

# M. Gerald Teed School Improvement Plan

## Mission:

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.

## Vision:

Together we can do anything! Everyone is valuable,  
Everyone can learn, Doing our best every day.

## Our Beliefs:

We believe that community involvement enriches student success.

We believe in a safe and inclusive learning and working environment.

We believe in learning tailored to individual needs.

We believe celebrating achievements fosters a positive school environment.

## School Areas of Focus

### Academic

**Ends Policy 1:** To demonstrate continuous progress toward provincial targets in literacy, numeracy, and science (English and French Immersion) and to improve learning in and application of the arts, trades, and technology.

### Goal

**Objective 3 and 4:** Improve literacy and numeracy skills for all learners.

#### Strategies:

- Daily formative assessment to immediately identify areas for focus
- Summative, whole-school data collection in November, March, and June
- Analyze results by PLC team monthly, analyze on whole-school level at least 4 times per year
- Follow academic pyramid of interventions
- Make coaching and other external requests based on data
- Use teaching process map; follow PDCA cycle
- Obtain relevant professional learning connected to continuous improvement

### Positive Learning Environment

**Ends Policy 2:** To provide positive, safe and inclusive learning and working environments for children, youth, and staff.  
**Ends Policy 5:** To expect all members of the school community to be welcomed, respected, accepted and supported and to address heterosexism and discrimination.

### Goal

**Objective 1:** Ensure all learners have a strong sense of belonging.

**Objective 7:** Ensure all learners develop the knowledge, skills, and behaviours needed to continually adapt to, and thrive in, their environment.

#### Strategies:

- Daily feedback to students
- Celebrations of students in announcements, newsletters, bulletins, etc.
- Use welcoming handbook for international students
- Display flags, greetings, and times of different countries/languages
- Work with ELL coordinator and coaches
- Student activities in association with community such as Heritage Fair, etc.

### Community

**Ends Policy 3:** To strengthen engagement of families and foster community partnerships.

### Goal

**Objective 9:** Foster leadership, active citizenship, and an entrepreneurial mindset.

#### Strategies:

- Communication with community through various methods: school website, messenger, etc.
- Work closely with PSSC and Home and School to gather and act on community input
- Continue to build ties with community through partnerships
- Hold events for students centering around community, academic, and social growth.

# M. Gerald Teed Memorial School: School Improvement Plan (2018-21)

**Our School Vision:** Together we can do anything!, Everyone is valuable, Everyone can learn, Doing our best every day,

**Our School Mission:** 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.

## Areas of Focus – Alignment Table

EECD Areas of Focus (Education Plan)	District Areas of Focus (DIP)	School Areas of Focus (SIP)
<p><b>Objective 4:</b> Improve numeracy skills for all learners</p> <p><b>Objective 3:</b> Improve literacy skills for all learners</p>	<p><b>Ends Policy 1:</b> To demonstrate continuous progress toward provincial targets in literacy, numeracy, and science (English and French Immersion) and to improve learning in and application of the arts, trades, and technology.</p>	<p><b>Academic</b></p> <p>80% of students will be working at grade-level (3) in literacy and numeracy by the end of the school year.</p>
<p><b>Objective 1:</b> Ensure all learners value diversity and have a strong sense of belonging</p> <p><b>Objective 7:</b> Ensure all learners develop the knowledge, skills and behaviours needed to continually adapt to, and thrive in, their environment</p>	<p><b>Ends Policy 2:</b> To provide positive, safe and inclusive learning and working environments for children, youth, and staff.</p> <p><b>Ends Policy 5:</b> To expect all members of the school community to be welcomed, respected, accepted and supported and to address heterosexism and discrimination.</p>	<p><b>Character/Positive Learning Environment/Behaviour</b></p> <p>Students will be recognized for positive behaviours and will have a sense of belonging in our school.</p>
<p><b>Objective 9:</b> Foster leadership, active citizenship and an entrepreneurial mindset</p>	<p><b>Ends Policy 3:</b> To strengthen engagement of families and foster community partnerships.</p>	<p><b>Community</b></p> <p>Continue to foster ties and communication with community to further enrich students.</p>

## School Area of Focus 1: Academic – Numeracy

Smart Goals & PLOP	Strategies and Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
<p><b>SPECIFIC</b> 80% of students will be working at grade-level on building block tasks as outlined in the Priority Delivery Unit (PDU) plan for numeracy on the Math Improvement Site (MIS).</p>	<p>Base school goals on PDU directives and consult MIS for leveled tasks and formative measurement tools.</p>	All teachers	<ul style="list-style-type: none"> <li>Math coaches</li> <li>MIS</li> </ul>	On-going	x4/year min.	Formative and summative results (to be monitored by office).
<p><b>MEASUREABLE/TIMELY</b> Daily formative assessment will ensure this target is being met/maintained so that outliers and issues can be identified immediately in Professional Learning Communities (PLCs) and through the Essential Students Services Team (ESST).  In addition, summative data sweeps, such as the Provincial Common Benchmark, will be administered three times per year, around our scheduled reporting months: November, March, and June.</p>	<ul style="list-style-type: none"> <li>Use formative assessment daily</li> <li>Share results during PLCs and plan accordingly</li> <li>Use academic pyramid of interventions to determine in-class, RTI, and external needs</li> <li>Make coaching requests based on PLC meetings</li> <li>Provincial Common Benchmark in November, March, and June</li> <li>Review results and compare to formative</li> <li>Base instruction directly on formative and summative results</li> </ul>	All teacher	<ul style="list-style-type: none"> <li>Math coaches</li> <li>MIS</li> <li>Formative assessment spreadsheets</li> <li>Provincial Common Benchmark kits</li> <li>Academic pyramid of intervention</li> <li>ESST time</li> <li>PLC time</li> </ul>	On-going	x4/year min.	<p>Use of assessment tools (as prescribed). Plus quicker of identification and help for struggling students.</p> <p>Frequent, scheduled and EFFICIENT PLC and ESST meetings resulting in direction for instruction and assistance.</p> <p>Tier 1 strategies address issues through differentiation.</p>
<p><b>ATTAINABLE</b> Current formative assessment data indicates that most students are meeting grade-level outcomes. Also Provincial Common Benchmarks show that target is being met.</p>	<ul style="list-style-type: none"> <li>Monitor closely</li> <li>Continue best practices (mini lessons, differentiation, small grouping, co-teaching)</li> <li>Modify when necessary</li> </ul>	All teachers	Formative and summative data	On-going	x4/year min.	Data from formative assessment and Provincial Common Benchmark data.

## School Area of Focus 1: Academic – Numeracy

Smart Goals & PLOP	Strategies and Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
<p><b>RELEVANT</b> Provide continuous improvement toward provincial targets in numeracy while following the teaching process map, which focuses on formative assessment through the Plan, Do, Check, Act (PDCA) cycle.</p>	<ul style="list-style-type: none"> <li>• Use teaching process map; follow the PDCA cycle</li> <li>• Obtain relevant professional learning connected to continuous improvement</li> </ul>	All teachers	<ul style="list-style-type: none"> <li>• Teaching processing map</li> <li>• Professional learning</li> </ul>	On-going	x4/year min.	Self, peer, coach, and administrative observations and feedback.

### School Area of Focus 1: Academic – Literacy

Smart Goals & PLOP	Strategies and Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
<p><b>SPECIFIC</b> 80% of students will achieve the provincially determined independent reading, writing, and speaking levels by the end of the school year.</p>	<p>Base school goals on PDU directives and consult district literacy directives for standards in assessment and methodology.</p>	<p>All teachers</p>	<ul style="list-style-type: none"> <li>• Literacy coaches</li> <li>• District assessment standards and rubrics</li> <li>• Fountas and Pinnell kit</li> <li>• Soft start ideas for oral language</li> <li>• Diverse subject and levels of books for guided reading</li> <li>• Guided reading tables</li> <li>• Data binders for guided reading assessment</li> </ul>	<p>On-going</p>	<p>x4/year min.</p>	<p>Formative and summative results (to be monitored by office).</p>

## School Area of Focus 1: Academic – Literacy

Smart Goals & PLOP	Strategies and Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
<p><b>MEASUREABLE/TIMELY</b> Daily formative assessment will ensure this target is being met/maintained so that outliers and issues can be identified immediately in Professional Learning Communities (PLCs) and through the Essential Students Services Team (ESST).</p> <p>In addition, summative data sweeps, such as the District Reading and Writing Benchmarks, will be administered three times per year, around our scheduled reporting months: November, March, and June.</p>	<ul style="list-style-type: none"> <li>• Use formative assessment daily</li> <li>• Share results during PLCs and plan accordingly</li> <li>• Use academic pyramid of interventions to determine in-class, RTI, and external needs</li> <li>• Make coaching requests based on PLC meetings</li> <li>• Provincial Common Benchmark in November, March, and June</li> <li>• Review results and compare to formative</li> <li>• Base instruction directly on formative and summative results</li> </ul>	All teacher	<ul style="list-style-type: none"> <li>• Literacy coaches</li> <li>• District literacy standards</li> <li>• Guided reading data binders to manage formative assessment</li> <li>• District Reading and Writing benchmark rubrics and kits</li> <li>• Academic pyramid of intervention</li> <li>• ESST time</li> <li>• PLC time</li> </ul>	On-going	x4/year min.	<p>Use of assessment tools (as prescribed). Plus quicker of identification and help for struggling students.</p> <p>Frequent, scheduled and EFFICIENT PLC and ESST meetings resulting in direction for instruction and assistance.</p> <p>Tier 1 strategies address issues through differentiation.</p>
<p><b>ATTAINABLE</b> Current formative assessment data indicates that most students are meeting grade-level outcomes. Also Provincial Common Benchmarks show that target is being met.</p>	<ul style="list-style-type: none"> <li>• Monitor closely</li> <li>• Continue best practices (mini lessons, differentiation, small grouping, co-teaching)</li> <li>• Modify when necessary</li> </ul>	All teachers	Formative and summative data	On-going	x4/year min.	Data from formative assessment and Provincial Common Benchmark data.
<p><b>RELEVANT</b> Provide continuous improvement toward provincial targets in numeracy while following the teaching process map, which focuses on formative assessment through the Plan, Do, Check, Act (PDCA) cycle.</p>	<ul style="list-style-type: none"> <li>• Use teaching process map; follow the PDCA cycle</li> <li>• Obtain relevant professional learning connected to continuous improvement</li> </ul>	All teachers	<ul style="list-style-type: none"> <li>• Teaching processing map</li> <li>• Professional learning</li> </ul>	On-going	x4/year min.	Self, peer, coach, and administrative observations and feedback.

<b>School Area of Focus 3: Character/PLE/Behaviour</b>						
<b>Smart Goals &amp; PLOP</b>	<b>Strategies and Actions</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timelines</b>	<b>Monitoring</b>	<b>Evidence of Success</b>
30% of our student body is composed of international students/English Language Learners (ELLs). We will ensure these, as with all of our students, will feel welcomed and safe in our school community.	<ul style="list-style-type: none"> <li>• Display of international flags</li> <li>• Clocks with times in different countries</li> <li>• Welcome greetings in multiple languages</li> <li>• Adherence to district guide to welcoming international students</li> <li>• Work with ELL coordinator and coaches</li> <li>• Heritage Fair</li> <li>• Consultation with international families</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• Administrators</li> <li>• PSSC and Home and School members</li> <li>• Community members</li> </ul>	<ul style="list-style-type: none"> <li>• Welcoming booklet</li> <li>• ELL coordinator and coaches</li> <li>• Community members</li> <li>• Signs and welcoming messages in multiple languages</li> </ul>	On-going	Daily	<ul style="list-style-type: none"> <li>• Student and parent surveys</li> <li>• School climate</li> <li>• Conversations and observations from students</li> </ul>
Students will be recognized for positive behaviours and will have a sense of belonging in our school.	<ul style="list-style-type: none"> <li>• Classroom rewards/feedback</li> <li>• Birthdays and accomplishments in morning announcements, bulletin boards, and email communication.</li> </ul>	All staff	Student of the Week sheets	On-going	Daily	<ul style="list-style-type: none"> <li>• Student and parent surveys</li> <li>• School climate</li> <li>• Conversations and observations from students</li> </ul>

## School Area of Focus 4: Community

Smart Goals & PLOP	Strategies and Actions	Responsibility	Resources	Timelines	Monitoring	Evidence of Success
Maintain communication with M. Gerald Teed families about student successes and school events.	<ul style="list-style-type: none"> <li>School messenger</li> <li>Office weekly announcement board</li> <li>Monthly school and classroom newsletters</li> <li>Posting School Improvement (SIP) plan on school website</li> <li>Announcements, calendar on school website</li> <li>Twitter feed</li> <li>Phone calls with student updates</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>Website</li> <li>Twitter</li> <li>Email</li> <li>Phone</li> <li>Board</li> </ul>	On-going	Weekly	<ul style="list-style-type: none"> <li>Family survey</li> <li>Feedback from community</li> </ul>
Hold monthly PSSC and Home and School meetings to gather community input.	<ul style="list-style-type: none"> <li>Announce meeting dates and times</li> <li>Invite new members</li> <li>Take meeting minutes</li> <li>Act on suggestions</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Community members</li> </ul>	<ul style="list-style-type: none"> <li>Meeting space</li> <li>Community members</li> </ul>	On-going	Monthly	<ul style="list-style-type: none"> <li>Family survey</li> <li>Feedback from community</li> </ul>
Continue partnership with Shannex.	<ul style="list-style-type: none"> <li>Use Shannex as EMO site</li> <li>Hold an event, such as a walk, at the Shannex</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Shannex staff</li> </ul>	<ul style="list-style-type: none"> <li>Shannex staff</li> </ul>	On-going	Semi-annually	<ul style="list-style-type: none"> <li>Family survey</li> <li>Feedback from community</li> </ul>
Hold events in conjunction with PSSC and Home and School suggestions and volunteers.	<ul style="list-style-type: none"> <li>Theatre productions</li> <li>Heritage Fair</li> <li>STEM day</li> <li>Art day</li> <li>Field day</li> <li>Astronomy night</li> <li>Academic evenings</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>Community members</li> </ul>	<ul style="list-style-type: none"> <li>Various items based on focus</li> <li>Volunteers</li> <li>Physical space</li> </ul>	On-going	X4/year min.	<ul style="list-style-type: none"> <li>Family survey</li> <li>Feedback from community</li> </ul>

**Community Members/Organizations 2018-19:** List here

**PSSC 2018-19:** List here

**Home and School 2018-19:** List here