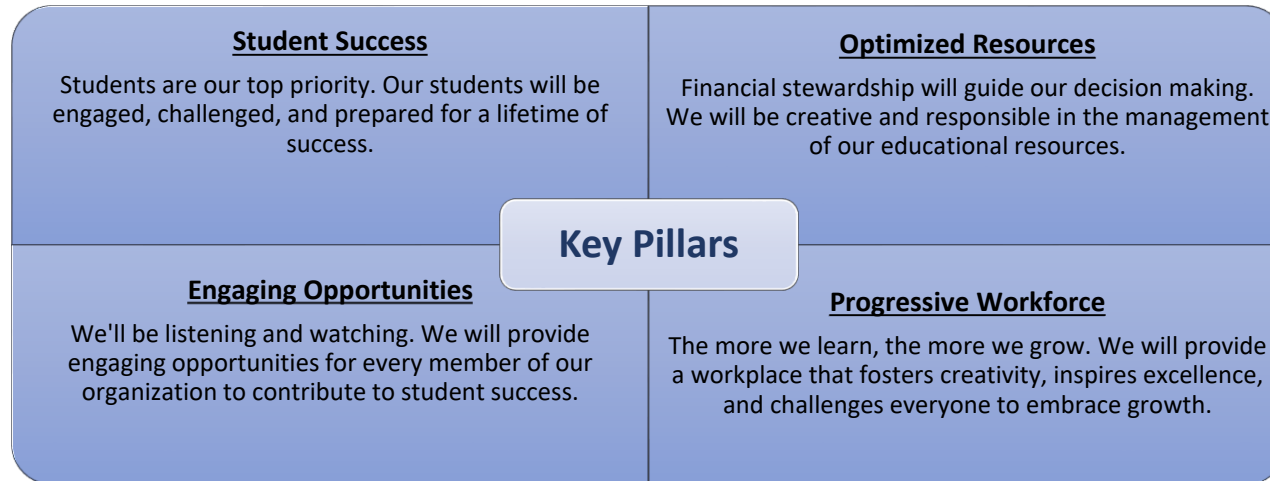


Elementary School Improvement Plan for Student Success

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

School Summary

Terry Fox Elementary School is located on the traditional and unceded territory of the Semá:th First Nation.

School Year: 2025-2026

School Improvement Team Members: Kari Petzold (Principal); teachers, education assistants, Indigenous Support Worker, Youth Care Worker, PAC.

School Context

Terry Fox Elementary is a Kindergarten through grade 5 school with approximately 320 students. We have a diverse student population, and we are passionate about providing a welcoming and safe school culture where all our students have the opportunity to grow and thrive. Our student population includes 8% Indigenous students, <1% children in care, and 20% students with diverse needs or disabilities. Approximately 28% of our students are English Language Learners, with 35 languages represented.

Data from school-based (EDI, Acadience, PM Benchmarks, Gr 1 Reading Assessment, Gr2+ Reading Assessment, attendance, blitzing participation), district-based (District Wide Write), and provincial-based (FSA, MDI) measures show strengths in student engagement but gaps in literacy (48% proficient and above), numeracy (25% proficient and above), and well-being (34% feel highly able to self-regulate). This multi-year plan, updated annually, aligns with the Abbotsford School District's Strategic Plan and the Elementary School Operational Plan, emphasizing early literacy foundations, hands-on numeracy, inclusive practices, student voice, anti-racism, and community engagement.

Describe how your plan addresses the needs of Indigenous students

(Enhancement Agreement: <https://indigenous.abbschools.ca/about/enhancement-agreement>)

Terry Fox Elementary is committed to addressing the needs of our 8% Indigenous student population, primarily from the Stó:lō Nation, in alignment with the Abbotsford School District's Local Enhancement Agreement. The Enhancement Agreement emphasizes three key goals: (1) fostering a sense of belonging and cultural pride, (2) improving academic success in literacy and numeracy, and (3) supporting transitions and graduation for Indigenous students. Our School Plan integrates these goals through targeted strategies, culturally responsive practices, and partnerships with Indigenous communities to ensure Indigenous students thrive intellectually, socially, and culturally.

Fostering Belonging and Cultural Pride:

Strategy: Embed Indigenous storytelling and cultural teachings in literacy lessons across Grades K-5, as outlined in the Literacy goal. This includes using resources from the various curated unique collections that can be used to support the infusion of Indigenous content and perspectives into the classroom. Engage with the Knowledge Keepers Program through the Indigenous Center to invite members of our local Indigenous communities into the classrooms to share their cultural expertise, stories, voice and wisdom with students, aligning with the Elementary School Operational Plan's focus on the Local Enhancement Agreement.

Activity: Monthly cultural workshops during the instructional day led by school based Indigenous Support Worker and community members to teach traditional practices (e.g., cedar weaving, storytelling), reinforcing cultural identity.

Data: Student surveys on feelings of cultural pride and belonging.

Improving Academic Success:

Literacy: Targeted literacy interventions use Acadience, PM Benchmarks, Gr 1 Reading Assessment, Gr2+ Reading Assessment, and samples of student work to support Indigenous students, who currently have a 19% proficiency rate compared to 48% school-wide (Literacy goal). Small-group reading sessions incorporate Indigenous-authored texts and oral traditions, ensuring cultural relevance, and are supported by the updated library resources mandated by the Elementary School Operational Plan.

Numeracy: Culturally responsive math activities integrate Indigenous perspectives (e.g., patterns in traditional art, traditional measurement) into hands-on math centers, addressing the 25% numeracy proficiency rate among Indigenous students (FSA, 2025). Common numeracy resources (manipulatives in every classroom, number lines, rekenreks) ensure equitable access to engaging tools.

Support Structures: The Learning Support Teacher (LSS) and Indigenous Support Worker collaborate with classroom teachers to co-plan differentiated lessons, ensuring Universal Design for Learning (UDL) principles meet the needs of Indigenous learners with diverse needs.

Supporting Transitions and Cultural Engagement:

Student Voice: Structures to amplify student voice, such as student-led surveys and talking circles, ensure Indigenous students' perspectives shape school initiatives.

Extracurricular Opportunities: Expanded extracurricular activities (e.g., Indigenous culture club, beading club) supported by the Elementary School Operational Plan encourage Indigenous student participation, fostering leadership and core competencies.

By embedding Indigenous perspectives across literacy, numeracy, and well-being, and leveraging community partnerships, Terry Fox Elementary's School Plan ensures Indigenous students feel valued, supported, and empowered to succeed, directly addressing the Enhancement Agreement's vision of cultural pride, academic achievement, and belonging.

Describe how your plan addresses the needs of students with diverse abilities

Terry Fox Elementary serves a diverse student population, with 20% of our 320 students identified as having diverse abilities or disabilities. Our School Plan, aligned with the Abbotsford School District's Strategic Plan and the Elementary School Operational Plan, prioritizes equitable access to education and fosters inclusion through targeted strategies, Universal Design for Learning (UDL), and data-informed interventions. The plan addresses the intellectual, social, and career development needs of students with diverse abilities, ensuring they achieve academic success, feel a sense of belonging, and develop essential skills for future transitions.

Academic Support and Inclusion:

Literacy: The Literacy goal aims to increase proficiency from 31% to 50% for students with diverse abilities. Early literacy interventions, such as phonological awareness training and explicit phonics instruction, are implemented with UDL principles, including flexible grouping and assistive technologies (e.g., picture supports, sensory tools). Small-group interventions (in collaboration with the Learning Support Teachers (LSS), use updated, accessible resources like Reading Progress and audiobooks.

Numeracy: The Numeracy goal targets a proficiency increase from 13% to 25% for students with diverse abilities (*these numbers are for grade 4 students only, as measured by the FSA. Future common assessments using the SNAP will provide more informative numbers). Common numeracy resources, such as math manipulatives and visual aids, provide hands-on and visual learning options. Targeted small group and individualized support and real-world math activities (e.g., measuring ingredients for a recipe) are adapted with visual aids and simplified instructions to meet diverse needs, aligning with the operational plan's focus on data-informed interventions.

Structures: The School-Based Team (SBT) meets bi-weekly to review Individual Education Plans (IEPs) and assessment data, ensuring interventions align with student needs. The LSS teachers co-plan and co-teach in classrooms, embedding differentiated instruction across Grades K-5. Education Assistants (EAs) support student learning in the classroom, and provide small group interventions under the direction of the LSS teacher.

Describe how your plan addresses the needs of Children and Youth in Care

Terry Fox Elementary serves a student population that includes those identified as Children and Youth in Care (CYIC), who often face unique challenges such as frequent transitions, trauma, and disrupted learning experiences. Our School Plan, aligned with the Abbotsford School District's Strategic Plan and the Elementary School Operational Plan, prioritizes the academic, social, and emotional needs of CYIC to ensure they achieve success, feel a sense of belonging, and are prepared for future transitions. Through targeted interventions, trauma-informed practices, and strong support systems, the plan addresses the specific needs of CYIC, as evidenced by data and community collaboration.

To increase student success in literacy		
Strategy	Activities	Data
<p>Early Literacy Foundations: Implement evidence-based early literacy interventions to address specific skill deficits in grades K-2.</p> <p>Vocabulary Development: Develop vocabulary and background knowledge to improve comprehension of informational texts in grades 3-5.</p>	<ul style="list-style-type: none"> * Utilize a tiered intervention model (blitzing) to provide individualized support based on student needs. * Implement small-group instruction focusing on phonemic awareness, phonics, fluency, vocabulary, and comprehension. * Use diagnostic assessments (e.g., Acadience, PM Benchmarks, Gr 1 Reading Assessment-CORE Phonics) to identify specific areas of need and monitor student progress. * Provide explicit instruction in phonics using a systematic, sequential approach (Heggerty, UFLI, Tara West). * Implement explicit vocabulary instruction strategies (e.g., Frayer Model, word walls). * Provide opportunities for students to read widely and engage with diverse texts. * Use pre-reading activities to build background knowledge on key topics. * Incorporate content-area vocabulary into literacy lessons. 	<ul style="list-style-type: none"> * Acadience scores showing progress in phonological awareness and phonics skills. * Gr 1 Reading and 2+ Reading data showing improved literacy skills. * Classroom assessment data (e.g., reading logs, sight word assessments) demonstrating improved reading skills. * Classroom assessment data (e.g., vocabulary quizzes, writing samples) showing improved vocabulary knowledge. * Student surveys on confidence in understanding informational texts. * Teacher observations of student engagement during vocabulary activities.
To increase student success in numeracy		
Strategy	Activities	Data
<p>Hands-On Math: Implement hands-on math activities and manipulatives to develop number sense and conceptual understanding in grades K-5.</p>	<ul style="list-style-type: none"> * Provide access to a variety of math manipulatives (e.g., counters, blocks, base-ten blocks). * Implement hands-on math centers and games. * Use concrete materials to represent abstract mathematical concepts. * Encourage students to explain their thinking using manipulatives. 	<ul style="list-style-type: none"> * Classroom assessment data (e.g., number sense assessments, problem-solving tasks) showing improved number sense. * Student engagement levels during hands-on math activities. * Teacher observations of student understanding of mathematical concepts. * SNAP school-wide assessment

To improve student wellbeing and self-regulation		
Strategy	Activities	Data
Social-Emotional Learning: Integrate social-emotional learning (SEL) into the curriculum and school culture.	<ul style="list-style-type: none"> * Implement a research-based SEL program (We Thinkers!) in collaboration with the SEL Helping Teacher so it is tailored to the specific needs of the students in the building. Develop a common language and framework for the school to talk about emotions and strategies to get to calm, alert, and ready to learn. * Teach students skills in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. * Provide opportunities for students to practice SEL skills in the classroom and throughout the school 	<ul style="list-style-type: none"> * Student self-assessments of SEL skills. * Teacher observations of student application of SEL skills. * Parent/caregiver feedback on student social-emotional development.

Progress & Impact

Literacy

PM Benchmarks in the final term (grades 1-3) show that 48.8% of our students are proficient or extending in reading.

PM Benchmarks - Final

	All Schools	Terry Fox Ele
EM	32.28%	42.11%
DV	9.01%	9.09%
PR	28.86%	22.97%
EXT	29.85%	25.84%

Numeracy

Our grade 4 FSA data from 2024-2025 shows that 25% of students (in grade 4) were proficient in numeracy. Throughout this year we will begin administering the SNAP in all grades and collecting that data in EdPlan Insight.

FSA Results - Numeracy

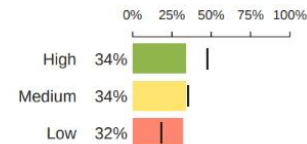
	All Schools	Terry Fox Ele
PLU	0.37%	
EME	42.10%	74.51%
OT	52.30%	25.49%
EXT	5.23%	

Student Well-Being

Data from the MDI (2023-2024) shows that only 34% of students feel they can calm themselves when they are excited or upset.

SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."



Review
Progress will be reviewed throughout the year, and reported on in June, 2026.