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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

Mother Mary Ward Elementary School
69 Maitland Street, Brampton, Ontario

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



God Greatest Glory.....People Fully Alive

Mission Statement

We, the staff, celebrate spirituality and diversity through achieving, believing and community living in an inclusive Catholic environment.

We, the parents, in partnership with staff and students, are dedicated to our children's spiritual, intellectual, emotional, social and physical development in a secure environment, at home and in class. Working together, we attain success by educating students to their full potential.

We, the students, act and learn as a Catholic community. We demonstrate our love for God by respecting each other and by trying to meet the expectations of our parents and teachers.

“GOD’S GREATEST GLORY... PEOPLE FULLY ALIVE”

Our School Profile

Mother Mary Ward is an elementary school in St. Anthony of Padua Parish. There are approximately 208 students from Junior Kindergarten to Grade Eight. Our Special Education Resource Teacher provides direct support in Language and Mathematics to approximately 25 students. There are 14 teachers on staff. The majority of students live in the surrounding residential area.

Mother Mary Ward School uses the literacy and learning outcomes indicated and assessment strategies recommended by the Ministry of Education & Training and the Dufferin-Peel Catholic District School Board.

Students with Language and Math difficulties receive Special Education Resource support individually in small groups. ESL/ESD students receive specialized assistance from the ESL teacher who works with the students individually or in small groups.

Mother Mary Ward is committed to Catholic education as outlined in the mission statement of the Dufferin-Peel Catholic District School Board. Mother Mary Ward 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 learning environment where models of Gospel values and Catholic doctrines, teachings and beliefs are an integral part of the daily life of our school.

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. We are proud of our balanced religion, academic, arts, technology and athletics program. We offer students a well-rounded and value-centered education to help them make good choices for the future. The curriculum 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 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 & 6 reading assessments indicate that the school-wide emphasis on reading has produced a marked improvement in our students’ reading skills. Our Grade 6 results in reading and writing have exceeded the results from the previous year. Our Grade 3 reading 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	50%	32%	23%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	73%	77%	40%
Board	70%	72%	62%
Province	66%	67%	61%

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p 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> <ul style="list-style-type: none"> 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. 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>Sacred Space:</p> <ul style="list-style-type: none"> Staff and students create a sacred space that evidences our common call to follow the rituals and rites of our Faith. Promote an appreciation and respect for sacred space in each classroom and within the school. Staff and students continue to use the Chapel to enhance learning <p>Virtues Program</p> <ul style="list-style-type: none"> Each classroom will be responsible to promote a virtue (PA announcements, display case etc...) Virtues Recognition Program. A student in each class will be selected as having demonstrated the virtue of the month Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community 	<p>Sacred Space:</p> <ul style="list-style-type: none"> Sacred space is maintained and respected in each classroom Chapel is used on a regular basis <p>Virtues Program</p> <ul style="list-style-type: none"> Virtues permeate all aspect of life at Mother Mary Ward Has a positive impact on students' behaviour Parent, staff and student involvement and attendance at Virtues celebrations 	<p>Sacred Space:</p> <ul style="list-style-type: none"> Sacred space is maintained and respected in each classroom Visible signs of our Faith throughout the school i.e. altar, cross. Informal feedback from: staff, parents, school council, staff, school Virtues team and students 	<ul style="list-style-type: none"> April 2009 Ongoing feedback will inform the school's planning for next steps

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	<p>Community Outreach:</p> <ul style="list-style-type: none"> • Continue to offer opportunities for social justice and stewardship. • Support and deepen each person’s capacity to witness to the “Human Face of God” through participation in the Board-wide faith day and associated gatherings. • Identify and witness each person’s role in shaping Safe, Caring, Inclusive and Healthy schools and departments. • Develop leadership capacity in faith formation of all Dufferin-Peel leaders. 	<p>Community Outreach:</p> <ul style="list-style-type: none"> ▪ Social justice opportunities are provided throughout the school year. Food drives, mitten drives, Family Christmas, Share Life, Terry Fox, St. Vincent de Paul, Toys for Tots ▪ Student Leaders promote social outreach and school spirit. ▪ Students are intolerant of acts of violence, self- deprecation and bullying ▪ Teacher camaraderie is increased. ▪ Acts of Christian kindness are witnessed and felt by all. ▪ Catholic Virtues are embedded in all areas above. 	<p>Community Outreach:</p> <ul style="list-style-type: none"> ▪ justice opportunities are provided throughout the school year. Food drives, Terry Fox Run, Share Life, St. Vincent de Paul etc. ▪ Student Leaders promote social outreach and school spirit. ▪ Students are intolerant of acts of violence, self- deprecation and bullying. ▪ Acts of Christian kindness are witnessed and felt by all. ▪ Catholic Virtues are embedded in all areas above. 	
<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. • 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 to develop a school wide approach to Safe School ▪ Continue to support the Virtue Program 	<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 • Safe Schools Survey 	<ul style="list-style-type: none"> • December 2008 • April 2009

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> <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, and specialized programs including Extended French, French Immersion, and International Baccalaureate 	<p>Balance Literacy</p> <p>Support and enhance student comprehension and higher-order thinking.</p> <ul style="list-style-type: none"> ▪ Division focus on a variety of comprehension strategies ▪ Continue analysis of benchmarks to inform instruction ▪ Use teacher moderation to share best practice and ensure consistency ▪ Compile a literacy profile for each student <p>Support Guided and Independent Reading in the classrooms:</p> <ul style="list-style-type: none"> ▪ Incorporate ELSAT teacher, Resource staff and volunteers during Literacy block ▪ Attention to differentiated instruction to address individual needs of students ▪ Provide opportunities to utilize multiple choice and open response questions ▪ Support PAR : ▪ Use PAR to align expectations and achievement ▪ Build up resources to support teachers and students <p>Support Guided and Independent Writing in the classrooms:</p> <ul style="list-style-type: none"> ▪ Incorporate ELSAT teacher, Resource staff and volunteers during Literacy block ▪ Differentiated instruction to address individual student needs ▪ Continue using the writing process and on-demand writing ▪ Compile a Literacy portfolio to include writing samples. ▪ Teacher moderation 	<p>PM Benchmarks as diagnostic, formative and summative assessment tools. Reaching Readers (Grade 3) Literacy Assessment Profile for each student Self-assessment Rubrics Data Wall</p> <p>Utilize additional materials purchased for the Literacy room Use Literacy room more efficiently to ensure that classrooms have access to leveled books for Guided Reading. Family Literacy evening to focus on reading strategies Use different assessment tools: checklists, observations, PM Benchmark, Reaching Readers Focus on modeling and practicing tasks that require multiple choice selections and a written open response</p>	<ul style="list-style-type: none"> • Improved Balance literacy as evidenced through a variety of assessments including: <ul style="list-style-type: none"> ○ CASI ○ 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>programs.</p> <ul style="list-style-type: none"> • 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 -ensuring the distinctiveness of Catholic education is explicitly 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> <ul style="list-style-type: none"> • Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context. 	<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. 	<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"> • Monthly
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