



Pineview Elementary

School Plan for Student Success

2026/27



Pineview is a small, lively school with a deep connection to our community. We take pride in the generations of families who attend Pineview and our ongoing commitment to an inclusive and supportive environment. We are located in a beautiful rural setting, on the ancestral territory of the Lheidli T'enneh First Nation. Our school community values connection to the land and strives to create outdoor land and place-based learning experiences.

Currently, Pineview has 121 students enrolled in 6 divisions and 24 staff members who are committed to promoting student success. Our StrongStart program is a source of pride as it offers our community of young learners the opportunity to explore, play, and build relationships in a safe and caring environment. Our Pineview PAC plays an active role in school life, generously fundraising and supporting initiatives that benefit all students.

At Pineview, our dedicated staff is committed to student success. Through ongoing collaboration and professional learning, we work together to meet the diverse needs of our learners and create a safe, caring space for everyone.

SCHOOL LEARNING GOAL: Literacy Focus

To improve literacy outcomes for each student through explicit reading instruction, targeted interventions, and consistent opportunities to develop strong fluency skills.

RATIONALE

Literacy fluency is a key predictor of success across all areas of learning. Our school assessment data collection (UFLI, BAS, DIBELS, FSA), and classroom-based measures indicate that while many students are making progress, achievement gaps remain for some of our students. By focusing on fluency, we aim to strengthen foundational reading skills and improve outcomes for each student.



- Students receiving targeted literacy interventions demonstrated small measurable gains in fluency; however, there is still a percentage of students who still need more intense intervention
- Classroom and school-wide assessments indicate that frequent reading practice and explicit phonics instruction positively impact student achievement, but how can we make this more meaningful and purposeful
- Ongoing monitoring of student progress, instructional practices, and assessment data allows for timely support and intervention, helping students address learning gaps more effectively and improve outcomes.

STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL

Tiered Supports

Tier 1: Universal Support (All Students)

- Daily UFLI lessons focused on explicit phonics and phonological awareness instruction.
- Consistent instructional routines and shared literacy language used across classrooms.
- Protected literacy learning time three days per week across the school.
- Explicit instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension.
- Additional staff support provided during protected literacy blocks to facilitate flexible small-group instruction and targeted in-class support.

Tier 2: Targeted Support (Some Students)

- Students identified through DIBELS and classroom data receive targeted small-group intervention focused on specific skill deficits.
- Additional staff support during literacy blocks allows for focused intervention within the classroom setting.
- Interventions are aligned with individual student DIBELS skills and progress is monitored regularly.

Tier 3: Intensive Support (Few Students)

- Students requiring intensive support receive additional individual or small-group pull-out intervention two days per week.
- Intervention targets specific foundational skill gaps identified through assessment data.
- Supports are highly individualized and closely aligned to each student's DIBELS results and learning needs.
- Ongoing progress monitoring is used to adjust instruction and ensure responsiveness to student growth.



Professional Learning

- **Monthly Teacher Collaboration:** focus on data, instructional practices, and intervention planning.
- **Staff Meetings:** focused discussion about student's current state of achievement versus desired state of achievement – what does proficient achievement looks like? What would we observe? What would be observable by the role of the student, teacher and administrator to attain this level of achievement
- **Monthly Staff Council Meetings** dedicated to monitoring progress toward the school literacy goal.

MONITORING for IMPACT – Student Learning Change

Checkpoints	Assessments/Evidence	Adjustments
September	Baseline assessments DIBELS, Quick Phonics screener and Classroom fluency measures	Review 'protected time' successes and barriers Review plan for the year: expectations, meeting times
October Collaboration Staff Meeting Staff Council	School team meeting to plan tiered-intervention groups based on assessment results Protected learning time begins	
November - March Collaboration Staff Meeting Staff Council	Progress monitoring for DIBELS, Quick Phonics screener and Classroom fluency measure	Interventions will be monitored regularly and adjusted as needed to ensure student success. Students will move between intervention groups based on ongoing assessment data and demonstrated growth.
December Collaboration Staff Meeting	School team meeting to review updated data and to create tiered-intervention groups based on assessment results	
January - March Collaboration Staff Meeting Staff Council	Progress monitoring for DIBELS, Quick Phonics screener and Classroom fluency measures March: School team meeting to review updated data and to create tiered-intervention groups based on assessment results	Interventions will be monitored regularly and adjusted as needed to ensure student success. Students will move between intervention groups based on ongoing assessment data and demonstrated growth.
April – June Collaboration Staff Meeting Staff Council	Progress monitoring for DIBELS, Quick Phonics screener and Classroom fluency measures	



Success Indicators

- Increased percentage of students meeting DIBELS benchmark expectations.
- Decreased number of students require intensive fluency intervention.
- Improved oral reading fluency across grade levels.
- Decreased achievement gaps among identified priority populations
- Increased student confidence and engagement in reading.

REFLECTIONS and OUTCOMES

At the end of the school year, we would expect to see improved reading fluency and decoding automaticity across all grade levels, with more students meeting DIBELS benchmarks and fewer students requiring intensive intervention. Through consistent instruction, targeted supports, and ongoing progress monitoring, students may become more accurate, confident, and engaged readers, resulting in stronger overall literacy outcomes.

Questions for Reflection

- What instructional strategies had the greatest impact on improving student fluency and literacy outcomes?
- Which student groups demonstrated the most growth, and what factors contributed to their success?
- To what extent did students improve their decoding automaticity and reading fluency?
- Where do achievement gaps remain, and what barriers may be contributing to these gaps?
- How effective were our Tier 1, Tier 2, and Tier 3 supports in meeting student needs?
- What modifications or refinements to our instructional practices, interventions, and progress-monitoring processes will further improve student outcomes next year?

