



# School Improvement Planning Framework

<b>School:</b> Sussex Corner Elementary School	<b>Ed Centre:</b> HEC
<b>School Year:</b> 2025-2026	

<b>School Strengths</b>	
<b>Indicate two school strengths and then below, elaborate with both evidence and rationale for that particular strength.</b>	
<b>School Strength #1</b>	
<b>Domain:</b>	Systemic School Planning
<b>Sub Domain:</b>	Evidence-informed Decision Making
<b>Indicator:</b>	Schools use evidence-informed Response to Intervention (RTI) strategies to support students behaviorally.
<b>School Strength #1 Comments:</b>	Our PBIS team has created a new PBIS plan, with a varied group of staff members. There is a school-wide behaviour matrix, a new student recognition system, and we are a strong voice in the Sussex Area PBIS Pilot Team of schools with the Department.
<b>Evidence &amp; Rationale for Strength #1:</b>	<ul style="list-style-type: none"> <li>- Behaviour Matrix</li> <li>- New Pyramid of Interventions</li> <li>- Strong PBIS team</li> <li>- Putting extra resources into framing up positive behaviour so that teachers can teach!</li> </ul>
<b>School Strength #2</b>	
<b>Domain:</b>	Leadership & Teaming
<b>Sub Domain:</b>	Teaming
<b>School Strength #2 Comments:</b>	<p>Teachers have said they did not meet in teams, so last year I set up regular PLC meetings with loose agendas so that there was participation.</p> <p>This year, I want intentional PLC meetings and participation. My AST and I meet weekly to plan our PLC expectations and I built a digital form that they fill out when asked. My BIM and Guidance teacher meet weekly, also; this helps our weekly ESST meetings go much faster!</p> <p>Staff meetings are also held on a monthly basis, with as many touch-points of the entire staff group as possible (Teachers, EAs, Bus Drivers, Custodian, Admin Assistant). Staff meals, bus driver breakfasts, etc are a regular occurrence. Teaming is all about having strong professional relationships and I think we are doing a great job at this.</p>
<b>Evidence &amp; Rationale for Strength #2:</b>	<ul style="list-style-type: none"> <li>- PLC schedule for the year</li> <li>- Staff meeting agendas</li> <li>- notes from PLC meetings and BIN/Guidance meetings</li> </ul>

<b>Potential area(s) of focus from growth identified through self-assessment process</b>	
<b>Briefly describe the Potential Area of Focus:</b>	<p>This is our second year as a PBIS school and we are also involved as part of the Sussex team of PBIS schools. We met all of our last year's goals (Created a PBIS team, a new behavior pyramid, a lunch recess reflection room, and Had many tough conversations about what our expectations would be in all areas of the school).</p> <p>Our Areas of focus this year are data collection, school wide behavior expectations, and systems of recognition.</p>
<b>Evidence &amp; Rationale for your Potential Area of Focus:</b>	By June of 2026, we will have data collection set up around our positive office referrals, and data to drive our behavior matrix DIRECT INSTRUCTION next year.



# School Improvement Planning Framework

<b>Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices):</b>	<p>We will have a system set up in the office where we document who is getting positive office referrals, and which adults are giving them. The goal is to have 100 percent of staff noticing positive behavior on a monthly basis.</p> <p>We will continue to discuss the new behavior matrix with all staff, working on the collective efficacy to reward students for positive behavior and help redirect and train students who need extra practice. Right now, there are inconsistencies among the staff so we are beginning with a goal to have all staff make positive obvious referrals while at the same time, reviewing the matrix over and over And giving everyone the same responsibility to help kids learn what behavior should look like in all areas of the school, based on our matrix.</p>
<b>Update on this area of focus (if applicable):</b>	We have a positive office referral system in place as of October. Parents are aware of this, students are working hard to earn these rewards, and now we need all staff to support the plan. The EA group worked with a PBIS team member last Friday to go over the matrix, and discuss their roles and responsibilities towards implementing this plan.
<b>Potential Area of Focus Category</b>	
<b>Domain:</b>	Learning Environments
<b>Sub Domain:</b>	Positive Behavioral Interventions and Supports
<b>Status of Goal:</b>	In Progress - Goal Modified
<b>Indicator:</b>	School staff members ensure that the learning environment is welcoming, orderly, healthy and safe.

<b>Potential area(s) of focus from growth identified through self-assessment process</b>	
<b>Briefly describe the Potential Area of Focus:</b>	Math Fluency. We are working within the new holistic guidelines, learning more about fluency throughout the school year and hoping to see an improvement in the teaching practices around fluency.
<b>Evidence &amp; Rationale for your Potential Area of Focus:</b>	<p>Staff will have PL on math fluency. Our data from last year's formative assessment spreadsheets told us that student achievement needed to grow and we know that teacher practice is the main factor in their success. The plan this year, is to teach the teachers more about math fluency, and how to implement it in their lessons using number talks.</p> <p>After this set of professional learning is done, I will create a walkthrough rubric with a coach, to use in my walkthroughs and ensure that math talks are appropriate and effective and are happening daily in every classroom.</p>
<b>Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices):</b>	We have had math coaching support which has been helpful. My core leadership team is taking on the professional learning around math talks.
<b>Update on this area of focus (if applicable):</b>	The teachers have had one session of learning already this year, around math fluency, it is clear that they need more understanding of this concept to be able to teach it with fidelity.
<b>Potential Area of Focus Category</b>	
<b>Domain:</b>	Classroom Practice
<b>Sub Domain:</b>	Evidence of Learning
<b>Status of Goal:</b>	In Progress
<b>Indicator:</b>	There is a balanced use of formative and summative assessment (for learning/of learning/as learning) to guide instructional practices.

Completed By

NICOLE HACHEY

Name

Signature

12-08-2025

Date