



School Improvement Planning Framework

School: Sussex Middle School	Ed Centre: HEC
School Year: 2025-2026	

School Strengths	
Indicate two school strengths and then below, elaborate with both evidence and rationale for that particular strength.	
School Strength #1	
Domain:	Systemic School Planning
Sub Domain:	School Improvement Planning
Indicator:	The school engages in effective continuous improvement processes designed to achieve positive student outcomes.
School Strength #1 Comments:	Positive Behaviour Intervention Support Framework (year 2 - cohort 3)
Evidence & Rationale for Strength #1:	<p>Our yearly start-up includes extensive school-wide behavior education, which includes clearly-defined expectations for everything from classroom behavior to movement through the halls and building to peer relationships. The corresponding lessons were heavily influenced by Ron Moorish many years ago, but have been updated yearly. They now are built around the PBIS framework and reflected in our SMS "PBIS Behavior Matrix."</p> <p>In terms of tracking, we use an Excel-based "Behavior Entry Form" and "Behavior Tracking Sheet" to facilitate staff entry of day-to-day issues. Most of the issues require tier-one interventions which are, for the most part, enacted by the teacher or EA. The tracking sheet can be sorted readily by student name, time of day, category of incident, and so forth, so that we can monitor for trends and make decisions about school-wide and individual interventions.</p> <p>We have an admin led noon detention room that students who are sent to the office during class time are required to attend. There are Grade level led "lunch and learn" sessions where Tier 1 behavioural and academic support is given by teachers.</p>
School Strength #2	
Domain:	Systemic School Planning
Sub Domain:	Evidence-informed Decision Making
School Strength #2 Comments:	<p>Our school demonstrates a strong, cohesive, and data-driven approach to improving student achievement through integrated mathematics and literacy instructional practices grounded in collaborative professional learning. In mathematics, district assessments in Grades 6 and 7 are strategically used to identify priority numeracy needs, with coordinated small-group interventions delivered by AST, resource teachers, and classroom teachers that balance curriculum mastery with foundational skill development and are reinforced through common daily math warm-ups. Similarly, in literacy, PLC teams systematically analyze English Prime assessment data and student work to identify specific gaps in comprehension, writing, and vocabulary, while also examining characteristics of strong literacy performance to extend learning beyond the provincial standard. Targeted, high-quality instructional strategies—such as explicit reading comprehension instruction, structured writing frameworks, and higher-order thinking tasks—are consistently implemented and monitored through common formative assessments. Ongoing progress tracking, collaborative data review, and instructional adjustments ensure responsiveness to student needs while supporting clear achievement goals, including increasing English Prime performance and raising the overall percentage of students meeting or exceeding provincial literacy standards.</p>

Potential area(s) of focus from growth identified through self-assessment process	
Briefly describe the Potential Area of Focus:	Reinvigoration of the PLC process. In the last several years a large amount of professional meeting time has been spent on behaviour, now with the implementation of the PBIS framework we need to restart the PLC meeting model for teachers.



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<p>Evidence & Rationale for your Potential Area of Focus:</p>	<p>Effective Professional Learning Communities are a key driver of improved student achievement and teacher collective efficacy. High-quality PLCs support ongoing collaboration focused on curriculum, instruction, assessment, and data-informed decision-making.</p> <p>With PBIS structures established, professional meeting time can now be used more effectively by clearly distinguishing between behaviour support processes and instructional collaboration. Re-establishing a consistent PLC model will allow educators to focus on student learning needs, identify instructional strengths and gaps, and implement targeted strategies to improve outcomes.</p> <p>A renewed PLC process will strengthen professional practice, improve consistency across classrooms, and support the school's commitment to equity, achievement, and continuous improvement.</p> <p>Increased focus on teaching and learning during collaborative planning time</p> <p>Improved instructional consistency and alignment across classrooms and grade levels</p> <p>More effective use of student achievement data to inform instruction</p> <p>Strengthened teacher collaboration and collective responsibility for student success</p> <p>Monitoring and Evidence of Success</p> <p>PLC agendas and minutes reflect a primary focus on instruction, assessment, and student learning</p> <p>Evidence of common assessments and shared instructional strategies</p> <p>Teacher feedback indicates increased effectiveness of PLC meetings</p> <p>Positive trends in student achievement data over time</p>
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<p>Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices):</p>	<p>Strategy #1: Re-establish a consistent PLC structure using a common agenda and clearly defined norms focused on teaching and learning. Behaviour concerns will be addressed through PBIS structures rather than PLC time.</p> <p>Strategy #2: Develop and implement common formative assessments aligned to priority curriculum expectations and use student evidence to guide instructional decisions.</p> <p>Strategy #3: Identify and implement 1–2 high-impact instructional strategies per PLC cycle and reflect on effectiveness using student evidence.</p> <p>Strategy #4: Build PLC leadership capacity through facilitator roles and shared responsibility for meeting facilitation.</p> <p>Strategy #5: Monitor PLC effectiveness through agenda review, teacher feedback, and student achievement trends.</p>
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<p>Potential Area of Focus Category</p>			
<p>Domain:</p>	<p>Systemic School Planning</p>		
<p>Sub Domain:</p>	<table border="1"> <tr> <td data-bbox="440 1535 808 1606"> <p>Evidence-informed Decision Making</p> </td> <td data-bbox="808 1535 1554 1606"> <p>Status of Goal: New Goal Added</p> </td> </tr> </table>	<p>Evidence-informed Decision Making</p>	<p>Status of Goal: New Goal Added</p>
<p>Evidence-informed Decision Making</p>	<p>Status of Goal: New Goal Added</p>		
<p>Indicator:</p>	<p>Schools use evidence-informed Response to Intervention (RTI) strategies to support students academically.</p>		

<p>Potential area(s) of focus from growth identified through self-assessment process</p>	
<p>Briefly describe the Potential Area of Focus:</p>	<p>Literacy instruction and intervention process. Increase overall literacy achievement by closing the achievement gap for English Prime students while increasing the percentage of students meeting and exceeding the provincial standard through consistent, high-quality instructional practices. Target #1) Increase English Prime achievement from 58.3% to 68%. Target #2) Increase the percentage of all SMS students achieving appropriate performance or higher from 72.1% to at least 78%.</p>



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Evidence & Rationale for your Potential Area of Focus:	<p>Increase the percentage of English Prime students achieving appropriate performance or higher on the provincial literacy assessment through targeted, evidence-based literacy instruction. While overall achievement is moderate, nearly 28% of students are not yet meeting the expected standard.</p> <p>72.1% of students at SMS achieved appropriate performance or higher on the provincial English literacy assessment. English Prime 58.3 % achieved appropriate performance or higher Early FI 90.7% achieved appropriate or higher Late FI 90.0% achieved or higher 10.2 % of SMS students achieved Strong achievement</p>
Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices):	<p>Target #1) PLC teams analyze English Prime student data and work samples to identify specific literacy gaps (e.g., comprehension, writing organization, vocabulary). Develop and use common formative assessments focused on priority literacy skills. Identify and implement targeted instructional strategies (e.g., explicit instruction in reading comprehension strategies, structured writing frameworks). Use PLC meetings to monitor progress and adjust instruction based on student evidence.</p> <p>Target #2) Aligned PLC Actions: Analyze student work samples to identify characteristics of strong literacy performance. Plan instruction that intentionally includes higher-order thinking (e.g., inference, analysis, synthesis, evidence-based writing). Co-create enrichment tasks and success criteria that push beyond the provincial standard. Reflect on instructional impact using exemplars of strong student work</p>
Potential Area of Focus Category	
Domain:	Systemic School Planning
Sub Domain:	Evidence-informed Decision Making
Indicator:	Schools use evidence-informed Response to Intervention (RTI) strategies to support students academically.
Status of Goal:	
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<h2>Potential area(s) of focus from growth identified through self-assessment process</h2>	
Briefly describe the Potential Area of Focus:	<p>To increase overall numeracy achievement by narrowing the achievement gap for English Prime students through the implementation of consistent, evidence-based instructional practices, resulting in a greater percentage of students meeting and exceeding provincial standards.</p>
Evidence & Rationale for your Potential Area of Focus:	<p>Provincial assessment data indicate that Sussex Middle School students are performing significantly below provincial expectations in numeracy. The most recent assessment results (2025) show that only 49.0% of students achieved an appropriate performance level or higher. Data for English Prime students highlights an even greater need for targeted intervention, particularly within the Number strand. These results underscore the importance of implementing structured, data-informed instructional practices to improve student achievement.</p> <p>Measurable Targets Target 1 Increase English Prime Number Strand achievement from 29.8% (2025) to 35% by June 2027. Target 2 Increase overall English Prime numeracy achievement from 30.9% (2025) to 35% by June 2027. Progress will be monitored through district assessments, classroom-based formative assessments, and ongoing data reviews.</p>
Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices):	<p>Grade 6 and Grade 7</p> <ul style="list-style-type: none"> • Administer the District Fall Check-Up Assessment to all Grade 6 English Prime students in September and District Phase 1 Number Check-In assessment in January to all Grade 7 English Prime students. • Analyze data to identify priority intervention areas. • Initial data revealed: <ul style="list-style-type: none"> o Ineffective addition and subtraction strategies



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- o Limited mastery of multiplication facts
- o Additional support required in Number Strand including decimals, fractions, and place value
- AST will:
 - o Provide small-group intervention (4–6 students) once weekly outside of Math class. Mini-lessons, task cards, games, technology (Knowledgehook, PolyPad, etc.)
- o Sessions will include:
 - ? 45 minutes focused on curriculum mastery
 - ? 15 minutes focused on foundational numeracy strategies and fact fluency
- AST and Resource teachers will:
 - o Deliver twice-weekly small-group support during Math class.
 - o Focus on:
 - ? Curriculum mastery
 - ? Numeracy Strategies and Fact Fluency
 - o Resource teachers will support students following an adjusted curriculum.
- Classroom Teachers:
 - o Daily Math Warmups at the beginning of each class. Warmups need to be common and content specific as directed by the PLC
- Monitoring & Evaluation
- Progress will be monitored through:
 - Pre- and post-assessment data
 - Ongoing formative classroom assessments
 - Student progress tracking (District)
 - Collaborative data review during PLC meetings
 - Adjustments to instruction and intervention based on data trends
- Grade 6 and Grade 7
- Administer the District Fall Check-Up Assessment to all Grade 6 English Prime students in September and District Phase 1 Number Check-In assessment in January to all Grade 7 English Prime students.
- Analyze data to identify priority intervention areas.
- Initial data revealed:
 - o Ineffective addition and subtraction strategies
 - o Limited mastery of multiplication facts
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Potential Area of Focus Category			
Domain:	Systemic School Planning		
Sub Domain:	Evidence-informed Decision Making	Status of Goal:	In Progress
Indicator:	Schools use evidence-informed Response to Intervention (RTI) strategies to support students academically.		