

# *St. Patrick's School*



*School  
Improvement  
Plan  
Draft~2014 – 2017*

*SCHOOL IMPROVEMENT PLAN  
FOR  
ST. PATRICK'S SCHOOL  
Draft Copy ~ 2014-2017*

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***SCHOOL PROFILE***

*(as of 2014)*

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 182 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.

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***MISSION STATEMENT***

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

***VISION STATEMENT***

**We strive to teach our students to be responsible, productive, independent and globally-minded.**

## *(Draft Copy) Literacy – Speaking and Listening*

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*Goal: To use timely and efficient formative assessment practices in order to ensure effective and meaningful intervention.*

<i>Strategies/Actions</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of success</i>
1) Provide opportunities for students to present orally. (Readers Theatre or short Plays) Each student would present, on average, once every 2 weeks. This would be during instructional classroom time.			
2) Teachers will provide students with opportunities to collaborate on the writing process. Through questioning, listening and responding, students will exchange and expand on their writing ideas. This could be used to develop and organize their thinking in preparation for writing.			
3) Students will be given public speaking opportunities both inside the classroom and within the school community. Examples are: morning announcements, speaking at assemblies, answering telephones, etc.			
4) Provide monthly opportunities for students to learn and develop debate skills. Initial skills would be listening and responding (K-2) before progressing to formal debating (3-5).			

***(Draft Copy) Literacy – Writing and Representing  
2014-2017***

*Goal: To use timely and efficient formative assessment practices in order to ensure effective and meaningful intervention.*

<i>Strategies/Actions</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of success</i>
1) Use formal and informal opportunities through reading response journals to Read, Think, and Write (read a book, think about what was read, and write a response). Teachers may or may not use prompts.			
2) Teachers will include in their print rich environment The Six Traits of writing strategies, the Writer’s Workshop writing process, and the CAFÉ strategies. These will be used to inform instruction as well as to track student progress.			
3) After each benchmark teachers will send home a completed writing sample including the appropriate achievement exemplar for comparison. Also send an exemplar as to where the child should progress. (Next report)			
4) Teachers and E.A.’s will continue to use Students Data Books or a system of self-assessment whereby students will discuss with the teacher or E.A. their academic goals and whether they have been achieved.			
5) Provide a reading “tip of the month” for each level in our monthly newsletter.			
6) Teachers will include formalized guided writing sessions in their Literacy and / or Intervention blocks. Teachers will organize these sessions according to student weaknesses and needs. ** (Isn’t this already being done??)**			

***(Draft Copy) Literacy – Reading and Viewing  
2014-2017***

*Goal: To use timely and efficient formative assessment practices in order to ensure effective and meaningful intervention.*

<i>Strategies/Actions</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of success</i>
1) Students will have reading response journals and will include entries, minimum once per week. Response journals must focus on comprehension (strategies) and/ or writing standards.			
2) Provide a Literacy “tip of the month” for each level in our monthly newsletter.			
3) Provide students/ parents access to weekly Lending Library materials. Post notice in monthly newsletter. Possibly have a volunteer take this on.			
4) Drop everything and read or write. (Everyone does it!) Anytime during the day. (Fun sound / signal to start and finish).			
5) Staff will record what they are currently reading, on their own time, on small white boards posted outside classrooms.			

***(Draft Copy) Math***  
***2014 - 2017***

*Goal: To use timely and efficient formative assessment practices in order to ensure effective and meaningful intervention.*

<i>Strategies/Actions</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of success</i>
1) Teachers will create and implement weekly math journal lessons which give students the opportunity to demonstrate knowledge of curricular outcomes. Students will be required to use common math language to show they have knowledge of specific math concepts.			
2) Teachers will use real life experiences and/or the physical environment to practice investigative/exploration questions that are related to specific curriculum outcomes. (For example, creating a classroom/ token economy to help students understand place value, decimals, currency and data management etc...)			
3) Teachers will identify student weaknesses in each math curricular outcome and create either in class or multi- age math groups for intervention to ensure each student masters that curricular outcome. (For example, First Steps in Math and Prime Math)			
4) Teachers and students will create a method for collecting student data specifically for student self-assessment (in student friendly language) dedicated to math outcomes using common assessments.			
5) Teachers will implement Daily 5 Math once per week in their classrooms to provide opportunities for small group instruction / remediation.			
6) Each teacher will create an electronic data wall, in order to track each student's progress (or lack thereof) in Numbers, based on SCOs. Data collected through formative assessment and intervention will be applied according to data.			

***(Draft Copy) SCIENCE  
2014-2017***

*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) Teachers will expose “Discovery Education” to students in order to connect science curricular outcomes with current and real life scientific topics and issues.			
2) Once a year K-5 teachers will create and design a science experiment and / or scientific discovery related to the science curriculum. Students will use the scientific method to investigate and explore through higher order thinking (Blooms Taxonomy) the concept discovered from the experiment.			
3) Once a year, K-5 classes will create one scientific project to learn and implement the scientific method. Students will present science projects, findings and discoveries to the school community. (ie. Science Olympics)			
4) Teachers will use real life experiences and the physical environment to practice scientific practices (investigative) related to specific curricular outcomes. For example: discovering minerals / rocks in the school yard.			

***(Draft Copy) Positive Learning Environment Plan  
2014-2017***

*Goal: To ensure that students not only have a safe learning environment but also to encourage and instill independences and leadership qualities.*

<i>Strategies/Actions</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of success</i>
1) Include specific WITS – Shamrocks that Rock awards to be included in announcements and field trip awards. *Aren't we doing this already?			
2) K-2 & 3-5 PLC groups will create lesson plans or activities each year that directly relate to the WITS program and include it in the WITS resource area.			
3) Incorporate in each year's open house, an assembly/ information session to educate parents on the differences between conflict and bullying. This will be a separate session within Open House.			
4) Staff will collaborate to create a WITS themed assembly twice per year (October and January) to educate students and parents on the differences between conflict and bullying and the proper strategies for utilizing WITS.			
5) Provide enrichment opportunities for students using the expertise, talents and skills of community members and staff.			
6) Teachers will collect exceptional pieces of Art from students to be framed or displayed permanently around the school.			
7) Celebrate student academic accomplishments once per month during assemblies.			
8) Create an activity period from 12:10-12:30 pm for specific students to choose a fun activity provided by the teacher. Teachers will donate their time - what they feel is suitable.			
9) Create a day dedicated to tolerance when students will learn about culturally, physically and socially diverse topics.			
10) Staff will implement the <b><i>Leader In Me</i></b> program to enhance school culture and give all children an opportunity to lead. *This would include purchasing grade level materials for the program.			
11) Staff will create and implement a more effective and efficient use of manpower by means of more flexible relieving of both E.A.'s and teachers.			

**(Draft Copy) Professional Development  
2014-2017**

*Goal: Incorporate 21C core competencies in Science, Math and Literacy (NB3).*

<i>Strategies/Actions</i>	<i>Time</i>	<i>Responsibility</i>	<i>Indicators of success</i>
1) All Staff should have more opportunities to be educated in strategies and procedures for dealing with students who have aggressive or social/emotional/ behavioral issues. There should also be a list of 25% of staff with current certification in non-violent crisis intervention.*Shouldn't it be 50-100% (due to staff absences, lockdown, etc.)			
2) Professional development training with outside services to gain knowledge and skills to better assist students with specific needs. (APSEA, speech ,OT, Nurse, physiotherapy)			
3) P.D. for parents – lice, hygiene, active parenting, nutrition, safety, domestic violence. <b>Should come under Home and School initiative. Possibly on our monthly newsletter.</b>			
4) Teachers will receive in-service on the <i>Discovery Education</i> and <i>Aliant Education</i> website. Teachers will learn to integrate relevant topics and issues found on the website into daily lesson planning. *Should we move this to Math/Science?			
5) Teachers will receive in-service on Autism and strategies to use in the classroom for those who are on the Autism Spectrum.			
6) Teachers will receive Professional development training in Daily 5 Math. *may be difficult to find someone to train us.			