Clearview Elementary Jr. Secondary School - 2026-2027
Framework for Enhancing Student Learning





Mission Statement

At Clearview Elementary Junior Secondary School, we strive to prepare students for an ever-changing world by fostering creative and critical thinking, developing strong foundational academic skills, and nurturing the values of respect, honesty, and compassion. Through meaningful learning experiences, we empower students to become engaged, responsible, and successful members of their communities.

Where Are We?

Clearview School is located approximately 47 kilometres northeast of Fort St. John in a rural farming community. In addition to agriculture, many local families are employed within the oil and gas sector. Adjacent to the school is the Clearview PAC Arena, a valued community facility that is utilized by both the school and the surrounding region.

Clearview is characterized by a strong sense of tradition, family, and community. Many families have lived in the area for generations, and it is common for multiple generations to have attended the school. These longstanding connections contribute to the strong relationships and sense of belonging that define our school community.

Who Are We?

Clearview School serves students from Kindergarten to Grade 9 and is supported by an experienced and dedicated staff consisting of one principal, six teachers, and six support staff members, including clerical staff, educational assistants, an Indigenous Support Services Worker (ISSW), and custodial staff.

Our school currently enrols 82 students, including 29 Indigenous learners. Students are organized into four classroom divisions, and the entire student population is transported by bus. Upon completion of Grade 9, students transition to North Peace Secondary School, either at the Main Campus or the Energetic Learning Campus (ELC) in Fort St. John.

Community Support

Families play an essential role in the success of Clearview School and demonstrate a strong commitment to their children's learning and well-being. Parent and family volunteers regularly support classroom activities, school-wide events, field trips, and extracurricular opportunities.

Our Parent Advisory Council (PAC) is highly active and engaged. In addition to holding regular monthly meetings and providing valuable financial support, the PAC assists with planning, organizing, and facilitating numerous school events and fundraising initiatives throughout the year.

Parents also contribute by preparing and coordinating hot lunch programs, ensuring students have access to nutritious meals several times each month. Furthermore, our Ready, Set, Learn program, which runs from October through June, is coordinated and led by a dedicated parent volunteer.

The partnership between the school, families, and wider community is a significant strength of Clearview School. Our families are an integral part of the school community, and the school remains a vital and valued part of the Clearview community.

Strengths, Celebrations & Challenges

School Strengths

1. **Collaborative and Inclusive School Culture:** Staff work together to foster a supportive, respectful, and inclusive learning environment for all students.
2. **Dedicated and Highly Effective Parent Advisory Council (PAC):** An organized, proactive, and committed PAC that provides leadership, resources, and ongoing support for school initiatives and student learning.
3. **Strong Educational Assistant Support:** Educational Assistants play a vital role in supporting diverse learners and contributing to student success and well-being.
4. **Positive School Spirit and Student Engagement:** School-wide activities, intramurals, and spirit days help create a positive culture, strengthen student connections, and build a strong sense of belonging.
5. **Experienced and Knowledgeable Staff:** A dedicated team of educators and support staff who bring a wealth of experience,

expertise, and commitment to student achievement.

6. **WITS Program Implementation:** Consistent use of the WITS (Walk Away, Ignore, Talk It Out, Seek Help) program promotes positive relationships, conflict resolution, and a safe school environment.
7. **Strong Communication Practices:** Open, transparent, and effective communication among staff, students, families, and the broader community.
8. **Innovative and Growth-Oriented Educators:** Staff demonstrate a willingness to take risks, embrace new approaches, and continuously reflect on and improve their practice.
9. **Engaged and Supportive Families:** Parents and caregivers actively participate in school events, learning opportunities, and initiatives that support student success.
10. **Effective Classroom Management Practices:** Consistent expectations and positive learning environments that support student engagement, responsibility, and achievement.
11. **Committed Staff Coaches and Mentors:** Staff willingly devote time to coaching and mentoring students through athletic, leadership, and extracurricular opportunities.
12. **Strong Athletic and Extracurricular Programs:** A variety of sports teams and athletic opportunities that foster teamwork, leadership, school pride, and physical well-being.

School Celebrations

1. **School Assemblies:** Regular assemblies provide opportunities to recognize student achievements, celebrate successes, reinforce school values, and strengthen our sense of community.
2. **Participation in District Competitions:** Students actively engage in district-level academic, athletic, and extracurricular competitions, showcasing their talents, skills, and school pride.
3. **Student vs. Staff and Community Competitions:** Friendly competitions between students, staff, and community members foster positive relationships, engagement, and a strong school culture.
4. **Meaningful Field Trip Experiences:** Students participate in a variety of curricular and extracurricular field trips that enhance learning, build connections, and provide valuable real-world experiences.
5. **Spirit Days and School-Wide Events:** Regular spirit days promote school pride, student leadership, inclusivity, and a sense of belonging among all members of the school community.

6. **Successful Fundraising Initiatives:** School and community fundraising efforts support student opportunities, enhance programming, and strengthen partnerships within the Clearview community.
7. **Celebrating Success Through Social Media & Communications:** Student accomplishments, school events, and community involvement are regularly highlighted through social media platforms, the school website, and other communication channels.
8. **Athletic Programs and Sports Team Successes:** Participation in athletics promotes teamwork, perseverance, leadership, sportsmanship, and physical well-being while providing opportunities for student achievement.
9. **Reading Challenges and Literacy Initiatives:** School-wide reading programs foster a culture of literacy, encourage a love of reading, and celebrate student growth and achievement.
10. **Community and Student Achievements:** Individual and collective accomplishments are recognized and celebrated, highlighting the many ways our students and community members contribute positively both inside and outside of school.

Areas for Growth and Challenges

1. **Student Attendance and Engagement:** Supporting consistent student attendance remains a priority, as regular participation in learning is essential for academic achievement, social development, and overall student success.
2. **Literacy Development:** Continued focus on literacy skills, particularly reading comprehension and spelling proficiency, is needed to support student achievement across all subject areas and grade levels.
3. **Increasing Social-Emotional and Mental Health Needs:** An increasing number of students and families are experiencing anxiety and other social-emotional challenges, requiring ongoing support, resources, and responsive school-based interventions.
4. **Facility, Resource, and Technology Enhancements:** Ongoing upgrades to the playground, school facility, learning resources, and technology infrastructure are needed to ensure engaging, modern, and supportive learning environments for all students.
5. **Staff Wellness and Resilience:** Supporting staff well-being remains a priority as educators balance increasing student needs, workload demands, and the evolving responsibilities of teaching and learning.
6. **Recruitment and Retention of Qualified Staff:** Attracting and retaining qualified educators and support staff continues to be a challenge. Ensuring stable staffing levels is essential to maintaining high-quality instruction, student support services, and the continuity of learning for students.

Communication Plan

Weekly Newsletter (Colt News): Distributed to families every Sunday via email in both live-link and PDF formats. Provides updates on upcoming events, student learning, school initiatives, celebrations, and important reminders.

- **Parent Resource Section:** A dedicated section within the *Colt News* that shares information, strategies, and resources to support student learning and well-being at home.
- **Staff Peek:** A staff communication edition distributed each Sunday to ensure all staff members remain informed about upcoming events, priorities, and school-wide updates.
- **School Website:** Serves as a central hub for school information, announcements, calendars, newsletters, and resources.
    - ***https://clearview.prn.bc.ca/***
- **School Facebook Page:** Used to celebrate student achievements, highlight learning experiences, promote school events, and strengthen connections with families and the broader community.
    - ***https://www.facebook.com/sd60clearview***
- **Parent Advisory Council (PAC) Meetings:** Monthly PAC meetings provide families with opportunities to stay informed, share feedback, collaborate with school staff, and support school initiatives.

Strategies & Structures for Professional Learning and Collaboration

Clearview School is committed to fostering a culture of continuous improvement through collaborative inquiry, professional learning, and ongoing reflection on student achievement and well-being. Staff are encouraged to access district supports and participate in opportunities that enhance instructional practice and student outcomes.

- **District Coaching and Collaboration Opportunities:** Teachers are encouraged to access district coaching support and collaboration grants to strengthen instructional practices and improve student learning outcomes.
- **Professional Collaboration:** Staff participate in collaborative learning opportunities with colleagues across the district. Due to the school's rural context and ongoing TTOC shortages, many of these opportunities occur virtually or outside of instructional time.

- **Targeted Coaching and Inquiry Support:** Individual teachers and small groups may engage in focused coaching, mentorship, and collaborative inquiry projects aligned with identified school and classroom goals.
- **Class Review Conversations:** Beginning in October and continuing throughout the school year, staff engage in class review discussions to analyze student learning data, identify strengths and areas for growth, and develop responsive strategies.
- **Framework for Enhancing Student Learning (FESL) Monitoring:** Progress toward school goals, action plans, and FESL priorities is reviewed regularly during staff meetings to ensure accountability and monitor growth.
- **School-Based Team (SBT) Meetings:** SBT meetings are held bi-weekly to review student needs, coordinate supports and interventions, and collaboratively problem-solve to enhance student learning, well-being, and inclusion.

School Goals (2026–2027)

Goal 1: Intellectual - Literacy

Target: 80% of students will demonstrate comprehension of grade-level texts. Staff will continue to refine and consistently implement effective literacy strategies that support reading comprehension and sustain positive student achievement outcomes.

READ73 Comprehension Data: Percentage Breakdown (Grades 4–9)

The percentage data shows the proportion of students categorized into **Proficient (Green)**, **Developing (Yellow)**, and **Emerging (Red)** for each school year.

Grade	Collection Year	Emerging (Red)	Developing (Yellow)	Proficient (Green)
Grade 4	**2023/2024**	0%	50%	**50%**

	2024/2025	0%	30%	**70%**
Grade 5	**2023/2024**	0%	40%	**60%**
	2024/2025	0%	67%	**33%**
Grade 6	**2023/2024**	13%	0%	**88%**
	2024/2025	4%	63%	**32%**
Grade 7	**2023/2024**	8%	8%	**83%**
	2024/2025	0%	57%	**43%**
Grade 8	**2023/2024**	0%	25%	**75%**
	2024/2025	11%	44%	**44%**
Grade 9	**2023/2024**	15%	8%	**77%**
	2024/2025	0%	38%	**63%**

READ73 Comprehension Data: Student Counts (Grades 4–9)

Grade	Collection Year	Emerging Count	Developing Count	Proficient Count	Total Students
Grade 4	**2023/2024**	0	3	3	**6**
	2024/2025	0	3	7	**10**
Grade 5	**2023/2024**	0	8	12	**20**
	2024/2025	0	4	2	**6**
Grade 6	**2023/2024**	1	0	7	**8**
	2024/2025	1	12	6	**19**
Grade 7	**2023/2024**	1	1	10	**12**
	2024/2025	0	4	3	**7**
Grade 8	**2023/2024**	0	2	6	**8**
	2024/2025	1	4	4	**9**
Grade 9	**2023/2024**	2	1	10	**13**
	2024/2025	0	3	5	**8**

Evidence	Strategies, Structures, & Resources	Core Competencies
• Literacy data from Insight • Intermediate/Secondary teachers: Fall/Spring Read 73, FSA • Primary teachers: PM Benchmarks (Reading records in Oct, Dec, Feb, June) • Primary teachers: Ongoing reading records (formative assessment) • Periodic literacy data gathering throughout the year	**Structures & Strategies:** • Balanced Literacy program in classrooms • Additional Guided & Shared Reading groups (Mrs. Viens & Mrs. Edwards) • Connections (Gr. 4-6, novels) • Literacy Screener, Coaching, and collaboration • 6 Minute Reading Solution (Reading Fluency Program - adapted Gr. 3-6) • Reading Incentive Program & Great Leaps Program (Gr. 2-6) **Resources:** Daily 5, Adrienne Gear resources, Great Leaps Program, Home reading books, Primary Guided Reading Resources/Reading Recovery text (nonfiction), UFLI, Nelson Literacy in Action, THIEVES, Heggerty Program, Jolly Phonics, Epic.	• Communication • Problem Solving • Social Responsibility

Goal 2: Intellectual - Numeracy

Target: Students will increase their levels of understanding in math. 75% of students Grade 4–9 will be proficient in the

Understanding & Solving section on the District MAP.

MAP 2025/26 - Understanding & Solving

Multi-Year Trend for ALL Students (Grades 4–9)

Collection Period	Emerging (Red)	Developing (Yellow)	Proficient (Green)
MAP Spring 2022–23	26.83%	48.78%	**24.39%**
MAP Spring 2023–24	~5.88%	50.00%	**44.12%**
MAP Spring 2024–25	27.12%	27.12%	**45.76%**
MAP Spring 2025–26	32.69%	44.23%	**23.08%**

MAP Spring 2025/26 Breakdown by Students

Student Sub-Group	Emerging (Red)	Developing (Yellow)	Proficient (Green)
ALL Students	32.69%	44.23%	**23.08%**
Indigenous Learners	44.44%	33.33%	**22.22%**
Diverse Abilities	66.67%	33.33%	**0.00%**
English Language Learners (ELL)	40.00%	20.00%	**40.00%**

Map Spring 2025/26 Historical Comparison (Proficiency % over 4 Years)

Sub-Group	Spring 2022–23 Proficient	Spring 2023–24 Proficient	Spring 2024–25 Proficient	Spring 2025–26 Proficient
ALL Students	24.39%	44.12%	45.76%	**23.08%**
Indigenous Learners	14.29%	40.00%	22.22%	**22.22%**
Diverse Abilities	20.00%	16.67%	14.29%	**0.00%**
ELL	50.00%	66.67%	28.57%	**40.00%**

Evidence	Strategies, Structures, & Resources	Core Competencies
• MAP - Understanding & Solving (Gr. 4-9 data - Fall & Spring) • MAP - Number Sense (Gr. 4-9 data - Fall & Spring)	**Structures & Strategies:** • MAP Number Sense assessment (intro at Grade 3) • Mathletics online Math programs (Gr. 1-9) • Problem Solving Lessons from the District • Vertical Teams & District Numeracy Coaching Support	• Communication • Problem Solving • Social Responsibility

Evidence	Strategies, Structures, & Resources	Core Competencies
• Grade 4 & 7 FSA results • District Problem Solving Assessment • Learning Updates and comments	**Resources:** Organized & labeled math resources, Math manipulatives (Primary, Intermediate, Jr./Secondary), District coaching & collaboration, Mathology, Mathletics.	

Goal 3: Human & Social Development

Target: Students will actively contribute to improving their school experience by collaborating with staff to co-create initiatives that foster a positive school climate, strengthen their sense of belonging, and support social-emotional well-being (as measured by MDI).

MDI Data Summary Table: School Climate & School Belonging (High %)
The table below compiles the percentage of students responding in the **High** category for both measures across Grade 5 and Grade 8 (Grade 7 prior to 2022/23).

School Year	Grade Level	Students Responding	School Climate (High %)	School Belonging (High %)
2025/2026	**Grade 5**	9	**100%**	**100%**
	Grade 8	8	**38%**	**43%**
2024/2025	**Grade 5**	5	**60%**	**75%**
	Grade 8	9	**43%**	**57%**
2023/2024	**Grade 5**	17	**76%**	**76%**
	Grade 8	9	**13%**	**75%**
2022/2023	**Grade 5**	10	**90%**	**67%**
	Grade 8	17	**35%**	**69%**
2021/2022	**Grade 7**	18	**65%**	**65%**
2020/2021	**Grade 7**	12	**58%**	**67%**
2019/2020	**Grade 7**	16	**50%**	**63%**
2018/2019	**Grade 7**	12	**8%**	**33%**

Evidence	Strategies, Structures, & Resources	Core Competencies
• Student Learning Survey (May 2027) • Insight: Office referrals (monthly summary by number) • MDI survey (Grade 5 & 8 students)	**Structures & Strategies:** • SEL whole class lessons & individual support (Sheri & Cody) • Classroom Champions Program & Friendship Groups • ISSW and classroom teacher led Indigenous activities/lessons • Gr. 4-6 Peer Lunch Monitors & Gr. 7-9 Leadership Club • Christmas Concert/Spring Play & School-Wide Intramurals/Sports • Library focus on SEL (EASE program, WITS, Indigenous Ed) • Learning Centre, Shop, Home Economics **Resources:** Story books (Anger, Anxiety), SEL classroom lessons, EASE lessons, Growth Mindset resources, Zones of Regulation.	• Communication • Problem Solving • Social Responsibility

Goal 4: Careers & Applied Design, Skills and Technologies (ADST)

Target: To enhance student understanding of applied skills and technologies through school-wide exploration activities and to explore career possibilities.



Evidence	Strategies, Structures, & Resources
• Access to Learning Space • Organized storage	**Structures & Strategies:** • Champion Trades Teacher leading ADST for Gr. 7-9

Evidence	Strategies, Structures, & Resources
areas for supplies & organized Shop ● School-wide activities / projects completed by each class ● Core Competency student self-assessments	(Challenges: Gondolas, Mouse trap cars, Spaghetti bridges; Woodworking: milk stools, nightstands, intarsia, lathe, picnic tables; Metal Work: keychains, tire levers, welding, sheet metal; Mechanics: bike, 2/4 stroke engines) ● District ADST Activities (Gr. 4-6 "Catapults & Spaghetti Bridge") ● Big Buddy (Gr. 7-9) and Little Buddy (K-6) ADST projects ● XploreFest (Grade 5) & Community Member Projects ● School-Wide ADST Challenges (Airplane, Cardboard, Egg Drop) **Resources:** New Shop equipment/tools, iPads, Chromebooks, STEM explorative items for Learning Space, ADST staff collaboration.

Framework Timeline & Action Plan (2026–2027)

Goal Area: Intellectual - Literacy

Date	Actions	Persons Resp.	Notes / Budget	Done
Sept – June	Literacy Assessments (New District Literacy Screener K/1, PM Benchmarks, Read 73, Cold Writes)	Gr. 1-9 Teachers	All completed; in progress of adding to Insight & Data Wall	✔
Sept – June	Home Reading/Back-and-Forth Bags program (K-3) & interactive read alouds focusing on comprehension	Annika & Hailey	Explore purchasing additional home reading books this year	
Oct – June	Reading Fluency Program (6-Minute Reading Solution Gr. 3-6) & UFLI Reading Program (small group/individual)	Sheri	Targeted support groups scheduled in consultation with teachers	✔
October	Great Leaps Program (Target Gr. 1-6 students)	Christy	Small groups created	✔

Date	Actions	Persons Resp.	Notes / Budget	Done
October	FSA Completion (Gr. 4 & 7)	Cody	FSA completed in computer lab & room 102	✔

Goal Area: Intellectual - Numeracy

Date	Actions	Persons Resp.	Notes / Budget	Done
September	Purchase Mathletics Licenses	Niki & Cody	Every classroom setup on Mathletics	✔
Sept – Jan	Attending District Math Vertical Teams Workshops	Hailey, Nikki, Trevor	Applying workshop content and shared slides in class	
October	Gr. 4-9 teachers enter MAP Number Sense data into Insight	Nikki & Trevor	MAP assessments completed	✔
October	FSA Completion for Grade 4 & 7 students	Cody	FSA completed in computer lab &	✔

Date	Actions	Persons Resp.	Notes / Budget	Done
			room 102	
October	Individual DNA assessments	Sheri	Accurate assessment provided for students needing math support	✔
Ongoing	Math Resources (Intermediate/Middle School)	All Staff	Staff continuing to bring forward resources	✔

Goal Area: Human & Social Development

Date	Actions	Persons Resp.	Notes / Budget	Done
Ongoing	EASE/SEL sessions in Library with classroom teacher partnership	Sheri	Offered weekly during library time (tracking teacher participation)	

Date	Actions	Persons Resp.	Notes / Budget	Done
Sept – June	Classroom Champions program for emotional support & behaviour lessons	All Staff	Lessons actively utilized across all classes	
Sept / Oct	Gr. K-6 Goal Setting (Classroom Champions)	Alyah, Hailey, Annika	Gr. 4-6 working on long-term performance goals	✔
Ongoing	Classroom SEL lessons (friendship, anxiety, anger management)	All Staff	Implemented in all classes	
Ongoing	Sports programs (Cross Country, Soccer, Volleyball, Basketball, Track)	Cody, Nikki, Trevor, Sheri	Active student participation across athletic programs	
Ongoing	School Assemblies	Staff	Celebrations and "What makes us a Colt?" focus	
October	Growth Mindset Presentations & Focus	Sheri / Nikki	Presentation completed; ongoing	

Date	Actions	Persons Resp.	Notes / Budget	Done
			discussion on individual effort	
October	Individual SEL pull-outs (Core Competency goals & calming strategies)	Sheri	Targeted individual student support	
December	Christmas Concert	Sheri & Staff	Major community involvement event	
Ongoing	Small Groups (anxiety & friendship focus)	Cody, Sasha, Sheri	Group establishment underway	
Sept – June	Gr. 4-6 Peer Lunch Monitoring program for primary support	Nikki	Gr. 4-6 students organized to support primary classes and build leadership	
Sept – June	House team challenges & Spirit Days (Tug-o-War, dress up, cup stacking)	All Staff	Dress-up days led by Nikki's class; challenges led by Cody	

Goal Area: ADST / Careers

Date	Actions	Persons Resp.	Notes / Budget	Done
October	Gr. 7-9 in-class ADST challenge (Sheet metal development)	Trevor	Incorporated measuring, sheet metal development, bending, and fasteners	✔
October	Gr. 4-6 Hot Wheels class challenge	Cody	Cost-effective, highly collaborative student challenge	✔
October	Gr. 2-3 landform creation (Joint Science/ADST project)	Hailey	Project successfully completed	✔
Oct / Nov	Gr. 4-6 Mini-catapults & Trebuchets (SD60 District Competition)	Cody & Nikki	Lessons completed in Oct; District competition held Nov 12 in school gym	