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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

Sacred Heart Catholic School

24 Kerwood Place,
Brampton, ON L6Z 1Y1



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

"We the Community of Sacred Heart School, aspire to nurture and develop a faith-filled, co-operative learning environment that embraces the many cultures of our community, that will empower each child on their life-long journey towards knowledge, self esteem and fulfillment of their Christian values."

Sacred Heart's School Profile

Sacred Heart Catholic School is an elementary school of approximately 260 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. The surrounding community consists of single family, semi-detached homes and townhouses situated in a geographic area that is suburban in nature, located in Brampton. Our student population over the past 4 years has seen a slight increase in English as a Second Students (ESL). However, enrolment has been steadily declining.

For 26 years, Sacred Heart Catholic 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 academics, 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 Sacred Heart 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.

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 program. The curriculum 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 within the context of *The Ontario Curriculum*, Gospel values 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 reading has produced improvement in our students’ reading skills. Our Grades 3 and 6 results in reading have exceeded the results from the previous year. Results in grade 6 all showed improvement, particularly in mathematics. While the school results are similar to the Board results, there is room 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	64%	67%	69%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	63%	66%	63%
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"> • Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth. <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>	<ul style="list-style-type: none"> • Foster student spiritual development within the image of Christ through the celebration of virtues education within the parish and school community • Hold assemblies each month to celebrate the Virtues and provide an opportunity for students exemplifying the virtues to be recognized • Monthly virtues to be displayed in each classroom and in entrance to school • Provide leadership opportunities for intermediate grades to organize food & charity drives and other social outreach projects • Build-up library collections of age-appropriate materials that include biblical/faith stories and imagery. <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 once during the 2008/2009 school year. • Reflect on and practice 	<ul style="list-style-type: none"> • There will be an increase in the number of students being recognized for unsolicited acts of kindness • Students will understand what the virtues mean and how to apply them to real life situations • Social justice initiatives are supported • <ul style="list-style-type: none"> • Catholic perspective evident across curriculum <p>The Order of the Mass:</p> <ul style="list-style-type: none"> ▪ The responses to the Mass are practiced in the classroom ▪ The responses found in student agendas are utilized. 	<ul style="list-style-type: none"> • Informal feedback from: pastoral team, parents, school council, staff, Safe School team and students <ul style="list-style-type: none"> • Informal feedback from: pastoral team, parents, school council, staff and students <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 	<ul style="list-style-type: none"> • Monitor monthly • Communicate initiatives to staff, students and community <ul style="list-style-type: none"> • Ongoing <p>The Order of the Mass:</p> <ul style="list-style-type: none"> • As evidenced during monthly masses and liturgies. • Teaching Mass responses during October and November.

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	<p>the receipt of the Holy Eucharist.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> ▪ Students are cognizant and respectful of the Holy Eucharist. ▪ Students and staff participate fully in liturgies and Masses ▪ Acts of Christian kindness are witnessed and felt by all. 	<ul style="list-style-type: none"> • 	
<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>• 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"> ▪ Implement Harmony program to provide student leadership opportunities ▪ 3 discipline assemblies per term to highlight behaviour expectations and ensure consistency ▪ Stand Up For Respect presentation in October ▪ CYW presentations in primary grades to provide strategies to students ▪ Police presentations on various aspects of bullying in all grades 	<ul style="list-style-type: none"> • Reduced number of conflicts • Increased student sense of safety 	<ul style="list-style-type: none"> • Informal feedback • suspension data / incident tracking data • # of think sheets reduced • Safe Schools Survey 	<ul style="list-style-type: none"> • December 2008 • April 2009

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<p style="text-align: center;">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> <p>• Implement Ministry initiatives relating to: -ongoing curriculum review -Ministry Policies (e.g. ELL, -Aboriginal Policy Framework, Safe Schools) -Special Education -Literacy / Numeracy Secretariat -Student Success/Learning to</p>	<ul style="list-style-type: none"> • Improve critical reading skills among all students across the curriculum • Focus on high-yield instructional strategies during newly implemented 2 hour literacy block and rest of school day • Primary grades to use shared and guided reading consistently in language block • Junior grades to develop independent reading blocks • Intermediate grades to investigate literature circles, jigsaw groups etc. • Familiarization with literacy resources for shared and guided reading in all grades • Visits to exemplary classrooms in other schools to observe an effective classroom program • Examination of data (EQAO, PM benchmarks, CASI, report cards) to identify areas of need and set SMART goals • Divisions will set action 	<ul style="list-style-type: none"> • Teachers will use pre and post test questions to determine how well their students have responded to explicit teaching and modeling • 75% of students will reach levels 3 and 4 after 2 action pathways 	<ul style="list-style-type: none"> • High yield instructional strategies will be used by teachers in literacy block • Improved results in focus areas as evidenced through a variety of assessments including: <ul style="list-style-type: none"> ○ CASI ○ PM benchmarks ○ 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

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<p>18 -Alternative Education / Continuing and Adult Education ensuring the distinctiveness of Catholic education is explicitly infused.</p>	<p>pathways for reading focii and discuss ways of improving teaching strategies</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> <p>• Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</p> <p>•</p>	<ul style="list-style-type: none"> • Ensure that the school budget is aligned to system/school goals vis- à-vis improved student achievement 	<ul style="list-style-type: none"> ▪ Budget allocation will align with school priorities for student achievement 	<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 	<ul style="list-style-type: none"> • September 2008 • May 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"> • 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 ▪ Effective use of Skopus to track student attendance & trends – use of data in consideration of student achievement & to identify students at risk 	<p>:</p> <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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