



2026_2027 SPRINGWOOD School Plan for Student Success

PREAMBLE

Springwood is grateful for the beauty in which we live, learn, work and play on the unceded ancestral lands of the L'heidli T'enneh First Nations. Springwood's catchment is vast, covering areas from Bear Lake, Salmon Valley, Ferguson Lake and the surrounding neighborhood.

Springwood Elementary School, educating approximately 265-270 students in Grades K-7 is a picturesque school, nestled in the Hart, surrounded by beautiful trees, trails, country roads, and wildlife. The catchment serves a large geographic region, including Bear Lake, Salmon Valley, Ferguson Lake and the surrounding neighborhoods to Pilot Mountain.

Our school strives to provide an inclusive community that ignites lifelong learning. We value strong relationships with families, consistent improvement in student learning, and a collaborative staff culture focused on inclusive practices. Data from school climate surveys and attendance records indicate a positive sense of belonging for most students. Our school's literacy data is showing improved results in the areas of reading, writing and language. There is much to celebrate from kindergarten through to grade 7's as evidenced in their core competencies and literacy growth and success stories.

SCHOOL LEARNING GOAL

For the 2026/27 school year, our goal is to have 80% of students On Track in their number sense, operations, and fact fluency. We expect to see the number of students On Track in number sense, operations, and facts fluency increase by 50%. We will use Numeracy Screeners, Performance Standards, and Foundation Skills Assessment to monitor student progress.

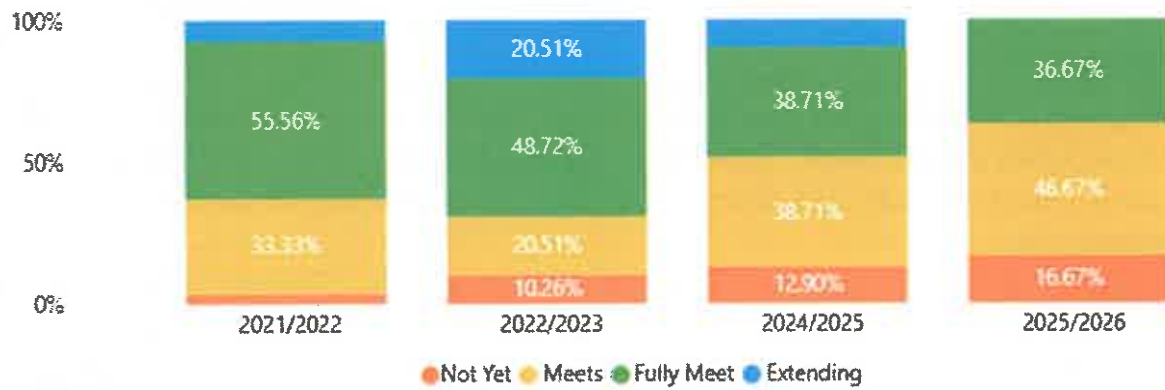
RATIONALE

For 2026_2027 Springwood staff is making numeracy a priority learning focus, specifically in the strand of number sense, operations, and facts fluency. Our school is showing ongoing growth in literacy, using DIBELS, UFLI, Word Origins, and Rewards data and resources to improve reading fluency, comprehension, and accuracy. There is also ongoing growth in writing proficiency, using Self-Regulated Strategy Development, an evidence-based six-stage framework that teaches students explicit writing strategies that improves writing quality, length, and student confidence.

School, district and provincial numeracy data is showing more attention is needed to support students with important gains in math and requires a focus on effective instruction, intervention and assessment practices.

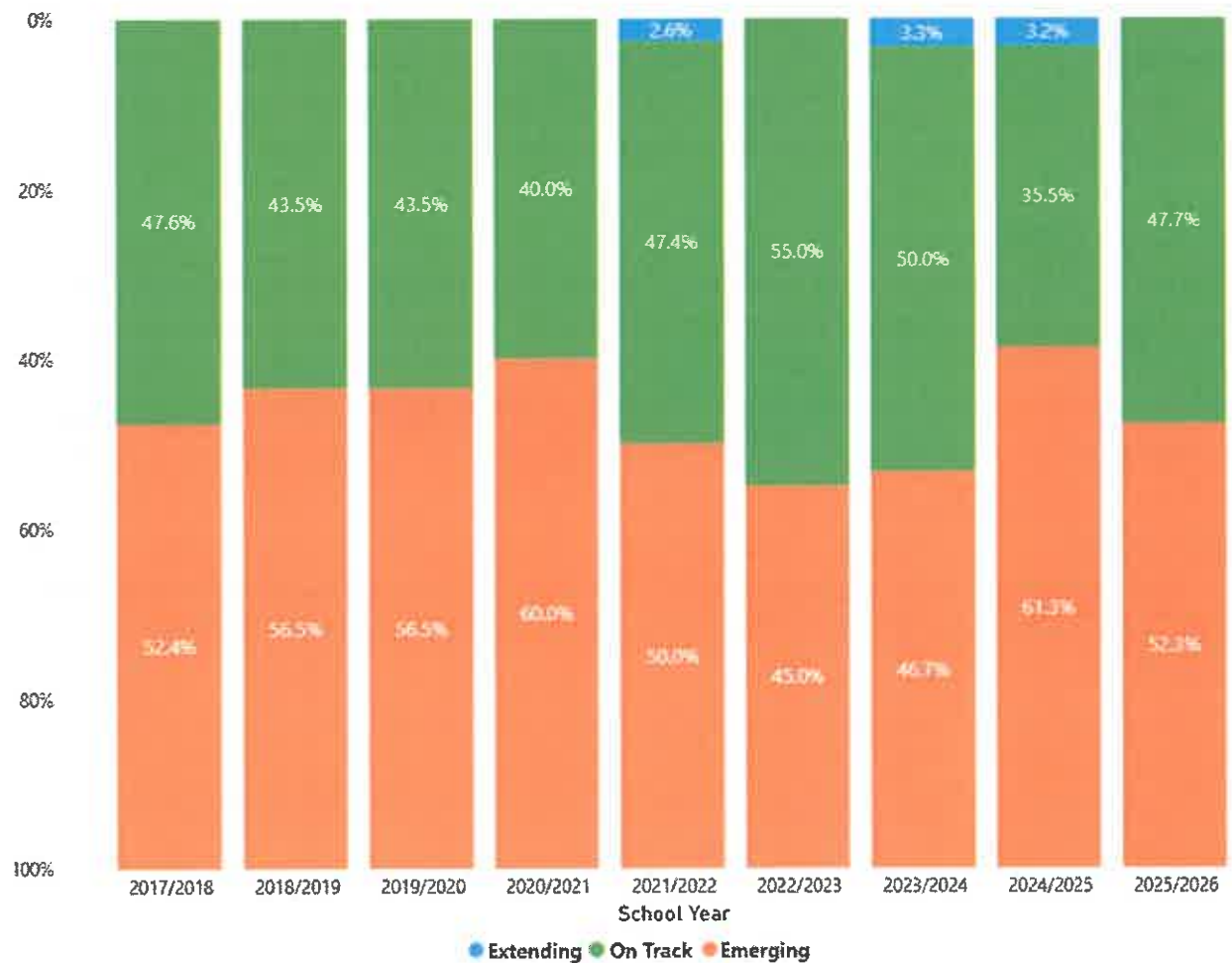
Continue Literacy Progress

Writing Snapshot Trend (Springwood Elementary, Grade 4, Term 3)



FOCUS on Numeracy 2026_2027

**FSA Numeracy Trend
Springwood Elementary, Grade 4**



STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL

TIER 1 – Universal Literacy Instruction (All Students)

Grades K–7

- Staff will:
 - Deliver daily lessons focusing on explicit instruction.
 - Use consistently high impact instructional routines and shared common assessments and resources across classrooms.
- Monitoring:
 - Students identified as at risk are monitored for progress every 4 weeks using number and operation strand quick assessments.

TIER 2 – Targeted Small-Group Interventions (Some Students)

Grades K–7

- Staff will:
 - Deliver small-group skill/concept focused numeracy intervention using Bridges Math Intervention Resources.
 - Tier 2 supports will provide extra dosage for students that align with Tier 1 instruction.
 - Monitor progress and adjust groups collaboratively in their school teams
- Structure:
 - 4 days per week, 15-to-30-minute hands-on, manipulatives focused sessions
- Collaboration:
 - Classroom teachers, ELL, Learning Assistance, Resource, and P/VP will meet every 4 weeks to review DIBELS data and adjust intervention groupings

TIER 3 – Intensive Interventions (Individual Students)

Grades K–7

- Staff will:
 - Provide intensive and targeted support individualized or small group
 - Aligning interventions closely to individual skill needs
 - With specific foundational skill gaps
 - Consult with district numeracy support teacher, Inclusive Education and school teams
 - Coordinate support across classroom teachers, Learning Assistance, ELL and Resource staff.

MONITORING for IMPACT – Student Learning Change

CHECKPOINTS	ASSESSMENTS /Evidence	ADJUSTMENTS
September October	Numeracy Screener	Meet with school team to plan tiered intervention groups
SEASONAL: FALL WINTER SPRING	Progress Monitoring Numeracy Screeners School team meetings to plan tiered intervention	If students are not showing progress, adjustments to strategies will be made. If growth is shown, students will move between intervention groups based on need.

REFLECTIONS and OUTCOMES

Our FSA numeracy data shows that 50% of all Gr. 4 and Gr. 7 students **are not** On Track. More than 65% of Indigenous students are not On Track. Students with Diverse Needs and Abilities are masked due to privacy of student data.

There is a need to further target, and progress monitor all students who are not yet On Track in their numeracy for current school year and beyond to ensure math instruction and intervention methods are effective.

We are engaging in whole class and targeted math instruction and intervention strategies in the coming school year, organizing shared Pro-D for staff, and using common resources and collaboration to ensure intervention matches student need.

