



Dufferin-Peel Catholic District School Board



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**Regional Secondary
Schools**
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Director of Education
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Board Chairperson
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School Plan for Sustained and Continuous Improvement 2008 - 2010

Queen of Heaven Catholic School

1198 Alexandra Avenue

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



“Together in Faith and Learning”

Mission Statement

***We believe in developing and modeling respect for self and others,
and living the gospel values taught to us by Jesus Christ.***

***We believe in providing students with the opportunity to develop academic, personal and social skills
necessary to work in a co-operative environment that transcends
the boundaries of age, culture and social differences.***

***We believe in fostering an environment that instills a co-operative spirit within the family,
the church, the school, and the broader community.***

***We believe in communicating, supporting, sharing, interacting, caring and
working in harmony so that goals of excellence can be pursued with vigour and confidence.***

Our School Profile

Queen of Heaven Catholic Elementary School has a student population of approximately 429 students from Junior Kindergarten to Grade 8 and a staff of 39 including teachers, educational resource workers, secretary, administration and custodians. The students come from a wide range of social and ethnic backgrounds reflecting the ever-increasing diversity of cultures found within Mississauga.

Queen of Heaven 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, caring and inclusive 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, "Together in Faith and Learning" reflects a holistic philosophy where religion and daily life are intertwined. Our students come to us with a variety of strengths and needs, with their 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 Queen of Heaven, we are proud of our balanced religion, academic, arts, technology, athletics and community outreach programs.

During the 2008-2009 school year literacy, numeracy and Catholicity continued to be the focus for our school. Staff is continuously involved in professional development opportunities which enhance their knowledge and teaching practices. The curriculum planned and provided in the school is broad, balanced and relevant to the needs and aspirations of all our students. Special education teachers support students that are challenged by the curriculum and ESL support is available for students who are new to the English language. 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.

The school community at Queen of Heaven is committed to the search for excellence, the uniqueness of the individual and the education of the whole person. We offer students a diverse, well-rounded and value-centered education to help them make good choices for the future.

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: 2008 - 2009

School results on the EQAO Grades 3 & 6 reading assessments indicate that the school-wide emphasis on writing has produced a marked improvement in our students’ writing skills. Our Grade 6 results in reading, writing and mathematics have exceeded the results from the previous year. Our overall results suggest that there is room for improvement at both the grade 3 and grade 6 levels.

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 ('08-'09)			
School	61%	79%	64%
Board	62%	70%	70%
Province	61%	68%	70%
Grade 6 ('08-'09)			
School	73%	65%	79%
Board	72%	72%	65%
Province	69%	67%	63%

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"> • Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth. • 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. <p>Develop relationships with various community partners (Public library, community centre, nursing home, Dr. Simone’s Warehouse)</p> <ul style="list-style-type: none"> • Continue to nurture relationships between school and parish teams; and school and home. 	<ul style="list-style-type: none"> • Foster student faith development within the image of Christ through direct experiences of services and social justice within the parish, school and local community • Share and integrate our faith story across the curriculum • Enhance library/ classroom collections of age-appropriate materials that include biblical/faith stories and icons • Ensure that students/staff are given the opportunity to share their faith stories through participation in Religion and Family Life classes as well as daily prayer, liturgy, and mass • Continue to promote successful parish relationships through pastoral plans, information sharing and liturgical events (celebrating school/class mass at St. Dominic 	<ul style="list-style-type: none"> • Student, staff, parent and pastoral staff support, involvement and participation in social justice opportunities throughout the school year (Terry Fox, Food Drive, Share Life) • Students and staff taking a shared leadership role in faith formation • Daily prayers, scripture led by students and youth ambassadors • Greater use of school chapel by students and staff • School-wide reconciliation supported by students, staff, parents and pastoral team • Community support of outreach programs (Family BBQ, Curriculum Night, community masses, fundraisers) • Greater involvement in and support of parish initiatives • Catholic virtues and gospel values are lived daily and witnessed/recognized by all 	<ul style="list-style-type: none"> • Ongoing feedback from: pastoral team, parents, school council, staff, and students • Ongoing feedback from: pastoral team, parents, school council, staff, and students • Ongoing feedback from: pastoral team, parents, school council, staff, and students 	<ul style="list-style-type: none"> • May 2010 • Ongoing feedback will inform the school’s planning for next steps • June 2010 • Ongoing feedback will inform the school’s planning for next steps • June 2010 • Ongoing feedback will inform the school’s planning for next steps

	<p>Parish, bi-weekly class visits by the parish team)</p>	<ul style="list-style-type: none"> • Acceptance of one another and treatment of one another with respect and dignity 		
<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 divisional based learning teams with focus on evidence-informed inquiry through SMART GOALS to improve student achievement and support students at risk • Ongoing professional development via Board in services as well as Learning Team and SAT in service • Continue with anti-bullying programs and presentations ▪ Continue with Virtues program and community building activities that promote inclusiveness for all members ▪ Continue to partner closely with St. Dominic Parish ▪ Continue to embrace community partnerships: artists in the school, Peel Health, Peel Police, School Council 	<p>Increased dialogue, collaboration and sharing of ideas, teaching strategies and assessment practices between staff</p> <p>Increased student achievement based on sound teaching practice</p> <ul style="list-style-type: none"> • Increased student sense of safety • Collaborative approaches in the school and playground (PALS, Student Council Youth Ambassadors) • Align resource staff with students at risk ▪ Student, staff and parent support of weekly community building activities with positive reinforcement recognition of Outstanding Students ▪ Increased leadership from Student Youth Ambassadors 	<ul style="list-style-type: none"> • Increased collaboration between grade level partners and division • Increased teacher moderation • Ongoing professional development • Decreased ‘discipline’ intervention needed by administration and all staff • Ongoing discussions with staff about the attitudes and feelings of students related to weekly community building activities • Informal feedback from: pastoral team, parents, school council, staff, Safe School Team and students • Suspension data / incident tracking data will decrease 	<ul style="list-style-type: none"> ▪ Ongoing feedback will inform the school’s planning for next steps ▪ Ongoing participation in Positive School Climate initiative will inform the school’s planning for next steps

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 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> <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>• Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process.</p> <p>• Implement Ministry initiatives</p>	<ul style="list-style-type: none"> • Continue to develop critical literacy skills across the curriculum in all grades (SEF A2) • Continue to develop open responses in reading by focusing on reading for meaning (demonstrating understanding, making inferences, extending understanding and analyzing texts, responding to and evaluating text, and point of view) • Continue the application/assessment of comprehension strategies across the curriculum • Focus on collecting student evidence of learning, analysis of data for strengths, needs and next steps using SMART GOALS(SEF B5) • Ensure that all elements of balanced literacy exist in all grades 	<ul style="list-style-type: none"> • Evidence of critical literacy in school and classroom planning (focus on higher order questioning, using wide variety of text, cross-curricular non-fiction writing) • Common Literacy block of time (120 minutes) reflect all components of a Balanced Literacy Program • Evidence of informed, shared instructional leadership that targets elemental improvement across grade levels(PLC"s, SMART Goal, moderated marking and shared grade level planning) • Evidence of use of PAR to inform appropriate instructional responses with the aim of improving student learning • Increased student achievement reflected in report cards, EQAO, CASI, PM Benchmark and KAP scores 	<ul style="list-style-type: none"> • Improved critical literacy as evidenced through a variety of assessments including: CASI, Student work samples, pre and post tests, summative assessments, teacher observation, EQAO scores, report cards • Use of Skopus data warehouse to monitor student achievement data • Increased student achievement in targeted areas (improvement between CASI baseline and cycles, Report Card Data) 	<p>Reporting at all three reporting periods</p> <ul style="list-style-type: none"> • December 2009 • April 2010 • June 2010 <p>Reporting at all three CASI/PM Benchmark periods</p> <ul style="list-style-type: none"> • November 2009 • February 2010 • June 2010

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>relating to: -ongoing curriculum review -Ministry Policies (e.g. ELL, Positive School Climate, Schools in Middle) -Special Education/Differentiated Instruction -Literacy / Numeracy Secretariat Initiatives</p>	<ul style="list-style-type: none"> • Ongoing collaboration and planning with SAT • Continue divisional learning teams with focus on evidence-informed inquiry through SMART GOALS to improve student achievement and support students at risk (focus on guided reading groups using PM and CASI, IEP data) • Increased use of technology to embrace differentiated learning such as: Smart Board and Integrated Arts initiative, LD Suite, Neo Smart (SEF D3) • Team meetings to access expertise of Special Ed. Personnel 	<ul style="list-style-type: none"> • Ongoing development and use of the Literacy Assessment Profile for each student including CASI, PM and KAP, work samples, reading inventories/observations and unedited writing samples (SEF C2) • Implement use and further development of the Junior Literacy classroom binder for PLC's • Ongoing use of CASI and PM Tracking Board to generate teaching foci • Ongoing development of Flexible Guided Reading groups 		<p>Reporting at all three reporting periods</p> <ul style="list-style-type: none"> • December 2009 • April 2010 • June 2010 <p>Reporting at all three CASI/PM Benchmark periods</p> <ul style="list-style-type: none"> • November 2009 • February 2010 • June 2010

School Plan for Sustained and Continuous Improvement 2008 - 2010

<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:</p> <ul style="list-style-type: none"> -Board Policy -Audit Recommendations -General Administrative Procedures 	<ul style="list-style-type: none"> • Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement • Continue to make decisions based on the needs of the school, division, grade level and classroom necessary for Safe, Caring, Inclusive and Healthy School • Include staff input in budget allocation through School Improvement Team • Increase student achievement through the allocation of funds to meet targeted resource needs (home reading, wide variety of texts, classroom libraries, manipulatives and instructional tools • Support staff in all extra curricular activities e.g. sports, arts, clubs, field trips etc... • Support School Council in fundraising expenditures with staff and administration input (Wish List, Families in Need etc...) 	<ul style="list-style-type: none"> ▪ Budget allocation will align with school priorities for student achievement ▪ Balanced Capital Budget ▪ Reporting of School Generated Funds under GAP Procedure 704.2 ▪ Implementation of newly established procedures for allocation of School Advisory Council Funds ▪ Balanced School Advisory Council Budget 	<ul style="list-style-type: none"> ▪ Use i-Ren reports to monitor and track school budgets on a monthly basis ▪ Use SchoolCash.NET through ICT and Finance to monitor school and school council financial activity ▪ Through informal discussions and ongoing tracking with Head Secretary determine success of the budget program and the understanding of staff re: petty cash, expenditures etc... 	<ul style="list-style-type: none"> ▪ Ongoing feedback will inform the school's planning for next steps
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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) ▪ Continue to involve staff in process (LSSAC, Team Meetings etc...) ▪ Continue to liase with parents, parish and planning department re: home/community changes and collecting up-to-date information on programs, housing, neighbourhood trends 	<ul style="list-style-type: none"> ▪ Electronic registers reflect accurate classroom enrolments ▪ Increased accuracy between projected and actual enrolment figures ▪ Greater understanding of enrolment process for staff and parent community 	<ul style="list-style-type: none"> ▪ Enrolment registers align with Ministry guidelines 	<ul style="list-style-type: none"> • Monthly
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