



Hixon 2026 School Plan for Student Success

PREAMBLE:

We acknowledge that **Hixon Elementary** is located on the unceded ancestral lands of the Lheidli T'enneh First Nation. Here in our rural community, surrounded by forests and mountain views, we are grateful to learn and grow on this land and commit to respecting it and the people who have always called it home.

Hixon Elementary is a close-knit rural community school located south of Prince George, serving many multigenerational families. It is known for its warm, welcoming, and supportive environment, where parents, grandparents, and extended family members are active partners in school life. This strong involvement, along with an engaged Parent Advisory Committee, helps create a family atmosphere and fosters a deep sense of belonging. Staff prioritize building relationships and supporting student growth through classroom learning, extracurricular activities, leadership opportunities, and community-focused events.

Our students learn on and from this land. The forest, the trails and the river around Hixon are part of our classroom, and outdoor, place-based learning is one of the ways we bring literacy to life. With the guidance of our Indigenous Education Worker, we work to ensure students see themselves, their families and Lheidli T'enneh ways of knowing reflected in what they read, write, hear and talk about.

Academically, **Hixon Elementary is entering a new phase of growth in literacy instruction.** In recent years, the school has placed a strong emphasis on social-emotional learning and building the relationships, sense of belonging, and supportive environment that help students thrive. Building on this foundation, the school is now pivoting its instructional focus toward literacy, with a commitment to strengthening consistent, evidence-informed **Tier 1 literacy practices** across classrooms. Staff are working collaboratively to build their collective capacity, establish common instructional approaches, and use student learning data to identify needs and monitor growth. This renewed focus on literacy will support continued student success while creating a strong foundation for future academic growth.



We hold this literacy focus inside a trauma-informed, holistic and strength-based approach. Students learn best when they feel safe, regulated, fed and known. Our regulation space (the Hawk Nest), our meals program, our kitchen and leadership programs, and our everyday relationships with families are not separate from literacy learning — they are what make it possible for every child.

SCHOOL LEARNING GOAL

Our goal is to strengthen student achievement in literacy by fostering engagement, confidence, and a love of reading and writing through consistent, evidence-informed Tier 1 instructional practices, grounded in relationship, place and the First Peoples Principles of Learning.”

RATIONALE

CONVERSATIONS WITH STAFF/COMMUNITY

Summary of Findings:

Staff shared a desire to strengthen literacy instruction across classrooms and develop greater consistency in Tier 1 practices. Teachers identified the need for shared strategies, collaboration, and professional learning to better support students with varied literacy needs.

Through PAC and family conversations, families shared that they want their children reading with confidence and seeing local stories, the land and Indigenous voices in the books that come home.

CLASSROOM/SCHOOL OBSERVATIONS

Summary of Findings:

Classroom observations showed that students are most engaged in literacy when learning includes explicit instruction, opportunities to talk and collaborate, meaningful texts, and active participation. Observations also identified opportunities to strengthen consistency in evidence-informed Tier 1 literacy practices, including explicit teaching, guided practice, and timely feedback.

Source 3: DATA AND EVIDENCE

Summary of Findings:

DIBELS, FSA, and formative classroom assessment data provide a baseline for understanding student literacy strengths and areas for continued growth. The data indicates a need to build staff capacity and consistency in Tier 1 literacy instruction so that all students receive strong, evidence-informed instruction and are supported to make continued progress in reading and writing.

STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL

Student	"Student Says"	Educator	Tasks
S1 - Students read and write with purpose, using texts and topics that interest them and connect to real life.	SS1 – Purposeful Engagement in Literacy "I know why we are reading or writing this." "I can choose books or topics that interest me." "This connects to real life or something I care about."	E1 - Educators design literacy learning with clear purpose, matching student interests and creating calm, organized environments.	T1 - Educators design literacy learning with clear purpose, matching student interests and creating calm, organized environments. T1: Tasks have a clear purpose, offer choice of text or topic, and connect to real life — including the land, place, families and community around Hixon.
S2 -Students explain their thinking, discuss ideas with peers and teachers, and engage deeply with the topic.	SS2 - "Here's how I figured it out." "I can explain my thinking in words, pictures, or writing." "Talking with others helps me understand better."	E2 -Educators provide multiple points of entry and learning strategies (listen, read, discuss, write), stretching learning through questioning and feedback.	T2 - Tasks require student thinking, explanation, and application — individually and collaboratively.

S3 - Students are actively engaged in literacy tasks—reading independently, collaborating appropriately, and staying on task.	SS3 - "I'm focused and know what I'm working on." "I can work on my own or with others when it helps my learning." "I know what I'm supposed to do next."	E3 - Educators elicit and respond to student thinking, offering multiple ways for students to express their understanding meaningfully.	T3 - Tasks promote active engagement (not passive compliance) and include opportunities for collaboration and peer interaction.
S4 - Students revise, edit, and improve their work, understanding expectations and routines and using feedback to grow.	SS4 - "I can make my work better after feedback." "I know what I did well and what I need to improve." "Editing and revising help my writing get stronger."	E4 - Educators provide timely verbal and written feedback, confer with students, and establish consistent literacy routines.	T4 - Tasks and assessments include feedback cycles, revision opportunities, and peer editing..
S5 - Students demonstrate confidence and ownership of their learning and understand how data supports their progress.	SS5 - "I'm proud of my work and my progress." "I know my goals and what I'm working toward." "I understand how my learning is growing over time."	E5 - Educators use flexible, responsive practices and a variety of data sources to monitor learning and inform instruction.	T5 - Tasks support ongoing assessment, reflection, and responsive planning based on student data

Hixon (tiered approach)

At Hixon Elementary School we use a tiered approach to literacy instruction that meets students at their current point of learning rather than relying on grade placement alone. Through common assessment practices, explicit instruction, flexible groupings, and regular monitoring of student progress, staff will provide increasingly targeted support according to student need. Across both divisions, students will experience consistent approaches to oral language, reading and writing, while instruction and texts are differentiated to provide appropriate access, challenge and support.

In our K–7 multigrade setting, literacy instruction will meet students at their current point of learning. All students will receive consistent, evidence-informed classroom

instruction (**Tier 1**), with flexible groupings used to provide additional targeted support (**Tier 2**) or individualized intensive support (**Tier 3**) when needed. Student progress will guide grouping, instruction, and next steps.

- **Tier 1 (all students):** a common daily literacy block in both divisions; explicit phonemic awareness and phonics in K–3 and word study in 4–7 (using the program staff choose together); daily read-aloud and independent reading; writing every day; a shared assessment calendar (DIBELS October, January, March, June).
- **Tier 2 (some students):** flexible small groups within the classroom, supported by EAs and the Support Teacher, regrouped after each DIBELS checkpoint.
- **Tier 3 (a few students):** individualized support with the Support Teacher, with our district team (DRT, SLP, OT) as needed, and families as partners in the plan.
- **Land, place and Indigenous education:** texts by Indigenous authors and local and Lheidli T'enneh stories in both classrooms; reading, writing and storytelling outdoors (field journals, seasonal walks, learning on the land); our Indigenous Education Worker co-planning with teachers; the First Peoples Principles of Learning visible in our classrooms; oral language and storytelling honoured as literacy.
- **Community and belonging:** Raise a Reader Fridays; a monthly community reader; family coffee-and-chat mornings with simple take-home reading ideas; project-based learning Fridays and a year-long capstone that give students a real audience and a real reason to read and write.
- **Professional learning:** literacy time at every staff meeting; looking at student work together; teachers and EAs visiting each other's rooms; district literacy support as available.
- **Trauma-informed foundation:** predictable routines, regulation before instruction, the Hawk Nest when a student needs to reset, and a strength-based lens on every child — what is this student already doing well?

MONITORING for IMPACT – Student Learning Change

Literacy was selected as a school learning priority because strong reading, writing, and oral language skills are foundational to student success across all areas of learning. As a



small K–7 school with multigrade classrooms, we are working to develop a consistent and responsive approach to literacy instruction that meets students at their current point of learning. Our focus is on improving literacy achievement while also developing student engagement, confidence, independence, and ownership of learning.

This year, we will establish a baseline of student literacy achievement and monitor growth using multiple sources of evidence. Staff will collaboratively review assessment data, classroom evidence, and student voice to identify strengths, areas of need, and students who may benefit from additional Tier 2 or Tier 3 support. An equity lens will be used when reviewing results to identify patterns among priority populations and ensure students have equitable access to appropriate literacy instruction and support.

Key Evidence

- **Literacy achievement:** DIBELS, district and provincial assessments will help establish baseline achievement and monitor student growth.
- **Classroom evidence:** Reading and writing samples, teacher observations, conferences, and ongoing assessments will provide evidence of student progress and help inform instruction.
- **Student voice and engagement:** Student reflection and classroom observations will help determine whether students understand their learning goals, are actively engaged, use feedback, and recognize their own growth.

monitoring checkpoints

Checkpoint	Assessment tools	Evidence of student learning	Adjustments to strategies
October	DIBELS (beginning of year); writing sample; “Student Says” survey	Baseline reading and writing; student voice on purpose and engagement	Set flexible groups; identify Tier 2/3 students; plan fall pro-D
January	DIBELS (mid-year); writing sample;	Growth since October; who has	Regroup; adjust Tier 2/3 supports;

	reading conferences	moved, who has not	district referrals where needed
March	DIBELS progress monitoring; writing sample; “Student Says” survey; FSA results (Gr 4 & 7)	Progress toward target; engagement and confidence; equity patterns	Refine Tier 1 practices; intensify support for students not yet on track
June	DIBELS (end of year); writing portfolio; student reflection	Year-end growth against the target; student ownership of learning	Evaluate strategies; set next year’s priorities and pro-D

Equity Consideration

When reviewing literacy evidence, staff will consider both **individual student progress and patterns among priority populations**. We will consider achievement and growth alongside engagement, attendance, access to learning opportunities, and individual student strengths. Supports and interventions will be based on demonstrated student needs while maintaining high expectations for all learners.

Our priority populations include Indigenous learners, students with designations and IEPs, and children and youth in care. We will review evidence alongside our Indigenous Education Worker, use a strength-based lens, and share patterns rather than counts to protect student privacy in our small school. Supports are built on relationship first — knowing the child, the family and the story behind the data.

REFLECTIONS and OUTCOMES

This section will be completed in June 2027 following a review of literacy assessment data, student work, classroom observations, and other evidence of learning. Staff will reflect on:

- growth in students' foundational literacy skills, including phonological awareness, phonics, fluency, vocabulary, comprehension, and written expression;
- students' ability to communicate their thinking, understand and respond to a variety of texts, and apply literacy strategies independently;
- the effectiveness of Tier 1 literacy instruction and targeted Tier 2 and Tier 3 supports;
- student engagement, confidence, and perseverance as literacy learners;
- the effectiveness of assessment practices, including the use of DIBELS, classroom, district, and provincial assessment evidence to inform instruction; and
- instructional practices that should be continued, strengthened, or adjusted for 2027–2028.

Evidence of success will include measurable growth in foundational literacy skills, increased student confidence and engagement, improved reading comprehension and written communication, and greater consistency in responsive, evidence-informed, and differentiated literacy instruction across classrooms.