

2025-26 School Framework for Enhancing Student Learning

School: Chase River Elementary School

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 232 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. 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.

Chase River Highlights:

- A dedicated staff who work together to create a safe and supportive school culture
- Positive system for encouraging kind behaviour through our PAWS award program
- A learning hub for students, staff, and community – welcoming many student teachers each year by supporting the VIU education practicum students in Years 3, 4, and 5.
- Strong music program for all grades with a focus on learning the guitar in upper intermediate

Our learners:

- Improvement with literacy skills in primary as we have been implementing the UFLI program
- Our data shows us that we need to focus on writing skills as a whole
- Many students experiencing anxiety
- Through staff observation, we recognize an increasing need for students who require connection and support with social skills and belonging

Goals for 2025 – 26

Goal 1

Student Success

Increase literacy success rates for all

School specific goal:

Improve student writing skills by increasing participation and engagement in writing while teaching specific skills such as organizing ideas, using descriptive language and editing.

We will use the following data to measure growth:

- Report Card Data
- FSA Data for Grades 4 and 7
- School Wide Write – district writing assessment
- Red/Yellow/Green Data (Academic Area)
- Classroom Writing Assessments
- Class Reviews

Strategies to meet the goal:

- November Pro-D (school-based) to look into the District wide program
- Focused time at staff meetings to work on goals and strategies
- Use rubrics, conference with students
- Focused effort on teaching explicit writing skills
- Implement new District program
- UFLI
- Use technology, dictation and google read & write to specifically support priority populations.

How will you know:

- Students being proud of their writing and wanting to share – teachers to keep observational data on this and report out
- An increased number of students who are proficient for writing on year-end report cards
- Pre and post data from district writing assessments
- Have a connected adult (IST, PVP, teachers, co-teachers) checking in directly with students in priority populations and their growth

Goal 2

Student and Employee Wellness

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

School specific goal:

Increase the positive connections students have with adults in the school, so they feel safe and ready to learn.

We will be using the following data to help measure the growth:

- Red/Yellow/Green Data
- Observations
- Parent and student conversations
- Student Satisfaction Survey

Strategies to meet the goal:

- Open Parachute
- Clubs, buddies, sports, leadership
- Cross Grade Groups
- Whole School Field Trips
- Food Program
- School Jobs
- Connect adults in the building with priority population students

How will you know:

- Pre-post – Red, Yellow, Green
- Grade 4 and 7 satisfaction survey (compared to previous year)
- # of PAWS tickets turned in each month
- Scheduled check-ins with students who are part of priority populations