

School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
Monday, February 2, 2026 @ 2:30 p.m.
AGENDA

Education

1. **Education Update**
Stephen Petrucci, Superintendent

Framework Presentations (Attachments)

- a) Dr. Kearney Middle School
Chris Nock, Administrator
- b) FESL Review
Duncan Cran Elementary School
Ecole Central Elementary

Governance

1. **Board Meeting Follow Up Questions/Discussion**
Helen Gilbert, Board Chair

Operations

1. **Operations Report (Attachment)**
Angela Telford, Secretary-Treasurer



Dr. Kearney Middle School Framework for Enhancing Student Learning

Vision:

Empowering learners to be responsible citizens and future leaders.

Goals:

Intellectual (Empowered Learners)

Goal 1: By June 2026, Math and English achievement scores will increase to 60% Proficient or Extending across all grade levels.

Goal 2: By June 2026, we will reduce chronic absences by 50%.

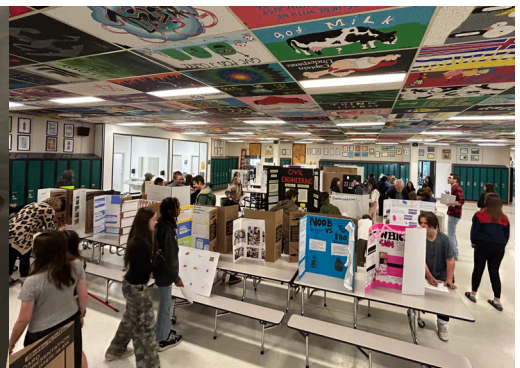
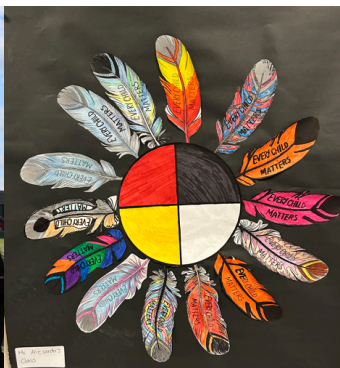
Human Development (Responsible Citizens)

Goal 3: By June 2026, we will increase the *High Rating* of school climate and belonging to 50%, as measured by the MDI.

Goal 4: By June 2025, we will increase the *High Rating* for Academic Self-Concept to 60% as measured by the MDI.

Future Careers (Future Leaders)

Goal 5: By June 2026, students in Grades 7–9 will demonstrate increased awareness of local and global career opportunities.



Introduction

Dr. Kearney Middle School is located in Fort St. John, BC, within the beautiful Peace River Valley. We gratefully acknowledge that we live and learn on the traditional territory of the Tsáá? Ché Ne Dane within Treaty 8. Our school serves 615 students in Grades 7-9 and has a staffing complement of 35 teachers and over 20 support staff. Our staff includes a principal, vice-principal, counselling services, special education personnel and a part-time librarian. In addition to a full range of educational services, we also support a Resource Room Program for students living with physical and developmental challenges and the Strength First Program, which provides a soft-start junior alternate program.

Our school is committed to student-centred learning, collaborative planning, and a caring environment to provide quality education. We have an active Parent Advisory Committee and a supportive parent community. Our other exciting opportunities for students include our outstanding visual and performing arts programs, Hockey Academy, and a range of extracurricular activities.

Highlights & Celebrations

Our school community is incredibly excited about the new expansion to our school. Over the past two years, our school has undergone several upgrades, including a new gymnasium floor, painting and flooring upgrades, a new expansion, and paved parking lots. Our school feels refreshed by these renovations. We have brought back school dances, which have helped increase our school spirit.

Academically, we have seen increases in numeracy and literacy achievement for our Indigenous learners. We have also seen the launch of initiatives such as Indigenous Student/Parent dinners, aimed at building connections and breaking down barriers.

INTELLECTUAL DEVELOPMENT (Empowered Learners)

Goal 1: By June 2026, Math and English achievement scores will increase to 60% Proficient across all grade levels.

Key Strategies

- Develop a comprehensive student support system, coordinated through the School-Based Team. Use an RTI model to target student supports.
- Implement a system for class review meetings with classroom teachers and members of the school-based team.
- Launch a robust Professional Learning Community structure to facilitate effective collaboration focused on improving student learning.

- Facilitate vertical teaming between elementary, middle and high school math departments to coordinate numeracy initiatives and share best practices.
- Source research-based numeracy and literacy interventions to improve student learning.
- Engage the support of the District Numeracy Coach.
- Explore options for targeted math and English intervention blocks and small-group tutoring in Grades 7 and 8.
- Implement numeracy/literacy goal setting during TAG for students to track their progress.
- Streamlined SBST meetings to be more teacher accessible increasing communication and collaboration between the SBST and teachers.

Data

- Math Achievement Scores - Trimester 3 Summary of Learning
- English Achievement Scores - Trimester 3 Summary of Learning
- MAP Data
- Read 73 Data
- Cold Write Data

Resources

- Allocate a portion of the Learning Resources budget to research-based educational resources that support tiered interventions and professional development.
- District Numeracy Coach
- District Vertical Teaming - Grade 6 & 7 Math Teachers

Goal 2: By June 2026, we will reduce chronic absences by 50%

Key Strategies

- Develop a school-wide process to track attendance concerns and proactively address repeated absences. Utilize the RTI model to target research-based attendance interventions.
- Implement a barrier-free breakfast program.
- Where appropriate, use in-school interventions instead of out-of-school suspensions. Focus on building relationships, developing skills, and reintegrating students into classes.
- Develop messaging for the school community emphasizing the importance and impact of regular attendance, to be shared through our primary communication channels.
- Explore an effective method to quickly and accurately alert parents regarding missed classes using the School Messenger Program or a similar system.
- Create celebration days for students to showcase their work to parents (e.g., open houses, talent shows).
- Promote the role of TAG teachers as the main point of contact, inviting parents to open houses, talent shows, and parent-teacher interviews.
- Increase regular visits to Indigenous Communities and invite parents into the school to foster positive relationships.
- Increase PAC involvement at school events.

- Restructure the Jr. Alternate program to serve a broader range of students who need Tier 3 interventions.
- Increase positive recognition of attendance.
- SBST weekly review of attendance.

Data

- Track attendance rates across all grades.
- MDI Data
- Student Learning Survey

Resources

- Automated call-out system for absences/lates.
- Learning Support Fund
 - Hall Monitors
 - Behaviour Support Teacher

HUMAN DEVELOPMENT (Responsible Citizens)

Goal 3: By June 2026, we will increase the *High Rating* of school climate and belonging to 50%, as measured by the MDI.

Key Strategies

- Implement a structured advisory program (TAG) with regular student check-ins to ensure ongoing support.
- Establish student leadership teams and create effective feedback channels to staff and administration (foster an open school system).
- Act on student suggestions to honour their input.
- Offer diverse clubs and activities.
- Celebrate cultural diversity through events and curriculum.
- Use restorative practices to promote respect and accountability.
- Clearly communicate expectations and reinforce positive behaviours.
- Provide SEL programs and barrier-free access to counsellors. (CASEL)
- Train staff in trauma-informed and culturally responsive practices.
- Create a menu of Tier 1 interventions and supports
- Create a barrier-free breakfast program
- Actively promote erase strategies and ensure students know how to report bullying, vandalism and other negative behaviours.
- Increase connections between staff and students, ensuring that every student has at least one adult with whom they can connect.

Data

- Regular meetings of the School-based Team.
- Regular meetings with the student council, leadership and administration.
- Tracking of use of Tier 1 interventions across grade levels through discussions at data meetings
- MDI and Student Learning Survey Data.

Goal 4: By June 2026, we will increase the High Rating for Academic Self-Concept to 60% as measured by the MDI.

Key Strategies

- Teach students that intelligence and skills can grow with effort, fostering a growth mindset.
- Reinforce persistence and learning from mistakes as part of the learning process.
- Provide feedback that focuses on effort, strategies, and improvement. Descriptive and formative feedback.
- Utilize differentiated instruction, UDL, scaffolding and formative assessments to build confidence and understanding before summative evaluations.
- Regular check-ins during TAG to help students feel supported and capable.
- Encourage cooperative learning, peer tutoring, and group projects that enable students to share their strengths and learn from one another.
- Facilitate collaboration between Indigenous Support Staff and the departments to increase strategies and First Nations' Principles of Learning in classrooms
- Utilize Tier 1 and Tier 2 interventions and supports through the Indigenous Support Team (1:1, small group, in-class support)
- Regular meetings of the School-Based Support Team to proactively plan for and support student self-efficacy.
- Bulletin boards celebrating student work around a competency as well as other whole-school learning displays.
- Build connections between district and NPSS career education staff and 'at-risk' students.

Data

- Track math proficiency scores for Indigenous students using the RTI process.
- Interview both Indigenous students and parents about their experiences at DKMS.
- Track FSA scores.
- Track MAP data.

CAREERS & FUTURE-READY LEARNERS (Future Leaders)

Goal 5: By June 2026, students in Grades 7–9 will demonstrate increased awareness of local and global career opportunities.

Key Strategies

- Encourage teachers to link course content and Big Ideas to potential career opportunities.
- Provide resources and professional development opportunities for teachers related to career education.
- Explore career education projects that require students to research local and global careers and present their findings.
- Invite guest speakers and virtual guests from local industries and organizations to inform students about potential career opportunities.
- Explore and organize experiential learning activities such as workplace tours or virtual simulations.
- Use online career tools (e.g., WorkBC, myBlueprint) to compare local job outlooks with global trends and prepare a career-focused portfolio available in Grade 12.
- Integrate career education across subject areas by linking subjects to real-world professions and global opportunities.

Data

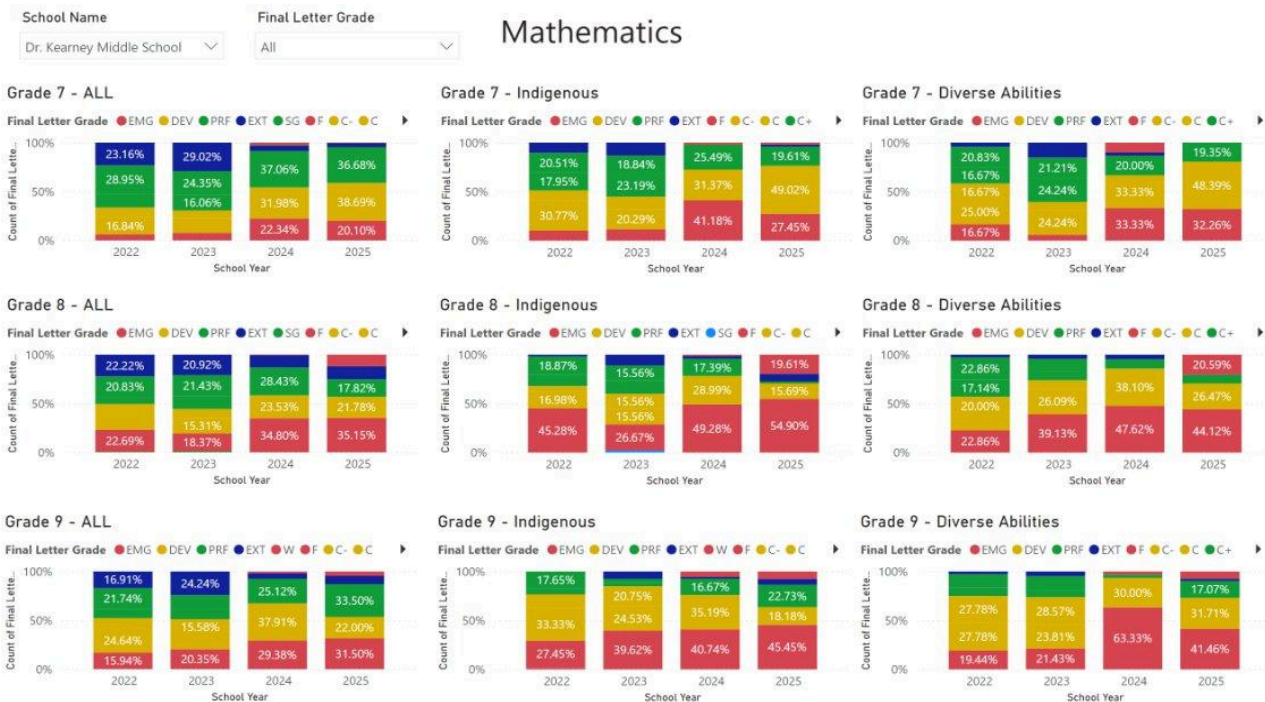
- Increase in proficiency levels in the Careers 7-9 courses.
- Student Learning Survey results - targeted career education questions.
- MDI results

School Data

Intellectual Goals

Achievement Data - English Language Arts & Math Grades 7-9

Subject	2023/2024 Percentage proficient or extending	Goal	T1 Data (November 2024)	T2 Data (March 2025)	T3 Data (June 2025)	Trend
Grade 7 Math	53% (26%)	60% (60%)	38%	39%	40%(22%)	-13%(-4%) ↓ ↓
Grade 8 Math	53% (26%)	60% (60%)	43%	35%	31%(10%)	-22%(-16%) ↓ ↓
Grade 9 Math	35% (18%)	60% (60%)	44%	39%	42%(30%)	+7%(+12%) ↑ ↑
Grade 7 English	50% (27%)	60% (60%)	44%	45%	45%(35%)	-5%(+8%) ↓ ↑
Grade 8 English	52% (30%)	60% (60%)	53%	47%	39%(23%)	-13%(-7%) ↓ ↓
Grade 9 English	42% (26%)	60% (60%)	45%	48%	48%(31%)	+6%(+5%) ↑ ↑



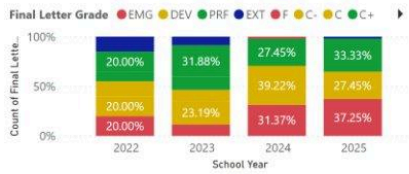
School Name: Dr. Kearney Middle School
 Final Letter Grade: All

English Language Arts

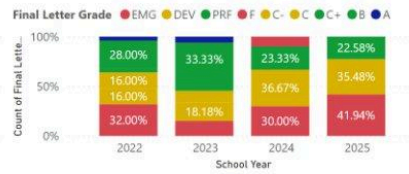
Grade 7 - ALL



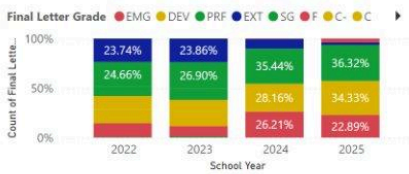
Grade 7 - Indigenous



Grade 7 - Diverse Abilities



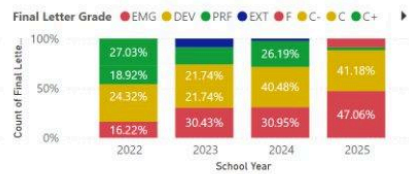
Grade 8 - ALL



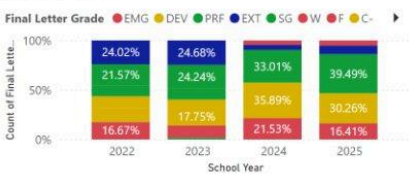
Grade 8 - Indigenous



Grade 8 - Diverse Abilities



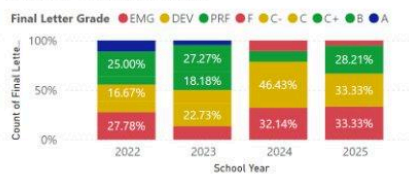
Grade 9 - ALL



Grade 9 - Indigenous



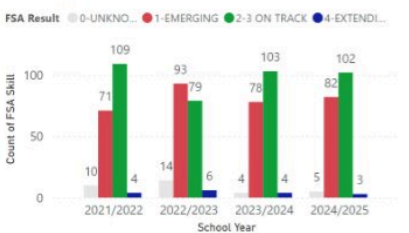
Grade 9 - Diverse Abilities



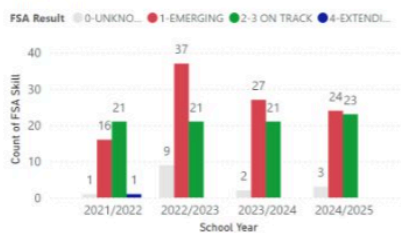
Foundational Skills Assessment (FSA) Data - English Language Arts & Math Grades 7-9

FSA - Literacy - Grade 7 - by Sub Population

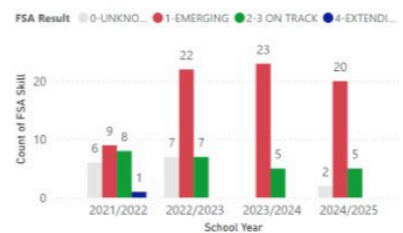
ALL Students



Indigenous



Diverse Abilities



FSA - Numeracy - Grade 7 - by Sub Population

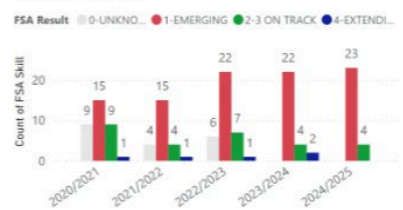
ALL Students



Indigenous



Diverse Abilities

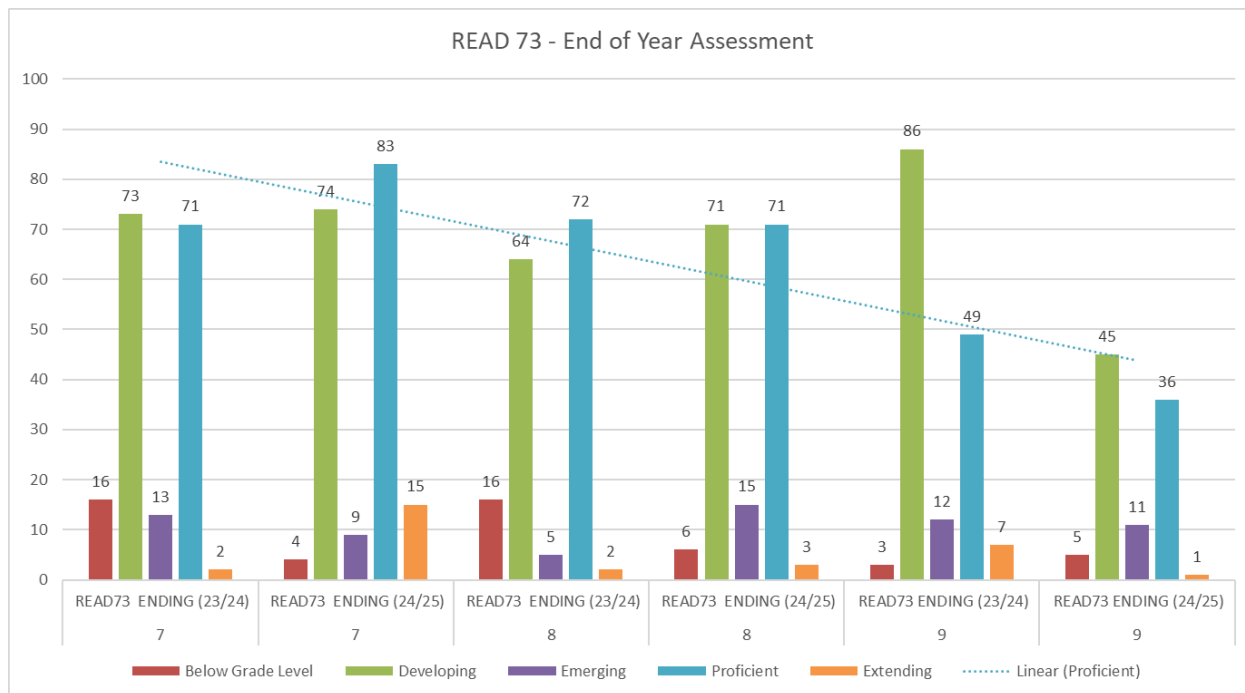


Literacy FSA data from 2020 - present suggest stronger On Track performance for most students when compared to numeracy scores.

Numeracy FSA data from 2020 - present suggest a concerning pattern that across all demographics, students assessed as Emerging are rising. On Track and Extending are decreasing or flat.

Overall, we are seeing significant concerns in numeracy across all demographics. While most students demonstrate On Track performance for literacy, the data suggest an equity gap for Indigenous students and students with diverse abilities.

READ 73



Culture

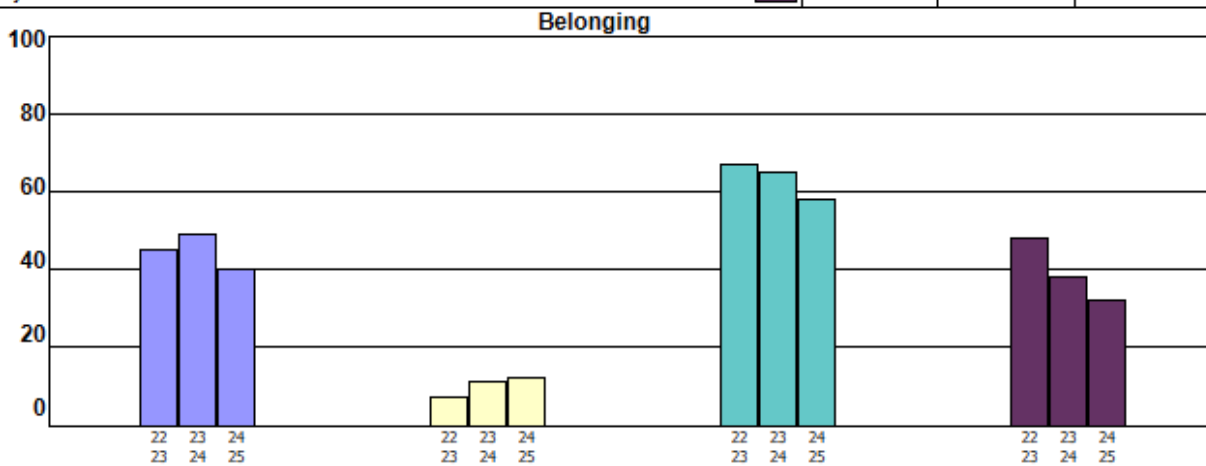
MDI

Heading	Level	Percentage 2023	Goal	Percentage June 2024	Trend
Academic Self-Concept	High	54%	60%	50%	-4% ↓
	Med	24%		31%	
	Low	23%		19%	
School Climate	High	22%	50%	13%	-9% ↓
	Med	39%		34%	
	Low	39%		52%	
School	High	30%	50%	24%	-6% ↓

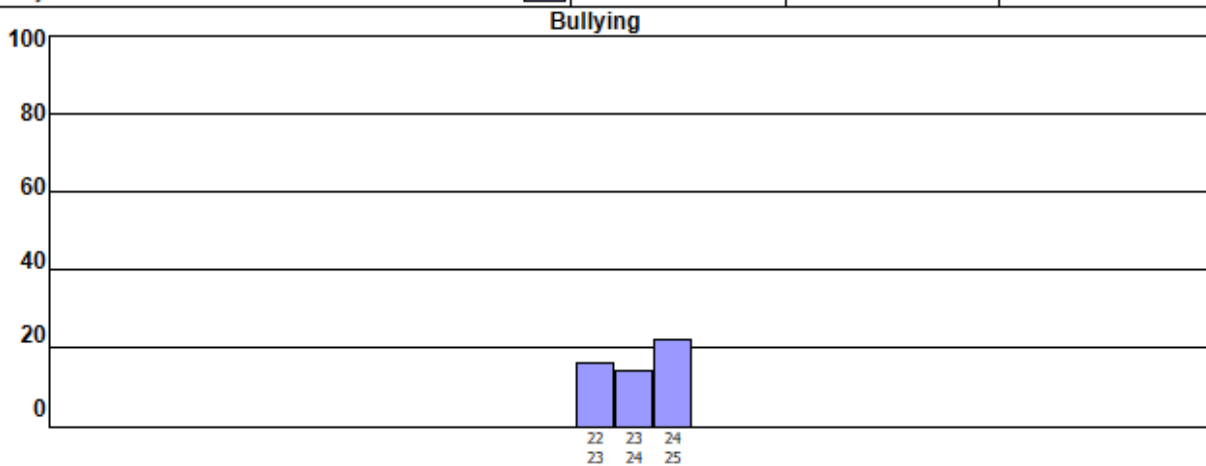
Belonging	Med	27%		31%	
	Low	43%		45%	





Student Learning Survey

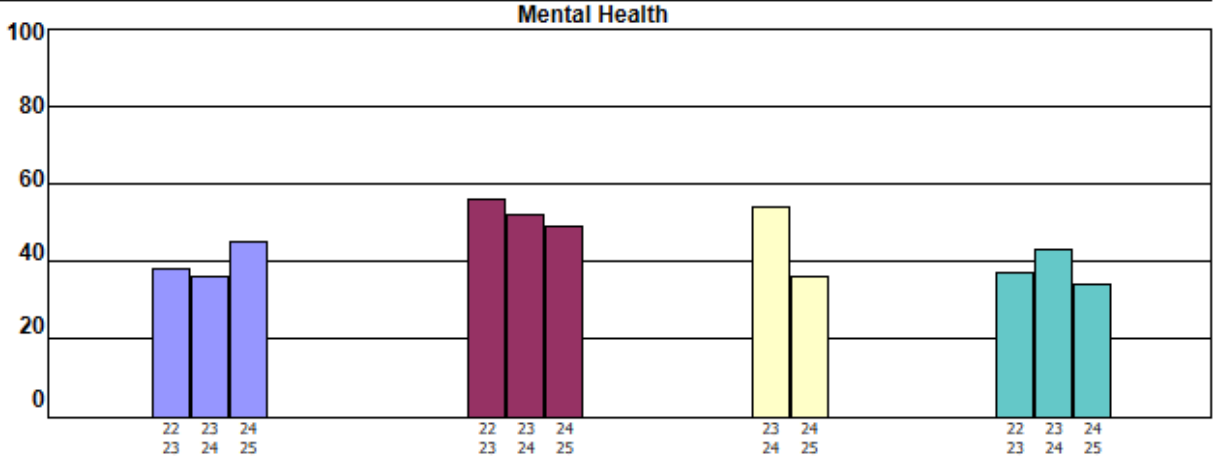
% Reporting Positive Responses				
Belonging	Dr Kearney Middle School (06060063)			
	2022/2023	2023/2024	2024/2025	
Is school a place where you feel like you belong?	46	50	41	
Do you see diverse sexual orientations and gender identities represented in your school or activities?	N/A	N/A	N/A	
I would like to go to a different school.*	8	12	13	
Do you feel welcome at your school?	68	66	59	
Do you like school?	49	39	33	





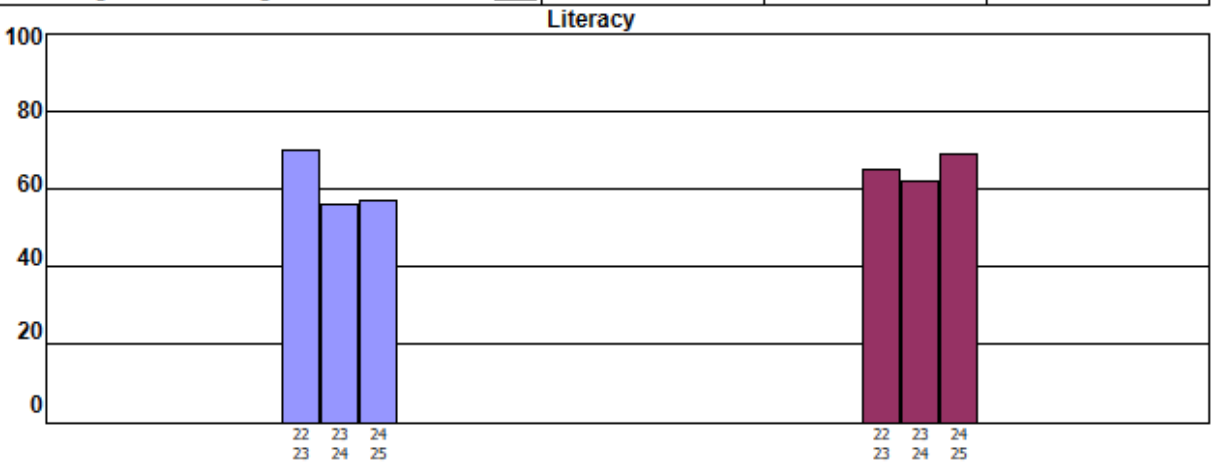
% Reporting Positive Responses			
Bullying	Dr Kearney Middle School (06060063)		
	2022/2023	2023/2024	2024/2025
Have you ever felt bullied at school?*	17	15	23



% Reporting Positive Responses				
Mental Health		Dr Kearney Middle School (06060063)		
		2022/2023	2023/2024	2024/2025
Does school make you feel stressed or anxious?*		39	37	46
Do you feel good about yourself?		57	53	50
When I am stressed, there are things I can do to feel better.		N/A	55	37
How would you describe your mental health?		38	44	35

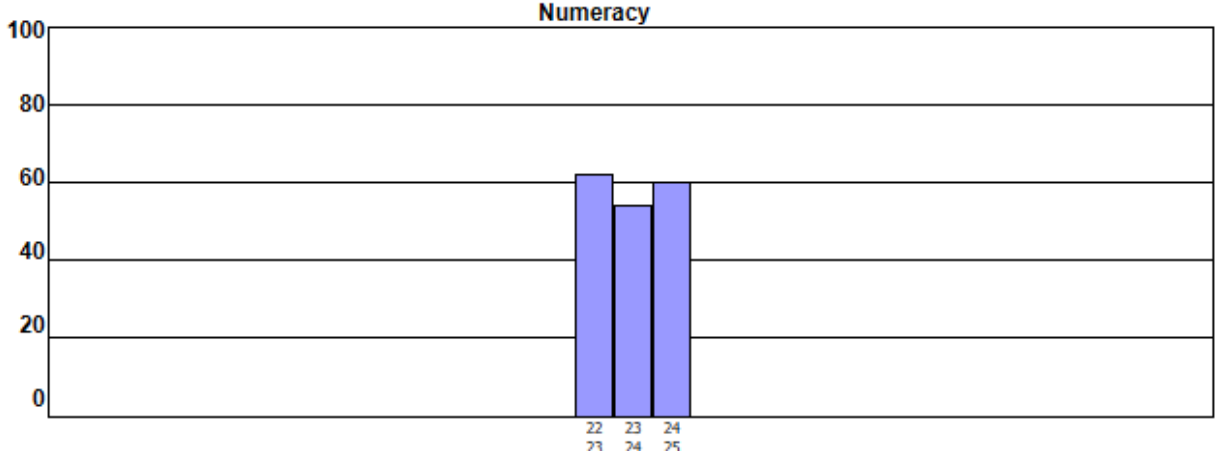


% Reporting Positive Responses				
Literacy		Dr Kearney Middle School (06060063)		
		2022/2023	2023/2024	2024/2025
I continue to get better at reading.		71	57	58
I continue to get better at writing.		66	63	70



% Reporting Positive Responses

Numeracy	Dr Kearney Middle School (06060063)		
	2022/2023	2023/2024	2024/2025
I continue to get better at math. ■	63	55	61





Framework for Enhancing Student Learning

Facebook: <https://www.facebook.com/sd60ec/>

Central Website: <https://central.prn.bc.ca>



Ecole Central Elementary's Vision:

It is the vision/mission of Central School to offer a French Immersion academic program of the highest quality, in an inclusive, multicultural and caring environment. We strive toward building a strong educational community which integrates the Fine Arts, incorporates Indigenous learning, enhances the development of self-awareness, engages all learners and fosters a love for learning and respect for self and others.

C'est la vision/mission de l'École Central d'offrir un programme académique d'immersion française de la plus haute qualité, dans un environnement multiculturel, inclusif et bienveillant. On s'efforce à développer une communauté éducative unie intégrant les Beaux-Arts, prenant en compte les apprentissages autochtones, renforçant le développement de la conscience de soi, engageant tous les apprenants, favorisant un désir d'apprendre et encourageant le respect de soi et des autres.

- Our students are our first priority.
- Our staff strives to be inclusive, compassionate, culturally diverse and open minded.
- Our PAC works with us to create diverse opportunities for our students.

Achieving our “North Star” will require that all our staff works together to achieve our goals.

Framework for Enhancing Student Learning 2025-2026

1. Goal 1: Careers/Skill Development Goal:
 - a) To enhance student understanding of applied skills by the use of our maker-space and technologies through classroom and school-wide exploration activities.
 - b) To explore career opportunities.
2. Goal 2: Intellectual:
Literacy
To improve reading comprehension in our early intermediate classes

Numeracy
To improve abilities in number reasoning and analysis in late primary
3. Goal 3: Human and Social Goal:
To continue to build a sense of community of empathetic learners. “Together it works”, “Ensemble ca marche”.
To guide our students to identify their feelings and respond with self regulation strategies.

School Context

- Single Track French Immersion Elementary School (District Program)
- Fine Arts Focus
- Located in downtown core of Fort St. John
- Breakfast & lunch programs to support our students in their learning
- 230 students
- Diverse population which includes 36 Indigenous Students
- Staff includes
 - 2 Bilingual Admin Staff (Principal & Vice-Principal)
 - 10 Enrolling Teachers
 - 1.1 Prep teachers / ELL Teacher/ADST Teacher/ART Teacher
 - 0.4 Librarian
 - 1 Learning Support & Reading Support French teacher for the French program
 - 4 Educational Assistants / Lunch Period Monitors / Bus Attendant
 - 1 Canteen Worker
 - 1 ISSW
 - 1 Youth Care Worker
 - 1 Administrative Assistant
 - 1 ADST collaboration coach
 - 2 Custodians

Framework Development Process

September Planning Day

- PAC president attended
- Framework Review- looked at our goals
- Data jigsaw
- Guiding Questions
- Vision
- SEL/EASE- survey
- Classroom Management Plans

Strengths

Our bond through the French Language, diversity(background) in children and staff, bilingual, inviting school community, school spirit amongst staff

Our ingenuity with limited resources

Our inclusive, compassionate, social experiences

Our art possibilities

Our collaboration

We are open minded

We are culturally diverse/diverse staff

ADST coach, reading support, outings, mathologie, Indigenous support worker

SBT meetings

Indigenous Support Worker works with all classes (rotation schedule). She is doing monthly lessons.

Promote self-expression

Back to school transitions with vulnerable students

House Team participation

Our PAC

French Principal and Vice Principal

High expectations

Stretches:

Teacher recruitment and retention
Reading comprehension and writing
We need more Fine Arts in classrooms
We need more Indigenous integration
ARTS- review and modernize our posters
Still working on meeting needs of neurodiverse students

Celebrations:

Carnaval
Winter and summer fun day
Spirit days
Musical
Rik leaf
Jesse Dance

Goal 1: Careers/Skill Development Goal

Year	Percentage of Students working with ADST Teacher
2024-2025	45%
Current year	80% - 100%

Data Analysis

Students have limited access to the ADST room or ADST activities
Limited data in this area

Objective 1.1: To enhance student understanding of applied skills by the use of our maker-space and technologies through classroom and school-wide exploration activities.

Key Strategies

- Chrome Books – access for more students
- Code.org
- Circuit boards
- Catapults
- 3D Printers
- Tinker Cad
- Musical set design and costumes
- Woodworking (grade 6)
- ADST coach/ mentor to build capacity for staff
- Increase ADST opportunities for our students
- Needle point with ADST teacher
- Grade 3- built 3D community landscape projects/models

Evidence

- Learning updates
- Student interest survey
- Student reflection
- Self-assessments and reflections

Data

Add some data here about this years increase to ADST classes/coach vs last year

Objective 1.2: To explore career opportunities

Key Strategies

- Schedule a career day (all grade 5 students) with Moneca Conway/Brian Campbell
- Career Fair for all our students
- Explorefest for grade 6 students
- involve more teachers
- Continue to host our career fair
- ADST coach will work collaboratively to build capacity with multiple teachers
- Need training on resources- 3D printer, Cricut
- Need low prep highly engaging ADST activities
- Explorfest- kids didn't connect activity very well with career
- Continue to host a career fair
- Ensure that all students have access to ADST activities

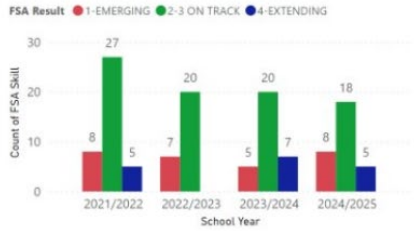
Evidence

- Increase data collection to support this goal
- Self-assessments and reflections
- Report Card data

Goal 2: Intellectual

FSA - Literacy - Grade 4 - by Sub Population

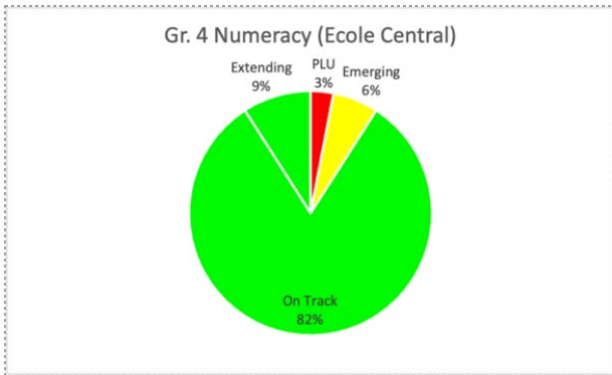
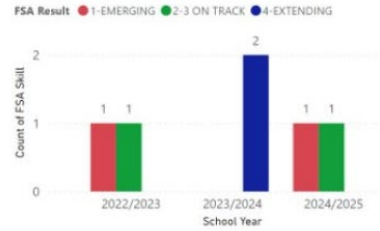
ALL Students



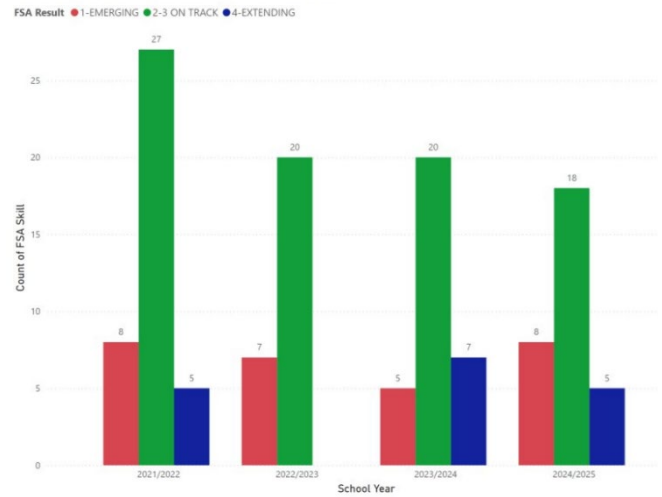
Indigenous



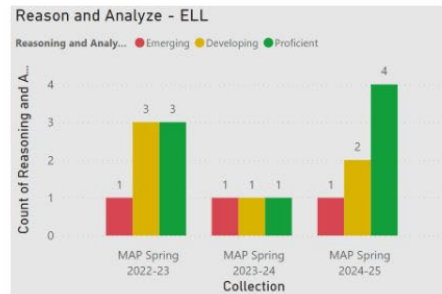
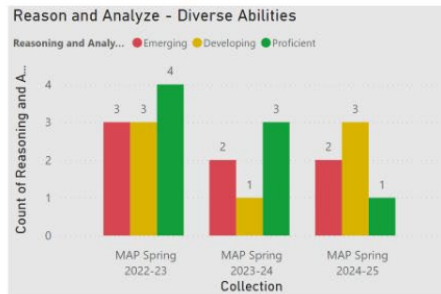
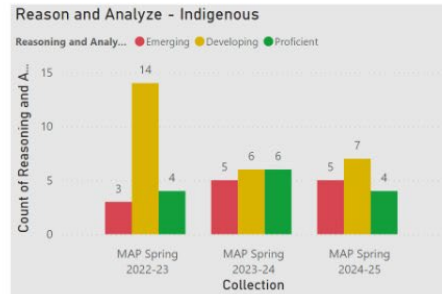
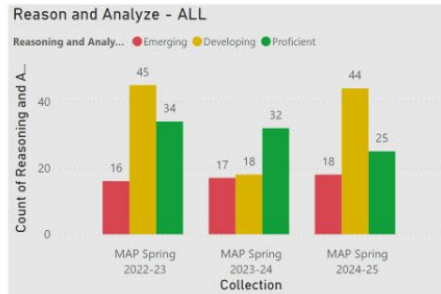
Diverse Abilities



FSA Skill by School Year and FSA Result - ALL Students



Collection: School: Grade:



1
Count of
School

Data Analysis

Literacy

Most students “on track”

Fewer students are “extending” (specifically in older grade)

Diverse Needs list does not properly represent the realities of the classroom

Overall, good results on FSA

Numeracy

FSA results on par with other schools

MAP results show a stretch

As Math becomes more abstract, we see lower average grades

82% are “on track” in grade 4 – This includes students with diverse needs or adaptations

Objective 2.1: To improve reading comprehension in early intermediate classes

Key Strategies

- One teacher is assigned to support all the intermediate classrooms.
- Reading Support Teachers
- Eyes on text everyday
- Guided Reading
- Silent Reading
- Je lis- licenses for all students
- Establish common language
- Class Reviews
- Need more interesting reading resources for intermediate students- purchase by end of June
- Collaborative marking- at intermediate level- will be done in Fall and Spring
- Workshops for guided reading, phonemic awareness- new staff, does everyone know how to introduce new text, letters, sounds?
- Clarity and continuity for each level- provided
- More focus on take home activities with ISSW- is happening
- Audio reading/pronunciation- Je lis
- Resources for at home- Je lis
- Buddy Reading
- Classroom Libraries
- Purchase new books in library
- Library activities to increase interest in reading

Evidence

- Collect Reading Data
- QCA's
- RAD- Gr. 6
- PM Benchmarks
- GB+
- Kindergarten Phonological Awareness tests
- Quickscales- BC writing performance standards
- FSA- Grade 4
- Report Card data
- GB+ evaluations

Objective 2.2: To improve ability in number reasoning and analysis in late primary

Key Strategies

- Math Assessment and Practice (MAP) Grades 4-6
- Mathologie for K-3
- Review multiplication tables
- Use of math manipulatives
- Counting/skip counting practices
- MAP is difficult, start MAP for primary

- Renée Michaud- mathologie support

- Calendar routine

- Mathologie hands on activities
- Resources for at home/parents
- Do collaborative sessions on how to use manipulatives in class- who? Maybe Barb?
- We need to use our EAs more during math time
- Need to use the number line more
- We need to make more connections by playing games, shopping, baking, number talks, budgeting

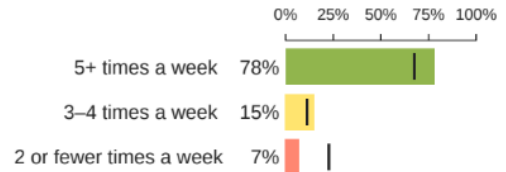
Evidence

- MAP data collection
- FSA
- Learning Update Data

Goal 3: Human and Social Goal:

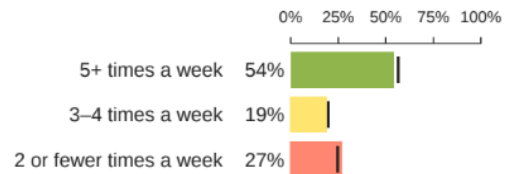
EATING BREAKFAST

Children are asked, "How often do you eat breakfast?"



FREQUENCY OF GOOD SLEEP

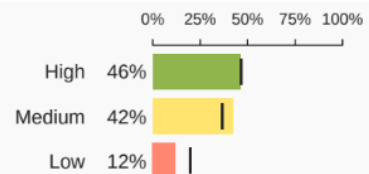
Children are asked, "How often do you get a good night's sleep?"



| School District Average

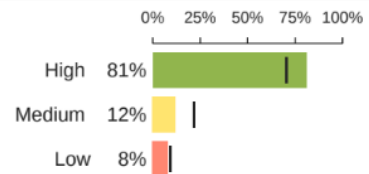
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."



SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."



NUMBER OF IMPORTANT ADULTS AT SCHOOL



2 or more

69%

School District
Average

67%

Data Analysis

Students are reporting poor sleep

High number of students are getting breakfast

Students report high self esteem

Less than half of students report high optimism

The majority of students feel there are at least 2 adults at school that care for them

Objective 3.1 To continue to build a sense of community of empathetic learners. “Together it works”, “Ensemble ca marche” .

Objective 3.2 To guide our students to identify their feelings and respond with self regulation strategies

Key Strategies

- To continue to build a sense of community of empathetic learners.
- Entire staff use the CASEL Indicators of School-Wide SEL.
- SEL teacher and support worker small group and classroom lessons
- Review code of conduct - update major/minor behaviours with staff
- Class reviews to identify needs
- Improve Insight incident tracking data input by staff
- “See a student, say a student”
- SEL activities
- Musical
- School wide spirit days
- Pancake breakfast for all students
- Indigenous Projects
- Zentangle
- Using the self-regulation room
- Sponsor a community organization
- Hamper Baskets
- Pallet Projects
- Women’s Resource Centre
- Terry Fox
- Continue to foster empathetic community practices in our school
- Kindness Club
- Monthly assemblies
- Keep communicating needs with SBT
- Use EASE
- Increase collaborative art projects
- Help students deal with “big feelings”

- Breathing exercises
- Quiet Time

Evidence

- Core competencies self-assessment
- Satisfaction surveys
- School wide connectedness survey
- Incident Data



**Duncan Cran Elementary School
Framework for Enhanced Student Learning
2025-2026**

SCHOOL MISSION STATEMENT

Duncan Cran strives to demonstrate positive attitudes, strong work ethics while maintaining a safe environment. Our students are safe and have a sense of belonging, take personal responsibility for their interactions with others, have both voice and choice while being fully engaged in their learning.

CODE OF CONDUCT

Duncan Cran School is a safe, positive, respectful learning environment where students and staff are confident, academically successful, respectful, responsible, emotionally secure and safe. The school promotes the values expressed in BC Human Rights code respecting the rights of all individuals in accordance with the law. The school will treat seriously, behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender, sexual orientation or age.

Land Acknowledgement

We'd like to recognize that we are learning, working, and living on the traditional territory of the Tsaa? Çhé Ne Dane or within Treaty 8.



Framework for Enhancing Student Learning

Goal 1: Throughout grades K-6, students will identify and understand what self-regulation is and will be able to readily utilize these self-regulation strategies to build and maintain positive peer relationships.

Goal 2: Students will demonstrate growth in reading and writing achievements.

Goal 3: Students will develop confidence and ability to use math in real life situations by developing their number sense.

Goal 4: Through exploration, creativity and technology, students will make connections to a variety of career options and skills.

Introduction

Duncan Cran Elementary is a Kindergarten to grade 6 school with approximately 320 students. We have a Strong Start, daily preschool program and a before and after school Daycare which are an integral part of our school.

At Duncan Cran we value our community and teach our children the importance of a diverse community. We are made up of individuals with unique skills and abilities and together we form our community. We are a school focusing on developing Positive School Culture. Our school focus is to develop the social, emotional, and academic potential for our students. A goal of our school is to make connections and form emotional attachments to develop a strong sense of community. When the staff and parents work as a team for their child's betterment then the student flourishes and grows. You will see that Social Responsibility is our first human and social goal and as a staff we dedicate time weekly to develop meaningful relationships with our students, teach positive social interactions, and help students become interdependent and supportive of each other. We believe that if students feel that they are part of a community, they will also improve their self-image and this will also be reflected in improved academic performance.

To support our students, we have a Learning Assistance teacher, 18 teachers, a librarian, and a Behaviour Support Teacher. We have a strong School Based Team that meets weekly to discuss the needs of our school. We have approximately 15 educational assistants who work with ministry-designated students to facilitate their development. We also have a part time SEL counselor and SEL Specialist that work with a variety of students on an ongoing basis to support their emotional needs.



Twenty-five percent of the school's population are Indigenous students. An Indigenous Support Worker works with these students and their families to provide academic, emotional, and cultural support. She does cultural activities with our school community to help develop an awareness and appreciation of Indigenous culture for all of our students.

Framework Development Process

The staff supports the goals of the school through professional development activities and by working collaboratively to meet the students' needs. We take the approach that in order to maximize student learning we are all responsible for all of the students. Therefore, we develop school wide programs to provide a continuous sequence and framework for students. This allows students to develop and build their skills throughout their time at Duncan Cran School.

Our teachers have worked hard to implement practices that will help our students experience ongoing success. The CWT Program (C... with Technology) has enabled our grade 6 students to use iPads to expand their learning and has helped our intermediate students become better writers. We are constantly working to provide relevant literacy resources throughout our entire school as well as create an opportunity to collaborate and plan literacy activities.

We have a Parent Advisory Council that offers events to bridge the gap between the home and school. They meet monthly to discuss school programs and ways to support the children in the school. This group of parents supports the school and offers valuable insight to the teachers and administrators. Our Executive members from our PAC are invited to join us on our School Planning Day, which ensures that there is a parent voice in our school and Framework for Enhanced Student Learning. A FESL presentation to PAC occurs each October at the PAC meeting.

Our staff and parents are committed to our learning community and we strive to work together to improve the learning of our students. Our learning framework allows our school to enhance student learning and potential.



What the Evidence Told Us

SEL- As a result of observational data and a school wide survey, we saw the need to focus our efforts on self-regulation in order to build and maintain positive peer relationships.

Literacy- Our literacy data showed areas for growth in both reading and writing.

Numeracy- Our numeracy data showed specific areas for growth in number sense and real life understanding of numbers.

Careers- We are meeting the requirements of hands on opportunities so a shift to exploration is now a focus.

Goal 1- Social Emotional Learning

Throughout grades K-6, students will identify and understand what self-regulation is and will be able to readily utilize these self-regulation strategies to build and maintain positive peer relationships.

Key Strategies

- Establish school wide behavior expectations through teaching and learning positive behaviour throughout the school.
- Establish a safe and caring learning environment for the Duncan Cran school community, and appreciating the strengths and potential of others.
- Contribute to a positive classroom and school community recognizing our unity through diversity and inclusion.
- Learn to solve problems in peaceful ways. (W.I.T.S)
- Conflict resolution
- Develop strategies to develop and maintain positive peer relationships



Indicators

- Increase the number of students who feel safe at school
- Decrease the number of students who feel bullied at school

W.I.T.S School Survey (Grade 3-6)

1. I can calm myself down when I'm excited or upset.	Grade 3 (38)		Grade 4 (38)		Grade 5 (41)		Grade 6 (35)	
All of the time	11	29%	5	12%	15	36%	6	16%
Most of the time	13	34%	21	49%	13	31%	17	46%
Some of the time	13	34%	9	21%	11	26%	11	30%
Not at all	1	3%	3	7%	2	4%	1	3%

3. I use my WITS when something is bothering me.	Grade 3 (38)		Grade 4 (38)		Grade 5 (41)		Grade 6 (35)	
All of the time	13	34%	5	12%	4	9%	5	14%
Most of the time	8	21%	9	21%	14	3%	6	16%
Sometimes	13	34%	20	47%	17	4%	17	46%
Almost never	3	8%	6	14%	5	12%	3	8%
Never	0	0%	0	0%	1	2%	3	8%
Don't know	1	3%	3	7%	0	0%	0	0%

5. Have you been bullied at school this year?	Grade 3 (38)		Grade 4 (38)		Grade 5 (41)		Grade 6 (35)	
Never	16	42%	18	42%	18	43%	9	24%
Almost Never	5	13%	5	12%	7	17%	5	14%
Sometimes	13	34%	9	21%	10	24%	10	27%
Most of the time	1	3%	4	9%	2	4%	5	14%
All of the time	1	3%	3	7%	2	4%	3	8%
Don't know	2	5%	4	9%	3	7%	3	8%



Well Being and Assets



High Well-being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

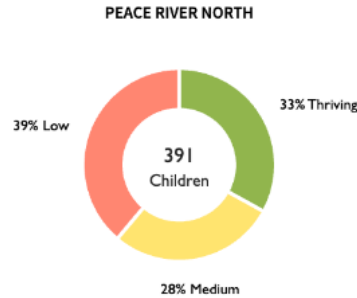
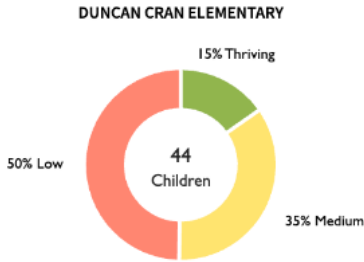


Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

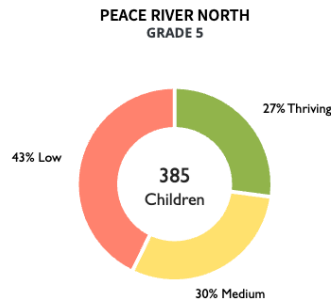
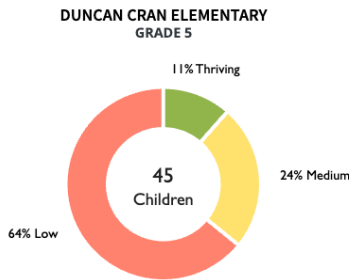


Low Well-being
Children who score in the low range on at least 1 of the 5 measures of well-being.

2023-2024



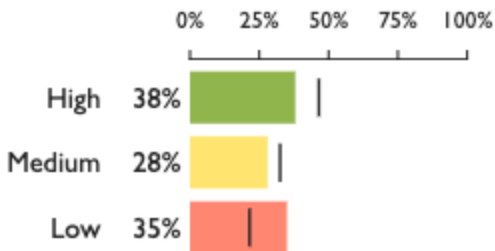
2024-2025



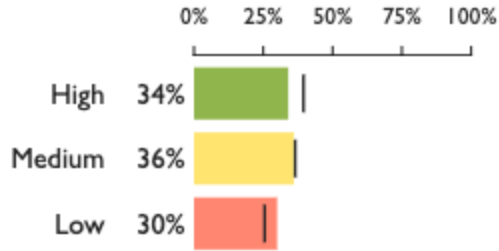
SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."

2023-2024



2024-2025



Goal 2- Literacy

Students will demonstrate growth in reading and writing achievements.

Key Strategies

- To increase student engagement in literacy.
- To provide increased opportunities for literacy activities - Eg. Reading Support Students and Buddy Readers
- To build consistently within our primary literacy programs - Jolly Phonics/Guided Reading
- To bring in a residency to focus on literacy skill development - Rik Leaf



Reading Data: Spring both fluency and comprehension meeting or exceeding

Year	Grade 1 PM Benchmark (% meeting or exceeding)	Grade 2 PM Benchmark (% meeting or exceeding)	Grade 3 QCA (% both meeting or exceeding)	Grade 4 QCA (% meeting or exceeding)	Grade 5 QCA (% meeting or exceeding)
2020-2021	20/42 48%	30/42 71%	14/29 48%	22/36 61%	17/32 53%
2021-2022	27/48 56%	26/45 58%	29/49 59%	21/37 57%	9/45 20% READ 73 Pilot Assessment
2022-2023 All Indigenous	23/47 49% 1/5 20%	37/47 78% 9/9 100%	21/46 46% 1/11 9%	Read73 1/52 2% 1/16 6%	Read73 6/33 18% 1/10 10%
2023-2024 All Indigenous	% Prof or Ext 20/45 44% 4/11 36%	% Prof or Ext 32/51 63% 3/8 38%	% Prof or Ext 35/50 70% 3/10 30%	% Prof or Ext Read73 8/30 27% 0/10 0%	% Prof or Ext Read73 7/43 16% 0/14 0%
2024-2025 All Indigenous	% Prof or Ext 18/48 38% 4/13 31%	% Prof or Ext 19/47 40% 5/13 38%	% Prof or Ext 14/49 29% 1/7 14%	Broke it into Fluency and Comprehension	Broke it into Fluency and Comprehension

Reading Fluency and Comprehension

2023-2024	Grade 4	Grade 5	Grade 6
Fluency (Fluent only)			
All	30/37= 81%	23/37= 62%	18/30= 60%
Indigenous	5/7= 71%	7/13= 54%	4/7= 57%
Comprehension (Prof+)			
All	7/37= 16%	7/37= 16%	8/30= 27%
Indigenous	0/7= 0%	0/13= 0%	3/7= 43%
2024-2025	Grade 4	Grade 5	Grade 6
Fluency (Fluent only)			
All	28/41= 68%	27/37= 73%	28/37= 76%
Indigenous	11/11= 100%	5/9= 56%	7/8 = 88%
Comprehension (Prof+)			
All	0/33= 0%	14/41= 34%	11/37= 30%
Indigenous	0/11= 0%	1/10= 10%	4/8= 50%



Writing Data: meeting or exceeding of snapshot

Year	Grade 2 Writing Experience Fall (% Minimal Meeting and up)	Grade 3 Writing Experience Fall (% Minimal Meeting and up)	Grade 4 Writing Experience Fall (% Minimal Meeting and up)	Grade 5 Writing Experience Fall (% Minimal Meeting and up)	Grade 6 Writing Experience Fall (% Minimal Meeting and up)
2020-2021	28/36 78%	22/27 81%	29/36 81%	16/28 57%	N/A
2021-2022	31/42 74%	23/46 50%	24/30 80%	28/39 72%	12/32 38%
2022-2023	12/22 55%	30/43 70%	44/51 86%	21/24 88%	35/44 80%
2023-2024 Meets + Fully Meets+	31/45 69% 8/45 18%	40/48 83% 19/48 40%	40/42 95% 18/42 43%	26/33 78% 11/33 33%	N/A
2024-2025 Meets+ Fully Meets+	37/46 80% 14/46 30%	34/36 94% 15/36 42%	41/47 87% 25/47 53%	34/40 85% 13/40 33%	29/38 76% 17/38 45%



Literacy Data from FSA

	Group	Emerging	Ontrack	Extending
2022-2023	All	8/50 = 16%	39/50 = 76%	3/50 = 6%
	Indigenous	2/15 = 13%	11/15 = 73%	2/15 = 13%
	Non- Indigenous	6/37 = 16%	28/37 = 76%	1/37 = 3%
	Diverse Abilities	3/5 = 60%	2/5 = 40%	0/5 = 0%
	ELL	2/8 = 25%	6/8 = 75%	0/6 = 0%
	Female	2/22 = 9%	19/22 = 86%	1/22 = 5%
	Male	6/28 = 21%	20/28 = 72%	2/28 = 7%
2023-2024	All	12/43 = 28%	30/43 = 70%	1/43 = 2%
	Indigenous	4/9 = 44%	5/9 = 56%	0/9 = 0%
	Non- Indigenous	8/34 = 24%	25/34 = 74%	1/34 = 3%
	Diverse Abilities	2/4 = 50%	2/4 = 50%	0/4 = 0%
	ELL	0/10 = 0%	10/10 = 100%	0/10 = 0%
	Female	5/19 = 26%	14/19 = 74%	0/19 = 0%
	Male	7/24 = 29%	16/24 = 67%	1/24 = 4%
2024-2025	All	26/46 = 57%	19/46 = 41%	1/46 = 2%
	Indigenous	7/13 = 54%	6/13 = 46%	0/13 = 0%
	Non- Indigenous	19/33 = 58%	6/33 = 18%	1/33 = 3%
	Diverse Abilities	4/5 = 80%	1/5 = 20%	0/5 = 0%
	ELL	4/9 = 44%	4/9 = 44%	1/9 = 12%
	Female	13/46 = 28%	11/46 = 24%	0/46 = 0%
	Male	13/46 = 28%	8/46 = 17%	1/46 = 2%



Goal 3- Numeracy

Students will develop confidence and ability to use math in real life situations by developing their number sense.

Key Strategies

- To improve primary students' understanding of foundational numeracy skills.
- To provide additional and consistent number sense activities and assessments - Eg. MAP for all grade levels
- To provide additional digital math practice for students - Mathletics
- To explore a school wide math program foundation - Mathology



Indicators-

Numeracy Data from FSA

	Group	Emerging	Ontrack	Extending
2022-2023	All	20/50 = 40%	30/50 = 60%	0/50 = 0%
	Indigenous	7/15 = 47%	8/15 = 53%	0/15 = 0%
	Non- Indigenous	13/35 = 37%	22/35 = 63%	0/35 = 0%
	Diverse Abilities	4/5 = 80%	1/5 = 20%	0/5 = 0%
	ELL	4/8 = 50%	4/8 = 50%	0/8 = 0%
	Female	9/22 = 41%	13/22 = 59%	0/22 = 0%
	Male	11/28 = 39%	17/28 = 61%	0/28 = 0%
2023-2024	All	22/43 = 51%	21/43 = 49%	0/43 = 0%
	Indigenous	7/9 = 78%	2/9 = 22%	0/9 = 0%
	Non- Indigenous	15/34 = 44%	19/34 = 56%	0/34 = 0%
	Diverse Abilities	3/4 = 75%	1/4 = 25%	0/4 = 0%
	ELL	3/10 = 30%	7/10 = 70%	0/10 = 0%
	Female	10/19 = 53%	9/19 = 47%	0/19 = 0%
	Male	12/24 = 50%	12/24 = 50%	0/24 = 0%
2024-2025	All	16/47= 34%	30/47= 64%	1/47= 2%
	Indigenous	4/13= 31%	8/13= 62%	1/13= 8%
	Non- Indigenous	12/34= 35%	22/34= 65%	0/34= 0%
	Diverse Abilities	3/5= 60%	2/5= 40%	0/5= 0%
	ELL	4/10= 40%	6/10= 60%	0/10= 10%
	Female	5/24= 21%	19/24= 79%	0/24= 0%
	Male	11/23= 48%	11/23= 48%	1/23= 4%



**MAP Data- Communicating and Representing Overall
New Spring 2022-2023**

Goal 80% from developing and proficient

	Total Attempted	Emerging	Developing	Proficient	Goal 80%
2022-2023 Spring	234	27= 12%	46= 20%	158= 68%	88%
2023-2024 Spring	253	27= 11%	76= 18%	150= 59%	77%
2024-2025 Spring	281	27= 10%	96= 34%	158= 56%	90%

MAP Data- Communicating and Representing

2023-2024 Spring	N/A	Emerging	Developing	Proficient	Goal 80%
Grade 1- 53 total	0	7- 13%	11- 21%	35- 66%	87%
Grade 2- 40 total	0	0- 0%	9- 22%	31- 78%	100%
Grade 3- 47 total	1	4- 9%	11- 23%	31- 66%	89%
Grade 4- 45 total	0	4- 9%	17- 38%	24- 53%	91%
Grade 5- 52 total	2	9- 17%	19- 45%	14- 33%	78%
Grade 6- 43 total	5	3- 2%	9- 33%	15- 56%	89%

MAP Data- Communicating and Representing

2024-2025 Spring	N/A	Emerging	Developing	Proficient	GOAL 80%
Grade 1- 48 total	0	4	8	36	92%
Grade 2- 48 total	0	4	16	28	92%
Grade 3- 48 total	1	7	17	24	85%
Grade 4- 46 total	3	4	11	31	91%
Grade 5- 55 total	2	3	29	23	96%
Grade 6- 36 total	2	5	15	16	86%

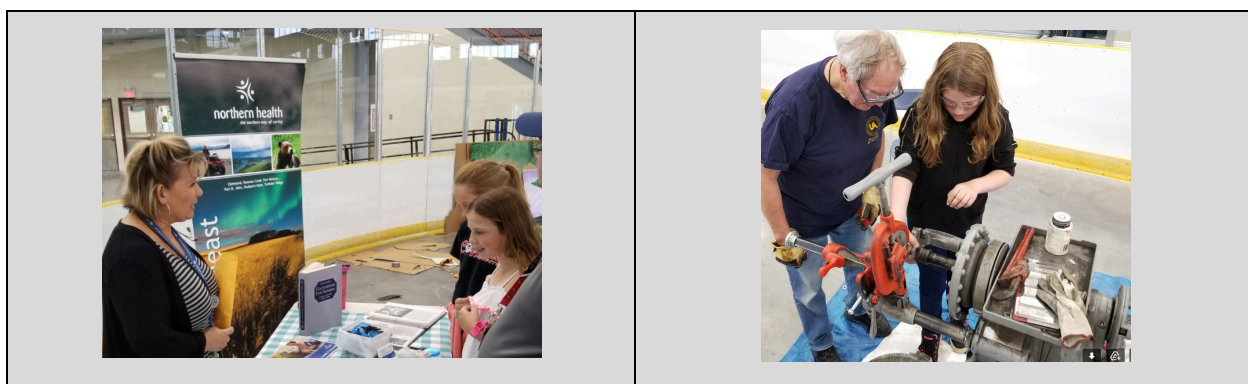


Goal 4- Careers

Through exploration, creativity and technology, students will make connections to a variety of career options and skills.

Key Strategies

- To engage students in learning about the roles of members in the community.
- To explore career possibilities
- To create a maker-space allowing students to explore and build designs developing their creativity and curiosity using



Indicators

- Class goal of 14/14 classes will complete the grade level expectations on Career Explorations
- Student goal of 80% of students will complete their grade level requirements of Career Expectations

Grade Level Targets-

Kindergarten - 3 Opportunities, Primary- 4 Opportunities, Intermediate- 6 Opportunities

2019-2023 4 years	2023-2024	2024-2025
K- 100% Primary- 100% Intermediate- 100%	K- 100% Primary- 100% Intermediate- 100%	K- 100% Primary- 100% Intermediate- 100%



OPERATIONS UPDATE

February 2, 2026



Facilities (Custodial, Projects, Compliance, Security)

- A water main broke at North Peace Secondary School over the Christmas Break. On the Jan. 30 Pro-D day, there was a planned project to swap out two leaking valves on the main water line. The work continued Friday - Sunday.
- The HVAC building control system (DDC) at Clearview Elementary/Secondary School will be upgraded in early February due to unreliable performance in December
- The HVAC building control system (DDC) upgrade at the ELC is in progress with a planned completion date of February 18
- Due to large amounts of snowfall and then warmer temperatures and plugged storm drains, there has been district-wide flooding in various areas. Priority was given to the entrance and walkway areas.
- Many roof leaks were discovered during snow melt. We are making a master list to ensure water ingress points are identified, fixed, and do not cause structural damage
- The 8-classroom addition at Dr. Kearney Middle School is complete, and staff/students have now moved in. Work on the outside of the building continues. Paving and upgrading the tennis surface area will take place this spring/summer.
- Wonowon construction is significantly complete, with no major risks; occupancy will be February 9, 2026
- March Spring Break construction upgrades within the district have been booked. Confirmed projects in schools that are closed for work:
 - Central - Stairs flooring
 - Wonowon - Gym ceiling
 - Upper Halfway - Roof Upgrade
 - Taylor - Fire Alarm Upgrade
 - NPSS - Sanitary line replacement
- Our internal electricians are upgrading LEDs in CM Finch and Taylor elementary schools over the next two months, during the day and evening
- Canteens at Alwin Holland Elementary and Dr. Kearney Middle School are under detailed project review. Budget and timing will determine if we can execute.

Health, Safety & Wellness

- Safety manager to take CPI training to become a CPI Trainer for the District
- Training has been provided to the Facilities Staff on the process of inputting incident reports for incidents as well as near misses
- Narcan Training took place on January 28, with the next session scheduled for February 25.
- Looking into roof deficiencies causing a pooling of water at Charlie Lake Elementary that resulted in a staff injury
- Joint Health & Safety Committee training for new members took place on January 27. An additional training session option is being held on February 3.
- Looking into cell coverage dead zones along some transportation routes and what other options may be available

Technology

- Starlink and all server equipment have been relocated at Wonowon Elementary School
- All technology equipment has been installed, calibrated, and tested at the new Wonowon School replacement and the 8-classroom addition at Dr. Kearney Middle School
- At the end of the school year, 2025/26, Wonowon and Upper Halfway schools will have new landline numbers (250-223-0165 Wonowon & 250-223-0466 Upper Halfway). This is due to the transition to VOIP and the inability to port the current numbers

Transportation

- The Transportation Department is down to one mechanic
 - Will be looking at more creative marketing and advertising strategies for recruiting mechanics
- Looking at recruitment plans for more casual drivers for in-town routes and extra trips.

Grade 7 students in the new 8 classroom addition at Dr. Kearney

