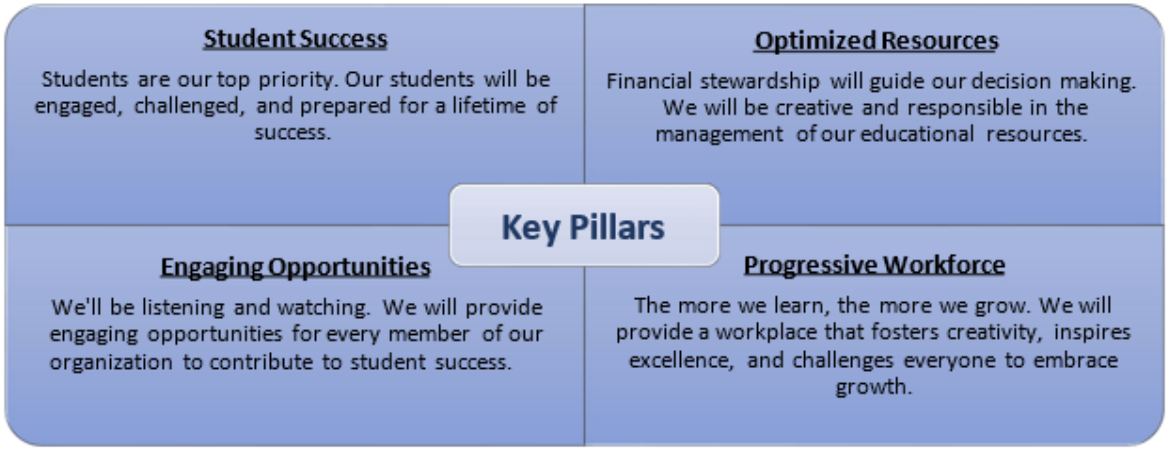
Elementary School Improvement Plan for Student Success

Under the Framework for Enhancing Student Learning, all Abbotsford School District schools are required to develop a long-term plan to improve student achievement, one that maintains a balance on the intellectual, social and career development of students. Each year, each school develops an annual plan and sets individual goals to improve student achievement.



School Name: Aberdeen Elementary School		
Strategic Plan Term: 2024 - 2028		
Date: October 20, 2026	**Reviewed:**	**Reviewed:**
School Year: 2026-2027		
Leadership Team: Cordell Ware		
School Improvement Team Members: All teaching staff		

School Planning Considerations

- Identify specific activities to address the needs of Indigenous students, students with diverse learning challenges and children in care.
- Include strategies that engage the entire school staff
- Less is more: focus on a few high-leverage activities
- Ensure the impact of your activities is measurable

School Improvement Goal 1 - Literacy

Primary: At Aberdeen, our staff will improve students' foundational reading skills through explicit phonological awareness instruction.

Intermediate: At Aberdeen, our staff will improve students' reading comprehension through explicit vocabulary instruction.

Both goals are evidenced by improved local and provincial outcomes and reduced gaps for priority learners, such as the Acadience Screener, PM Benchmarks, and the FSA.

If we engage in targeted learning, then students will improve in foundational reading skills and reading comprehension because the school team has a collective target, shared next steps, and professional accountability

FESL Areas Addressed: X Literacy ☐ Numeracy ☐ Well-being ☐ Careers

Strategy (Adult Practice) *The strategy is what we're focusing on as educators in classrooms and collaborative team settings.* **Key Activities (looks, sounds, feels like...)** *The activities are how that shows up in classrooms and collaborative team practices.*	**Evidence/ Data** *Qualitative and/or quantitative evidence used to monitor progress and impact (e.g., classroom and school-based assessments, attendance patterns, engagement data, SLS, student voice).*
1. Strategy / Key Activities for all learners: • **Word Nerd book study and vocabulary strategies** • **Adrienne Gear comprehension strategies** • **Power of Reading** • **Read-alouds and rich classroom texts** • **Vocabulary walls, morphology activities, and word study** • **Heggerty Phonemic Awareness** • **Sound and word manipulation activities** • **Elkonin/sound boxes** • **Letter and sound manipulatives** • **Decodable texts to connect developing sound skills with reading**	• **FSA** • **Acadience screener** • **PM Benchmarks and other comprehension assessments to monitor progress** • **Heggerty Phonemic Awareness** • **UFLI and School-based phonological awareness assessments to identify needs and monitor growth**

Instructional and Organizational Strategies Aligned to School Improvement

1b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC: **For Indigenous Students:** • Partner with Indigenous Education staff, families, and learners to connect literacy to meaningful contexts, local perspectives, place, story, patterns, land, and community. • Use learner strengths, identity, voice, and current evidence to select responsive goals and instructional approaches. **For Students with Diverse Abilities:** • Provide inclusive Tier 1 instruction through multiple entry points, concrete materials, visual models, explicit modelling, accessible language, and flexible ways to demonstrate understanding. • Provide targeted Tier 2 and Tier 3 instruction, individualized goals, and progress reviews every four to six weeks. **Aberdeen currently has no students identified as being in Ministry care.**	

School Improvement Goal 2

At Aberdeen, our staff will improve students' number sense through explicit instruction in understanding what numbers represent and how they relate to one another.

Evidenced by improved local and provincial outcomes and reduced gaps for priority learners such as S.N.A.P., Number Sense Interviews, and the FSA.

If we engage in targeted learning and practice, then students will improve in number sense because the school team has a collective target, shared next steps, and professional accountability

FESL Areas Addressed: ☐ Literacy X Numeracy ☐ Well-being ☐ Careers

Strategy (Adult Practice) *The strategy is what we're focusing on as educators in classrooms and collaborative team settings.* **Key Activities (looks, sounds, feels like...)** *The activities are how that shows up in classrooms and collaborative team practices.*	**Evidence/ Data** *Qualitative and/or quantitative evidence used to monitor progress and impact (e.g., classroom and school-based assessments, attendance patterns, engagement data, SLS, student voice).*
1. Strategy / Key Activities for all learners: • Make learning intentions and success criteria clear, and provide daily meaningful practice with purposeful whole-class, small-group, and peer learning. • Use common formative assessments, including S.N.A.P., Number Sense Interviews, Fact Fluency Assessments, and student work, to identify strengths, misconceptions, and next steps. • Use Number Talks, problem strings, rich problem-solving tasks, mathematical discourse, manipulatives, visual models, and multiple representations.	• S.N.A.P., Number Sense Interviews, and Fact Fluency Assessments • School and district numeracy assessments • FSA results, where applicable
1b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC: **For Indigenous Students:** • Partner with Indigenous Education staff, families, and learners to connect literacy to meaningful contexts, local perspectives, place, story, patterns, land, and community.	

• Use learner strengths, identity, voice, and current evidence to select responsive goals and instructional approaches. **For Students with Diverse Abilities:** • Provide inclusive Tier 1 instruction through multiple entry points, concrete materials, visual models, explicit modelling, accessible language, and flexible ways to demonstrate understanding. • Provide targeted Tier 2 and Tier 3 instruction, individualized goals, and progress reviews every four to six weeks. **Aberdeen currently has no students identified as being in Ministry care.**	

Ongoing Commitments to Other FESL Areas

These areas are supported through existing school practices and are reviewed through ongoing school monitoring processes.

Briefly describe how the school will continue to support and monitor learning in the FESL areas not identified as improvement goals this year.
(Include existing practices, structures, or initiatives that will be sustained.)

FESL Areas Supported Through Ongoing School Practices This Year:
☐ Literacy ☐ Numeracy X Well-being X Careers

FESL Area	Ongoing Practices/Strategies/Initiatives	How This Work Is Monitored
Well-being	• Build belonging through regular check-ins, student voice, and classroom practices that strengthen safe and respectful relationships. • Monitor attendance and engagement, and respond early through coordinated school, family,	Student Learning Survey results, attendance and engagement trends, student voice, school-based check-ins, and follow-up monitoring for Indigenous learners and CYIC.

	Indigenous Education, Learning Support Services, and CYIC supports.	
Career Development	• Embed career exploration and reflection in Career Education and advisory learning, helping students connect strengths, interests, competencies, and courses to possible pathways. • Provide age-appropriate experiential learning, including community connections	Student reflections, check-ins, and conversations.

Consider:

- What practices or structures are currently in place?
- How will this work be sustained or monitored this year?
- How does this connect to student needs and school context?



Continuous Monitoring and Reflecting on Impact

Progress & Impact

Identify the evidence that will be reviewed during the year and describe how the school team will use this information to reflect, learn, and adjust strategies.

What evidence will be reviewed during the year to monitor progress and inform adjustments?
When and how will staff reflect on progress and adjust strategies?
If mid-year evidence shows limited impact, what adjustments will be considered?

Communication:

What will be shared with families/community, and when.

Review

Describe how the school team will regularly review evidence, reflect on what is being learned, and adjust strategies in response to student learning.

Date of Review	*Review Team Members*	*Evidence*	*What Have We Learned So Far?*	*Adjustments Needed*
January 2027	*All teaching staff*	*See 'evidence' goal sections*		
April 2027	*All teaching staff*	*See 'evidence' goal sections*		
June 2027	*All teaching staff*	*See 'evidence' goal sections*		