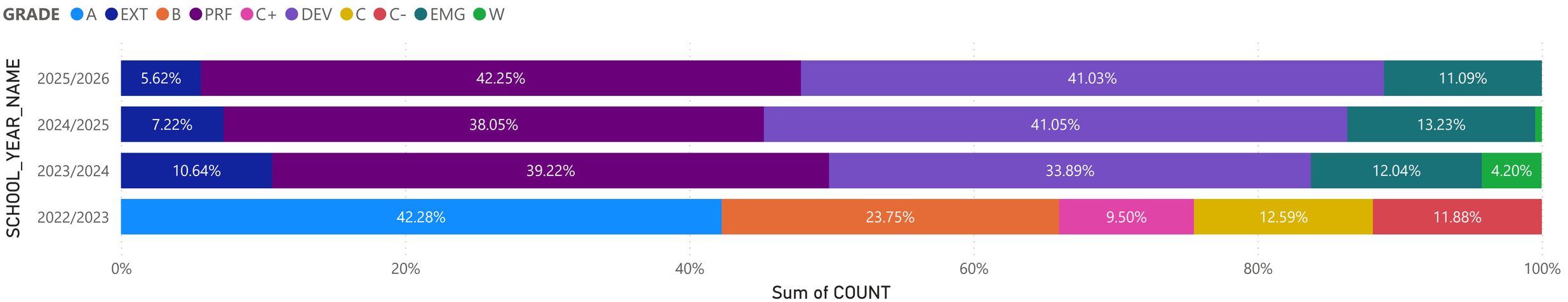
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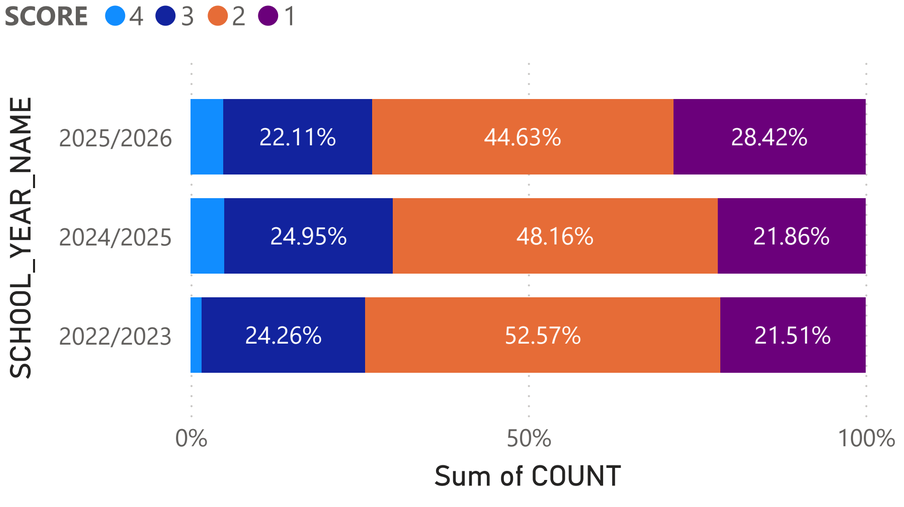
Columneetza Junior Secondary

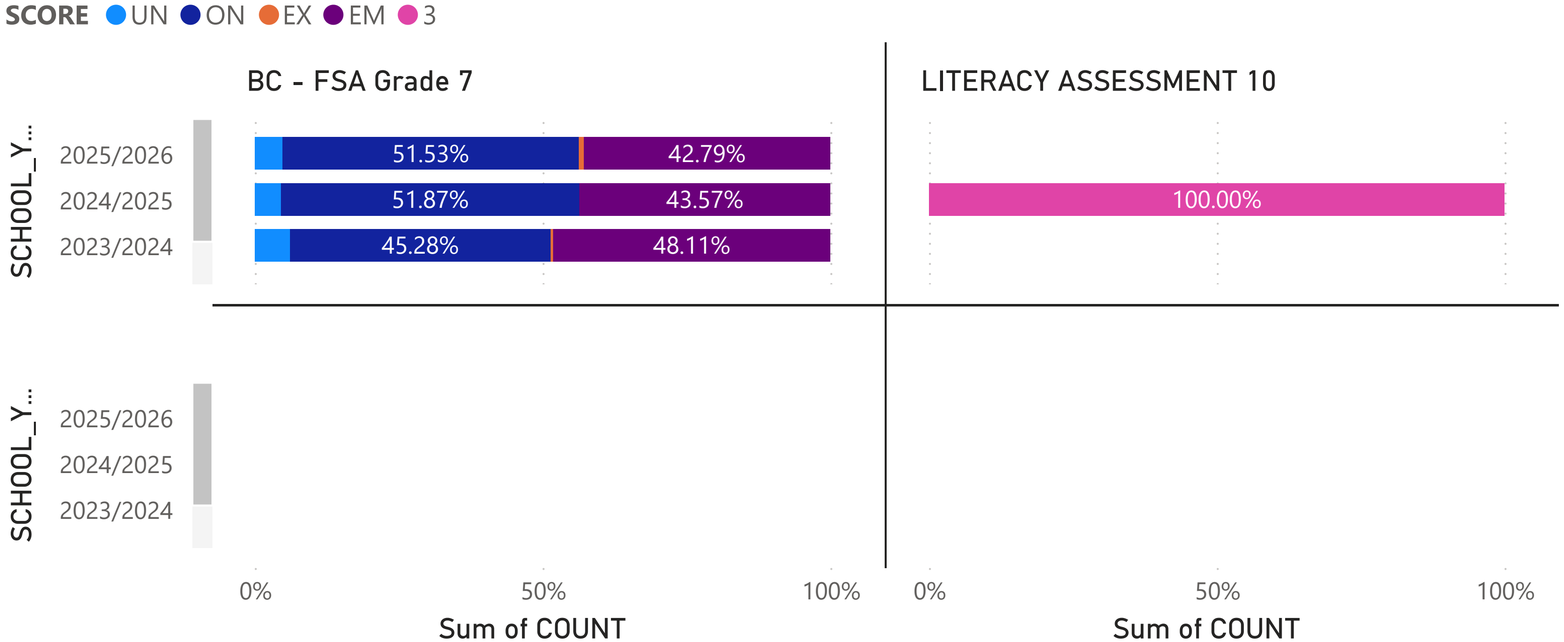
Course Marks



Provincial Assessments

EPRA / DART

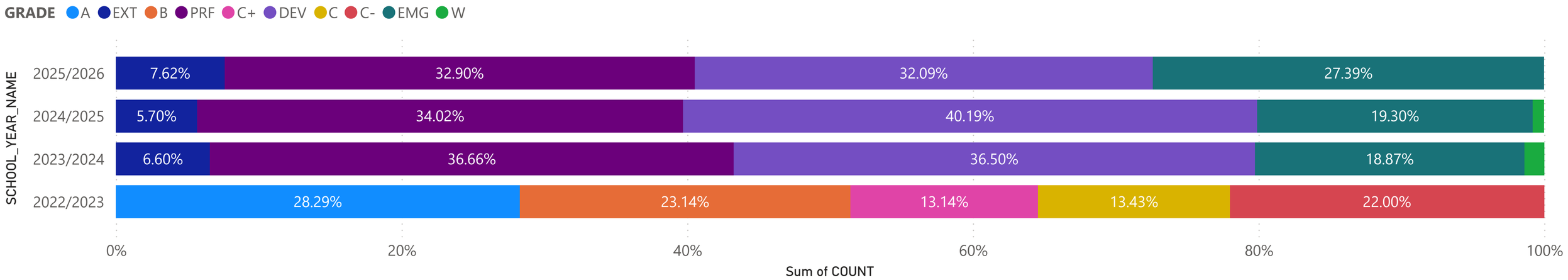




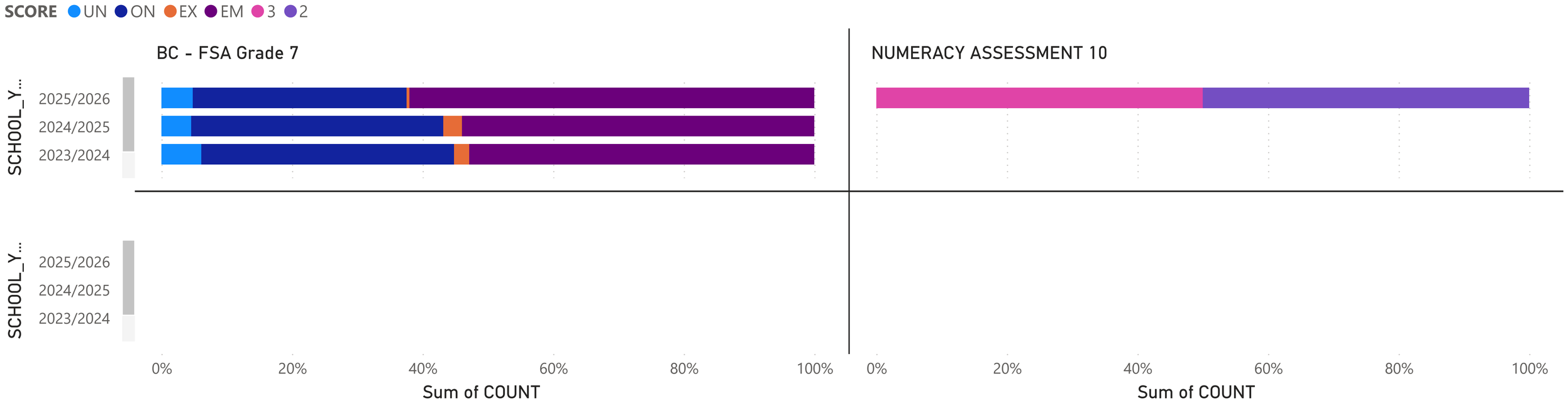
School

Columneetza Junior Secondary

Course Marks



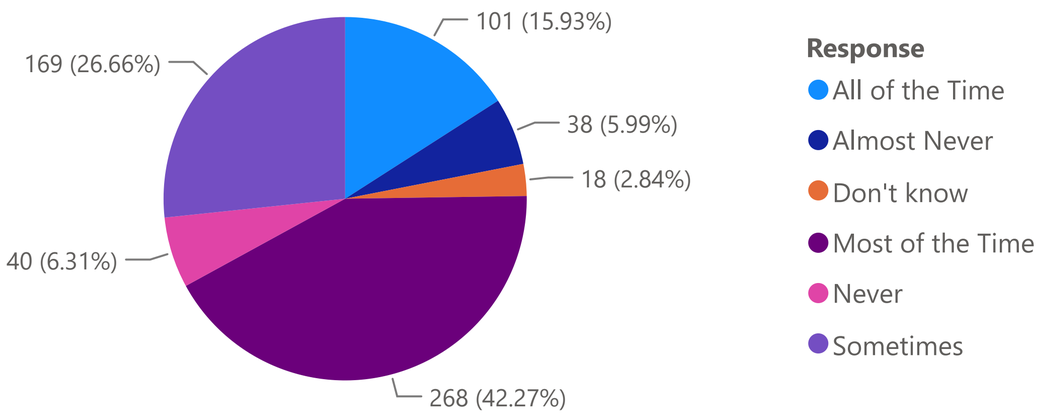
Provincial Assessments



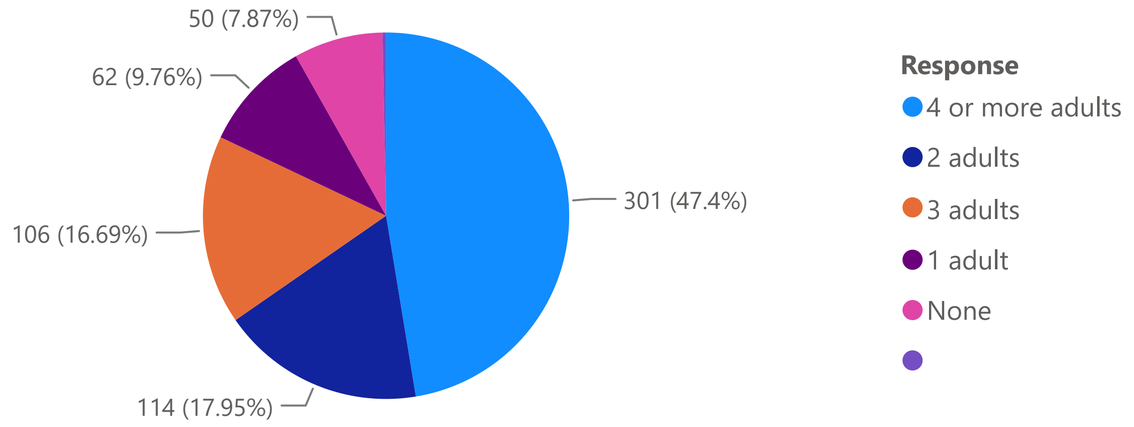
School

Columneetza Junior Secondary

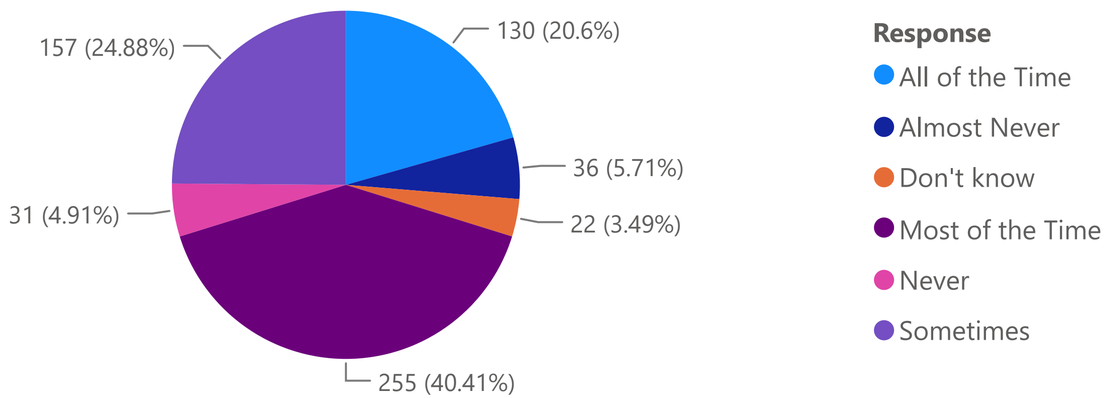
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	37%	<80
2025/2026	38%	80+
2025/2026	25%	90+
2024/2025	37%	<80
2024/2025	37%	80+
2024/2025	26%	90+
2023/2024	38%	<80
2023/2024	35%	80+
2023/2024	27%	90+
Total	**100%**	

Cariboo-Chilcotin School District

School Plan for Student Success

School: Columneetza Junior Secondary

School Year: 2026/2027

Literacy Results Analysis

Using grade 7 scores as a starting point for our analysis, approximately only half of all students are on track in two or more measures of literacy. The current state of literacy achievement is in line with the data collected from the last three years. As such, we are planning for grade-wide early diagnostic and intervention strategies for grade 7 students. Our hope is that this intensive work will improve literacy outcomes this year and build capacity for grade 8 and beyond.

Literacy Successes or Growth

The school has established a strong foundation for literacy improvement through the development of collaborative structures, common assessment practices, and teacher leadership. Literacy teacher leaders have been identified to support professional learning and implementation, and a range of evidence-based assessment tools for grade 7 implementation: including resources from University of Florida Literacy Institute (UFLI), the program 6 Minute Solution, San Diego Quick Assessment, (LETRS) Spelling Screener, phonics surveys, and student reader profiles, which have been selected to support instruction. The commitment to collaborative planning and professional learning communities demonstrates a shared responsibility for improving literacy outcomes.

Literacy Areas for Improvement

Further growth is needed in ensuring that all classrooms consistently implement common literacy assessments and interventions, for their grade level and cohort. The school has identified a need to increase the number of students meeting grade-level literacy expectations and to strengthen supports for students identified as not yet on track. Additional attention is also required to ensure that students with significant literacy needs receive individualized goals, intensive interventions, and ongoing monitoring of progress.

Literacy Next Steps/Actions

The next phase of literacy work in our school plan will focus on implementing common literacy assessments and instructional practices across all Grade 7 classrooms, supported through professional learning and collaborative planning. Small-group interventions and co-teaching opportunities with Learning Support Teachers will be provided for students requiring additional assistance. Students identified through early literacy screening as experiencing significant challenges will receive individualized literacy goals, targeted support plans, family communication, and ongoing review through School-Based Team processes and intervention tracking systems.

Numeracy Results Analysis

A clear pattern in the numeracy assessment data shows that the more students are not on track for numeracy compared to their peers who are experiencing academic success and proficiency in numeracy. The school recognizes the importance of consistent teaching practices and common assessment measures to improve student outcomes and accurately identify learning needs. While a common assessment has not yet been applied, we can rely on the accuracy of the past results data as measured by other assessments and instructional feedback. Teachers met with a numeracy consultant in the spring to plan for potential interventions this school year.

Numeracy Successes or Growth

A significant strength within the numeracy plan is the development of the "Pulling Together: An Essential Math Framework for Grade 7 Classrooms," co-developed to provide a consistent structure for mathematics instruction. The plan includes strong professional learning opportunities, collaborative teacher support, common assessment tools, and ongoing monitoring of student growth. The use of classroom walkthroughs, professional learning communities, and co-teaching models reflects a commitment to building collective teacher efficacy and ensuring high-quality instruction.

Numeracy Areas for Improvement

The school has identified the need to increase the number of students who are achieving grade-level numeracy expectations and to strengthen supports for students who are not yet

on track. There is also a need to provide clear learning goals and intervention plans for students identified through early numeracy screenings as requiring significant support. Continued monitoring of instructional consistency and implementation across classrooms remains an important area for development.

Numeracy Next Steps/Actions

Next steps include implementing the common daily math lesson structure in every Grade 7 classroom and continuing professional learning to support effective delivery. Teachers will use common assessments and classroom data to identify students requiring intervention and provide targeted small-group instruction and co-teaching support. Students identified through early screening as having significant numeracy challenges will receive individualized learning goals, documented interventions, family engagement, and ongoing monitoring through School-Based Team processes and learning support structures.

Human & Social Results Analysis

For the past three years, attendance rates have been consistent. The rates reflect about 37% of the population attending less than 80% of the time, around 38% attending between 80-90%, and 25% attending 90% or more. We remain focused on improving attendance, particularly with focus on engagement, belonging, and inclusive learning environments. The school identifies attendance as a foundational factor influencing academic achievement, engagement, and positive behaviour. Building stronger student connections through relationship-based approaches, family partnerships, and inclusive practices is intended to support improved attendance and a greater sense of belonging for all students, particularly priority learners who may experience systemic barriers. We had a good completion rate this spring with student self-assessment surveys (90%). In the survey results, less that 6% of students don't feel like they belong or feel welcome. Less than 7% of students can't name a grown-up who cares. This indicates that while chronic absenteeism is high, it's not necessarily tied to indicators of belonging, feeling welcome or feeling cared for. So why aren't some students attending and what can we do to keep them at school?

Human & Social Successes or Growth

The school has established a comprehensive framework that combines attendance supports, inclusive education practices, and relationship-building strategies. The introduction , attendance recognition programs, proactive communication with families, and collaboration with Indigenous education partners represent key strengths. The commitment to Universal Design for Learning, assistive technology, visual schedules, and professional learning focused on inclusive practices further strengthens the school's ability to support diverse learners and foster belonging.

Human & Social Areas for Improvement

The school has identified the need to improve overall attendance rates, particularly among students experiencing chronic absenteeism. Using the metric of 90%+ days of attendance; 75% of Columneetza students are considered chronically absent. Continued growth is also needed in building consistent inclusive practices across all classrooms and strengthening staff confidence in Universal Design for Learning approaches. Additional focus is required to ensure that students requiring intensive attendance or behavioural supports receive coordinated interventions and ongoing monitoring.

Human & Social Next Steps/Actions

The school will continue implementing attendance initiatives to increase student engagement and improve attendance rates. Staff will proactively communicate with students and families regarding the importance of attendance and provide targeted interventions for students who are at risk of chronic absenteeism. Inclusive education efforts will focus on ensuring all classrooms utilize visual schedules and assistive technology where appropriate, while professional learning communities and coaching opportunities will support staff in strengthening Universal Design for Learning practices. Ongoing monitoring through attendance data, student voice, School-Based Team processes, and classroom observations will guide continuous improvement throughout the school year.