



Southridge Elementary 2026 School Plan for Student Success



PREAMBLE:

Southridge Elementary is situated on the traditional territory of the Lheidli T'enneh First Nation and is at the heart of a vibrant, welcoming, and diverse community. The lands surrounding our school are rich in natural beauty, offering an abundance of wildlife, mature forests, and scenic trails that provide valuable opportunities for learning and exploration.

At Southridge Elementary, students are actively engaged in a wide range of programs and activities, including athletics, the arts, clubs, and leadership opportunities. Our students and staff are committed to fostering a culture of respect, lifelong learning, and belonging, creating a positive and inclusive environment where everyone can thrive.

SCHOOL LEARNING GOAL

To improve literacy outcomes for all students through the consistent use of universal screening, evidence-informed instructional practices, and targeted interventions across Kindergarten to Grade 7.

During the 2025–2026 school year, Southridge Elementary began implementing DIBELS universal literacy screening in Kindergarten to Grade 3 classrooms. Initial data collection and staff learning highlighted the potential for screening information to better identify student needs, inform instructional decisions, and support timely intervention.

As DIBELS (Dynamic Indicators of Basic Early Literacy Skills) expands to all grade levels in 2026–2027, the school has an opportunity to establish a common literacy framework that supports early identification of students at risk, improves instructional responsiveness, and creates greater consistency in literacy assessment practices across classrooms.

This goal aligns with the school's commitment to improving reading achievement for all learners while ensuring equitable outcomes for priority populations requiring additional literacy support



STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL

Tier 1: Universal Instruction (All Students)

- Implement DIBELS screening for all students Kindergarten to Grade 7.
- Provide professional learning for all staff regarding:
 - Administration of DIBELS.
 - Interpretation of DIBELS data.
 - Instructional responses to assessment results.
- Support new primary staff and intermediate teachers in building confidence with screening and data use.
- Develop common staff understanding of the relationship between:
 - DIBELS screening.
 - Classroom-based literacy assessment.
 - Reading Fluency Indicators (RFI).
 - Intervention planning.
- Explore implementation of Word Origins and other evidence-informed literacy resources.

Tier 2: Targeted Supports (Some Students)

- Use DIBELS and classroom assessment data to identify students requiring supplemental literacy support.
- Develop targeted small-group interventions focused on identified skill deficits.
- Create regular opportunities for teachers and support staff to review student data collaboratively.
- Use RFI and classroom assessments to monitor student growth throughout the year.

Tier 3: Intensive Supports (Few Students)

- Utilize Learning Support Teachers and support staff to conduct more detailed diagnostic assessments when universal screening identifies significant concerns.
- Develop individualized intervention plans for students demonstrating persistent literacy difficulties.
- Monitor progress regularly and adjust interventions based on student response.

Priority Populations

- Ensure timely identification of students who may require additional literacy support.
 - Use screening data to inform intervention planning for Indigenous learners, students with diverse learning needs, and other students identified as vulnerable through classroom assessment and school-based team processes.
 - Strengthening communication and collaboration between classroom teachers, support staff, and families regarding literacy growth and intervention planning.
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MONITORING for IMPACT – Student Learning Change

Success indicators may include:

Student Learning Evidence

- Improvement in DIBELS benchmark attainment rates across grade levels.
- Reduction in the number of students identified as at-risk through DIBELS screening.
- Improved student growth in reading fluency, accuracy, and comprehension measures.
- Evidence of progress for students receiving targeted interventions.

Teacher Learning Evidence

- Increased staff confidence in administering and interpreting DIBELS.
- Consistent use of literacy assessment data to guide instructional decision-making.
- Collaborative discussions focused on student progress and instructional response.

School-Wide Evidence

- Full implementation of DIBELS screening Kindergarten through Grade 7.
- Established assessment schedule and data review process.
- Increased alignment between classroom instruction, intervention supports, and literacy assessment practices.
- Development of a sustainable, school-wide literacy framework that supports continuous improvement.

REFLECTIONS and OUTCOMES