

St. Patrick's School



*School
Improvement
Plan
2010 - 2013*

*SCHOOL IMPROVEMENT PLAN
FOR
ST. PATRICK'S SCHOOL
2010-2013*

SCHOOL PROFILE

(as of 2010)

St. Patrick's is an elementary school located at 172 City Line in the western sector of the city of Saint John. The main building was constructed in 1924 with the gymnasium and the new wing being completed in 1959 and 1964 respectively. The school serves a population of approximately 140 students in Grades K-5. The boundaries of the school zone stretch from Market Place to Lancaster Ave. Since St. Patrick's is a neighbourhood school, the majority of the student body, walk to and from school.

Programs within the school are intramural sports, jogging club, choir, lunch and breakfast program, extracurricular sports (cross country, track and field), afterschool clubs (cheerleading, drama, and chess), Peer Helpers, Rainbows, Craft Club, K-Kids and many more. Many of these programs would not be possible without our Community School Coordinator. This is a necessary position that allows greater enrichment and activity to our student's lives. As well, the community at large benefits from our many programs, from 'Movie Night' for families and information sessions for parents in the evening.

MISSION STATEMENT

The mission of St. Patrick's School:

We empower our students to achieve their highest potential as citizens through equal learning opportunities.

Literacy – Reading Comprehension

READING

Goal: To continue using a balanced literacy program to strengthen the connection between reading comprehension and writing.

<i>Strategies/Actions</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of success</i>
1) In-service on using balanced literacy to guide teacher practice in cross-curricular instruction.	2010 onward	Teachers	Increased comfort level when using balanced literacy practices to ensure content is achieved.
2) Students receive focused mini-lessons (5-10 minutes) to move them towards independence in reading and writing.	2010 onward	Teachers	Students will be more independent in reading and writing.
3) Improve upon and practice all areas of the seven “Principles of Assessment” in all subject areas.	2011 onward	Teachers	Continual use and practice of the language indicated in the seven “Principles of Assessment”
4) Each teacher is responsible for implementing the 9 balanced literacy components.	2010 onward	Teachers	Daily 5/The Cafe and Miriam Trehearne utilized in classroom as a common practice.
5) Provide more opportunities for critical and higher order thinking across the curriculum (i.e. teachers frequently use the Standards binder for different levels of questions to assess depth of understanding).	2010 onward	Teachers	Students will demonstrate that they can explore, reflect on and express their own ideas, learning, perceptions and feelings (21C).
6) Develop activities in literacy that promotes stronger vocabulary development.	2010 onward	Teachers	Students will show improved reading comprehension, oral language skills and writing abilities.
7) Connect Sing-Song with classroom literacy practices.	2010 onward	Teachers	Teachers integrate lyrics into literacy routines.
8) Create a Reading Lounge for use during both non-instructional and instructional time.	Sept. 2011	Teachers/ Administration	Students independently choose reading as an extra-curricular activity.
9) Create a Student Data book template for K – 5 use.	April 2011	Teachers/ Administration	Student Data books are created and maintained.
10) All teachers will collect data through running records, guided reading and intervention to guide instruction.	2011 onward	Teachers	Teachers and students will refer to Student Data books to guide instruction.

Literacy - Writing *2010-2013*

WRITING

Goal: To continue using a balanced literacy program to strengthen the connection between reading comprehension and writing.

<i>Strategies/Actions</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of success</i>
1) Students are able to effectively choose and write various types of text and genres by Grade five.	2013	Teachers	Improved writing assessment results (formative and summative).
2) Improve upon and practice all areas of the seven "Principles of Assessment" in writing with an emphasis on using leveled student samples.	2011 onward	Teachers	Continual use and practice of the language indicated in the seven "Principles of Assessment." This will build an awareness of achievement expectations.
3) Strategies in writing will be reinforced across all subject areas.	2010 onward	Teachers	More effective communication through student writing in all subject areas.
4) Have students write about the texts they are currently reading to ensure a better reading-writing connection.	2011 onward	Teachers	Students create and use comprehensive response journals at least once a week.
5) As a staff, analyze provincial assessment scores to determine which Write Traits need to be improved.	2010 onward	Teachers / Administration	Teachers and administrators will have meaningful, ongoing, data-driven dialogue. Teachers will become more comfortable understanding data.
6) Use Student Data books to keep writing benchmarks in order to assess writing to guide instruction and provide information for intervention.	2011 onward	Teachers	Teachers provide meaningful intervention to address areas for improvement.
7) Students will write 5 benchmark demand pieces: September, November, early February, early April and early June.	2010 onward	Teachers	Assessed benchmark pieces will be added to Student Data books.
8) Create and maintain K-5 writing rubrics based on the Literacy Standards binder.	2010 onward	Teachers	Writing rubrics will be used for formative and summative assessments.

Math
2010 - 2011

Goal: Teachers will develop students' math competencies through the use of investigative learning.

<i>Strategies/Actions</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of success</i>
1) Use Fosnot, First Steps and CAMET resources to assist in implementation of curriculum outcomes.	2011 onward	Teachers and Administration	Teachers collaborate on 'Best Practice' regarding Fosnot, First Steps and CAMET.
2) Use effective math centers and peer collaboration to improve student understanding.	2010 onward	Teachers	There will be a shift from teacher-directed to student centered learning.
3) A variety of math manipulatives should be available for student use on a daily basis.	2010 onward	Teachers	Each class will have manipulatives appropriate to grade level curricular outcomes.
4) Indicate the Specific Curricular Outcomes in each lesson plan and display student-friendly version.	January 2011 onward	Teachers	Outcomes will be clearly posted in each classroom.
5) Use district math curriculum map in both scope and sequence.	September 2011	Teachers/Math Coach	Teachers follow guidelines as set by district.
6) Analyze provincial data to determine which math strands need to be improved upon.	2011 onward	Teachers and Administration	Instructional practices are modified to reflect data results.
7) Develop and share mental math strategies, including activities on the Smartboard.	2010 onward	Teachers/Math Coach	Students transfer mental math skills to all areas of math curriculum.
8) Create a Student Data book template for K – 5 use.	September 2011	Teachers	Student Data books are created and maintained.

SCIENCE **2010-2013**

Goal: There will be more exposure to and emphasis on inquiry based learning in accordance with NB3/21C.

<i>Strategies</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of success</i>
1) Hold one grade 3-5 Science Fair each Fall to demonstrate applied science concepts. K-2 students will hold one Science Fair each Spring.	November 2011	Teachers and Administration.	Projects will be displayed for parents and other community members.
2) Create a Science room/lab with science materials and manipulatives for science experiments.	2011	Teachers and Administration.	Science room/lab is used for regular instruction.
3) Teachers will utilize resources such as science kits from enrichment coordinator to improve Science instruction.	January 2011	Teachers	Kits are being used in the classroom and lab.
4) We will have more outside science shows come to the school, e.g. Ocean's Wild.	2010 onward	Administration and Teachers	Students will celebrate their experiences through writing.
5) Use real-life science problems as a means to teach science exploration and inquiry.	2010 onward	Teachers	There will be a shift from teacher-directed to student centered learning.

