

Staff Report



January 21, 2025

To Board of Education (Public Board Meeting)
From Sean Nosek, Superintendent/CEO
Re **Elementary Schools – Strategic Plan Progress Report**

This report is presented to the Board for information.

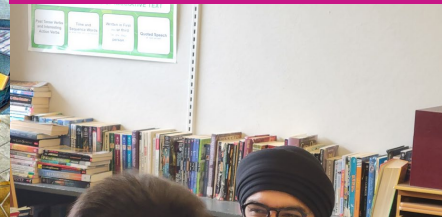
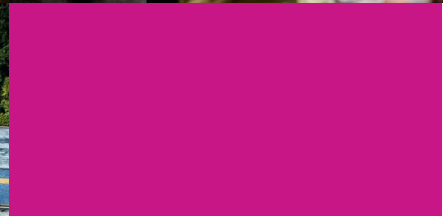
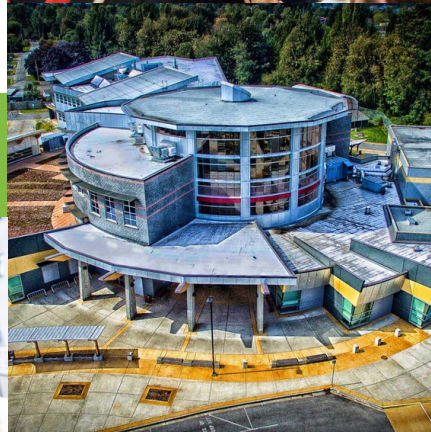
BACKGROUND:

One of the key strategic pillars for the Abbotsford School District is Student Success. A strategic priority for our elementary schools is to increase student success in literacy and numeracy. An overview of the district's Early Development Instrument results will be shared to provide context to who our learners are coming into our schools. Additionally, Assistant Superintendent Bruce Cunnings will present an overview of key literacy and numeracy initiatives.



Elementary Strategic Plan Progress Report

Bruce Cunnings
January 21, 2025



Strategic Plan Pillar Connected to Our Work...



Student Success

Our students will be engaged, challenged, and prepared for a lifetime of success.



Optimized Resources

We will be creative and responsible in the management of our educational resources.



Engaging Opportunities

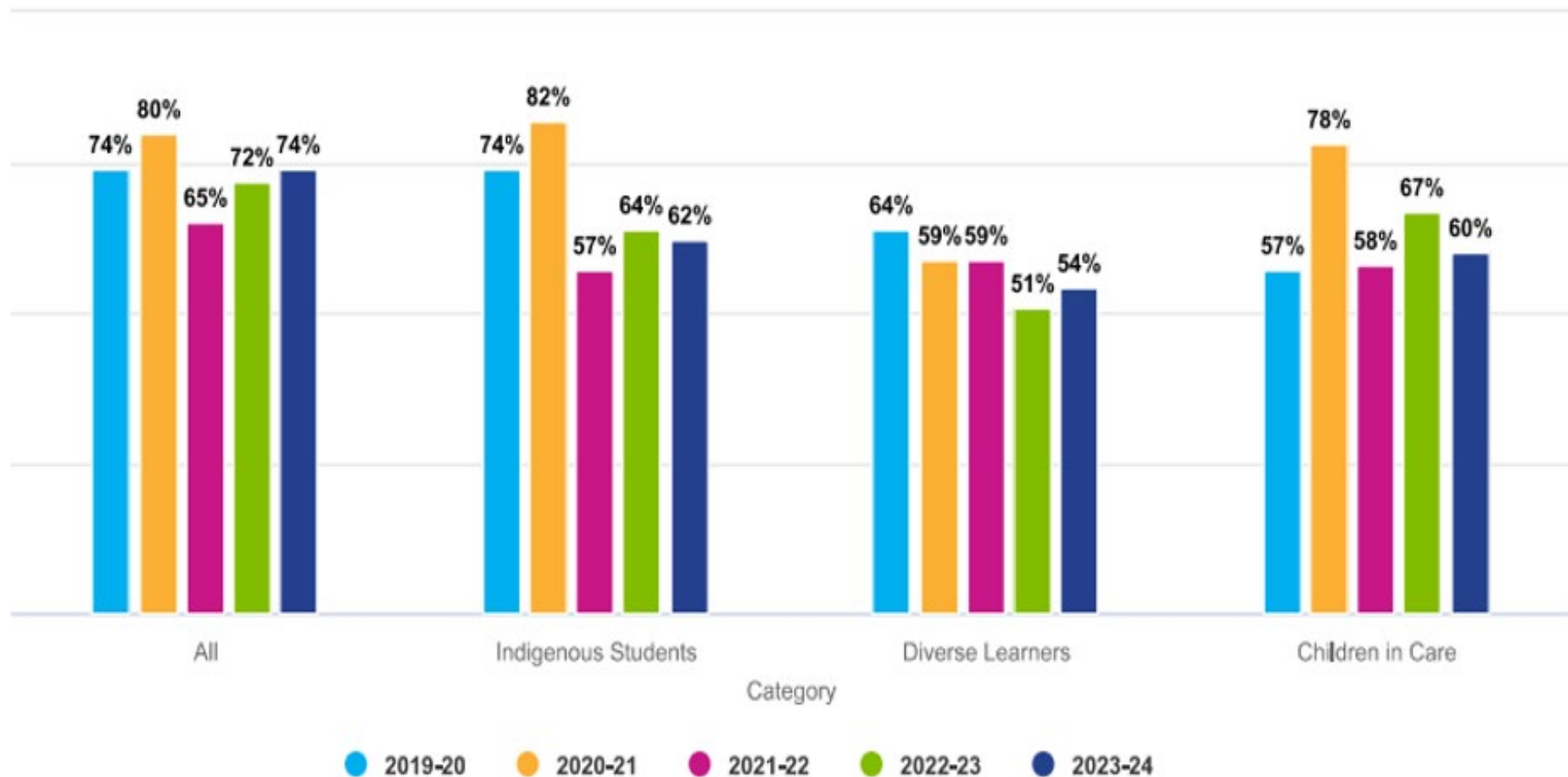
We will provide engaging opportunities for every member of our organization to contribute to student success.



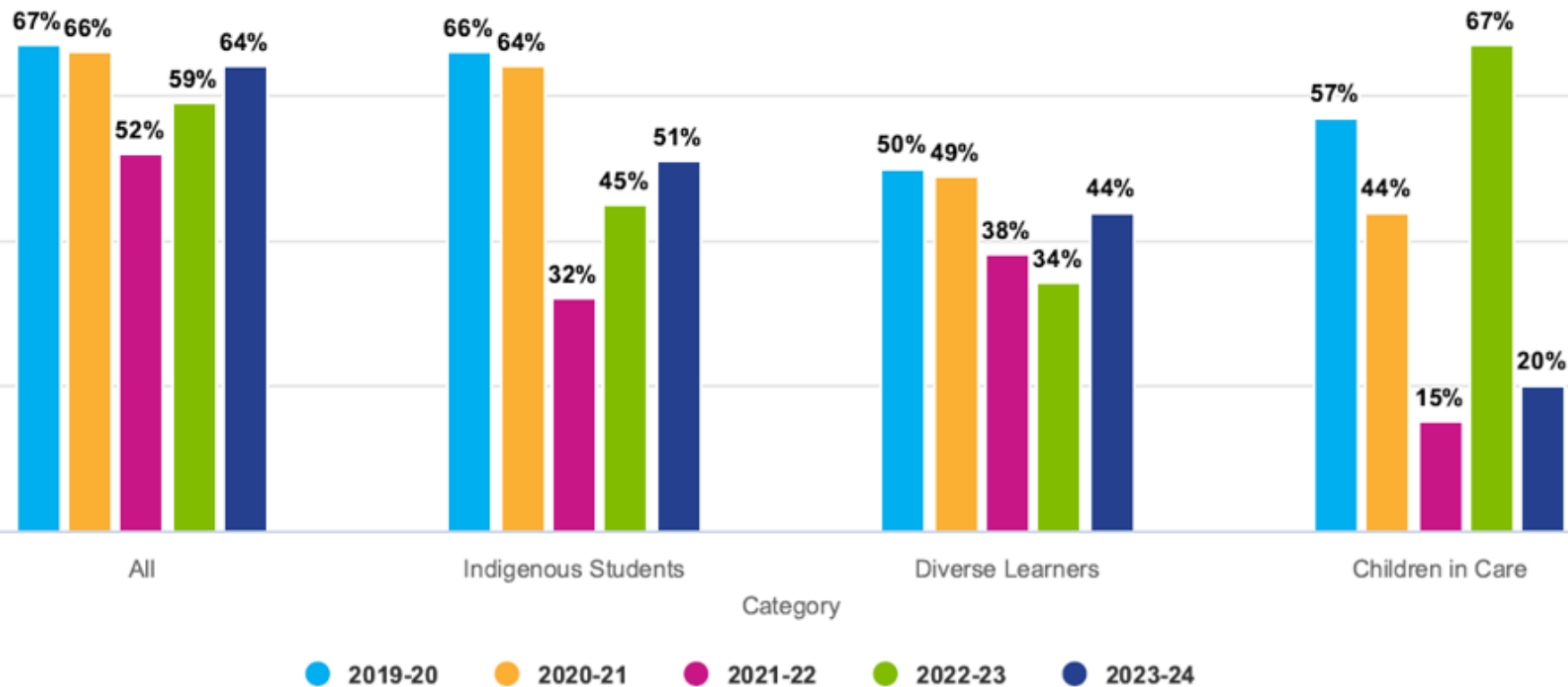
Progressive Workforce

We will provide a workplace that fosters creativity, inspires excellence, and challenges everyone to embrace growth.

23-24 FSA Literacy Gr 4



23-24 FSA Numeracy Gr 4



Early Development Instrument (EDI)

The five scales of the EDI are:



PHYSICAL HEALTH & WELL-BEING

Children's gross and fine motor skills, physical independence and readiness for the school day. E.g., *Can the child hold a pencil? Is the child well coordinated? Is the child on time for school?*



SOCIAL COMPETENCE

Children's overall social competencies, capacity for respect and responsibility, approaches to learning, and readiness to explore new things. E.g., *Is the child able to follow class routines? Is the child self-confident? Is the child eager to read a new book?*



EMOTIONAL MATURITY

Children's prosocial and helping behaviours, as well as hyperactivity and inattention, aggressive behaviours, anxious and fearful behaviours. E.g., *Does the child comfort a child who is crying or upset? Does the child appear fearful or anxious? Is the child impulsive, acts without thinking?*



LANGUAGE & COGNITIVE DEVELOPMENT

Children's basic and advanced literacy skills, numeracy skills, interest in math and reading, and memory. E.g., *Is the child interested in reading and writing? Can the child count and recognize numbers? Is the child able to read simple sentences?*

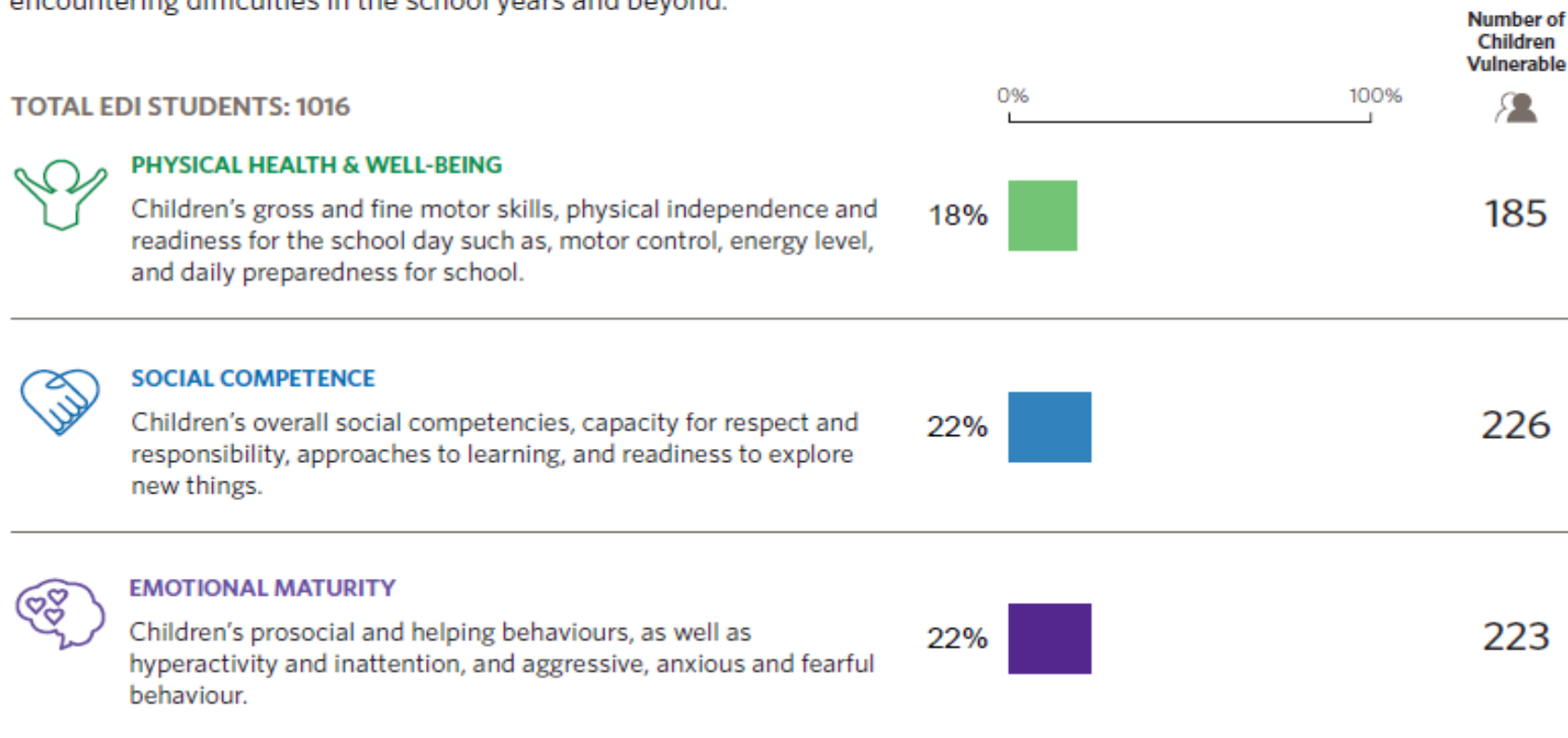


COMMUNICATION SKILLS & GENERAL KNOWLEDGE

Children's English language skills and general knowledge. E.g., *Can the child tell a story? Can the child communicate with adults and children? Can the child take part in imaginative play?*

EDI VULNERABILITY RATES BY SCALE

Without additional support or care, children who are vulnerable on the EDI have, on average, an increased risk of encountering difficulties in the school years and beyond.



EDI Vulnerability Rates by Scale



LANGUAGE & COGNITIVE DEVELOPMENT

Children's basic and advanced literacy skills, numeracy skills, interest in math and reading, and memory.

15%



152



COMMUNICATION SKILLS & GENERAL KNOWLEDGE

Children's English language skills and general knowledge, such as their ability to clearly communicate one's own needs, participate in story-telling, and general interest in the world.

20%



201

VULNERABLE ON ONE OR MORE SCALES

Reports on the percentage of children who are vulnerable on one or more of the five scales of the EDI.

40%



406

OBJECTIVE:

Increase Student Success in Literacy



Promising Practices

- Literacy Framework
- University of Florida Literacy Institute (UFLI)
- Learning and Leading Literacy Administrator Group

OBJECTIVE:

Increase Student Success in Numeracy



- Thinking Classroom
- Helping Teacher Residency
- K-5 Numeracy Learning Progressions

Elementary Indigenous Working Group



1. *Student Success*

2. *Cultural Identity*

3. *Equity and Access through Advocacy*



- The 2025-2030 Enhancement Agreement maintains the focus on three primary goals:
- **Student Success:** Holistic support for academic, emotional, and physical wellness.
- **Cultural Identity:** Strengthening connections to Indigenous culture and community.
- **Equity and Access through Advocacy:** Prioritizing fairness and advocacy in all educational opportunities.

Parent Engagement / Extracurricular Opportunities K - 5

- SeeSaw
- Volunteer opportunities / PAC
- Sports teams, drama, art, clubs



Thank you.

Questions?

