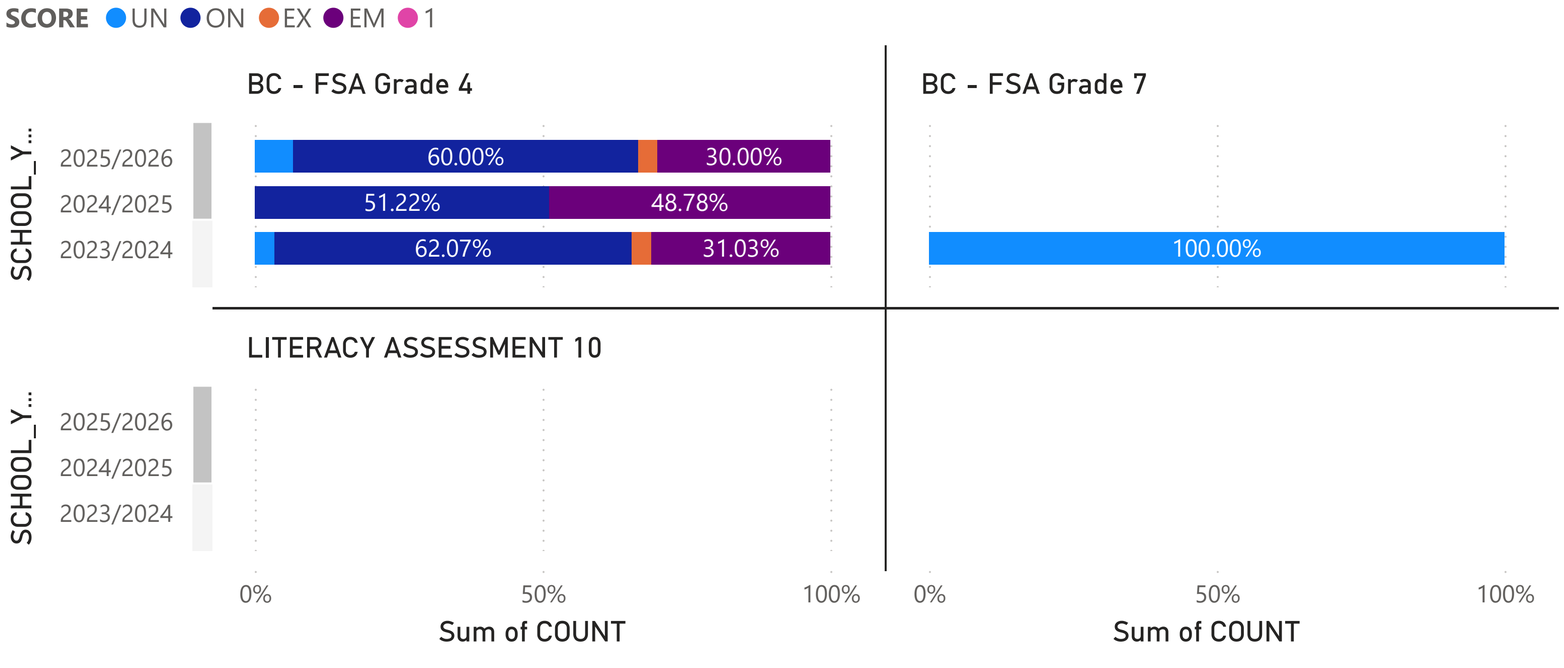
School

150 Mile Elementary

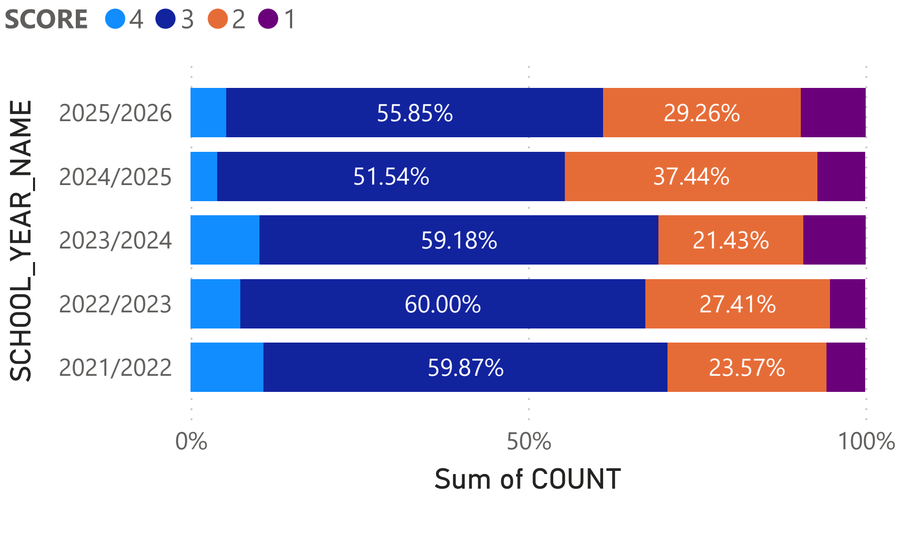
Course Marks



Provincial Assessments



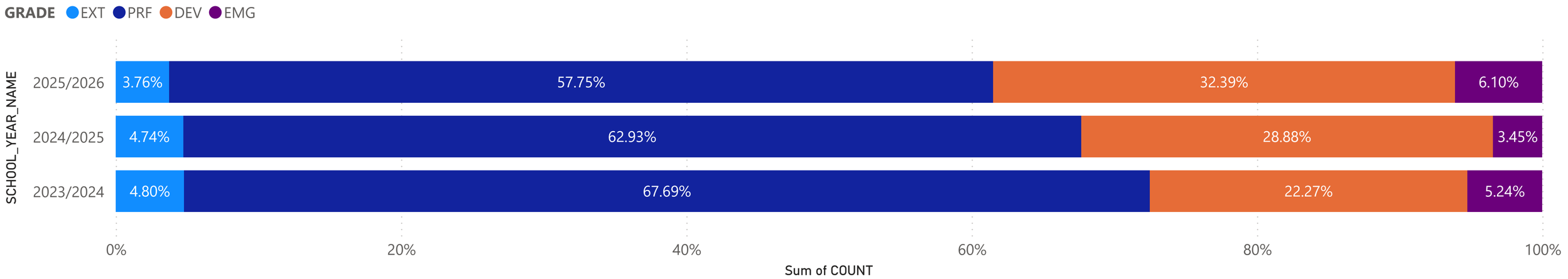
EPRA / DART



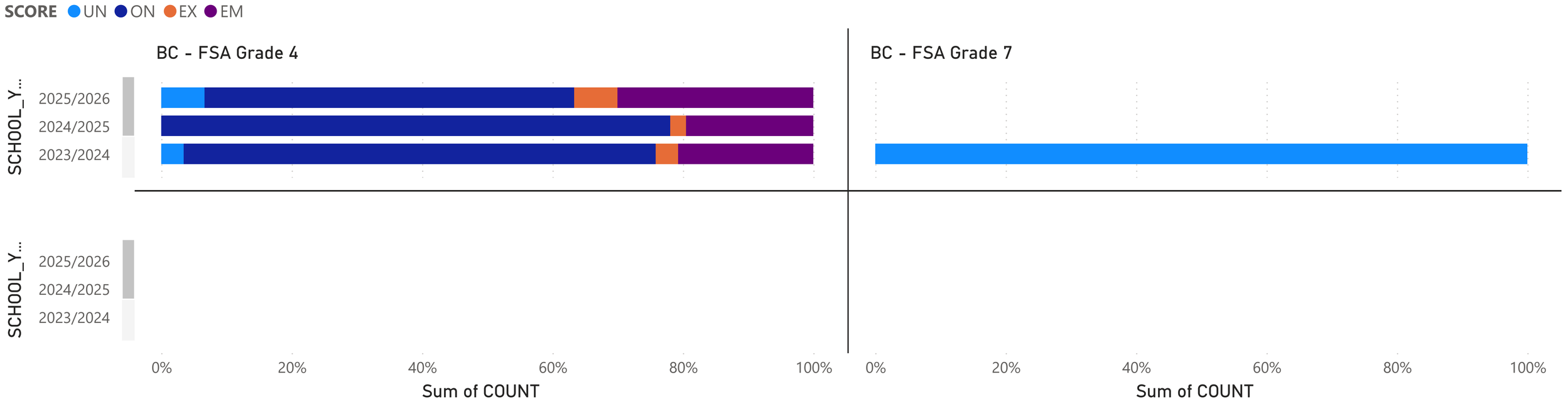
School

150 Mile Elementary

Course Marks



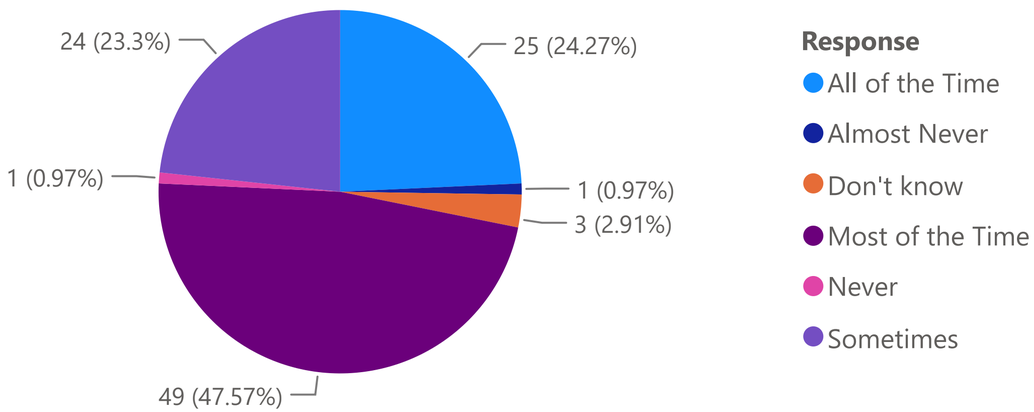
Provincial Assessments



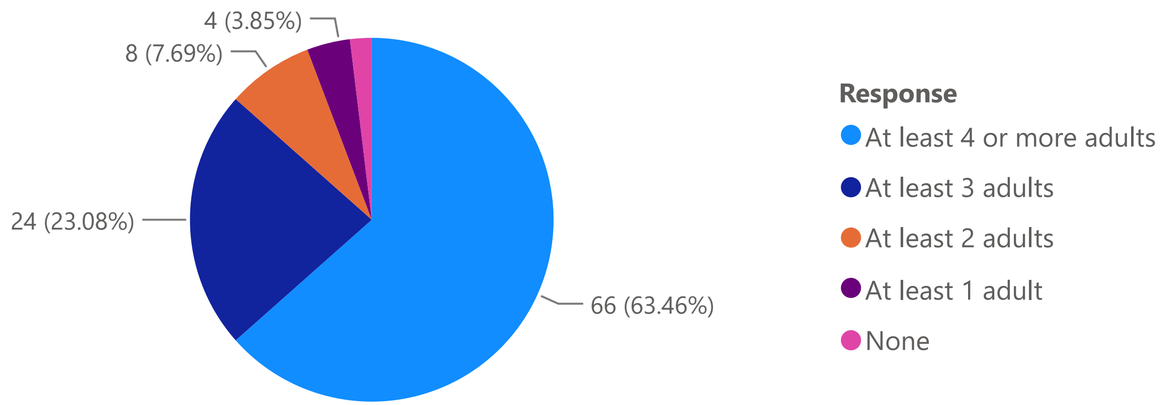
School

150 Mile Elementary

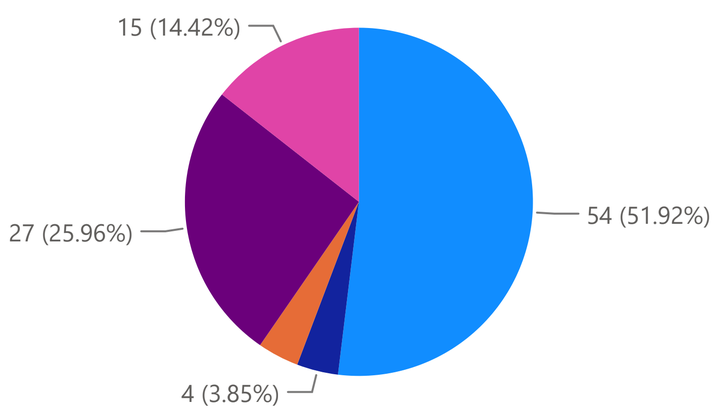
Sense of Belonging



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%**	

Cariboo-Chilcotin School District

School Plan for Student Success

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.