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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement

2008 - 2010

St. Jude School

175 Nahani Way
Mississauga, Ontario
L4Z 3J6

<http://www.dpcdsb.org/st.jude>



Mission Statement

The St. Jude community is committed to creating a safe, nurturing, and diverse environment in which all learners can develop their spiritual, intellectual, and social potential in preparation for lifelong learning and success. We strive to promote the full development of children in the image of Christ through living and teaching the Gospel values.

Our School Profile

St. Jude Catholic School is an elementary school located in the heart of the City of Mississauga. The current student population at our site is 376 students from Junior Kindergarten to Grade 8. Our students come from a wide range of social and ethnic backgrounds reflecting the ever-increasing diversity of cultures found within Mississauga.

Our school is well equipped with a double gym, stage, large library, and computer access in various work areas. We are also blessed with a beautiful atrium area in the entrance of the school, which provides us with a reflective setting for many of our faith events, community-based initiatives and seasonal displays.

St. Jude is a caring school and community environment that stresses tolerance and acceptance of others, commitment to our Catholic faith and high academic standards. 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 and where religion and daily life are intertwined. All staff and students participate actively in all the planned activities at St. Jude – academic and pastoral work, extra-curricular, prayer and worship, and support for the preparation of our students for their lives as Catholics in the community. Active volunteer, in-school mentoring through the Big Brothers and Sisters of Peel also support our staff and students.

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 St. Jude, we are proud of our 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, which is 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 The Ontario Curriculum, the Gospel values of Jesus Christ and sound educational practices. St. Jude School was established to support Catholic parents in their responsibility for the spiritual, religious, moral, academic and physical needs of their children in accordance with the teachings of the Church. The school community at St. Jude School is committed to the search for excellence, the uniqueness of the individual, and the education of the whole person.

Throughout the school year, staff will continue to emphasize the further development of literacy and numeracy skills to maintain and improve our current levels of performance in these areas. We will consult and continue to network with our regional secondary school to ensure that we share a common focus for the programming needs of our students.

Staff will continue their professional development regarding assessment and evaluation in all areas of the curriculum. As the school and board purchase resource materials for classrooms, we will continue to support staff through inservices and professional development. Our students will continue to be encouraged to demonstrate responsibility for their learning through the reinforcement of appropriate learning skills.

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

SAMPLE: School results on the EQAO Grades 3 & 6 reading assessments indicate that the school-wide emphasis on reading has produced a marked improvement in our students’ reading and mathematical skills. Our Grades 3 and 6 results in reading and mathematics have exceeded the results from the previous year. Our writing results show some improvement from the previous year but suggest that 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	53%	74%	62%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	72%	81%	66%
Board	70%	72%	62%
Province	66%	67%	61%

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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;">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> <p>•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.</p> <ul style="list-style-type: none"> • 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>Continue to foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community</p> <p>Ensure all classrooms are properly equipped with current religion and family life materials and religion purchases for the school represent 5% of the total school budget.</p> <p>Ensure regular and consistent Religious Education / Family Life Education instruction with preferential time and timetabling of instruction.</p> <p>St. Jude School will participate in initiatives of stewardship and social justice that are responsive to local and global needs within our Catholic perspective and strengthen relationships and collaboration with community, ministry and inter-ministry groups and agencies for access and services, within the context of our Catholic worldview for all.</p>	<p>Full community involvement demonstrated -students, parents, teacher, and clergy.</p> <p>Full student participation in class instruction, school masses and liturgies will be monitored.</p> <p>The effectiveness of the Virtue Program will be monitored for increase in appropriate student behaviours.</p> <p>The role of student Faith Ambassadors will be assessed through increased student participation in social justice initiatives at Virtues celebrations</p>	<p>Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</p>	<p>June 2009</p> <p>Ongoing feedback will inform the school's planning for next steps</p>

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<p>integrated curriculum approach that will assist all in our community in working towards greener schools.</p> <ul style="list-style-type: none"> 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. 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. Continue to nurture relationships between school and parish teams, and school and home. 	<p>Continue to focus on teaching the parts of the mass.</p> <p>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 daily</p> <p>Continue with implementation of board wide and Family diversity goals.</p> <p>Promote successful parish relationships through Pastoral plans, information sharing and liturgical events * Contribute to the development of uniquely Dufferin -Peel-oriented Catholic community studies curriculum resources</p>	<p>Increased student participation and understanding of the mass.</p> <p>Involvement of Grade 7 students in the Diversity Conference. School Diversity Rep.</p> <p>Effective collaboration between St. Jude Staff and St. Francis Xavier pastoral staff focused on student faith formation. Offer input into the new parish lay ministry initiative.</p>		
<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 	<p>Continue with Year 3 of the school wide anti bullying program.</p> <p>Continue with Year 2 of PALS Program</p> <p>Continue with Year 2 of Diversity Student Ambassadors</p> <p>Continue with implementation of the Virtues Programs.</p> <p>Begin to implement progressive discipline and a school wide progressive</p>	<p>*Reduced number of conflicts *Increased student sense of safety</p>	<ul style="list-style-type: none"> * Informal feedback * Suspension data * Incident tracking data * CPCO Safe Schools Survey * Daily observation 	<p>December 2008 April 2009 June 2009</p>

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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.	discipline tracking system. Develop student leadership opportunities.			

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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><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>• Expand differentiated learning opportunities, within fiscal responsibility, for students including cooperative education,</p>	<p>Participate in the Boardwide Stream One Math Focus.</p> <p>Continue to focus on the seven basic mathematical skills school wide</p> <p>Continue to focus on student improvement in the area of number sense and numeration.</p> <p>Continue to focus on the use of math manipulatives.</p> <p>Implement school wide use of math journals.</p> <p>A focus will be placed on improving all students' math skills by developing differentiated instruction in all grades.</p> <p>Continue to use data to drive instruction and purchase appropriate materials.</p>	<p>Improved student achievement as demonstrated observation and a variety of formal and informal assessments and tasks.</p> <p>Improved student achievement in the area of problem solving.</p> <p>Improved student achievement as evidenced through the proficient use of math manipulatives.</p>	<p>Improved math scores as evidenced through a variety of assessments including:</p> <p style="text-align: center;">Student work samples Teacher observation EQAO</p> <p>Use of Skopus data warehouse to monitor student achievement data.</p> <p>Improved numerical literacy as evidenced by student achievement in Cross Strand Investigations, formal and informal assessments.</p>	<p>December 2008 April 2009 June 2009</p>

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<p>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 -Literacy / Numeracy Secretariat 	<p>Implement Professional Learning Teams in Primary, Junior and Intermediate Divisions.</p> <p>Focus on reading comprehension and making connections in Primary.</p> <p>Continue to focus on writing in Junior and Intermediate grades, specifically applying knowledge of language conventions to written work.</p> <p>Focus on teacher moderation using Kdgn. Assessment, Benchmarks and CASI as the focus.</p> <p>Begin to focus on planning assessment tasks and cross strand investigations collaboratively by division.</p>	<p>Improved student achievement as demonstrated through observation and a variety of formal and informal assessments and tasks</p>	<p>Improved critical literacy as evidenced through a variety of assessments including:</p> <ul style="list-style-type: none"> CASI Student work samples Teacher observation EQAO Reaching Readers Benchmarks Write Traits 	<p>December 2008 April 2009 June 2009</p>
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<p>-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> <p>• Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</p> <p>• 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: -Board Policy -Audit Recommendations -General Administrative Procedures</p> <p>• Provide in-service sessions related to the finance support tool for administrators and support staff.</p>	<p>Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</p> <p>Comply with the new School Council Budget and Banking Practices.</p> <p>Move current Bank accounts for School and School Council to CIBC</p>	<p>Budget allocation will align with school and Board goals for student achievement</p> <p>Data will be used to drive purchase of resources.</p>	<p>Use i-REN reports to monitor and track school budgets</p> <p>Monthly Budget Tracking and reconciliation will be implemented.</p>	<p>September- June Monthly Tracking</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. 	<p>Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</p>	<p>Electronic registers reflect accurate classroom enrolments</p>	<p>Enrolment registers align with Ministry guidelines</p>	<p>Monthly</p>
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This sheet may be used by schools that choose to develop additional goals.

System Goal:		Safe Schools		
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
Create a Safe and Caring School Environment.	Continue with Year 3 of the anti bullying program. Continue Year 2 of the PALS Program. Implement the Catholic Code of Discipline with a focus of Progressive Discipline. Focus on developing staffs awareness of Mitigating Circumstances:	Reduced number of student conflict. School wide consistency demonstrated in the process used to investigate discipline issues. Demonstration of progressive discipline consequences, as reflected through documentation and data collected of school wide discipline incidents.	School Suspension Data Teacher observation and comment	September 2008- June 2009

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