



*St. Mary School*

*School Improvement Plan*

*2009 - 2010*

*"Just Do Right"*

**Section 1: Context**

**School Mission Statement**



St. Mary School is a family of faith, living and growing in God's presence.  
Together, members are empowered to reach their highest potential, academically and spiritually.

**School Vision Statement**

Christ Centered Life Long Learning

**Governance Structure**

**School Community Council Structure**

Trina Pearce – Chair  
Shauna Aubin – Secretary  
Cindy Morhart – Treasurer  
Liana Cooke – Hearts & Flowers  
Dave DePape – School Administrator  
Susan Engel – School Representative  
Members at Large – Nadia Frost, Cherie Esson, Connie Oonincx, Marcia Lane

The SCC was invited to attend the school improvement planning meeting, and in turn, participated in creating the 2009-2010 school improvement plan. The SCC offered suggestions, and ideas in creating the goals for this school year. The SCC was very involved in the goal setting discussions and provided invaluable input from parents.

The SCC is very supportive of the school improvement plan and is engaged with the plan throughout the school year. Once the school improvement is created, it is taken to the SCC meetings and discussed with more council members. It is revisited throughout the year, and there is a school improvement plan report given at the end of the school year. After the report, the SCC provides direction to the school in terms of what it would like to see in future school improvement plans.

## Learning Improvement Plan

### Student Demographics

#### *School and Grade Configurations and Enrolments*

CURRENT ENROLLMENT 2009 – 2010  <b>TOTAL 106</b>	Kindergarten	14
	Grade 1	8
	Grade 2	7
	Grade 3	10
	Grade 4	14
	Grade 5	18
	Grade 6	11
	Grade 7	6
	Grade 8	18

LAST YEAR'S ENROLLMENT 2008 – 2009  <b>TOTAL 95</b>	Kindergarten	7
	Grade 1	7
	Grade 2	10
	Grade 3	13
	Grade 4	17
	Grade 5	11
	Grade 6	7
	Grade 7	17
	Grade 8	6

## General Program Overview

### *School Programs and Services*

St. Mary School is located at 720 5<sup>th</sup> Avenue Southwest in Moose Jaw, Saskatchewan, tucked in the middle of the southwest area of our city. Our school was originally located in the basement of Church of Our Lady from 1943 – 1956. In 1956, the building we are now in was opened for its first students on December 20<sup>th</sup>, 1956. St. Mary School served as the first Catholic School on South Hill.

The layout of the school remains the same with the addition of a portable classroom being attached in 1994. The school is a two level facility with 6 classrooms shared by split grades and includes a music room, resource room, library, staff room, multi-purpose room and a small gym. St. Mary School also provides all students with a voluntary breakfast program that runs daily from 8:30-9:00am. Our playground offers a wide range of activities with large open spaces for students to play and is connected to Church of Our Lady.

St. Mary School educates children from 3 main areas on South Hill; families west of 16<sup>th</sup> Avenue and east of 1<sup>st</sup> Avenue are bussed, and families who live east of 9<sup>th</sup> Avenue to Main Street walk to school. St. Mary School has a present enrollment of 106 students in kindergarten through grade eight, and included 10 teachers and 4 support staff, varying from full-time to part-time. At its highest enrollment in 1956, St. Mary School had 250 students. In 1970, however, enrollment started to decline and in 1980 St. Mary School only had an enrollment of 60 students.

Our school population is a vast mixture of low to middle class families. Being a small school has its advantages in that there can be a real sense of family in the school. With the potential of some life-long friendships made amongst the students, staff and parents as well as the community. The School Community Council, known in the past as the Parent Advisory Committee, has had many of the same members over the years, as their families have grown up in this area. We have been working and will continue to work very closely with the School Community Council to improve the well-being of the students, staff, school, parish connections and the community.

## Learning Improvement Plan

**Provincial Priority Area:** Higher Literacy and Achievement - Reading

**School Goals:** 1. To have 80% of Tier I students reading at grade level

2. To increase the number of Tier II students reading at grade level

**Rationale :** Research shows that students who are not reading at range by the end of grade 1 are likely to continue reading below grade level and that children with reading difficulties rarely catch up to their peers without some form of intervention (*When Readers Struggle*, Fountas and Pinnell, 2009). Since HTCSD started establishing grade 1 reading goals in 2006-2007, the percentage of students achieving range initially increased. St. Mary School reading benchmarks in June 2007 were as follows: Grade 1- 75%, Grade 2- 94% and Grade 3- 92%. St. Mary School reading benchmarks in June 2008 were as follows: Grade 1- 90%, Grade 2- 100% and Grade 3- 94%. These results were not maintained in June 2009: Grade 1 – 75%, Grade 2 – 80% and Grade 3 – 93%. The percentage of Grade 3 students reading at range is something to celebrate but the results at Grade 1 and Grade 2 are less than desirable. One identifiable factor is the loss of support personnel for the guided reading program.

Plan					Report		
Objective	Performance Indicators & Baseline Data				Performance Targets	Outcomes	Summary of Progress
To have 80% of Tier I students reading at grade level		Gr.1	Gr.2	Gr.3	80% of Tier I students will be reading at range		
	2007	75%	94%	92%			
	2008	90%	100%	94%			
	2009	75%	80%	93%			
To increase the number of Tier II students reading at grade level					75% of Tier II students will be reading at range		
<b>Plan/Strategies:</b>							
<ul style="list-style-type: none"> <li>▪ St. Mary School will be implementing the Leveled Literacy Intervention program with students who have not achieved range in June 2009.</li> <li>▪ A .5 FTE Literacy Coach trained in Leveled Literacy Intervention will be working with grade 1 – 3 teachers.</li> <li>▪ Grade 1 students will be benchmarked in November, March and June. The students not at range will begin Leveled Literacy Intervention.</li> <li>▪ Grade 2 &amp; 3 students will be benchmarked in September, February and June. The early September benchmark will assist teachers in adjusting instruction to meet the learning needs of students.</li> <li>▪ Those students who were not at range at the end of June 2009 have already been identified and will be on the Literacy Coaches caseload immediately.</li> <li>▪ LC will also model instructional strategies for the classroom teachers and provide support for guided reading.</li> <li>▪ Central Office will continue to gather benchmark data.</li> <li>▪ Grade 1 – 3 teachers will be in-serviced on how to administer Fountas &amp; Pinnell Reading Benchmarks in early September.</li> <li>▪ Students not reading at range in Gr. 3 will continue to be benchmarked and provided supports until they are at grade level range or Gr. 8. Benchmarks</li> </ul>							

will be required to be submitted to Curriculum Consultant.

- Literacy Coaches will also help teachers in their assessment of students using the Gr. 1 & 2 ARK (Assessment Rubric Kits) developed by Prairie South School Division, Holy Trinity Catholic School Division, and the Ministry of Education.
- Grade 1-4 students will participate in the Read to Succeed Program with the Moose Jaw Warriors and CIBC
- School-wide reading contest called “Read to Ride” (January – April 2010)
- School-wide reading contest with Pizza Hut’s program “Book-It” (October – December 2009)

## Learning Improvement Plan

**Provincial Priority Area:** Equitable Opportunities

**School Goals:** 1. Increase the capacity of teachers to use differentiated learning in their classrooms

2. Increase the capacity of teachers with respect to Response to Intervention

**Rationale:** Research has shown that in terms of planning, delivery and assessment of learning material, students are much more successful when they are considered as individuals, with individual needs. Part of the Response to Intervention model is incorporating differentiated instruction. Differentiated instruction is an approach to planning so that one lesson can be taught to the entire class while meeting the individual needs of each child. Differentiated instruction encourages inclusion, addresses different learning styles, allows for diversity, and fosters social relations that reach all of the students. There are many facets of differentiated instruction that include teachers determining student’s abilities, having a repertoire of teaching strategies, identifying a variety of instructional activities and identifying ways to assess student progress. St. Mary School realizes the critical importance of differentiated learning and has, therefore, determined that differentiated learning must be formalized in the school. By the end of the 2009-2010 school year, St. Mary School will have designed and incorporated one model classroom into the school. In order to do this, professional development must occur to build teacher capacity with respect to both differentiated instruction and response to intervention. Both, teaching and classroom materials will be purchased in order to set up the model classroom. It is then hoped that each new school year a new classroom will become a differentiated instruction classroom until all classrooms are able to utilize differentiated instruction and response to intervention techniques.

Plan			Report	
Objective	Performance Indicators & Baseline Data	Performance Targets	Outcomes	Summary of Progress
Increase the capacity of teachers to use differentiated learning in their classrooms	Only one staff member has experience using RTI/differentiated instruction – and it is minimal experience.	Have entire staff in-serviced on using RTI and differentiated instruction.		
Increase the capacity of teachers with respect to Response to Intervention	Only two other staff members have attended initial RTI/differentiated instruction workshops.	Have one classroom set up as a model differentiated classroom.  Have 3 staff members become “experts” in RTI/differentiated instruction by attending several PD opportunities Have staff “experts” share their knowledge with other staff.		

		Have all staff using some level of RTI/differentiated instruction by the end of the year.		
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**Plan/Strategies:**

- Contact Brenda Whittman-Neary and Alisha Walker-Pickering from the Regina Public School Board to set up a school wide RTI/differentiated learning workshop
- Have all staff visit a model RTI/differentiated classroom in Regina
- Set up a model RTI/differentiated instruction classroom in gr 3/4
  - Purchase appropriate student materials for use in gr 3/4 classroom
  - Purchase classroom materials to meet individual needs of students
- Have the gr 3/4 teacher further trained in using RTI/differentiated learning in the classroom
- Have the student support teacher and principal further trained in RTI/differentiated learning
- Work closely with HTCSD Behaviour Intervention Consultant to meet individual needs of students
- Have Brenda Whittman-Neary and Alisha Walker-Pickering visit the model classroom and offer suggestions for improvement
- Have school “experts” continue to in-service staff throughout the school year

## Learning Improvement Plan

**Provincial Priority Area:** Equitable Opportunities

**School Goal:** To create a safe, caring, and compassionate school environment where each student feels free to express him or herself.

**Rationale :** Although St. Mary School does not have a major bullying problem, there are still times when students do not treat each other the way Jesus Christ would want them to. Creating a safe, respectful school environment will minimize bullying issues and create an environment where all students can be successful. The data that has been collected in the 2007-2008, and 2008-2009 school years reflects that St. Mary School has very respectful students who at times make mistakes. As a school, we know that making mistakes is one way of learning, and we also realize that students need to make sure they are doing their part in making everyone feel safe and respected. St. Mary School wants to create an environment where students want to choose to help others rather than hurt them. Through positive role modeling of staff, providing opportunities for students to learn what good behaviour is, and recognizing those good behaviours, an environment that is safe and respectful should be created.

Plan				Report		
Objective	Performance Indicators & Baseline Data			Performance Targets	Outcomes	Summary of Progress
To create a safe, respectful school environment		Total # of Office Referrals	Office Referrals Reported as Bullying	Reduce total office referrals to 30 per year (or 3 per month).		
	07-08	208	64 or 6.4 per month	Reduce bullying referrals to 10 per year (or 1 per month).		
	08-09	84	34 or 3.4 per month			
<b>Plan/Strategies:</b>						
<ul style="list-style-type: none"> <li>• The Student of the Month award will be awarded to a student in every classroom based on the school division theme, “Just Do Right”.</li> <li>• Utilize grade 5 and 6 students as the school Peacemakers during morning and afternoon recesses</li> <li>• Divide students and staff in to school “families” where students from K-8 will be grouped together into 9 “families”</li> <li>• Students trained in RespectEd continue to work with classes to teach positive peer relationships</li> <li>• Incorporate differentiated instruction into each classroom to assist in making every student successful</li> <li>• Use the strategies of Restitution to effectively deal with student behaviour</li> <li>• Have staff model the principles of Restitution to encourage positive behaviour</li> <li>• Continue to have HTCSD behaviour intervention consultant work with individual classrooms and students to promote positive behaviour</li> <li>• Invite speakers to the school to discuss bullying and how to prevent it</li> </ul>						

## Learning Improvement Plan

### Section 3: School Communication Plan

St. Mary School realizes the total success of a school includes appropriately communicating with parents and the community. St. Mary School uses the following as it's communication plan:

- School website – updated weekly: <http://smary.htcsd.ca/>
- School newsletters sent home with every family
- Outdoor school sign – updated bi-weekly
- Moose Jaw Times-Herald
- Local radio stations
- Family breakfast/Family Picnic opportunities
- Email correspondence with families
- Communication with School Community Council at council meetings
- All communication can also be done through the school office:  
720 5<sup>th</sup> Ave. SW  
Moose Jaw, SK  
S6H 5W3