

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Chase River Elementary

Principal: Alana Lavery

Our Story/Our Learners

Chase River Elementary is a south end school located on the traditional unceded territory of the Snuneymuxw First Nations. We take pride in learning from the beautiful lands that surround us, including culture, history, and traditions. Our school is comprised of 236 students ranging from K-7 in 12 divisions. We have a dedicated staff including 16 teachers, 7 Educational Assistants, 1 Counsellor (2 days per week), 1 Speech and Language Specialist (2 days per week), 1 Child Youth and Family Support Worker (2.5 days per week) and 1 Indigenous Culture Support Worker (2 days per week). Chase River draws students from a large rural and urban catchment area extending from Chase River to Extension. Approximately 45 students are bussed to and from school each day from areas up to 15km away. Approximately 24% of the school community are Indigenous, which adds a layer of rich culture to our school community. Chase River takes pride in celebrating the academic, physical, and social achievements of our students within a multicultural environment filled with diverse learners. Our school fosters a strong sense of community and pride, which is evident throughout the hallways, in the classrooms, and whenever we gather as a school. While we unite as one community, we also honor the unique qualities that our students, staff, and families contribute.

Using the 2024-2025 report card data, grades 1 through 5 writing proficiency indicated that 50% or more of students were either in the emerging or developing range for writing. In particular, the grade 5 data indicated that 72.72% were in the emerging/developing range. Strong early writing skills directly support later academic achievement, cognitive development, and communication abilities. When writing, spelling, and handwriting become automatic, children can focus on their thinking and ideas, which supports success across all subjects.

Using the student learning survey data, it is evident that students, particularly 40% in grade 4, have indicated that they are unable to express how many adults in the school care about them. It is important for all students to feel a sense of belonging and have adults that they are comfortable going to when they need support

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By May 2027, we will see a 20% increase in students in grades 3 through 7 in the proficient/extending category. This will support the Student Success District goal of improving literacy.

Implementation Plan:

School-based Action	Strategy Type
Primary – UFLI lessons, Primary Bliss, Jolly Phonics, Story Workshop	Universal
Intermediate – Write Traits, Adrienne Gear (Writing Power)	Universal
Implementing targeted small group writing support for students not yet meeting expectations.	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Fall and Spring School Wide Write	October and May
Report Card Data (writing)	Nov, March, June
Class Observations of UFLI and Writing Traits	Check-ins each term

Ongoing Engagement:

Partners - Teaching Staff, IST Teachers, EA's, Literacy Coordinator Method of Engagement - Monthly staff meetings Key Insights and Feedback - Review, add new ideas/resources being used

School Goal #2

Board Goal:

Student and Employee Wellness

Board Objective:

Increase the number of students who feel welcome, safe and have a sense of belonging in their school.

Focused Improvement Goal:

By May 2027, 80% of students will indicate that they feel a sense of belonging at school. This will support the district goal of Student Wellness – increasing the number of students who feel welcome, safe and have a sense of belonging in school.

Implementation Plan:

School-based Action	Strategy Type
Staff generated 4 question survey	Universal
Class Reviews	Universal
Small pull-out SEL groups working on specific skills	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Data from 4 question survey	May 2027
Pre and Post Red, Yellow, Green	October 2026 and May 2027
Student Learning Survey	Monthly

Ongoing Engagement:

Partners - all staff Method of Engagement - Monthly Staff Meetings Key Insights and Feedback - Discuss what is working, needs changing, new ideas