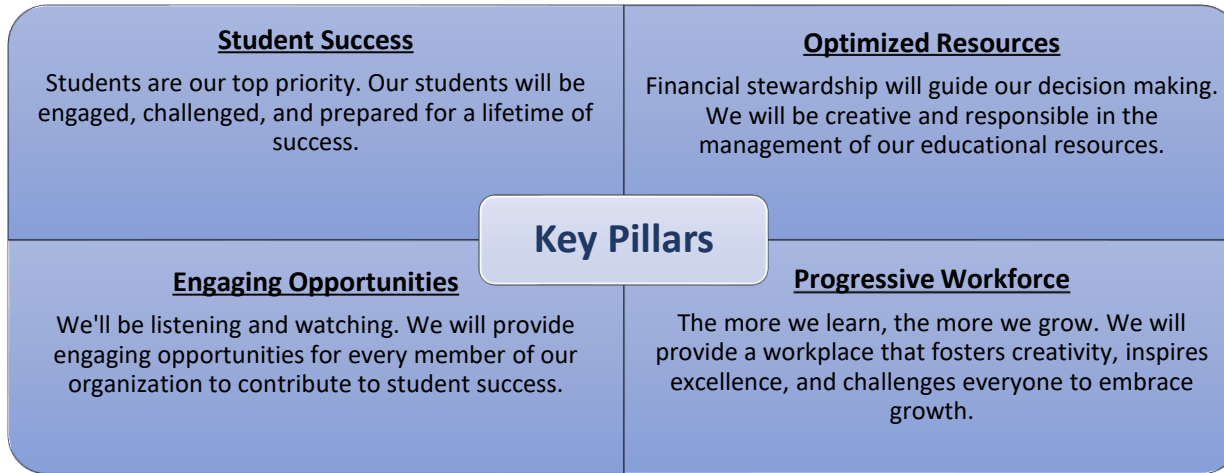


### Elementary School Improvement Plan for Student Success

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.



<p><b>School Name:</b> <b>Máthxwi Elementary School</b></p>
<p><b>Strategic Plan Term:</b> 2024 - 2028</p>
<p> <b>School Summary:</b>  <b>Location:</b> Abbotsford, British Columbia  <b>Student Population:</b> 142 students                  Máthxwi Elementary is a vibrant and inclusive K–5 school located in the heart of Abbotsford. The school is committed to fostering a strong sense of community, cultural respect, and academic growth in a safe and welcoming environment.</p>
<p><b>School Year:</b> 2025-26</p>
<p><b>Leadership Team - Principal:</b> Nicolas Cochrane  <b>Teaching staff:</b> Sonya Ickert (Literacy Lead), Aman Sekhon (Digital Ambassador), Mireille Strafford, Jeff Boetto, Natalie Fyfe, Emily Groulx, Lindsay Whitham (SEL lead), Brittany Webber (TFIS/ELL), Marie Doyle, Tara Gaudet, Jas Gill-Dayal, Kathleen Fontaine, Jas Gill, Meghan Isvanffy, and Alexa Mischuk.</p>

**Support Staff:** Judith Voth, Donita Froese, Susan Reid, Tammy Lauder, Sarah Born, & ISW Calista Thirsk.

**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 (SMART goals)

School Context
<ul style="list-style-type: none"><li>• Máthxwi Elementary <a href="#">Website</a></li></ul>
Demographics & Diversity
<ul style="list-style-type: none"><li>• Indigenous Students: 38/142 = 27%</li><li>• English Language Learners (ELL): 13/142 = 9%</li><li>• <u>Total number of students:</u> 142</li></ul>
<p>Máthxwi proudly serves a diverse student body, with a strong focus on Indigenous education and cultural inclusion. The school works closely with families and community partners to support student success and well-being.</p>
School Culture
<p><u>Máthxwi Elementary emphasizes:</u></p> <ul style="list-style-type: none"><li>• Community Connectedness – through initiatives like the school garden and family events.</li><li>• School Spirit – with regular assemblies, spirit days, spirit wear options, and Gr. 5 student leadership opportunities.</li><li>• Inclusive Learning – supporting all learners through differentiated instruction and a caring staff team.</li></ul>

## SUPPORTING THE NEEDS OF INDIGENOUS STUDENTS (Enhancement Agreement)

Máthxwi Elementary is committed to supporting the success and well-being of our Indigenous students in alignment with the Abbotsford School District's Local Enhancement Agreement. To further this commitment, we aim to strengthen our relationship with the Máthxwi First Nations community, which maintains a direct bus route to our school (Bus #32).

The Enhancement Agreement outlines three key goals:

1. **Fostering a sense of belonging and cultural pride**
2. **Improving academic achievement in literacy and numeracy**
3. **Supporting successful transitions and graduation for Indigenous students**

Our School Plan integrates these goals through targeted strategies, culturally responsive practices, and meaningful partnerships with Indigenous communities. These efforts are designed to ensure that Indigenous students thrive academically, socially, and culturally. Máthxwi Elementary is proud to offer the support of a Teacher for Indigenous Student Success, Brittany Webber, and a full-time Indigenous Support Worker, Calista Thirsk. Their roles are centered on advocating for and supporting the academic, social, and cultural success of the Indigenous students at our school.

**Some examples of our work on the three goals are:** designated cultural blocks, creating medicine bags & soap, assemblies focusing on the 7 Sacred Teachings, Metis pointillism, and an after school cultural club. Additionally, we have targeted student Literacy support through our ISW/TFIS/LLC and work with our Middle schools on supporting Transitions to Gr. 6.

### **SUPPORTING THE NEEDS OF STUDENTS WITH DIVERSE ABILITIES**

Máthxwi serves a diverse student population, with 13% of our 142 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. Student IEP's are instrumental in developing a plan for these students that includes student, parent, and school staff input. Our EA, LSS team, and teachers serve these students and aid in their success.

### **SUPPORTING THE NEEDS OF CHILDREN & YOUTH IN CARE**

Máthxwi Elementary currently supports four Children and Youth in Care (CYIC). Our School Plan—aligned with the Abbotsford School District's Strategic Plan and the Elementary School Operational Plan—prioritizes the academic, social, and emotional well-being of CYIC to ensure they experience success, a strong sense of belonging, and are well-prepared for future transitions. Through targeted interventions, trauma-informed practices, SEL practices, robust support systems, and the plan addresses the unique needs of CYIC, guided by data and strengthened through collaboration with community partners.

**TO INCREASE STUDENT SUCCESS IN LITERACY**

To support their literacy growth, we are committed to implementing effective teaching strategies that foster strong, fluent reading skills. Achieving reading fluency and comprehension by the end of Grade 3 is both a District-wide priority and a key goal at Máthxwi Elementary. While the data highlights the dedication and hard work of our staff and students, it also underscores the continued need to focus on literacy achievement for all learners.

Strategy	Activities	Data
<ul style="list-style-type: none"> <li>• Scheduled literacy intervention time for emerging and developing readers, Daily 5 structure / CAFÉ instruction, Science of Reading, Guided Reading, Small Group Reading Instruction</li> <li>• Additional targeted literacy support for our Indigenous students from Mathxwí First Nation who are emerging and developing readers.</li> <li>• Use of common formative assessments to drive targeted support</li> <li>• Embed Indigenous Ways of Knowing and Indigenous history in Canada into instruction.</li> <li>• \$3500 Literacy grant for LLC to purchase resources for 2025-26 and beyond.</li> <li>• FACES project for Gr. 1 Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Sound Wall, Phonics Assessments</li> <li>• Decodable books/Chapter Books)</li> <li>• Word ladders</li> <li>• Strong Nations Guided Reading leveled books: LSS literacy resources (with CR4LL funds)</li> <li>• Primary classes use UFLI along with Heggerty.</li> <li>• Intermediate classes use Morpheme Magic, Reading Power – Adrienne Gear &amp; explicit lessons on comprehension skills.</li> <li>• Daily 5 / Café instruction</li> <li>• Literacy centers</li> <li>• Words their Way and Writing Power</li> <li>• Piloting ACT for Divisions 1,2, &amp; 3</li> </ul>	<p><b>Reporting:</b></p> <ul style="list-style-type: none"> <li>• 3 formal Learning Updates (November, March, June)</li> <li>• 2 informal reports (Parent Teacher Conferences)</li> <li>• SeeSaw Parent Communication/ MyEd – All staff use communication home on a regular on-going basis</li> </ul> <p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>• Classroom-based assessments</li> <li>• PM Benchmark Assessments (November, March, June). No testing above level 30.</li> <li>• District Gr. 3 Write (Spring)</li> <li>• BC performance standards for writing</li> <li>• <b>Provincial Gr. 4 FSA: 67.86% “On-Track” for Literacy in 2025-26.</b></li> <li>• <b>Gr. 4 Student Learning Survey: 91%</b> of students report “getting better at reading”. <b>69%</b> report getting better at writing.</li> </ul> <p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>• Kindergarten/Grade 1 Acadience Literacy Assessment</li> <li>• Core phonics screeners</li> <li>• PM Benchmark Assessments (All Gr. 1 –5 students, below level 30)</li> <li>• ACT Reading Comprehension Assessment (Gr. 4 – 5)</li> <li>• Acadience Screener: Acadience scores in K/1 to check for progress in phonological awareness and phonics skills.</li> <li>• <b>“On-Track” K = 56.25% and Gr. 1 = 26.09%</b></li> </ul>

**TO INCREASE STUDENT SUCCESS IN NUMERACY**

To support their numeracy growth, we are committed to implementing effective teaching strategies that foster strong, fluent numeracy skills.

Strategy	Activities	Data
<p>The Numeracy goal targets explicit Math instruction, and student centered problem solving including a variety of resources and teacher collaboration.</p>	<ul style="list-style-type: none"> <li>manipulatives and number lines to address gaps in skills and multiplication charts.</li> <li>Real-world math activities (e.g., counting money, telling time) are adapted to build confidence and relevance.</li> <li>SNAP – Intermediate classes are using SNAP to assess student growth.</li> <li>Power of Ten</li> <li>Tara West Math Centers</li> <li>Math Place</li> <li>Mathematics Tasks for the Thinking Classroom K-5</li> </ul>	<ul style="list-style-type: none"> <li>Classroom assessment data (e.g., number sense assessments, problem-solving tasks) showing improved number sense.</li> <li>Student engagement levels during hands-on math activities.</li> <li>Teacher observations of student understanding of mathematical concepts.</li> <li>FSA Numeracy data (Gr. 4)</li> <li><b>FSA Numeracy “On Track” 2025-26 = 42.86%</b></li> <li>SNAP assessment for Grade 4 &amp; 5</li> </ul>

**TO IMPROVE STUDENT WELL-BEING**

To support student well-being, the staff at Máthxwi are committed to making long-term and lasting connections with students and directly addressing the social emotional needs and requirements students.

Strategy	Activities	Data
<p><b>Student Social and Emotional Learning:</b></p> <ul style="list-style-type: none"> <li>Explore research-based SEL program MindUp in collaboration with the SEL Helping Teachers/School Counsellor so it is tailored to the specific needs of the students in the building.</li> <li>Develop a common language and framework for the school to talk about emotions and strategies to get calm, alert, and ready to learn.</li> <li>Teach students skills in self-awareness, self-management, social awareness,</li> </ul>	<ul style="list-style-type: none"> <li>Trauma Sensitive Schools</li> <li>Emotion Focused School Support</li> <li>ARJAA Circles – focus on Grades 4/5</li> <li>Calm Kit (K-2)</li> <li>EASE (Grades 3-5)</li> <li>We Thinkers</li> <li>Via School Based Team, timely and targeted referrals are made to our LSS Teacher, District Itinerant Counselor, School Psychologist or Speech Pathologist</li> </ul>	<ul style="list-style-type: none"> <li>MDI Gr. 4 Data</li> <li>Student surveys on feelings of safety and belonging</li> <li>Restorative Action Tracking data showing a decrease in disciplinary incidents.</li> <li>Teacher observations of student interactions and behavior.</li> <li>Student self-assessments of SEL skills (included in Learning Updates)</li> </ul> <p><u>Gr. 4 Student Learning Survey:</u></p> <ul style="list-style-type: none"> <li><b>64%</b> of students identified 2 or more adults at school who care about them.</li> <li><b>84%</b> of student feel safe at school</li> </ul>

<p>relationship skills, and responsible decision-making.</p> <ul style="list-style-type: none"> <li>• PBS Matrixes</li> <li>• SEL Regulation space &amp; classroom kits</li> <li>• Family Engagement: Engage families in supporting their children's social-emotional well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Breakfast Club is offered to all students</li> <li>• Mindfulness</li> <li>• Indigenous garden</li> <li>• Calm, Alert Learning by Stuart Shanker</li> <li>• Friendship &amp; Feelings lessons with counsellor/teachers</li> <li>• Calming spaces/sensory room</li> <li>• Daily body breaks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>72%</b> of students report learning about their mental health</li> <li>• <b>Attendance:</b> from Sept 2025 – April 2026 <b>93.7%</b> of students have been at school 80% or more of the time.</li> </ul>
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**Progress & Impact**

The staff at Máthxwi Elementary are proud to continue their journey of supporting student growth, celebrating successes, and addressing challenges along the way. This important work will be approached collaboratively, with a renewed focus on refining our school goals beginning in September 2025 and continuing throughout the school year. Staff is presented with and works with data for improvement.

**Review**

The staff at Máthxwi Elementary will actively monitor the school plan throughout the year, engaging in ongoing, collaborative efforts to achieve the outlined school goals.