



School Improvement Planning Framework

School: Sussex Elementary School	Ed Centre: HEC
School Year: 2024-2025	

School Strengths	
Indicate two school strengths and then below, elaborate with both evidence and rationale for that particular strength.	
School Strength #1	
Domain:	Learning Environments
Sub Domain:	Positive Behavioral Interventions and Supports
Indicator:	School staff members ensure that the learning environment is welcoming, orderly, healthy and safe.
School Strength #1 Comments:	Students at SES feel safe and able to learn. Most students feel that they have an adult that they can talk to and ask for help. The staff is student centred and many feel that what they learn at SES will help them in their future and are engaged in the learning process. They feel successful at school. Students also feel liked, cared about and important.
Evidence & Rationale for Strength #1:	Student survey: 89.6% believe "I can succeed in my school work", 79.2% say "the teachers, adults in the school listen to my ideas and opinions", 94% of the students feel liked and cared about and have at least one adult that they can go to for help, 85% said there are people in our school I can ask for help with bullying. We also collected anecdotal observations from our staff at the Nov. 8th SIP planning day.
School Strength #2	
Domain:	Learning Environments
Sub Domain:	Positive Behavioral Interventions and Supports
School Strength #2 Comments:	SES staff feel that they are involved in school wide decision processes, they also feel that instructional leadership is high and administrators are visible and supportive. The staff feel that our school culture and climate is overall positive, most staff members are adaptable and flexible.
Evidence & Rationale for Strength #2:	EECD School Improvement Survey, teacher response 2023-24: over 85% of teachers feel they are involved in decisions, are able to provide feedback to administrators, and feel supported with regards to classroom practices. We also collected anecdotal observations from our staff at the Nov. 8th SIP planning day.

Potential area(s) of focus from growth identified through self-assessment process	
Briefly describe the Potential Area of Focus:	Improving numeracy and literacy skills in order to be above the provincial/district success rates AND on the school level.
Evidence & Rationale for your Potential Area of Focus:	Grade 4 reading assessment showed we are below in literal and informational comprehension, as well as inferential and interpretive comprehension. These are the skills that transfer to subject areas in higher grades, improving these skills in reading would well prepare our students for the next level. In math we are below the province in numbers (@ 46.6 at SES its 57% at ASD-S) and stats and probability (@ 80.8 at SES its 90.3% at ASD-S). Provincial math assessments also shows a discrepancy with math skill (we are @ 37% and ASD-S is 58.5%).
Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices):	-admin offer release time to PLCs to develop grade level screeners for math, a spelling program to be used school wide (to improve writing/reading), time to look at data effectively and plan RTI groups, release time for peer-observation -common planning time built into the daily schedule when possible -PL provided on EA PL days that pertains to literacy initiatives



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Potential Area of Focus Category			
Domain:	Classroom Practice		
Sub Domain:	Classroom Intervention	Status of Goal:	In Progress
Indicator:	Classroom teachers take primary responsibility for teaching students with diverse learning needs and ensuring that appropriate accommodations, modifications, interventions and supports are in place.		

Potential area(s) of focus from growth identified through self-assessment process	
Briefly describe the Potential Area of Focus:	To be a school where Positive Behaviour Intervention Supports (PBIS), along with other evidence-based programs and services, are viewed as foundational. This proactive approach motivates and teaches positive behaviour with the purpose of creating a positive learning and working environment for staff and students. PBIS is foundational to a system-wide strategy for behaviour. With this as our SES area of focus all learners will develop and learn social, emotional, and behavioural competence, supporting their academic engagement. All educators will develop positive, predictable, and safe environments that promote strong interpersonal relationships with learners through teaching, modeling, and encouragement.
Evidence & Rationale for your Potential Area of Focus:	EECD School Improvement Survey - teacher response data would show that teachers believe that the school lacks high behavioural expectations (@ 60% at SES vs 85% at ASD-S) and they would prefer to have co-constructed expectations for student behaviour (@ 67% at SES vs 82% at ASD-S) and approaches to student behaviour (@ 61% at SES vs 76% at ASD-S). I feel SES is a safe and positive learning environment for students (@ 63% at SES vs 86% at ASD-S) and for staff (@ 70% at SES vs 79% at ASD-S).
Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices):	-Core Leadership Team will do a book study : PBIS Team Handbook and develop PL for our staff to work through the 12 elements of PBIS. -This will be a 3 year process that will take time and buy-in/commitment from staff. -EAs will continue to a trauma informed practices book study on PL days, followed by group reflection after PL -student (chosen by teachers and then PBIS team based on set profile established by team) input on re-branding of school and school wide expectations -staff input on expectations in all areas for adults and children

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Completed By

NICOLE D ST-CYR

Name

Signature

11-22-2024

Date