



Dufferin-Peel Catholic District School Board



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School Plan for Sustained and Continuous Improvement 2008 - 2010

Guardian Angels

62 Heatherdale Dr., Brampton, Ontario L7A 2H4

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



To Light... To Guard... To Rule and Guide

Mission Statement

Blessed with a culturally diverse community, Guardian Angels' eyes, hearts and minds can be filled with the sounds, songs and stories from all corners of God's world.

The mission of Guardian Angels school is to effectively guide all communal efforts in order to share our varied gifts in a safe Catholic environment of reverence, love, peace and respect; together, as students, parents, staff and community, we can courageously make a difference for a better world.

Our School Profile

Guardian Angels Catholic School opened on September 6, 2003. We are an elementary school of approximately 725 students from Junior Kindergarten to grade 8. Most of the surrounding community consists of single-family dwelling homes situated on the west side of Brampton. Our school is equipped with 29 inner classrooms and 5 portable, a large playground area, a double gym, a stage, a library, two computer labs and a Snoezelen Room. Our students come to us from many locations with a variety of backgrounds, experiences, strengths, and needs, with their Catholic faith as our common bond. Our prayer life, liturgical celebrations, the Sacraments, and our faith and values system for the foundation of our school program.

At Guardian Angels Catholic School, we are committed to Catholic education as outlined in our School Mission statement aligned with the Dufferin-Peel Catholic District School Board's Mission Statement. In collaboration with Guardian Angel's Parish and our community, the school strives to develop the spiritual, religious, moral, academic and physical needs of all students, in accordance with the teachings of the Catholic Church. Guardian Angels Catholic School is a caring school and community environment that stresses tolerance and acceptance of others, commitment to our Catholic faith and high academic standards. It is a learning environment where models of Gospel values and Catholic doctrines, teachings and beliefs are an integral part of the daily life of the school.

All activities at Guardian Angels School: academic and pastoral work, extracurricular and intra-curricular activities, prayer, worship and management help to prepare our students for their lives as strong positive Catholics in the community. At Guardian Angels we are proud of our balanced religion, academic, arts, and athletic program. We offer students a well-rounded and value-centered education to help them make good choices for the future. The curriculum planned and provided in the school is broad, balanced and relevant to the needs and aspirations of all our students. A wide range of subjects and learning experiences are offered to develop the skills, abilities and talents of individual students. Accordingly, appropriate assessment procedures are employed regularly to motivate and encourage student success. To ensure coherence and wholeness, subjects are taught against the background of the Ontario Curriculum, the Gospel Values of Jesus Christ and sound educational practices.

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 writing has produced a marked improvement in our students’ writing skills. Our Mathematics results in grades 3 and 6 suggest that there is need for improvement.

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	53%	66%	48%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	59%	60%	38%
Board	70%	72%	62%
Province	66%	67%	61%

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>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 	<ul style="list-style-type: none"> • Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community • Continue Christian Leadership programs <ul style="list-style-type: none"> - Harmony Me to We - Social Justice projects - Anti Bullying Projects • Continue to distribute tools to support teaching and rehearsal parts of the mass • Outreach Programs – stewardship and social justice which meet individual, local and global community needs, always being mindful of a Catholic perspective • Continue to implement Safe, Caring, Inclusive and Healthy school community that includes Catholic Virtues, education and moral literacy, featuring a comprehensive anti-bullying protocol • Year of St. Paul – to share information about St. Paul with staff, students and community members 	<ul style="list-style-type: none"> • Students, staff, parent and pastoral staff involvement and attendance at Virtues celebrations • Responses to mass are practiced in the classroom • Staff and students participate fully in liturgies and masses • Students actively involved in school Food Drives • Students actively involved in the Youth Faith Ambassador program • Daily profession of the monthly virtue • Daily prayers read by students over the p.a. system • Students, staff and parents will have a deeper understanding of who St. Paul was and his accomplishments in life • Parish/School/Home communication is evident throughout the school year via Parish Bulletins/School Newsletters 	<ul style="list-style-type: none"> • Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students • Fewer concerns from parents 	<ul style="list-style-type: none"> • Ongoing feedback will inform the school’s planning for next steps • June, 2009

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>programs and targets and an 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>	<ul style="list-style-type: none"> • Continue Chapters initiative • Encourage visits from priests 			
<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> <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>	<ul style="list-style-type: none"> ▪ Host school community gatherings (i.e. Open House Barbeque, Terry Fox Walk, Christmas Concert, Catholic Education activities, talent show ▪ Foster partnerships with all stake holders: ▪ Local elementary and secondary school liaison ▪ Sts. Peter & Paul Parish ▪ Catholic School Council ▪ Peel Police Youth Education – class visits to discuss Community Helpers and Bullying ▪ Peel Health School Nurse ▪ Erin Oak, CCAC ▪ Terry Fox Annual Run ▪ Fire Department- class 	<ul style="list-style-type: none"> • Communication with community stake holders on a regular and consistent basis to share programs, service and resources that will enhance a Safe, Caring, Inclusive and Healthy School Community • Collaboration with community partners for the benefit of students and families • Reduced number of conflicts in the school playground • Increased student sense of safety 	<ul style="list-style-type: none"> • Informal feedback • suspension data / incident tracking data 	<ul style="list-style-type: none"> • Ongoing feedback will inform the school’s planning for next steps

School Plan for Sustained and Continuous Improvement 2008 - 2010

	<ul style="list-style-type: none"> visits ▪ Implement Harmony ▪ Youth Faith Ambassadors ▪ Monthly Newsletters ▪ Healthy Lunches 			
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**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 	<ul style="list-style-type: none"> • Develop critical literacy skills across the curriculum in all grades • Establish Professional Learning Communities by division • Establish SMART Goals with specific literacy focus for each grade • Develop 5 week intervention strategies per grade level • Determine strengths and weaknesses in Mathematics in pre-selected strands • Continue to provide students with the opportunity to solve meaningful problems that relate to basic facts • Use strategies for promoting written communication • Think/Pair/Share, show and tell, cooperation problem solving 	<ul style="list-style-type: none"> • Continue focus on critical literacy in school and classroom available at the school • Focus on Mathematics 	<ul style="list-style-type: none"> • Improved critical literacy as evidenced through a variety of assessments including: <ul style="list-style-type: none"> ○ CASI ○ PM Benchmarks ○ Students To Watch (SK) ○ Student work samples ○ Teacher observation ○ EQAO • Use of Skopus data warehouse to monitor student achievement data • Review SMART Goals on a 5 week cycle • Reassess students following implementation of improvement strategies 	<ul style="list-style-type: none"> • Collection of data: <ul style="list-style-type: none"> • November, 2008 • February, 2009 • June, 2009 • EQAO – School results reviewed in September, 2008 to assist in planning for student improvement

<p>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.</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 	<ul style="list-style-type: none"> • Continue to support students with special needs using Universal Design for Learning and differentiated instruction. 			
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<p>-Literacy / Numeracy Secretariat -Student Success/Learning to 18 -Alternative Education / Continuing and Adult Education ensuring the distinctiveness of Catholic education is explicitly infused.</p>				
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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"> • Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement • The use of Kimputer to track all budget expenditures • Support the purchase of materials and ensure that the basic school goals have been met • Budget is reflective of school goals • All accounting practices are monitored via administration on a monthly basis • All allocations align with Board procedures 	<ul style="list-style-type: none"> ▪ Budget allocation will align with school priorities for student achievement ▪ A balanced budget will exist at the end of the academic school year 	<ul style="list-style-type: none"> ▪ Use i-Ren reports to monitor and track school budgets ▪ Monthly tracking and reporting of school budgets 	<ul style="list-style-type: none"> • September, 2008 to July, 2009
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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"> ▪ Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines) 	<ul style="list-style-type: none"> ▪ Electronic registers reflect accurate classroom enrolments 	<ul style="list-style-type: none"> ▪ Enrolment registers align with Ministry guidelines 	<ul style="list-style-type: none"> • Monthly
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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

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School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps