



***Mission Statement***

St. Martin Secondary School is a Catholic learning community that provides quality-learning experiences in the classroom and in co-curricular activities. Jesus Christ is present in our school, in the celebration of the Word, the Eucharist and in each member of our community. Goodness, Discipline and Knowledge are the corner stone of our school motto. We provide all students with opportunities through academic programs and support so that they may succeed in reaching their goals.

The St. Martin community recognizes the value of:

- a positive image development for all students;
- a learning continuum that is both balanced and varied;
- a lived commitment to our Faith.

With the stated **Vision** and **Values** in place, it is the mission of the St. Martin community:

- to see that each child grows toward the image of the ideal student;
- to provide an instructional program and learning environment which recognizes that every student can learn;
- to assist in the faith development of each student.

**Our School**

St Martin Secondary School is a Secondary School of approximately 960 students, of diverse ethno-cultural backgrounds, from Grade 9 to Grade 12.

St. Martin was established in 1968 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. Martin is committed to the search for excellence, the uniqueness of the individual and the education of the whole person while experiencing a life in a community founded on Gospel values.

St. Martin 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. The school motto, "Teach me Goodness, Discipline and Knowledge," was chosen through the process of community consultation and reflects a holistic philosophy where religion and daily life are intertwined. As such, all activities of administration, management, counselling, academic and pastoral work, prayer and worship, extracurricular and intra-curricular involvement, help to prepare St. Martin students for their lives as Catholics in the community.

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. Martin, we are proud of our balanced religion, academic, arts, technology and athletics program. It offers students a well-rounded and value-centred education to help them make good choices for the future and allows us to reflect and serve the entire community as we prepare our students for post-secondary education and careers. A wide range of subjects and learning experiences is offered in order 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 Secondary School 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**

**SAMPLE:** School results on the EQAO Gr. 9 Mathematics assessment and OSSLT indicate that the school-wide emphasis on reading, writing and mathematics has produced a marked improvement in our students’ reading and mathematical skills. Our Gr. 9 Mathematics and OSSLT results 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):

OSSLT '07-'08	School	Board	Province
All		96 %	93%
Successful	85%	86 %	84 %
Not Successful	9 %	10 %	9 %
<b>% of students BELOW Ministry success standard ( Level 2 or lower)</b>	<b>6 %</b>	<b>10%</b>	<b>9 %</b>

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	<b>Applied</b> (All Students) Levels 3,4	<b>Academic</b> (All Students) Levels 3,4
<b>Grade 9 EQAO Mathematics Test</b>		
School	<b>38%</b>	<b>93%</b>
Board	<b>32%</b>	<b>74%</b>
Province	<b>34%</b>	<b>75%</b>

**Dufferin-Peel Catholic District School Board  
Planning for Sustained and Continuous Improvement**

<b>System Goals</b>	<b>Actions for Implementation</b>	<b>Indicators of Success</b>	<b>Monitor and Review for Success</b>	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p style="text-align: center;"><b>Catholicity</b></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> <p style="background-color: yellow;">Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth.</p>	<p>A) Pastoral Planning</p> <p>B) Learning Opportunities</p> <p>C) End-of-Year Review</p>	<p>A) Principles of social justice, service, and stewardship imbedded in pastoral plan</p> <p>B) Tenants of Pastoral Plan, specifically, principals of social justice, service and stewardship infused in religious retreats, curricular activities, and extracurricular activities</p> <p>C) Direct connection made between curricular / extracurricular programs and principles of socials justice, service, and stewardship</p>	<p>A) Input provided by pastoral team, administrators, Theology Department, and parent council</p> <p>B) Curricular and extracurricular programs aligned with principles of social justice, service, and stewardship (e.g. Research Essays, Reflective Narratives, Earth Day, Christmas Baskets, St. Francis Table etc.)</p> <p>C) Departments to highlight activities meeting Catholicity goal of system and school</p>	<p>A) To be completed September 2008</p> <p>B) To be completed September 2008 – June 2009</p> <p>C) To be completed June 2009</p> <p>Next Step: Ongoing feedback will inform the school planning for 2009/10 school year</p>
<p style="text-align: center;"><b>Community Development</b></p> <p style="text-align: center;"><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 style="background-color: yellow;">Enhance opportunities for communication and collaboration with all community partners.</p>	<p>A) School Council</p> <p>B) Alt. Ed Classes</p> <p>C) Specialized High Skills Major (SHSM)</p> <p>D) Pastoral Planning</p>	<p>A) Increase in community building initiatives and outreach (e.g. St. Martin 40<sup>th</sup> Anniversary; fundraising, Christmas Baskets etc).</p> <p>B) Community building activities imbedded in Alt. Ed. curriculum (e.g. St. Francis Table; Paris Outreach etc.)</p> <p>C) Relationships with local businesses in SHSM sector established</p> <p>D) Delegates of Parish and School Council selected to sit on Pastoral Planning Team 2009/10</p>	<p>A) End-of-year review to be conducted to assess impact of community building</p> <p>B) Student participation assessed and feedback by host agencies reviewed</p> <p>C) SHSM students 2009/10 assessed and feedback by host businesses reviewed</p> <p>D) Increased input by Parish and School Council in pastoral planning 2009/10</p>	<p>A) To be completed September 2008 – June 2009</p> <p>B) To be completed February 2009 and June 2009</p> <p>C) To begin December 2008</p> <p>D) To begin May - June 2009</p>

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System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Data from Monitoring and Review Cycles	Completion Date / Next Steps
<p><b>Excellence in Student Achievement</b></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>• <u>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.</u></p> <p>• <u>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 etc</u></p>	<p>A) Literacy Committee *Note: Refer to detailed school goal/action plan attached</p> <p>B) Specialized High Skills Major (SHSM) *Note: Refer to detailed school goal/action plan attached</p>	<p>*Note: Refer to detailed school goal/action plan attached</p>	<p>*Note: Refer to detailed school goal/action plan attached</p>	<p>*Note: Refer to detailed school goal/action plan attached</p>

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System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Data from Monitoring and Review Cycles	Completion Date / Next Steps
<p><b>Financial Accountability and Transparency</b></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"> <li>• Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</li> </ul>	<p>A) School Budget Alignment with Student Success Goals</p>	<p>A) Guiding principle that budget items are aligned with student success goals maintained in a consistent fashion. School budget balanced at year end.</p>	<p>A) I-Ren to be used to report, monitor, and track school budgets</p>	<p>A) September 2008 – June 2009</p>

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Data from Monitoring and Review Cycles	Completion Date / Next Steps
<p><b>Student Enrolment Impact</b></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"> <li>• Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections.</li> </ul>	<p>Utilize electronic registers to reflect accurate school/class enrollment</p>	<p>School/classroom enrolments accurate</p>	<p>Enrolment registers align with Ministry guidelines and Board policy (re: class size and staffing)</p>	<p>To be reviewed monthly</p>

<b>System Goal:</b>	<b>Excellence in Student Achievement</b>			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
<p>Expand and deepen the implementation of high quality literacy practices in order to contribute to the development of the whole child.</p>	<p>A) Literacy Committee</p> <p>B) Needs Analysis</p> <p>C) Literacy Action Plan</p>	<p>A) Literacy Committee comprised of staff delegates from every instructional department</p> <p>B) Literacy Committee conducts a needs analysis of staff, students and parents in preparation for the OSSLT. The needs analysis will identify at-risk students as well as reading and writing gaps that require supports/interventions.</p> <p>C) Literacy Committee develops a literacy action plan for 2008/09 based on needs analysis. A literacy action plan is put in place that provides supports for students (re: improving reading and writing skills), staff (re: cross curricular literacy strategies), and parents (re: home-based literacy strategies to reinforce actions taken by school). The action plan also includes interventions (e.g. after-school literacy modules) to assist at-risk students in meeting the provincial standard (re: reading and writing).</p>	<p>A) Initial formation of Literacy Committee. Calendar of regular monthly meetings established.</p> <p>B) Needs analysis based on quantitative and qualitative data analysis. Quantitative data analysis to include OSSLT results 2007/08, Grade 9 Literacy Mock Test Results 2007/08, and selected term marks. Qualitative data analysis to include informal feedback from students, teachers, and parents.</p> <p>C) Supports and interventions based on literacy best practices (i.e. teaching literacy across the curriculum) vis a vis gaps identified by needs analysis.</p>	<p>A) To be completed by end of September 2008. Next step: Needs Analysis</p> <p>B) To be completed by end of October 2008. Next step: Literacy Action Plan</p> <p>C) To be completed by end of November 2008. Next Steps: Create 3 Literacy Subcommittees to (i) in-service Staff (re: cross-curricular approaches to teaching literacy); (ii) develop and deliver a Parent Workshop (re: home-based literacy strategies to reinforce actions taken by the school); (iii) develop and deliver after-school modules for at-risk students (re: to bridge gaps identified by quantitative and qualitative data analysis)</p>

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	<p>D) Literacy Subcommittees                  (i) Staff Focused Subcommittee                  (ii) Parent Focused Subcommittee                  (iii) Student Focused Subcommittee</p>	<p>D) Literacy Subcommittees complete the following tasks:                  (i) <u>Staff Focused Subcommittee</u></p> <ul style="list-style-type: none"> <li>▪ OSSLT Overview Package; Monthly Staff Presentations (e.g. Literacy Strategy Presentations); literacy across the curriculum in-service to Grade 9/10 teachers</li> </ul> <p>(ii) <u>Parent Focused Subcommittee</u></p> <ul style="list-style-type: none"> <li>▪ OSSLT Overview Package; OSSLT Parent Workshop PowerPoint Presentation; Parent Literacy Resource Package – to include annotated bibliography of committee reviewed web-based literacy resources, helpful tips and suggestions to encourage reading and writing at home etc.</li> </ul> <p>(iii) <u>Student Focused Subcommittee</u></p> <ul style="list-style-type: none"> <li>▪ Develop curriculum for literacy module based on gaps identified by needs analysis; solicit at-risk student (i.e. students identified as at-risk by needs analysis) for after school literacy modules; provide instruction for modules</li> </ul>	<p>D) Initial formation of literacy subcommittees. Calendar of regular monthly meetings established. Monthly subcommittee updates given to Literacy Committee.</p>	<p>To be completed by end of December 2008. Next steps: Staff Presentations; Grade 9/10 In-service; Parent Workshop; After-School Literacy Modules.</p> <p style="text-align: right;"><b>CONTINUED</b></p>
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	<p>E) Subcommittee Presentations</p> <p>i) <u>Staff Focused Subcommittee</u></p> <ul style="list-style-type: none"> <li>▪ Staff Meeting Presentations</li> <li>▪ Grade 9/10 Teacher In-Service</li> </ul> <p>ii) <u>Parent Focused Subcommittee</u></p> <ul style="list-style-type: none"> <li>▪ Parent Workshop</li> </ul> <p>iii) <u>Student Focused Subcommittee</u></p> <ul style="list-style-type: none"> <li>▪ At-Risk Literacy Module</li> </ul>	<p>E)</p> <p>i) <u>Staff Focused Subcommittee</u></p> <ul style="list-style-type: none"> <li>▪ Increased use of high yield literacy strategies across the curriculum</li> </ul> <p>ii) <u>Parent Focused Subcommittee</u></p> <ul style="list-style-type: none"> <li>▪ Use of strategies at home</li> </ul> <p>iii) <u>Student Focused Subcommittee</u></p> <ul style="list-style-type: none"> <li>▪ Increased success rate on OSSLT</li> </ul>	<p>E)</p> <p>i) <u>Staff Focused Subcommittee</u></p> <ul style="list-style-type: none"> <li>▪ Staff survey administered and informal feedback provided</li> <li>▪ Used to gauge success of program (i.e. strengths and weaknesses)</li> </ul> <p>ii) <u>Parent Focused Subcommittee</u></p> <ul style="list-style-type: none"> <li>▪ Parent Workshop survey administered and informal feedback collected</li> <li>▪ Used to gauge success of program (i.e. strengths and weaknesses)</li> </ul> <p>iii) <u>Student Focused Subcommittee</u></p> <ul style="list-style-type: none"> <li>▪ Subcommittee to track OSSLT results of students participating in at-risk literacy modules vis a vis non-participating at-risk students</li> </ul>	<p>E)</p> <p>i) <u>Staff Focused Subcommittee</u> To be completed December 2008 – April 2009</p> <p>ii) <u>Parent Focused Subcommittee</u> To be completed February 2009</p> <p>iii) <u>Student Focused Subcommittee</u> To be completed February and March 2009 (*2 Modules)</p> <p>Next Steps: Literacy Committee to review OSSLT Data, Staff Surveys, Parent Surveys, informal feedback through months of May and June 2009; reflect and revise action plan; begin cycle anew in September 2009</p> <p><b>END OF ACTION PLAN</b></p>
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<b>System Goal:</b>	<b>Excellence in Student Achievement</b>			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
<p>Expand differentiated learning opportunities, within fiscal responsibility, for students in specialist high skills major (SHSM) program</p>	<p>A) Specialized High Skill Major Steering Committee  <u>Note:</u> To include Administrator; Guidance Department; Co-op Teacher; Department Heads from affected departments</p> <p>B) Community Building</p> <p>C) SHSM Course Bundles</p> <p>D) SHSM Needs Analysis</p> <p>E) First-Year Budget Template</p>	<p>A) Steering committee identifies Specialized High Skill Major (SHSM) sector</p> <p>B) Co-op identifies experiential learning opportunities for college/university bound students in SHSM sector.</p> <p>C) SHSM courses are identified.</p> <p>D) Instructional Departments involved in SHSM conduct a needs analysis for SHSM courses.</p> <p>E) First-Year Budget Template is completed for SHSM.</p>	<p>A) Program Department liaison to in-service school based steering committee on SHSM requirements and assist in identifying industry needs at the local, provincial, national level.</p> <p>B) Co-op teachers build relationships with SHSM sector businesses. Businesses agree to host SHSM students.</p> <p>C) Grade 11/12 courses meeting SHSM requirements are bundled to assist with timetable planning.</p> <p>D) Departments review SHSM requirements, audit resources, and assess program readiness to implement SHSM.</p> <p>E) Program Department liaison to in-service school based steering committee on SHSM Budget Template. Department needs analysis used to complete First-Year Budget Template. Budget Template is submitted to Program Department for review and approval.</p>	<p>A) To be completed by the end of November 2008. Next Step: Identification of experiential learning opportunities for SHSM students.</p> <p>B) To be completed by the end of December 2008. Next Step: SHSM course bundles.</p> <p>C) To be completed by the end of December 2008. Next Step: SHSM Needs Analysis.</p> <p>D) To be completed by the end of January 2009. Next Step: First Year Budget Template.</p> <p>E) To be completed by the end of February. Next Step: Promotion of SHSM program</p>

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	<p>F) SHSM Public Relations</p> <p>G) Timetabling of SHSM students</p>	<p>F) Promotional material is prepared for SHSM and distributed to Grade 10/11 students</p> <p>G) SHSM students are identified by Guidance Department and timetabled</p>	<p>F) SHSM brochures designed and developed. SHSM brochures distributed to Grade 10/11 students through homerooms.</p> <p>G) Enrollment in SHSM meets minimum requirements of program.</p>	<p>F) To be completed by the end of February 2009. Next Step: Timetabling of SHSM students.</p> <p>G) To be completed by the end of March. Next Step: Creation of contextualized learning activities for 2009/10 school year in to meet SHSM requirement.</p> <p><b>END OF ACTION PLAN</b></p>
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