



2026 School Plan for Student Success

PREAMBLE:

Van Bien Elementary School is located on the unceded ancestral territory of the Lheidli T'enneh First Nation. We acknowledge the privilege of learning, working, and growing on these lands and are committed to building respectful relationships with Indigenous peoples, histories, and ways of knowing. Our school community is enriched by students and families from many Indigenous Nations, diverse cultural backgrounds, and countries around the world. We strive each day to create a welcoming, inclusive environment where every child feels valued, connected, and supported in their learning.

Two key strengths of our school are our strong sense of community and the collective commitment of staff to high-quality literacy and numeracy instruction. Through collaboration, caring relationships, and evidence-informed teaching practices, we work together to support student growth and success. As a culturally diverse urban school, we recognize the importance of meeting a wide range of learner needs while fostering belonging, engagement, and achievement for all students.

SCHOOL LEARNING GOAL

Increase the percentage of K-7 students who demonstrate grade-level decoding automaticity and reading fluency, as measured by DIBELS and classroom-based assessments.

RATIONALE

School-wide assessment data collected through DIBELS, QPS, and classroom-based measures indicate that while many students are making progress, a significant number of students continue to require additional support with decoding accuracy, automatic word recognition, and reading fluency. These foundational skills directly impact reading comprehension, writing, and overall academic confidence.

As a school, we have established consistent assessment practices and a shared instructional framework through UFLI small-group reading instruction. This provides an opportunity to strengthen Tier 1 instruction and targeted interventions while ensuring that all students, including priority learners, receive timely and responsive support. By focusing on decoding automaticity and fluency, we aim to increase reading proficiency and better equip students to engage successfully with grade-level curriculum expectations.

Evidence:

- DIBELS data indicates that 60% of students are performing below benchmark in measures of phonemic awareness, decoding, and oral reading fluency.
- QPS and QSS data show achievement gaps for some learners, particularly students requiring additional literacy support.
- Teacher observations and classroom assessments indicate many students can decode words accurately but have not yet developed the automaticity required to read fluent grade-level text.



STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL

Tier 1: Universal Instruction (All Students)

- Continue school-wide use of UFLI-informed instructional routines.
- Explicitly teach phonemic awareness, phonics, decoding, morphology, and fluency skills.
- Provide regular opportunities for repeated reading and guided oral reading.
- Use DIBELS, QPS, and classroom assessments to inform instructional planning.
- Engage students in reading across content areas and provide access to high-interest, culturally responsive texts.

Tier 2: Targeted Small-Group Support

- Use DIBELS and classroom data to identify students requiring additional support.
- Implement targeted UFLI small-group interventions 3-5 times weekly.
- Monitor progress every 4-6 weeks and adjust groups based on student growth.
- Provide additional fluency practice using evidence-based routines including partner reading, echo reading, and repeated reading.

Tier 3: Intensive Intervention

- Deliver individualized or very small-group interventions for students significantly below benchmark.
- Collaborate with Learning Support Teachers and Educational Assistants to provide consistent intervention.
- Develop individualized goals and monitor progress more frequently.

MONITORING for IMPACT – Student Learning Change

Timeline	Assessment Tools	Evidence of Student Learning	Instructional Adjustments
October	DIBELS Beginning of Year, QPS, Classroom Assessments	Baseline decoding and fluency data established; students identified for Tier 2 and Tier 3 supports	Form intervention groups; refine instructional focus
January	DIBELS Progress Monitoring, UFLI Assessments, Classroom Fluency Measures	Growth in decoding accuracy and automaticity; mid-year benchmark attainment	Adjust groups, increase intervention intensity where required
March	DIBELS Progress Monitoring, QPS Review, Teacher Observations	Continued growth toward benchmark targets; reduction in number of students below benchmark	Modify intervention plans and identify students needing additional support
June	DIBELS End of Year, QSS, Classroom Assessments	Increased percentage of students meeting or exceeding benchmark expectations in decoding and fluency	Determine next steps and priorities for 2027 School Plan

Success Indicators

- Increased percentage of students meeting DIBELS benchmark expectations.
- Reduced number of students requiring intensive intervention.

- Improved oral reading fluency and decoding automaticity across grade levels.
- Decreased achievement gaps for priority populations.

REFLECTIONS and OUTCOMES

At the end of the school year, school-wide data from DIBELS, QPS, QSS, and classroom assessments will be reviewed to determine the impact of our literacy focus. Particular attention will be paid to growth in decoding automaticity, reading fluency, and the progress of priority learners. Areas of strength and continued need will be identified to inform instructional priorities for the following school year.

Questions for Reflection

- To what extent did students improve their decoding automaticity and fluency?
- Which instructional strategies had the greatest impact?
- Which student groups showed the greatest growth?
- Where do achievement gaps remain?
- What refinements should be made to Tier 1, Tier 2, and Tier 3 supports moving forward?