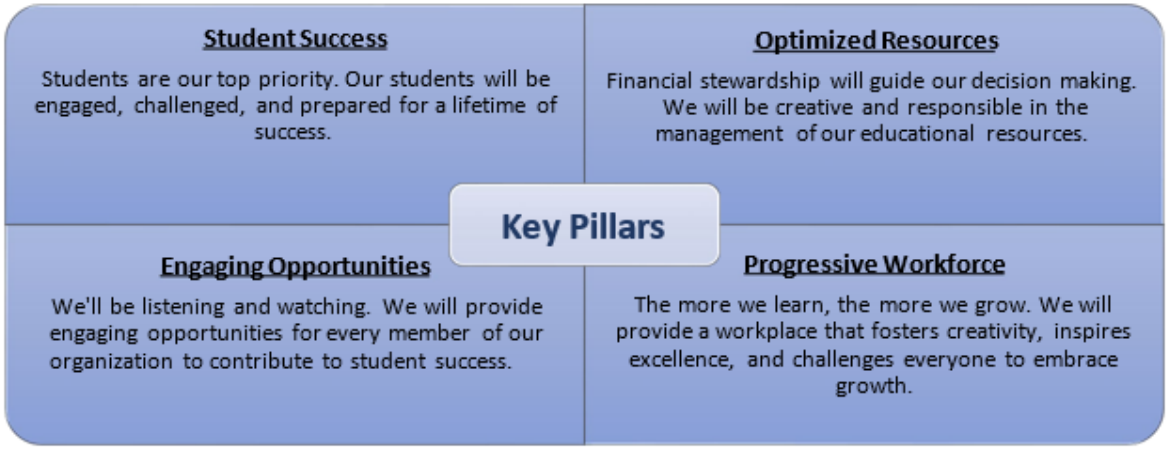
Elementary School Improvement Plan for Student Success

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: South Poplar Traditional Elementary		
Strategic Plan Term: 2024 - 2028		
Date: October 31, 2026	**Reviewed:**	**Reviewed:**
School Year: 2026-2027		
Leadership Team: Shannon Manky		
School Improvement Team Members: Raj Dhaliwal, Shay Iversen, Sharon Huget, Suzanne Gravel, Gurvir Grewal, Melissa Blouin, Sarah O'Donnell, Lori McMillan, Amardeep Bhullar, Sandra Kantola, Sarah Wong, Asha James, Danielle Veerman, Shannon McConnell, Jill Prins, Niki Drouillard, Sandra Van Hove, Melissa Yeomans, Jennifer Manchanda		

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 students' number sense understanding and strategies used for all learners, as evidenced by growth in SNAP assessment results and classroom-based evidence of student learning.

If we deepen our understanding of number sense and regularly use SNAP assessments school-wide to identify student strengths and areas for growth, then students will strengthen their number sense understanding and use increasingly effective strategies because teachers will be better able to provide targeted, responsive instruction based on student learning needs.

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).*

Strategy: Develop a shared understanding of number sense and strengthen responsive instructional and assessment practices through professional learning, consistent use of SNAP assessments, and ongoing staff collaboration.
 	
Key Activities:
Instructional Practices
• Explore and implement effective instructional practices that strengthen students' number sense
• Use information gathered through assessment and classroom observation to identify student strengths, needs, and next instructional steps.
• Share successful instructional strategies, activities, and resources
 	
Assessment: SNAP
• Develop staff understanding of SNAP assessment (purpose, administration, scoring, and interpretation)
• Administer SNAP consistently to develop a clearer school-wide picture of student number sense.
  ○ **School-Wide Data Collection:** January, March, May
  ○ **Goal:** To use SNAP on more regular basis (ie. weekly formative assessment)
• Use SNAP results alongside classroom observations and other evidence of learning to identify strengths, gaps, and patterns.
• Revisit assessment information throughout the year to monitor student growth and determine next instructional steps.
	• **SNAP assessment data**
	• **Classroom-based evidence**, including observations, student work, mathematical conversations, and students' use of number sense strategies.
	• **Collaborative staff analysis of SNAP results**
	• **Teacher reflection & professional dialogue** demonstrating increased understanding of number sense development and greater confidence in using assessment information to inform instruction.
	• **Student voice & engagement**, including students' ability to explain their mathematical thinking, select strategies, and reflect on their learning

Instructional and Organizational Strategies Aligned to School Improvement Goals

Collaboration

- Dedicate time at **each staff meeting** to number sense, SNAP learning, sharing instructional practices, reviewing student evidence, or discussing next steps.
- Provide more focused collaborative time after each school-wide SNAP data collection (January, March & May) to review evidence of student learning, identify patterns and needs, and plan responsive instruction.
- Encourage grade-level and cross-grade conversations so staff develop a shared understanding of how number sense progresses across the elementary years.
- Use collaborative conversations to celebrate growth, identify challenges, and determine areas requiring further attention.

Deepening Professional Understanding

- Build a shared professional understanding of what strong number sense looks like and how it develops.
- Engage in professional learning around number sense development, assessment, and effective instruction.
- Develop common language around number sense so that staff can discuss student learning and instructional needs consistently.
- Reflect collectively on what we are learning from SNAP data and how it is influencing classroom practice.

1b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC:

- Targeted small-group or individual instruction focused on identified number sense needs.
- Adaptations to instruction, materials, pacing, and ways students can demonstrate their mathematical thinking.
- Collaboration between classroom teachers, Learning Support Services, and other members of the school-based team to plan and monitor supports.
- Regular review of student progress using SNAP and classroom-based evidence to determine whether supports are having the intended impact and to adjust instruction as needed.
- Intentional opportunities to build mathematical confidence, encourage flexible thinking, and provide multiple entry points into number sense learning.

SCHOOL IMPROVEMENT GOAL 2

Goal Statement: By June 2027, we aim to improve students' decoding skills, and reading fluency with particular attention to developing and emerging readers, as evidenced by PM Benchmark Assessments, teacher observations, student work, and student voice.

If we provide consistent, explicit phonics instruction through UFLI, frequent opportunities for supported and repeated reading, targeted small-group intervention, and continued literacy support into the intermediate grades, then students will become more accurate, fluent, confident, and engaged readers because they will develop the foundational skills and automaticity needed to access increasingly complex texts with greater independence and success.

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).*
Strategy: Strengthen consistent, evidence-based literacy instruction and intervention practices through explicit phonics instruction, systematic assessment of decoding and fluency, targeted support for developing readers, and ongoing staff collaboration. **Key Activities:** **Instructional Practices** • Provide consistent, explicit, and systematic phonics instruction through **UFLI Foundations**, particularly in the primary grades. • Provide frequent opportunities for students to practice decoding and develop fluency through supported, repeated, and appropriately levelled reading. • Use **buddy reading** (3 days/week x 15min) to provide developing readers with additional opportunities to practice reading with accuracy, fluency, confidence, and success. • Provide targeted **small-group intervention** (4 days/week x 20min) for emerging readers based on identified skill gaps. • Begin to develop a curiosity into how explicit instruction in decoding, word recognition, and fluency can continue to support students in the **intermediate grades**, particularly those who have not yet developed automaticity. • Provide students with engaging and accessible reading opportunities that allow them to experience success and develop confidence and enjoyment as readers.	• **Acadience Reading Screening** (K-3) • **PM Benchmark assessment data** (Gr. 1+) • **Classroom-based observations** • **Student voice and engagement**, including students' confidence, attitudes toward reading, willingness to read, and enjoyment of reading. • **Teacher observations and collaborative discussions** about student progress, instructional needs, and the effectiveness of literacy strategies and interventions. • **School-wide and grade-level trends** reviewed 3x/year to identify areas of growth, continuing needs, and priorities for instruction.

Assessment

- Use **Acadience Reading screening data** (K-3) to identify students who may require additional support and to monitor foundational literacy development.
- Use **PM Benchmark** (Gr. 1-3, and maybe further) and other classroom-based reading evidence to monitor decoding, accuracy, fluency, and overall reading development.
- Review multiple sources of assessment information to identify student strengths, specific skill gaps, and appropriate instructional or intervention next steps.
- Monitor the progress of emerging and developing readers regularly and adjust the intensity or focus of intervention in response to student learning.

Collaboration

- Dedicate focused collaborative time at the **beginning of each term** to review literacy data, discuss student progress, and identify students requiring additional support.
- Use staff meeting time to examine school-wide and grade-level literacy trends and determine instructional priorities and next steps.
- Share effective literacy practices, intervention strategies, and resources across grade levels.
- Strengthen collaboration between classroom teachers and learning support staff to ensure students receiving additional intervention experience consistent and complementary instruction.
- Continue conversations across primary and intermediate grades about how foundational literacy instruction can be sustained for students who continue to need explicit support.

1b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC:

- Targeted small-group or individual literacy intervention based on specific skill needs identified through Acadience, PM Benchmark, PM Benchmarks Assessments, and teacher observation.
- Increased frequency and intensity of explicit instruction and supported reading practice for students requiring additional intervention.
- Additional opportunities for supported and buddy reading to build decoding accuracy, fluency, confidence, and reading stamina.
- Collaboration between classroom teachers and Learning Support Services to identify student needs, coordinate interventions, and monitor progress.
- Regular progress monitoring to determine whether interventions are having the intended impact and to adjust the focus or intensity of support when needed.
- Continued attention to students requiring foundational literacy support in the intermediate grades, ensuring that students continue to receive explicit decoding and fluency instruction when needed, regardless of grade level.
- Providing accessible, engaging reading materials that allow students to experience success and build confidence and enjoyment as readers.

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 ☐ Careers

FESL Area	Ongoing Practices/Strategies/Initiatives	How This Work Is Monitored
Student Well-Being	Develop a sense of belonging and safety at school: • connections with safe and caring adults in the building, • classroom community building (inc. sharing circles, identity projects, cultural teachings) • regular check-ins (formal & informal) Intentional SEL teaching, learning & practice • We Thinkers (school-wide 25-26, classroom review/practice 26-27) • Teaching self-awareness, self-management, social awareness, relationship skills, etc. • Sensory Breaks (learning, demonstrating, using) – building our understanding and creating space & time for this	• Annual Student Learning Survey • MDI Data • School-based check-ins • Monitoring attendance trends (learning about reasons for absenteeism)



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 12, 2027	All teaching staff & Admin			
April 6, 2027	All teaching staff & Admin			
June 30, 2027	All teaching staff & Admin			