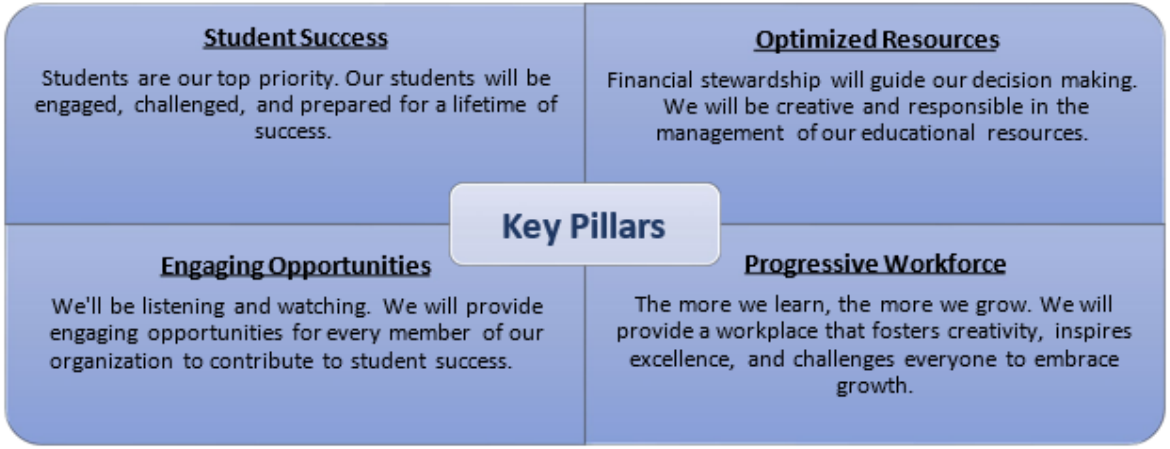
Elementary School Improvement Plan for Student Success

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: Dormick Park Elementary		
Strategic Plan Term: 2024 - 2028		
Date: October 2026	**Reviewed:**	**Reviewed:**
School Year: 2026-2027		
Leadership Team: Andrea Wildeman		
School Improvement Team Members: Shannon Francis, Michelle Illes		

School Improvement Goal 1

Goal Statement: By June 2027, we aim to improve students foundational understanding of number sense (*the specific aspect of student learning***) with focused attention to Indigenous learners, students with diverse abilities, and Children and Youth in Care,** *(the students or learner groups most impacted)* **as evidenced by the Number Sense Interview and report card achievement.** *(the specific data sources that will show improvement).*

If we (adult action) teach for conceptual understanding by helping students understand how numbers work and relate to one another, then students will demonstrate a stronger foundational understanding of number sense because they will be better able to make connections, use flexible strategies, and explain their mathematical thinking.

FESL Areas Addressed: ☐ 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: **Strategy:** Build consistent Tier 1 numeracy instruction that develops conceptual understanding and strengthens foundational number sense for all learners. **Key Activities:** - **Assess and monitor number sense** Use the Number Sense Interview to assess student understanding, inform instruction, and monitor growth in number sense. - **Explicit math instruction** Provide daily, explicit whole-class math instruction with a focus on developing conceptual understanding and number sense. - **Manipulatives and visual representations** Consistently use manipulatives and visual representations to help students understand how numbers work and relate to one another. - **Math vocabulary** Explicitly teach and use mathematical vocabulary during instruction and encourage students to use it when explaining their thinking.	**Student Learning Evidence** - **Number Sense Interview results**, including growth over time - **Report card achievement in numeracy** - **FSA Numeracy results** for Grade 4 students - **Student work samples** showing conceptual understanding, flexible strategies, and mathematical thinking **Adult Practice Evidence** - Use of Number Sense Interview results to inform instruction and monitor progress - Evidence of daily, explicit math instruction focused on conceptual understanding and number sense - Consistent use of manipulatives, visual representations, and mathematical vocabulary

Instructional and Organizational Strategies Aligned to School Improvement

	- Collaborative planning and reflection, including learning and implementation through **Math Lab** - Explicit teaching and use of mathematical vocabulary - Evidence of instructional adjustments in response to student learning needs
1b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC: - Provide targeted small-group instruction within the classroom for students needing additional support with foundational number sense. - Use manipulatives, visual models, explicit modelling, and accessible language to provide multiple entry points to learning. - Use Number Sense Interview results and classroom evidence to identify specific needs and adjust instruction and supports. - Collaborate with LSS to develop appropriate numeracy programming, goals, and supports for students with diverse abilities. - Collaborate with ELL teachers to support the development of mathematical vocabulary and language for students who need additional language support. - Provide additional numeracy practice and support for Indigenous learners through the Indigenous Support Worker, where appropriate and connected to classroom learning.	

School Improvement Goal 2

Goal Statement: By June 2026, we aim to improve students' reading comprehension (*the specific aspect of student learning***) for students in Grades 1–5, with focused attention to Indigenous learners, students with diverse abilities, and Children and Youth in Care,** *(the students or learner groups most impacted)* **as evidenced by improvement in PM Benchmark levels, ACT scores, and report card achievement.** *(the specific data sources that will show improvement).*

If we (adult action) explicitly teach students how to use comprehension strategies before, during, and after reading then students will deepen their understanding of text (improvement in learner need) because they will be better able to make meaning, think about what they read, and communicate their understanding.

FESL Areas Addressed: ☐ 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:** **Strategy:** Build consistent Tier 1 literacy instruction that develops reading comprehension through explicit instruction, responsive guided reading, and meaningful opportunities to read and discuss text. Key Activities: - Explicitly teach comprehension strategies before, during, and after reading. - Provide regular guided reading instruction using appropriately levelled texts to target students' reading needs. - Use PM Benchmark and ACT results to identify strengths and needs, plan instruction, and monitor progress. - Provide regular opportunities for students to read and practice at an appropriate level at school and at home.	Student Learning Evidence: - PM Benchmark levels for Grades 1–3 - ACT results for Grades 4–5 - Report card achievement in literacy, specifically reading. - Student work and classroom response tasks demonstrating comprehension - FSA Literacy results for Grade 4 Adult Practice Evidence: - Evidence of explicit teaching of reading comprehension strategies - Consistent use of guided reading and levelled texts to respond to student reading needs - Use of PM Benchmark and ACT results to inform instruction and monitor progress - Evidence of instructional adjustments and targeted small-group instruction based on student needs - Collaborative planning between classroom

1b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC: - Provide targeted small-group guided reading for students requiring additional support. - ELL teachers work alongside classroom teachers during literacy instruction, including small-group guided reading and targeted language support. - Use Story Champs and Reader's Theatre to provide additional oral language, vocabulary, fluency, and reading practice for students receiving ELL support. - Collaborate with LSS to develop appropriate literacy programming, goals, and supports for students with diverse abilities. - Provide additional literacy opportunities and support for Indigenous learners through the Indigenous Support Worker, where appropriate. - Provide access to levelled home reading materials so students can practice reading with family members outside of school. - Provide targeted foundational skills instruction through UFLI/Heggerty for students who require additional support.	and ELL teachers during literacy instruction

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-wide SEL instruction and common language through assemblies, Second Step, and We Thinkers - Soft starts, brain breaks, sensory tools, and classroom regulation strategies - Peace on the Playground and other activities that build connection and belonging - Targeted support for students experiencing attendance, engagement, or well-being concerns.	- Attendance and engagement data, with particular attention to vulnerable learners - MDI and Student Learning Survey data related to well-being, belonging, connection, and regulation - Classroom observations, student feedback, and staff review of students requiring additional support

Career Development	- Leadership and responsibility opportunities, including Grade 5 leadership, classroom helpers, and Peace on the Playground responsibilities - Before- and after-school activities that allow students to develop interests, skills, teamwork, and confidence - Hands-on, real-world learning and opportunities for students to contribute to the school and broader community	- Student participation and engagement in leadership, extracurricular, and community opportunities - Student Learning Survey data/MDI data related to engagement, interests, collaboration, and future thinking - Staff observation and student feedback

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*