



Glenview 2026-2027 School Plan for Student Success



PREAMBLE



At Glenview Elementary School, we respectfully acknowledge that we are learning and playing on the unceded ancestral lands of the Lheidli T'enneh and we are grateful, humbled visitors to this territory.



SCHOOL LEARNING GOAL

Glenview Elementary School is located on the unceded ancestral lands of the Lheidli T'enneh and is a proud participant in the Local Education Agreement between the Lheidli T'enneh Nation and School District 57. Situated in the Hart Highway community in northern Prince George, the school serves approximately 180 students in Kindergarten through Grade 7. Our student population reflects a diverse range of cultural backgrounds, experiences, and learning needs, with students arriving from both urban and rural areas, including many who are transported by bus.

Glenview is recognized for its strong sense of community, supported by an active Parent Advisory Council and a dedicated staff committed to fostering inclusive and meaningful learning experiences. Our school culture is grounded in our PBIS expectations of ROCKS: Respect and Responsibility, Ownership of Behaviour and Learning, Cooperation and Caring, Kindness, and Safety. Nestled among trees and neighbouring homes, our school provides a welcoming environment where students feel connected, valued, and supported.

At Glenview, we believe that students learn best when they feel safe, confident, and have a sense of belonging. Strong relationships with families, improving attendance, collaborative staff practices, and positive school climate data demonstrate the strength of our learning community. By continuing to prioritize students' social, emotional, and academic well-being, we strive to ensure every learner is supported to achieve success and reach their full potential.

RATIONALE

DIBELS data indicates that many Glenview students continue to require support in foundational reading skills. End-of-year data from Grades 1-3 show that a significant number of students have not yet reached expectations in the areas of phonemic awareness and phonics, which are critical building blocks for reading success. These skills include the ability to hear and manipulate sounds in words, connect sounds to letters, and accurately decode unfamiliar words. When students struggle in these areas, they are more likely to experience difficulty with reading fluency and comprehension as they progress through school.

DIBELS data for students in Grades 4-7 also indicate a continued need to strengthen reading fluency. While many students demonstrate strong reading accuracy, a substantial number remains below expectations in oral reading fluency, suggesting that they require additional support to develop automaticity and efficiency when reading connected text. Reading fluency is an essential bridge between decoding and comprehension and is strongly connected to overall literacy achievement.

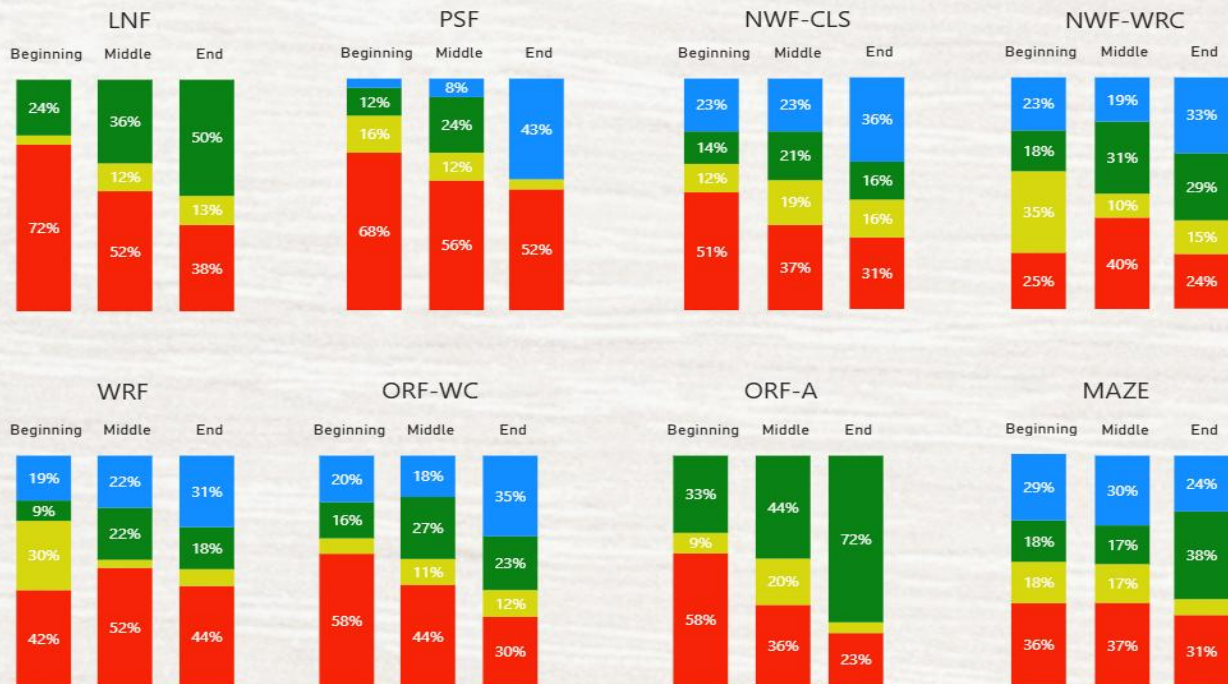
Our Foundation Skills Assessment (FSA) literacy results demonstrate that the majority of Glenview students are meeting expectations in literacy. However, DIBELS screening provides a more detailed analysis of the foundational skills that contribute to reading success and highlights specific areas of need that may not yet be reflected in broader literacy measures. These data points to the importance of continuing to strengthen explicit, systematic instruction in phonemic awareness, phonics, and fluency across all grade levels.



Analysis of our school data shows that students requiring additional support continue to be disproportionately represented in the at-risk categories. Although targeted interventions have resulted in growth for many learners, additional focus is needed to ensure that all students, including Indigenous students and students with diverse learning needs, have equitable access to high-quality literacy instruction and intervention. By strengthening Tier 1 instruction, providing timely and targeted support, and regularly monitoring student progress through DIBELS and FSA data, we aim to reduce the number of students performing below expectations and improve reading outcomes for all learners.

DIBELS: K-3 (2025-2026)

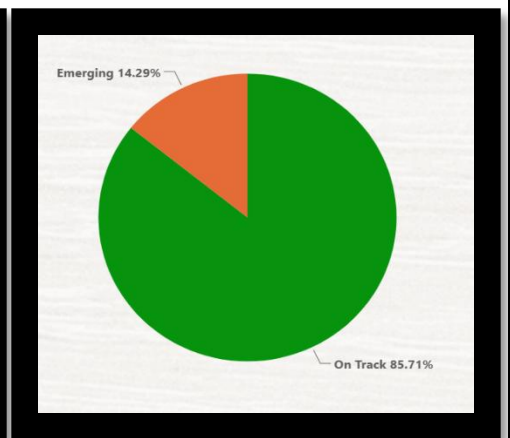
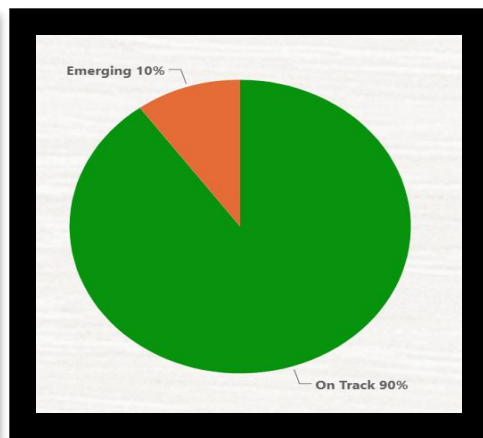
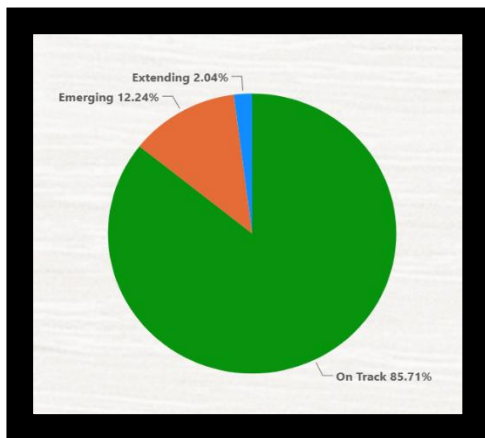
Glenview Dibels Score (2025/2026)



DIBELS: 4-7 (2025-2026)



FSA: Grade 4 and 7 (2025-2026): All Other Students, Indigenous Students, Students with Diverse Needs and Abilities



STRATEGIES to ACHIEVE LEARNING GOAL

TIER 1 – Universal Literacy Instruction (All Students)

Grades K–3

- Staff will:

- Deliver daily phonic lessons focusing on explicit phonics and phonemic awareness instruction (Sunform, UFLI, PhoncisFirst, Word Origins, Read Naturally)
 - Use consistent instructional routines and shared language across classrooms
- Progress Monitoring:
 - Students identified as at risk will be progress monitored as necessary using DIBELS subtests
- Professional Learning:
 - When available, teaching staff will participate in professional development sessions focused on explicit phonics and phonological awareness instruction for struggling readers (LATA BC Virtual Conference 2026)

Grades 4–7

- Staff will:
 - Implement a fluency program consistently across classrooms
 - Provide structured fluency practice using shared routines
 - Implement the REWARDS program to strengthen students' decoding of multisyllabic words, vocabulary, fluency, and comprehension.
 - Students who are below 95% accuracy on the ORF will require a diagnostic assessment and targeted instruction 4 days/week

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

Grades K–3

- Staff will (LA/ELL/CUPE/Classroom teachers):
 - Deliver small-group literacy intervention focused on phonics and phonemic awareness. Tier 2 supports will provide extra dosage for students that align with Tier 1 instructions
 - Monitor progress and adjust groups collaboratively in their school teams
 - EAs will assist with small-group literacy interventions using the to tools and programs provided by the classroom teacher
- Structure:
 - Intervention support will be scheduled based on student needs, assessment data, and school-based resources. The frequency, duration, and grouping of interventions may vary throughout the year to ensure responsive support
- Collaboration:
 - Classroom teachers, ELL, Learning Assistance, Resource, and Principal will meet every 4 times a year to review DIBELS data and adjust intervention groupings

Grades 4–7

- Staff will (LA/ELL/CUPE/Classroom teachers):
 - Provide additional targeted instruction for students identified as at risk based on ORF accuracy data using the UFLI program, aligned with Tier 1 classroom instruction
 - EAs will assist with small-group literacy interventions using the to tools and programs provided by the classroom teacher

TIER 3 – Intensive Interventions (Individual Students)

Grades K–3



- ELL/LA/Resource Staff will:
 - Provide intensive and targeted support
 - Align interventions closely to individual DIBELS skill needs
 - Consult with district literacy support teachers and Inclusive Education staff and school teams

Grades 4–7

- ELL/LA/Resource Staff will:
 - Provide individualized or small-group pull-out interventions focused on specific foundational skill gaps.
 - Utilize intervention programs such as UFLI and Word Origins to provide explicit instruction aligned to identified student needs.
 - Coordinate supports across classroom teachers, Learning Assistance, and Resource

MONITORING for IMPACT – Student Learning Change

CHECKPOINTS	ASSESSMENTS /Evidence	ADJUSTMENTS
September	DIBELS Screener Phonics Screener for further diagnostics	Meet with school team to plan tiered intervention groups.
October	Progress Monitoring using DIBELS (K: Letter names and Sounds) School team meetings to plan tiered intervention	If students are not showing progress, adjustments to strategies will be made. If growth is shown ,students will move between intervention groups based on need.
December		
November -March	Progress Monitoring using DIBELS (Grade 1 – 3: ORF) School team meetings to plan Tiered intervention (Feb, March)	If students are not showing progress, adjustments to strategies will be made. If growth is shown students will move between intervention groups based on their needs.
April		
May		
June	School team meetings to review year-end data	Begin planning for the 2026-2027 school year.

REFLECTIONS and OUTCOMES

