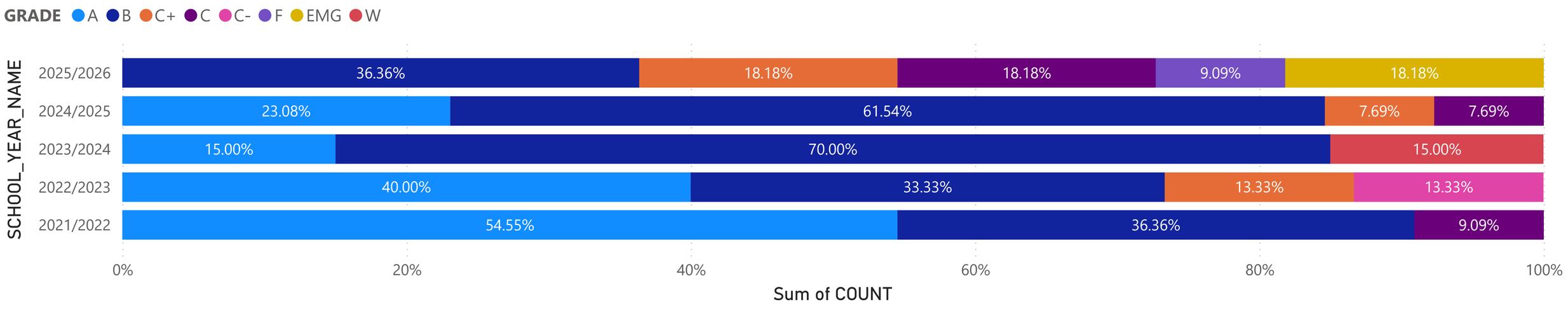
School

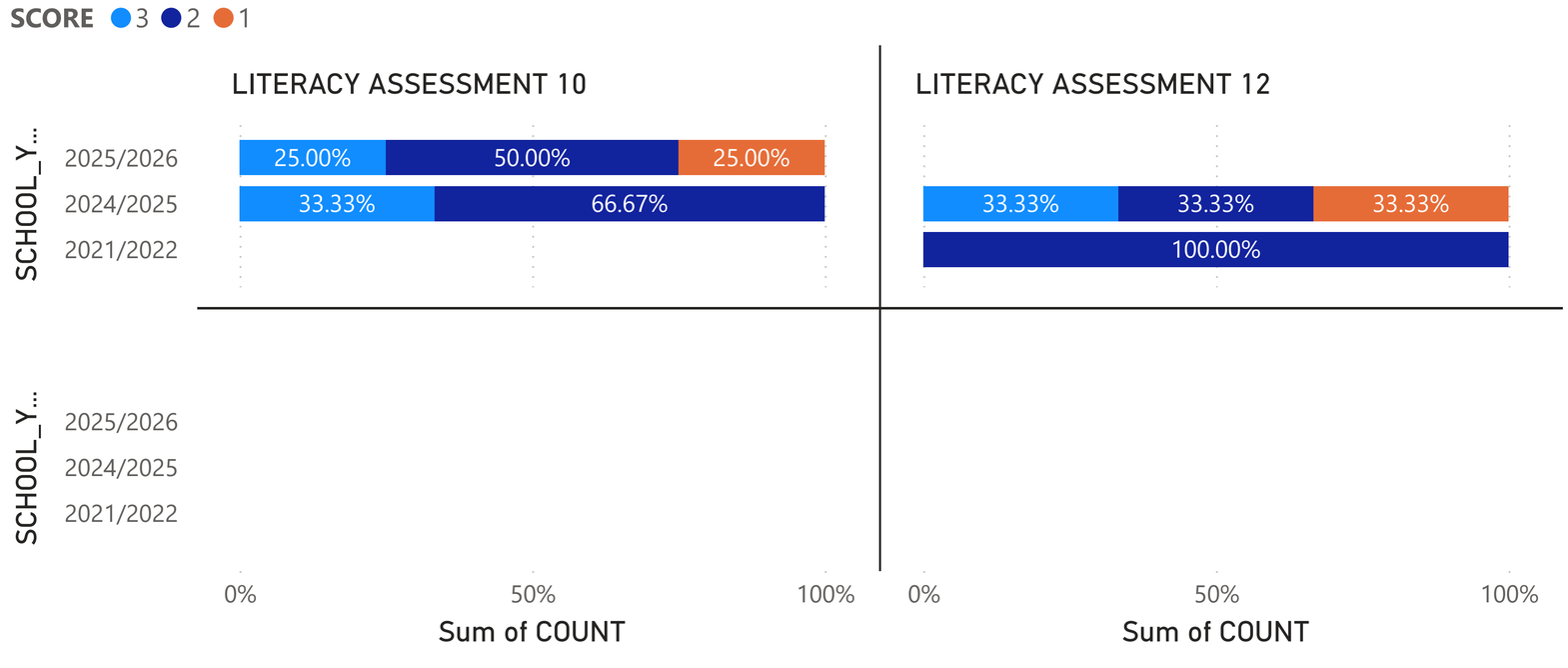
PSO Outback Storefront

Course Marks



EPRA / DART

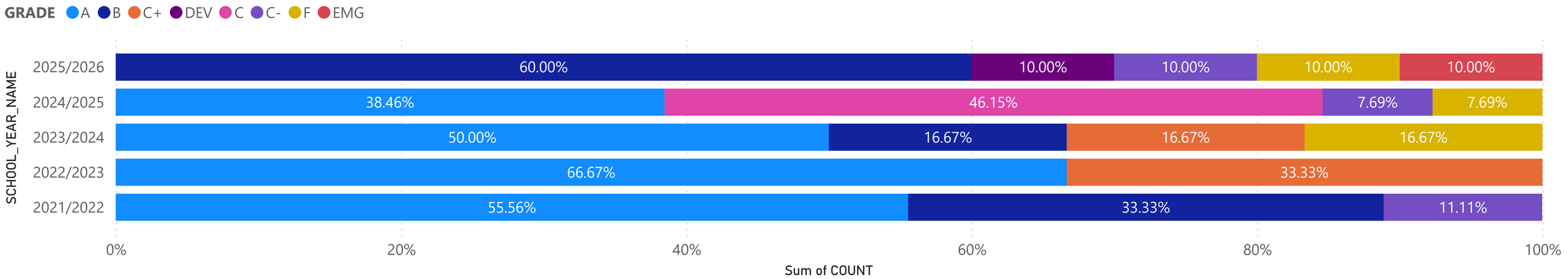
Provincial Assessments



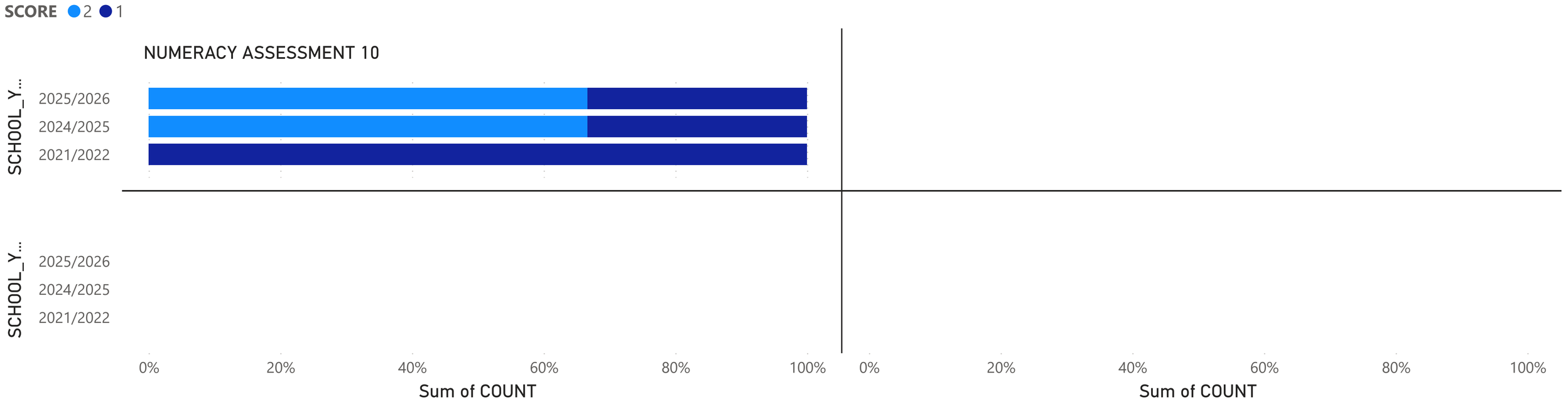
School

PSO Outback Storefront

Course Marks



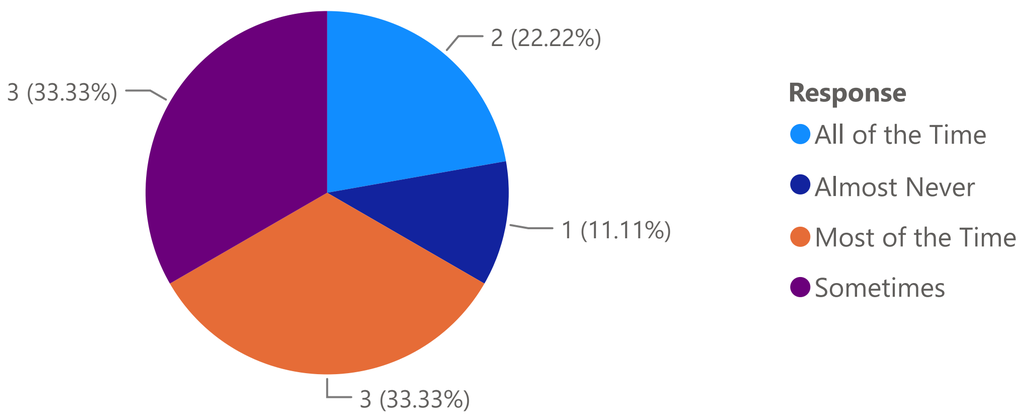
Provincial Assessments



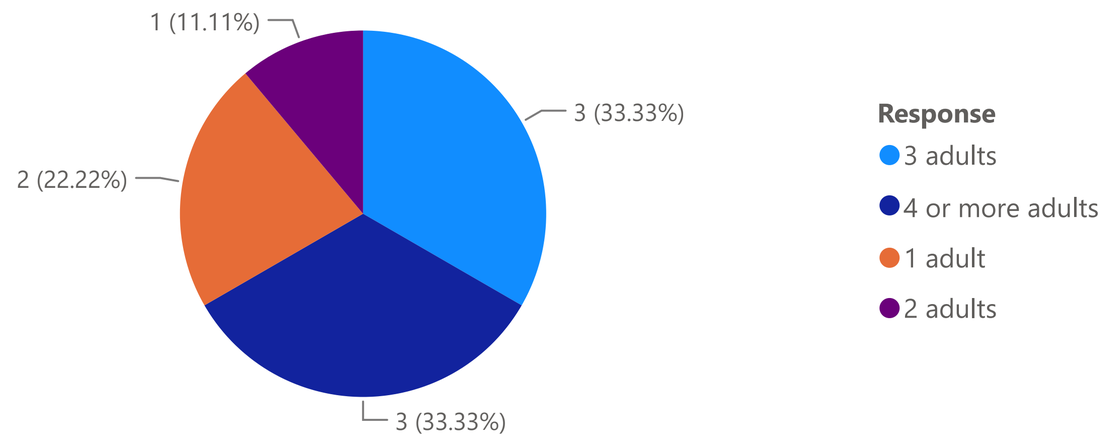
School

PSO Outback Storefront

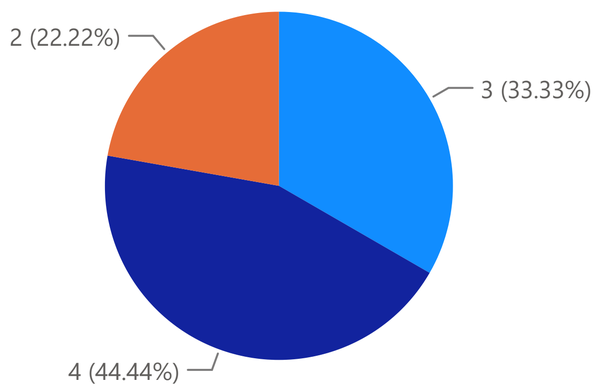
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	21%	<80
2025/2026	36%	80+
2025/2026	43%	90+
2024/2025	100%	90+
2023/2024	100%	90+
2022/2023	8%	80+
2022/2023	92%	90+
2021/2022	100%	90+
Total	**100%**	

Cariboo-Chilcotin School District

School Plan for Student Success

School: PSO Outback Storefront

School Year: 2026/2027

Literacy Results Analysis

Literacy assessments and course marks were significantly lower than the secondary schools in the school district. The enrollment of Storefront is very small group (9 students).

Literacy Successes or Growth

Storefront successes are that many of the literacy enrolled students participated in the assessments at grade 10 and 12. Storefront successes are that many of the students engaged in literacy circles and group reading projects when presented to them.

Literacy Areas for Improvement

To increase the literacy passing rate at Storefront school next year by 20% during the current school year. 27% students in 2025/2026 were below the passing mark of 50% in the student's literacy course work. The focus will be on curriculum development and building a relationship so that students are Storefront engage in the literacy activities presented to them. Storefront 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 (postsecondary) 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, and to create 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, peer mentorship, .structured literacy programs, and ongoing monitoring of progress. Key Results: **Universal- Audio book, speak to text, adapted strategies for each student **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. Numeracy will be a focus in the following school year. A majority of the students in Storefront have passed the numeracy course offered to them this year.

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 and beyond school. **Key Results: **Universal; using UDL strategies for functional numeracy calculators, white boards Universal Design for Learning (UDL) is embedded in daily instruction to ensure all students can access and progress in numeracy **Targeted: 90% students will be able to use a calculator to the calculator capacity as each group (workforce ad post secondary use different levels) Skill-specific interventions: Focused on numeracy competencies (e.g., fractions, measurement, problem-solving) aligned to the BC curriculum. **Intensive: 90% students will be able to read and determine accuracy of a paystub and budgeting with one-on-one supports and specific strategies Adjustments to content, process, and product to meet individual requirements.

Numeracy Areas for Improvement

Moving forward, numeracy is to be a major part of the focus for Storefront. Increase the number of students enrolled in a numeracy course as well as increase the number of students completing the numeracy 10 assessment.

Numeracy Next Steps/Actions

Increase Storefront 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 supports (in school and in community). Past data indicates all aspects are increasing with the expectations of measurable growth in the upcoming year.

Human & Social Successes or Growth

The data indicates that Storefront students feel that they belong, have adults that care and feel welcome at school. A continued shared vision, individual goals, documentation and supports for each student will ensure measurable increases. At Storefront, 90% of the students feel that there are at least 4 adults in their life that care about them, these facts should remain steady moving forward with continued school supports, community agency supports and trauma informed practice.

Human & Social Areas for Improvement

88% of Storefront students feel a sense of belonging at school. 77% of Storefront have 4 or more trusted adults that care in their life. 84% of Storefront feel welcome at their school. This data will improve by 10% in each area during the current school year with continued shared vision, trauma informed trained staff and community supports.

Human & Social Next Steps/Actions

Cariboo-Chilcotin School District

School Plan for Student Success

At Storefront many students face barriers that can impact regular attendance, by fostering positive relationships, flexible learning opportunities, and individualized supports, Storefront 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 Worker monitoring attendance, follow up School Based Team meetings, and personal engagement, attendance will increase. Students will communicate (student voice), participate and lead discussion groups regarding individualized relevant information and projects.