

Educational Project: Elementary



St. Patrick Elementary School



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EDUCATIONAL PROJECT

MISSION Statement

St. Patrick Elementary School is committed to excellence. In order for all students to become lifelong learners, our goal is to ensure that they are supported and engaged in their learning.

The staff is committed to the global learning of each child in reaching their full potential. This includes not only improving their academic abilities, but also ensuring their sense of wellness and belonging in the school community.

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VISION Statement

St. Patrick Elementary students will feel secure, confident and grow in an atmosphere which fosters responsible citizenship, flexibility, acceptance and integrity. This environment will guide them towards internal motivation and perseverance necessary to help them reach their full potential in literacy, numeracy, science, technology, physical activity and the arts.

St. Patrick Elementary will strive to:

- Build strong **learning partnerships** between students, staff and parents in order to best support the learning process.
- Create a **learning environment** in which every student feels valued, respected and safe.
- Embrace **pedagogical practices** with high academic standards and expectations of student excellence in all subject areas.
- Foster an environment where students can **leverage technology** in pursuit of academic goals and achievement.
- Encourage students to **collaborate**, be **creative**, use **critical thinking**, understand **citizenship**, build **character** and strengthen their **communication** skills.

EDUCATIONAL PROJECT

Student Exit Profile

Students will leave St. Patrick Elementary School:

- Confident and competent in reading, writing and communicating in both English and French.
- With an ability to be a critical thinker and to apply problem solving skills to all subject areas.
- Able to use technology as a learning tool and to become a responsible digital citizen.
- With an appreciation and understanding of the arts which encompasses musical instruments, performance and visual arts.
- Respectful towards others and able to work collaboratively.
- With an understanding of the importance of health and fitness and living a healthy lifestyle.

EDUCATIONAL PROJECT

Community Profile

Founded in 1963, St. Patrick Elementary is a community school located in the neighbourhood of Pincourt. Situated on Shamrock Street, it is in close proximity to Shamrock Park which includes a baseball field, a playground and a skating rink in winter. We are close neighbours and share a strong partnership with Edgewater Elementary School. Our school community works closely with the City of Pincourt and participates in many of the activities/events that are supported within our city community.

EDUCATIONAL PROJECT

Academic Program – Approaches to Learning

St. Patrick Elementary School offers a BILINGUAL PROGRAM of French and English in all three cycles. Subjects taught in French are French as a second language, social sciences (geography and history), science and visual art. English language arts, math, physical education, outdoor education and music are taught in English. Literacy is taught in many different ways such as phonemic awareness, word study, leveled books and conferencing. Numeracy is introduced to students through manipulatives, workbooks, word problems and real life situations. Formative and summative assessment tools are both important components implemented at St. Patrick Elementary in guiding student learning. Teachers collaborate across grade levels aligning the curriculum and creating logical steps within their planning, teaching and evaluative processes.

Project-based learning and differentiated lessons are techniques that allow students to both collaborate with peers and work independently at their own level and pace. Student engagement and student accountability are key components in how our teachers guide their academic programs of study. There are varying lunchtime activities that support class academics at St. Pat's, including robotics, math olympics and yearbook for our senior grades, literacy groups, fundraising clubs that can support different causes – each year brings new ideas for all of our students to uncover.

St. Patrick Elementary School is proud to offer a violin program for elementary aged students. Starting in Grade 3, students learn the violin and perform in a concert, on their instruments, at the end of the school year. All grade levels have music as one of their specialty subjects. Our kindergarten, grade 1 and 2 students prepare for and perform a vocal and choreographed presentation during the second term. Our school choir is an extra-curricular activity offered to our students in grades 3 through 6. Another extra-curricular program which supports the arts is our annual school play which is presented in the springtime. Productions are always student-led and student focused. A team of teachers and staff help with all aspects of the play making it a true community effort.

Since 2013-2014, St. Patrick Elementary has increased weekly physical activity by adding an outdoor education program in which all students, from kindergarten through grade 6, receive instruction in outdoor education activities, taking advantage of local parks, ski trails and skating rinks, not to mention our very own backyard. Our students participate regularly in our school board's ultimate frisbee, handball, cross country running, basketball, indoor soccer, volleyball and track & field tournaments throughout the school year. Our physical education program teaches skill development in our early grades leading up to varying team and individual sports in cycles 2 and 3. An intra-mural program during the lunch hour allows students to get involved in team sports in a non-competitive manner.

Engaging learners for life



Mission

The Lester B. Pearson School Board:

works with its community to provide a healthy, safe, respectful and inclusive learning environment in which there is flexibility for all students to reach their full potential.
prepares individuals to assume their roles as responsible, competent and successful citizens who are capable of working cooperatively within an ever-changing society.
measures its actions and decisions against the core values stated in the Lester B. Pearson School Board Vision Statement.



STRATEGIC DIRECTIONS

- 1 Improving Achievement
- 2 Ensuring Wellness
- 3 Strengthening Engagement

LOCAL SUCCESS TARGETS AND OBJECTIVES: St. Patrick Elementary

Strategic Direction 1: Improving Achievement

OBJECTIVE	STRATEGIES	INDICATORS	TARGET
To improve student mathematical reasoning skills.	<ul style="list-style-type: none"> - Provide ongoing PD for teachers in assessment and evaluation, deconstructing exam results and scaffolding concepts - Focus on improving the basic understanding of numeracy - Formative assessment 'check-ins' within cycle teams and across different grade levels 	<p>Grade 3 BOARD Math exam success rate - competency (uses mathematical reasoning).</p> <p>Grade 5 BOARD Math exam success rate - competency (uses mathematical reasoning).</p>	<p>A 5% increase in the success rate for MEES Grade 3 Board math exam from 90% (June 2015) to 95% (June 2020).</p> <p>A 5% increase in the success rate for MEES Grade 5 Board math exam from 70% (June 2015) to 75% (June 2020).</p>
To improve student reading and writing levels (overall comprehension) in English language arts.	<ul style="list-style-type: none"> - Use Running Records as benchmarks (Eval./Plan doc) - Use rubrics and exemplars across all grade levels - Early interventions for teaching literacy skills - PDIG binders as a map to connect grade levels and scaffold the learning outcomes 	<p>End of Cycle 3 MEES Grade 6 ELA exam overall success rate.</p> <p>Grade 4 BOARD ELA exam overall success rate.</p> <p>Grade-level Running Record results..</p>	<p>A 5% increase in the overall success rate for MEES end of cycle III ELA exam results from 76% (June 2015) to 81% (June 2020).</p>
To increase student understanding and fluency in French.	<ul style="list-style-type: none"> - Use GB+ as benchmarks (as per the Eval./Plan document) - Use rubrics and exemplars across all grade levels - Francisation program - Early interventions for teaching literacy skills - PDIG binders as a map to connect grade levels and scaffold the learning outcomes - Focus on conversational skills and increase exposure to French culture in the classroom 	<p>End of Cycle 3 MEES Grade 6 French exam overall success rate.</p> <p>Grade 4 BOARD FLS exam overall success rate.</p> <p>Grade-level GB+ results.</p>	<p>A 5% increase in the overall success rate for MEES end of cycle III French exam results from 88% (June 2015) to 93% (June 2020).</p>

LOCAL SUCCESS TARGETS AND OBJECTIVES: St. Patrick Elementary

Strategic Direction 2: Ensuring Wellness

OBJECTIVE	STRATEGIES	INDICATORS	TARGET
Reduce anxiety in the student population and strengthen a positive sense of belonging.	<ul style="list-style-type: none"> - Social skills groups - FSSTT support Participation in intramural activities, PE tournaments, science/math/arts activities - School-wide and community events, including assemblies 	Tell Them From Me (TTFM) Survey (Students with a positive sense of belonging)	Students in spring survey will increase their sense of belonging in grade 5 by 10% to 66% by the end of 2020 from 56% in 2015.
To promote a healthy mental and physical lifestyle.	<ul style="list-style-type: none"> - Participation in Phys. Ed. tournaments - Outdoor Education classes that include lessons on health - Extra-curricular activities (BOKS, intramurals, green initiatives, art activities, etc.) - Promoting healthy snack choices for recess/lunch - Relaxation period/activities during the school day 	Tell Them From Me (TTFM) Survey (Student participation in school sports and clubs)	Increase of 5% in spring survey in participation in both school sports (grades 4-6 in 2017 of 78%) and in school clubs (grades 4-6 in 2017 of 43%).
Foster safe and caring relationships within the school community.	<ul style="list-style-type: none"> - Reading buddies - Leadership activities - Anti-Bullying programs - Virtues assemblies - FSSTT support 	<p>Tell Them From Me (TTFM) Survey (Students with positive relationships)</p> <p>Tell Them From Me (TTFM) Survey (Positive teacher-student relations)</p>	<p>Increase of 5% in spring survey in students with positive relationships (grades 4-6 in 2017 of 85%).</p> <p>Increase of 0.6/10 in spring survey in positive student-teacher relations (grades 4-6 in 2017 of 8.4/10).</p>

LOCAL SUCCESS TARGETS AND OBJECTIVES: St. Patrick Elementary

Strategic Direction 3: Strengthening Engagement

OBJECTIVE	STRATEGIES	INDICATORS	TARGET
<p>Increase the number of students engaged in their learning.</p>	<ul style="list-style-type: none"> - Leveraging technology in the classroom and throughout school activities - Assessment tools as a way to have students become more accountable for their learning - Project-based learning - St. Pat's Virtues Assemblies - Terry Fox Run with Edgewater - Gleam Team Projects - Extra-curricular activities - Culture in the School activities - Field Trips to augment in-class learning outcomes 	<p>Tell Them From Me (TTFM) Survey (Students who are interested and motivated)</p> <p>School-wide activities</p> <p>Culture in the School activities</p>	<p>A 10% increase in spring survey of students reporting interest and motivation in their learning to 75% in grade 5 by 2020 from 65% in grade 5 in 2015.</p>

APPENDIX D

Guiding Principles Special Needs Department

1. The school resource team:

- a multidisciplinary problem solving school team that helps teachers develop strategies for students experiencing difficulty
- participants include in school professionals, school board professionals, support from outside organizations

2. Weekly meetings to discuss students:

- following the school's referral process
- to coordinate school staff in meeting the needs of individual students
- follow up with school team on strategies implemented

3. Problem solving meeting:

- classroom teachers first identify academic concerns
- team brainstorms strategies and interventions
- a plan of action is developed and shared with the school team. and with parents when necessary

4. Referral process:

- communication between classroom teacher and resource team, seeking input from all staff involved with student
- teacher completes record of teaching strategies in use
- teacher completes referral form
- student added to next weekly resource meeting agenda

5. Individual Education Plan (IEP):

- collaborative planning between teachers and resource team
- planning of intervention strategies to be implemented
- setting objectives to meet the needs of students experiencing difficulties
- the IEP is used for planning, monitoring, evaluating and communicating the student's growth
- parents are included in the process and are contacted to meet and review the newly created/altered IEP
- students with an IEP have at least 10 communications each school year