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Schools**
John Cabot Secondary

Director of Education
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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

Canadian Martyrs Catholic School
1185 Mississauga Valley Blvd.,
Mississauga, ON
L5A 3R7

[http://www.dpcdsb.org/Canadian Martyrs](http://www.dpcdsb.org/CanadianMartyrs)



"Let Your light shine through us"

Mission Statement

Canadian Martyrs is a diverse community
dedicated to the Catholic faith
and to educating all students
to reach their full potential in God's light.

Our School

Canadian Martyrs Catholic School is an elementary school of approximately 550 students of diverse social and ethnic backgrounds, ranging from Junior Kindergarten to grade eight. Canadian Martyrs is located centrally in the City of Mississauga. The school was officially opened and blessed on May 25, 1974.

Canadian Martyrs Catholic School is committed to Catholic Education and all aspects of our operations are guided by our Catholic values and the School and Board mission statements. Our school is a caring community that stresses tolerance and acceptance of others, on going celebration of our diverse community, commitment to our Catholic Faith and to meeting the expectations of the Ontario curriculum. We provide a learning environment that models Gospel values and Catholic teachings. We make every attempt to incorporate these beliefs into the daily life of our school and to live as Jesus taught us.

Our students come to us with a variety of strengths and needs with our Catholic faith as our common bond. Our prayer life, liturgical celebrations, the sacraments, and our faith and values system form the foundation of our school program. At Canadian Martyrs Catholic School, we provide a balanced religion, academic, arts, technology and athletics program. We offer students a well-rounded and value-centred education to help them make good choices for the future. The curriculum planned and provided in the school is balanced and relevant to the needs and aspirations of all our students with a wide range of subjects and learning experiences offered to develop the skills, abilities and talents of all students. Accordingly, appropriate assessment and evaluation procedures are employed regularly to motivate and encourage student success. All staff are involved in examining school data to determine goals and direction for programs. The program complies with The Ontario Curriculum with Gospel values of Jesus Christ embedded.

At Canadian Martyrs Catholic School, the academic program is informed by the Ontario Curriculum documents. Further directing our school's academic program is the Dufferin-Peel Catholic District School Board document - Curriculum At A Glance, providing direction to teachers in the areas of instruction, assessment, evaluation and reporting. Our teachers are active within school learning teams and in services to stay current and to investigate strategies and understandings relevant to the school community and our improvement goals. Our Resource Teachers work with individual students requiring remediation, as well as collaboratively with other teachers in the school, planning, assessing and modifying programs to meet student needs.

The school motto "**Let Your light shine through us**" is a challenge to each member of the community to live the Gospel values each and every day, to embed these values as the driving force in our many interactions and to welcome, value and include all in our diverse community. Our on going goal is to provide each student with the best possible educational, spiritual and emotional experience possible at Martyrs to ensure all have fond memories and clearly developed learning skills and strategies to apply in the community now and throughout their futures.

Measures of Student Achievement and Success

All students in the Dufferin-Peel Catholic District School Board schools are provided with the same opportunities to learn, to grow and to achieve their potential. Assessment results ensure that schools, parents and other stakeholders in our communities have access to high-quality information needed to make informed judgments and effective educational decisions. Schools continuously collect assessment data on student learning to plan for student growth. Teachers assess knowledge, skills and strategies on an ongoing basis. Regular assessments, both classroom and large scale, allow teachers to determine the effectiveness of their instruction, assess student learning, and make informed decisions about how to organize and pace instruction.

Provincial Measures of Student Achievement

The Primary and Junior EQAO assessments of reading, writing and mathematics are conducted annually by the Education Quality and Accountability Office (EQAO) in every publicly funded elementary school in Ontario. The assessments are based on *The Ontario Curriculum* and measure how well students know, understand and apply their skills and knowledge in reading, writing and mathematics. At the secondary level, the Grade 9 EQAO assessment of mathematics is administered at the close of each semester (or at the end of the year in non-semestered schools) each year to measure Grade 9 student achievement of mathematics expectations in *The Ontario Curriculum, Grades 9 and 10: Mathematics, 2005 (Revised)*. In addition, EQAO conducts the annual Ontario Secondary School Literacy Test (OSSLT) each March. Successful completion of this test (or the Ontario Secondary School Literacy Course) is one of the 32 graduation requirements of the Ontario Secondary School Diploma (OSSD).

The provincial assessments provide a ‘snapshot’ of how well students are learning what is expected of them in the curriculum at specific points in time. The assessments complement local school data and can help identify ways to influence instruction and other practices to help students learn more effectively and efficiently. Students’ work is assessed according to curriculum expectations and using a four-level assessment scale that reflects the four achievement levels in *The Ontario Curriculum*. Level 3 on the assessment scale represents the provincial standard and identifies a high level of achievement of the provincial expectations. The results from the assessments are used by boards and schools to improve learning and teaching and not for ranking schools. ***Ranking of schools is inappropriate and could result in misleading comparisons, which may ignore the unique conditions that affect student achievement and prevent schools and the board from addressing the critical issue of improving learning for all students.***

School, Board and Provincial Achievement Results: 2007 - 2008

School Results on the 2007-2008 EQAO indicate improvements in all areas of grade 3 and 6 literacy. Grade 3 reading and writing results indicate achievement above Board and Provincial results. Results also demonstrate improvements from previous year. In the area of Mathematics, achievement was below Board and Province and below previous results.

In terms of gender, Gr 3 reading: 80 % female and 57 % males achieved level 3 and above; Gr 3 writing 87 % female and 64 % males achieved level 3 and above; Gr 3 mathematics 77 % female and 57 % male achieved at level 3 and above. Gr 6 reading 72 % female and 59 % male achieved level 3 or above; Gr 6 writing 79 % female and 63 % male achieved level 3 and above; mathematics 70 % female and 67 % male achieved level 3 and above. This difference in achievement between gender is consistent with Board and Provincial results.

In terms of contextual data, 33 % of our gr 3 students were born outside Canada (13 % Board); 40 % of our gr 3 students learned a language other than English at home (Board 19 %). 37 % of our gr 6 students were born outside Canada (14 % Board); 17 % of our students learned a language other than English at home (Board 11%).

PM Benchmark results indicate improvements term to term despite a high percentage of students moving in and out of the student population. CASI results also indicate improvements term over term except in the gr 5 results. All achievement results are consistent with EQAO results. All student achievement results are discussed in professional learning groups to determine high yield strategies to employ in order to improve student achievement.

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\EQAO

Percent of students, enrolled in the grade (Method 1), who scored at and above the provincial standard (Levels 3 & 4):

	Reading (All Students) Levels 3,4	Writing (All Students) Levels 3,4	Mathematics (All Students) Levels 3,4
Grade 3 ('07-'08)			
School	69 %	76 %	67 %
Board	65 %	71 %	68 %
Province	61 %	66 %	68 %
Grade 6 ('07-'08)			
School	72 %	80 %	59 %
Board	70 %	72 %	62 %
Province	66 %	67 %	61 %

CASI and PM BENCHMARK
Percentage of students at or above the standard.

	PM Benchmarks Term 3 June 2008 Percentage Meeting Targets	CASI Term 3 June 2008 Percentage Meeting Targets
Kindergarten	63.2 %	-
Grade 1	77.8 %	-
Grade 2	62.2 %	-
Grade 3	77.6 %	-
Grade 4	-	48 %
Grade 5	-	40 %
Grade 6	-	44 %
Grade 7	-	69 %
Grade 8	-	69 %

Planning for Sustained and Continuous Improvement

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p>Catholicity</p> <p><i>The goal of the Dufferin-Peel Catholic community is to enhance the faith formation of all community members (staff, student, trustees, parents) by strengthening the partnership of home, parish and school.</i></p> <ul style="list-style-type: none"> •Review board-wide and school expenditures in the area of Religious Education and faith formation during the 2008-2009 budget year, to determine the average budget commitment and make recommendations for future annual budget commitments commencing in 2009-2010. • Create and implement a Catholic Community Study Unit for elementary and secondary schools. • Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth. • Recognizing the Catholic call to be stewards of the earth, to be champions of social justice, to make ethical decisions and to care for one another, the Dufferin-Peel community will work to develop a sustainability committee that will review best practices for design of new schools, sustainability and recycling programs and targets and an 	<p><u>CG#1 Sacred Space, CG#2 our Mass, CG# 3 Our Story and CG #4 Staff and Catholic Perspective</u></p> <ul style="list-style-type: none"> - Annual review of Catholic Secondary Graduate expectations with staff and CSC. - Ensure regular and consistent Religious Education / Family Life - Continue to build-up library collections of age-appropriate materials that include biblical/faith stories and imagery : CSC and school budget supporting collection - Continue to maintain Catholic materials as budget priority. - Share and integrate our faith stories well within the fulsome daily learning experiences - Stories from Old Testament resource distributed to all classrooms - Continue to engage parents to read to their children, pray the rosary and to include stories from the bible: info to newsletters Continue to include ordinary of the mass and prayers in school agendas; reminders to teachers to practice before our masses. - Ongoing reviews at divisional and staff meetings around Catholicity. - Sharing of current Catholic perspectives with staff and CSC followed by discussion on regular basis. - continue to recognize students bringing Gospel values and virtues to life. - Continue distributing WWJD bracelets to students on their birthdays. - Include Peace Rosary initiative in classrooms in collaboration with Parish. - Continue to collaborate with Parish around 	<ul style="list-style-type: none"> - Sacred spaces clearly evident in classrooms, other rooms - Active participation in liturgies and masses - Safe Caring Inclusive committee established with members per division - Active Staff Faith Ambassador program - Youth Ambassador Program continued: very good response from students - Collaboratively developed pastoral plan shared with community and staff. - Reduction in incidence regarding discipline/behaviour issues. - Consolidation of activities used within each classroom, - Dialogue developed where students discuss virtues as regular part of daily discourse; - Virtues emphasized through Living our Faith celebrations and awards ie. Graduation - Social justice activities that build on lessons from our story evident: Dr Simone visit, food drives, mitten tree, collecting tabs for wheelchairs. - Continue environmental and recycling reps and student helpers. - CSC funds allocated to purchase materials: goal set for this year. - Religious materials in library: Collection expanding. 	<p>Feedback from staff and community partners Feedback from the Catholic School Council re attainment of goals</p>	<p>On going review in Fall each year</p>

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<p>integrated curriculum approach that will assist all in our community in working towards greener schools.</p> <p>• Identify and integrate faith stories and teachings (all staff within their roles as Catholic educators), in order to provide a Catholic perspective across the system.</p> <p>• Expand work on equity and diversity by focusing on hiring and promotion practices, professional and staff development, and curriculum development and learning resources, so that all feel valued as part of the fabric of our diverse community.</p> <p>• Continue to nurture relationships between school and parish teams, and school and home.</p>	<p>all faith issues and celebrations.</p> <ul style="list-style-type: none"> - Announcements to share Saint feast days and history of saints throughout each month. - Liturgical calendar clearly visible in hallway indicating feast days, solemnities, memorials. - Youth Faith Ambassadors have bulletin Board with information re parish, faith activities. - Faith in Action goals shared and practiced by all. - Complete stepping stone/virtues project for the Peace Garden. - Continue to focus on beautification of school bldg, school and Peace Garden. 			
<p style="text-align: center;">Community Development</p> <p style="text-align: center;"><i>The goal of the Dufferin-Peel Catholic community is to strengthen community relationships in an effort to sustain confidence in our commitment to improving support for student learning.</i></p> <p>• Continue to focus on Catholic professional learning communities.</p> <p>• Enhance opportunities for communication and collaboration with all community partners.</p> <p>• Increase awareness and build system-wide capacity towards the development of a comprehensive whole-school approach to violence and bullying prevention, and progressive discipline within our Catholic faith perspective.</p>	<p><u>CG#5 Safe Caring Inclusive School Communities</u></p> <ul style="list-style-type: none"> - Committee established with a mandate to educate all about the diverse nature of the community, how to integrate newcomers and how to identify and address bullying behaviour - Inspirational diverse posters throughout the school; teachers drawing student attention to these with follow up discussions within the classroom - Inviting bullying awareness presentations to the school: Peel Regional Police, outside facilitators - Continue to provide parent sessions in the evenings in bullying prevention, good eating, literacy tips, preparing for kindergarten, the male learner. - Consistent assembly, announcement and newsletter messages regarding restitution, inclusivity and responsibility: PALS initiative continued. - Assemblies per division to outline behavioural expectations - Ensure that virtues education / character 	<ul style="list-style-type: none"> - CSC involved in advising and discussing school goals - Parish continued to have input to the school pastoral plan. - On going sessions held on a variety of topics to broaden the appeal of living the Gospel values daily ie. Bullying prevention sessions with Peel Police, Peel Health sessions for parents in the evening - Regular staff meeting agenda item - Seder and Advent activities planned and shared with classroom teachers. - Dissemination of materials received through the Faith Dept at the Board: emphasis on incorporating within the classroom and announcements 	<p>Reduced number of serious incidents, suspensions Continue to implement progressive discipline and discussion of mitigating circumstances in each incident.</p> <p>Informal feedback from community partners, staff around the reputation of the school</p> <p>Anonymous feedback from students through CPCO survey indicating 82% of students feel safe at school</p> <p>Compliance with Safe Schools and Peel Police protocol</p>	<p>On going review with staff and CSC</p>

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	<p>formation permeates all aspects of life in the Dufferin-Peel community through refining focus, continuous referencing and highlighting</p> <ul style="list-style-type: none"> - Ambassadors have key role in liturgical committee, prayers for staff meetings Ambassadors coordinate All Souls, Lenten, Advent staff prayer sessions - On-going review of the implementation of the Catholicity goals through the school Liturgical committee - continue CSC liturgies according to the liturgical calendar - Adult faith opportunities provided for staff ie Seder, Advent and Lent liturgies - Develop leadership capacity in faith formation of all Dufferin-Peel leaders Social justice projects involving adults through Parish ie food drives, clothing collections, Terry Fox Run - Continue to develop pastoral plan collaboratively with Council, parish, staff - Promote successful parish relationships through Pastoral plans, information sharing and liturgical events - Youth Faith Ambassador program continued. - Continue with Parish and admin meetings. 			
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School Plan for Sustained and Continuous Improvement 2008 - 2010
Dufferin-Peel Catholic District School Board
 Planning for Sustained and Continuous Improvement

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p style="text-align: center;">Excellence in Student Achievement</p> <p style="text-align: center;"><i>The goal of the Dufferin-Peel Catholic community, within the context of the Catholic Graduate Expectations, is to continue to establish and nurture the conditions needed to advance high levels of student achievement, and narrow the gap in student achievement so that all students can grow in their journey to know God and ultimately transform the world around them.</i></p> <ul style="list-style-type: none"> • Expand and deepen the implementation of high quality literacy and numeracy practices and achievement in all schools in order to contribute to the development of the whole child. • Expand differentiated learning opportunities, within fiscal responsibility, for students including cooperative education, dual credits, specialist high skills majors, credits for external credentials, the Ontario Youth Apprenticeship Programs, e-learning opportunities, experiential learning, Continuing and Adult Education, and specialized programs including 	<p><u>Continue to implement high yield literacy strategies in all grades.</u> Reading focus: understanding and making inferences; making connections and reading with fluency Writing focus: topic development and developing and organizing content Overall literacy focus: Developing strategies to address gender performance differences</p> <ul style="list-style-type: none"> - continue to focus on analysis and critical literacy and higher thinking skills - continue to focus on strategies to support comprehension: activating prior knowledge, predicting, visualizing, questioning, drawing inferences, finding important ideas, summarizing, synthesizing, monitoring and evaluating - review literacy resources available to focus on boys literacy interests - continue to use word walls in all classrooms as an instructional strategy subject specific - continue to use descriptors within the classroom to ensure all students continue to use guided reading as classroom strategy - continue to focus on cueing systems ie language of semantics, syntax, grapho phonics, pragmatics through focused activities - continue focused instructional strategies such as shared reading, read alouds, guided reading, independent reading daily - provide learning experiences to strengthen skills development ie readers theatre, drama, literature circles, book clubs - continue classroom focus on differentiating instruction and universal design of learning to ensure diverse needs of all students are met and to build on the individual needs of students - draw on strategies in Me Read? No Way ie taking gender differences into account, reviewing resources for male interests - continue to connect writing with reading materials males are interested in - present materials from time to time about over coming adversity - continue to review best practices at divisional meetings around meeting the needs of male learners - teachers continue to model effective strategies and engage students in applying these strategies - on going communication with home to ensure parents are aware how to support and what focus will be: through class newsletters, projects, rubrics and test outlines - continue to build on the literacy room and encourage use of big books for shared reading 	<p>Targets met Improvements in learning achievement continue Reviewed by term, on going daily assessment and achievement review</p>	<p>Improved critical literacy as evidenced through a variety of assessments including: CASI Student work samples Teacher observation EQAO Use of Skopus data warehouse to monitor student achievement data</p>	<p>On going review per term data in CASI/ PM Benchmarks</p> <p>October review re EQAO data.</p>

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<p>Extended French, French Immersion, and International Baccalaureate programs.</p> <ul style="list-style-type: none"> • Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting. • Enhance effective transition plans for students entering Dufferin-Peel and moving from elementary to secondary, and for students leaving secondary to community work place and post secondary institutions, with a particular focus on helping students with At-Risk factors. • Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process. • Implement Ministry initiatives relating to: <ul style="list-style-type: none"> -ongoing curriculum review -Ministry Policies (e.g. ELL, - Aboriginal Policy Framework, Safe Schools) -Special Education -Literacy / Numeracy Secretariat -Student Success/Learning to 18 -Alternative Education / Continuing and Adult Education ensuring the distinctiveness of Catholic education is explicitly infused. 	<ul style="list-style-type: none"> - continue Journey in to Learning approach to readiness skills for kindergarten families: evening session - continue to include ELSAT role in early literacy approach: establishing and modeling best practice - continue focusing on balanced literacy - continue to build a comprehensive collection of classroom independent libraries - implement new resources through ELSAT teacher - continue dedicated and structured literacy block - continue All Star Reading program and involve volunteers <p><u>Continue to review EQAO, PM Benchmark, CASI and report card data to inform teaching practice.</u></p> <ul style="list-style-type: none"> - provision of descriptive feedback to students to encourage growth ie conferences, student exemplars, student assessment portfolios, conversations, student and teacher generated rubrics - continued focus on the writing process in class: generating ideas and brainstorming, drafting ideas, rethinking and revising, editing/proof reading, publish and sharing opportunities to develop skills and appreciation for language, graphic organizers - continue to focus learning teams (through divisional meetings) on various aspects of the curriculum identified through data: 1. establish consistent formative and summative assessment practice to ensure consistency of data examination of formative student evidence in the areas of making inferences, understanding form and style, topic development and organizing content (per school goals) 2. - continue to review assessment practices that reflect student’s experiences 3. - focus on analysis of student data to plan for differentiation of curriculum: term reviews per division and on going reviews per grade level 4. - use of data wall for PM Benchmarks and CASI: review each term of the data to ensure all students continue to achieve: discussions around links to CASI, PM Benchmark and report data 5. initiate the review of student samples each term at divisional meetings to determine students needs and strategies to assist achievement 6. continued focus on MET, Board resources to support classroom strategies, approaches. - - implement literacy portfolios with goal of establishing consistency gr 1-6, informing instruction and tracking student achievement - - implement Kindergarten Assessment portfolio. - continue to align PAR focus with curriculum assessment per grade level - continue to investigate meaning and explicitly teach and understand the language of assessment - collaborative setting of targets - use of ongoing assessment to identify classroom and student strengths - continue with peer reading (reading buddies) <p><u>Continue to implement MET initiatives</u></p> <ul style="list-style-type: none"> - continue to implement Literacy for Learning strategies - continue to implement and utilize MET Guided reading resources - continue to implement the Primary Guides to Effective Instruction in Reading and Writing 			
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<p>Financial Accountability and Transparency</p> <p><i>The goal of the Dufferin-Peel Catholic community is to continue to comply with board policies and best practices in the areas of fiscal responsibility, accountability, and transparency.</i></p> <ul style="list-style-type: none"> • Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context. • Develop a financial support tool (Finance Department), that will identify best practices to ensure financial accountability and transparency at the system and school level, including compliance with: <ul style="list-style-type: none"> -Board Policy -Audit Recommendations -General Administrative Procedures • Provide in-service sessions related to the finance support tool for administrators and support staff. 	<ul style="list-style-type: none"> - A transparent school budget process established: reports to staff around budget items, CSC regarding how funds are spent - New CSC funds procedures implemented: reviewed with CSC - Accounting reported to Principal monthly: no expenditures without approval - All expenditures are aligned with school identified goals: these are based in Family and Board priorities - All funds collected at school tracked through Kimputer and deposits made regularly to bank. - Secretaries and Admin attend all relevant in services to keep current in practice. - Ensure minimum 4% school budget allocated to library spending. 	<p>All budget allocations align with school priorities and goals for student achievement.</p> <p>Catholicity goals supported through budget process.</p>	<p>Continued use i-Ren reports to monitor and track school budgets</p> <p>Continued use of Kimputer program for accounting.</p> <p>Clearly outlined budget process with divisional leaders established.</p>	<p>September 2008</p> <p>March 2009</p>
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<p>Student Enrolment Impact</p> <p><i>The goal of the Dufferin-Peel Catholic community is to develop proactive strategies to address the impact of changes in student enrolment and its impact on staff, students, and our Catholic community through all practices of the Board including Human Resources, Employee Relations, Budget, Planning, Etc., in a manner that will ensure sustainable balanced budgets in the future.</i></p> <ul style="list-style-type: none"> • Develop labour relations and human resources strategies that will minimize the impact of fluctuations in enrolment. • Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections. 	<ul style="list-style-type: none"> - Compliance with Board requests for data: reported regularly and accurately. - Continue to build capacity with staff around addressing fluctuating enrollment: how to support students who continually change schools. - Continue to provide Board planning Department with current enrollment as well as input to historical patterns and trends in enrollment - Continue to communicate information to community around enrolment, combined grades and criteria for creating groupings of students. 	<p>Compliance with electronic registers requirement.</p> <p>Supporting secretarial staff in maintaining Trillium data base accurately.</p> <p>Supporting ESL and Spec Ed staff around the maintenance of accurate data for reporting.</p>		<p>Regular and on going</p>
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This sheet may be used by schools that choose to develop additional goals.

System Goal:	INSERT SYSTEM GOAL CHOICE HERE			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps

System Goal:	INSERT SYSTEM GOAL CHOICE HERE			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps