

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Frank J. Ney Elementary

Principal: Tanya Whiting

Our Story/Our Learners

Frank J. Ney Elementary School is a vibrant and welcoming learning community, deeply connected to its natural surroundings and committed to nurturing a strong sense of belonging for every student. With 333 learners across 16 divisions, we celebrate a diverse community, including many families new to Canada and students from a variety of cultural and linguistic backgrounds.

We prioritize students feeling connected to their school, their community, and the land as foundational to success. Students engage in hands-on learning through our garden, local environmental projects, and exploration of nearby natural spaces, building understanding of sustainability and respectful relationships with the land.

As part of our commitment to reconciliation, we embed Indigenous ways of knowing and foster learning in Hul'q'umi'num language, while continuing to expand opportunities such as an outdoor classroom to support connection and reflection.

At Frank J. Ney, #belong.grow.thrive. is more than a tagline: it reflects our belief that students who feel a strong sense of belonging are more likely to engage, persevere, and succeed. This aligns with the NLPS Strategic Plan and Student Wellness Framework, which emphasize that students who feel safe, valued, and connected are more likely to thrive academically, socially, and emotionally.

Our engaged parent community and strong leadership opportunities, particularly in Grade 7, support students in developing confidence, responsibility, and voice. Academically, we focus on strong foundations in literacy and numeracy through evidence-informed practices, including district assessments and structured literacy approaches.

Understanding Our Learners Through Data:

FSA scores show relative strength in reading comprehension, but ongoing needs as text complexity increases.

School-based data indicates 35–45% of Grade 6–7 students are not yet demonstrating consistent reading proficiency, with higher rates among Indigenous learners (up to 60–65%) and students with designations (~50%).

Students report enjoying reading, but engagement and confidence decline as literacy demands increase.

Sense of belonging decreases from 65% positive in Grade 4 to 50% in Grade 7, with increased neutral responses indicating uncertainty. A notable proportion of Grade 7 students—especially Indigenous students (66.67%) and students with designations (44.44%)—report “don’t know” when asked about caring adults, highlighting a need to strengthen connections.

These trends suggest that as students move into intermediate grades, both academic confidence and sense of connection may decline, particularly for priority learners. Reading comprehension in these years is a key lever for achievement and confidence, as students transition from learning-to-read to reading-to-learn.

When students struggle to access text, it impacts achievement, self-confidence, engagement, well-being, and sense of belonging. When students experience success, they are more likely to feel competent, connected, and willing to take risks. At Frank J. Ney, we believe literacy is a human right, and that ensuring every student can read with understanding is essential for academic success, wellness, identity, and belonging.

This data from report cards, FSA literacy results, and student success predictors showed that many Grade 6 and 7 learners, particularly Indigenous students and students with designations, are not yet demonstrating consistent reading comprehension as text demands increase, limiting their access to grade-level learning and contributing to overrepresentation in the yellow and red categories for future success.

As students move into intermediate grades, reading becomes the primary way they access all areas of learning. When students do not have strong reading comprehension, they are less able to engage with grade level content, which impacts their confidence, sense of belonging,

and long-term academic success. Early and targeted support in reading is critical, particularly for our priority learners, to improve both their achievement and their future pathways.

The data from the Grade 4 and Grade 7 Student Learning Survey (2024–2025) related to sense of belonging and perceptions of caring adults at school showed that while many students report a positive sense of belonging in earlier grades (e.g., 65% of Grade 4 students), this decreases by Grade 7 (50% positive), with a significant increase in neutral responses. The data further shows that priority learners, particularly students with designations and Indigenous students, are more likely to report uncertainty or lower connection. These learners are affected in this way, as a growing number of students, particularly in the intermediate grades and among priority groups, experience uncertainty about their sense of belonging and about whether adults at school care about them, which may impact on their connection, engagement, and overall well-being.

A sense of belonging and connection to caring adults are essential for student wellness and success. When students feel unsure about these connections, especially in the intermediate grades, it can impact their confidence, engagement, and well-being. Strengthening relationships at school supports both student wellness and improved learning outcomes.

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By the end of May 2027, we will reduce the proportion of Grade 6 and 7 students in the emerging/developing (red/yellow) range from 35–45% to below 25% overall, with targeted reductions for Indigenous learners (60–65% to below 40%) and students with designations (approximately 50% to below 30%). This supports the district goal of improving literacy outcomes and increasing success for priority learners.

Implementation Plan:

School-based Action	Strategy Type
Intermediate teachers Grades 4 to 7 will implement explicit and systematic phonics instruction to address gaps in foundational reading skills.	Universal
Grade 6 and 7 teachers will implement the Six Minute Solution program in their classrooms daily to strengthen reading fluency and comprehension.	Universal
Students identified as red or yellow on the CFA for reading, including those in priority populations, will receive targeted small group reading interventions with a focus on phonological awareness.	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Classroom teachers and inclusion support teachers will monitor progress using DIBELS assessments, tracking students' growth in accuracy, fluency, and phonics skills across benchmark periods.	December, March, & May
6-Minute Reading Solution: Students will track their Words Correct Per Minute (WCPM), the number of words read accurately in one minute, and graph their data daily.	Monthly
Green/Yellow/Red data will be reviewed at SBT meetings to monitor student progress and movement from red/yellow toward green.	End of each term.

Ongoing Engagement:

We will collaborate and engage with classroom teachers (Grades 4–7), Inclusion Support Teachers (IST), the Principal and Vice Principal, Literacy Lead Teacher(s), ICSSW, students, and families through grade group and staff meetings, regular data review (DIBELS and CFA), collaborative planning, classroom observations, and ongoing family communication. Through this process, we will identify specific reading skill gaps (e.g., phonological awareness, fluency, and comprehension), monitor the progress of priority learners, and refine instruction and targeted interventions based on data and student response.

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 the end of May 2027, we will increase the percentage of Grade 7 students who report a positive sense of belonging at school from 50% to at least 65%, while reducing “don’t know” responses to the question “How many adults care about you?” from 35.42% to below 20%, with a particular focus on improving outcomes for Indigenous students and students with designations. This aligns with the district strategic priority of enhancing student wellness, belonging, and connection, and increasing the number of students who feel cared for, safe, and included.

Implementation Plan:

School-based Action	Strategy Type
Establish and implement a school-wide theme, “We Are All Connected,” by designing and facilitating activities that build identity, relationships, and belonging. One example: In September each student will create a “Who am I” square to connect to a Class Quilt (connecting to “Who are We”).	Universal
Plan and implement ongoing school-wide community-building activities (e.g., spirit days, Firebird Fridays, Firebird Feathers, and recess dance parties) to foster school spirit, strengthen relationships, and enhance students’ sense of belonging.	Universal
Identify students who are unable to name a trusted adult and provide targeted small-group SEL and relationship-building support to strengthen connections with caring adults.	Targeted
Expand and implement Grade 7 leadership and cross-grade opportunities (e.g., mentorship, buddy activities, school events) to build student voice, responsibility, and positive connections across the school.	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
Grade 4 & 7 Student Learning Survey data (sense of belonging and caring adult questions).	End of May 2027
Green/Yellow/Red Profile Considerations (looking at all domains) with a focus on Priority Population Students	October 2026 & May 2027
School Student Belonging Survey (all grades)	October 2026 & May 2027

Ongoing Engagement:

We will collaborate and engage with students, teachers, Inclusion Support Teachers (ISTs), ICSSW, the school counsellor, Education Assistants, CYFSWs, administration, PAC, and families to gather information and reflect on our progress. This will occur through student surveys, class meetings, school based team and staff meetings, Community Connections Team meetings, informal check-ins, PAC meetings, and ongoing family communication. Through this engagement, we will identify students who feel disconnected, monitor growth in sense of belonging, gather student voice on what helps them feel cared for, and adjust supports and practices in response to this feedback.