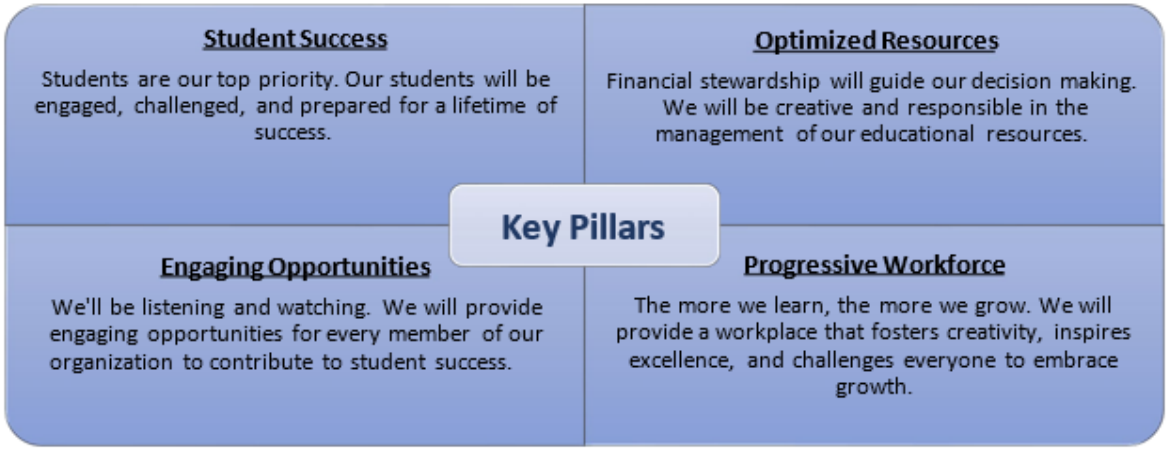
Elementary School Improvement Plan for Student Success

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: Mt. Lehman Elementary		
Strategic Plan Term: 2024 - 2028		
Date: Sept 25/2026	**Review: December 2026| Review: March 2027**	**Final Review: June 2027**
School Year: 2026-27		
Leadership Team: Maralee Lincoln		
School Improvement Team Members: Maralee Lincoln, Carla Plank, Victoria McDonald, Matt Stapleton, Gabrielle Wiebe		

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, all students will improve their fluency with foundational math facts (number sense, addition, subtraction, multiplication, and division) as measured by school-wide fluency assessments, with at least 80% of students meeting or exceeding grade-level benchmarks for accuracy (90% or higher) and automaticity (completion within benchmark time expectations).

If we (adult action) provide strategic, ongoing, informed daily practice, and encourage parent home involvement in learning these skills, then students will (improvement in learner need) demonstrate stronger foundational math skills in both accuracy and speed of recollection and problem solving as evidenced by ongoing formative assessment and feedback to students.

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: Phase 1: Establish Baseline (September) • Administer a common school-wide math numeracy assessment. (K-1 number sense assessment, 2-5 math facts assessment) • Identify grade-level benchmarks and proficiency targets. • Analyze data to identify school-wide trends, strengths, and learning gaps. • Communicate the goal to staff, students, and families through the Parent Advisory Council and school newsletters. Phase 2: Consistent School-Wide Practice (October to May) • Implement a daily 5–10-minute Math Fluency Block in every classroom. • Ensure all grades focus on developmentally appropriate number relationships and fact fluency. • Use common language and strategies across the school. • Provide intervention support for students significantly below benchmark. Phase 3: Monitor and Adjust (Throughout the Year) • Conduct monthly fluency checks. • Review grade-level and school-wide data during collaborative team meetings. • Share celebrations and growth with students and families. • Adjust instruction and interventions based on assessment results. Phase 4: Evaluate Impact (June)	**Daily Number Sense Routines** • Number talks • Counting collections • Subitizing activities • Mental math challenges • Estimation routines **Daily Fact Fluency Practice** • 5-10 minutes per day • Focus on strategy development first, memorization second • Use games, partner activities, and digital tools • Progress through addition, subtraction, multiplication, and division facts according to grade level **Explicit Strategy Instruction** Teach efficient strategies such as:

Instructional and Organizational Strategies Aligned to School Improvement

- Complete end-of-year assessment.
- Compare results to baseline data.
- **Identify successful practices and next steps for continuous improvement.**

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

Indigenous Students

- Incorporate Indigenous ways of knowing and learning through collaborative, hands-on, and relational math activities.
- Partner with Indigenous Support Workers, Elders, and families to strengthen student engagement and well-being.
- Monitor progress regularly and provide additional support where needed to ensure students experience success and confidence in mathematics.

Students with Diverse Abilities

- Differentiate instruction and assessment to meet individual learning profiles and IEP goals.
- Provide multiple ways for students to demonstrate fluency, including oral responses, manipulatives, visual support, assistive technology, and adapted assessments.
- Implement targeted small-group or one-to-one interventions focused on foundational number concepts and fact strategies.

Children and Youth in Care (CYIC) *Not applicable to Mt. Lehman at this time.

- Foster strong, trusting relationships and provide consistent routines that support engagement and academic confidence.
- Ensure access to additional intervention opportunities, tutoring, and individualized practice resources.

Monitor students' progress closely and respond quickly when learning gaps are identified.

- Make 10
- Doubles and Near Doubles
- Counting on/back
- Fact families
- Compensation
- Skip counting
- Array and equal-group thinking

Differentiated Support

- Small-group intervention
- Peer tutoring
- Individualized practice plans
- Tier 2 support for students below benchmark

School Improvement Goal 2

Goal Statement: By June 2027, all students will demonstrate measurable growth in writing proficiency through a school-wide writing assessment conducted once per term. Students will engage in three writing genres annually (narrative, persuasive, and informational), and the percentage of students meeting or exceeding grade-level writing expectations, as measured by grade specific rubrics, will increase by 10% from baseline data collected in Fall 2026.

If we provide explicit instruction in the writing process, model effective writing through shared and guided writing, teach genre-specific writing skills (narrative, persuasive, and informational), use common success criteria and rubrics, and provide timely feedback through school-wide writing assessments each term, then students will improve their ability to organize and communicate their ideas clearly and effectively in writing and demonstrate measurable growth in writing proficiency, because consistent instruction, authentic opportunities to write, clear expectations, and targeted feedback help students develop the skills and confidence needed to become successful writers.

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: Key instructional practices: • Explicitly teach writing skills and strategies. • Use mentor texts to model effective writing techniques. • Engage students in shared, guided, and independent writing. • Co-create clear success criteria and use common rubrics. • Provide descriptive feedback and opportunities for revision. • Analyze writing samples collaboratively to inform instruction and intervention. In Classrooms • Conduct one school-wide writing task per term (narrative, informational, story). • Use mentor texts to identify genre-specific features. • Model planning, drafting, revising, editing, and publishing through think-aloud. • Teach specific writing traits such as organization, ideas, voice, word choice, sentence fluency, and conventions. • Provide regular opportunities for peer feedback and self-assessment. • Use common success criteria and rubrics to help students understand expectations. • Set individual writing goals and track progress throughout the year.	• Results from school-wide writing assessments completed each term (narrative, informational, story). • Percentage of students meeting or exceeding proficiency expectations on the common writing rubric. • Term-to-term growth in rubric categories such as ideas, organization, voice, sentence fluency, and conventions. Adapted class to class term to term. • Number and percentage of students demonstrate at least one proficiency level of growth throughout the year. • Classroom formative assessment data, including writing conferences, drafts, and revision checkpoints.

1b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC: • Integrate Indigenous perspectives, stories, and ways of knowing into writing tasks through the use of authentic Indigenous texts, local knowledge, and culturally responsive teaching practices. • Provide multiple entry points and flexible ways for students to plan, draft, and share their ideas, including oral storytelling, visual organizizers, voice-to-text technology, and multimodal responses. • Differentiate instruction and assessment through scaffolds such as sentence frames, graphic organizers, mentor texts, exemplars, and targeted small-group instruction. • Collaborate with Learning Support Teachers, Indigenous Support Workers, CYIC staff, and families to identify strengths, barriers, and appropriate supports for individual learners. • Use assistive technology and accessibility tools to support students with diverse learning needs throughout the writing process. • Indigenous principles implemented during lessons	

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:
X Literacy ☐ Numeracy X Well-being ☐ Careers

FESL Area	Ongoing Practices/Strategies/Initiatives	How This Work Is Monitored
Literacy	• Implement evidence-based reading practices that explicitly teach key literacy skills through gradual release of responsibility, strengthening fluency, vocabulary development, comprehension, and knowledge building.	• Use multiple sources of evidence, including common literacy assessments, classroom performance data, student work samples, report card data, student surveys,

	• Foster strong oral and written communication by embedding collaborative conversations, academic language supports, and meaningful reading and writing experiences throughout the curriculum. • Collaboratively analyze literacy assessment data and student work samples to inform instruction, deliver timely interventions, and monitor growth for students requiring additional support.	FSA results (where applicable), progress monitoring for identified learners.
Well-being	• Strengthen student connectedness and well-being through intentional relationship-building, regular check-ins, and authentic opportunities for students to share their perspectives. • Use attendance and engagement data to identify concerns early and coordinate interventions with families and support teams to remove barriers to learning. • Reinforce positive character development through school-wide Virtues Assemblies that introduce and celebrate traits such as kindness, empathy, perseverance, responsibility, and gratitude. Using mentor texts inspired by Jory John's books, students explore these virtues and learn how to apply them in their classrooms, on the playground, and throughout the school community.	• Collect student voice data through classroom discussions, check-ins, and belonging/well-being questionnaires to assess students' sense of connection, safety, and inclusion at school. • Review attendance, engagement, and behaviour data regularly to identify trends, evaluate the impact of interventions, and monitor progress for students receiving targeted supports.

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? Classroom literacy assessments (school wide write all three terms), classroom performance data (Classroom oral assessment, Snap, math concept quizzes), student work samples, report card data, student surveys, FSA results, progress monitoring for identified learners. Writing comparison to PM reading assessment results and MDI.

When and how will staff reflect on progress and adjust strategies? Reflective progress will be built into staff meetings and Professional Development days.

If mid-year evidence shows limited impact, what adjustments will be considered? Staff is committed to implementing change as needed.

Communication:

What will be shared with families/community, and when? *Communication will be shared with family during report cards, interviews, PAC meetings and school newsletters.*

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*
December 2026	Maralee Lincoln, Carla Plank, Victoria McDonald, Matt Stapleton, Gabrielle Wiebe, Kevin McAuley	***School Wide Write*** ***Classroom Assessment(samples)*** ***Snap*** ***Unit Quizzes*** ***Report Card Data*** ***FSA, MDI, Student Surveys*** ***PM comparison to School Wide Write.***		
March 2027	Maralee Lincoln, Carla Plank, Victoria McDonald, Matt Stapleton, Gabrielle Wiebe, Kevin McAuley	***School Wide Write*** ***Classroom Assessment (samples)*** ***Snap*** ***Unit Quizzes*** ***Report Card Data*** ***FSA, MDI, Student Surveys*** ***PM comparison to School Wide Write.***		
June 2027	Maralee Lincoln, Carla Plank, Victoria McDonald, Matt Stapleton, Gabrielle Wiebe, Kevin McAuley	***School Wide Write*** ***Classroom Assessment (samples)*** ***Snap*** ***Unit Quizzes*** ***Report Card Data*** ***FSA, MDI, Student Surveys*** ***PM comparison to School Wide Writing.***		