

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: École North Oyster Elementary

Principal: Callum Lynch

Our Story/Our Learners

École North Oyster Elementary is a vibrant dual-track English and French Immersion school serving approximately 295 Kindergarten to Grade 7 learners from the Ladysmith, Cedar, and surrounding communities. We are located on the unceded traditional territory of the Stz'uminus First Nation. Our school community is deeply connected, with strong intergenerational ties, active family engagement, and valued partnerships with local organizations, including Indigenous partners, community agencies, and school district staff.

École North Oyster places a strong emphasis on outdoor and place-based education. Students are connected to the land through forest walks, garden projects, and community-based inquiry that nurture curiosity, stewardship, and a deep sense of connection to place. These experiences help students see learning as meaningful, relational, and connected to the world around them.

Our school culture is supported through our outstanding orca values of respect, responsibility, and safety. Staff are committed to creating inclusive, caring, and responsive learning environments where every child is known, valued, and supported. We believe students thrive when they experience strong relationships, clear expectations, meaningful learning, and timely intervention.

We also believe that students experience belonging through a wide range of opportunities beyond the classroom. Throughout the year, students are invited to participate in extracurricular and community-building activities such as volleyball, basketball, gym drop-in, SPARK Club, Chess Club, and many other school-wide opportunities that help students build friendships, confidence, leadership, and connection.

We are proud of our community and actively partner with the North Oyster Volunteer Fire Department, Ladysmith RCMP, North Oyster Community Centre, our family of schools, and various other community partners. These partnerships strengthen our shared commitment to student learning, safety, well-being, and community connection.

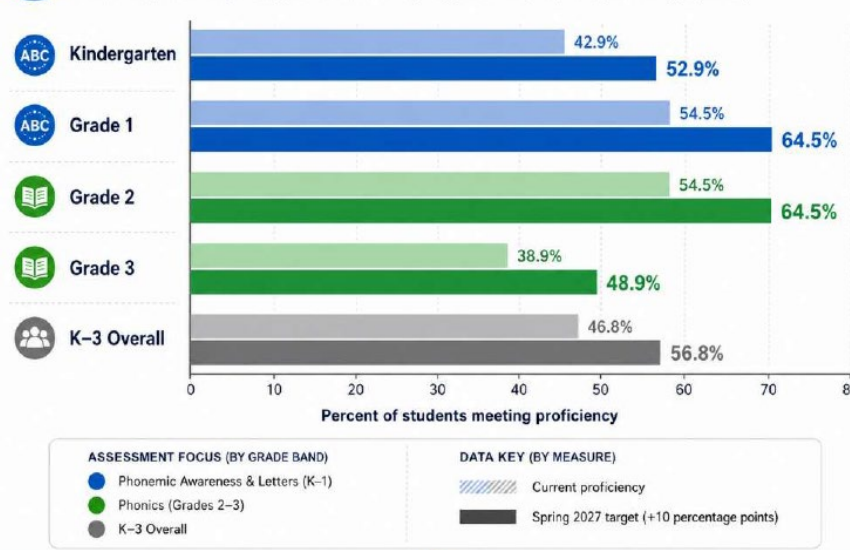
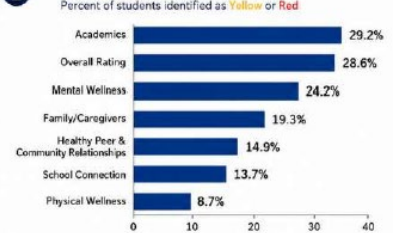
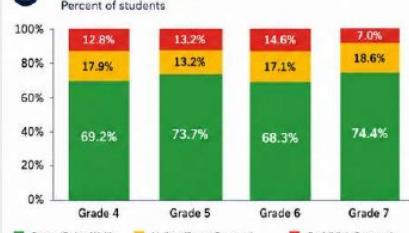
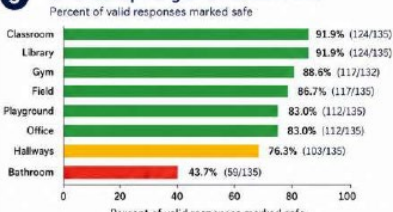
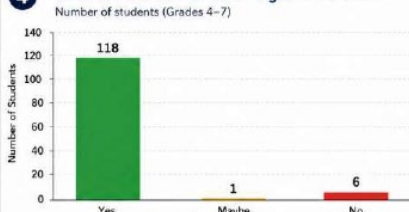
Using the 2024–25 Report Card Data, 2025–26 Report Card Data, and Common Formative Assessment Literacy Screeners, we identified patterns of need in foundational literacy among Kindergarten to Grade 3 students. These gaps are particularly evident for students not yet meeting proficiency, Indigenous learners, and students with disabilities and diverse abilities.

This matters because foundational literacy skills developed in kindergarten to Grade 3 are essential for long-term reading success. When students have gaps in phonemic awareness, letter-sound knowledge, phonics, and decoding, they may have difficulty reading accurately, building fluency, and accessing learning across the curriculum. Strengthening early literacy instruction and intervention will help more students become confident, capable readers in both English and French Immersion. Indigenous learners and students with designations are disproportionately represented among learners requiring additional literacy support, indicating a need for earlier identification, consistent instruction, and targeted intervention.

Using GYR class reviews, Student Learning Survey data, and ENO Sense of Safety Survey data, we identified patterns of need among students in Grades 4–7, particularly those identified as Yellow or Red in Overall Rating. These students are experiencing varying levels of belonging, peer connection, emotional regulation, adult connection, and sense of safety at school. Current Grades 4–7 GYR data shows that 28.6% of students are identified as Yellow or Red in Overall Rating, with the most impacted areas including Academics, Mental Wellness, Family/Caregivers, Healthy Peer & Community Relationships, and School Connection. ENO Sense of Safety Survey data also shows that while most Grades 4–7 students report having two or more caring adults at school, a small group of students do not. In addition, students identify some school locations as feeling safer than others, suggesting a need to strengthen, consistent routines and supervision in shared spaces such as hallways, bathrooms, playground areas, and other less-structured areas of the school.

This matters because students in Grades 4–7 are at an important developmental stage where identity, peer relationships, independence, emotional regulation, and confidence strongly influence their engagement at school. When students feel known, safe, and connected to caring adults and peers, they are more likely to attend school, participate positively, take risks in their learning, and experience success.

Images to Support School Goals

Image	Description
K-3 Foundational Literacy Proficiency Current proficiency compared with the Spring 2027 target (+10 percentage points)  ASSESSMENT FOCUS (BY GRADE BAND) - Phonemic Awareness & Letters (K-1) - Phonics (Grades 2-3) - K-3 Overall DATA KEY (BY MEASURE) - Current proficiency - Spring 2027 target (+10 percentage points) Assessment focus: Kindergarten and Grade 1 = Phonemic Awareness & Letters Grades 2 and 3 = Phonics	Current literacy proficiency alongside projected growth for Spring 2027. Targeting Phonemic Awareness and Letter Knowledge in K-1. Targeting Phonics in grade 2-3.
Belonging, Safety, and Wellness (Grades 4-7) 1 Most Impacted RYG Areas Percent of students identified as Yellow or Red  2 Overall RYG by Grade Percent of students  3 Students Reporting School Areas as Safe Percent of valid responses marked safe  Blank responses excluded; "Maybe" and "No" responses are not counted as safe. 4 Students with Two or More Caring Adults at School Number of students (Grades 4-7)  Based on June safety survey responses from classes serving Grades 4-7.	This data set summarizes Grades 4-7 belonging, safety, and wellness indicators using GYR class review data and ENO Sense of Safety Survey results.

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By May 2027, the percentage of Kindergarten to Grade 3 students meeting proficiency in targeted foundational literacy skills will increase by 10 percentage points from the Fall 2026 baseline to the Spring 2027 assessment window, as measured by school-wide literacy screeners. Targeted skills will include phonemic awareness and letter-sound knowledge in Kindergarten and Grade 1, and phonics in Grades 2 and 3.

This goal aligns with the district priority of Student Success by increasing literacy success rates for all learners. It also supports equity and inclusion by focusing on early identification and responsive instruction for students who require additional support.

Implementation Plan:

School-based Action	Strategy Type
K-3 English-Track Teachers will implement UFLI in their classrooms 3x per week or more.	Universal
French Immersion Teachers will implement Son-au Graphe in their classrooms 3X per week or more.	Universal
Our students identified as 'emerging' in foundational literacy will receive targeted intervention (Déclic or Press) for approximately 6 weeks in small group settings.	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Complete common K–3 literacy screening 2-3 times annually to monitor phonemic awareness, letter-sound knowledge, phonics, decoding, word reading, and early fluency.	Fall & Spring
Use class reviews and School-Based Team meetings to monitor students requiring Tier 3 literacy support, including students with designations and priority learners.	Monthly

Ongoing Engagement:

We will collaborate and engage with these partners to gain information to help develop our plan and reflect.

- District Literacy Coordinator
- School-based Team (including SLP, Psychologist, Counsellor, etc.)
- Bears & Beams Volunteers

Methods of engagement will include monthly in-person SBT meetings to review literacy data and priority learner progress to identify trends, adjust interventions, and share key findings with staff to guide professional learning and strengthen investment in school-wide literacy initiatives.

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 June 2027, the percentage of Grade 4–7 students identified as Yellow or Red in the GYR Overall Rating will decrease by 10 percentage points, from 28.6% to 18.6% or lower. In addition, 97% or more of Grade 4–7 students will report having two or more caring adults at school, and a feeling of safety in shared spaces will increase. This goal aligns with Student and Employee Wellness by strengthening belonging, safety, adult connection, and mental wellness. It also supports Student Success by helping students feel connected, regulated, and ready to learn.

Implementation Plan:

School-based Action	Strategy Type
Use Open Parachute and targeted SEL lessons in all intermediate classrooms weekly alongside our school theme, “We Are All Connected.”	Universal
Create intentional adult connection plans for students who do not report having two or more caring adults at school (i.e. 2x10 strategy)	Targeted
Provide small, targeted SEL pull-out groups for students requiring explicit skill-building.	Targeted
Increase structured recess, soft-start, lunch, club, buddy, and leadership opportunities	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
Open Parachute lesson completion, student participation, and teacher observations of SEL skill development.	Each Term
Fall and Spring Green, Yellow, Red Data Collection	October 2026 and May 2027
ENO Safety Survey	October 2026 and May 2027

Ongoing Engagement:

We will collaborate and engage with these partners to gain information to help develop our plan and reflect.

- District Mental Health Coordinator
- Island Health School Health Specialist
- School-based Team (including SLP, Psychologist, Counsellor, etc.)
- Families & Caregivers
- PAC and DPAC

Methods of engagement will include emails, meetings, class reviews, SBT meetings, student voice surveys, family conversations, PAC updates, and collaboration around mental wellness, belonging, attendance, and school safety. Partner feedback will help us identify trends, understand barriers, and adjust SEL supports, targeted interventions, family engagement, supervision practices, and school-wide belonging activities.