BLACKS HARBOUR SCHOOL
School Improvement Plan
2026 - 2027

Mission: Educate, Motivate, and Empower	VISION: Reaching our maximum potential through best practices, differentiated instruction, effective assessment and timely interventions.

GOAL 1: LITERACY

By June 2029, Blacks Harbour School will increase Grade 4 Provincial Literacy Assessment proficiency from 52.2% to 58.2%, with annual gains of at least 2 percentage points. A key area of focus will be informational text achievement, increasing proficiency from 34.8% to 40.8%, with annual gains of at least 2 percentage points through targeted instructional practices

This will be achieved through consistent, evidence-based instruction and intervention focused on phonological awareness, phonics, and word study across kindergarten to Grade 5. Progress will be monitored through EGLA data, common literacy assessments, and annual provincial assessment results.

RESOURCES & STRATEGIES

- Literacy goal as a standing item on PLC agenda
- Meetings and coaching with AST
- Training for staff on EGLA – Request support from district coaches
- EGLA data review on regular basis at PLC meetings
- Use district training videos
- Consistent use of resources across grade level teams – UFLI, Companion Document, New UFLI for grades 3-5, Morpheme Magic
- Peer observation schedule

INDICATORS OF SUCCESS

- 100% of K-5 classrooms implement structured literacy practices focused on phonological awareness, phonics, and word study.
- EGLA data monitored regularly at PLC meetings.
- Students demonstrate growth on EGLA literacy indicators at each assessment cycle.
- Data check-ins at faculty meetings throughout
- Tier 2 and Tier 3 intervention students show measurable gains in targeted foundational literacy skills.
- The percentage of students meeting grade-level literacy expectations increases annually toward the 40.8% target.

GOAL 2: NUMERACY

By June 2029, the percentage of students achieving Appropriate or Strong Achievement on the Provincial Grade 5 Mathematics Assessment will increase from 73.1% to 79.1%, representing annual growth of 2 percentage points.

Improvement efforts will focus on mathematical reasoning, flexible number sense, and spatial thinking through purposeful problem solving, and targeted intervention informed by EMA, DEMA and classroom assessment data.

RESOURCES & STRATEGIES	INDICATORS OF SUCCESS
• Numeracy goal as a standing item on PLC agenda • Math-Up used consistently across grade levels targeting consistent use of assessment tools • PLC teams create a path using Math-Up and supplemental resources • AST- Numeracy Readiness Checks • Use data to determine teacher training needs • Support from district coaches • Teachers will engage in self-directed learning to improve instructional practices	• the percentage of students achieving Appropriate or Strong Achievement on the Grade 5 Provincial Mathematics Assessment increases from 73.1% to 79.1% by June 2029; • 85% or more of students achieve On Track status on targeted EMA indicators related to number sense and mathematical readiness; • 80% or more of students demonstrate proficiency on common mathematical reasoning tasks; • all teachers consistently implement agreed-upon MathUP assessments and instructional pathways; • PLC teams regularly use student data to plan instruction and interventions; and • all staff engage in ongoing professional learning through district coaching, collaborative inquiry, and self-directed learning.

GOAL 3: PLEP (Wellbeing)

By June 2029, the percentage of students who report that they have meaningful opportunities to make choices about how they complete their schoolwork and demonstrate their learning will increase from 36.1% to 42.1% representing an annual growth of 2 percentage points as measured through student surveys, classroom observations, and student reflections.

RESOURCES & STRATEGIES	INDICATORS OF SUCCESS
• Teachers will intentionally use language that explicitly promotes student voice, choice, and ownership • Encourage student reflection on learning choices • Offer multiple pathways for students to access and demonstrate learning • Teachers will embed meaningful opportunities for choice within classroom instruction • Share examples of teacher language that strengthens student voice and choice at PLC meetings • Teachers will engage in self-directed professional learning related to student agency	• More students report having meaningful choice in how they complete their schoolwork and show their learning. • Students can identify choices they are given in their learning. • Students can explain why they selected a particular learning strategy, tool, or product. • Students report that teachers provide meaningful opportunities to make decisions about how they complete their schoolwork and demonstrate learning. • Survey results demonstrate improvement