DR. A. T. LEATHERBARROW PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN 2026-2027

MISSION: **D**ream, **A**chieve, **T**each, **L**earn	**VISION:** Be Your Best You!

ANGLOPHONE SCHOOL DISTRICT – SOUTH
District Improvement Plan (D.I.P.) Focus Areas

Achievement	**Belonging**	**Equity**	**Professional Competence**

ACADEMIC FOCUS			
Area of Priority	Literacy (Foundational Reading Skills)	**Present Level of Performance**	Based on June 2026 EGLA results, **72%** of K-2 students demonstrated mastery in phonics.
D.I.P. Connection			
Achievement	Strengthen student proficiency in foundational literacy skills through high-quality instruction, assessment, intervention, and responsive teaching practices.	**Professional Competence**	Build teacher expertise in structured literacy, assessment-informed instruction, progress monitoring, and collaborative professional learning to improve student literacy outcomes.
Intended Student Outcome (Smart Goal)	By June 2027, **80% or more** of K-2 students will demonstrate mastery of year-end grade-level phonics outcomes, as measured through EGLA, common literacy assessments, and classroom evidence.		

Strategies / Key Actions	**Responsibility**	**Indicator(s) of Success**
• Implement daily, explicit, and systematic phonics instruction aligned with the New Brunswick Holistic curriculum and structured literacy practices. • Use a gradual release model that includes direct instruction, guided practice, and independent application of phonics skills. • Provide daily opportunities for students to apply phonics knowledge through reading, writing, spelling, and word study tasks. • Utilize decodable texts that align with taught phonics patterns and support transfer of learning to authentic reading experiences. • Implement common literacy assessments and phonics screeners (EGLA) at agreed-upon intervals to identify strengths, needs, and next instructional steps. • Analyze student assessment data through PLC/CLT processes to inform instructional planning and intervention decisions. • Provide targeted small-group intervention for students who are not demonstrating mastery of grade-level phonics outcomes. • Monitor the progress of students receiving intervention and adjust support based on evidence of learning.	• Principal and Vice-Principal • Classroom Teachers (K-2) • Academic Support Teacher • Resource Teacher **Timeline** • Weekly P.L.C. meetings • STIPS 4-6 week cycles • Data collection schedule as dictated by district and EECD expectations	**Implementation Evidence:** • Daily phonics instruction is evident in all K-2 classrooms. • Common assessments are administered according to established timelines. • Targeted interventions are implemented and monitored for identified students. • Staff participate in literacy-focused professional learning opportunities. **Student Outcome Evidence:** • Increased percentages of students meeting phonics mastery benchmarks throughout the year. • EGLA results demonstrate growth in phonics achievement across K-2. • Students demonstrate improved decoding, encoding, and word-reading skills. • Fewer students require intensive literacy intervention by year-end. • By June 2027, 80% or more of K-2 students demonstrate mastery of year-end grade-level phonics outcomes.

ACADEMIC FOCUS			
Area of Priority	Numeracy (Number Sense)	**Present Level of Performance**	Based on June 2026 report card data, **76%** of K-2 students were meeting grade-level expectations in number sense.
D.I.P. Connection			
Achievement	Strengthen student understanding, reasoning, and fluency in mathematics through effective instruction and intervention.	**Professional Competence**	Build teacher expertise in implementing the holistic numeracy curriculum, using data to inform instruction, and engaging in collaborative professional learning.
Intended Student Outcome (Smart Goal)	By June 2027, **80% or more** of K-2 students will be meeting grade-level expectations in number sense, with a particular focus on quantity and place value, as measured through report card data, common assessments, and classroom evidence.		

Strategies / Key Actions	Responsibility	Indicator(s) of Success
• Implement daily number routines, mathematical discourse, and problem-solving opportunities that promote reasoning, flexibility, and conceptual understanding. • Explicitly teach quantity and place value concepts using concrete, pictorial, and abstract representations. • Use formative assessment strategies regularly to identify each student's present level of understanding and inform responsive instruction. • Implement common assessments for each grade level. • Analyze common assessment data and student work samples to identify trends, strengths, and instructional next steps. • Plan and provide targeted small-group interventions for students requiring additional support in number sense, quantity, and place value. • Use high-quality mathematical tasks that encourage multiple solution strategies, mathematical communication, and productive struggle. • Engage teachers in Professional Learning Communities (PLCs) focused on numeracy progressions, assessment for learning, instructional practices, and intervention planning. • Participate in district and provincial numeracy professional learning opportunities and apply learning to classroom practice. • Ensure mathematics learning is evident through learning intentions, success criteria, student reflection, and goal setting. • Communicate numeracy learning goals, strategies, and progress with families through classroom updates, conferences, and school communications. • Develop a school-wide understanding and use of common numeracy assessment tools and intervention practices.	• Principal and Vice-Principal • Classroom Teachers (K-2) • Academic Support Teacher • Resource Teacher **Timeline** • Weekly P.L.C. meetings • STIPS 4-6 week cycles • Data collection schedule as dictated by district and EECD expectations	**Implementation Evidence:** • Daily number sense routines are evident in all K-2 classrooms. • Common numeracy assessments are administered according to agreed-upon timelines. • PLC teams regularly review student data and identify instructional next steps. • Targeted small-group interventions are provided for students requiring additional support. • Teachers participate in professional learning focused on evidence-based numeracy instruction. **Student Outcome Evidence:** • Students demonstrate increased understanding of quantity and place value concepts. • Common assessment data shows growth in number sense throughout the school year. • Students are increasingly able to explain their mathematical thinking and problem-solving strategies. • The percentage of students meeting grade-level expectations in number sense increases from the June 2026 baseline of 76%. • By June 2027, 80% or more of K-2 students are meeting grade-level expectations in quantity and place value outcomes.

POSITIVE WORKING AND LEARNING ENVIRONMENT FOCUS			
Area of Priority	Well-Being and Belonging	**Present Level of Performance**	**Attendance:** During the 2025-2026 school year, 13.6% of students experienced chronic absenteeism (missing 10% or more of the school year). **Behaviour:** During the 2025-2026 school year, 302 behaviour incidents were recorded in PowerSchool.
D.I.P. Connection			
Achievement	Foster a positive, predictable, and inclusive school culture where every child feels safe, valued, and connected.	**Professional Competence**	Ensure consistent, fair, and culturally responsive behaviour supports for all students through Tier 1 PBIS practices.
Intended Student Outcome (Smart Goal)	By June 2027, all staff will implement positive behavioural interventions and support to contribute to a safe and positive working and learning environment for all staff and students.		

Strategies / Key Actions	Responsibility	Indicator(s) of Success
• Engage students and families in promoting and celebrating a positive school culture through regular communication, school-wide events, and recognition opportunities. • Explicitly teach, model, practice, and reinforce school-wide expectations across all settings (classrooms, hallways, playground, bus, cafeteria) and revisit expectations following breaks and as needed throughout the year. • Implement a multi-tiered behaviour flowchart to ensure consistent identification, documentation, categorization, and response to minor and major behaviours. • Participate in the Provincial PBIS Cohort and apply learning to strengthen school-wide practices. • Strengthen the school's acknowledgement system (e.g., school mascot, assemblies, classroom celebrations) to recognize and reinforce positive behaviour. • Use behaviour and referral data (PowerSchool, classroom reports, attendance, and anecdotal records) to monitor trends, identify areas of need, and guide responsive interventions. • Establish a PBIS Leadership Team that meets regularly to review implementation, analyze behaviour data, and make recommendations for improvement. • Incorporate social-emotional learning and self-regulation strategies into daily classroom practice. • Provide ongoing professional learning and coaching for staff on proactive classroom management, trauma-informed practices, and culturally responsive behaviour supports. • Create opportunities for student voice and leadership in promoting a positive and inclusive school climate.	• Principal and Vice-Principal • PBIS School Team • Classroom Teachers • Educational Assistants • School-Based ESS Team • NB PBIS Support Staff **Timeline** • Weekly family communication • Monthly Newsletter and Calendar • Monthly Assembly • ESS Team Meetings • Revisit School Expectations after long breaks	**Implementation Evidence:** • School-wide expectations are explicitly taught and visible in all learning environments. • Staff consistently implement PBIS practices and behaviour support procedures. • Behaviour incidents are documented and reviewed regularly using PowerSchool data. • The PBIS team meets regularly to analyze data and identify next steps. • Positive behaviour acknowledgements are used consistently across the school. **Student Outcome Evidence:** • A decrease in the number of students identified as experiencing chronic behaviour challenges. • By June 2027, reduce the percentage of students experiencing chronic absenteeism (missing 10% or more of instructional days) to below 10%. • By June 2027, the number of students identified as experiencing chronic behaviour challenges decreases by 10% from the 2025-2026 baseline. • Fewer office-managed behaviour incidents throughout the school year. • Improved student engagement and participation in learning environments. • Students increasingly demonstrate expected school-wide behaviours across settings.