



2026 School Plan for Student Success

Blackburn Elementary School 2026/2027



PREAMBLE

Blackburn Elementary School provides a vibrant and inclusive learning community for all students. We are privileged to be located on the stunningly beautiful and unceded ancestral territory of the Lheidli T'enneh. Our rural setting provides rich opportunities for land-based learning and strong connections to the local community. Blackburn Elementary is situated beside the Blackburn Community Hall, Blackburn Community Skate Park, Blackburn Community Ball Diamonds, and Bittner Park, allowing students to engage in a variety of outdoor and community-based learning experiences. We are grateful to learn, work, and play on this land and remain committed to walking alongside Indigenous families and communities in educating every child.

Blackburn Elementary is a Kindergarten to Grade 7 school and part of the Prince George Secondary School Family of Schools. We serve approximately 241 students in 10 classroom divisions supported by a dedicated team of teachers, education assistants, support staff, and specialists. Our staff is committed to excellence in education and continuous professional learning to better meet the needs of every learner. We maintain a strong focus on literacy, social-emotional learning, self-regulation, growth mindset, and relationship building to ensure all students experience success.

Community is a significant strength at Blackburn Elementary. We benefit from strong parent engagement through the Blackburn Elementary Parent Advisory Council, whose ongoing support enhances learning opportunities for students. We believe that students must feel safe, valued, connected, and supported socially, emotionally, and academically in order to thrive. Through strong relationships and a commitment to inclusive practices, we strive to create an environment where every student feels welcomed, respected, and empowered to succeed.

What is already going well:

- **Our staff.** Our staff are deeply committed to supporting student success and fostering strong relationships with students and families. Staff work collaboratively to address student needs and continuously improve instructional practices.
- **Our intervention structures.** Literacy assessment practices, intervention structures, and collaborative planning processes are already established in the school. Staff are committed to strengthening these systems to improve outcomes for all learners, particularly those students requiring additional support.

SCHOOL LEARNING GOAL

Our goal is to ensure that students receive timely, targeted, and effective reading support based on their individual needs, allowing more learners to move from "At Risk" toward grade-level proficiency.

This year, we are expanding this work by implementing a consistent school-wide literacy intervention framework, strengthening Tier 1, Tier 2, and Tier 3 supports, and ensuring all staff understand and contribute to our intervention pathway. Through regular assessment, progress monitoring, and collaborative planning, we aim to improve outcomes for students identified as "At Risk" while building stronger literacy success for all learners.

This goal is aligned with School District 57's strategic plan and supports our ongoing commitment to equity, inclusion, and student achievement.



RATIONALE

This goal was chosen based on our DIBELS data, literacy achievement results, and anecdotal evidence from staff. Our evidence suggests that while many students benefit from our current literacy practices, a significant number of students continue to experience difficulty developing foundational reading skills at the expected rate. Although intervention supports are already in place, we believe a more consistent and systematic approach to literacy intervention will improve outcomes for our learners.

One thing we learned through our review of student achievement data and intervention practices is that greater consistency is needed across classrooms, intervention groups, and support programs. Our clearest area of growth is strengthening our school-wide literacy intervention framework, ensuring students receive timely support and that staff use common assessment information to make intervention decisions. Our instructional challenge is improving outcomes for students identified as "At Risk" through coordinated Tier 1, Tier 2, and Tier 3 literacy supports.

Evidence 1 — DIBELS Composite, 2025-26 (all grades)

Composite	Beginning	Middle	End
At Risk	38.3%	43.0%	41.7%
Some Risk	22.9%	15.8%	16.4%
Minimal Risk	26.4%	28.1%	19.7%
Negligible Risk	12.3%	13.1%	22.4%

Students "At Risk" increased from 38.3% at the beginning of the school year to 41.7% at the end. Our less

Evidence 2 — Adult capacity (anecdotal)

Anecdotal evidence from staff meetings, and 1-1 meetings tells us many adults still need support to explain and implement intervention strategies as desire a coherent school-wide approach literacy.

Equity considerations: By extension, building every adult's capacity to explain and implement intervention strategies will help us improve results for our priority populations, and all learners.

STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL

A. Tiered intervention (MTSS)

Tier	What	How we organize it
Tier 1 All students	• UFLI instruction in primary classrooms • Structured literacy instruction in all classrooms	• Classroom instruction • Universal screening through DIBELS • Regular classroom formative assessment
Tier 2 Some students	• Targeted small-group reading interventions • Additional literacy support based on assessment data	• Dedicated intervention blocks • Flexible intervention groups • Regular progress monitoring
Tier 3 Few students	• Intensive intervention for students • requiring significant support • Individualized literacy programming	• Collaborative planning through SBT and support meetings • Frequent progress monitoring • Targeted intervention plans



B. Consistent School-Wide Literacy Intervention

Each staff member contributes to student literacy success through a shared commitment to intervention and assessment practices. This work will include:

- Ongoing collaboration between classroom teachers and support staff.
- Regular review of assessment data to inform intervention decisions.
- Consistent implementation of intervention strategies across classrooms and support programs.
- Shared understanding of Tier 1, Tier 2, and Tier 3 literacy supports.

C. Supporting Priority Populations

- Review literacy assessment data for priority populations at each intervention checkpoint.
- Ensure targeted literacy interventions are available for students requiring additional support.
- Monitor progress regularly and adjust supports as needed.
- Maintain a focus on equitable access to literacy instruction and achievement.

D. Observable Impact “Thin Plan”

If our goal was being demonstrated at the highest level in our context, you would observe:

Students	Educators	Tasks / Assessments	Leaders
• S1. Students seeking answers through written sources. • S2. Students actively participating in reading instruction. • S3. Students actively engaging in reading. • S4. Increased student achievement and growth in literacy.	• E1. Educators providing regular instruction in reading. • E2. Educators identifying clear reading goals within their classrooms. • E3. Educators using frequent formative assessments for students identified as At Risk. • E4. Educators using assessment information to guide intervention decisions.	• T1. Intermediate classes participating in Rewards lessons. • T2. Primary classes participating in UFLI lessons. • T3. Small-group instruction provided for students identified as At Risk. • T4. Tier 1 and Tier 2 interventions following a consistent school-wide pathway.	• L1. Supporting literacy initiatives through resource allocation, staffing, and funding. • L2. Protecting intervention structures through strategic deployment of support staff. • L3. Providing necessary materials and professional support for literacy intervention initiatives.



MONITORING for IMPACT – Student Learning Change

Assessment tools: DIBELS (benchmark and progress monitoring), UFLI assessments, classroom-based formative assessments, literacy intervention data, and the Student Learning Survey.

Checkpoint	Assessment & activity	Evidence of student learning	Adjustments to strategies
October	- DIBELS benchmark assessment - Establish intervention groups	- Baseline literacy data - Baseline At Risk rate (-%)	Adjust intervention group composition
January	- DIBELS benchmark assessment - Mid-year literacy review	- Change in At Risk rate (-%) - Student growth data	Revise intervention groupings and supports
May	- DIBELS benchmark assessment - Student Learning Survey	- Year-over-year growth (-%) - Student engagement data	Develop priorities for 2027-28

We will use the district literacy assessment checkpoints above to monitor student growth and evaluate the effectiveness of intervention practices. Staff will regularly review assessment information and adjust supports to ensure students receive timely intervention and instruction.

Student Data/Evidence (Achievement Indicators):

- Decreased "At Risk" rates in DIBELS data. (EVIDENCE: DIBELS results)
- Increased literacy achievement across grade levels. (EVIDENCE: DIBELS, classroom assessments, literacy achievement data)
- Increased student participation and engagement during literacy instruction. (EVIDENCE: Student Learning Survey, classroom observations)
- Increased student confidence and perseverance as readers. (EVIDENCE: Student Learning Survey, classroom observations, staff observations)

REFLECTIONS and OUTCOMES

To be completed in June 2027, based on evidence.

- Observed changes in student learning:**
- Effectiveness of strategies and next steps:**

Summary

Blackburn Elementary is committed to creating a supportive, inclusive, and engaging learning environment where all students can experience success. We will continue to review and monitor our goals, implementation strategies, and success measures throughout the year to improve student learning outcomes. Through ongoing collaboration, evidence-informed decision-making, and targeted literacy intervention, we will work to ensure that every learner receives the support needed to develop strong literacy skills and confidence as a learner.

