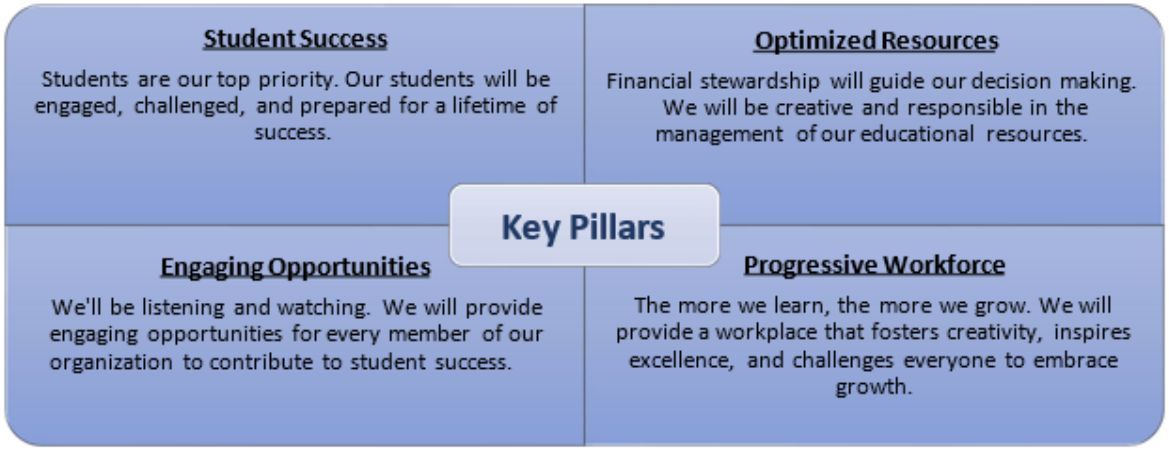
Elementary School Improvement Plan for Student Success

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: Terry Fox Elementary		
Strategic Plan Term: 2024 - 2028		
Date: October, 2026	**Reviewed:**	**Reviewed:**
School Year: 2026-2027		
Leadership Team: Kari Petzold, Colleen Gregory		
School Improvement Team Members: Gabby Graham, Karen Alcock, Leigh McMartin; collaboration with all 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

Instructional and Organizational Strategies Aligned to School Improvement

School Improvement Goal 1

Goal Statement: By June 2027, we aim to improve numeracy proficiency in number concepts for all learners, with focused attention on Indigenous learners, students with diverse abilities, and Children and Youth in Care, as evidenced by improved proficiency on district-based assessments, including the Number Sense Interview.

If we teach for conceptual understanding, then students will demonstrate stronger foundational understanding of number sense, as evidenced by the Number Sense Interview.

FESL Areas Addressed: Numeracy

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: • Daily explicit whole class instruction • Consistent use of manipulatives and visuals • Use high-yield math routines (ie. Counting Collections; Number Talks) • Use flexible grouping and targeted small group instruction • Use common formative assessments and student work to identify strengths, misconceptions, and next steps	• Number Sense Interview (*Counting* for gr.K-2; *Identify, Place Value, and Represent* for gr. 3-5). • SNAP assessment • FSA results (gr.4) • Classroom numeracy activities
1b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC: • Partner with Indigenous Education staff, families, and learners to connect numeracy to meaningful contexts, local perspectives, place, story, patterns, land, and community. • Monitor achievement, attendance, engagement, belonging, well-being, and transitions, then adjust staffing, resources, interventions, and partnerships promptly. • Coordinate classroom, Learning Support Services, counselling, family, and community supports for CYIC.	

School Improvement Goal 2

Goal Statement: By June 2027, we aim to improve writing proficiency for all learners, with focused attention on Indigenous learners, students with diverse abilities, and Children and Youth in Care, as evidenced by improved proficiency on provincial and district-based assessments.

If we, for grade 1-5 students, explicitly teach students to expand on ideas and use details in their writing (*Meaning/Form*), then students will be able to write clearly, in their own voice with some detail, as evidenced by improved proficiency on the BC Performance Standard Rubric.

If we, for Kindergarten students, explicitly teach students to properly form upper and lower case letters, then students will be able to produce writing that is clear and understood by others, as evidenced by improved proficiency on the District Kindergarten Literacy Assessment.

FESL Areas Addressed: Literacy

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: • Explicit whole class instruction • Explicitly teach letter formation, based on developmental skill acquisition • Provide student feedback; conference with students about their writing • Use visual supports (ie. anchor charts, graphic organizers) • Use targeted small group instruction, with purposeful practice • Consistent use of writing exemplars to build student understanding	• Grade 3 District Write • Ongoing classroom writing activities • School-wide Write • All assessed using BC Performance Standards as well as district assessments (ie. Kindergarten Assessment)
1b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC: • Partner with Indigenous Education staff, families, and learners to connect literacy to meaningful contexts, local perspectives, place, story, patterns, land, and community. • Monitor achievement, attendance, engagement, belonging, well-being, and transitions, then adjust staffing, resources, interventions, and partnerships promptly. • Coordinate classroom, Learning Support Services, counselling, family, and community supports for CYIC.	

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 ☐ Well-being ☐ Careers

FESL Area	Ongoing Practices/Strategies/Initiatives	How This Work Is Monitored
Well-being	School Based Team – offering strategies, accessing district supports, and reviewing progress as needed to support students throughout the year YCW, LSS, classroom teachers, EAs, admin – working together to support all students in their mental health and well-being	MDI data (grade 5s); Student Learning Survey results (grade 4s) Attendance trends Tiger Den (self-regulation space) data (showing use and progression toward individual goals)
Careers	Core Competencies: focusing on *Communication*, *Thinking*, and *Personal and Social development* throughout Kindergarten to Grade 5.	Teacher observation and student self-assessments throughout the year.



Continuous Monitoring and Reflecting on Impact

Progress & Impact

Review process:
The school improvement team will review selected evidence in January, April, and June during existing team and staff meeting structures. Each review will identify learner growth, uneven outcomes, effective adult practices, and required changes. If mid-year evidence shows limited impact, the team will refine instructional groups, increase targeted support, adjust professional learning and resources, and seek additional district support.

Communication:
Families and the community will receive the school plan on the school website by November 30, 2026. A progress update will be posted by the end of January 2027. A year-end update will summarize progress, learning, and next steps. Communication will use clear language and protect individual student privacy.

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	Kari Petzold, Karen Alcock, Gabby Graham, Leigh McMartin, Colleen Gregory	Number Sense Interviews, SNAP, classroom assessments		
April 2027				
June 2027				