



Dufferin-Peel Catholic District School Board



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Regional Secondary School
Notre Dame

Director of Education
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Board Chairperson
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School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Agnes School

"Excellence and Co-operation"

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Our School Prayer

Dear Lord, our merciful and loving God, may we, students, staff and parents of St. Agnes School,
live the gentle strength and faith of our patron, St. Agnes.

Guide us to love, learn, work, share and serve as Jesus did.

O God, watch over us as we grow and learn together to serve you in our community.

Keep us safe and protect us through all our days.

We ask this through our Lord Jesus Christ.

Amen.

Written by F. Couto's Class, 2001-2002

Mission Statement

St. Agnes Catholic School seeks to provide a school climate which fosters the Gospel values, enabling our students to maximize their potential to love, learn, work and serve as Jesus did.

With the school, parents, students, and the church working together, we attain success by educating students to their full potential.

Our School Profile

St. Agnes Catholic Elementary School has approximately 330 students of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. Most of the surrounding community consists of single-family dwellings and townhouses, and is situated in the area known as the Heart Lake Community in Brampton. Our school houses a day-care facility as well as a before and after school child-care program.

St. Agnes School was established to support Catholic parents in their responsibility for the spiritual, religious, moral, academic and physical needs of their children in accordance with the teachings of the Church. The community of St. Agnes School is committed to a search for excellence, the uniqueness of the individual and the education of the whole person.

St. Agnes School provides an environment for students that stresses tolerance and acceptance of others, commitment to our Catholic *faith* and high academic standards. One of our constant goals is to provide a safe and healthy learning environment. Gospel values, Catholic doctrines, teachings and beliefs are an integral part of the daily life of our school. The school motto, "*Excellence & Co-operation*" reflects a holistic philosophy where religion and daily life are intertwined. All activities at St. Agnes School, academic and pastoral, curricular, co-curricular, and administrative are focused on helping students to excel in their present lives, and to prepare them for their future as Catholic adults in the community.

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. At St. Agnes School, we strive to provide a balance of religion, academic, arts, technology and athletic programs. 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 help develop the skills, abilities and talents of individual students. Accordingly, a variety of assessment procedures are employed regularly to motivate and encourage student success and to help keep stakeholders informed. To ensure coherence and wholeness, subjects are taught using The Ontario Curriculum expectations, 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 literacy and numeracy has produced a marked improvement from the previous year, in our students’ Grade 3 reading and mathematical skills, while maintaining the level of achievement in writing. Our Grade 6 results in reading, writing and mathematics were very similar to results from the previous year. Over time, our school has generally not yet established a pattern of continuous growth, and there is the need for improvement in order to reach provincial and board levels, especially in the area of writing.

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	61%	61%	61%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	66%	62%	59%
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"> • 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. • Continue to nurture relationships between school and parish teams, and school and home. 	<p>Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community</p> <p>Students, staff and families will have opportunities to lead and participate in community and global outreach opportunities such as food drives, support of ShareLife The Knights' Table, and the Terry Fox Cancer Research initiative</p> <p>Share the DVD "The Enduring Gift of English Catholic Education in Ontario" with as many stakeholders as possible, to promote awareness, understanding and sharing of our personal experiences A pastoral plan will be published and updates will be provided to students,</p>	<p>Student, staff and parent involvement in outreach activities</p> <p>Student and staff involvement in exercises and projects to develop Virtues understanding and adoption as a way of life</p> <p>Staff, students and parents will provide ongoing leadership and involvement in school liturgies and support of Parish sacramental preparation programs</p>	<p>Informal feedback from: pastoral team, parents, school council, staff, and students</p> <p>Percentage of involved various community stakeholders and the amount of tangible support donated to the various causes</p> <p>Informal feedback from: pastoral team, parents, school council, staff, and students</p>	<p>April 2009</p> <p>Ongoing feedback will inform the school's planning for next steps</p> <p>Various dates connected to the liturgical calendar</p> <p>October, 2008 Ongoing in the school year</p>

	<p>parents and staff on a regular basis</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 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>Continue to implement PALS (Playground Activity Leades)</p> <p>Continue to foster relationships and make use of skills, talents, time, energy and resources of local agencies and institutions such as our Parish, the Peel Health Department and Region of Peel Police, and a variety of services and human resources within our school Board</p> <p>Continue to support and foster healthy involvement and contributions from our Volunteer force and Catholic School Council</p> <p>Continue to implement our Diversity Goals</p>	<ul style="list-style-type: none"> • Reduced number of conflicts • Increased student sense of safety • Involvement with the Harmony Movement, to promote student leadership in the area of diversity support 	<ul style="list-style-type: none"> • Informal feedback • suspension data / incident tracking data • Safe Schools Survey 	<p>:</p> <ul style="list-style-type: none"> • December 2008 • April 2009

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 <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, by developing and implementing best-practices 	<p>Review of the recent data points to the need to focus on the following literacy areas:</p> <p>Reading</p> <ul style="list-style-type: none"> •implicitly stated information and ideas (making inferences) •reading for meaning from a variety of informational, literary and graphic texts, using a variety of strategies to create meaning •making connections between information and ideas in a reading selection and the reader's personal knowledge and experience <p>Writing</p> <ul style="list-style-type: none"> •Using and applying conventions and presenting written work effectively / develop and organize content •topic development •using knowledge of form and style in writing <p>Numeracy</p> <ul style="list-style-type: none"> •Networked Board-supported Learning Team, with a focus on the Junior Division this year 	<ul style="list-style-type: none"> • A focus on critical literacy in school and classroom • teachers and students engaged in best practices, and regularly using resources found in our Central Text Room, with the assistance of our ELSAT • student improvement in the ability to provide evidence and justification in writing in their mathematics problem solving responses (open response format) • teachers and students regularly using mathematics manipulative resources to promote student reasoning skills and understanding 	<ul style="list-style-type: none"> • Improved critical 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

<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>	<ul style="list-style-type: none"> • Ensure that the school budget is aligned to system/school goals for improved student achievement 	<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 	<ul style="list-style-type: none"> • September 2008 • May 2009
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