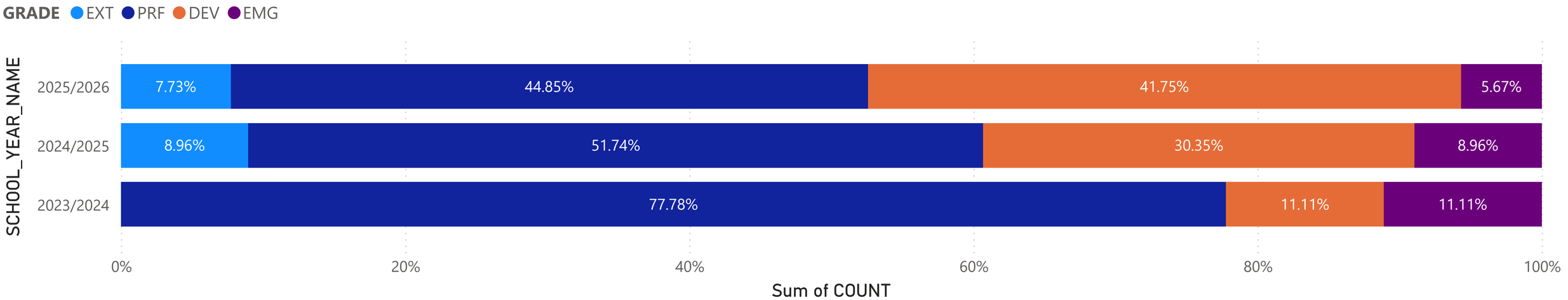
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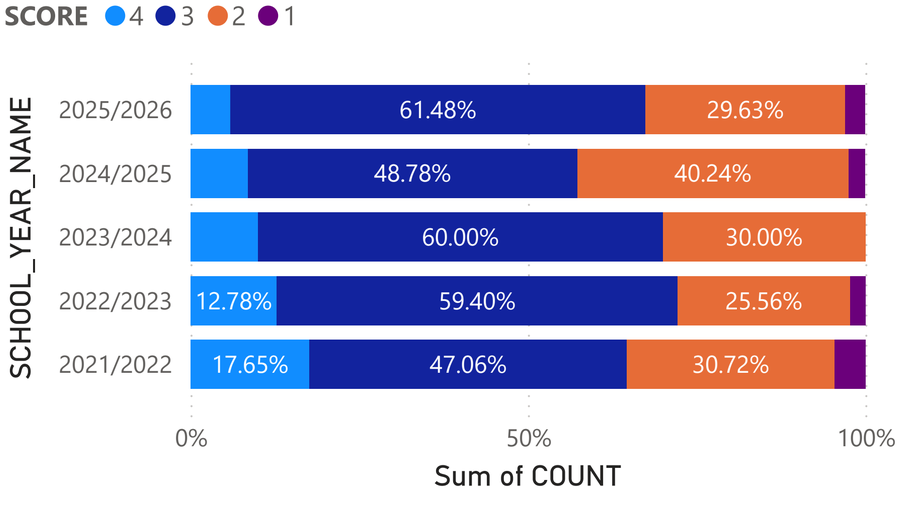
Horse Lake Elementary

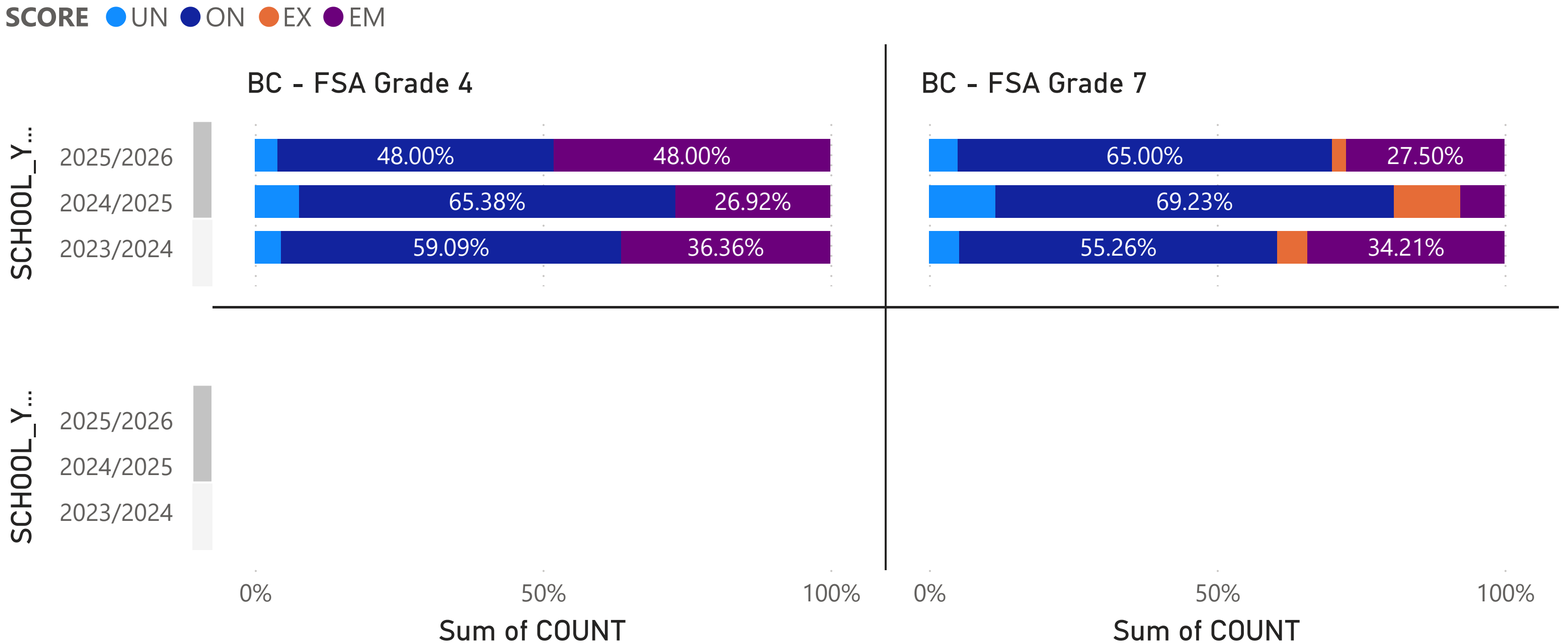
Course Marks



Provincial Assessments

EPRA / DART

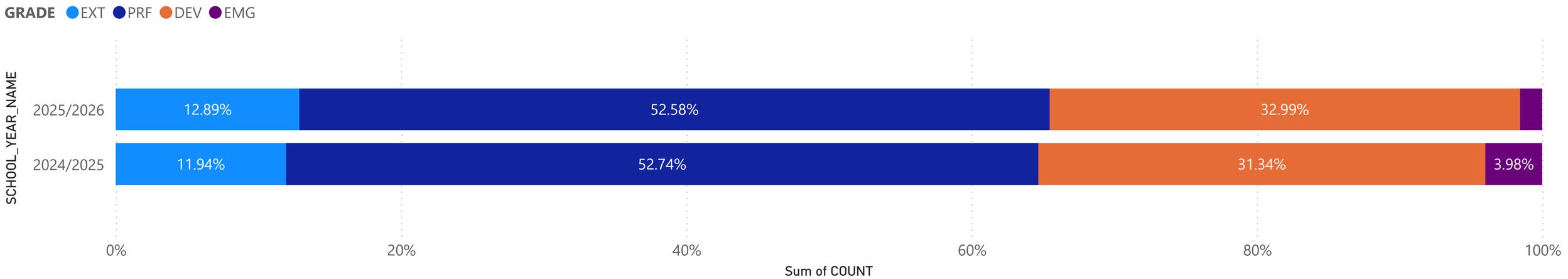




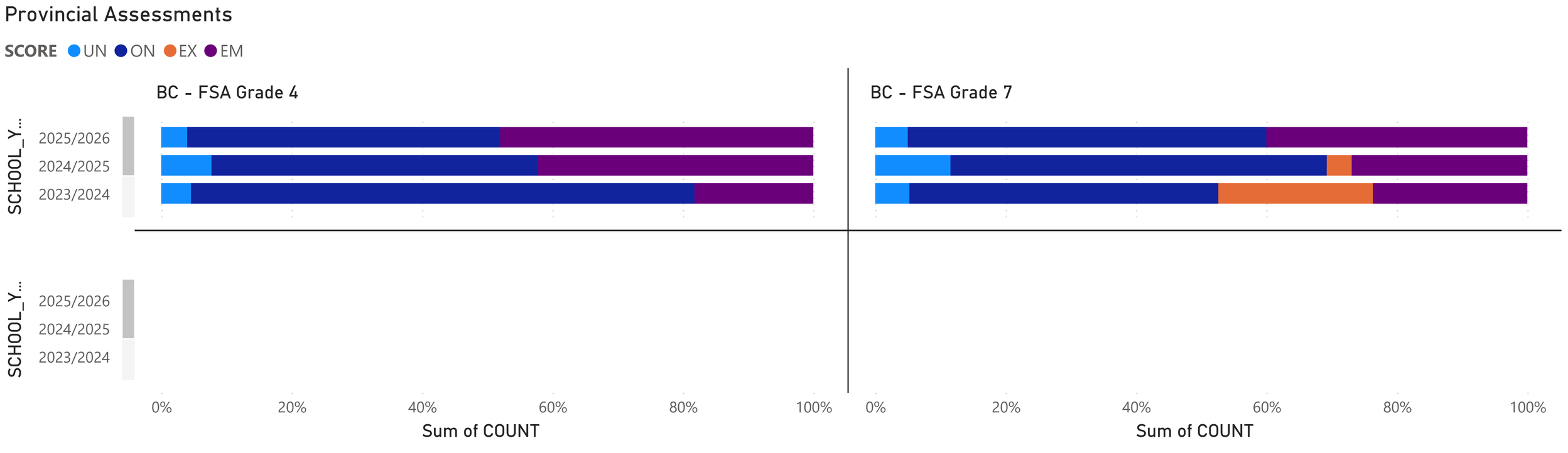
School

Horse Lake Elementary

Course Marks



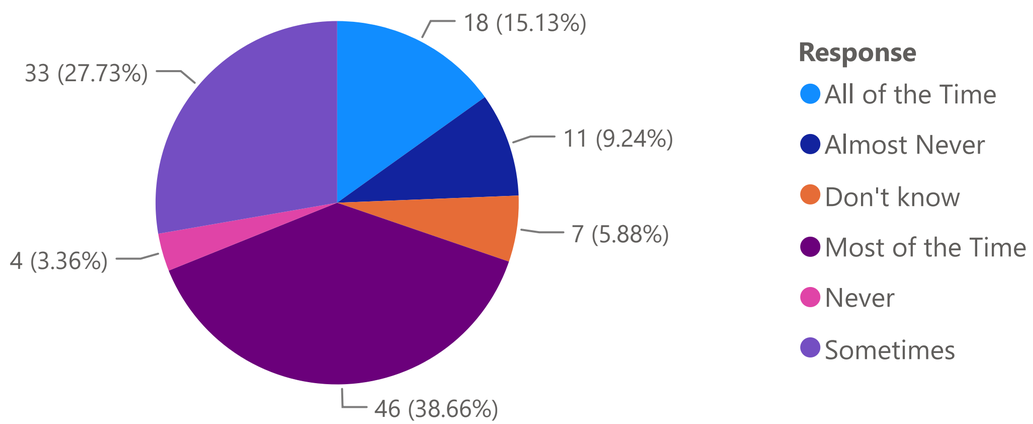
Provincial Assessments



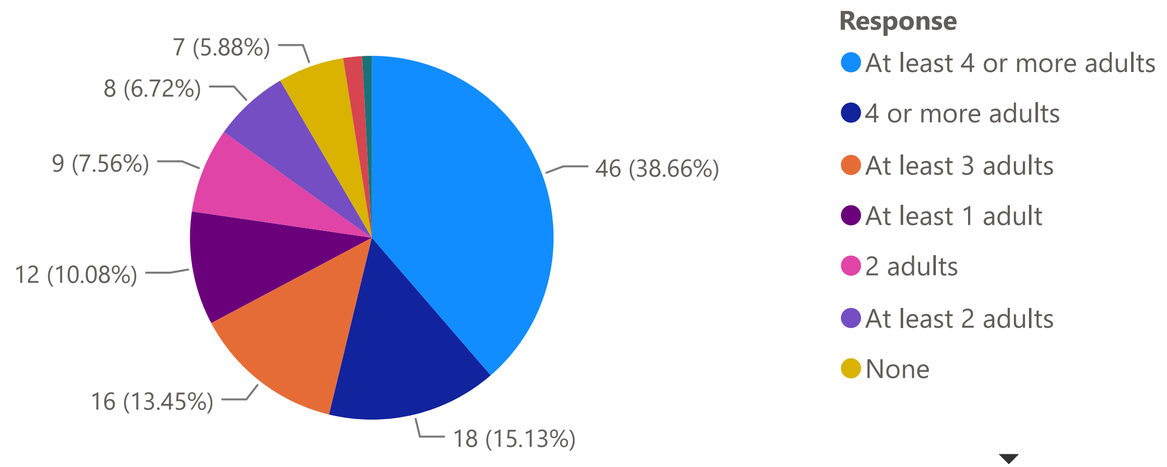
School

Horse Lake Elementary

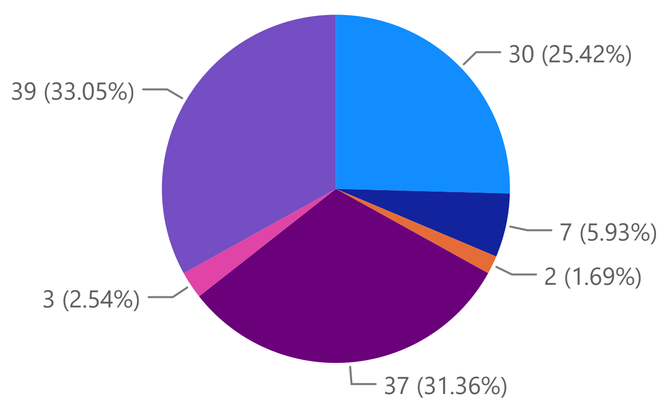
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	21%	<80
2025/2026	48%	80+
2025/2026	31%	90+
2024/2025	19%	<80
2024/2025	41%	80+
2024/2025	40%	90+
2023/2024	15%	<80
2023/2024	39%	80+
2023/2024	47%	90+
Total	**100%**	

Cariboo-Chilcotin School District

School Plan for Student Success

School: Horse Lake Elementary

School Year: 2026/2027

Literacy Results Analysis

District Assessment of Reading Team (DART) and Early Primary Reading Assessment (EPRA) assessments have produced fairly consistent results over the past five years, without significant improvement being realized. FSA results improved for our grade 7s but declined for our grade 4s. School course marks for English Language Arts showed a slight decline for those proficient or extending, but also fewer students were emerging.

Literacy Successes or Growth

Improvement for struggling students using University of Florida Literacy Institute (UFLI) approaches resulting in fewer emerging readers. Better Intermediate collaboration on strategies. The district learning opportunities have had a positive impact on our staff and we have been successful in hosting presenters for in-class professional development including Bryan Gidinski. These opportunities for staff have produced hands-on alternatives to the regular instruction our students receive and help divergent learners to have a better understanding of the concepts.

Literacy Areas for Improvement

Improve the number and percentage of Indigenous and Non-Indigenous students in grades K-7 to the level of proficient or extending expectations in Literacy. We will undertake a school-wide focus on literacy instruction.

Literacy Next Steps/Actions

• Actions for Enhancing Student Learning and Experience Universal: School wide focus on literacy instruction. Targeted: Supplemental reading support (teacher, Education Assistant (EA), Learning Support Teacher (LST) for targeted students.) Targeted: Small intermediate groups for UFLI sessions with LST. Universal: Continue to offer structured grade level

reading opportunities. Universal: Engage staff in the district Learning Series, both through Professional Development opportunities, and by bringing in consultants to work with staff. Universal: Provide new staff with an opportunity to work with Bryan Gidinski on subsequent Professional Development Days in the preparation and delivery of literacy strategies for identifying key facts and producing outlines. Universal: Provide new Primary Teaching staff and our new LST a copy of the UFLI manual and work toward having a Primary Literacy group within the school. Universal: Intermediate staff meet to discuss common literacy strategies and approaches/shared resources. Targeted: Speech and Language to provide classroom teachers and parents materials to improve oral language for speech and language related literacy concerns. Targeted: LST to PM Benchmark students unable to access Oral Reading Fluency assessment (ORF) or Maze comprehension assessment at grade level. • Actions for Enhancing Staff Capacity & Learning Universal: Whole staff review of best practices and reading assessments in staff meetings. Universal: Development of a rubric for consistent assessment of EPRA and DART Universal: Implementation of the Oral Reading Fluency (ORF) and Maze Comprehension with additional training from lead district literacy teacher for intermediate teachers. Universal: Promotion of Professional Development Activities to increase teacher capacity. Universal: Mentorship opportunities for new teachers. Universal: Encourage collaborative marking for EPRA, DART, and SWW. Universal: Undertake a school wide write in the fall and again in the spring. Universal: Comparison of FSA results and school data with an exploration of any discrepancies or inconsistencies. Universal: Encourage staff to mark FSA booklets in the fall session Universal: Support interested staff to pursue the new Triad strategy for early literacy using Changing Results funding.

Numeracy Results Analysis

There has been a general decline in classroom marks over the past three years, especially in the intermediate grades. The Foundation Skills Assessment (FSA) shows similar results in students on track in grades 4 and 7 as previous years with no notable changes statistically relevant.

Numeracy Successes or Growth

The involvement of Carole Fullerton in classrooms over the past three years has positively impacted out results, especially in the primary grades. Grade 7 FSA scores are the highest they have been in the last 3 years. The district learning opportunities have had a positive

impact on our staff and we have been successful in hosting presenters for in-class professional development including Carol Fullerton. These opportunities for staff have produced hands-on alternatives to the regular instruction our students receive and help divergent learners to have a better understanding of the concepts.

Numeracy Areas for Improvement

Improve the number and percentage of Indigenous and Non-Indigenous students in grades kindergarten to seven to the level of proficient or extending expectations in numeracy. School-wide focus on numeracy instruction using varied approaches and working with manipulatives.

Numeracy Next Steps/Actions

• Actions for Enhancing Student Learning and Experience Universal/ Targeted/ Intensive - Implementing Carol Fullerton's work with manipulatives in the curriculum Universal: Make use of Assessment for Learning practices to support struggling students with individual, small group or large group interventions. Pilot some of Carole Fullerton's assessments from Coast Mountain School District. Universal: Comparison of FSA results and school data with an exploration of any discrepancies or inconsistencies Universal: Use of outdoor learning environment to enhance numeracy skills where appropriate. Universal: Use of indigenous drumming to enhance math fact fluency. Targeted: Xtramath.org for improving math fact fluency. Targeted: Small math groups receive additional instruction. Intensive: Hands on math for students with additional needs to express their knowledge. • Actions for Enhancing Staff Capacity & Learning Universal: Engage staff in the district learning, both through Professional Development opportunities, and by bringing in consultants to work with staff. Universal: Provide staff with a chance to work with Carole Fullerton in preparing and delivering numeracy strategies by using manipulatives and other hands-on strategies. Universal: Collecting and analyzing information from FSA and report card marks to see if there are specific areas of focus requiring further support, especially for Indigenous students. Universal: Comparison of FSA results and school data with an exploration of any discrepancies or inconsistencies. Universal: Encourage staff to mark FSA booklets in the fall session. Universal: Explore alternate options for numeracy resources in the class, including vertical group workspaces and a variety of manipulatives we have in our resources. Universal: Drumming and numeracy lessons taught to students and measuring the impact this approach has on student attainment and progress. Universal: Collaborative

opportunities for staff to examine successful teaching strategies, including mentorship. Universal: Support interested staff to pursue the new Triad strategy for early numeracy using Changing Results funding.

Human & Social Results Analysis

At Horse Lake, all staff are responsible for working toward our school goals. Further, all Horse Lake staff have a collective responsibility for educating and caring for our students as they move through their journey at our school. As part of our outdoor learning projects, we encompass many First Peoples Principles of Learning and will continue to plan lessons with a placed-based focus. We will offer an increased focus on aboriginal ways of learning and being by featuring a monthly activity modelled after the Aboriginal Seasonal Round calendar. This activity is intended to highlight activities carried out on traditional territories throughout the year and will allow students to compare their own activities throughout these seasons. When surveyed, all but 3% of students stated that at least one adult at school cared about them. An astounding 55% of the students thought that four or more adults at the school cared about them. This shows that the majority of our students feel connected and cared for. In addition, 8% thought two or more adults at school cared about them and 20% thought that three or more adults at school cared about them.

Human & Social Successes or Growth

We have experienced positive results in most of our goal areas. Outdoor learning is a priority. We have amazing school grounds to explore, and the outdoor classroom has been a powerful addition to the school. We have expanded our outdoor learning spaces with the addition of a teepee on the school grounds. We make consistent multi-grade use of the close proximity of the Horse Lake Farm Cooperative to have students expand their learning on the ground. This learning has become more visible and expected by both students and staff. Each class accessed Scout Island learning sessions. Purchasing a class set of snowshoes has allowed more students to participate in exploring our outdoor environment, and we access cross-country ski lessons through the Ski S'Kool with the 100 Mile Nordics. We continue to maximize our usage of Gavin Lake Forest Education programs, participating in the Grade 6 Winter Program and the Grade 4 Spring Program. Our Grade 7s will also finish off their year with a three day stay at Gavin Lake in late June. Our Youth Engagement Worker supported teachers in social emotional lessons the two days a week that she was

at Horse Lake Elementary. This helped students learn more about their emotions, how to manage them, and encouraged good friendship skills.

Human & Social Areas for Improvement

Improve absentee rates with a focus on students with chronic absenteeism. Communicate with parents to monitor absences and collate reasons for absence, while stressing that enhanced attendance will contribute to enhance learning. To improve upon the percentage of students who feel welcome in our school. To improve upon the percentage of students who feel a sense of belonging in our school. Ensure that our First Nations students feel a sense of belonging within the culture fostered at Horse Lake. Support families in need of before and after school, and summer, child-care spaces with our newly approved space.

Human & Social Next Steps/Actions

• Actions for Enhancing Student Learning and Experience Universal: Survey students to identify what approaches make them feel welcome and give them a sense of belonging in our school Targeted: Identify students who have communicated that they don't feel they belong or don't have adults in the school that care for them, and take dedicated action to address it Universal: Continue to promote positive behavior through the Positive Behavior Support system (Horse Bucks) Universal: Continue to offer student engagement opportunities including but not limited to: Student Leadership Group, Library Council, Intramural Programs, Extra-Curricular Sports, Games Club, Winter Carnival, Fun Days, First Nations Lunch Group, and big buddy classes. Universal: Encourage further staff training in the Ten Steps for Trauma Informed Instruction. Targeted: Students receive small group social emotional lessons with LST. Intensive: Students attend counselling with our new school counsellor once a week. Targeted: School Based Team (SBT) meetings for students needing support. • Actions for Enhancing Staff Capacity & Learning Universal: We will review the data from the satisfaction survey to determine deficiencies in our learning environment. Universal: Survey students to determine what impact our focus on outdoor learning has had on sense of belonging, and how it can be enhanced. Universal: Raise awareness among staff of the "Horse Buck" reward program for students. Universal: Increase 'full school' activities, for example 'Think Outside The Box Thursdays' for all students. Universal: Enhance Food Programs within the context of Feeding Futures program. Universal: Feature an aboriginal feast for all students in the spring. Intensive: Identify students that need additional support and provide focused attention, and use

Carol Doherty to liaise with families. Intensive: Identify students that need counselling support and utilize the newly hired south end Counsellor, Kaz Vander Woude.