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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Mary
66 Main Street South
Brampton, Ontario L6W 2C6

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

“Teach Me Goodness, Discipline and Knowledge”

Mission Statement

Mary followed Jesus step by step in her maternal pilgrimage of faith. It is precisely this faith, which guides our school. Just as Mary embraces each and every one in the Church and through the church, we at St. Mary School embrace our entire community. God committed to Mary the treasury of all good things in order that everyone may know that through her we obtain hope and grace.

St. Mary Catholic School seeks to provide a learning community where students, parents, teachers, parish and others work collaboratively. It is our commitment to help each other develop the self-discipline, positive attitudes, values and skills that enable all of us to become productive, confident, moral and responsible individuals.

With Mary as our example, St. Mary Catholic School is a community that models Christian life in caring for others and striving to discover and develop God given talents and abilities. St. Mary School is a place where gospel values permeate our actions for the joyful manifestation of the gifts of each individual.

Let us continue to build the kingdom together with Mary as our Model!

Our School Profile

St. Mary School, built in 1957 is an elementary school of approximately 260 students from Junior Kindergarten to Grade 8 from a wide range of social, economic and ethnic backgrounds reflecting the ever-increasing diversity of cultures found within Brampton. There are three large school buses as well as one Special Needs Van transporting students to the school. Most of the surrounding area is composed of a mixed residential/commercial community, consisting of single-family dwellings as well as medium-density townhouses and high-density apartments. Throughout the year we have a number of families moving into and out of the area. We are located in the heart of downtown Brampton and are fortunate to be in close proximity of our parish.

There are 20 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. Mary School is committed to Catholic education 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. Mary 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 "**Teach Me Goodness, Discipline and Knowledge,**" reflects an approach where religion and daily life are intertwined. Activities at St. Mary School — academic and pastoral work, extra/intra curricular, prayer and worship, occur on a daily basis. The Catholic leadership of 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. Mary 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. Mary 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

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	69%	73%	65%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	80%	64%	76%
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 <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 programs and targets and an integrated curriculum approach that will assist all in our community in working towards greener schools. • 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, parish and home. 	<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 •Continue to implement Pastoral Plans in consultation with staff, students, parish and school council, maintain and build on our partnerships with in the St. Mary's Parish Community •Continue to highlight visible symbols around the school that reflect our faith beliefs •Continue with school wide strategies re: daily prayers, announcements, assemblies, celebrating our school namesake, responses at mass, specified prayers per grade level, prayer corner, tour of the church etc. (Refer to Pastoral Plan for specifics) •Continued scheduled monthly 9:00 a.m. classroom masses with the St. Mary Parish community and scheduled school masses •Present Faith stories from a variety of inclusive, cultural perspectives that reflect the religious and cultural experiences of the students (E.G. patron Saints, faith festivals) as grade appropriate •St. Mary staff embrace Christian stewardship and outreach through personal reflection, input etc. on how to best serve the "least ones" •Continue with hospitality/outreach program, charitable almsgiving, i.e. Coat/boot project at our school, summer baskets, Christmas baskets, hat/mitten tree, food drives, summer camp, financial assistance re: excursions, weekly luncheons etc., •Continue with Student Council charitable initiatives •At St. Mary School we will continue to appreciate the needs of our diversified community through cultural heritage, background, natural abilities and individual talents. Opportunities are available to address our diversification by promoting our common vision in developing a strong community, continue with our intermediate "Last Supper" on Holy Thursday as we celebrate our diversity as we transition into high school 	<ul style="list-style-type: none"> •Parent and pastoral staff involvement and attendance at Virtues celebrations •Student active participation in weekly/school masses and daily prayers in classroom •Increased participation and enthusiasm in showing charity 	<ul style="list-style-type: none"> •Informal feedback from: parish team, parents, school council, staff and students 	<p>April 2009</p> <ul style="list-style-type: none"> •Ongoing feedback will inform our school's planning for next steps

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	<ul style="list-style-type: none"> •Further implement diversity strategies, I.E. Social justice, novels, literature, etc., •Classroom visits by priests 			
<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. 	<ul style="list-style-type: none"> •Continue with the practices involved in the current Catholic Code of Conduct, continue to review with staff, inform parental community and students •Large parental community assembly at open house re: Anti-bullying-inclusive of handouts, magnets, power point presentations, role playing etc. •Continue with current programs in place, i.e. Community Police, B.R.A.V.E., PALS, Cyberproofing, R.A.I.D., Recognition/Virtues awards, Tell Tattle, Family Life/Religion •Continue with outreach room re: food, clothing, gift certificates, lunch, student council, junior achievement, guest speakers, SES program, Celebrating our diversity through Christmas Luncheon, heritage days, flags, multi-cultural lunch, dances, art, multi-languages at dismissal 	<ul style="list-style-type: none"> •Reduced number of conflicts •Increased student sense of safety •Greater cooperation amongst the students, increase in student reporting •Increased participation, decrease in complaints re: inequity, injustice and fairness. Greater degree of tolerance. 	<ul style="list-style-type: none"> •Informal feedback •Suspension data / incident tracking data •Safe Schools Survey (Use last years survey as a baseline for comparison) •Parental involvement at Open House etc. 	<ul style="list-style-type: none"> •September 2008 (Review policy and safe school survey completion) •April 2009

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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>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</p>	<ul style="list-style-type: none"> •Implement evidence-based decision making strategies to inform instruction and to improve student achievement •Provide an effective balanced literacy program based on current curriculum expectations and documents •Use a variety of assessments to gather student achievement data •Use differentiated instruction to meet the needs of all learners •Develop professional learning communities and foster inquiry •Develop a strong home-school partnership •Try to ensure there is a consistent, daily literacy block throughout the school to effectively facilitate the balanced literacy program •Compile a literacy/numeracy assessment profile for each student •Develop numeracy through literacy in all grades •Develop critical literacy skills across the curriculum in all grades 	<ul style="list-style-type: none"> •A focus on numerical literacy in school and classroom planning (refer to detailed action plan available at the school) •Proficiency in the use of technology with mathematics •Greater literacy communication re: numeracy •Staff’s use of combined grade units offered through the program department •Student use of math journals to communicate their math learning •Students who enjoy math and are comfortable with concepts, process and skills •An increase of students who enjoy math and are comfortable •Increase EQAO success 	<ul style="list-style-type: none"> •Improved critical literacy as evidenced through a variety of assessments including: •CASI/PM •Student work samples •Teacher observation •EQAO •Summative tasks as noted on PAR per grade level •Student/staff reflection etc. •Use of Skopus data warehouse to monitor student achievement data 	<p>SAMPLE:</p> <ul style="list-style-type: none"> • December 2008 • April 2009 • June 2009

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<p>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, 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 	<ul style="list-style-type: none"> •Use of technology cross curricular, but particularly mathematical studies this year •Continue with Special Education/ESL model for curriculum assessment, delivery and consolidation school wide •Continue with transitioning into high school as per Brampton West Plan 			
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<p>-Literacy / Numeracy Secretariat -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</p>	<p>•Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</p> <p>•Investigate community resources for additional funds (I.E. KOC)</p> <p>•Inform community of revised role of the treasurer re: school council financial forms, reports</p> <p>•Support school council fundraising events and verify disbursement of funds in connection with schoolgoals/priorities etc.</p> <p>•Adhere to timelines, procedures, and accountability throughout all school operations while maintaining communication with the community, senior administrators, trustee and board personnel</p>	<p>•Budget allocation will align with school priorities for student achievement</p>	<ul style="list-style-type: none"> ▪ Use i-Ren reports to monitor and track school budgets, print monthly-modify/review open purchase orders monthly ▪ •Use Kimputer to monitor/track activity account, petty cash account, school council account ▪ •Support secretaries transition to 3 accounts/tracking ▪ •Submission of reconciliation reports on a monthly basis to R. D’costa, as well as reconciliation on board approved forms as requested by the S.O. ▪ Attention to detail, timelines and shared belief in accountability through Principal, Secretary, Staff, School Council, Superintendent(s), Senior Board Officials 	<p>•Monthly Reconciliations/print out/tracking/follow up</p> <p>•Formal Reports September 2008 May 2009</p> <p>•Review/adjust as timelines for board may be readjusted.</p>
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School Plan for Sustained and Continuous Improvement 2008 - 2010

support staff.				
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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

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