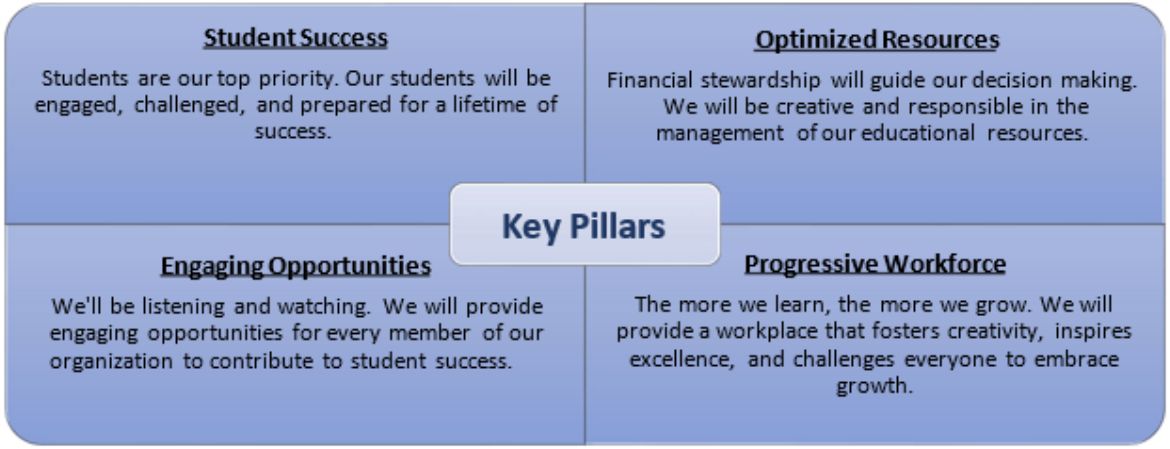
**Elementary School Improvement Plan for Student Success**

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.




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| **School Name: Prince Charles Elementary School** | | |
| **Strategic Plan Term: 2024 - 2028** | | |
| **Date: Oct. 26/2026** | **Reviewed:** | **Reviewed:** |
| **School Year:2026-2027** | | |
| **Leadership Team: Paul Allanson** | | |
| **School Improvement Team Members:**<br>○ Principal: Paul Allanson<br>○ Indigenous Support Worker: Lily Hayes<br>○ Learning Support Teacher: Karen Pretty & Kristi Vandermeer<br>○ Classroom Teachers: Pam Christensen, Sara Pawliw, Deana Trasolini, Nichelle Fehr, Leanne Wall, Lasha Jury, Sherry Reitsema, Coreen Clarke, Faye Macdonald, Lorna Henry, Elaine Lee, Crystal Dallman, Carolyn Boschmann, & Ryan Warkentin | | |

- Educational Assistants: Sabrina Robertson, Lorraine Kruselnicki, Johanna Van Kaauwen, Taunya Tubbs, Sheri Ram, Sage Westie & Kelly Lochbaum
- Child Youth Care Worker: Chantel Kopplin
- Parent Representatives: Chelsey Richards & Brittany Geddert

**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

**Goal Statement: By June 2027, we aim to improve Writing Proficiency for All Learners as evidenced by improved proficiency on Provincial and District Assessments**

**If we provide high-quality, explicit writing instruction, regular opportunities for authentic writing, and use Learning Update Writing Marks and District Wide Write date to guide our practice then students will strengthen their writing skills and demonstrate greater proficient in communicating their thinking as evidenced by improved writing marks on Learning Updates and increased achievement on the District Wide Writes.**

**FESL Areas Addressed: x Literacy ☐ Numeracy ☐ Well-being ☐ Careers**

| **Strategy (Adult Practice)**<br>*The strategy is what we're focusing on as educators in classrooms and collaborative team settings.*<br>**Key Activities (looks, sounds, feels like...)**<br>*The activities are how that shows up in classrooms and collaborative team practices.* | **Evidence/ Data**<br>*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).* |
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| **1. Strategy / Key Activities for all learners:**<br><br>Teachers will use shared, explicit routines, allow for students to write daily and discussion opportunities and use frequent assessments to plan whole-class, small group and individual instruction. For example, using the Writing Revolution, Writing Power, UFLI, Words their Way, and other resources off the Curriculum Website. Students will experience clear strategy instruction, meaningful writing choices, collaborative talk, timely feedback, and targeted support. They will build stamina and become more confident and independent in the writing process. | • FSA<br>• Literacy Marks from the Learning Updates<br>• UFLI<br>• District Wide Write<br>• Exemplars to be read aloud at the Virtue Assemblies |
| **1b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC:**<br><br>All staff working with Indigenous students engage in continuous professional development to deepen their understanding of the diverse cultures, lived experiences, and systemic challenges faced by Indigenous learners. This includes explicit learning opportunities focused on the historical and contemporary realities of Indigenous peoples in Canada, and how these realities impact our students and their families today.<br>• **Ongoing Professional Learning** – focused on the truth and history of Indigenous peoples in Canada, including the legacy of residential schools and colonial policies, staff Book Study – The Valley of the Birdtail, the Blanket Exercise, and learning about Semá:th Lake .<br>• **Book Study: *Valley of the Birdtail*** – a shared learning experience that explores the long-term impacts of systemic inequities and the importance of reconciliation.<br>• **Training on Bias and Racism** – explicit sessions designed to build awareness, challenge assumptions, learn about de-colonization and equip staff with the tools to create safe, supportive, and anti-racist learning environments. | |

# Instructional and Organizational Strategies Aligned to School Improvement

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| Students with Diverse Abilities, we will have Intensive tier 2 and 3 LSS pull-out writing intervention, individualized goals, explicit writing instruction, increased frequency of support, and ongoing collaboration with families and school-based teams.<br><br>Each child or youth in care has a coordinated plan that includes predictable routines, a trusted adult, culturally responsive and trauma-aware practices, accessible literacy instruction, and prompt academic support when attendance or transitions affect learning. These students often encounter distinct challenges such as frequent transitions, exposure to trauma, and interrupted educational experiences. The school's plan incorporates targeted interventions, trauma-informed approaches, and robust support systems to address the specific needs of CYIC. This approach is guided by data-informed practices and strengthened through collaboration with community partners. | |

## School Improvement Goal 2

**Goal Statement: By June 2027, we aim to improve Problem Solving in Numeracy for students in grade 3-5 as evidenced by Student results on the SNAP.**

If we implement the SNAP (Student Numeracy Assessment& Practice) three times per year with all Grade 3-5 students and use the data to guide targeted instruction, interventions and progress monitoring, then students will strengthen their number sense, mathematical reasoning and problem solving skills as evidenced by growth in SNAP scores, classroom assessments, and an increase in proficient numeracy achievement.

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

| **Strategy (Adult Practice)**<br>*The strategy is what we're focusing on as educators in classrooms and collaborative team settings.*<br>**Key Activities (looks, sounds, feels like...)**<br>*The activities are how that shows up in classrooms and collaborative team practices.* | **Evidence/ Data**<br>*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:**<br><br>By using the SNAP framework. It was designed as a "Student Numeracy Assessment & Practice" tool that can be used repeatedly to build student fluency, confidence, comprehension, and numeracy skills. The emphasis on ongoing practice helps students develop a deeper understanding of numbers and operations rather than simply memorizing procedures. Strategic competence and adaptive reasoning are key elements of mathematical problem solving.<br><br>Research and resources associated with SNAP connect it to the five strands of mathematical proficiency, including conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition. Strategic competence and adaptive reasoning are key elements of mathematical problem solving.<br><br>Students will experience mathematics as a subject focused on thinking rather than simply getting the right answer. Using SNAP, they will explain and justify their reasoning, make connections between concepts, develop flexible strategies, and apply their learning to solve real-world problems. Over time, students will become more confident, independent, and resilient problem solvers. In addition, we will implement daily number talks all grade levels to strengthen students fact fluency and enhance their mental math strategies. These short, focused discussions support collaborative mathematical problem-solving. | • SNAP<br>• Problem solving assessment (School Based)<br>• Numeracy Marks from Learning Updates |

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| **1b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC:**<br>Focusing on numeracy problem solving through the SNAP assessment supports Indigenous students' academic success by providing reliable data to guide instruction and monitor growth.<br><br>Tier 2 and Tier 3 supports are provided for students who require additional assistance beyond the universal Tier 1 numeracy program. Using a Response to Intervention (RTI) framework, student progress is monitored through classroom assessments, the SNAP assessment, teacher observations, and school-based data. Students demonstrating ongoing challenges in numeracy problem solving receive targeted small-group instruction through Learning Support Services (LSS), including a double-dose approach that provides additional opportunities to develop number sense, mathematical reasoning, and problem-solving skills. Regular School-Based Team (SBT) meetings are used to review student progress, analyze assessment data, and collaboratively plan interventions to ensure supports are responsive and effective. This systematic approach allows staff to provide timely, targeted intervention while ensuring that students receive the level of support necessary to experience success in numeracy and reach their full learning potential.<br><br>Each child or youth in care has a coordinated plan that includes predictable routines, a trusted adult, culturally responsive and trauma-aware practices, accessible literacy instruction, and prompt academic support when attendance or transitions affect learning. These students often encounter distinct challenges such as frequent transitions, exposure to trauma, and interrupted educational experiences. The school's plan incorporates targeted interventions, trauma-informed approaches, and robust support systems to address the specific needs of CYIC. This approach is guided by data-informed practices and strengthened through collaboration with community partners | |

## 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 | • Strengthen student belonging by creating consistent opportunities for connection, student voice, and positive classroom relationships where every student feels safe, respected, and valued.<br>• Identify concerns related to attendance and engagement early and work collaboratively with families, Indigenous Education , Learning Support Services, and CYCW to provide timely, coordinated support. | • Attendance records<br>• School based check-ins |
| Career Development | • Create opportunities for students to explore their strengths, interests, and skills while making meaningful connections to future learning, careers, and life pathway.<br>• Expand age-appropriate experiential learning through hands-on activities, assemblies, presentations, community partnerships, and real-world connections. | • Student connections<br>• Student conversations<br>• Presentations (Ex. Science World) |

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**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 |
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| **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.**<br><br>***What evidence will be reviewed during the year to monitor progress and inform adjustments?***<br>***When and how will staff reflect on progress and adjust strategies?***<br>***If mid-year evidence shows limited impact, what adjustments will be considered?*** |
| **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 (Staff Meeting)* | *Staff* | *Literacy Marks, FSA, District Wide Write, Numeracy Marks, SNAP & Problem Solving Assessment* | | |
| *April 2027 (Staff Meeting)* | *Staff* | *Literacy Marks, FSA, District Wide Write, Numeracy Marks, SNAP & Problem Solving Assessment* | | |
| *June 2027 (Staff Meeting)* | *Staff* | *Literacy Marks, FSA, District Wide Write, Numeracy Marks, SNAP & Problem Solving Assessment* | | |