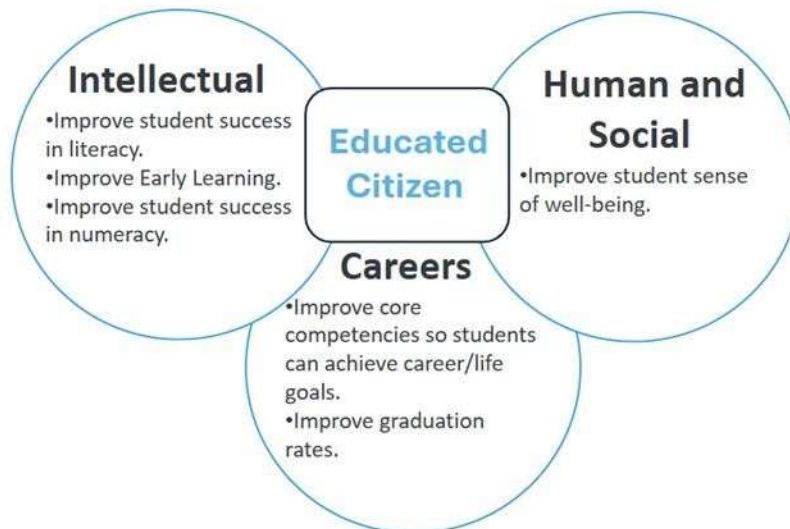


Elementary School Planning Guide

School Planning Support for [AP 105](#)

Enhancing Student Learning Reporting Order

Purpose: Continuous improvement with equity for Indigenous students, children in care, and students with diverse needs.



What is the Difference Between a Strategy and an Activity?

| Strategy | Activity |
|---|---|
| <p>A strategy is a broad, high-level approach or method designed to achieve a specific goal. It outlines the overarching plan or framework for addressing a challenge or improving an outcome, often based on evidence, data, or best practices. Strategies are long-term, intentional, and aligned with the school's goals and priorities.</p> | <p>An activity is a specific, concrete action or task undertaken to implement a strategy. It details the "how"—the practical steps, events, or interventions that bring the strategy to life. Activities are typically short-term, measurable, and tied to specific timelines or resources.</p> |
| <ul style="list-style-type: none">• Focuses on the "what" and "why"—what approach will be taken and why it is expected to work.• General and flexible, allowing for multiple ways to implement.• Informed by data, research, or district priorities (e.g., Abbotsford's Strategic Plan, Elementary, Middle, Secondary School Operational Plans).• Often involves collaboration, professional development, or systemic changes. | <ul style="list-style-type: none">• Focuses on the "how"—the tangible steps to execute the strategy• Specific, detailed, and often time-bound.• Directly supports the strategy and contributes to achieving the goal.• May involve scheduling, resource allocation, or assigning responsibilities. |

Dave Kandal Elementary School Plan for Student Success (2025-26)

School Summary: Dave Kandal Elementary is located on the traditional and unceded territory of the Semá:th First Nation and Mathxwi First Nation. We welcome and support approximately 231 students from grades K – 5 across 10 divisions.

School Year: 2025/2026

Leadership Team:

- **School Improvement Team Members:**
 - Principal: Baljit Sekhon
 - Literacy Lead: Veena Arora
 - Numeracy Lead:
 - Indigenous Support Worker: N/A

 - Learning Support Teacher: Harman Dulay

 - Classroom Teachers: TBA

 - Educational Assistants: Aya Ota, Suman Sandhu

 - Parent Representatives: Mrs. Randeep Bhullar, Mrs. Ramandeep Sidhu

 - Community Representatives: TBA

Terms of Reference:

- Meet each term to review data, adjust strategies, and ensure alignment with the Local Enhancement Agreement and anti-racism goals.
- Amplify student voice through student-led surveys and presentations.
- Communicate updates via School Messenger, school website, newsletters, and multilingual parent sessions.
- Allocate resources equitably, prioritizing Indigenous students, children in care, and students with diverse needs.

Context:

- We have 231 students in grades K - 5
- More than 95% of our students speak English as their second language, Punjabi being the most prevalent home language.
- Funded ELL students: 192 /231 = 83.1%
- Unfunded ELL students receiving support: 7/231 = 3.0%

- Students on an Individualized Education Program (IEP): 16/231 = 6.9%
- Students of Indigenous descent: 0
- Staff work collaboratively across classrooms in providing programs such as Response to Intervention to meet the needs of our learners.

Data from school-based Acadience K/1 screener, EDI, PM Benchmarks, Ed Plan Insight, attendance, district-based (District Wide Write gr. 3), and provincial-based (FSA, Student Learning Survey gr. 4) measures show strengths in student engagement and gaps in Literacy and Numeracy.

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.abbyschools.ca/about/enhancement-agreement>

At Dave Kandal, we are committed to addressing the needs of our Indigenous student population. We are incorporating culturally responsive practices into our daily routines at Kandal, such as using words and phrases from the Halq’emeylem language in our daily announcements.

- **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:** Using words and phrases from the Halq’emeylem language in our daily announcements.
 - **Activity:** We use Nature Walks in our forest playground to provide students opportunities to connect with the land and learn about the natural environment. Many traditional Indigenous plants have been discovered in our forest.
 - **Activity:** Our PE teacher has incorporated Indigenous games into our PE classes.

Dave Kandal Elementary 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.

Dave Kandal Elementary School serves a diverse student population, with 7% of our 231 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:** 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 Teacher (LSS), use updated, accessible resources like Reading Coach and audiobooks.
 - **Numeracy:** Using multi-sensory activities and visual aids to teach math concepts, ensuring all students, including those with diverse learning needs can connect with the material.
 - **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 teacher coplans and co-teaches 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.
 - **Flexible Learning Spaces:** we have a Green Room where students can go when they become dysregulated.
- **Fostering Belonging and Well-Being:**
 - Class meetings and Restorative circles, facilitated weekly, create safe spaces for students to express themselves, with accommodations like visual schedules for those with communication challenges.
 - Anti-bias lessons on disability awareness, ensuring staff and students promote inclusiveness. Sensory-friendly activities (e.g., quiet reading corners, fidget toys) are available to support emotional regulation.
 - We involve families and our Kandal community in the learning process.
 - Provide opportunities for students to showcase their learning through digital presentations, performances, challenges, and celebrations. This can include using technology to create videos, digital portfolios, and interactive presentations.
 - Diverse Literature – ensuring that students see themselves in the literature that they read. This helps students feel connected and valued.

By providing targeted interventions and fostering an inclusive environment, Dave Kandal's School Plan ensures students with diverse abilities have equitable access to academic and social opportunities. These efforts address their unique needs while promoting a culture of belonging and achievement, in line with the district's commitment to equity and inclusion.

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

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| To increase student success in literacy | | |
|--|-----------------|-------------|
| Strategy | Activity | Data |

To increase student success in numeracy

| Strategy | Activity | Data |
|---|---|---|
| <p>1. Hands-On Math: Implement hands-on math activities and manipulatives to develop number sense and conceptual understanding in grades K-3.</p> <p>2. Problem-Solving Skills: Develop problem-solving skills and mathematical reasoning in grades 3-5.</p> <p>Number Talks: Conduct daily number talks to develop fact fluency and mental math strategies in all grades.</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. <p style="text-align: center;">Implement problem-solving strategies (e.g., Read, Draw, Write).</p> <ul style="list-style-type: none"> * Provide opportunities for students to solve real world math problems. * Encourage students to explain their reasoning and justify their answers. * Use open-ended math tasks to promote critical thinking. * Conduct short, focused number talks at the beginning of each math lesson. * Use open-ended questions to encourage students to share their thinking. * Focus on developing flexible and efficient mental math strategies. * Create a safe and supportive environment for students to share their ideas. | <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. <ul style="list-style-type: none"> * Classroom assessment data (e.g., problem-solving tasks, math journals) showing improved problem-solving skills. * Student surveys on confidence in solving math problems. * Teacher observations of student reasoning and justification skills. <ul style="list-style-type: none"> * Formative assessments (e.g., quick quizzes, exit tickets) tracking fluency progress. * Student self-assessments of number sense skills. * Teacher observations of student participation in number talks and fluency activities. |

| | | |
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| <p>Community Connections: Connect math learning to real-world contexts and community resources.</p> | <ul style="list-style-type: none"> * Invite guest speakers from the community to share how they use math in their jobs. * Take students on field trips to explore math in real-world settings. * Incorporate local data and examples into math lessons. | <ul style="list-style-type: none"> * Student feedback on the relevance of math learning to their lives. * Teacher observations of student engagement during community-connected math activities. |
| <p>To improve student well-being</p> | | |
| <p>Strategy</p> | <p>Activity</p> | <p>Data</p> |

| | | |
|---|-----------------|---|
| <p>Mindfulness Practices: Incorporate mindfulness practices into the school day to promote emotional regulation and reduce stress.</p> <p>Family Engagement: Engage families in supporting their children's socialemotional well-being.</p> | | <ul style="list-style-type: none"> * Student participation in mindfulness workshops. * Feedback from students on the effectiveness of mindfulness practices. * Teacher observations of student emotional regulation and stress levels. * Parent/caregiver participation in SEL and mindfulness workshops. * Parent/caregiver feedback on the usefulness of well-being resources and support. |
| To increase student core competencies in relation to their career and life goals | | |
| Strategy | Activity | Data |

2. **Numeracy Inquiry Questions:**

- o What are the trends in our students' math performance over the past three years?
- o How do students in different grades compare in achieving math proficiency? o Are there particular concepts in numeracy where students struggle more than others?
- o How can differentiated instruction be utilized to better meet the needs of all learners in numeracy?

3. **Attendance Inquiry Questions:**

- o What factors contribute to high absenteeism rates in our school?
- o How does attendance impact academic achievement, particularly in literacy and numeracy?
- o What strategies can we implement to improve student attendance, especially among vulnerable populations?
- o How do we engage families in understanding the importance of regular school attendance?

Possible Responses for School Planning Template

1. **Literacy:**

- o Implement targeted reading interventions for students who are below grade level. o Provide professional development for teachers on evidence-based literacy practices.
- o Develop partnerships with families to support reading at home.

2. **Numeracy:**

- o Introduce a math mentoring program where older students assist younger students.
- o Utilize technology and online resources to reinforce numeracy skills. o Schedule regular assessments to monitor student progress and adapt instructional strategies accordingly.

3. **Attendance:**

- o Launch a school-wide attendance awareness campaign to educate students and families about the importance of attendance.
- o Identify and support at-risk students through mentorship or counseling services.
- o Collaborate with community organizations to address barriers to attendance.

Noticings and Wonders Related to Indigenous Students, Students with Diverse Abilities, and Children in Care

1. **Indigenous Students:**

- o **Noticings:** There may be a gap in literacy and numeracy achievement compared to their peers.
- o **Wonders:** What culturally relevant resources can we incorporate to enhance engagement and achievement for Indigenous students? How can we involve Indigenous communities in supporting student learning?

2. **Students with Diverse Abilities:**

- o **Noticings:** Some students may require additional support and resources to meet their learning goals.

- o **Wonders:** How can we adapt our curriculum and teaching practices to better support diverse learners? What specialized training do our staff need to effectively support these students?
3. **Children in Care:**
- o **Noticings:** Attendance rates may be lower among children in care, impacting their academic performance.
 - o **Wonders:** What specific barriers do these students face that affect their learning? How can we create a more inclusive and supportive school environment for children in care?

Additional inquiry questions for literacy and numeracy that staff can explore to improve student achievement:

Literacy Inquiry Questions

1. **Curriculum and Instruction:**
 - o What reading strategies are most effective for different student groups, and how can we share these practices among staff?
 - o *See next page for prompts related to the Literacy Framework.*
2. **Student Engagement:**
 - o How do students perceive their reading abilities, and how does this impact their motivation to read?
 - o What role does choice in reading material play in enhancing student engagement and achievement?
3. **Assessment Practices:**
 - o How can we utilize formative assessment data to tailor our literacy instruction to meet diverse student needs?
 - o What are the most common misconceptions students have about reading comprehension, and how can we address them?
4. **Family and Community Involvement:**
 - o In what ways can we better engage families in supporting literacy development at home?
 - o How can partnerships with local libraries and community organizations enhance our literacy programs?

Numeracy Inquiry Questions

1. **Curriculum and Instruction:**
 - o How can we incorporate real-world applications of math to make numeracy more relevant to students?
 - o What strategies can we implement to improve mathematical discourse among students during lessons?

2. Student Engagement:

- o How do students' attitudes toward math influence their achievement, and what can we do to foster a positive mindset?
- o What types of collaborative learning experiences can we create to enhance student engagement in numeracy?

3. Assessment Practices:

- o How can we analyze assessment data to identify specific areas of need in numeracy for individual students?
- o What role do self-assessments and peer assessments play in helping students understand their numeracy skills?

4. Professional Development:

- o What professional development opportunities would best support staff in enhancing their numeracy instruction?
- o How can we create a culture of collaboration among staff to share effective numeracy strategies and resources?

General Considerations

• **Response to Intervention:**

- o How can we implement tiered interventions to support students who are struggling in literacy and numeracy?

• **Culturally Relevant Pedagogy:**

- o How can we ensure that our literacy and numeracy instruction is culturally responsive and reflects the diversity of our student population?

These inquiry questions can help guide staff discussions and initiatives aimed at improving literacy and numeracy outcomes for students, fostering a collaborative environment focused on continuous improvement.

Inquiry questions under literacy that align more directly with the Abbotsford School District Literacy Framework and aim to deepen understanding of it:

Literacy Inquiry Questions

1. Understanding the Framework:

- o How well do staff understand the key components of the Abbotsford School District Literacy Framework, and what areas need further clarification? o In what ways can we align our literacy instruction with the goals and strategies outlined in the Literacy Framework?

2. Effective Practices:

- o What evidence-based literacy practices from the framework have we implemented, and how are we measuring their effectiveness?
- o How can we enhance our comprehension instruction to align with the framework's emphasis on critical thinking and understanding texts?

3. Assessment and Progress Monitoring:

- o How can we utilize assessment tools outlined in the literacy framework to better track student progress and identify areas for improvement?
- o What strategies can we employ to ensure that assessments reflect the diverse literacy needs of our students and align with the framework?

4. Professional Development:

- o What targeted professional development opportunities can we provide to help staff fully implement the literacy framework in their classrooms? o How can we foster a culture of collaboration among staff to share best practices related to the literacy framework?

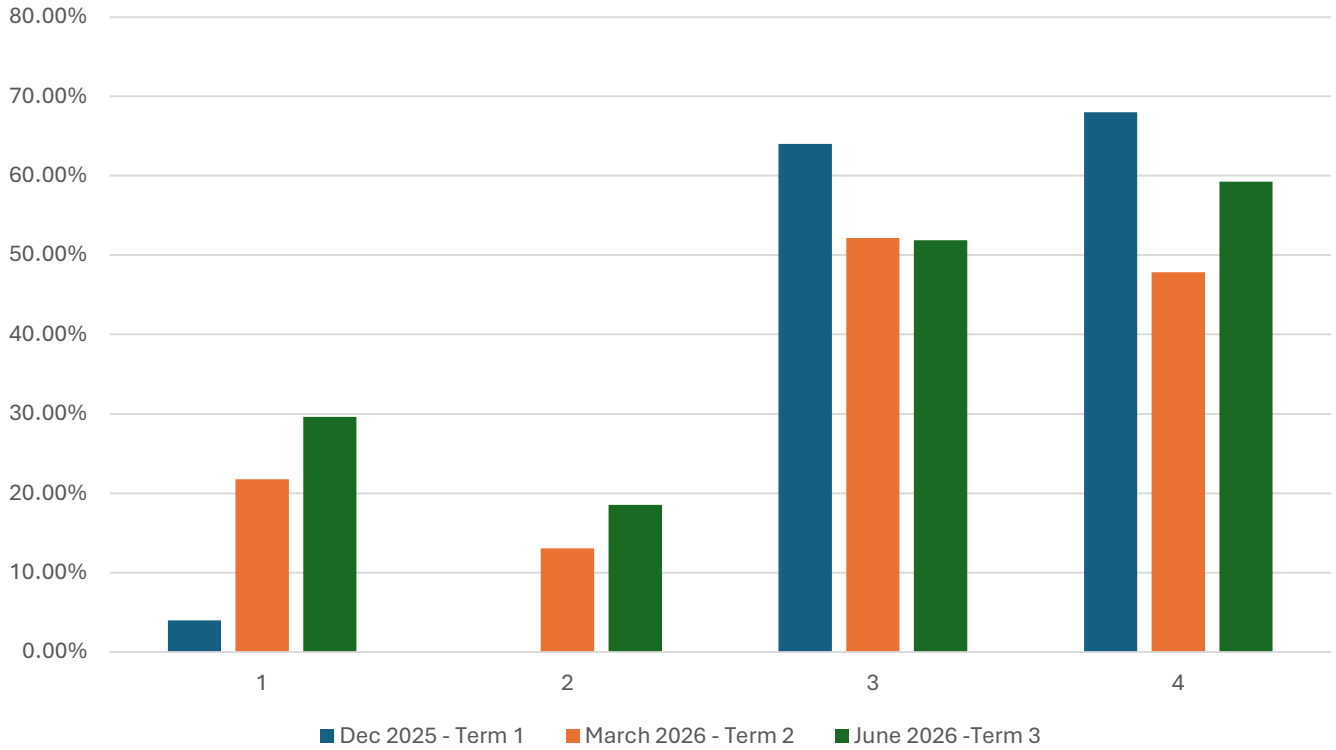
5. Student Engagement and Ownership:

- o How can we encourage students to take ownership of their literacy development in ways that align with the principles of the literacy framework?
- o What role does student choice in reading materials play in supporting the framework's goals for literacy engagement?

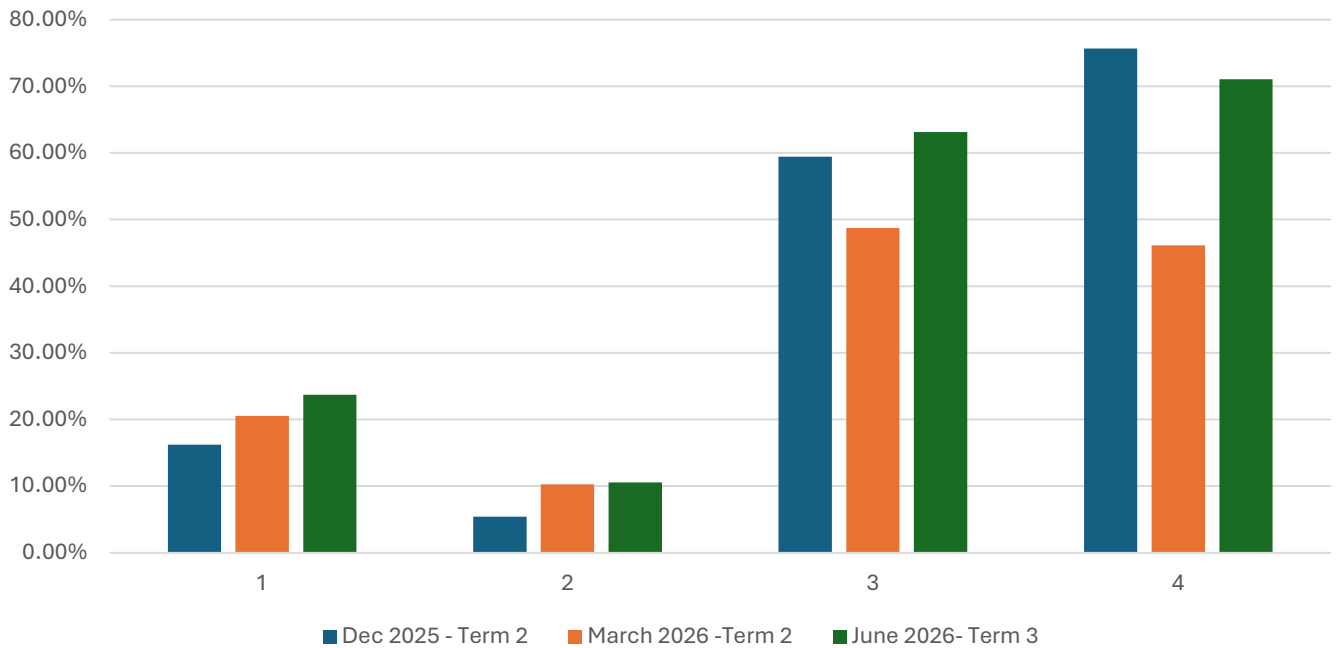
6. Family and Community Involvement:

- o How can we involve families in understanding and supporting the literacy framework to enhance student learning at home?
- o What community partnerships can we explore to reinforce the literacy goals outlined in the framework?

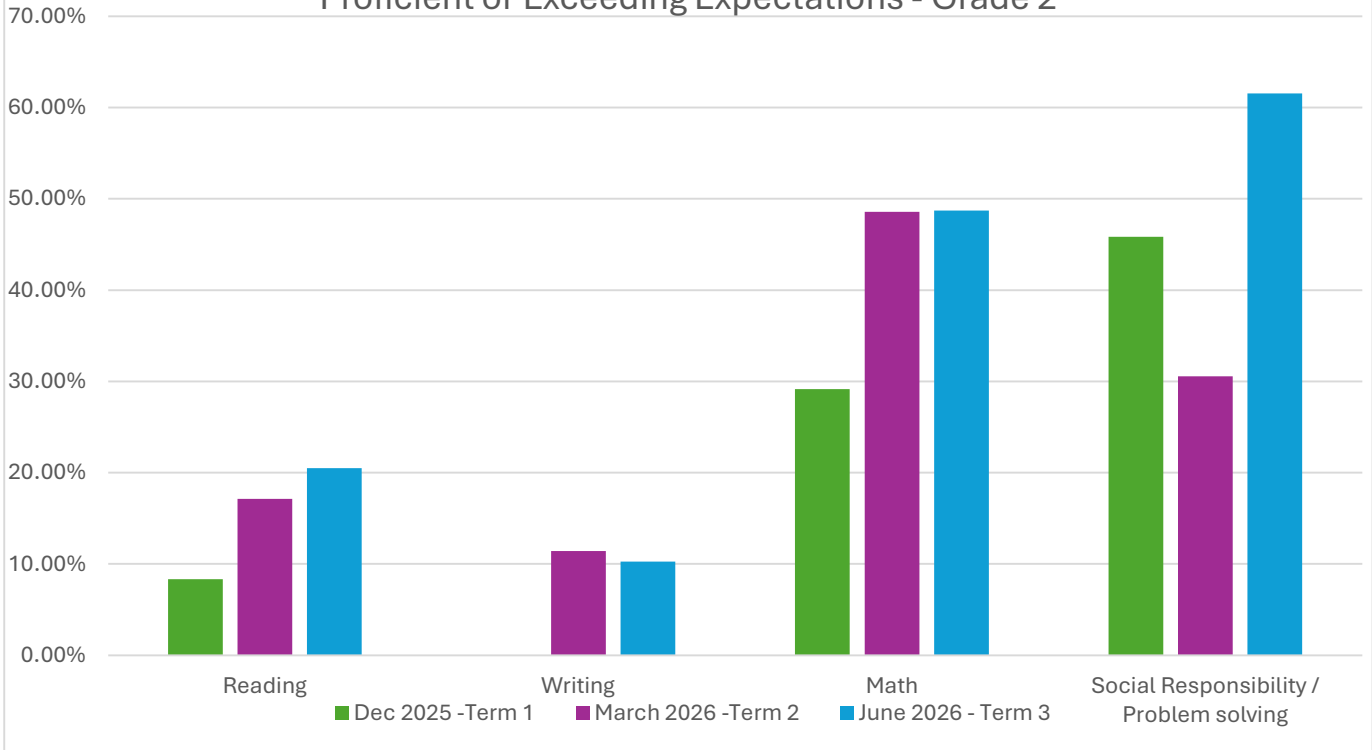
Proficient or Exceeding Expectations - Kindergarten



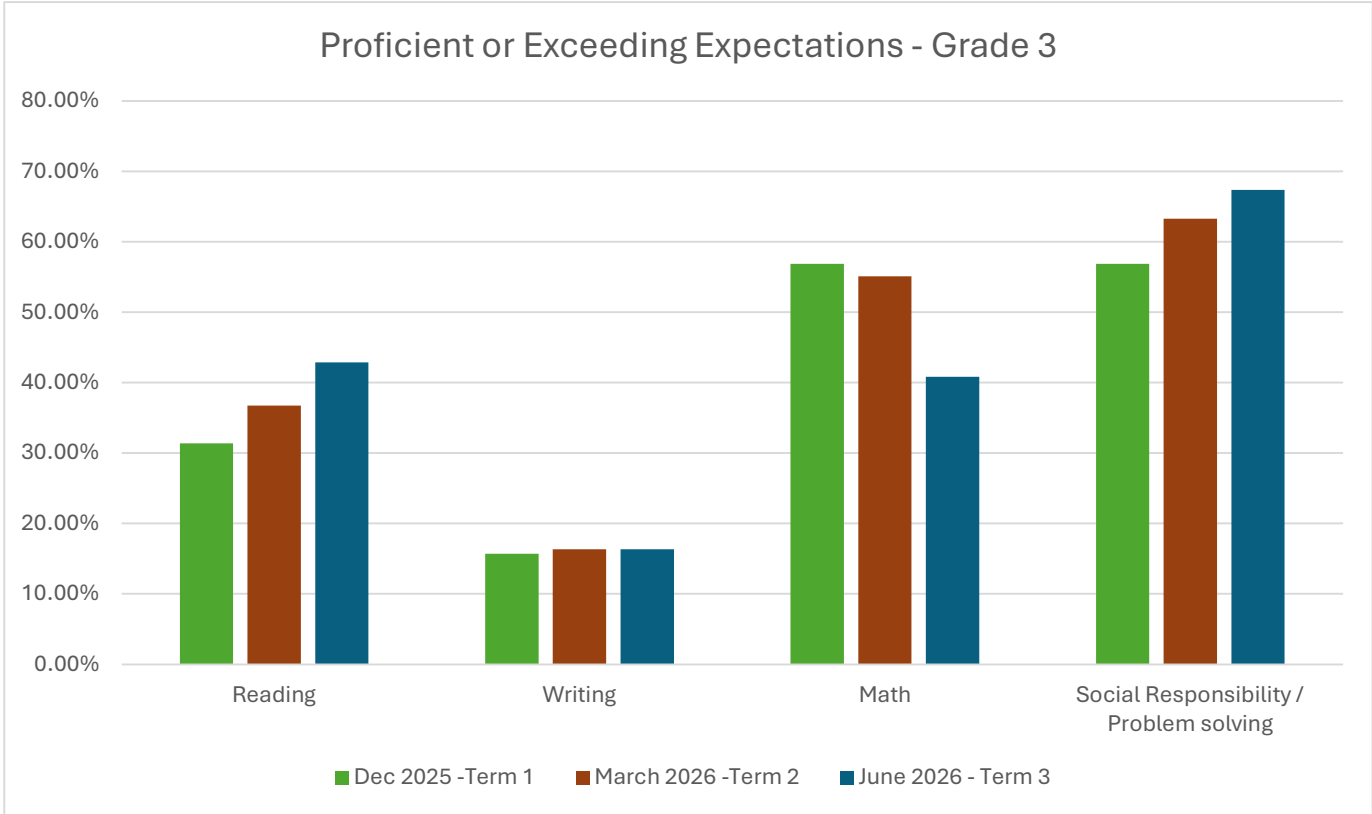
Proficient or Exceeding Expectations - Grade 1



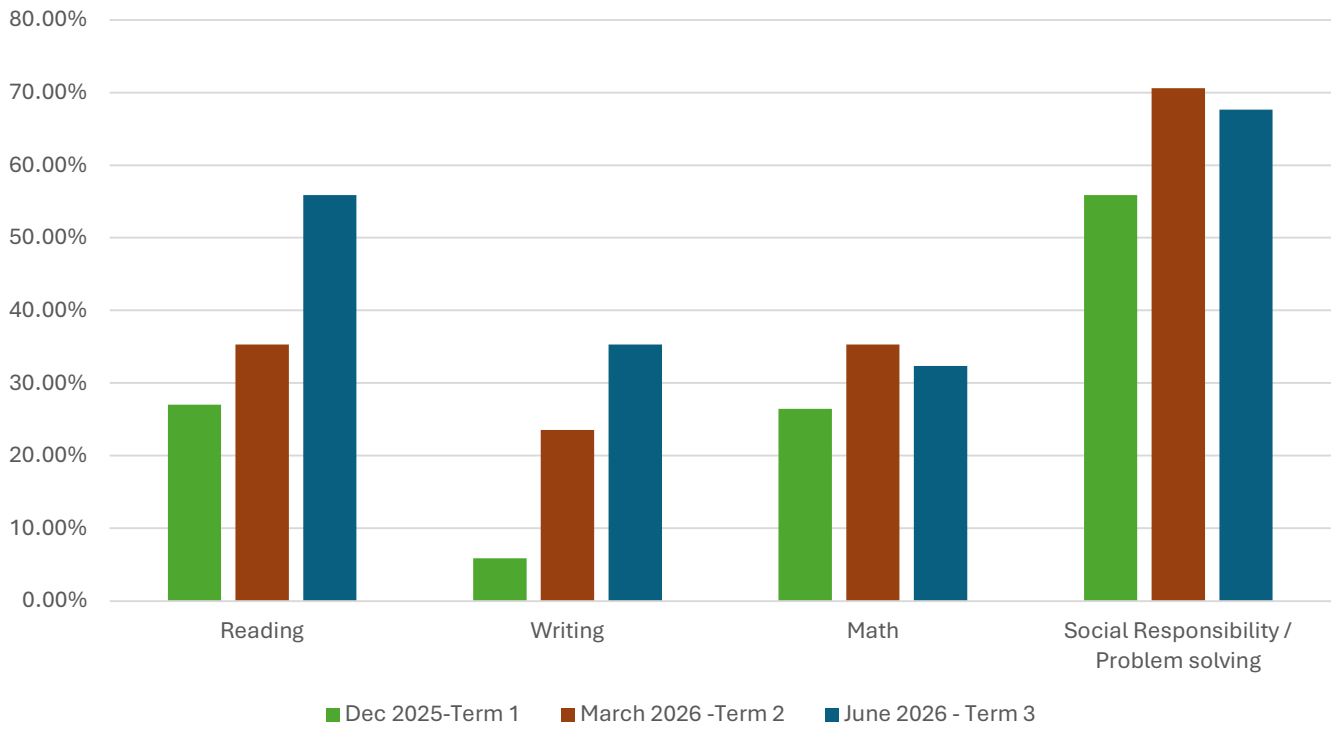
Proficient or Exceeding Expectations - Grade 2



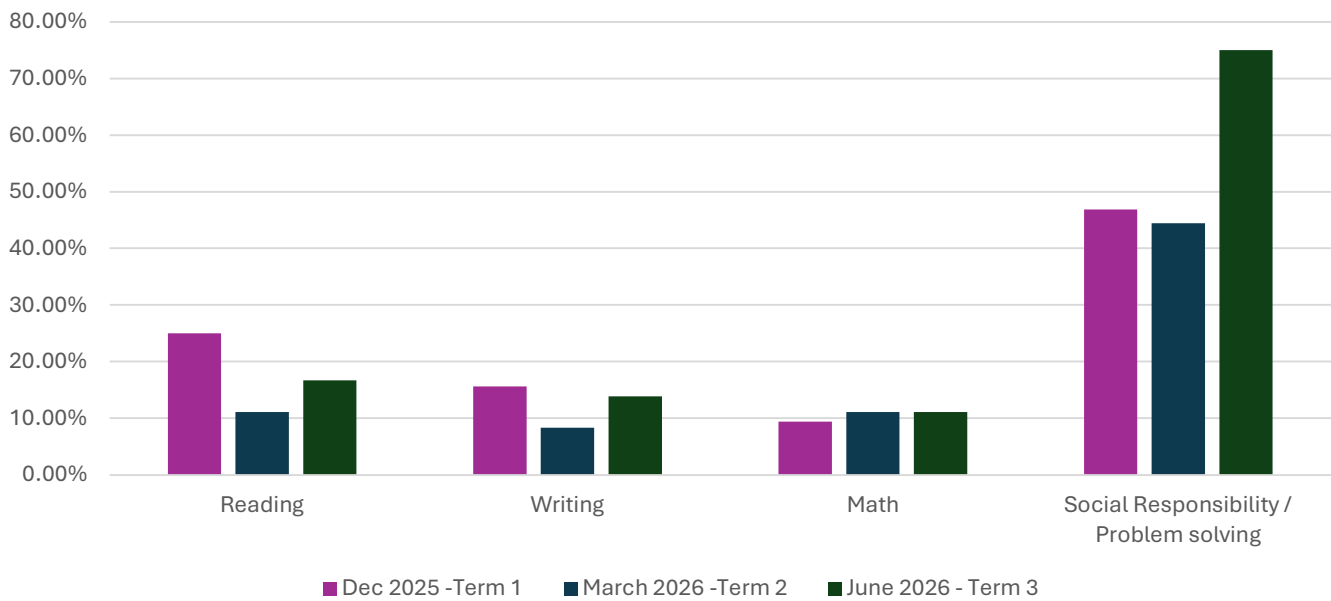
Proficient or Exceeding Expectations - Grade 3



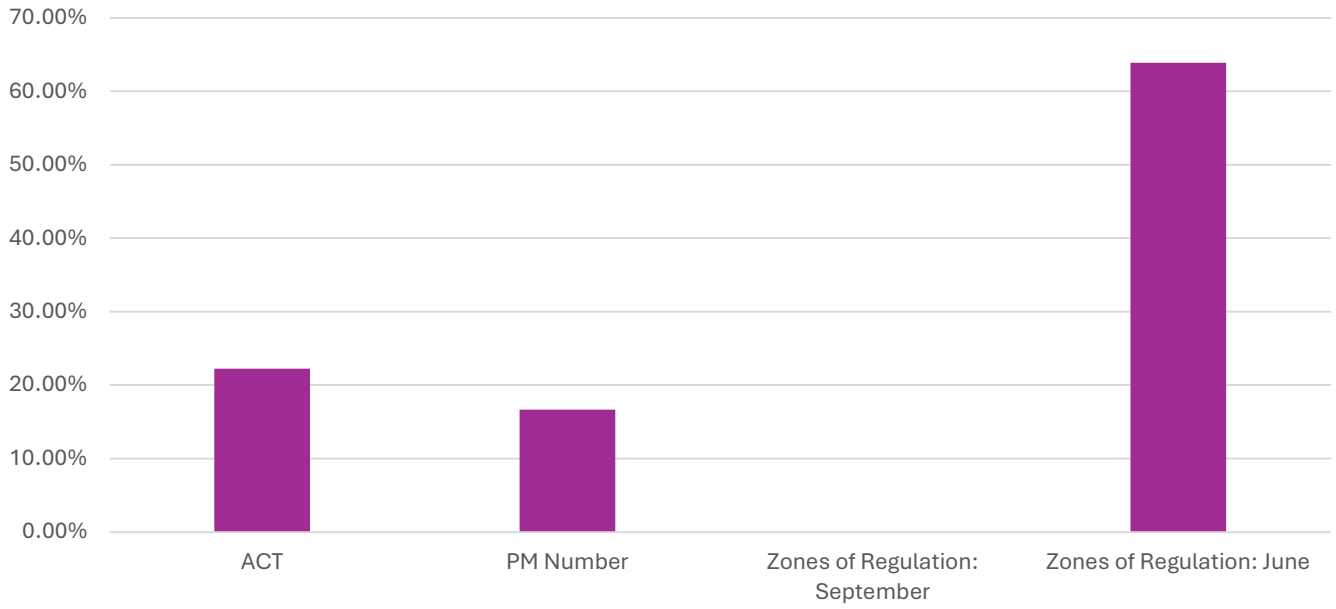
Proficient or Exceeding Expectations - Grade 4



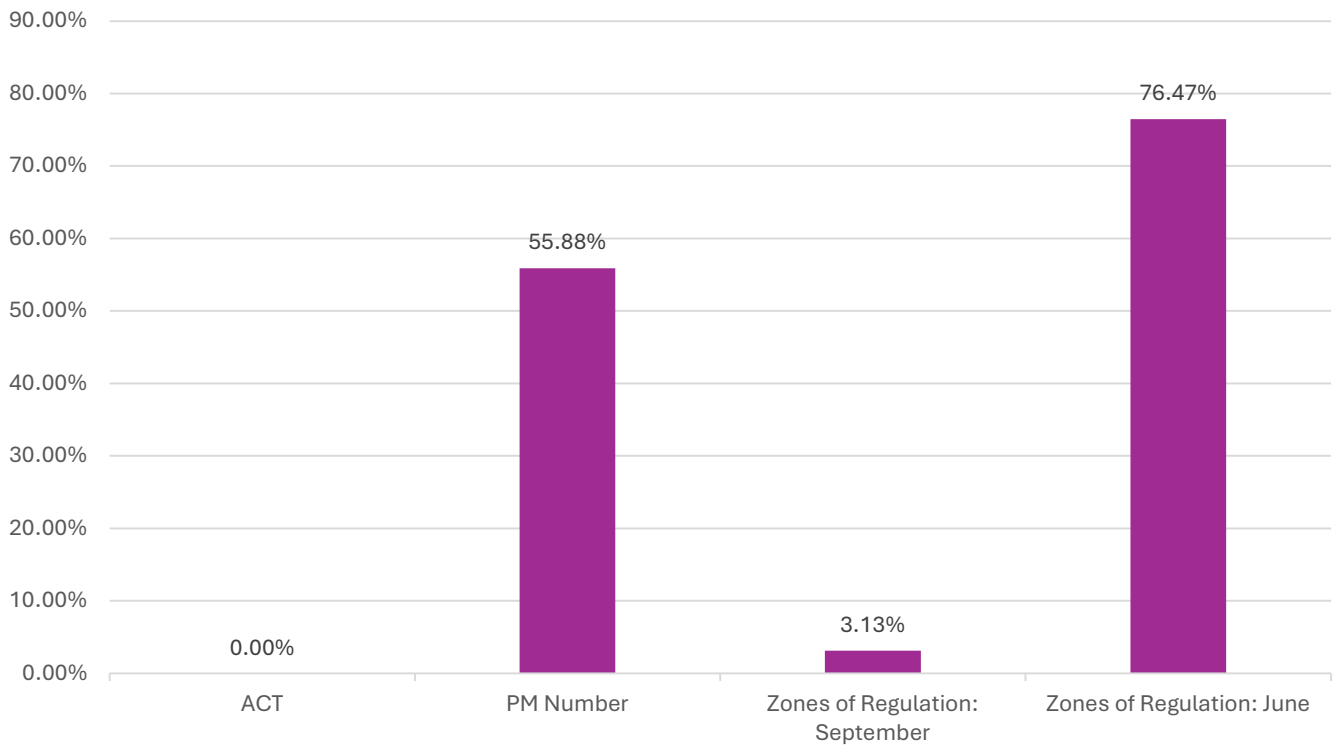
Proficient or Exceeding Expectations - Grade 5



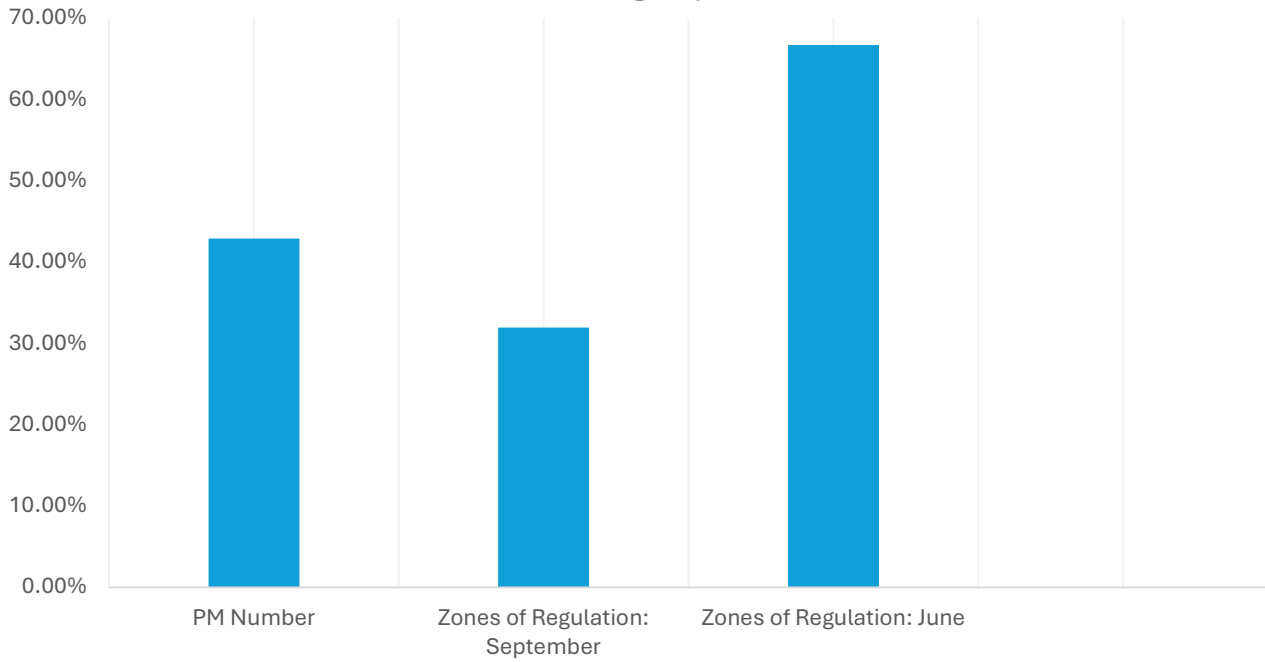
Proficient or Exceeding Expectations - Grade 5



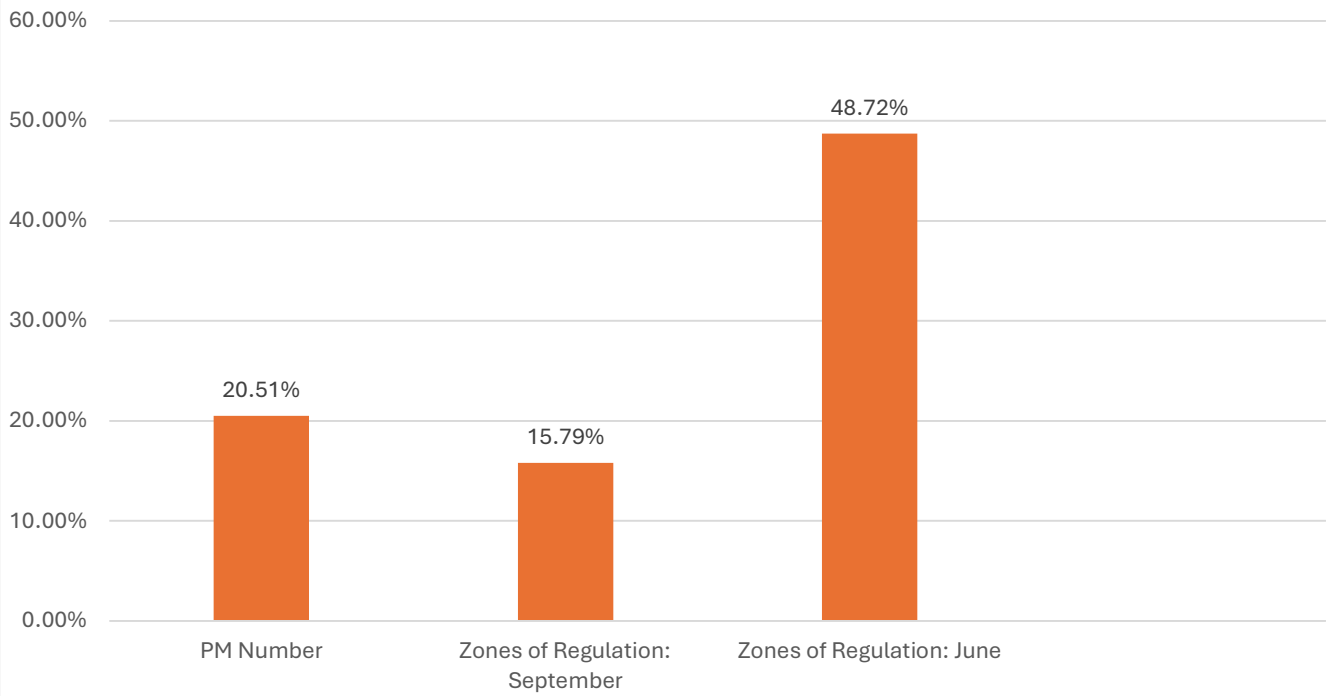
Proficient or Exceeding Expectations - Grade 4



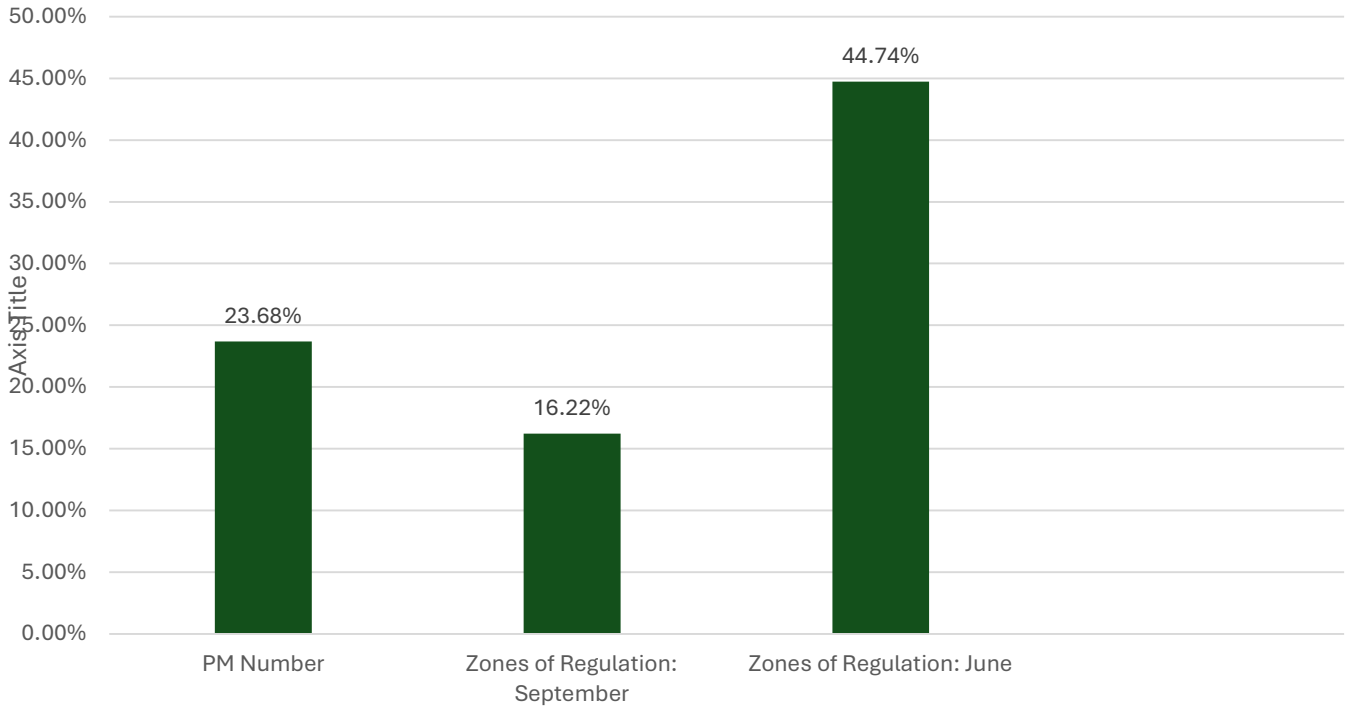
Proficient or Exceeding Expectations - Grade 3



Proficient or Exceeding Expectations - Grade 2



Proficient or Exceeding Expectations - Grade 1



Proficient or Exceeding Expectations - Kindergarten

