

School Planning 2025-2026



Captain Meares Elementary Secondary School

School Context	Captain Meares Elementary Secondary School is a rural K-12 school in School District 84. Captain Meares has a population of 27 students, 3 of whom identify as Indigenous. Our purpose is to provide a positive and safe environment where students will develop as independent learners who can effectively communicate a strong sense of personal and cultural identity and engage with their goals for learning and their future. We are continuing to align our goals with those of the district.
Scanning “What’s going on for our learners?”	As a result of our school's emphasis on literacy and emotional regulation, we have observed increased cooperation in Ministry assessments and surveys. Specifically, both our Grade 4 and Grade 7 students have completed their FSA assessments this year, and high school assessments were also successfully completed. Our school-wide focus on social and emotional learning has empowered students to self-regulate and effectively advocate for their individual needs. Upon reviewing our data, we have identified that some of our primary students have demonstrated below-expected growth in their early reading profiles, as well as medium progress in benchmark assessments. While we acknowledge factors such as absenteeism and student attitude as contributing elements to this lack of progress, we are committed to identifying additional support strategies for both the classroom teachers and the students involved. In the interim, we have enlisted the assistance of our Educational Assistant and Mr. Baron to conduct one-on-one pullout sessions with the students in question. Finally, we are on track to graduate both of our Grade 12 students this year and will continue to offer support to all students within our reach.
Focus “What does our focus need to be?”	Goal 1 To raise academic achievement and engagement in students from grades K – 12 by building up foundational skills and habits. Objective 1: 80% of students will be proficient or extending for their grade level in reading comprehension (up from 63%). Objective 2: 100% of students will demonstrate improvement in the overall quality of their writing based on performance standards. Goal 2 We will continue to build resilience in our students, so they are better prepared for success as they transition from our school to their chosen life and career paths. Objective 1: All students from grades K-12 will demonstrate the use of strategies related to mental health literacy, including mindfulness techniques and self-regulation.

Developing a Hunch “How are we contributing to this situation?”	• The school's academic culture is improving due to a more focused approach to affirmation, recognition, and early intervention, including increased counseling and social-emotional support. • We believe staff training in mindfulness techniques, combined with early counseling interventions, has enhanced student self-regulation and reduced the need for frequent behavioral interventions. • We are considering whether a firmer stance on behavioral concerns would further improve students' sense of safety. • We hypothesize that guided play lessons for younger students may support socialization and self-regulation. • After-school clubs are fostering positive relationships between students and teachers, promoting a stronger sense of belonging.
Professional Learning “How and where can we learn more about how to address this situation?”	Improving Mental Health Literacy and Self-Regulation Relationship-Inspired Self-Regulation (K-12) • We are utilizing the support network through Hilary and <i>Relationships Matter</i> to foster relationship-based self-regulation. • We are supporting the district's initiative for all staff to be trained in verbal de-escalation through the CPI certification. Mindfulness Techniques (K-12) • Staff are engaging in mindfulness training, led by the Calm app and mindfulness therapy tools, focusing on self-care and techniques to offer students. • To enhance academic engagement and performance, we are utilizing Ben's expertise to help integrate mindfulness tools both during staff meetings and throughout the school day. Creating a Culture of Excellence through Recognition and Expectation 1. We are using core competencies to encourage student responsibility for learning, emphasizing reflection and goal setting. Related professional development provides teachers with growth opportunities through self-reflection, which they can model for students. Learning team sessions will continue to be prioritized to support this. 2. Staff meetings will continue to serve as professional development sessions as needed. 3. We are exploring professional growth opportunities to better support kinesthetic learners in academic subjects. 4. Teachers are encouraged to take initiative and seek coaching to further their development. 5. We are reviewing and discussing Pathway survey results to promote staff reflection and professional growth.
Taking Action “What will we do differently?”	Key Strategies to Improve Academic Engagement and Quality: • Ensuring early reading support and encouragement for all students. • Using student- and teacher-created rubrics for quality writing and oral presentations, currently adapting Ministry-issued rubrics. • Implementing small pull-out groups for Math and Literacy (Grades 3-6).

	• Referencing exemplars to set proficiency standards for reading and writing. • Focusing on relevant learning through the “Big Ideas” framework. • Employing creative formative and summative assessments tailored to diverse learning styles and goal setting, informed by District Data Collection results. • Using core competencies to engage students and foster "buy-in" to their learning. • Hosting Student Success Assemblies to celebrate academic progress. • Increasing student exposure to problem-solving skills and strategies. • Ensuring daily reading time to build student relationships with text. • Applying the writing process framework to demonstrate grade-level expectations. • Discussing academic futures and their practical implications. Key Strategies to Improve Emotional Health Literacy: • Implementing the Self and Co-Regulation Counselling Curriculum. • Encouraging inquiry-based play and socialization. • Integrating mindfulness techniques and routines throughout the school day. • Using music engagement and therapeutic tools, such as tapping, to support emotional regulation. • Promoting mental health literacy through resources from the Coalition on Mental Health Literacy.
Checking “Have we made enough of a difference?”	Key measures of our success towards our goals will include: Goal 1 To raise academic achievement and engagement in students from grades K – 12 by building up foundational skills and habits. 1. Use of data and analytics to ensure on grade reading ability and appropriate growth throughout the year. 2. Standard assessment of reading and comprehension (Academic Quality) (FSA 4 & 7), (EPRA/DART/IRA) 3. District Wide Write with BC Performance Standards (Academic Quality) 4. Report Card Grades (Academic Quality) Goal 2 We will continue to build resilience in our students, so they are better prepared for success as they transition from our school to their chosen life and career paths. 1. Student Learning Survey Question (Mental Health Literacy): At school I am learning to care for my well-being. 2. Student Learning Survey Question (Mental Health Literacy): How many adults at your school care about you? 3. Student Learning Survey Question (Self-Regulation): I am satisfied that in school I learn how to express emotion, and deal with emotional problems that I may face in the future. 4. Student Learning Survey Question (Self-Regulation): At school I am learning to solve problems in peaceful ways.

Measures – How are we doing?

Goal 1-1 Students who show an at or above grade PM benchmark level.

2022/23	2023/24	2024/25	2025/26	Target
71%	73%	66%	94%	80%

Goal 1-2a Early Learning Profile completion appropriate for grade level.

2022/23	2023/24	2024/25	2025/26	Target
76%	85%	75%	100%	100%

Goal 1-2b Students who are showing grade level reading and comprehension.

2022/23	2023/24	2024/25	2025/26	Target
44%	50%	IRA	71%	80%

Goal 1-3 Students who are grade level proficient in district wide write.

2022/23	2023/24	2024/25	2025/26	Target
35%	38%	44%	79%	80%

Goal 1-4 Students who have earned a proficient or above average on report cards.

2022/23	2023/24	2024/25	2025/26	Target
62%	68%	65%	79%	80%

Goal 2-1 Student Learning Survey (Mental Health Literacy): At school I am learning to care for my well-being.

2022/23	2023/24	2024/25	2025/26	Target
54%	85%	85%	*DM	100%

Goal 2-2 Student Learning Survey (Mental Health Literacy): How many adults at your school care about you?

2022/23	2023/24	2024/25	2025/26	Target
100%	100%	96%	*DM	100%

Goal 2-3 Student Learning Survey (Self-Regulation): I am satisfied that in school I learn how to express emotion, and deal with emotional problems that I may face in the future.

2022/23	2023/24	2024/25	2025/26	Target
50%	74%	95%	*DM	100%

Goal 2-4 Student Learning Survey (Self-Regulation): At school I am learning to solve problems in peaceful ways.

2022/23	2023/24	2024/25	2025/26	Target
100%	100%	100%	*DM	100%

*DM = Student Learning Survey Data Masked