



École College Heights Elementary

2026 School Plan for Student Success



PREAMBLE

Hadih, Bonjour, Hello! École College Heights Elementary is located on the beautiful unceded ancestral land of the Lheidli T'enneh.

We are a dual-track school offering both English and French Immersion programs, with 322 students across 14 divisions. We belong to the College Heights Secondary Family of Schools for our English students and the École Duchess Park Family of Schools for our French Immersion students. At École College Heights Elementary, we take pride in our rich Arts Education Program for students in Grades K–7, which includes music, recorder, choir, and art. Students also have opportunities to participate in a range of clubs and groups, including knitting, lunch monitoring, leadership, QuizMe and Red Cedar. Athletics are an important part of school life, with students participating in cross-country running, volleyball, basketball, relays, baseball, and track events. We also come together through a variety of school-wide activities and community gatherings, including concerts, our “little buddy–big buddy” system, monthly outdoor learning activities, the yearend talent show, and Legomania. We are also proud to host the Snowflake Cross-Country Run, welcoming elementary schools from across the school district. Our school community is supported by collaboration among staff, families, stakeholders, and rights holders, with a shared focus on meeting the diverse needs of our students. English and French staff work closely together, contributing to a welcoming and inclusive school culture that honours Indigenous perspectives and culture and encourages students to be connected and engaged in school life. We are the home of the Huskies, where school spirit runs high, and our motto, “Stronger Together/Invincibles Ensemble,” reflects the importance we place on connection, collaboration, and community. Our dedicated staff strives to support a positive learning environment and meaningful opportunities for students to experience success.

SCHOOL LEARNING GOAL

Students in all grades (Kindergarten to Grade 7) will improve their reading fluency:

-we will monitor the students’ Oral Reading Fluency (ORF) progress using the DIBELS screener (English Grades 1-7, French Immersion Grades 3-7) and the Acadience screener for French Immersion students in Grades 1-2. The baseline will be set in September 2026 and, by June 2027, the median ORF score will indicate that these grades are on track for reading at their grade level (green or better).

-we will monitor the Kindergarteners’ Phonemic Segmentation Fluency (PSF) using the DIBELS screener for English Kindergarten and the Acadience Screener for French Immersion Kindergarten. The baseline will be set in September and, by June 2027, the median PSF score will indicate that Kindergarteners are on track for reading at their grade level (green or better).

RATIONALE

Our four year cohort data collected from the 2022 to 2026 through **district reading assessments** (including BAS for Grade 1–7 English Track students, GB+ for Grade 1–5 French Immersion students, and Reading for Information for Grade 6–7 French Immersion students), as well as **the provincial literacy Foundation Skills Assessment** for students in Grades 4 and 7, demonstrates variability in reading achievement as students progress through the grades. Results differ considerably across cohorts, grade levels, and programs:

Four-Year Cohort Reading Data

Term 3 Results — Percentage of Students Proficient and Extending

Cohort	Track / Assessment	2022/23	2023/24	2024/25	2025/26
1	English – BAS	31.25% Gr. 1	N/A Gr. 2	56.25% Gr. 3	50.0% Gr. 4 FSA: 75.0%
	French Immersion – GB+	25.0% Gr. 1	44.06% Gr. 2	59.09% Gr. 3	29.03% Gr. 4 FSA: 80.6%
2	English – BAS	57.15% Gr. 2	N/A Gr. 3	32.0% Gr. 4 FSA: 64.0%	N/A Gr. 5
	French Immersion – GB+	N/A Gr. 2	20.84% Gr. 3	20.0% Gr. 4 FSA: 63.2%	73.68% Gr. 5
3	English – BAS	93.75% Gr. 3	92.85% Gr. 4 FSA: 82.4%	78.95% Gr. 5	75.0% Gr. 6
	French Immersion – GB+ / Read for Information	22.58% Gr. 3	29.16% Gr. 4 FSA: 84.0%	42.86% Gr. 5	47.83% Gr. 6
4	English – BAS	75.0% Gr. 4 FSA: 63.6%	73.34% Gr. 5	66.67% Gr. 6	81.25% Gr. 7 FSA: 72.3%
	French Immersion – GB+ / Read for Information	48.39% Gr. 4 FSA: 87.1%	73.68% Gr. 5	45.17% Gr. 6	67.75% Gr. 7 FSA: 93.6%

Assessment Measures

- **English:** BAS, Grades 1–7
- **French Immersion:** GB+, Grades 1–5; *Read for Information*, Grades 6–7
- **FSA:** Reported separately within the **Grade 4 and Grade 7** data points, where applicable
- **N/A:** Data were not available for that cohort/year

These results highlight the need for a consistent, evidence-informed, school-wide focus on strengthening foundational reading skills. DIBELS and Acadience provide reliable measures of reading development that will be used to monitor student progress and identify areas for targeted instruction and support. Research demonstrates a strong relationship between reading fluency and comprehension: when students read accurately and efficiently, they are better able to focus on understanding and making meaning from text. Building strong foundational skills, including phonemic awareness in Kindergarten, supports the development of reading accuracy and fluency. In turn, stronger fluency supports comprehension and contributes to overall literacy development and achievement.

STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL

Tier 1 – Universal Literacy Instruction (All Students)

School-Wide Implementation

- Beginning in September 2026, dedicated blocks of school-wide reading time will be built into every classroom schedule each day. This protected time will establish reading as a consistent school-wide priority and provide daily opportunities for students to practice and strengthen literacy skills.
- All teaching staff will participate in DIBELS or Acadience (Kindergarten to Grade 2 French Immersion teachers) training between September and October 2026 to develop a consistent understanding of screening, assessment, and progress monitoring practices. This shared training will support a common school-wide approach to identifying student needs and monitoring growth.
- Staff will use assessment information, collaborative discussion, and professional learning to adjust instruction and provide appropriate levels of support.

Kindergarten–Grade 2

- Provide daily foundational literacy instruction focused on phonological awareness, phonics, letter-sound relationships, and early reading skills.
- Kindergarten: Implement daily Sunform lessons focusing on explicit instruction in letter names, sounds, and formation.
- Grades 1–2: Implement daily UFLI in English classes or *Son au graph* in French Immersion classes, with explicit instruction in phonics and phonological awareness.
- During designated school-wide reading blocks, provide regular opportunities for students to develop fluency using taught decodable texts and words. Strategies may include Partner Reading, Paragraph Shrinking, and fluency games.
- ELL/LA teachers provide additional support for students who are not yet reading independently at grade level.

Monitoring – Kindergarten–Grade 2

- Use DIBELS or Acadience screening, along with classroom-based assessment, to establish baseline data and identify students requiring additional support.
- Monitor student progress in foundational literacy skills, including phonological awareness, phonics, accuracy, and early reading fluency.
- Use assessment information to adjust instruction and identify students who may require Tier 2 support.

Grades 3–7

- During designated school-wide reading blocks, implement Partner Reading and the Paragraph Shrinking fluency strategy consistently across classrooms at least three times per week.
- Provide structured literacy instruction and practice to support vocabulary development and comprehension at least twice per week. Activities may include novel read-alouds, morphology, the Syntax Project, Rewards, and word origins.
- Continue to provide opportunities for students to develop accuracy, automaticity, and fluency with increasingly complex texts.

Monitoring – Grades 3–7

- Use DIBELS or Acadience Oral Reading Fluency (ORF) measures to monitor reading fluency.
- Students demonstrating less than 90% accuracy on ORF will receive a diagnostic assessment to identify specific areas of need.
- Students identified through diagnostic assessment will be monitored monthly using DIBELS ORF materials.
- Student progress will be reviewed in January 2027 to determine whether additional Tier 2 support or intervention is required.

Tier 2 – Targeted Small-Group Interventions (Some Students)

Kindergarten–Grade 7

- Provide targeted small-group literacy intervention for students requiring additional support beyond Tier 1 instruction.
- Intervention will focus on identified areas of need, including phonological awareness, phonics, accuracy, and other foundational literacy skills.
- Tier 2 instruction will provide additional dosage and practice aligned with classroom Tier 1 instruction.
- Tier 2 interventions will not be delivered during designated school-wide reading blocks.
- Student progress will be monitored regularly using classroom assessment and DIBELS or Acadience data, as appropriate, to determine the effectiveness of the intervention and next steps.

Tier 3 – Intensive Interventions (Individual Students)

Kindergarten–Grade 7

- Intensive, individualized literacy interventions will be determined based on student assessment data and identified needs.
- The Resource Teacher and Principal will work with classroom teachers and other appropriate staff to determine the intensity, frequency, and focus of Tier 3 support.
- Student progress will be monitored regularly to evaluate the effectiveness of interventions and inform adjustments to programming.

Ongoing Professional Learning and Collaboration

- The DIBELS/Acadience training provided in September and October 2026 will establish a common school-wide approach to screening, assessment, and progress monitoring.
- Teaching staff will receive ongoing collaborative support from ELL/LA staff, the Teacher Librarian, and the District Literacy Teacher.
- The Principal will allocate time at each staff meeting to support implementation of the school plan, review progress, and address emerging needs.
- Teachers will meet in collaborative groups three times during the school year to review assessment information, share instructional practices, and determine next steps for student support.

MONITORING for IMPACT – Student Learning Change

CHECKPOINTS	ASSESSMENTS/EVIDENCE	ADJUSTMENTS
September	Baseline Assessment: DIBELS and ACADIENCE Screener (to be done by ELL/LA teachers if classroom teacher is not yet trained) Phonics Screener for further diagnostics Teachers trained on appropriate DIBELS/ACADIENCE Screener	Teacher Collaboration time (primary and intermediate) to discuss and plan
October	Progress Monitoring using DIBELS and ACADIENCE Teachers trained on appropriate DIBELS/ACADIENCE Screener	
November - December	Progress Monitoring using DIBELS and ACADIENCE	
January	Benchmark Assessment (Mid-year) DIBELS and ACADIENCE	

REFLECTIONS and OUTCOMES

This section will be addressed in June 2026 based on evidence.

- Observed changes in student learning will be described.
- Effectiveness of strategies and next steps will be reflected upon.