

UPPER HAY RIVER SCHOOL

2025-2026 SCHOOL ASSURANCE PLAN



Principal: Kemoy Shaw

Trustee: Marc Beland and Shane Lloyd



Our Children, Our Students, Our Future: Moving the Dial on Every Child

Priority	Essential Principle Focus for Improvement Highlight one/two Essentials for improvement for each Priority	School Goal Reframe the Division Goal into a School Goal that highlight school focus	Results (current reality)	Target Data (desired reality)	Implementation Plan Consider research and best-practice in the short and long term	Short Report (completed as data becomes available)
Connectivity FVSD will foster connectivity and well-being amongst community, students, parents, and staff	Understanding, respecting, and reflecting the cultural and community perspectives of Meander River Dene Tha. Connecting parents and Guardians to the learning that is happening in the classroom.	Objective: Foster a sense of community and trust within the school. Goals: Enhance relationships among students, families, and staff, promote collaboration, and create a supportive environment.	Parent engagement increased significantly when we moved from parent/teacher interviews to a family fun event. The increase in attendance and interactions between teachers and guardians was significant. Parents have reached out more to let us know of absences and inform us of updates.	Increased engagement with our community. Less fear and anxiety when parents and guardians are participating in school functions that can allow the community to know more of what is happening at school firsthand. Increased participation in student update meetings and increased survey feedback.	Identify areas where community bonds are strong and where they need improvement. Gather feedback from students, families, and staff on their sense of belonging and safety. Staff of UHRS will organize in class and outside of school hours, low risk activities that will create engagement with families and community. Internal Resources: School administration, teachers, counselors, and student leaders, Success and Engagement Coach, local staff with cultural ties External Partners: Community organizations (Dene Tha, Tamaca), local businesses, and government programs. Community Building Activities: Plan events and activities that bring the school community together, such as family nights, family sports activities, library use, student performances, invitations to join their child in school for activities that involve curriculum subjects. Cultural activities (Dene language lessons, drumming ceremonies, cultural crafts, food etc.) Support Programs: Implement programs that support mental health and well-being, such as 1:1 counseling service, universal programming (Connection team as well as the Dene support worker, and targeted small group programs. Training and Workshops: Schedule training sessions for staff and students on communication, conflict resolution, and trust-building. Elder visits and cultural teachings through the Success and Engagement Coach. Communication: Keep all stakeholders informed about progress and upcoming events. Use newsletters, meetings, and digital platforms to share updates and promote community initiatives.	

<p>Literacy</p> <p>All students will improve literacy skills</p>	<p>Daily instruction in reading and reading strategies.</p> <p>Daily Independent reading time</p> <p>Motivation</p>	<p>Improve K-9 student literacy scores through targeted instruction, professional development, and evidence-based strategies and 1.5 interventions. This initiative will focus on developing comprehension growth by improving students' decoding skills and fostering an increased love of reading, in alignment with FVSD priorities</p>	<p>TOSREC (median standard score)</p> <p>Winter 2024 82.0</p> <p>Winter 2025 80.0</p> <p>TOWRE</p> <p>Winter 2024 86.0</p> <p>Winter 2025 85.0</p>	<p>Our goal is to achieve a 3-point increase in standard scores for K-9 students' literacy by focusing on improving comprehension through improved decoding skills. This target aligns with FVSD priorities and will be measured using 3T testing as well as progress monitoring tools to ensure accurate tracking of student progress.</p>	<p>Initial Assessments: Conduct baseline assessments to determine current decoding and comprehension levels 3T Data.</p> <p>Progress Monitoring: Implement regular assessments to track student progress and adjust instruction as needed.</p> <p>Professional Development: Provide training on effective decoding strategies and their impact on comprehension. Focus on phonemic awareness, phonics, and fluency.</p> <p>Instructional Strategies: Implement a systematic 1.5 intervention program to build strong decoding skills in early grades.</p> <p>Differentiated Instruction: Use data to tailor instruction to individual student needs, providing additional support where necessary.</p> <p>Intervention Programs: Tiered Support: Develop a multi-tiered system of support to provide varying levels of intervention based on student needs.</p> <p>Small Group Instruction: Offer small group sessions focused on decoding skills for students who need extra help.</p> <p>Engaging Materials: Use high interest reading materials that are appropriate for students' decoding levels to keep them motivated.</p> <p>Resource Allocation: Ensure classrooms have access to high-quality phonics and decoding resources as well as high interest reading material</p> <p>Regular Review: Review assessment data regularly to evaluate the effectiveness of the plan and make necessary adjustments.</p>	
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<p>Numeracy</p> <p>All students will improve numeracy skills</p>	<p>Improve procedural fluency</p>	<p>Build K-9 students' procedural fluency in numeracy by implementing targeted 1.5 intervention and evidence-based strategies, aligned with the FVSD Numeracy Framework. The goal is to ensure all students demonstrate improved accuracy and efficiency in mathematical procedures (Fluency project), contributing to overall numeracy development.</p>	<p>WRAT (median standard score)</p> <p>Winter 2024 78.0 Winter 2025 74.0</p>	<p>Improve numeracy fluency across all grade levels (K-12) to ensure that students achieve a median score of 90 standard points on the WRAT by the end of the academic year.</p>	<p>Instructional Strategies Explicit Instruction: Implement explicit teaching of mathematical procedures, ensuring students understand the steps and rationale behind them. The universal program will be <i>Do the Math</i>. Practice and Repetition: Incorporate regular practice and repetition of key mathematical procedures to build fluency. (The fluency project, Mathletics and Reflex) Differentiated Instruction: Use data to tailor instruction to individual student needs, providing additional support where necessary. (Small group instruction) Concrete-Representational-Abstract (CRA) Approach: Use manipulatives (concrete), visual representations (representational), and abstract symbols to teach mathematical concepts. Number Talks: Facilitate short, daily discussions to build mental math and computational skills. Professional Development: Provide professional development focused on strategies to improve procedural fluency, including the use of manipulatives, visual aids, and technology. Progress Monitoring Regular Assessments: Conduct formative and summative assessments to track student progress over time. Data Analysis: Use assessment data to identify trends, strengths, and areas needing improvement. Adjust Instruction: Use progress data to inform and adjust instructional strategies as needed. Funding for Materials: Allocate budget for purchasing manipulatives, educational software, and other instructional materials.</p>	
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<p>Career Paths</p> <p>All students will <i>Explore, Develop, Grow, and Experience</i> chosen career paths</p>	<p>All students will explore, develop and experience a chosen career path.</p>	<p>UHRS will proactively create and pursue opportunities for students of all ages to be exposed to and explore a diverse range of career paths, facilitated through our collegiate program.</p>	<p>Currently students have had limited exposure and knowledge of the plethora of career opportunities that are locally (Nation and the entire County) available as well as training that is open to them.</p>		<p>Career Exploration Programs Career Days: Organize career days where professionals from different fields can speak to students about their careers. Job Shadowing: Arrange job shadowing opportunities for students to experience a day in the life of professionals in various careers. Curriculum Integration Career-Focused Projects: Integrate career exploration into the curriculum through projects and assignments that relate to different career paths. Guest Speakers: Invite guest speakers from various industries to share their experiences and insights with students. Partnerships with Colleges and Universities College Visits: Organize visits to local colleges and universities to expose students to different academic programs and career opportunities. Dual Enrollment Programs: Inform students of dual enrollment programs that allow high school students to take college courses and earn credits. Workshops and Seminars Skill-Building Workshops: Offer workshops on skills such as resume writing, interview techniques, and professional etiquette. Career Seminars: Host seminars on various career paths, including emerging fields and non-traditional careers.</p>	
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As the representative of the School Council at this school, I hereby give my endorsement to this School Assurance Plan for the 2025-26 school year. I hereby acknowledge that the school council has had opportunity to provide feedback on this plan and support it as is here presented.

As Principal of this school, I hereby submit our School Assurance Plan for the 2025-26 school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

School Council Chair

Date

Principal

Date