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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

Our Lady of Mercy

5820 Glen Erin Drive
Mississauga, Ontario

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



“Achieving, Believing, Caring”

Mission Statement

We the staff of Our Lady of Mercy Elementary School celebrate spirituality and diversity through achieving, believing and caring in an inclusive Catholic environment.

We, the parents of Our Lady of Mercy Elementary School, 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 of Our Lady of Mercy Elementary School, 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.

Our mission is to provide a Catholic education which develops the spiritual, intellectual and physical capabilities of each individual to live fully today and to meet the challenges of tomorrow, thus enriching the community.

Our School Profile

Our Lady of Mercy is an elementary school of approximately 520 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. Our school population reflects the diverse socio-economic mix found within Mississauga. Our school has a double gym equipped with a new score board, a stage, a library, and a welcoming foyer at the entrance of our school. Our Lady of Mercy has twenty-four classrooms, two computer labs and five seminar rooms. With the support of our School Council, the front entrance to our school has been landscaped with interlocking brickwork and perennials.

Our Lady of Mercy is committed to Catholic education as outlined in the mission statement of the Dufferin-Peel Catholic District School Board. Our Lady of Mercy is a caring school community 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 doctrines, teachings and beliefs are an integral part of the daily life of our school. Our school motto; "Achieving, Believing and Caring," reflects our goal in working together with parents, the parish and the community to provide a positive faith and learning environment.

Our Lady of Mercy School follows the Ontario Curriculum, and provides a variety of learning opportunities that are relevant to the needs, skills, talents and aspirations of our students. At Our Lady of Mercy, 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. Our goal in literacy is to support the development of fluent, independent readers and writers. Our goal in mathematical literacy is to present students with a balanced mathematics program through which students experience academic growth in a supportive learning environment that focuses on hands-on experiences and problem-solving strategies. Staffs help students to improve their learning skills so that they can make informed decisions, plan learning activities and organize projects. Programs and resources are adapted to meet the needs of all learners including those with specific learning difficulties or needs. Appropriate assessment procedures are employed regularly to motivate and encourage student success. Commitment of staff is evident through committee participation and involvement in professional development.

Parents at Our Lady of Mercy School continue to be active partners both as volunteers and as School Council members. Parent volunteers continue to be involved in the delivery of the All Star Reading Program, Milk and Pizza Lunch Programs, as well as numerous other school activities. By working together, school staff, parents, trustee and the parish help build a positive Catholic learning environment for our students, so that they experience spiritual growth and academic success as Catholic learners.

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

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	58%	66%	56%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	74%	68%	72%
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, and 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 years, 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 	<p>Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community; e.g., Welcome Back School Mass</p> <p>Provide opportunities to support community participation in faith celebrations, e.g., Community Curriculum Night Faith Celebration, Sacramental and other Faith Celebrations, Classroom Liturgies, Parish/School Visits, Dates for School Masses/other celebrations are communicated to Parents- invitations, Catholic Education Week.</p> <p>Continue to implement Virtues Program, e.g., Monthly Celebrations/Prayers, Daily Announcements, Visual icons of Virtues displayed throughout the school. Allocate a percentage of the school budget towards the purchase of Religious Education resource to support faith formation such as: -purchase of classroom bibles -prayer centre</p> <p>Continue to develop student/staff servant leadership opportunities; e.g., Share Life, United Way, food drives, toonies for autism, helping Hands, St. Vincent DePaul , PALS, Eden Foodbank, KidsCan on October 2</p> <p>Continue to develop school wide recycling program, and promote</p>	<p>Parent and pastoral staff involvement and attendance at Virtues celebrations</p> <p>There is increased community participation, at School Faith & other Celebrations.</p> <p>There is continued implementation of Board developed Catholic Community Study Unit, e.g., Virtues resource.</p> <p>Religious Education resources/materials are purchased to support faith formation of: staff, students, community members.</p> <p>Staffs, students, School Council & Volunteers assume a variety of leadership roles.</p> <p>All classes have blue boxes, white boxes, collected and set out weekly for pick up</p> <p>Increased numbers of students bringing litterless lunches to school</p>	<ul style="list-style-type: none"> • Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students <p>Observation- Materials & resources are made available, are in classrooms, school and in use.</p> <p>Observation- Blue Boxes and white boxes are available and in use in all classrooms. Custodial involvement in the recycling program.</p>	<ul style="list-style-type: none"> • April 2009 • Ongoing feedback will inform the school's planning for next steps <p>Initial implementation September 2008- ongoing</p> <p>September 2008-09 (ongoing)</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>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>the litterless lunch program, Child-to-Child.</p> <p>Faith Day – School Wide PD- ‘The Enduring Gift’ – sharing of stories</p> <p>Provide direction and support for the purchase of Literacy and other resources that are reflective of the diversity within the Our Lady of Mercy School and larger community.</p> <p>Promote staff involvement in Diversity Workshop initiatives.</p> <p>Ensure Arts in the School Programs, are reflective of the needs/interests and diversity of school community.</p> <p>Continue to develop and provide opportunities for community participation in Faith & other Celebrations, e.g., Mass, Sacramental Celebrations, Virtues and other school celebrations, e.g., Continue to expand & enhance Community Partnerships,, e.g., Rosary Apostolate, Youth Education Officer, RAID, Peel Health , etc., Parish Reps- School Council</p>	<p>Staff participate in cross school Faith Day PD initiative- Lateral PD to support sharing of faith stories</p> <p>Classroom and Library resources that reflect diversity of school; cultural, gender, variation in needs/interests are purchased and displayed for use.</p> <p>Arts in school programs are varied in content, e.g., focus on developing Self-esteem, Black History Month Presentations, Bullying Prevention Programs, Artists in the School</p>	<p>Informal feedback/ Latest PD Faith Day initiative was well attended and participated in.</p> <p>Observation- Literacy and/other curriculum resources are purchased & displayed, e.g.,</p> <p>Feedback from staff/students/School Council- Arts in the School Program highlights diversity in interest/needs, e.g., School Character Program, Esteem Team, Child-to-Child program</p>	<p>Rosary Apostates are beginning October 2008-May 2009</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 	<p>Utilize staff and divisional meetings as a vehicle through which professional learning is shared and developed to identify and develop a plan to support student learning needs</p> <p>Continue to build community awareness around system communication strategies:</p> <ul style="list-style-type: none"> -Board Web sites -School Newsletters -School Council Newsletters -Additional Communications 	<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 • School Discipline Tracking system 	<ul style="list-style-type: none"> • September 2008-June 2009 • May 2009 <p>Ongoing-keep tracking sheet in shared files so that both administrators can have access to the information.</p>

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, 	<ul style="list-style-type: none"> • Develop critical literacy skills across the curriculum in all grades <p>Promote implementation of Literacy/Numeracy across the curriculum Continue to Integrate high yield strategies and differentiated instruction Ensure staff/divisional meetings are used to: support teacher Professional Development to share effective classroom strategies to enhance learning; To review and analyze data collected and to continue to participate in the development of Smart Goals. -building in opportunities for teacher moderated marking -ELSAT teachers to support Primary Literacy</p>	<p><i>Increased levels on EQA.</i></p> <p><i>Effective implementation of the teaching/learning cycle</i></p>	<ul style="list-style-type: none"> • Improved critical literacy as evidenced through a variety of assessments including: <ul style="list-style-type: none"> ○ CASI ○ PM Benchmarks ○ Student work samples ○ Teacher observation ○ Kindergarten portfolio ○ EQAO • Use of Skopus data warehouse to monitor student achievement data 	<p>Assessment cycle:</p> <ul style="list-style-type: none"> • October 2008 • December 2008 • April 2009 • June 2009

<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 	<p>-Continue to expand literacy room to include JK-8 materials.</p> <p>Continue to provide placements for Co-op and Faculty of education students</p> <p>Continue to provide information and make recommendations as appropriate for the Extended French, French Immersion and International Baccalaureate programs</p> <p>Support continued use of CASI and Benchmarks data collection templates</p> <p>Revised Kindergarten Assessment Portfolios</p> <p>Support transition of elementary students entering secondary school through –the facilitation of visits by high school teachers to discuss grade 9 course selections and facilitate student visits to the high school as available</p> <p>Identify At Risk Learners- high school transition meetings</p> <ul style="list-style-type: none"> -include high school team at case conferences, IPRC’s, etc. -Purchase and continued implementation of Assistive Technology to support at risk learners, e.g., NEOS, Kurzweil, -OPA schools <p>Monitor & review progress on a regular basis of students identified as at Risk learners- e.g., Special Education Team Meetings, etc.</p> <p>Begin to implement revised Science Curriculum Document, ELL and ESL Board Initiatives Resources, e.g., Kindergarten</p>			
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School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>-Alternative Education / Continuing and Adult Education ensuring the distinctiveness of Catholic education is explicitly infused.</p>	<p>-Common Text Room Resources Networking at a Family Level for specialty teachers -Boardwide Inservice -MN Model ELL teachers meet collectively once a term – Networking -Teacher Librarian -Special Education Teachers</p>			
<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. • 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: <ul style="list-style-type: none"> -Board Policy -Audit Recommendations -General Administrative Procedures • Provide in-service sessions related to the finance support tool for administrators and support staff. 	<ul style="list-style-type: none"> • Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement, e.g., allocating budget monies to meet school goals <p>Work as a school team, e.g., LSAC, School Budget Team, to monitor and establish budgetary goals in alignment with Board Policy, e.g., Continued implementation of: SchoolCashNET Reconciliation of School/School Council Accounts IREN Use boardwide forms to track check requisitions and deposits for school council accounts.</p> <p>Implement board financial support tool when made available to system</p> <p>Attend & support attendance of support staff at in-service sessions related to the finance template tool and other budget initiatives</p>	<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

<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) <p>Participate in ARC meetings; facilitate access of communication to community as available.</p> <p>LSAC-to manage and provide input for fluctuations regarding student enrolment and class organization.</p> <p>Provide & facilitate communication with community re: Fluctuation in enrolment, reorganization/class size, etc.</p> <p>Monitor Student Projections and provide feedback to planning department regarding school community enrolment trends</p> <ul style="list-style-type: none"> -network with new developers, board planners to identify trends 	<ul style="list-style-type: none"> ▪ Electronic registers reflect accurate classroom enrolments <ul style="list-style-type: none"> -review of ONSIS and signing of reports -submit enrollment data in a timely fashion 	<ul style="list-style-type: none"> ▪ Enrolment registers align with Ministry guidelines 	<ul style="list-style-type: none"> • Monthly enrollment data submitted to SO
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