

School Plan for Sustained and Continuous Improvement 2008 – 2010
Dufferin-Peel Catholic District School Board
Planning for Sustained and Continuous Improvement



Dufferin-Peel Catholic District School Board



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**Regional Secondary
Schools**
St. Marguerite
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School Plan for Sustained and Continuous Improvement 2008 - 2010

Good Shepherd Catholic School

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



“Live in Charity and Love and God Will Dwell in You”

“Each one called by name.” Isaiah 43:1

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Mission Statement

At Good Shepherd Catholic School we believe:

- *That our school must provide a nurturing environment where every child may grow closer to Jesus and live the Gospel values;*
- *That our school exists as a learning institution based upon Gospel principles as handed down by our Catholic tradition;*
- *That the staff must be dedicated to Catholic ideals, and each member must be given the opportunity to fulfill these ideals;*
- *That student success can only be realized through a cooperative relationship between school and home;*
- *That we must provide opportunities for parental involvement in the religious and academic education of their children;*
- *That children must be given the opportunity to be responsible for them and that this behaviour must be modelled by the adults in their lives;*
- *That we provide each student with a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.*

Our School Profile

Good Shepherd Catholic School opened its doors on September 2001. The student population, approximately 601 students from Junior Kindergarten to Grade 8, come from a wide range of social and ethnic backgrounds reflecting the ever-increasing diversity of cultures found within Brampton. The surrounding community consists of single family homes situated in an urban area of Brampton.

Good Shepherd School has been a beacon for Catholic Education in the area. Catholic Education, rooted in Christ, is called to a unique way of seeing and interacting with our world. Through the examples of our master teacher, Christ, we take our calling to “reach out into the deep” and “be community” for others seriously. Our Catholic view of academic, spiritual and moral development, sacramental preparation, prayer, discipline, and community, challenge us to use our learning for the benefit of others. We are called to be Christ for others.

At Good Shepherd School our commitment to academic excellence is a shared responsibility. As a Staff and School Council, we work hard bringing together students, parents, teachers, pastoral team, trustees and other partners to form a Catholic community in the service of the spiritual, intellectual, physical and emotional needs of students in our care. We provide a safe and comfortable learning environment where models of Gospel values and Catholic doctrines, teachings and beliefs are an integral part of the daily life of our school. All activities at the school – academic and pastoral work, extracurricular and intra-curricular, prayer and worship, administration and management – help to prepare our students for their lives as Catholics in the community.

Our students come to us with a variety of strengths and needs, with their Catholic faith as their common bond. Our prayer life, liturgical celebrations, the sacraments, and our *faith* and values system form the foundation of our school programs. We are proud of our balanced religion, academic, arts, technology and athletics programs. We offer students 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 *Ontario Curriculum*, the Gospel values of Jesus Christ and sound educational practices.

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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

Over the last 5 years our school results on the EQAO Primary and Junior level assessments have indicated a general upward trend in performance improvement. The primary scores for 2007-2008 have exceeded both the board and provincial averages in reading, writing and mathematics. However, on the junior assessment we were below the Board and Provincial averages, demonstrating the need for additional work in providing the effective instructional strategies associated with improved literacy and numeracy skills. The school will continue using effective literacy instruction and target ways to improve numeracy skills for this school year.

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	70 %	73 %	78 %
Board	65 %	71 %	68 %
Province	61 %	66 %	68 %
Grade 6 ('07-'08)			
School	57 %	63 %	57 %
Board	70 %	72 %	62 %
Province	66 %	67 %	61 %

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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><i>The goal of the Dufferin-Peel Catholic community is to enhance the faith formation of all community members (staff, student, trustees, and parents) by strengthening the partnership of home, parish and school.</i></p> <ul style="list-style-type: none"> • Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth. • 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. 	<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 • promote successful parish relationships through Pastoral plans, information sharing and liturgical events • communities will participate in initiatives of stewardship and social justice that are responsive to local and global needs within our Catholic perspective • school involvement in a number of Catholic Charities • ensure regular and consistent Religious Education / Family Life Education instruction with preferential time and timetabling of instruction • Teachers are to create opportunities for cross curricular links between scripture stories and lived experience. • Drama activities to retell scripture stories • build-up library collections of age-appropriate materials that include biblical/faith stories and imagery • share and integrate our faith stories will within the fulsome 	<ul style="list-style-type: none"> • Parent and pastoral staff involvement and attendance at Virtues celebrations • Develop and communicate a Pastoral Plan • Promote student leadership: student faith ambassadors and student parliament stewardship activities: Terry Fox, Food Drives Lenten Project • Share Life / United Way • Helping Hands Program through St. Marguerite d'Youville Church to help needy families in our community • To what extent are students able to respond to the 4 questions outlined in the strategy section? • What does the story make you feel? • What does the story say is true about reality? • What bothers you in the story? • What are you going to do today to make this a reality in life? • Are students able to internalize understanding of our Christian Faith story to the extent that it is demonstrated in actions and deed? • Enhanced library collection of faith 	<ul style="list-style-type: none"> • Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students • Funds raised for Charities • Food items collected for the Knights Table • Christmas Food baskets for families in our parish community • Old Spelling and Math text books collected and shipped to Ethiopia through Consolata Mission in Toronto(Father Marco) • Lenten Project (TBA) 	<ul style="list-style-type: none"> • Ongoing feedback will inform the school's planning for next steps • Various times of the year • Thanksgiving • December 2008 • September 2008 • February/March 2009

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	daily learning experiences	based materials.		
<p>Community Development <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"> • 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. 	<ul style="list-style-type: none"> • Creation of the Safe, Caring & Inclusive School Committee & Implementation the Region of Peel Comprehensive Bullying Prevention Initiative with assistance of the school Health Nurse • PALS program provides opportunities for students in the primary division to have focused activities outside to teach socialization and play skills – PALS leaders (junior students) provide the activities • Youth Faith Ambassadors • Monthly updates at staff meetings • Implement a progressive discipline approach to resolving behaviour challenges • Implement key messaging around monthly bullying prevention in conjunction with monthly key messaging of 	<p>based materials.</p> <ul style="list-style-type: none"> • Reduced number of conflicts • Increased student sense of safety • Bullying incidents at the school are reduced • Suspension rates decline • Students interact in a manner that is appropriate and caring. • Student and parent understanding of expectations increases • Post Code of Conduct on the school website • Students take a leadership role in bringing the message of anti-bullying to their peers. • All incidents that may be disciplinary in nature are investigated in a consistent manner following Board protocol • Alternatives to suspension are considered as appropriate • Cross-curricular integration of Virtues education. 	<ul style="list-style-type: none"> • Informal feedback (staff, parents students) • suspension data / incident tracking data • Safe Schools Survey 	<ul style="list-style-type: none"> • Survey Completion and Feedback – October 2008 • Begin Curriculum Implementation -November 2008 • In-service Staff – October 2008 • In-service Parents – Jan/Feb. 2009

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			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p>Excellence in Student Achievement</p> <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"> • Develop critical literacy skills across the curriculum in all grades • Overall School Goal /Focus To improve higher order and critical thinking skills • Use Reading With Meaning (Debbie Miller) and Strategies that Work (Harvey & Goudvis) to focus on Comprehension Strategies 	<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) • teachers engaged in evidence informed teaching-learning pathways using the following process: <ul style="list-style-type: none"> A) Unpack the Data – EQAO, CASI , PM Benchmarks B) Establish Smart Goal Per Grade Level (Grade Level PLC’s) C) Pre Assessment – Initial Task D) Precision Teaching/Instructional Strategies /Teaching Learning Experiences – Comprehension Strategies E) Post Assessment /Culminating Task F) Teacher Moderation after Pre & Post Assessment 	<ul style="list-style-type: none"> • School learning teams/PLC’s meet regularly and work collaboratively to analyze data (e.g. PM Benchmarks, Data Walls, CASI, Special Education, EQAO, etc.) to inform instruction and set ambitious targets/next steps for student learning and achievement • We use teacher moderation to ensure consistency in assessment and evaluation practices. Moderated Marking of selected CASI questions • High yield instructional strategies are used across all subject areas as appropriate: • Consistent use of graphic organizers/Anchor charts among all teachers <ul style="list-style-type: none"> - comprehension strategies - open response guidelines • Explicit instruction underlies the essential classroom practices and assessments practices: • teacher explains the key steps/process involved in the use of the strategy • teacher models the strategy • teacher guides learner practice • students use the strategy - independently 	<ul style="list-style-type: none"> • continue working towards our overall Literacy goal • refine process / teacher moderation / critical thinking to add the writing component to the Action Pathway • continue to implement the Teacher Effectiveness Framework and the school self assessment tool to support school improvement planning and implementation of high yield strategies

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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. 	<ul style="list-style-type: none"> • Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement • Implementation of a collaborative budget process with staff/community • Communication of the school budget process and timelines to staff./School Council • Tracking and Review of Monthly Budget Printouts 	<ul style="list-style-type: none"> • Budget allocation will align with school priorities for student achievement • Budget is developed in conjunction with School Improvement Team. - Correlation between allocation of resources and school needs/goals should be evident. • A balanced Budget by the end of the budget year. 	<ul style="list-style-type: none"> ▪ Use i-Ren reports to monitor and track school budgets 	<ul style="list-style-type: none"> • Tracking and Review of Monthly Budget Printouts
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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"> • Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections. 	<ul style="list-style-type: none"> • Review all Planning Department Projections to ensure accurate student enrollment • To communicate JK/SK registrations to Planning department • Track student transfers and admissions from June to end of August to prepare for staffing surplus/hiring 	<ul style="list-style-type: none"> • Student Enrollment Projections equals (=) Actual Numbers 	<ul style="list-style-type: none"> • Ongoing feedback and communication with Family of Schools Superintendent and Planning department 	<ul style="list-style-type: none"> • Print Trillium reports that indicate student transfers and admissions – June/August • February - Kindergarten registrations
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