



School Improvement Planning Framework

School: Grand Bay Primary School	Ed Centre: SJEC
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:	High Expectations
Indicator:	High academic and behavioral expectations are held for each student. Students and families know these expectations.
School Strength #1 Comments:	Grand Bay Primary holds all learners to the highest regard. School leaders create an atmosphere of high expectations collaborating with teachers, staff, families, and students. The school day is designed to achieve effective learning opportunities and interventions.
Evidence & Rationale for Strength #1:	Professional Learning Community time, communication between home and school (school newsletters, talk mails, classroom newsletters, email and TEAMS meetings/communique). Professional dialogue between staff, staff input is requested and valued, 20-25% of students have been referred to ESST to support learners, regular case conferences are held for students with complex needs, use of the learning cycle (plan, do, check, act). The Teaching Process Map and Intervention Process Map are actively used to guide teaching.

School Strength #2

Domain:	Classroom Practice
Sub Domain:	Instructional Strategies
School Strength #2 Comments:	Grand Bay Primary holds all learners to the highest regard through direct instruction, experiential learning, play and inquiry-based learning, relevant learning, and being globally competent.
Evidence & Rationale for Strength #2:	Grand Bay Primary builds a positive school culture through holiday activities, winter carnival, Acadian Days, Indigenous Days, guest speakers, author talks, Mind Up program, student leaders, class/school projects and special events, educational field trips and the use of the PALS bus. GBP implements continuous learner-centered strategies to promote engagement, active processing, the construction of subject-specific knowledge, and the development of global competencies. GBP is also working hard to build our library with culturally inclusive books, the Guidance teacher delivers lessons to promote tolerance, inclusiveness and acceptance. Link to DEC District Improvement Plan (professional competence). Other in school initiatives such as Kindness Awards incl. lunch with the principal, "Eaglet Extras" for kind acts, First Six Weeks, free breakfast program, outdoor learning incentives, funding for play-based learning, classroom management techniques and strategies, PLC's, and team support.

Potential area(s) of focus from growth identified through self-assessment process

Briefly describe the Potential Area of Focus:	Building Blocks of Reading/science of reading. -To increase knowledge and practice, provide effective instruction based on the science of reading and to support learners to become readers through the effective use of BBR and the Holistic Curriculum (some examples are use of sound wall, UFLI, Heggerty, explicit teaching of concepts).
Evidence & Rationale for your Potential Area of Focus:	-Provincial initiative, ELA curriculum development. -Although there is no data for GBP specifically, provincial assessment data from the grade 4 feeder school shows reading scores at 87.9% (English) and 54.5% (FI). Provincial targets are 90%. Students need explicit instruction in the essential components of reading. There are also EGLA expectations for students at the K-2 level (Early Grades Language Assessment). -Value of using the Teaching Process Map effectively.



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Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices):	<ul style="list-style-type: none"> -Teachers must complete all 6 Building Blocks of Reading modules (Inspiring Growing Readers) through NBVHS. -Building Blocks of Reading for new teachers. -Attend PL offered by district leads. -Have district leads come to GBP for presentations, PL. -School to purchase resources aligned with the science of reading (ie. Heggerty).
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Potential Area of Focus Category			
Domain:	Classroom Practice		
Sub Domain:	Instructional Strategies	Status of Goal:	In Progress - Goal Modified
Indicator:	Teachers use high yield instructional strategies to ensure active learning and learner engagement.		

Potential area(s) of focus from growth identified through self-assessment process

Briefly describe the Potential Area of Focus:	Socio-emotional learning. Social-emotional skills are foundational for the success in school and in life (skills such as working with others, building resiliency, achieving goals, and reducing risk behaviours). SEL enhances students' abilities to understand and self-regulate emotions, develop empathy, create and sustain positive relationships, and make positive decisions. Focus will be to develop these for our students and staff.
Evidence & Rationale for your Potential Area of Focus:	Residual effects of the pandemic, changes to rules and routines in society, use of Mind Up program, pertinent guidance sessions, methods and resource and guidance groups, whole school staff/student connections, Rainbow program when required, Playground Buddy leadership program, soft start, DIP (belonging and self-competence) and results from parent wellness survey. see PLWEP
Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices):	Increased PL for implementing Holistic Curriculum, provincial initiatives, learning about trauma informed care, building peer relations with school-based clubs, Rainbows program when needed, play skills, "Go Noodle", Yoga Box.

Potential Area of Focus Category			
Domain:	Learning Environments		
Sub Domain:	Positive Behavioral Interventions and Supports	Status of Goal:	In Progress - Goal Modified
Indicator:	School staff members ensure that the learning environment is welcoming, orderly, healthy and safe.		

Completed By

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Name

Signature

11-20-2024
Date