

M. Gerald Teed Memorial School

151 Black Street, Saint John, NB E2K 2L6

Tel: (506) 658-5352



School Improvement Plan

Our Mission

M. Gerald Teed's mission is to prepare children to succeed in future endeavors by providing an environment in which social, academic, and emotional skills are developed in accordance with individual needs and abilities.

Our Vision

Together we can do anything

Everyone is valued

Everyone can learn

Doing our best every day

Our Goal: 1. Increase Student Achievement through Instructional Planning & Practice

II. Teaming: *Indicator 14* – Teams meet regularly as learning communities and work to build individual and collective efficacy.

IV. Classroom Practice: *Indicator 22* – Teachers create and use daily and long-term plans designed to assess and address the diverse needs of learners.

We would observe our students...

- Engaged in learning
- Learning in multiple ways
- Working in small or individualized, differentiated groups that target growth in specific skills
- Applying learning to real life scenarios
- Learning through play and across curriculums

We would observe our teachers...

- Following provincial curriculum
- Collaborating, acting, and making an impact in PLC meetings based on gaps shown in data collected
- Sharing ideas and lessons through platforms like TEAMS; co-teaching, peer observations, feedback
- Implementing timely interventions in response to need

We would observe tasks and assessments that...

- Adhere to provincial guidelines
- Incorporate a team approach/discussion on trends and outliers
- Use achievement indicators from Holistic Curriculum

Our Goal: 2. Ensure ALL students are Included and Engaged

I. Systematic School Planning: Indicator 7 – School-based staff members create and maintain a learning environment that celebrates diversity, is focused on equity, and staff members are vigilant in eliminating barriers and reducing inequities.

IV. Classroom Practice: Indicator 32 – Classroom teachers take primary responsibility for teaching students with diverse learning needs and ensuring that appropriate accommodations, adjusted curricular outcomes, interventions and supports are in place.

We would observe our students...

- Being included, as much as possible, within the classroom
- Meeting academic and behavioural goals at all tier levels
- Thriving in a Positive Working and Learning Environment
- Excelling in all aspects of learning and school life
- Learning about and accepting differences in each other
- Being open to different points of view
- Showing a sense of belonging and school pride

We would observe our teachers...

- Working directly with all students and being aware of goals that are met with the help of Educational Assistant
- Following curriculum, policies, and procedures
- Receiving and acting on feedback from subject matter experts
- Creating STIPs and collecting data, then making referrals
- Making goals cross-curricular (Literacy, PE, Music, etc.)
- Collaborating on SEL lessons and activities

We would observe tasks and assessments that...

- Follow Policy 322
- Use a problem-solving, team approach
- Measure goals at all tier levels, including those that are individualized

Goal 1: Increase Student Achievement through Instructional Planning and Practice***1a: Engaged in Differentiated Learning***

By June 2026, classroom instruction will intentionally engage students in multiple ways of learning such as play-based, cross-curricular, and real-life applications, resulting in:

- Students working in small, individualized, and differentiated groups targeting specific skill development
- High levels of student engagement and application of learning

Success Indicator:

At least 85% of classroom observations reflect engaged students, differentiated instruction, and opportunities for students to apply learning meaningfully.

Measurement Tools:

- Classroom walkthroughs
- Observation checklists
- Lesson plans and task samples

Goal 1: Increase Student Achievement through Instructional Planning and Practice***1b: Collaborative, Data-Informed Instructional Practice***

By June 2026, teachers will consistently collaborate through Professional Learning Communities (PLCs) to analyze student data, identify learning gaps, and plan instructional adjustments aligned with provincial curriculum.

Success Indicators:

- 100% of PLC teams maintain documented meetings focused on student data and instructional response
- Teachers collaborate through TEAMS, co-teaching, peer observations, and feedback, with shared lessons and strategies evident

Measurement Tools:

- PLC agendas and minutes
- Shared planning materials on TEAMS
- Peer observation and collaboration records

Goal 1: Increase Student Achievement through Instructional Planning and Practice**1c: Assessment-Driven, Timely Intervention**

By May 2026, teachers will use curriculum-aligned assessments and common tasks to inform instruction and implement timely, targeted interventions for students in need.

Success Indicators:

- Common assessments aligned with provincial curriculum are used across teams
- Interventions are implemented within 2–3 weeks of identified need
- Student progress is monitored and adjustments are made based on assessment evidence

Measurement Tools:

- Assessment samples
- Pre- and post-assessment data
- Intervention tracking documentation

Our Goal: 2. Ensure ALL students are Included and Engaged

2a: Inclusive Student Engagement and Belonging

By June 2026, all students will be meaningfully included and actively engaged in classroom learning and school life, resulting in:

- Improved achievement of academic and behavioural goals across all tiers
- Students thriving in a positive, respectful learning environment
- Demonstrated acceptance of differences, openness to varying perspectives, and a strong sense of belonging and school pride

Success Indicators:

- Classroom observations show students included in learning to the greatest extent possible
- Growth in academic and behavioural data for students at all tier levels
- Positive indicators of student engagement and belonging

Measurement Tools:

- Classroom and school walkthrough data
- Academic and behaviour tracking data
- School climate and engagement observations

Our Goal: 2. Ensure ALL students are Included and Engaged

2b: Collaborative and Responsive Inclusive Practice

By June 2026, teachers will use collaborative, data-informed inclusive practices to support all learners by:

- Working directly with students and collaboratively with Educational Assistants
- Creating and monitoring STIPs, collecting data, and making appropriate referrals
- Receiving and acting on feedback from subject matter experts
- Ensuring instruction aligns with curriculum, policies, and procedures

Success Indicators:

- STIPs are developed, implemented, and reviewed consistently
- Evidence of data use to inform supports and referrals
- Teacher collaboration reflects shared responsibility for student success

Measurement Tools:

- STIP documentation and progress monitoring
- Data review records
- Collaboration and intervention logs

Our Goal: 2. Ensure ALL students are Included and Engaged***2c: Cross-Curricular SEL and Assessment Practices***

By May 2026, teachers will design and implement cross-curricular learning tasks and assessments that integrate Social-Emotional Learning (SEL) to promote engagement and inclusion for all students.

Success Indicators:

- Learning goals embedded across subject areas (Literacy, PE, Music, etc.)
- Consistent collaboration on SEL lessons and activities
- Assessments and tasks reflect inclusive practices and individual student goals

Measurement Tools:

- Lesson and unit plans
- Assessment samples
- Evidence of cross-curricular and SEL collaboration