



## 2026 School Plan for Student Success

### PREAMBLE:

Morfee Elementary serves approximately 242 students in Grades K – 6. Our school community reflects a diverse range of learning needs and cultural backgrounds. Morfee Elementary is a place where students love to come to learn and build positive relationships with adults and peers. We pride ourselves on our community connections and relationships.

### SCHOOL LEARNING GOAL

By June 2027, 60% of students at Morfee Elementary in Kindergarten to Grade 6 will be reading at a proficient reading level or higher according to our DIBELS Screening Data.

### RATIONALE

DIBELS screening data for the end of the 2026 school year shows that 36% of students are reading proficiently for their grade. Furthermore, according to our 2026 FSA results 44% of Grade 4 students are reading at a proficient grade level.

These results highlight a critical need to strengthen early literacy instruction, intervention systems, and school-wide support structures to improve student outcomes. Literacy is the foundation for success across all areas of learning. Students who struggle to read often experience difficulty accessing curriculum, expressing their understanding, building independence, and engaging confidently in learning opportunities. Early literacy challenges can also impact student well-being, self-esteem, behaviour, and long-term academic achievement. By focusing on improving student literacy achievement, our school is committed to equipping students with the foundational skills they need to be successful both now and in the future.



## Morfee Dibels Score (2025/2026)

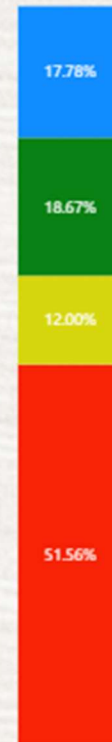
Beginning Composite



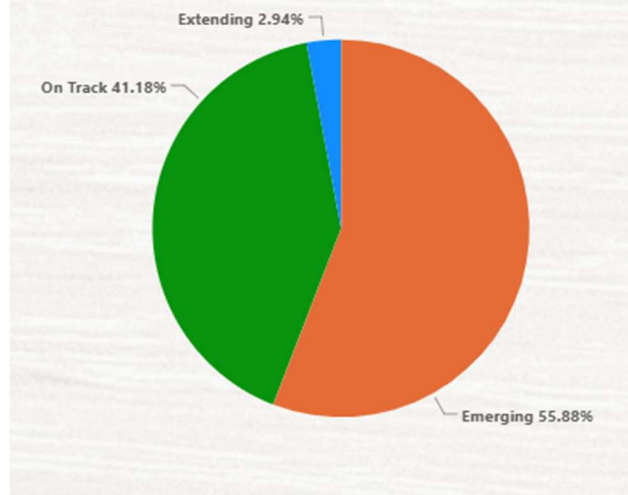
Middle Composite



End Composite



2025/2026 FSA Literacy  
Morfee Elementary, Grade 4



## **STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL**

### *Tier 1 – Universal Literacy Instruction (All Students)*

#### Staff will:

- Deliver daily Sunform, UFLI, and/or fluency lessons focusing on explicit phonics, phonological awareness, and fluency instruction (supported by student support team)
- Use consistent strategies that focus on building student reading fluency like choral reading, repeated and timed practice, etc.
- Use consistent instructional routines and shared language across classrooms

#### Monitoring:

- Students identified as at risk will be progress monitored every 4 weeks using DIBELS subtests

#### Professional Learning:

- Teaching staff will participate in professional development sessions focused on explicit phonics and phonological awareness instruction for struggling readers

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

#### Staff will:

- Deliver small-group literacy intervention focused on phonics and phonological awareness using Sunform and UFLI resources.
- Monitor progress and adjust groups collaboratively in their school teams

#### Structure:

- 2-3 days per week, 20 to 30-minute sessions

#### Collaboration:

- The student support team will meet every 4 weeks to review DIBELS data and adjust intervention groupings

### *Tier 3 – Intensive Interventions (Individual Students)*

#### Staff Will:

- Provide Intensive and Targeted Support
  - Align interventions closely to individual DIBELS skill needs
- Provide Lexia CORE 5 enrollment to these students with consistent monitoring to ensure use and intervention support
- Consult with district literacy support teachers and Inclusive Education team and school teams



## MONITORING for IMPACT – Student Learning Change

| Checkpoints      | Assessments/Evidence                                                                                     | Adjustments                                                                                                                                                                                                                                                                                         |
|------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| September        | DIBELS Screener<br><br>UFLI Placement Screener for further diagnostics                                   | Meet with student support team to plan tiered intervention groups.                                                                                                                                                                                                                                  |
| October- January | Progress Monitoring Using DIBELS subtests.<br><br>Student support meetings to plan tiered interventions. | If students are not showing progress, adjustments to strategies will be made. These students will be brought to a School Based Team (SBT) meeting by the classroom teacher.<br><br>If growth is shown, students will move between intervention groups based on need.                                |
| February         | DIBELS Screener<br><br>UFLI Placement Screener for further diagnostics if needed.                        | Meet with student support team to plan tiered intervention groups for third term.<br><br>If students have not shown progress, they will be brought to SBT. If they continue to not show progress with SBT interventions, students will be brought to the Extended School Based Team (ESBT) meeting. |
| March - May      | Progress Monitoring Using DIBELS subtests.<br><br>Student support meetings to plan tiered interventions. | If students are not showing progress, adjustments to strategies will be made. These students will be brought to a School Based Team (SBT) meeting by the classroom teacher.<br><br>If growth is shown, students will move between intervention groups based on need.                                |
| June             | DIBELS Screener                                                                                          | Evaluate progress throughout the year and determine next steps for the following year.                                                                                                                                                                                                              |

## REFLECTIONS and OUTCOMES

