



-ST. PATRICK SCHOOL-

SUCCESS PLAN

FOR

2010 – 2015

Guiding Principles:

“Together we can achieve”

At St. Patrick School we are committed to creating a safe and caring community within, where each member has the opportunity to reach his or her personal, academic and physical potential. A collaborative partnership between parents, students, staff and administration functions to make this a reality.

Introduction:

- ◆ Language is the foundation of all children’s learning. In an effort to improve literacy skills at St. Patrick School teachers are committed to designing their instructional materials and presentations in a manner that fosters cooperative learning skills in all of their students. Through professional development and an ongoing sharing of ideas amongst educators, proven instructional techniques such as Guided Reading, Daily Five, and Student-Led Centers are now the norm in all classrooms at St. Patrick School. These teaching methods allow students to develop academically at their own pace while simultaneously providing them with opportunities to learn and guide each other in a cooperative manner. We believe that these practices, along with the positivity and enthusiasm exhibited by the teachers, has enabled students to feel a sense of pride and ownership with regard to their education and that they will therefore continue to progress and grow both personally and academically.
- ◆ Students are more likely to achieve academically and feel more confident as learners if they are part of a nurturing and trusting teacher-student relationship. As such, to further improve academic levels in our cycle one students they are exposed to only one bilingual teacher who teaches all subjects to his or her students throughout the cycle.
- ◆ St. Patrick School is an official member of Peaceful Schools International. This community has made great advancements in its journey towards the creation of a culture of peace, respect and cooperation. We believe that our school, with a population of approximately 345 students, is the perfect size to foster an atmosphere of “one big family of learners” where peer modeling and unconditional support and acceptance can be achieved. Reading buddies, bus buddies, school yard conflict mediation between peers, student-led assemblies and presentations are all becoming the norm at St. Patrick School. In addition, there are many new and long-standing community building events that occur throughout every school year that involve parents, community leaders and students.

School Profile:

St. Patrick School is located in Pincourt, Quebec, a suburb of Montreal situated just off its western tip. The socioeconomic status of the families with children attending St. Patrick School is diverse, and the geographical area that they reside in is broad. This includes Pincourt, Terrasse-Vaudreuil, Notre-Dame-de-L’Ile-Perrot, Les Cèdres and Vaudreuil-Dorion. Since 1962, St. Patrick School has had a long-standing tradition of serving the English language community of Pincourt and its nearby towns. Over the past few years the aforementioned municipalities have undergone a population boom due to affordable housing and easy access to the city of Montreal.

To accommodate this growth, creative solutions, such as a reorganization of the layout of the school to allow for a library and additional classroom space, are in the process of being implemented. Major building renovations have recently been completed. Specifically, the entire school has been freshly painted, new windows and doors were installed, the roof has been revamped and the school yard was completely refurbished. In the past two years over \$600 000.00 has been invested in St. Patrick School. This is thanks to the financial commitment of the Lester B. Pearson School Board, the city of Pincourt, and the parents of St. Patrick School, who are involved in a positive and cooperative manner in all aspects of the students' education.

St. Patrick School offers a bilingual program to all students from kindergarten to grade six. Children with special needs attending St. Patrick School are fully integrated in the classroom with their same-age peers. Our resource team, in conjunction with classroom teachers, is instrumental in modifying and adapting the curriculum when necessary, ensuring that each child's Individual Education Plan (IEP) clearly reflects his or her strengths and needs. They also verify that the goals to be achieved by each student with special needs are realistic and meaningful, thus making each child's progression from term to term relevant and observable. This transparency facilitates positive and open communication with parents and a successful cycle-to-cycle transition for the students.

The main academic goal at St. Patrick School is to increase the level of early literacy for all students. As such, many resources and supports are put in place to increase the likelihood of success. By the same token, students are encouraged to reach their personal and physical potential through participation in the many extra-curricular activities offered at St. Patrick School. Students can choose to be part of a vibrant music program, or they may act and sing in one of the two major musical productions that are presented yearly. Students also have the opportunity to join sports teams and other activities that are offered throughout the year such as Hip Hop, Taekwondo, Intramurals and many more.

Finally, students in cycle three who are interested in learning leadership skills or sharing their existing peer modeling talents can do so by becoming a St. Pat's Leader.

Children attending St. Patrick School know that they are part of a school community where teachers and staff will not only educate them on academic matters, but also listen to them and support them through any difficulties they may encounter.

School Vision:

Students will feel secure and confident in an atmosphere that fosters responsible citizenship, flexibility, acceptance and integrity. This environment will provide them with the internal motivation and perseverance necessary to help them reach their full potential in literacy, mathematics, technology, physical activity and the arts.

Mission Statement:

All of the educators at St. Patrick School firmly believe that to teach a child one must reach a child, and as such we focus on the entire world of the child. This includes not only their academic abilities, but also their physical, social/emotional and personal dimensions.

St. Patrick School is committed to excellence. We ensure that all students feel welcomed and supported and are eager and able to commit to their job of being active lifelong learners.

Quantitative Data:

- ❖ The three cycle teams have been promoting and practicing student-led centers, a cooperative group approach that helps students to achieve their targeted levels in all academic subjects. As a result of this initiative, students have become stronger readers in both languages and improvements have been noted in mathematics. In addition, students have become proficient cooperative learners in that they are able to help their peers enhance their mathematical, reading and writing skills in both languages.
- ❖ Teachers at St. Patrick School have been keeping running records of the students' reading levels in both French and English Language Arts. The data collected through running records indicates that reading levels are improving in both English and French. However, there is room for further advancement, particularly in French.
- ❖ Cycle teams are conducting an in-depth review of this data to identify the factors that contributed to reading development so that further progress will ensue. In addition to advancing reading levels, teachers have observed an increased desire on the part of the students to share their reading skills with their peers as well as an accompanying higher degree of enthusiasm for reading amongst students of all ages. As a result, teachers are very encouraged and confident that St. Patrick School is on the cusp of greater academic success.
- ❖ The teachers have also been tracking the results of the end-of-cycle three Mathematics, French and English Language Arts exams. Although our students' results are generally competitive, improvement is possible in all three areas.

(MAY 2008-2009) ENGLISH READING LEVELS:		
	TARGETED LEVEL	ST. PATRICK AVG
Cycle 1 Year 1	15	13
Cycle 1 Year 2	19	17
Cycle 2 Year 1	22	21
Cycle 2 Year 2	24	23
Cycle 3 Year 1	27	26
Cycle 3 Year 2	30	28

(MAY 2008-2009) FRENCH READING LEVELS:		
	TARGETED LEVEL	ST. PATRICK AVG
Cycle 1 Year 1	10	7
Cycle 1 Year 2	15	10
Cycle 2 Year 1	17	14
Cycle 2 Year 2	20	17
Cycle 3 Year 1	25	21
Cycle 3 Year 2	30	24

(2008-2009) END OF CYCLE THREE EXAMINATION RESULTS:

	Lester B. Pearson Bilingual program	St. Patrick School
French Language Arts: <ul style="list-style-type: none"> • Communiquer a l'oral • Compréhension de texte • Produire (a l'écrit) <p>Overall Weighted Results</p>	<p>AVG=3.41 Pass Rate=86%</p> <p>AVG=2.74 Pass Rate=60%</p> <p>AVG=3.98 Pass Rate=72%</p> <p>AVG=3.04 Pass Rate=72%</p>	<p>AVG=3.39 Pass Rate=85%</p> <p>AVG=2.93 Pass Rate=67%</p> <p>AVG=2.53 Pass Rate=40%</p> <p>AVG=3.05 Pass Rate=65%</p>
English Language Arts: <ul style="list-style-type: none"> • Strategic Reading • Response to Literature • Language Conventions • Media Production • Communicates Orally <p>Overall Weighted Results</p>	<p>AVG=2.63 Pass Rate=57%</p> <p>AVG=3.03 Pass Rate=70%</p> <p>AVG=3.54 Pass Rate=88%</p> <p>AVG=3.23 Pass Rate=75%</p> <p>AVG=3.53 Pass Rate=74%</p> <p>AVG=3.66 Pass Rate=74%</p>	<p>AVG=2.59 Pass Rate=43%</p> <p>AVG=2.54 Pass Rate=51%</p> <p>AVG=3.26 Pass Rate=82%</p> <p>AVG=3.22 Pass Rate=81%</p> <p>AVG=2.98 Pass Rate=68%</p> <p>AVG=2.89 Pass Rate=71%</p>
Mathematics: <ul style="list-style-type: none"> • Competency 1 (Computation) • Competency 2 (Problem Solving) • Competency 3 (Situational Problems) <p>Overall Weighted Results</p>	<p>AVG=3.55 Pass Rate=82%</p> <p>AVG=3.79 Pass Rate=80%</p> <p>AVG=3.53 Pass Rate=74%</p> <p>AVG=3.66 Pass Rate=79%</p>	<p>AVG=3.51 Pass Rate=82%</p> <p>AVG=3.58 Pass Rate=76%</p> <p>AVG=3.53 Pass Rate=81%</p> <p>AVG=3.53 Pass Rate=78%</p>

Objectives of the “Ministère de l'Éducation, du Loisir et du Sport”:

- 1. Increased Graduation Rates and Qualifications Before Age 20**
- 2. Improved Mastery of English and French Language Skills**
- 3. Improved Levels of Retention and Academic Success for Students at Risk and Students With Special Needs.**
- 4. Healthier and Safer School Environment.**
- 5. Increased Enrolment of Students Under 20 Years of Age in Vocational Training**

Objectives of the Lester B. Pearson School Board:

- 1. A- To increase the graduation and qualification rate for students under the age of 20.
B- To reduce the drop-out rate.**
- 2. A- To increase French literacy.
B- To increase English literacy.**
- 3. To increase the qualification rate of students at risk and students with special needs.**
- 4. A- To develop a culture of pride and respect for the environment.
B- To support and expand programs that foster healthy living.
C- To provide a safe, secure, healthy, and welcoming environment.**
- 5. Increase the number of students under 20 years of age registered in Vocational Education.**

DIRECTION ONE:

St. Patrick School will continue its focus on early literacy intervention. Measures will also be put in place to increase students' exposure to the French language and their results in French Language Arts.

Objective:

- Students will improve literacy skills in English and French at all cycles.

Strategies:

- Continue with one bilingual teacher that teaches all subjects (in French and in English) to his or her students throughout cycle one.
- Guided reading groups will be implemented at all levels in both English and French Language Arts.
- Cycle one students will have shared reading buddies that will read together in both languages.
- Provide professional development to teachers in the form of workshops, school visits, modeling of best practices, peer classroom visits and group discussions in the areas of literacy assessments, guiding instruction and differentiated instruction.
- Continue to implement the six-traits writing approach.
- Offer extra-curricular activities in French in order to improve their French language communication skills.
- Create a partnership with the local French school in order to build relationships with the French community and provide students in cycles two and three with writing pals.

Indicators:

- In September 2012 a book depot and a cyber library with pedagogical material in both English and French will be available to students and teachers.
- Running Record and GB+ data will be collected and show an increase of two benchmarks in both languages at all levels by 2013 and one more benchmark by 2015 in French Language Arts.
- A 6% increase in the success of the overall weighted results for elementary end-of-cycle three English exam results from the 2009 baseline result.
- An 8% increase in the success rate for Elementary end-of-cycle three French exam results by 2015.

Targets/Results:

- A balanced literacy program in both French and English Language Arts will be put in place through two schoolwide vertical plans to be presented in 2011. Subsequently, in September 2012 the vertical plans will be implemented at all three cycles. The plans will also be revised every year.
- Student writing samples in French and in English will be posted on the school website and included in the monthly newsletter to parents.
- By 2015, at the end of cycle three, students will have developed literacy skills, enabling them to reach their highest reading and writing potentials. They will have also developed communication skills, providing them with the tools to be functionally bilingual and confident public speakers.

DIRECTION TWO: **-A: Students will acquire general knowledge in the area of technology. Students will also practice responsible use of technological information and software.**
-B: Students will enhance numeracy and situational problem-solving skills.

Objectives:

- **Direction A**
- To acquire general knowledge in all areas of technology.
- **Direction B**
- To augment numeracy and problem-solving skills.

Strategies:

- **Direction A**
- Access to computers, internet and smartboards for each individual student will be augmented throughout 2010-2015.
- Teachers will be provided with the necessary tools and training to effectively engage students in active learning. In doing so, teachers will have access to current advances in the ever-changing area of technology.
- **Direction B**
- Training in differentiated learning when teaching math will be provided to teachers.
- The use of Prime for the students who are not at level.
- Situational problems will be presented in a spiral manner to provide optimal cycle-to-cycle transition.
- Training will be provided to teachers to help engage students in critical thinking and problem-solving.
- **Directions A and B**
- Encourage the use of portal for homework and to communicate with other students.
- Students will use their newly acquired technological skills in conjunction with other subject areas; particularly in math in a cross-curricular manner.

Indicators:

- **Direction A**

- The online student-led newsletter will be monitored for its continuous updates and technological advances.
- Ensure that the classroom online websites are updated weekly and are changing in conjunction with the latest technological advances.

- **Direction B**

- Ensure that end-of-cycle three math results appear on students' GPI entering Sec I.
- A 4% increase in the success rate for elementary end-of-cycle three math exam results.

- **Directions A and B**

- All cycles will be familiar with and use the Nelson website.

Targets/Results:

- **Direction A:**

- Assessment tools will be available to all students by 2015 to verify their progress and technological knowledge.

- **Direction B:**

- With the permission of parents, a situational problem-solving booklet will be created at each cycle using age-appropriate and student-relevant topics such as names, areas in the school and in their immediate surroundings.
- Each cycle will build core of math manipulatives (numeracy books, games and software).

- **Directions A and B:**

- Students in cycles two and three will design an online student newsletter and cross-curricular classroom websites.
- By 2015, at the end of cycle three, students will have developed math, science and technology skills to help them function in an ever-advancing technological society.

DIRECTION THREE: Students will further their musical talents through singing, composing and playing rhythm and string instruments.

Objective:

- To augment the number of students participating in the annual spring musical production.

Strategies:

- Students' timetables will be adjusted to provide additional time for music education.
- Musical instruments, particularly string instruments, will be more accessible.
- Fundraising activities will be organized throughout the school year to help sustain a viable music program and school orchestra.
- Students will have the opportunity to participate and showcase their talents in various concerts and plays on a yearly basis, thus providing them with the motivation to improve their knowledge of music and their talent as performers.

Indicators:

- By 2012, at the end of cycle three, all students will be able to read music and play a string instrument.
- By 2015, at the end of cycle three all students will have performed or participated in at least one musical production.
- Students will use their knowledge of music to perform duets or trios on the violin and other instruments.

Targets/Results:

- An integrated cross-curricular arts program will be put in place.
- Students will be more involved in the community and will perform outside of the school setting.
- The St. Patrick School Orchestra will be a reality.
- All students will have access to a string instrument.

DIRECTION FOUR: Ensuring a healthy, active, caring and environmentally aware lifestyle.

Objective:

- Promote health, wellness and environmental awareness in a safe and caring community.

Strategies:

- Ensure that students and parents are aware of healthy eating by promoting and following Canada's Food Guide.
- Students at all levels will have the opportunity to participate in afterschool and lunch hour extra-curricular activities that promote physical activity.
- Continue to offer physical and cultural activities outside of school such as the grade six trip to Jouvence and the grade five trip to Quebec City. Also ensure that community fundraising activities are organized to help students pay for the trips.
- Augment the existing recycling program to reduce the amount of waste that is produced.
- Continue involving staff, students and the community in many charity events, such as the Terry Fox Run, Mike Nardoza's orphanages in the Ukraine, the bi-annual city food drives etc.
- Provide students, staff and parents with more training in the areas on peer-mediation, conflict resolution and cyber bullying.
- Continue with the Leaders Program and its focus on peer-mediation and conflict resolution.
- Continue enhancing school collaboration and partnership with the community.

Indicators:

- From 2011 to 2015, through classroom cross-curricular projects, students and teachers will calculate the overall reduction of the students' fat, sugar and salt content in their individual lunches.
- By offering a variety of extra-curricular activities such as team sports, nature trips, Tae-Kwon-Do, dance etc., the number of students participating in extra-curricular activities of a physical nature will augment 3% every year.
- From 2012 to 2015, verify on a monthly basis, the reduction of the amount of waste collected.
- The amount of schoolyard conflicts resolved by the student leaders will augment by 2% every year.
- The percentage of student, staff and parent involvement in the various charities and community events organized by the school will augment every year through promotion and various activities offered to them, such as free movie night after the food drives, family B.B.Q's, school concerts, etc.

Targets/Results

- Create a healthy and active lifestyle for all students.
- Healthy eating will be promoted during snack time, lunch time and in all students' homes.
- Environmental awareness will be part of all students' daily routine.
- Ensure that students have a realistic awareness of their impact on the environment, allowing them to be responsible members of society.
- Students will acquire responsible citizenship skills, including self-respect, self-confidence, acceptance of differences in others, and the ability to take pride in their accomplishments.
- Students will have learned the importance of showing compassion and kindness towards others.