



Dufferin-Peel Catholic District School Board



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School Plan for Sustained and Continuous Improvement 2008 - 2010

Sts. Martha and Mary Catholic School
1760 Bough Beeches Blvd., Mississauga, Ontario L4W 2B9

<http://www.dpcdsb.org/stsmarthaandmary>



Striving for Excellence

Mission Statement

We, God's people, staff of Sts. Martha and Mary Catholic School strive daily to meet all aspects of our vocation, i.e. to teach and learn from each other and our students. We believe that literacy and numeracy are fundamental life skills. We endeavour to teach these essential processes in our classrooms.

Our School

Sts. Martha and Mary is located in the Rockwood Community of Mississauga. The school was built in 1976 and over its 26 year history has hosted both portables and a port-a-pac. During the 2003- 2004 school year the students and staff of Sts. Martha and Mary were housed in a holding school in Brampton to facilitate a full school renovation. We returned to our beautiful site in September 2004. Our school serves 416 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8 and has a staff of 35 including teachers, Educational Resource Workers, secretarial, custodial personnel and Administrators.

Sts. Martha and Mary School is committed to Catholic education as outlined in the mission statement of the Dufferin-Peel Catholic District School Board. 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 systems form the foundation of our school program. We provide a learning environment where models of Gospel values and Catholic doctrines, teachings and beliefs are an integral part of the daily life of our school. The school motto, "Striving for Excellence", reflects our commitment to high academic standards. Our school goal is to continue to foster the development of well-rounded, confident students who exhibit a joy for learning and life.

During the 2008-2009, literacy and numeracy, and Catholicity, will continue to be our focus for our school. Emphasis is placed on providing a balanced program that provides our students with a variety of reading, writing, listening and oral communication experiences across the curriculum. Computers are an integral part of the curriculum and support students in the area of mathematics, research and word processing skills. Staff is continuously involved in professional development opportunities which enhance their knowledge as they strive to use exemplary teaching practices to facilitate meeting Ontario curriculum expectations with their students. Our Faith values are infused in our day to day activities at school. Whether in the playground or in the classrooms, we are always conscious of the fact that we are a Catholic school first and foremost, so that in our dealings with one another, we strive to reflect Jesus' face to those we encounter.

Special education resource teachers support our students that are particularly challenged by the curriculum. ESL support is also available for students who are new to the English language. The parents of our community, in general and via the School Council, are active and involved in all areas of the school including: classroom volunteers, program and policy input and fund raising to support various school initiatives.

At Sts. Martha and Mary, we are confident that our balanced program of religion, academics, arts and technology offer our students a well-rounded and value-centred education which will prepare them to make good choices for the future.

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 EQAO Grades 3 & 6 reading assessments indicate that the school-wide emphasis on communication skills has produced a marked improvement in our students’ writing skills. Our Grades 3 and 6 results in reading and mathematics have fallen within an anticipated range, and reflect our direction to continue to provide ongoing support in these areas. Particular focus will lie in the ability to develop and communicate an understanding of concepts.

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	73%	87%	77%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	76%	93%	78%
Board	70%	72%	62%
Province	66%	67%	61%

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;">Catholicity</p> <p style="text-align: center;"><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. • <u>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 integrated curriculum approach that will assist all in our community in working towards greener schools.</u> • Identify and integrate faith stories and teachings (all staff within their roles as Catholic educators), in order to provide a 	<p>Sacred Space:</p> <ul style="list-style-type: none"> ▪ Staff and students co-create a sacred space that evidences our common call to follow the rituals and rites of our Faith. ▪ Promote an appreciation and respect for sacred space in each classroom and within the school. ▪ Banners for each celebration reflect the theme and contribute to each class' participation in the liturgy. <p>The Order of the Mass:</p> <ul style="list-style-type: none"> ▪ Focus on teaching the parts of the mass. ▪ Go to the church for mass at least two times during the 2008/2009 school year. ▪ Reflect on and practice the receipt of the Holy Eucharist. ▪ Teachers to observe as students receive the Eucharist. ▪ Provide visual supports for all parts of the mass. To be used in classrooms and at mass. ▪ Teachers meet with Father to plan mass and theme. 	<p>Sacred Space:</p> <ul style="list-style-type: none"> ▪ Students access the sacred space for opportunities to develop their connection with their faith ▪ Sacred space is maintained and respected in each classroom i.e. colours change with each liturgical season and the space is dust free. ▪ Class banners reflect the liturgical theme and are central to religious instruction. <p>Virtues:</p> <ul style="list-style-type: none"> ▪ Catholic Virtues are embedded in all areas. <p>The Order of the Mass:</p> <ul style="list-style-type: none"> ▪ The responses to the mass are practiced both in the classroom and through the announcements. ▪ The responses found in student agendas are utilized. ▪ Students are cognizant and respectful of the Holy Eucharist. ▪ Students and staff participate fully in liturgies and masses. ▪ Parish / School communication is evident through the school calendar ▪ Acts of Christian kindness are witnessed and felt by all. 	<p>Sacred Space:</p> <ul style="list-style-type: none"> • Students can articulate the significance of the artifacts in the classroom sacred spaces • Respect for sacred space is observed and witnessed • All classes create a unique banner for school celebrations <p>Virtues:</p> <ul style="list-style-type: none"> ▪ Catholic Virtues are embedded in all areas. <p>The Order of the Mass:</p> <ul style="list-style-type: none"> • Student participation in the mass is increased • Grade 2-8 students can articulate the significance of the various portions of the mass i.e. why we kneel during the consecration, stand for the Gospel readings 	<p>Sacred Space:</p> <ul style="list-style-type: none"> • Ongoing • Ensure each class has sacred spaces and materials • Ensure that staff are aware of when to change the liturgical colours in the weekly update and on announcements • Ensure that teachers have ample time to create banners and are sure of the theme of the mass <p>Virtues:</p> <ul style="list-style-type: none"> • Ensure teachers have copies of Virtues materials • Monthly celebrations • Continued sharing of virtues in action <p>The Order of the Mass:</p> <ul style="list-style-type: none"> • As evidenced during monthly masses and liturgies. • Teaching mass during October and November. • In-service staff on the use of the teaching mass CD • Provide CD to staff • Practice prayers and liturgical music as a portion of morning announcements

<p>Catholic perspective across the system.</p> <ul style="list-style-type: none"> • 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. • <i>Continue to nurture relationships between school and parish teams, and school and home.</i> 	<p>Greening the School Space:</p> <ul style="list-style-type: none"> ▪ Develop awareness of the three R's ▪ Promote litter-less lunches through correspondence and announcements ▪ Reduce photocopying ▪ Contribute to a cleaner school yard by continuing to not allowing snacks outside. ▪ Affirm student efforts in promoting recycling programs throughout the school. ▪ Expand upon the current recycling program ▪ Pop can recovery to support wheelchair purchases. ▪ Presentations by Eco-Source for all students i.e. promotion of the three R's <p>Community Outreach:</p> <ul style="list-style-type: none"> ▪ Continue to offer opportunities for social justice and stewardship. ▪ Projects are reflective of a whole school approach to social justice and allow for involvement at all levels. ▪ Identify and witness each person's role in shaping a Safe, Caring, Inclusive and Healthy school community. ▪ Develop leadership capacity in faith formation . ▪ Ensure that virtues formation is more than a once a month event, but is embedded in all aspects of school life. ▪ Work with Region of Peel nurse to develop a "Clean the Air" campaign which will recognize and support healthy language and attitudes in the school community. 	<p>Greening the School Space:</p> <ul style="list-style-type: none"> ▪ Students and staff can communicate and show evidence of their contribution to a greener and more sustainable environment. <p>Community Outreach:</p> <ul style="list-style-type: none"> ▪ Social justice opportunities are provided throughout the school year. Food drives, mitten drives, Family Christmas, Samaritan's Purse Shoe Box, Share Life , Foster Child, Terry Fox Run. ▪ Student Leaders promote social outreach, in-reach and school spirit. ▪ Students are intolerant of acts of violence, self- deprecation and bullying . ▪ Develop and refine "The Clean the Air" campaign ▪ Staffroom is frequented by all staff members. ▪ Teacher camaraderie is increased. 	<p>Greening the School Space:</p> <ul style="list-style-type: none"> • Eco-source presentations occur • Decrease in garbage and recycling will indicate an increase in re-use and reduce • Decrease in the amount of photocopying will be measured done a monthly basis, and comparative readings from photocopies • Pop-can retrieval for the support of wheelchair purchases <p>Community Outreach:</p> <ul style="list-style-type: none"> • Social justice initiatives are supported • Clean the Air campaign is developed and implemented • Referrals to the office, think sheets and suspension data are decreased 	<p>Greening the School Space:</p> <ul style="list-style-type: none"> • Weekly • Monitor for ability to re-cycle paper products • Consider storage areas for re-cycling • Communicate initiatives in the school newsletter • Support the re-cycling team • Seek student and staff input on expansion ideas <p>Community Outreach:</p> <ul style="list-style-type: none"> • Monitor monthly • Communicate initiatives to staff, students and community
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School Plan for Sustained and Continuous Improvement 2008 - 2010

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p>Community Development</p> <p><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> <ul style="list-style-type: none"> • Continue to focus on Catholic professional learning communities. • Enhance opportunities for communication and collaboration with all community partners. • 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>Implement:</p> <ul style="list-style-type: none"> ▪ Youth Faith Ambassadors ▪ PALS / Circle of Friends Student Leaders 	<ul style="list-style-type: none"> • Reduced number of conflicts • Increased student sense of safety • Increased student commitment to social justice • Increased sense of community and pride in community 	<ul style="list-style-type: none"> • Informal feedback • Suspension data / incident tracking data • Safe Schools Survey 	<ul style="list-style-type: none"> • December 2008 • April 2009 • Review 2007-2008 survey results and provide feedback to the parent community • Conduct another survey Feb. 2009

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	
<p>Excellence in Student Achievement</p>			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p><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> <p>• 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.</p> <ul style="list-style-type: none"> • 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 Extended French, French Immersion, and International Baccalaureate programs. • 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"> • Develop critical literacy skills across the curriculum in all grades • Implement Professional Learning Communities initiative • Use historical data to inform PLC directions and focus 	<ul style="list-style-type: none"> • A focus on critical literacy in school and classroom planning (refer to detailed action plan available at the school) • Improved student achievement as demonstrated through observation and formal and informal assessments 	<ul style="list-style-type: none"> • Improved critical literacy as evidenced through a variety of assessments including: <ul style="list-style-type: none"> ○ Reading Records ○ CASI ○ Student work samples ○ Teacher observation ○ EQAO • Use of Skopus data warehouse to monitor student achievement data 	<ul style="list-style-type: none"> • December 2008 • April 2009 • June 2009 • Establish local capacity building team • Establish timelines for the teaching-learning cycle • Set division dates • Develop implementation plan for professional learning communities

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<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"> • Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement • Comply with the new School Council Budget and Banking protocol • 4% of budget will be allocated to library purchases 	<ul style="list-style-type: none"> ▪ Budget allocation will align with school priorities for student achievement ▪ Data will be used to drive instructional resource purchases 	<ul style="list-style-type: none"> ▪ Use i-Ren reports to monitor and track school budgets ▪ Use i-Ren reports to monitor and track school council budgets and provide timely and accurate reports to the community ▪ Meet all financial reporting timelines ▪ WEBTracs reports will balance with school record keeping ▪ Monthly budget tracking and reconciliation will be implemented 	<ul style="list-style-type: none"> • September 2008 • March 2009 • Move current bank accounts for School Council to the Bank of Montreal • Set up budget tracking for School Council

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<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"> ▪ Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines) ▪ Ensure accurate reporting of student attendance to meet Safe School Arrival protocol 	<ul style="list-style-type: none"> ▪ Electronic registers reflect accurate classroom enrolments ▪ Communication between classroom teachers and secretary are efficient and accurate on a daily basis in relation to student attendance 	<ul style="list-style-type: none"> ▪ Enrolment registers align with Ministry guidelines ▪ Students are accounted for to ensure safety 	<ul style="list-style-type: none"> ▪ Monthly ▪ Daily