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School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Angela Merici

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



“Vision and Dedication”

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

Mission Statement

St. Angela Merici School is a Catholic Faith Community that creates a Christ-centered environment.

Students grow in the realization that faith is a way of life, which should permeate all their actions and decisions.

Our goal is to impart a deep conviction in individuals to bear positive witness in the Word and to challenge all to achieve excellence spiritually, socially and academically.

Our School Profile

St. Angela Merici School, is an elementary school of approximately 511 students from Junior Kindergarten to Grade 8 from a range of social, economic and ethnic backgrounds reflecting the ever-increasing diversity of cultures found within Brampton. There is one large school bus as well as one Special Needs van transporting students to the school. Most of the surrounding area is composed of residential properties, consisting of single-family dwellings as well as a small area of medium-density townhomes. Throughout the year we have a few families moving into and out of the area, but generally we have a stable population. We are located in the northwest corner of Brampton and are fortunate to be helping in the establishment of our new parish of Guardian Angels. There are 40 staff members, including special services, actively working to support, nurture and respond to each student's needs with sensitivity and respect for individual abilities and gifts.

St. Angela Merici School is committed to Catholic education provided in a Christ-centered environment, as outlined in our mission statement and in that of the Dufferin-Peel Catholic District School Board. 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. St. Angela Merici School has a caring community environment that stresses tolerance and acceptance of others, commitment to our Catholic faith and high academic standards.

The school motto "**Vision and Dedication,**" reflects an approach where religion and daily life are intertwined. Activities at St. Angela Merici School — academic and pastoral work, extra/intra curricular, prayer and worship, occur on a daily basis. The Catholic leadership of principal, vice-principal and teachers 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 our Catholic Faith as their common bond. Our prayer life, liturgical celebrations, the sacraments and our faith and value system form the foundation of our school program. At St. Angela Merici School, we are proud of our balanced religious and academic programs. We offer students a well-rounded and value-centered education to help them make positive choices for the future. At St. Angela Merici School, we provide a variety of experiences in extra-curricular and intra-curricular activities and presentations to continue to nurture their spirits and develop their special talents and potential. We continue to strive to provide each student with the best possible learning experience. The curriculum planned and delivered by our staff is broad, balanced and relevant to the needs and aspirations of all our 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 and 6 assessments indicate that the school-wide emphasis on literacy and mathematical literacy improvement strategies and resources needs to continue. Data records management will provide greater focus for improvement strategies. Our results continue to suggest that there is room for improvement in Reading, Writing and Mathematics. We will continue to focus on specific achievable goals.

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	47%	47%	55%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	51%	53%	51%
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 	<p>Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community</p>	<p>Parent and pastoral staff involvement and attendance at Virtues celebrations, Masses and Liturgies</p> <p>Establishment of School Sacred Space</p>	<p>Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</p> <p>Sacred Space established in school foyer area</p>	<p>April 2009</p> <p>Ongoing feedback will inform the school's planning for next steps</p> <p>May 2009</p> <p>Sacred Space (chapel) will form an integral part of ongoing school celebrations</p>

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> <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>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 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>Facilitate school involvement in “Me to We”, “Free the Children” and Diversity initiatives</p> <p>Implement Youth Faith Ambassadors and Student Council</p>	<p>Reduced number of conflicts</p> <p>Increased student sense of safety</p> <p>Increased student sense of community outreach</p>	<p>Informal feedback</p> <p>suspension data / incident tracking data</p> <p>Safe Schools Survey</p> <p>Success of outreach activities as they pertain to “Me to We”</p>	<p>January 2009</p> <p>April 2009</p>

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

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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> <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 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, 	<p>Develop critical literacy skills across the curriculum in all grades</p> <p>Develop critical mathematical literacy skills in all grades</p>	<p>A focus on critical literacy in school and classroom planning (refer to detailed action plan available at the school)</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 <p>Use of Skopus data warehouse to monitor student achievement data</p> <p>Detailed Data Wall maintained on an ongoing basis</p>	<p>December 2008 April 2009 June 2009</p>

<p>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 -Student Success/Learning to 18 -Alternative Education / Continuing and Adult Education <p>ensuring the distinctiveness of Catholic education is explicitly</p>				
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infused.				
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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>	<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 	<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"> • 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"> • Weekly /monthly as per board/ministry policy

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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