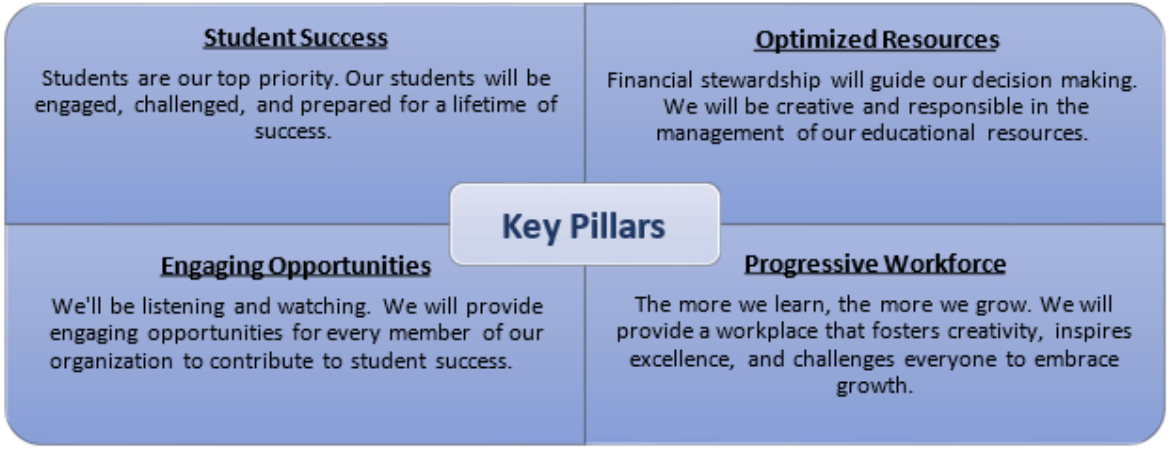
Elementary School Improvement Plan for Student Success

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: Jackson Elementary School		
Strategic Plan Term: 2024 - 2028		
Date: October 15, 2026	**Reviewed:**	**Reviewed:**
School Year: 2026-2027		
Leadership Team: Jackson Staff		
School Improvement Team Members: Jackson 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

School Improvement Goal 1

Goal Statement: By June 2027, we aim to improve numeracy proficiency in number concepts for all learners, with focused attention to Indigenous learners, students, students with diverse abilities and children in care, as evidenced by provincial numeracy measures, district and school based assessment, student work and student voice.

If we teach conceptual understanding, then students will demonstrate stronger foundational understanding of number sense as they confidently represent, explain, and justify their mathematical thinking using a variety of strategies, because they will have multiple opportunities to explore, discuss, and make meaningful connections between mathematical ideas.

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 / Key Activities for all learners: Key Strategy: Develop conceptual understanding of number sense • Provide **daily opportunities for number sense development** through routines such as number talks, estimation, mental math, and problem-solving. • Explicitly teach and model **multiple strategies** for solving mathematical problems rather than emphasizing one procedure or method. • Use **concrete materials, visual representations, and symbolic representations** to help students build connections between mathematical ideas. • Create regular opportunities for students to **talk about their mathematical thinking** with partners, small groups, and the whole class. • Encourage students to **explain and justify their strategies**, including how they know an answer makes sense. • Use **open-ended and rich mathematical tasks** that allow for multiple entry points, strategies, and solutions.	• Number sense assessments • Classroom-based assessments • Student work samples • Teacher observations • Student math conversations • Student explanations and justifications • Use of multiple strategies • Student self-assessment/reflection • Student voice and confidence in math • School-wide numeracy data • Progress-monitoring data over time • Grade/team data discussions

Instructional and Organizational Strategies Aligned to School Improvement

• Intentionally teach mathematical vocabulary and provide **sentence stems/prompts** to support students in communicating their reasoning. • Build opportunities for students to **make connections between numbers, operations, patterns, and real-world contexts**. • Use ongoing formative assessments, including observations, conversations, and student work, to identify misconceptions and determine instructional next steps. • Provide **responsive small-group instruction and targeted support** based on students demonstrated understanding. • Develop consistent school-wide approaches and language around **number sense and mathematical reasoning** through teacher collaboration and shared professional learning.	**Teacher Evidence** focus on evidence showing whether students can **represent, explain, justify, and apply** their mathematical thinking, rather than relying only on right/wrong answers.
1b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC: • Targeted small-group numeracy instruction • Individualized number sense goals • Manipulatives and visual supports • Scaffolded tasks with multiple entry points • Flexible ways to demonstrate understanding • Culturally responsive learning incorporating Indigenous perspectives • Strength-based, relationship-focused instruction	• Individual numeracy goals and progress monitoring • Number sense assessment data • Student work samples • Teacher observations and conferencing • Student explanations of mathematical thinking • Growth in use of strategies and representations • Student voice, confidence, and engagement in math

School Improvement Goal 2

Goal Statement: By June 2027, we aim to improve students' ability to communicate their ideas in writing by adding relevant details and elaboration, for all learners, with particular attention to students requiring additional support, as evidenced by classroom writing samples, school-based assessments, writing rubrics, teacher observations, and student self-assessment.

If we explicitly teach and model how to add meaningful details and elaboration to writing, then students will communicate their ideas more clearly and develop richer, more detailed writing because they will have the strategies, vocabulary, and confidence to expand and explain their thinking.

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 / Key Activities for all learners: Explicitly teach students how to elaborate and add meaningful details to their writing. • Model detailed writing through **think-alouds** • Use **mentor texts** to notice effective details • Co-create **success criteria** for detailed writing • Teach strategies to **expand ideas and sentences** • Use **graphic organizers** to develop ideas • Provide regular **writing conferences and feedback** • Build in **peer sharing and revision** • Provide frequent opportunities to **write across subjects** • Have students **self-assess and set writing goals**	• Baseline and follow-up writing samples • School and classroom-based writing assessments • Writing rubrics and success criteria • Evidence of increased **details and elaboration** • Teacher observations and writing conferences • Student self-assessment and individual writing goals • Student voice, confidence, and engagement in writing • Progress of students receiving targeted support

1b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC: • Targeted small-group or 1:1 writing instruction • Individualized writing goals • Sentence stems and visual supports • Graphic organizers to develop and expand ideas • Explicit modelling and guided practice • Culturally responsive texts, topics, and writing opportunities • Strength-based feedback, conferencing, and student choice	• Individual writing goals and progress monitoring • Baseline and follow-up writing samples • Writing rubrics and success criteria • Growth in **detail and elaboration** • Teacher observations and writing conferences • Student self-assessment and student voice • Engagement and confidence in writing

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 X Careers

FESL Area	Ongoing Practices/Strategies/Initiatives	How This Work Is Monitored
Student Well Being	Jackson Elementary will continue to support and monitor student well-being through: • School-wide **SEL instruction and activities** • Consistent classroom routines and expectations • **Self-regulation strategies**, including movement and body breaks • Strength-based, relationship-focused practices • Opportunities for **student voice and belonging** • Targeted check-ins and support for students needing additional support • Collaboration with families, classroom teachers, LSS, and support staff • Monitoring student well-being through **student voice, observations, attendance, engagement, and behaviour data** • Ongoing review of supports through school-based team processes	• student voice and well-being surveys • Teacher and support staff observations • Attendance and engagement data • Behaviour and self-regulation trends • Regular student check-ins • School-Based Team discussions and referrals • Family feedback and communication • Ongoing review of individual student supports and plans

Careers	Jackson Elementary will continue to support and monitor student career preparation through: • Opportunities to explore **interests, strengths, and passions** • Goal setting and student reflection • Leadership and responsibility opportunities • Connections between classroom learning and the **world of work** • Career and community connections through guest speakers, field trips, and school activities • Development of **communication, collaboration, creativity, and problem-solving skills** • Age-appropriate career education embedded across curricular areas	• Student reflections and goal setting • Student voice and engagement • Classroom observations • Evidence of career learning in student work • Participation in leadership and career-learning opportunities • Teacher observations of core competency development • Ongoing staff discussions about student strengths, interests, and learning needs

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?
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*