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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

ST. FRANCIS OF ASSISI ELEMENTARY SCHOOL

2480 Thorn Lodge Dr.
Mississauga, ON L5K 1K5

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



"Loved. Living Our Vision Every Day"

Mission Statement

We, the faculty of St. Francis of Assisi Catholic Elementary School celebrate spirituality and diversity through achieving, believing and community living in an inclusive Catholic environment.

We, the parents of St. Francis of Assisi Catholic 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 St. Francis of Assisi Catholic 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

Our School Profile

St. Francis of Assisi Catholic School is an elementary school of 516 students. The student population from Junior Kindergarten to Grade 8, comes from a wide range of social and ethnic backgrounds reflecting the ever-increasing diversity of cultures found within the city of Mississauga. St. Francis of Assisi 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 school community at St. Francis of Assisi is committed to the pursuit of excellence, the uniqueness of the individual and the education of the whole person. St. Francis is a caring school and community that stresses tolerance and acceptance of others, commitment to our Catholic faith and high academic standards. 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. The school motto was chosen through the process of community consultation and reflects a holistic philosophy where religion and daily life are intertwined. All activities at St. Francis of Assisi – academic and pastoral work, intracurricular and extracurricular, prayer and worship, administration and management – help to prepare our students for their lives as Catholics in the community. Our code of behavior and our student recognition program is based on the values espoused by our patron Saint Francis of Assisi. 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 Virtues program form the foundation of our school program. At St. Francis of Assisi, we are proud of our balance 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, the example of St. Francis of Assisi and sound educational practices. We are proud of the tireless efforts of our faculty towards continuous improvement and a quality learning culture where children feel safe and comfortable as they develop their skills.

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 reading must continue to be refined, as scores have not improved, year over year. It is felt that the continuing focus on reading will also support the amelioration of writing and mathematics results.

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	60%	72%	58%
Board	62%	70%	70%
Province	61%	68%	70%
Grade 6 ('08-'09)			
School	80%	79%	62%
Board	72%	72%	65%
Province	69%	67%	63%

School Plan for Sustained and Continuous Improvement 2008 - 2010
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
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>	The ethos of our Catholic Christian Faith permeates the life of the community of St. Francis of Assisi School. The work of the Holy Spirit is carried out in many ways: some are detailed below. For a more comprehensive understanding of how Faith is enlivened at St. Francis, please see our Pastoral Plan .	The actions, activities, programs, events, etc. outlined in our Pastoral are authentically and meaningfully undertaken throughout the year.	Through the work of our Pastoral, there is an even-increasing sense of Catholic Christian mission, hope and prayer among the members of the St. Francis of Assisi school community: students, staff, parents, and the larger community.	Ongoing: September to June
• 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.	• Allocate a percentage of the school budget towards the purchase of Religion, Family Life and Virtues Education resources to support faith formation * Reference: Pastoral Plan	• Resources/materials are purchased to support faith formation of staff, students, community members	• Materials/resources are made available, and impact the faith formation of the entire community	• Ongoing • Feedback will inform the school's planning for next steps.
• Create and implement a Catholic Community Study Unit for elementary and secondary schools.	• Continue to implement Virtues Program, e.g., Monthly Assemblies, Celebrations/Prayers, Daily Announcements, Visual icons of Virtues displayed throughout the school, e.g., Bulletin Boards designed to reflect Virtues * Reference: Pastoral Plans	• There is continued implementation of Virtues resources • Parent and pastoral staff involvement and attendance at Virtues celebrations • Visible signs of Faith/Virtue in front foyer and classrooms according to the liturgical season and monthly virtues	• Anecdotal feedback from masses, assembly presentations, liturgical celebrations • Informal feedback from: pastoral team, parents, school council, staff, faith ambassadors and students	• September 2009- ongoing: will inform the school's planning for next steps
• Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth.	• Continue to develop student/staff servant leadership and outreach opportunities; e.g., Share Life, United Way, Toonie Tuesday, Thanksgiving Food Drive Christmas Charity Gift Drive for needy families, support for Dr. Simone, St. Vincent	• Staff, students, School Council & Volunteers assume a variety of leadership roles • School Council, Student Parliament and School as a whole work together to support servant leadership and outreach opportunities	• School and community involvement in a variety of social justice initiatives are promoted and celebrated • Donations of hats, mittens and scarves from our Christmas tree drive during the month of December	• September 2009 – June 2010 • Informal feedback from pastoral team, parents, school council, staff, school Virtues team and students

School Plan for Sustained and Continuous Improvement 2008 - 2010

	DePaul , PALS, all with an ultimate view to promoting authentic staff/student leadership * Reference: Pastoral Plan			
<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. 	<ul style="list-style-type: none"> Continue to develop school wide stewardship/recycling program, and promote a healthy and sustainable environment * Reference: Pastoral Plan 	<ul style="list-style-type: none"> All classes participate in stewardship. recycling program Earth week awareness and activities, which extend beyond Earth week, so that the spirit of Earth week is lived in and permeates the school 	<ul style="list-style-type: none"> Recycling Boxes and white boxes are available and in use throughout the school Feedback from students, staff and community members 	<ul style="list-style-type: none"> Ongoing/Weekly – throughout the year
<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. 	<ul style="list-style-type: none"> Continue to provide opportunities to support community participation in faith celebrations, e.g., School and Family Masses, Liturgies (School/Classroom) , Catholic Education Week Foster student spiritual development in the image of Christ through the celebration of virtues education with the parish and larger community * Reference: Pastoral Plan 	<ul style="list-style-type: none"> There is increased community participation, at School Liturgies & other Celebrations Parent and pastoral staff involvement and attendance at Virtues celebrations 	<ul style="list-style-type: none"> Anecdotal feedback from masses, assembly presentations, liturgical celebrations Informal feedback from: pastoral team, parents, school council, staff, faith ambassadors and students 	<ul style="list-style-type: none"> September 2009- ongoing: will inform the school’s planning for next steps
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Provide direction and support investments in presentations, programs and the purchase of Literacy and other resources that are reflective of the diversity within the St. Francis of Assisi community * Reference: Pastoral and Diversity Plan 	<ul style="list-style-type: none"> Presentations, programs and Classroom and Library resources reflect diversity of school: culture, gender, variation in needs/interests 	<ul style="list-style-type: none"> Presentations, programs are implemented and Literacy and other curriculum resources are purchased & used/displayed, in front foyer, classrooms, office, library Feedback from: staff/students/parents 	<ul style="list-style-type: none"> September 2009- ongoing: Diversity/Safe Schools team will meet to plan for next steps
<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"> Continue to develop and provide opportunities for community participation in school activities, e.g., 	<ul style="list-style-type: none"> Regular school visits from our Parish Priest, Health Nurse, Police Officers Regular school visits from our 	<ul style="list-style-type: none"> Feedback from students, staff and parents Feedback from staff and parish team. 	<ul style="list-style-type: none"> Ongoing Informal feedback from pastoral team, parents, school council, staff, school Virtues team and students

School Plan for Sustained and Continuous Improvement 2008 - 2010

	<p>Family Masses, Sacramental Celebrations, Virtues assemblies and other school celebrations, Open House BBQ/Curriculum Night</p> <ul style="list-style-type: none"> • Continue to expand & enhance Community Partnerships, e.g., partnership with Peel Health Nurse, Youth Education Officer, RAID, PLASP, Parish Reps <p>* Reference: Pastoral Plan</p>	<p>Parish Priest and conversations with our parish team Parish Planning meeting with administration</p>		<ul style="list-style-type: none"> • •
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School Plan for Sustained and Continuous Improvement 2008 - 2010

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
Community Development <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>				
<ul style="list-style-type: none"> • Continue to focus on Catholic professional learning communities. 	<ul style="list-style-type: none"> • Continue to refine the work of PLCs through the effective implementation of the Teaching/Learning Critical Pathways as a vehicle for professional learning and growth 	<ul style="list-style-type: none"> • The work of the PLC is embedded in all the school does, and is adopted as the basis for collaboration leading to student growth and achievement in an atmosphere which also values the professional judgment and learning of all staff 	<ul style="list-style-type: none"> • Feedback from staff, students, and the CSC 	<ul style="list-style-type: none"> • Ongoing
<ul style="list-style-type: none"> • Enhance opportunities for communication and collaboration with all community partners. 	<ul style="list-style-type: none"> • Continue to build community awareness around through various communication strategies: -Board/School Websites -School Newsletters • Invitations to community partners to participate in school groups/programs-activities/events, e.g., Catholic School Council, Diversity/Safe School Action Team, Volunteer opportunities, Fundraising, Welcome to Kindergarten, Spirit Activities, Catholic Education Week 	<ul style="list-style-type: none"> • There is increased awareness of school events through the use of a variety of communication tools, which result in ever-increasing participation (i.e. announcements, school newsletter, website) 	<ul style="list-style-type: none"> • Feedback from parents, school council, staff and students 	<ul style="list-style-type: none"> • Ongoing: Monthly School Newsletters, School Website Updates, Council updates
<ul style="list-style-type: none"> • 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 work with Diversity/Safe School Action Team to develop Bullying Prevention Activities (e.g., various presentations, programs, 	<ul style="list-style-type: none"> • Reduced number of conflicts, in the school and in the schoolyard, and beyond • Increased student sense of safety • Increased sense that the school is a grace-filled and peaceful 	<ul style="list-style-type: none"> • Informal feedback • Suspension data / incident tracking data • Safe Schools Survey 	<ul style="list-style-type: none"> Ongoing by Diversity/Safe Schools Action Team

School Plan for Sustained and Continuous Improvement 2008 - 2010

	<p>such as PALS, student council)</p> <ul style="list-style-type: none"> ● Promote community awareness of revised Catholic Code of Behavior, with a focus on progressive discipline, mitigating circumstances, Restorative Justice 	<p>community, a Catholic-centered learning community</p>		
<ul style="list-style-type: none"> ● Support the development of a safe, caring, inclusive and healthy school community 	<ul style="list-style-type: none"> ▪ Include healthy eating tips in each month's school newsletter ▪ Continue to implement Kiss and Ride program ▪ Continue to ensure medical protocols are shared with parents and teachers(occasional as well) ▪ Continue to develop a safe caring, inclusive and healthy school community through daily virtuous living ▪ Provide activities for students that foster a sense of inclusion and cater to the individual needs of the students 	<ul style="list-style-type: none"> ● Feedback gathered about healthy eating tips provided in monthly newsletter ● House league junior volleyball teams, floor hockey, ice hockey, skating, gr. 3 swimming, chess club, scrabble club, cross country, talent shows, Christmas Family night <p>Less congestion in parking lot and increased safety of students</p> <p>Increased community awareness of medical protocols</p> <p>Less conflict in classrooms and in the schoolyard</p> <p>Increased recognition of student engaging in virtuous living at the monthly Virtues assemblies</p> <p>Increased involvement with Community Officers and the student body</p>	<ul style="list-style-type: none"> ▪ Wellness Day application for the Speak Up Grant 09/10 ▪ Kiss and Ride Program information and tips included in monthly newsletters ▪ Feedback from parents, school council, staff and students ▪ Provision of tips in monthly newsletter ▪ Feedback from staff, students and parents about virtues assemblies 	<ul style="list-style-type: none"> ● Review ongoing by Diversity / Safe Schools Committee

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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>The student achievement focus at St. Francis of Assisi is, to continue to deepen our focus on, and understanding of, critical thinking and metacognition skills, as described in <i>The Ontario Curriculum – Language, Reading Expectations 1.4 to 1.9 and 4.1.</i></p>	<p>The actions, activities, programs, events, etc. outlined in our Curriculum Plan are authentically and meaningfully undertaken throughout the year.</p>	<p>Through the work of our Curriculum Plan, there is an even-increasing understanding and application of critical thinking and metacognition among the members of the St. Francis student community.</p>	<p>Ongoing: September to June</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. 	<ul style="list-style-type: none"> ▪ Continue to focus on the development of critical literacy skills across the curriculum in all grades, through School-based support, Stream Support (Primary Literacy), Junior level T/LCP sessions and SAT teacher support in the area of Literacy 	<ul style="list-style-type: none"> ▪ A focus on critical literacy in school and classroom planning (focus on T/L CP at all grade levels) 	<ul style="list-style-type: none"> ▪ Improved critical literacy as evidenced through a variety of assessments including CASI, PM Benchmarks, T/L CP results, EQAO, and through use of data available in Skopus data warehouse 	<ul style="list-style-type: none"> ▪ Ongoing/each term
<ul style="list-style-type: none"> • 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 programs. 	<ul style="list-style-type: none"> • Continue to Integrate High yield strategies and differentiated instruction based on the strengths and needs of the students • Intermediate focus on Integrated Arts Initiatives • Continue to provide information regarding French Immersion, Extended French and Gifted programs and make appropriate recommendations to students and parents for these programs 	<ul style="list-style-type: none"> • Student success to be evident through the use of high yield strategies in the classroom as well as in assessment situations, which are based on the principles of Differentiated Instruction and Universal Design for Learning • A focus on integrating arts into the grade eight program through Integrated Arts / Smart Board initiative 	<ul style="list-style-type: none"> • Review of data collected, class and individual profiles that are developed to determine the appropriateness of instructional focuses, based on the data, and leading to a response to that data 	<ul style="list-style-type: none"> • Ongoing -December 2009 -April 2010 -June 2010

School Plan for Sustained and Continuous Improvement 2008 - 2010

<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. 	<ul style="list-style-type: none"> • Ensure staff have access to combined grade resources provided by the M of Education and the program department • Staff to continue to refine their use of differentiated instruction, in all classrooms, in daily practice 	<ul style="list-style-type: none"> • Staff use of combined grade resources and differentiated instructional and assessment strategies 	<ul style="list-style-type: none"> • Feedback from staff, students and parents regarding effectiveness of the resources and the various differentiated instructional/assessment strategies employed 	<ul style="list-style-type: none"> • Ongoing
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Support transition of elementary students entering secondary school through the facilitation of visits to discuss grade 9 course selections and facilitate student visits to the high school as appropriate • Identify learners who may be at risk to determine appropriate programming • Continue transition meetings with our secondary colleagues (IONA) to ensure successful transition of our students to high school (use of Board transition form) 	<ul style="list-style-type: none"> • Intermediate and high school staff collaborate to discuss strengths and needs of students, secondary programs and course selection to best meet the needs of the students • Open communication with Special Ed. Dept. and Guidance at IONA to identify at-risk students 	<p>Students are supported in enrolling inappropriate programs based on their needs</p> <p>Successful transition of grade eight students to grade nine</p>	<ul style="list-style-type: none"> • June 2010 • Ongoing
<ul style="list-style-type: none"> • Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process. 	<ul style="list-style-type: none"> • Support ongoing use of CASI and Benchmarks data collection templates and Kindergarten Assessment Portfolios, as well as Student Profiles based on various data • Continued implementation of Assistive Technology to support diverse learners, e.g., NEOS, Kurzweil, 	<ul style="list-style-type: none"> • Data used to guide instruction and assessment, as well as provide the instructional focus for the school • Assistive technology supports are used for students as appropriate • Staff continue to use data from profiles to meet the needs of the students on a variety of levels 	<ul style="list-style-type: none"> • Review programs to ensure they are designed to meet the needs of all students • Data is collected and information is used by staff to identify the instructional focus and strategies for improvement • Review use of assistive technology to ensure the various forms of technology meet specific needs of students • Review data, class and student 	<ul style="list-style-type: none"> • Ongoing: SMART Goals reviewed through T/L CP cycles

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	<p>Co-writer, Dragon Naturally Speaking</p> <ul style="list-style-type: none"> ● Monitor & review progress on a regular basis of students identified as at risk learners- e.g., through Special Education Team Meetings 		<p>profiles</p> <ul style="list-style-type: none"> ● Professional dialogue, conversation, among colleagues 	
<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 -Student Success/Learning to 18 -Alternative Education / Continuing and Adult Education, <p>ensuring the distinctiveness of Catholic education is explicitly infused.</p>	<ul style="list-style-type: none"> ● Develop critical literacy skills across the curriculum in all grades, and for all students as appropriate 	<ul style="list-style-type: none"> ■ A focus on critical literacy in school and classroom planning (refer to school-based curriculum plan – focus on T/L CP) 	<ul style="list-style-type: none"> ■ Improved critical literacy as evidenced through a variety of assessments including CASI, PM Benchmarks, T/L CP results, EQAO, and through use of data available in Skopus data warehouse 	<ul style="list-style-type: none"> ■ Ongoing/each term

School Plan for Sustained and Continuous Improvement 2008 - 2010

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
Financial Accountability and Transparency <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>				
<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, particularly in terms of improved student learning and achievement 	<ul style="list-style-type: none"> • Aligned Budget allocation to school priorities for student learning and achievement 	<ul style="list-style-type: none"> • Use i-Ren reports to monitor and track school budgets 	<ul style="list-style-type: none"> • Ongoing: September to June
<ul style="list-style-type: none"> • 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 and Audit Recommendations -General Administrative Procedures 	<ul style="list-style-type: none"> • Regular and ongoing use of Financial Support Tool 			<ul style="list-style-type: none"> • Ongoing: September to June
<ul style="list-style-type: none"> • Provide in-service sessions related to the finance support tool for administrators and support staff. 	<ul style="list-style-type: none"> • Attend & support attendance of all administrative staff at inservice sessions related to finance templates/tools and other budget initiatives 			<ul style="list-style-type: none"> • Ongoing: September to June

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System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
Student Enrolment Impact				
<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>				
<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"> • Monitor student projections and provide feedback to planning department regarding school community enrolment trends 			<ul style="list-style-type: none"> • Ongoing
<ul style="list-style-type: none"> • 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"> • Ongoing/Monthly

This sheet may be used by schools that choose to develop additional goals.

System Goal:	Catholicity			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
<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. 	<ul style="list-style-type: none"> • Continue to develop student/staff servant leadership and outreach opportunities; e.g., Share Life, United Way, Drive (Eden Food Bank, Christmas Charity Gift Drive for needy families, support for Dr. Simone, St. Vincent DePaul , PALS, all with an ultimate view to promoting authentic staff/student leadership * Reference: Pastoral and Peacemakers Plans 	<ul style="list-style-type: none"> • Staff, students, School Council & Volunteers assume a variety of leadership roles • School Council, Student Parliament and School as a whole work together to support servant leadership and outreach opportunities 	<ul style="list-style-type: none"> • School and community involvement in a variety of social justice initiatives are promoted and celebrated 	<ul style="list-style-type: none"> • September 2009 – June 2010

System Goal:	Excellence in Student Achievement			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
<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. 	<ul style="list-style-type: none"> ▪ Continue to focus on the development of critical literacy skills across the curriculum in all grades, through School-based support, Stream Support and SAT teacher support in the area of Literacy ▪ Focus on the development of integrating arts into the curriculum (Integrated Arts Program in the intermediate division) * Reference: Curriculum Plan 	<ul style="list-style-type: none"> ▪ A focus on critical literacy in school and classroom planning 	<ul style="list-style-type: none"> ▪ Improved critical literacy as evidenced through a variety of assessments including CASI, PM Benchmarks, T/L CP results, EQAO, and through use of data available in Skopus data warehouse 	<ul style="list-style-type: none"> ▪ Ongoing/each term