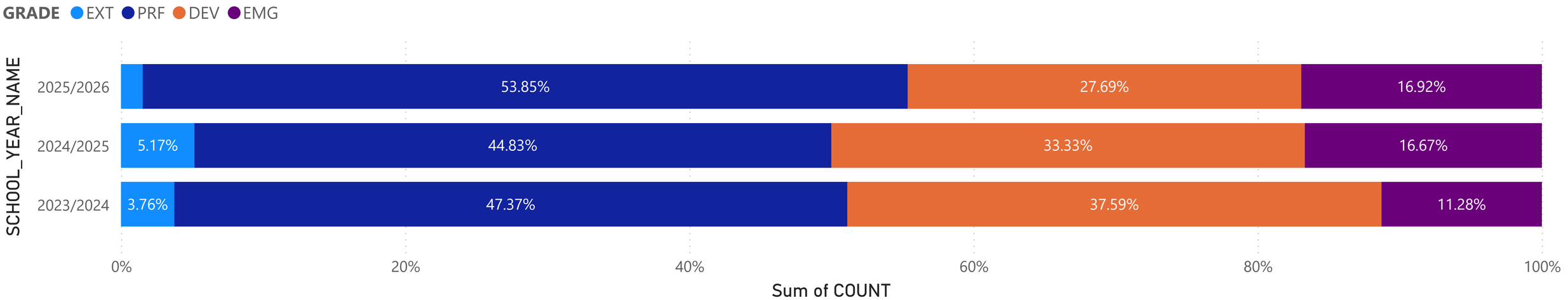
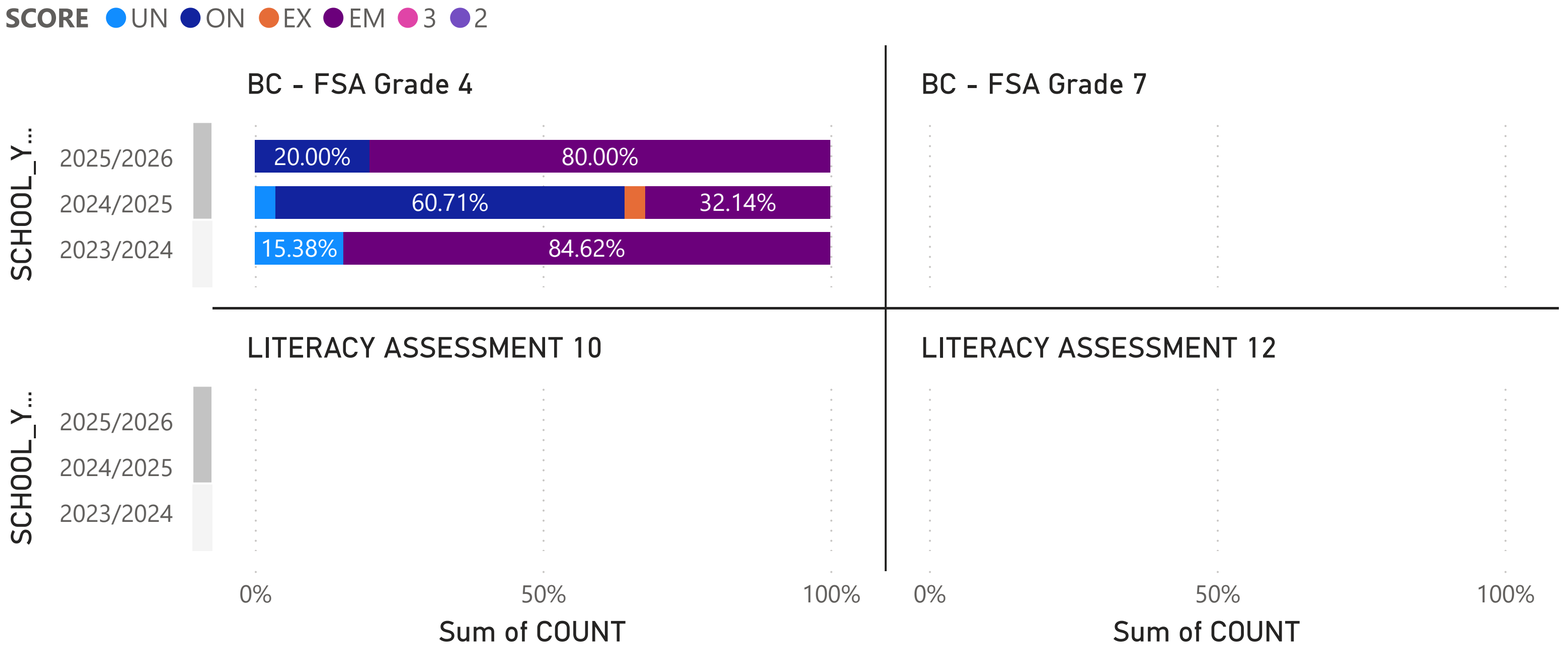
School

Mountview Elementary

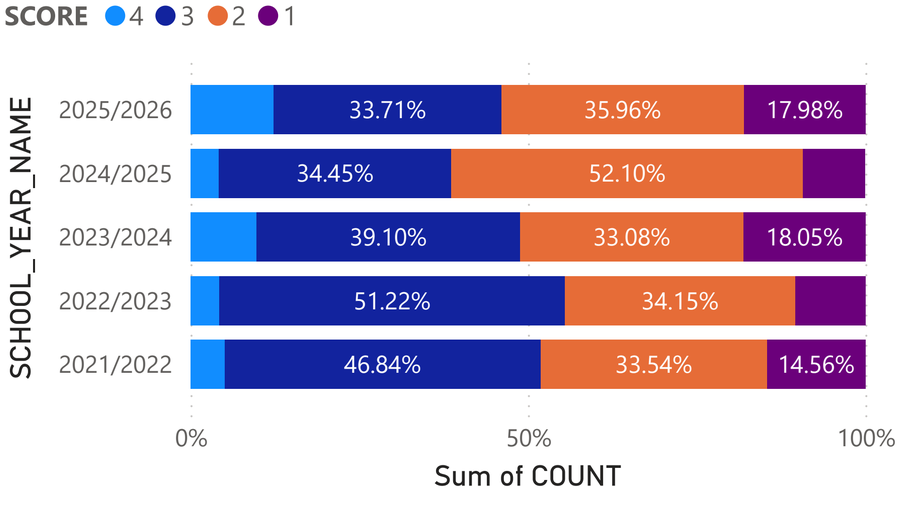
Course Marks



Provincial Assessments



EPRA / DART



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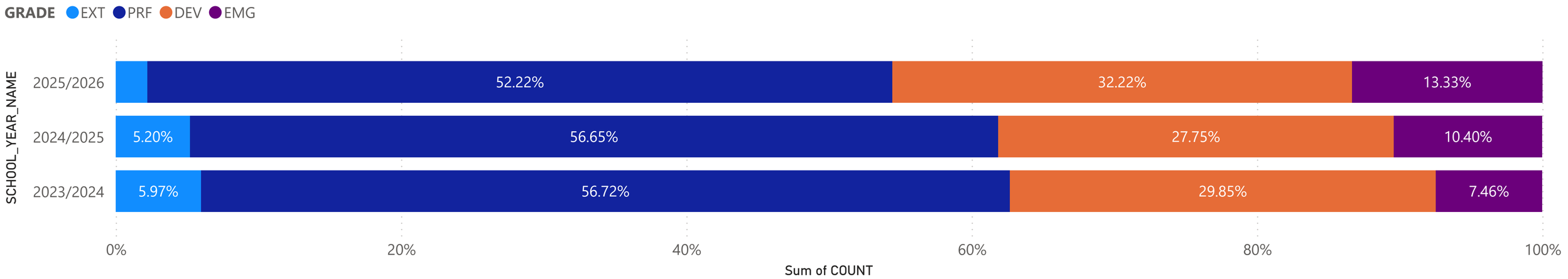

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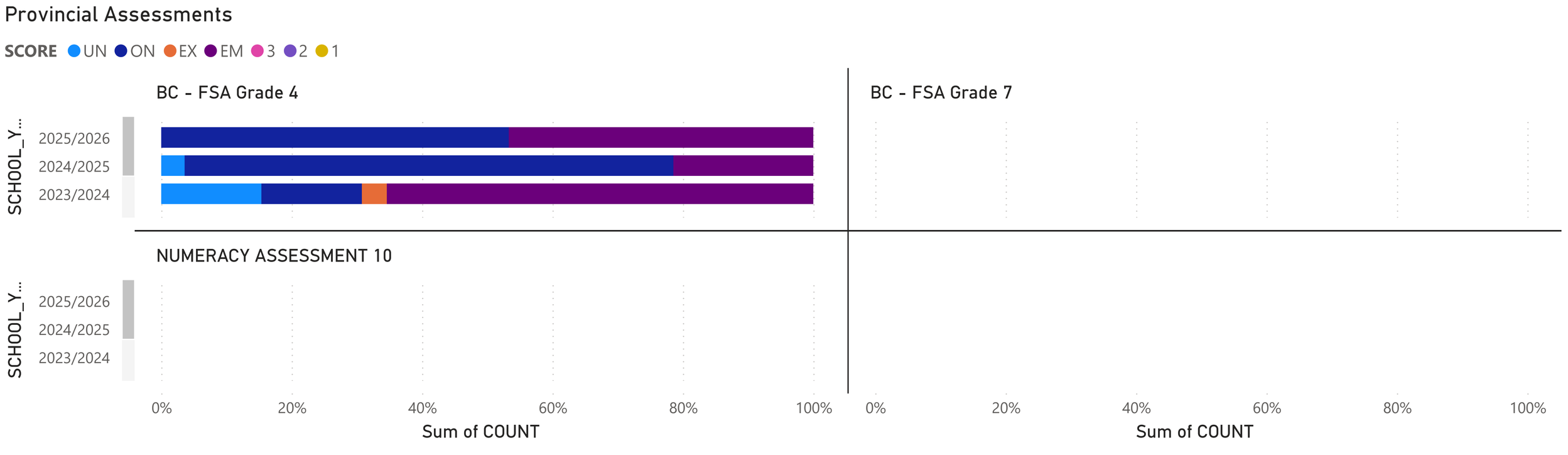
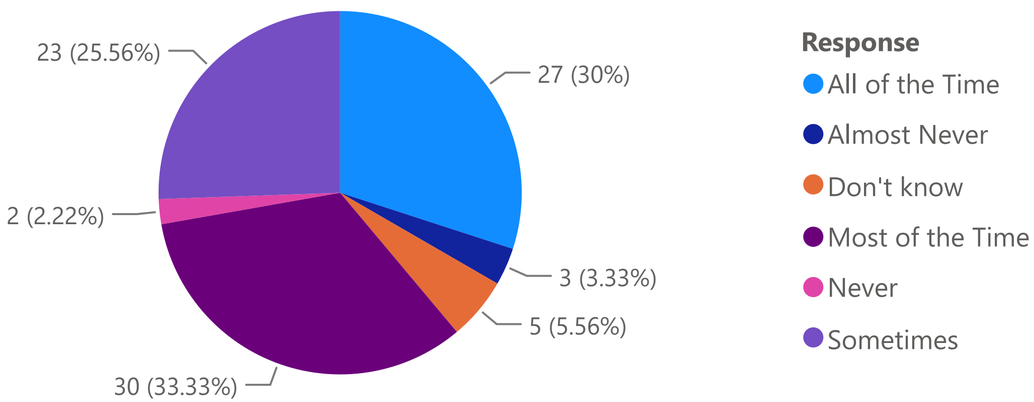


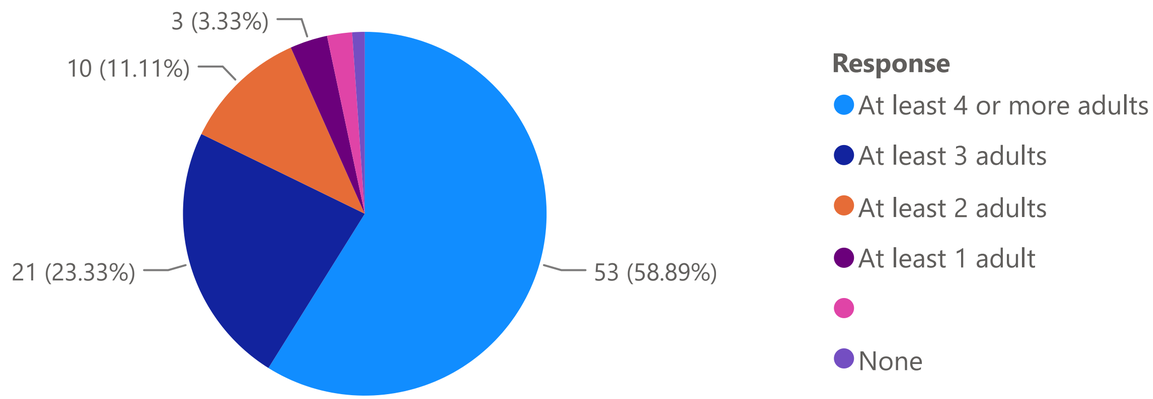
School

Mountview Elementary

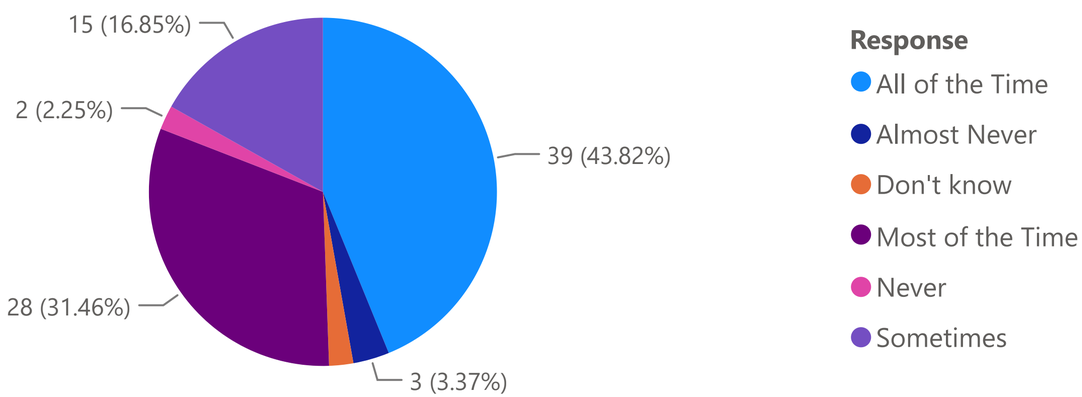
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	9%	<80
2025/2026	32%	80+
2025/2026	58%	90+
2024/2025	16%	<80
2024/2025	40%	80+
2024/2025	44%	90+
2023/2024	21%	<80
2023/2024	38%	80+
2023/2024	41%	90+
Total	**100%**	

Cariboo-Chilcotin School District

School Plan for Student Success

School: Mountview Elementary

School Year: 2026/2027

Literacy Results Analysis

All assessments outside the Foundation Skills Assessment (FSA) are fairly congruent - right around 50% of Mountview students are on track and about 50% are emerging/developing. These results have been consistent for some time and the last two years have seen some interventions begin to take hold. It is positive to see some gains in pushing kids into proficiency from developing. There is some wonderful strategies and supports put into place in early primary that will begin to show in our assessment results next fall (Oct. 2026), where we hope to see even more students pushed into proficiency or better. The FSA result is worth noting in terms of number students deemed to be emerging/not on track. We can always push to better prepare students for the literacy piece of the assessment. We also understand the grade 4 group writing the assessment this year has been a particularly concerning group since grade 1 in terms of the their literacy abilities. Work has been ongoing with that cohort for quite some time and their FSA results do reflect their current ability level. More targeted and intensive work will continue with that group right through the end of grade 6.

Literacy Successes or Growth

The primary group in particular worked very hard this year to implement the University of Florida Literacy Institute (UFLI) strategies and were very happy with results. By the June report card, most students K-2 were proficient, something Mountview has not seen in quite some time (approx 4 years). The intermediate group continued to focus on comprehension and achieved good results there. The entire team continues to increase their collaboration and level of learning. It has been good to see results in our goals to push more students into proficiency!

Literacy Areas for Improvement

As stated more preparation work will be needed for FSA writing. There is a larger than desired group of learners in 'Emerging' that will need some more targeted/intensive work.

Those students have been identified and plans put into place. Intermediate students will have more direct teaching of comprehension as that remains as a concern to teachers.

Literacy Next Steps/Actions

Universal Supports: Primary – UFLI for all students. Intermediate – daily silent reading and written response with good fit books, implement UFLI in intermediate to focus on blending, segmenting words. CAFÉ style structures (a classroom literacy system based on an acronym for comprehension, accuracy, fluency and expanding) in all classes for quality conferencing (2x per week). Targeted Supports: Students that are emerging/developing receive more support through small group work and/or one to one conferencing with classroom teachers, and push in/pull out group work with the Learning Support Teacher (LST). This is mostly building fluency, sight word recognition, and letter/word sounds and blends. Intensive Supports: Students will work one on one with LST to work on reading using UFLI, Dolch Site Words (collection of high frequency words), and/or any other support needed. This will also include work with the Speech and Language Pathologist (SLP) if required.

Numeracy Results Analysis

Mountview has fairly consistent results in Numeracy - about 50% of students are proficient/extending, and about 50% are not. There is a slight increase this year in students that are developing/emerging. Foundation Skills Assessment (FSA) results are roughly congruent with course marks.

Numeracy Successes or Growth

Results show there is plenty of area for growth in our numeracy instruction. Staff is greatly aware of this and much collaboration work this hear has focused on math, particularly in the Intermediate grades, which resulted in a common assessment being implemented. Results show work is needed on basic operations and vocabulary. All staff agreed this is work that needs to be tackled school-wide and plans have been put in place.

Numeracy Areas for Improvement

Numeracy has been a concern and discussion point amongst the team for some time. Staff meeting and collaboration time has focused on numeracy this year. Results from this work tell us students are lower in math vocabulary comprehension and are lacking in basic numeracy in the 4 operations. There was focused work on using common (and good) math assessments to help better inform instruction and guide teaching.

Numeracy Next Steps/Actions

Universal Supports: School-wide work on math vocabulary instruction, daily drills using the 4 operations, school wide work on doubling, counting on and skip counting. Common assessment like Student Numeracy Assessment & Practice (SNAP). Targeted Supports: Using a CAFÉ-type structure (an educational framework, a classroom learning center, or an interactive game designed to build math skills in a relaxed, real-world setting) for small group work, leveled math groups. Push in/pull out work with the Learning Support Teacher (LST). Intensive Supports: Focused work on math vocabulary, using manipulatives, math games, SumDog (engaging, game based activities for math concepts).

Human & Social Results Analysis

While our attendance has been better this year (91% attending 80% of the year or better), there is still a ways to go. 58% of Mountview students attend 90% of the time, we would like to bump that up to 65% at 90% or better. Students at Mountview indicate the vast majority feel welcome, feel like they belong, and feel that at least 2 adults care about them. Staff can do more simple things like everyone greeting students in the morning and intentional connections during supervision.

Human & Social Successes or Growth

Attendance is nicely trending towards more and more students attending at least 80% of the time. This has been getting better year by year. This is though dedicated work by the staff to communicate home more often and with a compassionate lens. All other data show that the vast majority of students feel welcome, belonging and connected to at least 2 staff members. This work is never complete and we will continue on all staff focusing on all kids all the time. We will bring students into any school activity we can (sports, clubs) and we will continue to make breaking bread during our salad bar days a wonderful opportunity for connection and warmth. Mountview will continue to recognize kids doing

great things with the Super Cougar program (incentive program to recognize and reward positive behaviour). Our daily breakfast and snack program is a huge success with many students accessing food daily. We also provide a healthy salad bar option two days a week which is a popular option for most students. Students who cannot afford the program are also included with help from our Feeding Future budget.

Human & Social Areas for Improvement

To help increase attendance, Mountview staff will increase home communication (especially after more than 3 days unexcused absences), make consistent communications about the importance of attendance (planners, newsletters, Parent Advisory Committee (PAC)), and have a centralized documentation process of conversations using My Education BC (MyED). Staff will continue their great work of connecting with all students - this is a tremendous strength of school that we will continue. It will be important to provide more wrap around supports to those students who feel a disconnection. This will be a multi-layered support though the Principal, counselor, Youth Engagement Worker (YEW), Indigenous Support Worker (ISW), noon hour supervisors, and classroom teacher.

Human & Social Next Steps/Actions

Universal Supports: Teachers contact home if more than 3 days of unexcused absences - to be documented into MyEd. Consistent communication from school in planners, social media, newsletters, PAC meeting about the importance of attendance. Continue strong tradition of staff connections to all students, school sports, clubs, and fun themed days and super cougar recognition program. Targeted supports: if no change in attendance after teacher phone call, student will be referred to the Principal who will follow up with caregiver, make goals, connect student to more supports (ISW/YEW, counsellor). Intensive supports: co-creating attendance goals/plans with student and caregiver, wrap around with YEW/ISW, counselor, teacher, and Principal.