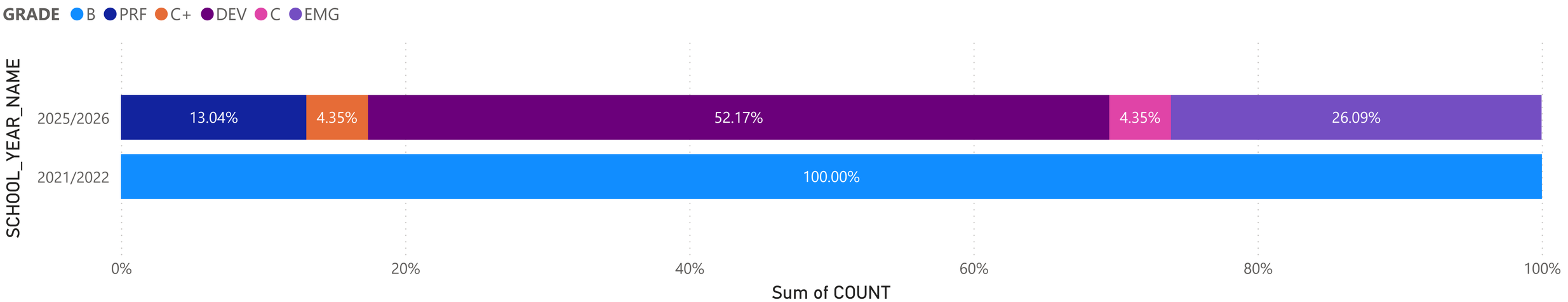
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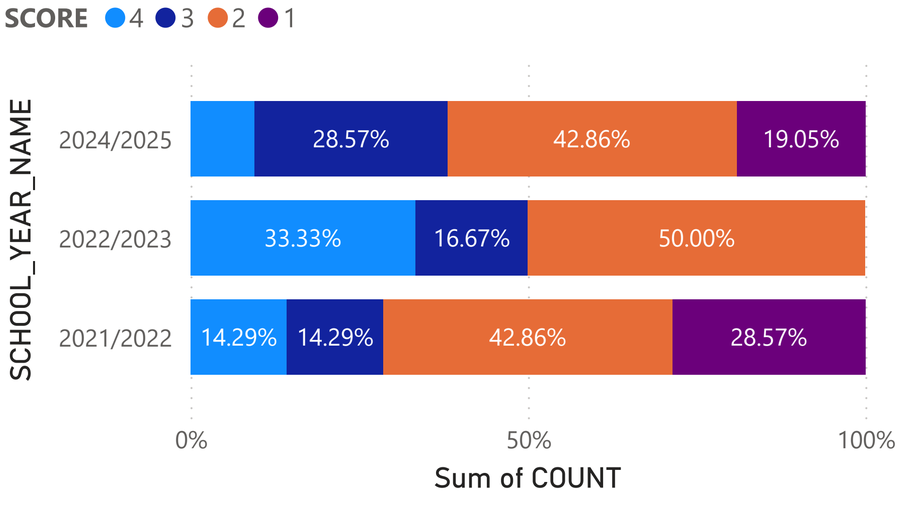
Naghtaneqed Elem-Jr Secondary

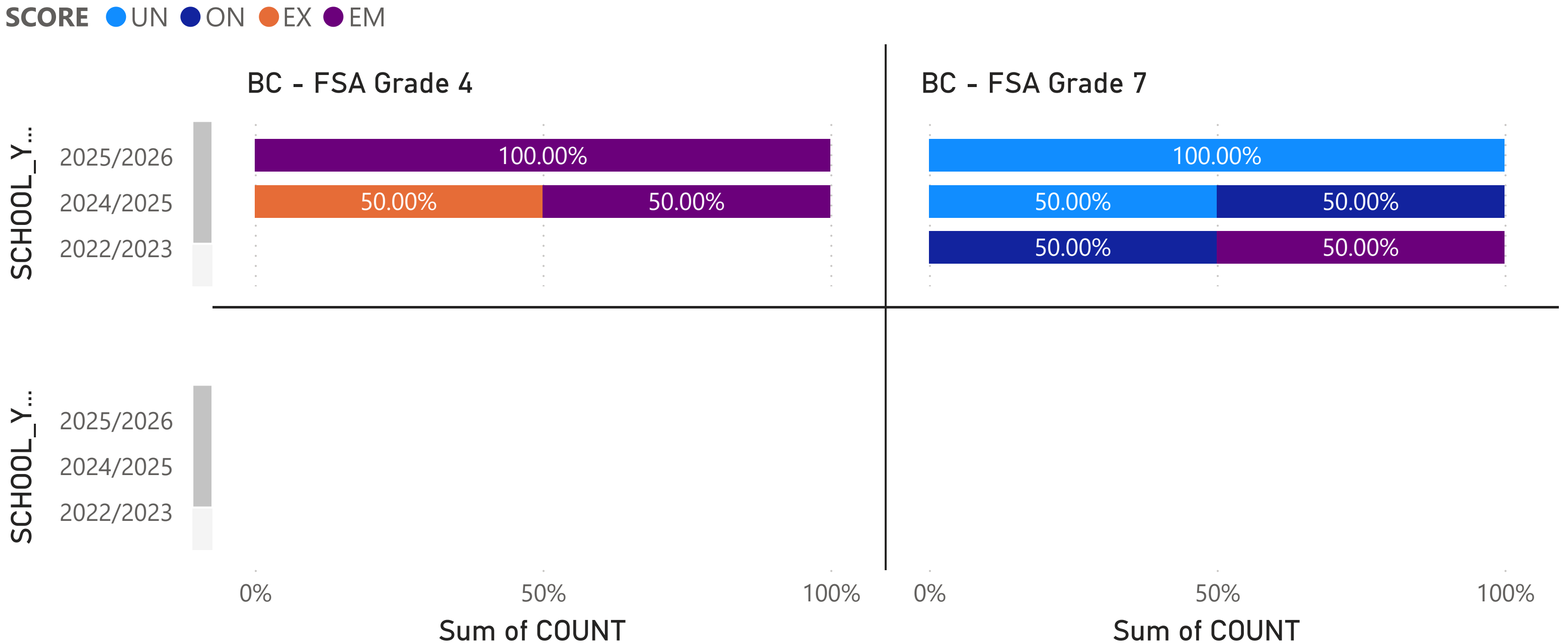
Course Marks



Provincial Assessments

EPRA / DART

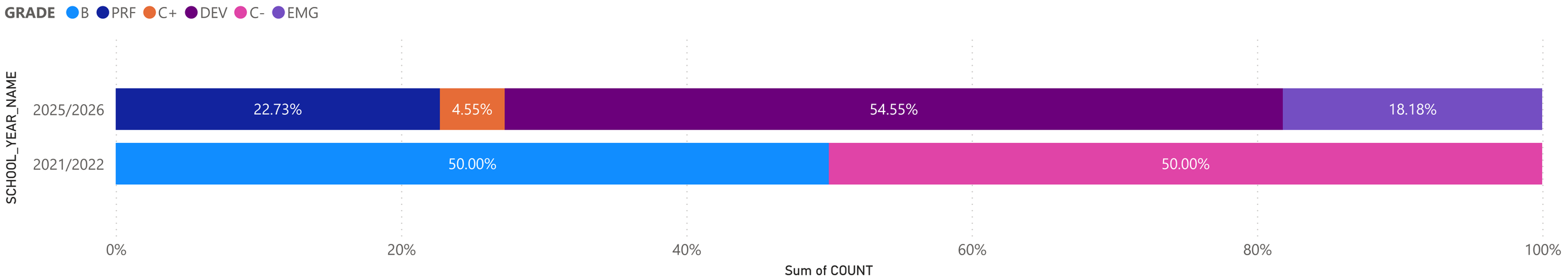




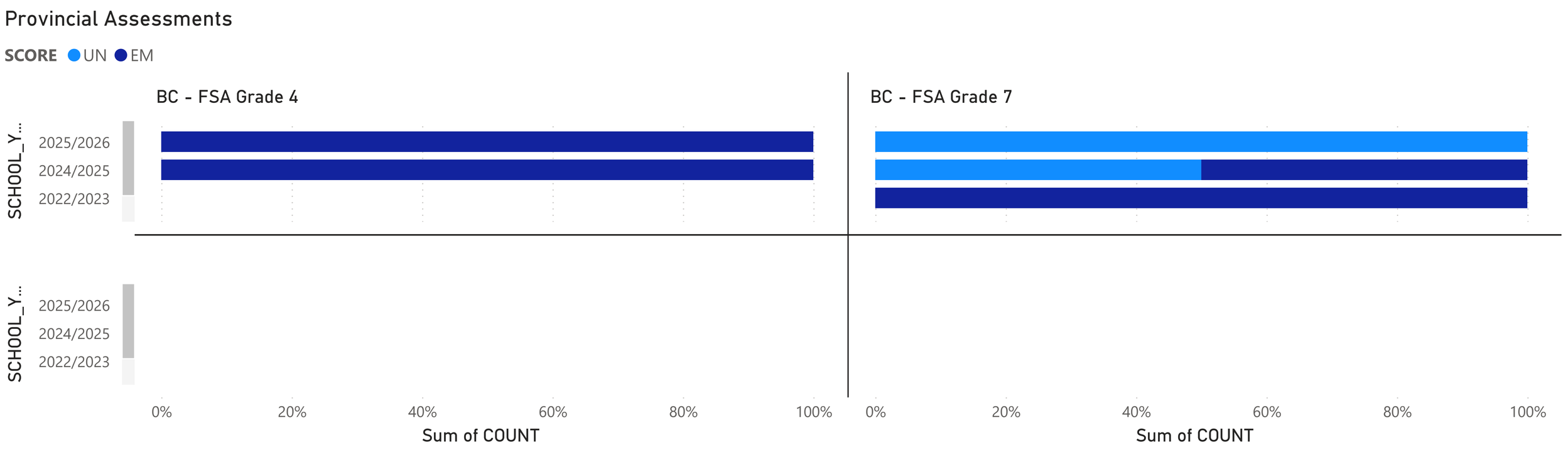
School

Naghtaneqed Elem-Jr Secondary

Course Marks



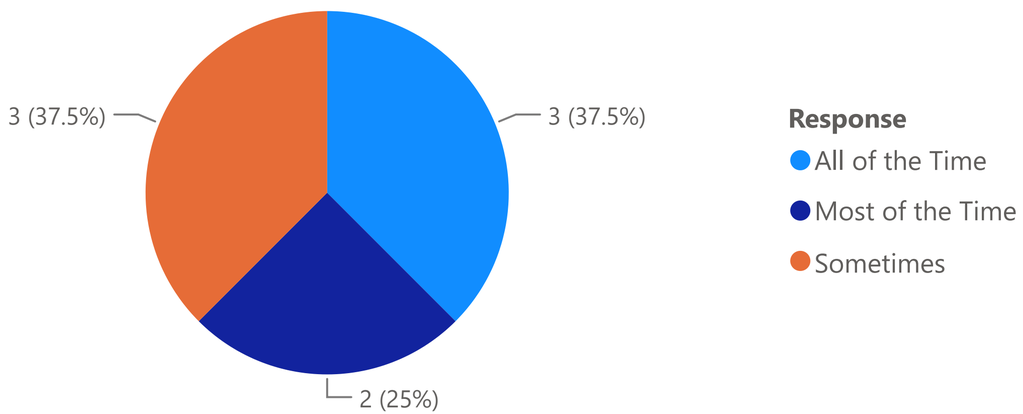
Provincial Assessments



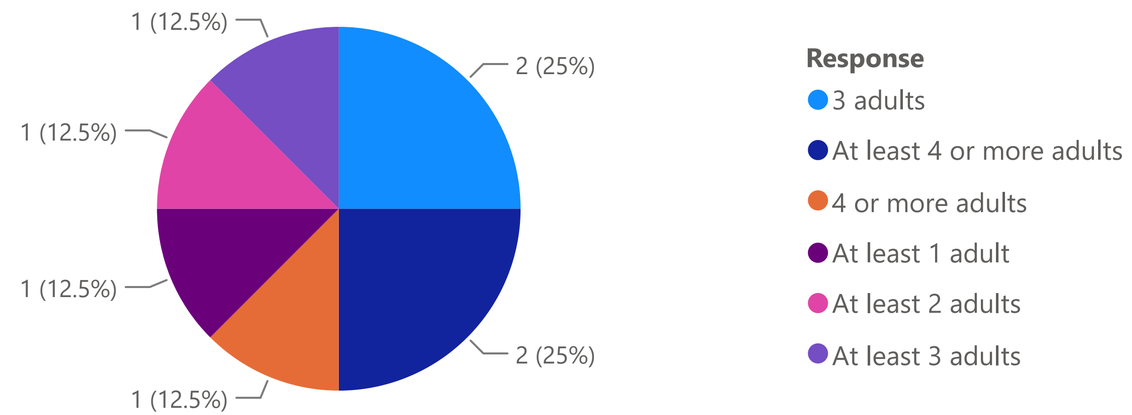
School

Naghtaneqed Elem-Jr Secondary

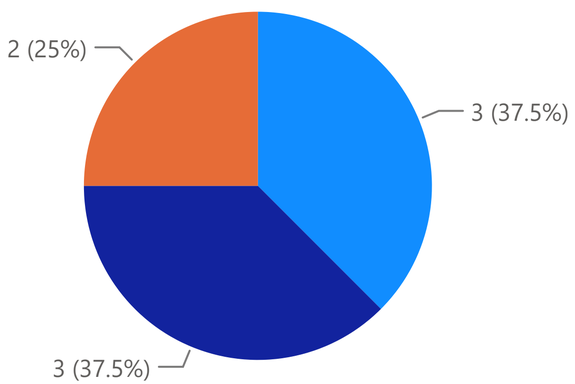
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	4%	<80
2025/2026	4%	80+
2025/2026	92%	90+
2024/2025	44%	80+
2024/2025	56%	90+
2023/2024	27%	80+
2023/2024	73%	90+
2022/2023	27%	<80
2022/2023	55%	80+
Total	**100%**	

Cariboo-Chilcotin School District

School Plan for Student Success

School: Naghtaneqed Elem-Jr Secondary

School Year: 2026/2027

Literacy Results Analysis

26% of students Emerging, 52% of students Developing, 13% emerging, 9% other on their course marks. On the Foundational Skills Assessment (FSA) the results are very small as there is are very few students who write the FSA. Last year These results demonstrate that while many students are making progress, the majority continue to require targeted support to develop the foundational reading, writing, and language skills necessary for long-term success.

Literacy Successes or Growth

Over the past year, the school has prioritized evidence-informed literacy instruction through the implementation of the University of Florida Literacy Institute (UFLI) Foundations phonics program in the primary classroom. This structured literacy approach provides explicit, systematic instruction in phonemic awareness, phonics, decoding, encoding, and high-frequency word recognition. Staff have implemented consistent daily lessons, allowing students to build strong foundational literacy skills through repeated practice, ongoing assessment, and timely intervention. Our school has established strong literacy practices that are positively impacting student learning. Formative assessment is used consistently to guide instruction, helping teachers identify student needs and set clear learning goals. In the primary grades, students participate in daily University of Florida Literacy Institute (UFLI) Foundations lessons, providing explicit and systematic instruction in phonemic awareness, phonics, decoding, and spelling. In the intermediate grades, literacy instruction has focused on direct, explicit instruction in reading comprehension, vocabulary development, writing, and oral language. Students receive targeted support through guided practice, small-group instruction, conferencing, and differentiated learning opportunities designed to meet individual needs. Instruction emphasizes comprehension strategies, reading fluency, written communication, and the gradual release of responsibility, enabling students to become increasingly independent readers and writers. Comparing the school wide write data from September 2025 and May 2026 there was clear evidence of improvement in written communication.

Literacy Areas for Improvement

Across the school, teachers provide direct instruction in reading comprehension and writing through whole-class lessons, small-group support, and daily opportunities to develop writing skills using modelled and guided practice. These evidence-based practices are strengthening foundational literacy skills and supporting student growth across all grade levels. Moving forward, the school will continue to refine instructional practices by using assessment data to guide interventions, strengthening collaboration among staff, and ensuring all students receive timely, responsive literacy support. Continued implementation of structured literacy in the primary grades and explicit literacy instruction in the intermediate grades will remain key strategies as the school works toward increasing the number of students achieving proficiency.

Literacy Next Steps/Actions

All students in grades K to 10 will work on developing their word skills through playing various games and word activities through a buddy program between the primary and intermediate classrooms Grade 2-7: Improve writing skills and output for all students--writing stories with more detail, create a writing portfolio. Grades K-1: Recognize letters, letter sounds, and beginning sight words at a grade appropriate level. Progress through the University of Florida Literacy Institute (UFLI) lessons 1-30

Numeracy Results Analysis

Students at Naghtaneqed Elementary–Jr. Secondary are making steady progress in numeracy, with many students demonstrating growth along the provincial proficiency scale . Small class sizes allow for individualized instruction, targeted intervention, and ongoing formative assessment to support student learning. Staff have focused on explicit instruction in number sense, computational fluency, and problem-solving strategies across all grade levels. Students are encouraged to explain their mathematical thinking using multiple strategies and to apply their learning to authentic, real-world contexts. Moving forward, the school will continue to strengthen foundational numeracy skills while increasing opportunities for hands-on, inquiry-based learning that reflects students' lived experiences and the First Peoples Principles of Learning. Using assessment data to guide instruction and intervention will remain a priority as we work to improve confidence,

fluency, and mathematical reasoning for all learners. Our course marks last year in math were 15% Emerging, 57% Developing, 24% Proficient, 4% other, in relation to past data this has shown improvements across all grades in numeracy. Results from the Foundational Skills Assessments may not be reflective of the students capabilities as there is a very small population that wrote the FSA

Numeracy Successes or Growth

While many of our students are demonstrating growth in numeracy, some learners who continue to be emerging may be impacted by inconsistent attendance. As a staff, we will continue to promote regular attendance and work collaboratively with families to support student engagement across all grade levels. Teachers will continue to implement effective, research-informed instructional strategies introduced through professional learning opportunities (Pro-D). These include the use of anchor charts, concrete manipulatives, number lines, math games, visual models, technology such as IXL, and appropriate use of calculators to support conceptual understanding. In the elementary grades, students will continue to engage in songs, games, storytelling, and cross-curricular numeracy experiences through subjects such as Art and Science. Staff will also continue to explore new strategies and engaging learning opportunities that strengthen mathematical thinking and problem-solving, particularly for intermediate and secondary students.

Numeracy Areas for Improvement

Areas for continued growth include strengthening number sense and computational fluency, while helping students apply these foundational skills to increasingly complex mathematical tasks. Continued focus will be placed on developing flexible problem-solving strategies, deepening conceptual understanding, and building student confidence in explaining and justifying their mathematical thinking. Staff will also continue to use formative assessment to provide targeted instruction and meaningful learning experiences that connect mathematics to real-world and culturally relevant contexts.

Numeracy Next Steps/Actions

Naghtaneqed Elementary–Jr. Secondary will continue to strengthen numeracy by targeted individualized instruction by building students' number sense, computational fluency, and mathematical reasoning across all grade levels. Staff will use ongoing formative

assessment to guide instruction, monitor student progress, and provide targeted interventions for learners requiring additional support. Teachers will continue to incorporate hands-on learning, visual representations, and culturally relevant, real-world mathematical experiences that reflect students' community and lived experiences. Through collaborative planning and consistent instructional practices, we will support students in developing confidence, flexibility, and independence as mathematical thinkers. Furthermore this year and the following years we will be implementing the Coast Mountain Numeracy Assessments over all primary and intermediate grades to more accurately track student progress.

Human & Social Results Analysis

Naghtaneqed Elementary–Jr. Secondary benefits from a small school community where strong, caring relationships are at the heart of student success. The close connections between staff and students create a welcoming environment where students are well known, supported, and valued as individuals. Staff are able to respond quickly to students' academic, social, and emotional needs, fostering a culture of trust, respect, and belonging. The school's small population also provides opportunities for multi-age collaboration, individualized support, and meaningful interactions across grade levels. Students regularly participate in school-wide activities, cultural events, land-based learning, and community celebrations that strengthen relationships and reinforce a shared sense of identity and belonging. These strong connections with families, Elders, and community members continue to contribute to a positive and inclusive school culture where students feel safe, respected, and encouraged to succeed.

Human & Social Successes or Growth

Naghtaneqed Elementary–Jr. Secondary has a strong sense of community where students are known, valued, and supported by all staff. Our small school population allows staff to build meaningful relationships with each student, creating a safe and welcoming learning environment. Strong connections with families, Elders, and community members help foster a sense of identity, belonging, and cultural pride.

Human & Social Areas for Improvement

Sense of Belonging : The data for 2025-2026 indicates that 37.5% of our students have a sense of belonging, 25% of our students mostly feel that they belong, 37.5% of students feel a sense of belonging sometimes.

Human & Social Next Steps/Actions

Expand universal opportunities for collaborative learning, extracurricular activities, and community events that encourage inclusion and positive peer connections. Continue to use student voice (Universal) and school climate data to identify areas of need and guide targeted initiatives that promote student well-being, belonging, and engagement. Continue to strengthen students' sense of belonging by fostering positive, trusting relationships between students, staff, families, and the community. Increase opportunities for student voice and leadership so students feel valued and connected to their school.