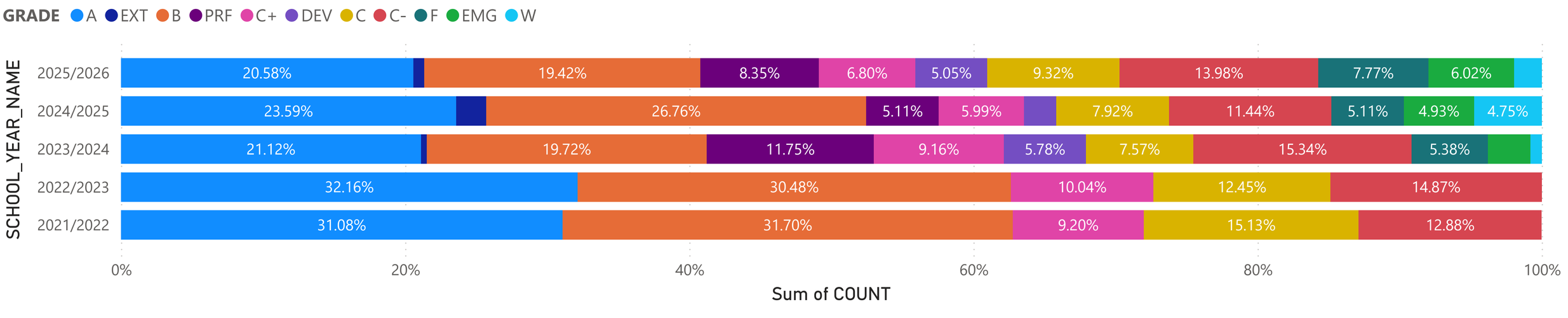
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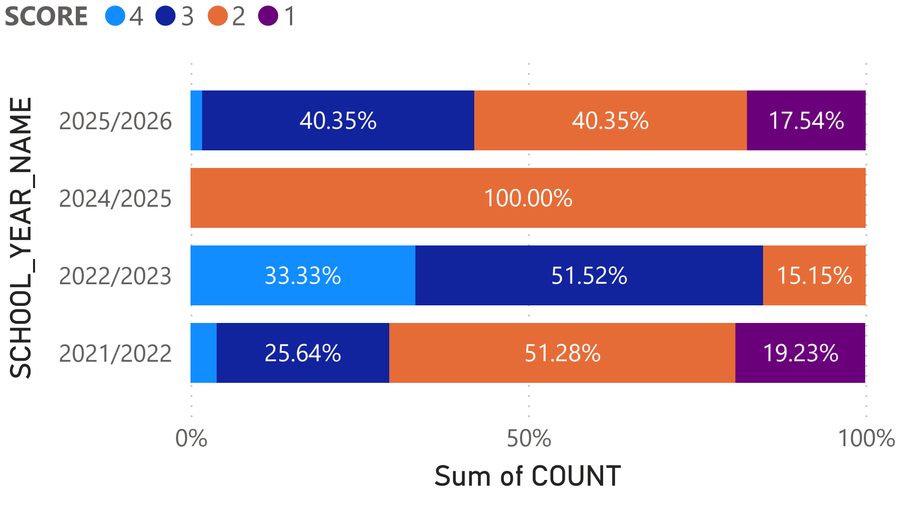
Peter Skene Ogden Secondary

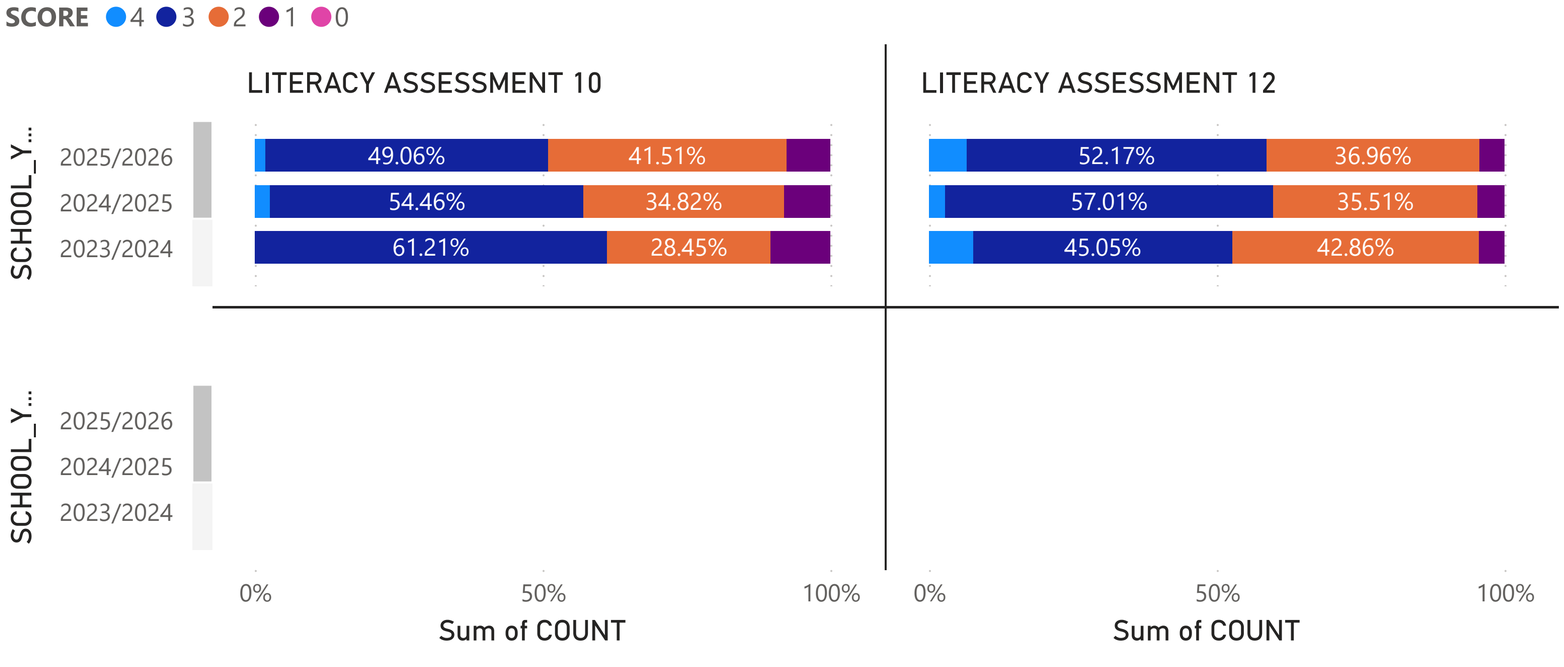
Course Marks



Provincial Assessments

EPRA / DART

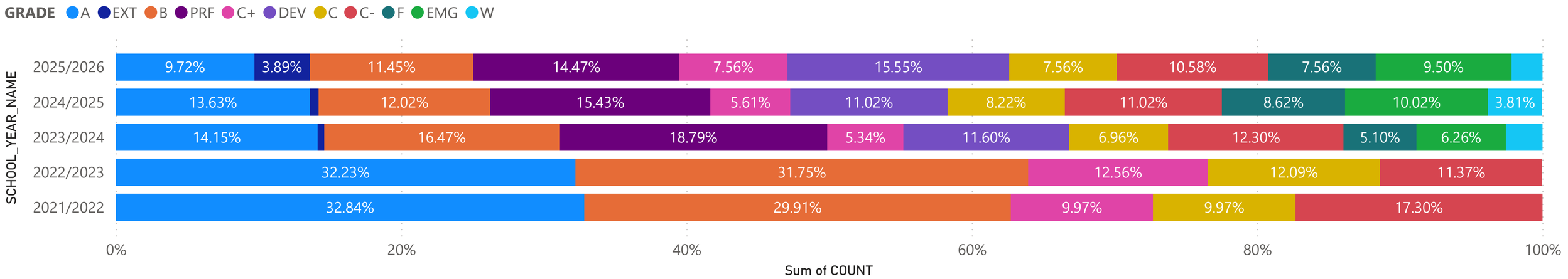




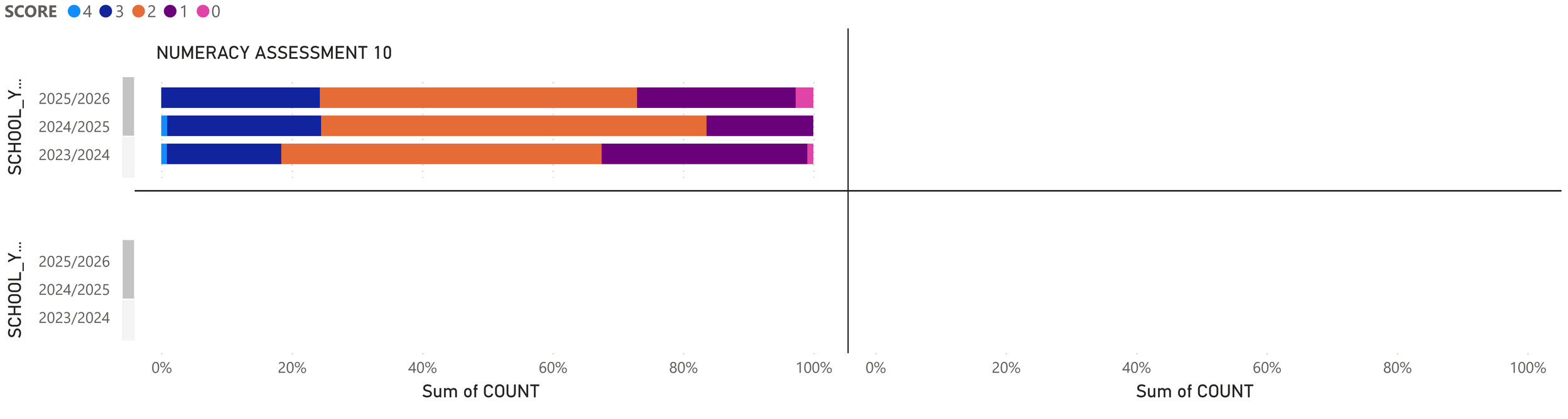
School

Peter Skene Ogden Secondary

Course Marks



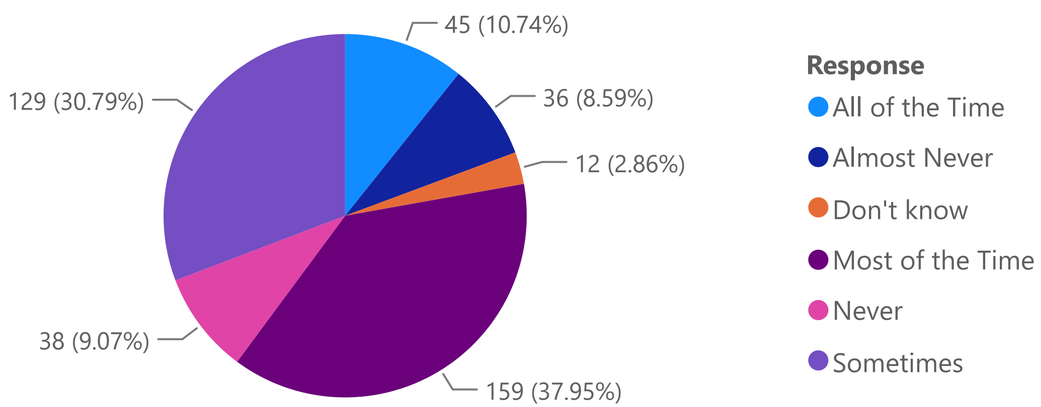
Provincial Assessments



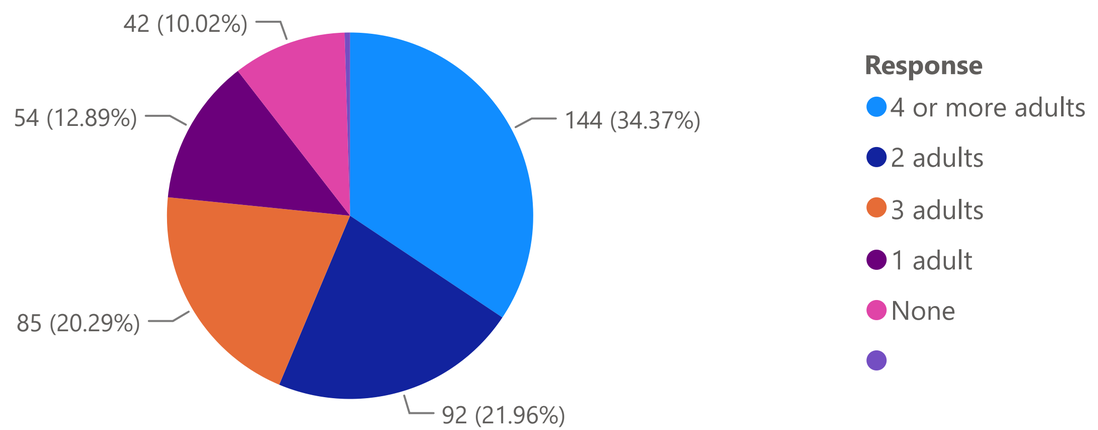
School

Peter Skene Ogden Secondary

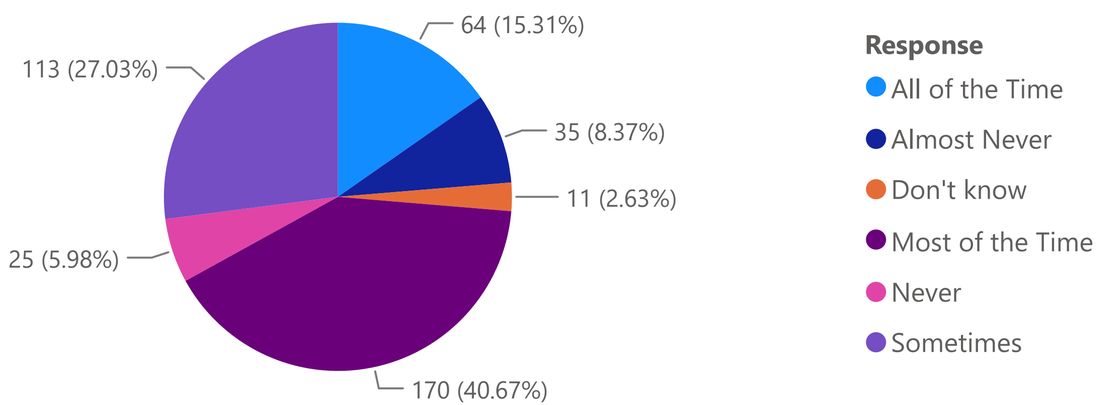
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	40%	<80
2025/2026	37%	80+
2025/2026	23%	90+
2024/2025	38%	<80
2024/2025	35%	80+
2024/2025	27%	90+
2023/2024	33%	<80
2023/2024	41%	80+
2023/2024	26%	90+
Total	**100%**	

Cariboo-Chilcotin School District

School Plan for Student Success

School: Peter Skene Ogden Secondary

School Year: 2026/2027

Literacy Results Analysis

50% of students in grade 10 scored a 2 or a 1 on the Grade 10 Literacy assessment. Further review of data in September is planned as half the cohort completed Literacy 10 assessments in June not yet captured in data. Literacy 12 scores reflect the majority of the cohort as assessments were completed before the Spring and reflect 52% on track with a score of 3 or better. DART scores of grade 8s represent a similar scenario with over 50% of the cohort still developing or emergent in literacy skills. Data shows similar breakdowns between age cohorts with approximately 50% of the cohort showing proficiency and 50% still developing.

Literacy Successes or Growth

Staff wide sessions to look at both Lit 10 and 12 assessments begun last year - growing understanding of assessment tasks and current levels of student achievement Gr 7 transition meetings identify and brainstorm supports for learners as they move from feeder schools to PSO so supports are in place on arrival.

Literacy Areas for Improvement

Increase literacy achievement for Grade 8 and Grade 10 students through targeted intervention and consistent cross-curricular literacy instruction, with a focus on supporting students who are not yet meeting expectations on literacy assessments. School literacy achievement generally reflects district trends, with approximately 50% of students meeting literacy expectations and 50% requiring additional support. Grade 8 and Grade 10 literacy assessments identify a need for more explicit instruction in reading comprehension, nonfiction text analysis, and written communication across subject areas.

Literacy Next Steps/Actions

Implement targeted literacy interventions for Grade 8 and Grade 10 students across grade group and additional supports for those entering the grade level off track. (Grade 8 - score of 1 or 2 on Grade 7 FSA/DART). Grade 10 (score of 1 or 2 on DART and developing or emergent in English 9). LST and EA focused supports in grade 8 and 10 classrooms to support interventions. Develop and support consistent cross-curricular literacy practices across all Grade 8 and 10 classrooms through grade level meetings with focus on whole class instruction with follow up support for identified learners in the following areas: Work within Universal Design for Learning (UDL) principles to improve access to curriculum and increase engagement for diverse learners. Explicitly teach students to identify and use text features to support comprehension of nonfiction texts. Teach reading strategies that help students locate, analyze, and interpret information from complex nonfiction sources. Provide direct instruction on determining main ideas, distinguishing important information from supporting details, and summarizing key concepts. Strengthen writing instruction by teaching students how to support statements, arguments, and responses with relevant evidence and details.

Numeracy Results Analysis

Math is a noted area of struggle across many different student groups. In any age range, typically 40-50% of students are below a proficient range classroom assessments. Gr 10 numeracy assessments scores shows 60% of the cohort is developing in their grade level skills last year.

Numeracy Successes or Growth

Math department teachers work collaboratively at the grade 10 level to share resources and strategies for preparing students for the graduation assessment. We have worked toward better communication with parents regarding math pathways at the grade 10 level, emphasizing connections to post-secondary training. Pre and post assessments developed for grade 9 last year - ready for implementation this year.

Numeracy Areas for Improvement

Increase numeracy achievement for Grade 8 and Grade 9 students through targeted intervention, responsive instruction, and cross-curricular reinforcement of numeracy skills, with the goal of reducing the number of students performing below grade level

expectations. Classroom teachers, Learning Support Teachers, and support staff will collaborate to identify students requiring intervention, provide targeted instruction, and monitor progress. Mathematics and science teachers will intentionally reinforce common numeracy concepts, vocabulary, problem-solving strategies, and computational skills across both subject areas.

Numeracy Next Steps/Actions

Implement an early intervention numeracy program for Grade 8 students identified as entering secondary school below expectations through a targeted small-group instruction alongside the regular Grade 8 mathematics program to address foundational skill gaps. Offer additional instructional support at the Math 9 level during Semester 2 for students who have not yet demonstrated proficiency with key learning outcomes. Utilize a co-teaching model in which Learning Support Teachers and classroom teachers provide targeted instruction, scaffolding, and ongoing assessment. Intentionally place Grade 8 students with the same mathematics and science teacher whenever possible to reinforce numeracy concepts across disciplines throughout the school year. Use formative assessment data to identify learning needs and adjust instruction in a timely manner through department developed assessments Provide opportunities for students to apply numeracy skills in authentic, real-world and cross-curricular contexts.

Human & Social Results Analysis

Attendance data for this year indicates that 40% of students are currently on track for 90% or better attendance. This data is very similar for designated and Indigenous students. Children Youth in Care is notably better than the overall cohort and shows an increase to over 65% currently on track for 90% or better attendance. 60% of our students say that they feel a sense of belonging at school most or all of the time. This number does drop slightly with Indigenous students, who record sense of belonging most or all of the time at a rate of 50%, with more students indicating some of the time than their peers. This data was not available broken out into CYIC or students with diverse abilities at this time. Just over 50% of students can identify 3 or more adults that care about them in the school and over 70% can identify two or more. These numbers are very similar for Indigenous students at our school.

Human & Social Successes or Growth

Robust food programs that provide students with needed nourishment through breakfast, lunch, and snack programs. This is first stop off the bus for many students first thing in the morning! We have increased participation in lunch time and after school clubs and athletics Open gym times before school and at lunch. Weekly drumming at lunch in Indigenous Education space. Student greeting - staff meet students at busses and main entries daily and again at end of break times. School Wide powwow is in it's second year. Held in December - it continues to grow!

Human & Social Areas for Improvement

Attendance remains primary concern across general population and groups such as Children Youth In Care (CYIC), Indigenous students, and students with diverse abilities. Goals remain increasing places and spaces for students to feel connected to by introducing school wide events, supporting existing and new extra curricular activities for students, fostering a variety of spaces that promote safety and connection Continuing to foster growth in monthly events students can access through Indigenous education space with regularity: elder in residence, smudges, medicine gathering, etc. Continue working with supporting agencies to routinely check and follow up on CYIC attendance. Work with teaching staff so they understand who is a CYIC and additional supports that may be required to support attendance.

Human & Social Next Steps/Actions

Weekly team meetings with admin, YEW, ISW, and counselling together to work on student attendance on a case by case basis. Goal to connect each student falling below 80% attendance with 2 adults. Check ins at team meetings and staff meetings. Grade group meetings monthly on a variety of topics including: featuring community partners and agencies, school safety, ERASE tool, extracurricular activities, etc. Building relationships with community partners, provide drop in space as appropriate (CYMH, BGC, IH, etc). Backpack program for students in need of overnight/weekend food supplies. Schoolwide games at key points of the year that students and staff can connect over: schoolwide Clue game, Schoolwide monopoly game. Creating and maintaining diverse safe spaces within the school and staff that work in them. Showcasing and connecting to through grade group meetings, SBTMs, intake meetings with new students. Showcasing student successes or "good news" stories in community through community partnerships: student art work show

at local gallery, theatre productions, music performances, student writing through new student magazine.