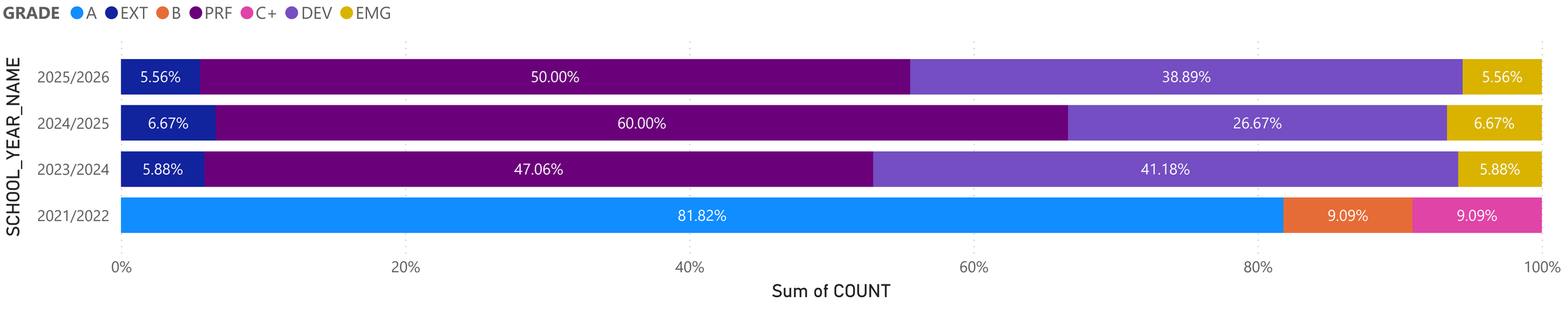
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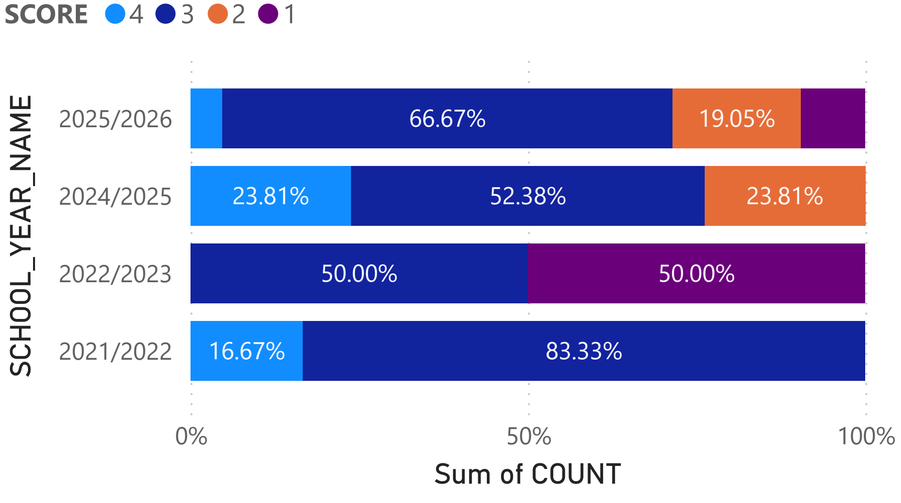
Tatla Lake Elem-Jr Secondary

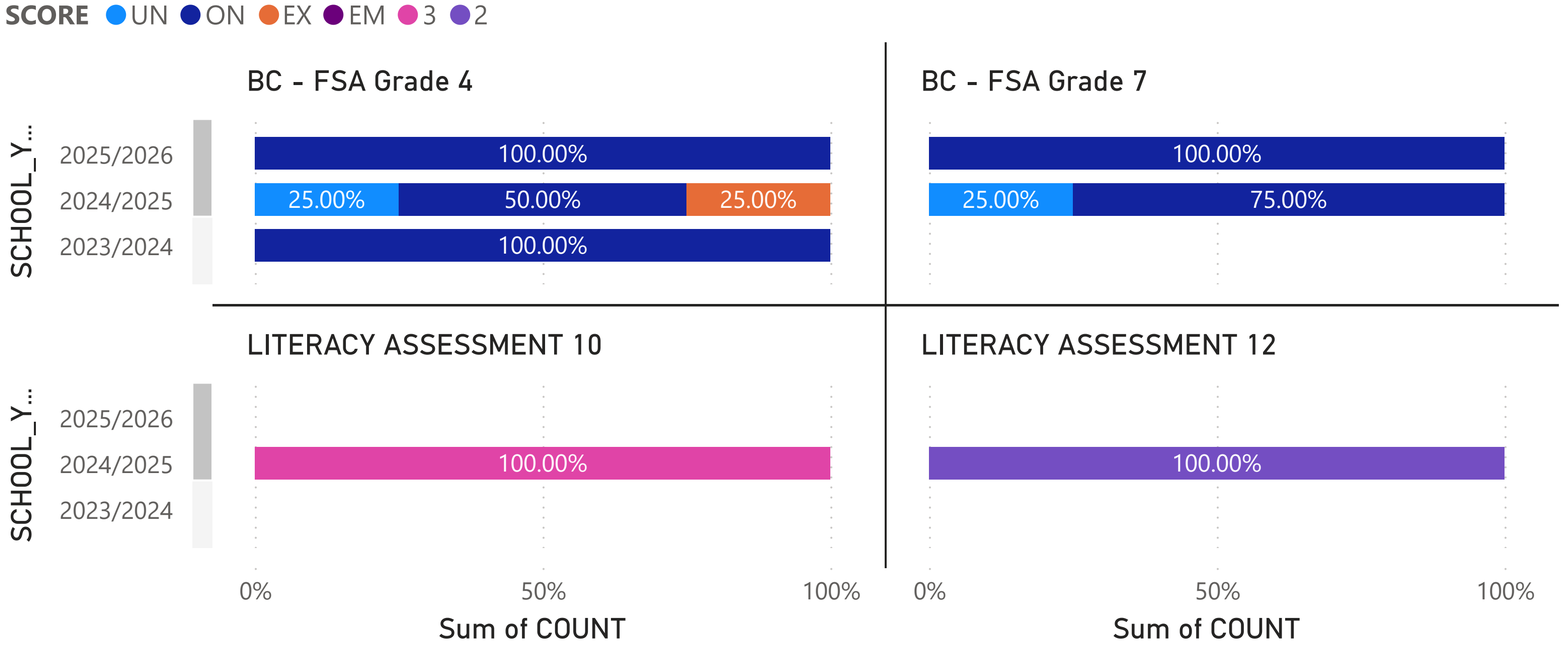
Course Marks



Provincial Assessments

EPRA / DART

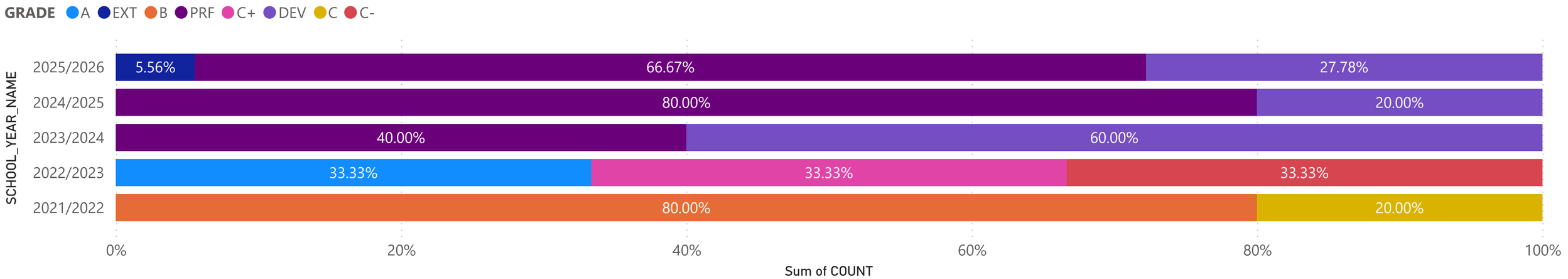




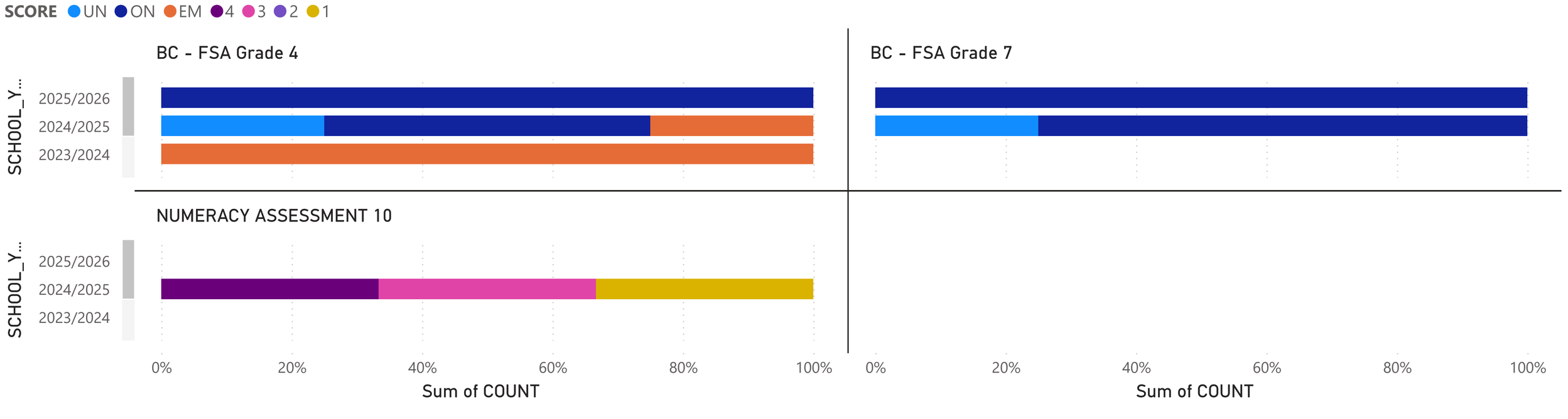
School

Tatla Lake Elem-Jr Secondary

Course Marks



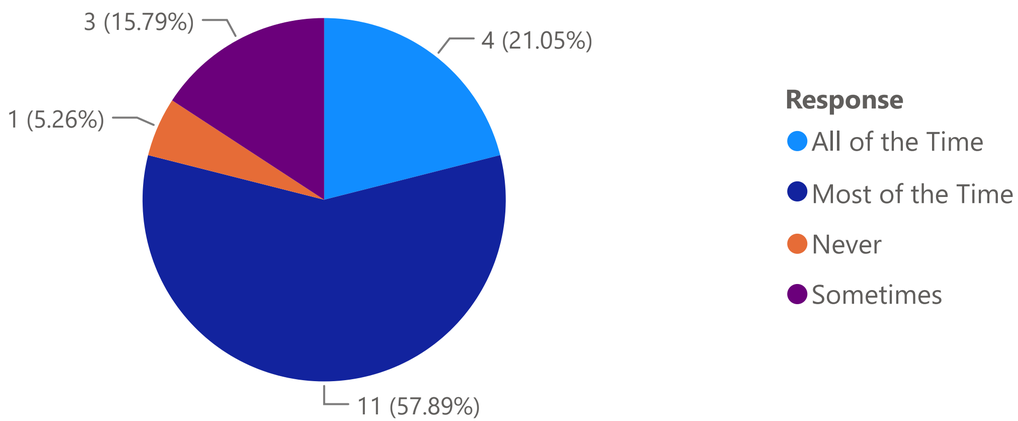
Provincial Assessments



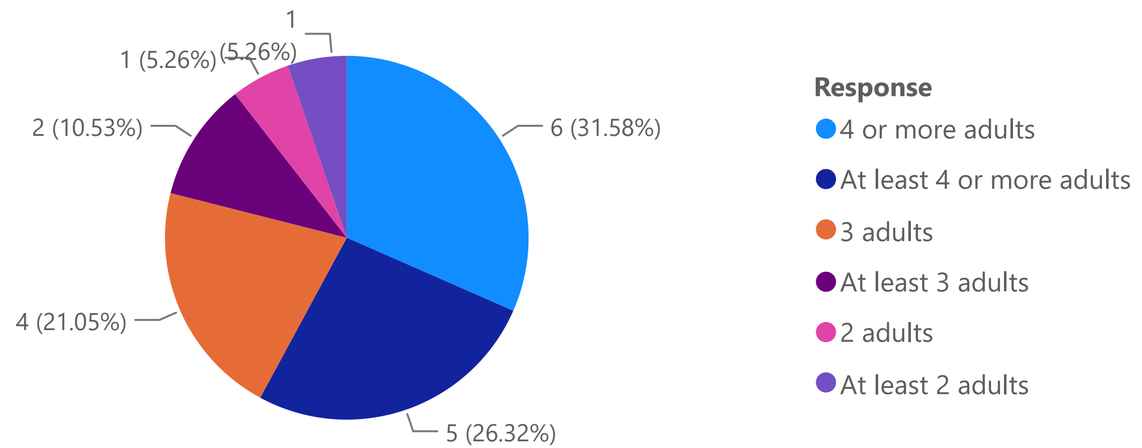
School

Tatla Lake Elem-Jr Secondary

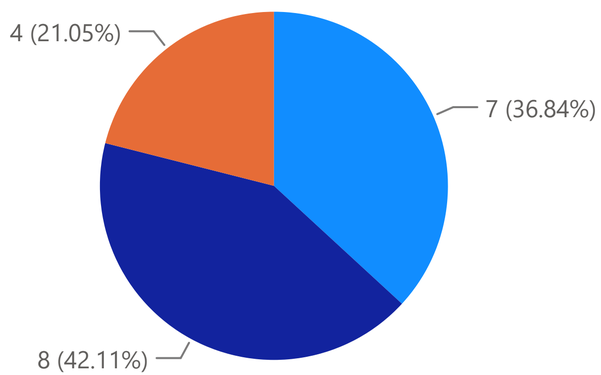
Sense of Belonging



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%**	

Cariboo-Chilcotin School District

School Plan for Student Success

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.