



Foothills Elementary School

2026-2027 School Plan for Student Success

“At Foothills we S.O.A.R.”

We respectfully acknowledge that at Foothills Elementary we learn, work and play on the beautiful unceded, ancestral lands of the Lheidli T'enneh. Our school is fortunate to be surrounded by a large, forested area for our students to connect to the land during their time at school.

Foothills Elementary has a large catchment area and is part of the DP Todd Family of Schools, located at the foot of Cranbrook Hill in the west bowl part of the city. We currently have 206 students enrolled in our K-7 school.

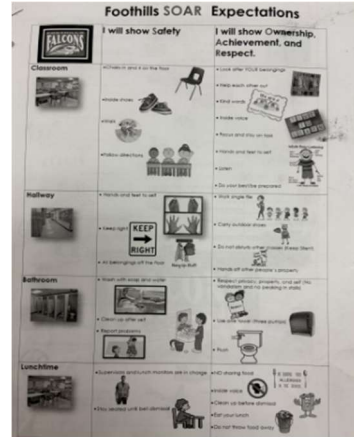
Foothills is a vibrant learning community of **nine divisions**, with the PREP teacher supporting the fine arts (K-5) and French language (Grade 6/7). Students are supported by a dedicated team that includes a Resource Teacher, ELL Teacher, Teacher-Librarian, School Counsellor and an Indigenous Education worker, along with qualified Education Assistants to support our students in the classroom and on the playground.

We are committed to creating a **strong, inclusive learning environment where every student is supported to learn, grow, and thrive**. At Foothills, we **SOAR**: we are **Safe, take Ownership, Achieve, and are Respectful**. Through meaningful collaboration among staff and students, a school-wide **Behaviour Matrix** was developed that reflects these shared values and provides a common foundation for our daily behaviour expectations and interactions. We also value opportunities for students to develop their interests, skills, and sense of belonging through a range of extracurricular activities, including volleyball, cross-country running, basketball, chess, and drama.

As a staff, we remain committed to Truth and Reconciliation calls to action and the **First Peoples Principles of Learning** in our daily teaching. It is an honour to work alongside the Indigenous community to support our learners.

At Foothills, we are fortunate to be supported by an active Parent Advisory Committee who organizes hot lunches and school fundraising and plans events such as dances and fun fairs to bring our community together.





SCHOOL LEARNING GOAL

Our school learning goal is to increase fluency in reading and to improve computational fluency with basic math facts.

With a focus during the Early primary years on phonemic awareness (ability to hear, identify and manipulate sounds) and phonics (being able to understand the relationship between letters and sounds) we set a solid foundation in the area of first sound fluency to be able to bridge to students in the intermediate grades to focus on fluency (ability to read text accurately, quickly and expressively).

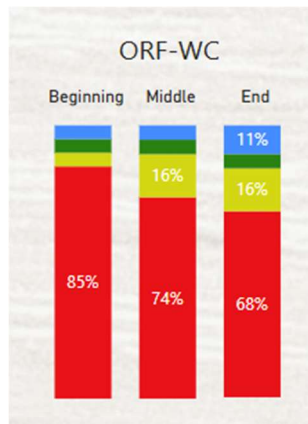
Foothills' literacy goal aligns with the District Literacy Strategy through our use of **DIBELS universal screening, evidence-based literacy practices, targeted intervention, and ongoing progress monitoring**. DIBELS data will help staff identify student strengths and areas of need, inform instructional planning, monitor progress, and determine appropriate support. Through collaborative data discussions and professional learning, we will strengthen staff capacity to respond to student needs and provide evidence-based literacy instruction aligned with the **five pillars of literacy**, supporting improved outcomes for all learners.

RATIONALE

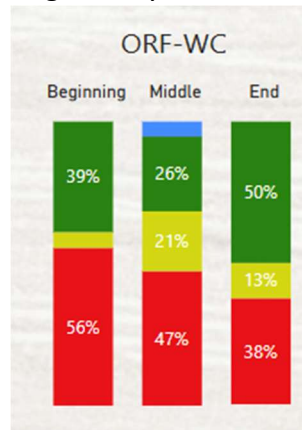
This goal was selected based on data collected through the DIBELS ((Dynamic Indicators of Basic Early Literacy Skills) which is a set of procedures and measures for assessing the acquisition of literacy skills.

By looking at the Beginning, Middle and End composite DIBELS scores we are able to identify specific areas in which our students were excelled in and specific areas requiring growth. Through the DIBELS assessment, we can also identify specific students requiring targeted intervention so we can create a framework for support with our CT (classroom teachers) , L.A.T. (Learning Assistance teacher) and Resource Teacher.

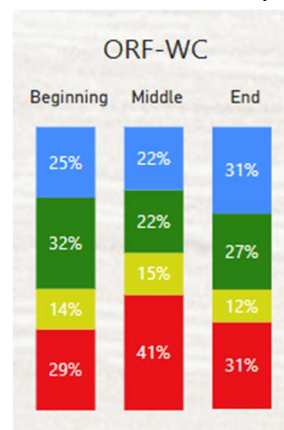
When we look at the 2025/26 data we can see that on average 33% of our students from Grades 2-6 are at risk in the Oral Reading Fluency category at EOY assessment. This is the “WHY” we will focus on reading fluency at Foothills in the 2026/7 school year.



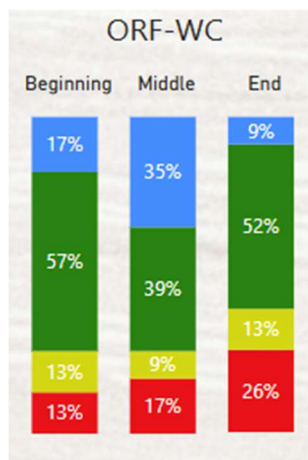
Grade 1 ORF
(oral reading fluency)



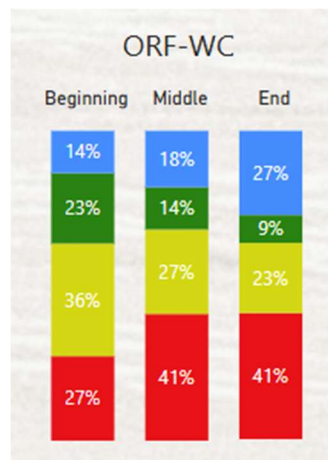
Grade 2 (ORF)



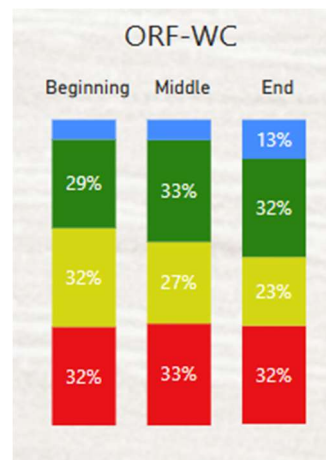
Grade 3 (ORF)



Grade 4 ORF

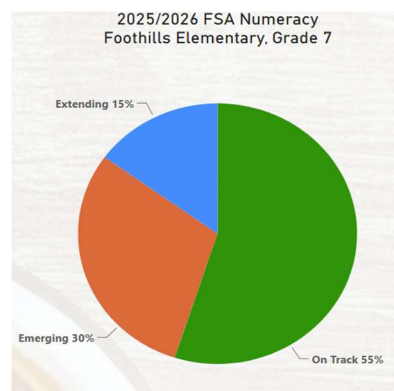
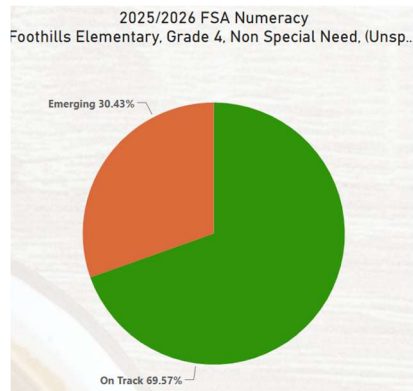


Grade 5 ORF



Grade 6 ORF

Our numeracy goal is based on FSA data collected at the Grades 4 and 7 levels.



In 2025/26 64 % of our Grade 4 students were on track in numeracy.

In 2025/26 70 % of our Grade 7 students were either on track or exceeding.

By focusing on improving daily math facts in numeracy, students can solve problems with more efficiency and accuracy.

STRATEGIES to ACHIEVE the SCHOOL LEARNING GOALS

Literacy:

Strategies:

- Early primary teachers (K/1) will continue being part of the Sunform Alphabet project targeting early literacy skills, working with our district literacy teacher.
- Primary teachers (K-3/4) will use the UFLI resource (literacy resource aligned with the Science of Reading) that teaches students foundational skills for reading and spelling.
- Intermediate teachers will use daily fluency passages to support the literacy goal.
- Collaboration blocks will be integrated and designate for teachers to share effective literacy strategies in grade groups.
- Monthly staff meetings will have built in time for data discussions and strategies related to effective literacy instruction.

Numeracy:

- Share instructional routines (number talks, esti-mysteries), activities and curriculum resources with staff (Ex: SD57 Numeracy block structure, Coast Metro Math Project).
- Encourage use of evidence-based numeracy program (EDWIN Grade 1-7)
- Develop a common framework for fact fluency at Foothills Elem. (desired state versus current state)

MONITORING for IMPACT – Student Learning Change

- DIBELS will be done 3 X throughout the year.(Beg of Year (BOY), Mid-Year (MOY), End-of-Year)
- Monthly staff meetings will have built in time for data discussions and strategies related to effective literacy instruction.
- We will use tools related to observable impact framework (our current state vs our desired state in literacy) to help identify effective literacy strategies. What do we need our Students to do, What do we need our teachers to do and what do we need building Leader to do to support our literacy goal.
- We will use the DIBELS data and identify students requiring support and model our LA time to support those specific students for targeted intervention. Our Learning Assistance groups will be fluid based on students identified through the DIBELS and the QPS (Quick Phonics Screener).
- All support teachers (LAT, RT, ELL) and classroom teachers will participate in DIBELS training. This will ensure our Inclusive Ed. Students and at-risk-students will receive informed instruction and program specific planning for literacy support.

Numeracy : TBD

REFLECTIONS and OUTCOMES

