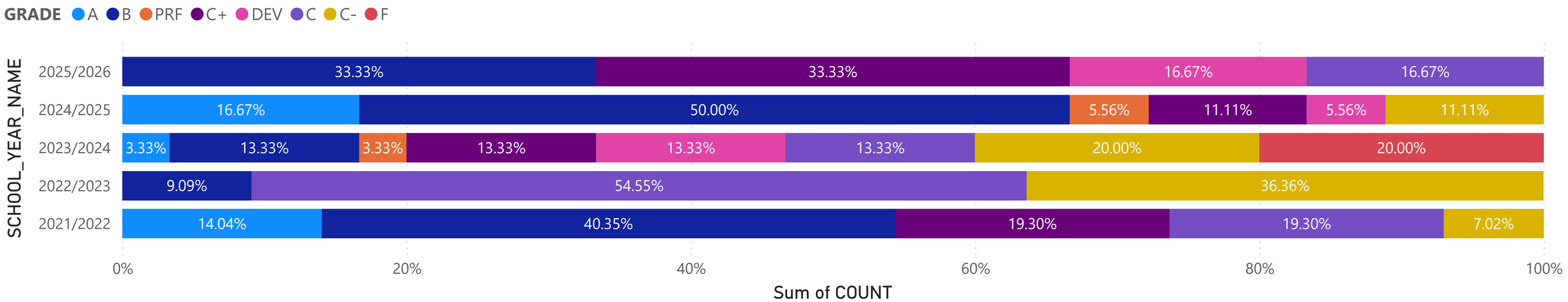
School

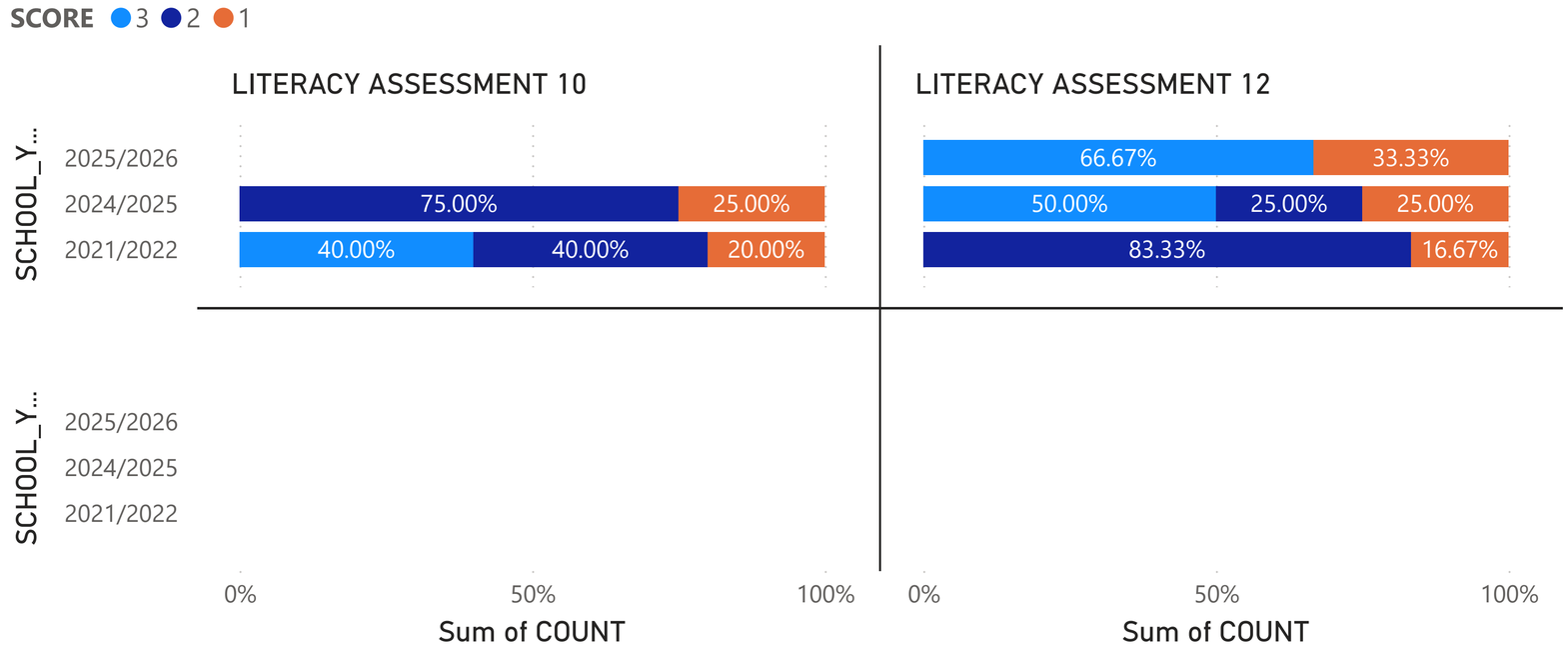
Skyline Alternate School

Course Marks



Provincial Assessments

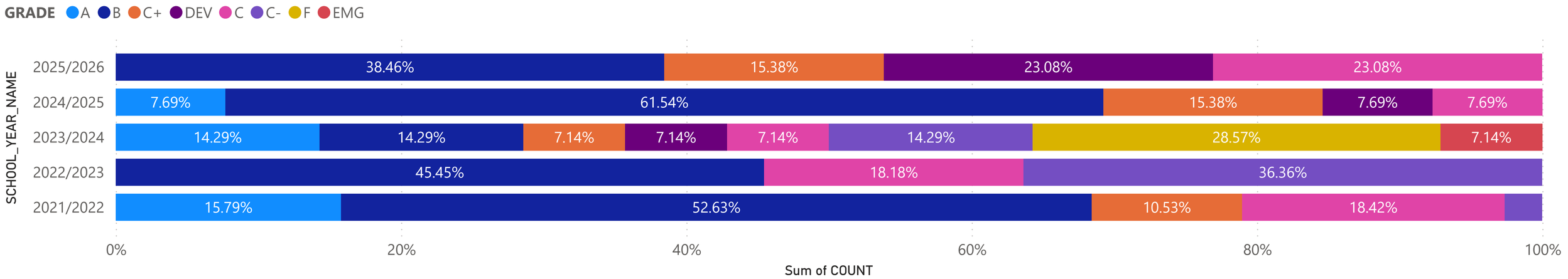
EPRA / DART



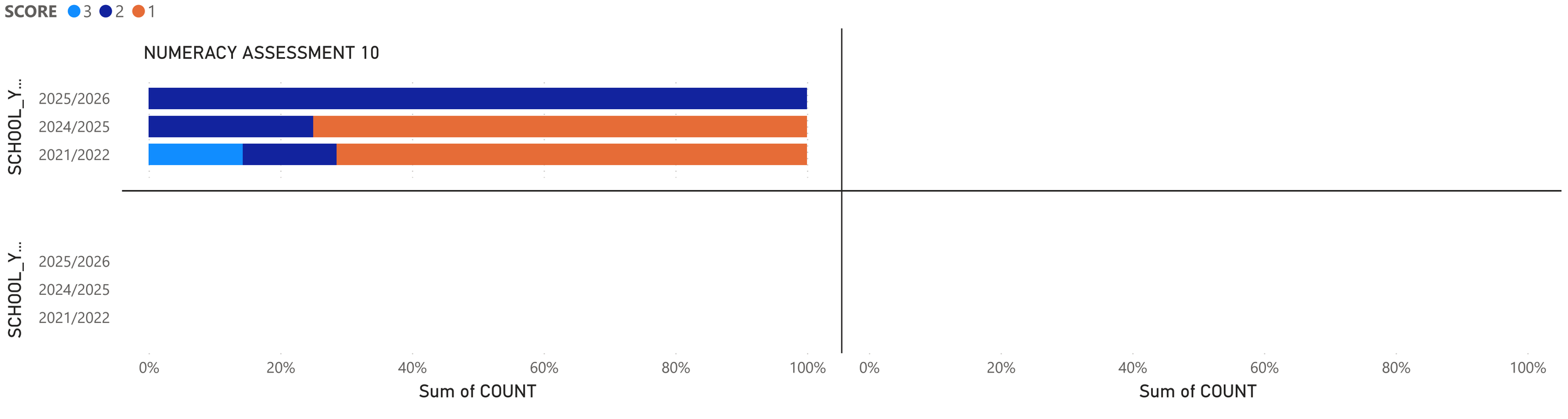
School

Skyline Alternate School

Course Marks



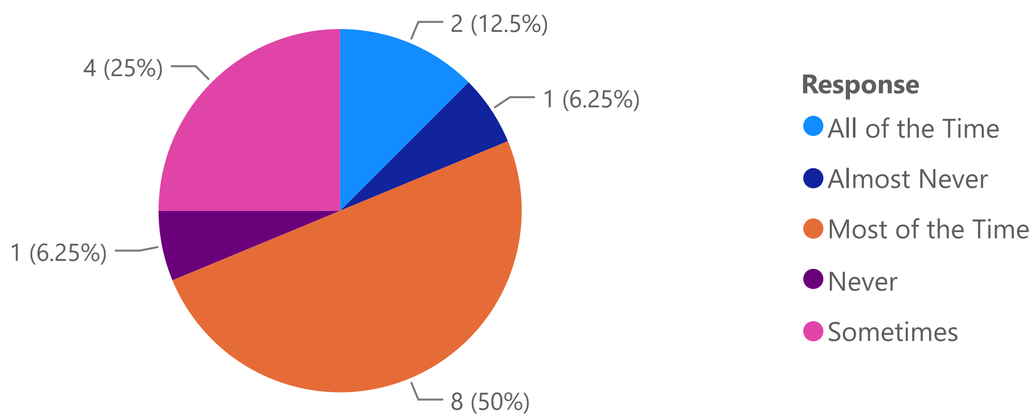
Provincial Assessments



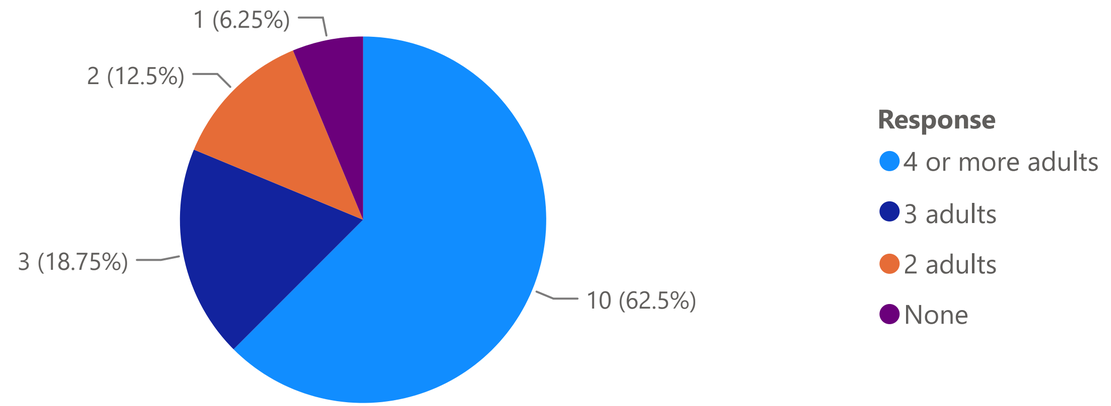
School

Skyline Alternate School

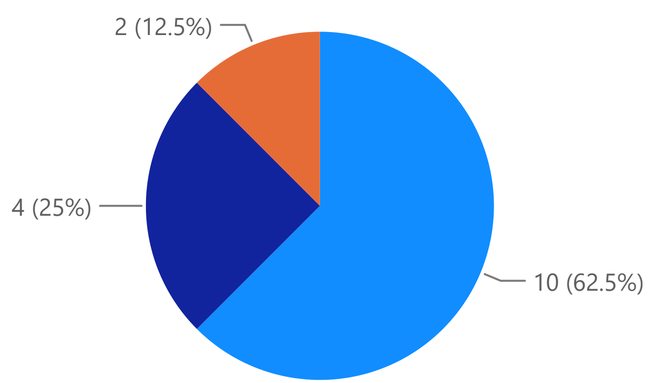
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	7%	<80
2025/2026	44%	80+
2025/2026	48%	90+
2024/2025	23%	<80
2024/2025	31%	80+
2024/2025	46%	90+
2023/2024	61%	<80
2023/2024	25%	80+
2023/2024	14%	90+
Total	**100%**	

Cariboo-Chilcotin School District

School Plan for Student Success

School: Skyline Alternate School

School Year: 2026/2027

Literacy Results Analysis

Literacy assessments are consistent with average assessment of other local secondary schools. Literacy data, according to report cards and literacy assessments, remain average at 50% or passing in all grade levels.

Literacy Successes or Growth

Literacy successes are that all students taking the Literacy 10 assessment were level 2 or higher. Another success is that the data indicates no students is below the failing threshold, all marks are 50% or higher.

Literacy Areas for Improvement

Skyline School will improve functional literacy skills with a particular focus on all alternate students, by developing flexible and individualized literacy programs, with particular focus on ability to fill out a form (entering workforce), or composing an essay (post-secondary) building literacy confidence and lifelong reading skills

Literacy Next Steps/Actions

Literacy skills are foundational to student success in school, employment, training, and daily life. Many students in alternate education settings have experienced interruptions in learning, gaps in academic achievement, or challenges with engagement in traditional literacy instruction. Strengthening literacy supports students' ability to access curriculum, communicate effectively, and to think critically with both career, and personal goals. By providing individualized, relevant, and strengths-based literacy opportunities, students can build confidence, increase engagement, and demonstrate measurable growth in reading, writing, speaking, and comprehension skills. *Universal: Ensure all students, regardless of ability, have equitable access to literacy learning from the beginning. *Targeted: Provide

additional, evidence-based help and support for students who are not yet at risk but may need extra supports. Builds on universal supports with more focused, small-group or individualized instruction. *Intensive: Address significant literacy challenges, often linked to learning disabilities such as dyslexia. Multi-sensory approaches, structured literacy programs, and ongoing monitoring of progress Key Results: *Universal- Audio book, speak to text, adapted strategies *Targeted- Each group focus on specific strategies (Work force and post-secondary) *Intensive: - One-on-one instruction and strategies as per individualize support plans

Numeracy Results Analysis

Numeracy Assessment scores were consistent with other secondary schools in the district. Course marks and assessments remain above 50% or at a passing level in all grades at Skyline.

Numeracy Successes or Growth

Numeracy is an essential life skill that enables students to solve problems, make informed decisions, and participate successfully in education, employment, and everyday activities. Functional numeracy ensures that students develop the foundational skills needed for success both in school and after school. Key Results: *Universal; using UDL strategies for functional numeracy calculators and white boards. Universal Design for Learning (UDL) is embedded in daily instruction to ensure most students (80%) can access and progress in numeracy. *Targeted: 90% students will be able to use a calculator to the calculator capacity as each group (workforce and post-secondary use different levels). *Skill-specific interventions: Focused on numeracy competencies (e.g., fractions, measurement, problem-solving) which alignes to the BC curriculum. Intensive: 90% students will be able to read and determine accuracy of a paystub with one-on-one supports and specific strategies Adjustments made to content, process, and product to meet individual requirements.

Numeracy Areas for Improvement

Numeracy successes are that all assessments were in the level 2 area which indicates that all students have some numeracy ability. All students at Skyline enrolled in a numeracy

course have passed the course, and have strategies to further their learning in numeracy courses.

Numeracy Next Steps/Actions

Increase Skyline functional numeracy skills and confidence through relevant, individualized numeracy learning experiences, by being able to use a calculator (full capacity) and analyze a pay stub.

Human & Social Results Analysis

Improve student engagement, sense of belonging and attendance by fostering meaningful connections, individualized learning opportunities and consistent support (in school and in the community). Past data indicates that all aspects are increasing with the expectations of measurable growth in the upcoming year.

Human & Social Successes or Growth

The data indicates that Skyline is doing well with a sense of belonging, with adults that care and including feeling welcome at school. A continued shared vision, individual goals and supports for each student will ensure measurable increases. At Skyline, 90% of students feel that there are at 4 adults in their life that care about them, these facts should remain steady moving forward with continued supports and trauma informed practice.

Human & Social Areas for Improvement

88% of Skyline students feel some sort of sense of belonging at school. 77% students at Skyline have 3 or more trusted adults that care in their life. 84% of Skyline students feel welcomed at their school. This data could improve by at least 10% in each area.

Human & Social Next Steps/Actions

At Skyline many students face barriers that can impact regular attendance. By fostering positive relationships, flexible learning opportunities, and individualized supports, Skyline can improve student engagement and connection to learning. In September 2026,

students will set attendance goals in their Student Learning Plans to increase their personal attendance by 10% by the end of the school year. This increase will be measured by engagement, participation in activities, and involvement with community agencies. Teacher and Youth Engagement Workers will monitor attendance and will follow up at School Based Team (SBT) meetings, including personal engagement, to support that attendance will increase. Students will communicate (student voice), participate and lead discussion groups regarding individualized relevant information and projects.