



School Improvement Planning Framework

School: Glen Falls School	Ed Centre: SJEC
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:	Leadership & Teaming
Sub Domain:	Teaming
Indicator:	The school collaborates with a diverse network of partners to support the goals of the school improvement plan in order to extend opportunities for students.
School Strength #1 Comments:	Positive relationships among students, staff, families, and the community.
Evidence & Rationale for Strength #1:	<p>Strong relationships create a sense of belonging and connectedness, which are essential for student success and well-being. When students feel supported by all staff and the wider community, they are more engaged, resilient, and able to thrive academically and socially. Building these connections also fosters collaboration and trust between home and school, ensuring a holistic approach to education.</p> <ul style="list-style-type: none"> • Staff prioritize relationships and believe all students belong to all staff. • A strong sense of community exists within the school. • PALS (Partners Assisting Local Schools) actively volunteer and provide support, reinforcing community ties. • School connectedness has been a long-standing priority, with trauma-informed practices integrated into daily routines. • Staff work diligently to know students, their families, and the challenges they face. • Collaborative culture: staff support each other, share information openly, and value every role in student success.

School Strength #2

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 #2 Comments:	Reinforcement of positive behaviours and a proactive approach to behaviour management.
Evidence & Rationale for Strength #2:	<p>Promoting positive behaviours creates a safe, welcoming, and structured learning environment where students feel respected and supported. By focusing on teaching expectations and recognizing positive actions, the school minimizes major behavioural issues and fosters a culture of accountability and belonging. Keeping students in school while addressing challenges ensures continued learning and growth.</p> <ul style="list-style-type: none"> • Use of Star Bucks, Pink Forms (Positive Office Referrals), and Secret Student of the Day to celebrate positive behaviours. • Welcoming school environment with emphasis on greetings; staff greet all students each morning. • Established school-wide routines (line order, greetings, expectations) to maintain consistency. • Few major behavioural issues requiring office-level intervention. • Strong staff capacity for managing Tier 1 and Tier 2 behaviours effectively. • Rare use of suspensions; focus on keeping students in school while addressing undesirable behaviours. • Staff work collaboratively to reinforce positive behaviours and maintain a supportive environment.

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



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<p>Briefly describe the Potential Area of Focus:</p>	<p>Our school improvement goal is to strengthen mathematics instruction by aligning teaching practices with the New Brunswick Holistic Math Curriculum and enhancing the consistent, purposeful use of manipulatives in daily instruction.</p> <p>The shift to the holistic curriculum emphasizes deep conceptual understanding, problem-solving, and the development of flexible strategies rather than rote procedures. To support this, educators will integrate manipulatives as a core component of math lessons, using them not only as tools for exploration but also as a bridge to abstract reasoning.</p>
<p>Evidence & Rationale for your Potential Area of Focus:</p>	<p>Rationale</p> <p>Student performance in mathematics, as reflected in provincial and school-based assessments, continues to fall below provincial expectations. Current instructional practices show limited alignment with the New Brunswick Holistic Math Curriculum, which emphasizes deep conceptual understanding, problem-solving, and flexible strategies.</p> <p>Classroom observations and teacher feedback indicate that while manipulatives are present, they are not consistently or strategically used to support the progression from concrete to abstract understanding. Teachers often rely on a narrow range of familiar tools, which limits opportunities for students to explore concepts in multiple ways and build strong mathematical foundations.</p> <p>By strengthening teacher capacity in the purposeful use of manipulatives and aligning instruction with the holistic curriculum, we can increase student engagement, improve conceptual understanding, and ultimately raise achievement in mathematics.</p> <p>Evidence</p> <p>Assessment Data: Provincial and school-based math scores indicate student achievement is significantly below provincial expectations.</p> <p>Instructional Practices: Observations reveal a reliance on limited manipulatives, with inconsistent integration into daily instruction.</p> <p>Planning Practices: Current lesson and unit plans do not consistently document the use of manipulatives.</p> <p>Teacher Feedback: Staff report comfort with certain tools but acknowledge a lack of knowledge or confidence in using a wider variety of manipulatives to deepen student learning.</p>



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Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices):

Professional Learning / Action Steps

Professional Learning on Holistic Math Instruction

Provide staff with ongoing sessions on the New Brunswick Holistic Math Curriculum, focusing on conceptual understanding, problem-solving, and student reasoning.

Explore strategies for moving students through the concrete ? representational ? abstract (CRA) progression.

Manipulatives in Math Instruction

Develop a shared understanding of the effective and purposeful use of manipulatives.

Teachers will identify and document specific manipulatives to be used each month in their math plans.

Provide opportunities for staff to model, share, and observe best practices in using manipulatives across grade levels.

Curriculum Mapping and Alignment

Collaboratively map the holistic math curriculum outcomes across grade levels to ensure coherence and sequencing.

Review and adjust existing long-range plans to align with curriculum priorities.

Establish common language and consistent instructional practices across classrooms.

Collaborative Planning and Professional Conversations

Use PLCs (Professional Learning Communities) to analyze student work and discuss the impact of manipulative use on student understanding.

Schedule time for cross-grade collaboration to ensure vertical alignment of math instruction.

Monitoring and Reflection

Foster student engagement and confidence by making mathematical thinking visible and hands-on.

Support diverse learners in accessing concepts through multiple entry points.

Encourage teachers to use manipulatives strategically to connect concrete, representational, and abstract stages of learning.

Build capacity among staff to plan and deliver lessons that reflect the holistic approach and prioritize conceptual understanding.

Through targeted professional learning, collaborative planning, and classroom implementation, we will strengthen instructional practices and improve student outcomes in mathematics.

Teachers will submit monthly math plans including manipulatives, strategies, and key outcomes.

Engage in regular reflection and feedback cycles to assess instructional changes and student progress.

Collect evidence of student learning through observations, work samples, and assessment data.



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Potential Area of Focus Category			
Domain:	Classroom Practice		
Sub Domain:	Instructional Planning	Status of Goal:	In Progress - Goal Modified
Indicator:	Teachers create and use daily and long-term plans designed to assess and address the diverse needs of learners.		

Potential area(s) of focus from growth identified through self-assessment process	
Briefly describe the Potential Area of Focus:	We are becoming a PBIS school, cohort 4. We want to approach our year with a focus on our school moto: Safe, Team Spirit, At My Best, Responsible Citizen, Shooting For Success. We want to build on what we are already doing and create specific lessons to go along with the school moto. All classes will complete the lessons.
Evidence & Rationale for your Potential Area of Focus:	All schools are expected to take part in the PBIS school cohorts. We already have many PBIS practices deeply rooted in the school culture. Our hope is to expand on this by building a stronger sense of what our moto means to our students. The majority of our students can recite the moto, but do they really know what it means. By the end of the year, the goal is for all students to have an understanding of what the moto means.
Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices):	The CLT will create lessons for all the grade levels to complete on the different aspects of our school moto. The principal will take part in the monthly PBIS calls and attend the required PBIS training. Training will be provided to staff members.

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

Potential area(s) of focus from growth identified through self-assessment process	
Briefly describe the Potential Area of Focus:	Outdoor lessons will be completed weekly. They will be deeply rooted in a curriculum outcome that is supported and embedded in the outdoor environment.
Evidence & Rationale for your Potential Area of Focus:	Outdoor learning is a continued goal that we are continuing to expand every year. Last year all teachers were required to go outside for a minimum of one period a week. The goal this year is for those periods to be deeply rooted in an outcome. We don't want student just going outside for a lesson. We want the lesson to be embedded in the outdoor environment.
Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices):	We are continuing to build an outdoor learning environment that is conducive to learning. We have completed an outdoor shelter and now have a shed to hold all our outdoor learning materials. We are hoping to expand the learning environment with a hammock park, rain barrel, and continued work on our mini forest. Staff will be given continued support with outdoor learning resources, outdoor learning magazine subscription, support from ACAP, and taking part in the Outdoor learning Challenge.

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.		