



Dufferin-Peel Catholic District School Board



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School Plan for Sustained and Continuous Improvement

2008 - 2010

St. Francis of Assisi School

2480 Thornlodge Dr.

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



LOVED

Living Our Vision Every Day

Mission Statement for St. Francis of Assisi School

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 expectations of our parents and teachers.

Our School

St. Francis of Assisi Catholic School is an elementary school of 529 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 of Assisi 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, "*Preparing...Caring...Sharing,*" 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, extracurricular and intracurricular, prayer and worship, administration and management — help to prepare our students for their lives as Catholics in the community. Our code of behaviour 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 values system form the foundation of our school program. At St. Francis of Assisi, we are proud of our balanced religion, academic, arts, technology and athletics program. We offer students a well-rounded and value-centered education to help them make good choices for the future. The curriculum planned and provided in the school is broad, balanced and relevant to the needs and aspirations of all our students. A wide range of subjects and learning experiences are offered to develop the skills, abilities and talents of individual students. Accordingly, appropriate assessment procedures are employed regularly to motivate and encourage student success. To ensure coherence and wholeness, subjects are taught against the background of the Ontario Curriculum, the Gospel values of Jesus Christ, 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: 2007 - 2008

School results on the EQAO Grades 3 & 6 reading assessments indicate that the school-wide emphasis on reading has produced a marked improvement in our students’ reading, writing and mathematical skills. Our Grades 3 results in writing and mathematics have exceeded the results from the previous year. In grade 3 reading, while the results are down slightly from last year still remain above the Board and Provincial averages. Our grade 6 results in reading, writing and mathematics have exceeded the results from the previous year. Teachers focused on strategies to improve student performance. Students were able to exceed the Board and Provincial 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 ('07-'08)			
School	67%	81%	77%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	78%	81%	72%
Board	70%	72%	62%
Province	66%	67%	61%

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
<p style="text-align: center;">Catholicity</p> <p><i>The goal of the Dufferin-Peel Catholic community is to enhance the faith formation of all community members (staff, student, trustees, parents) by strengthening the partnership of home, parish and school.</i></p> <ul style="list-style-type: none"> • 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. • 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 an 	<ul style="list-style-type: none"> • support and deepen each person's capacity to witness to the "Human Face of God" through participation in the Board-wide faith day and associated gatherings • identify and witness each person's role in shaping Safe, Caring, Inclusive and Healthy schools and departments • develop leadership capacity in faith formation of all Dufferin-Peel leaders • ensure that virtues education / character formation permeates all aspects of life in the Dufferin-Peel community • continue our commitment to charities such as Sharelife, The Compass by way of school based activities lead by the School Spirit Team • Continue to contribute to the needy families of the community by Christmas toy and clothing drive 	<ul style="list-style-type: none"> • Parent and pastoral staff involvement and attendance at Virtues celebrations • Parent and pastoral staff involvement and attendance at celebrations/ masses throughout the school year • Financial support to charities such as SHARELIFE. • Donations of food collected over the course of the year. • Donations of hats, mittens and scarves from our Christmas tree during the month of December • Retreat participation by students 	<ul style="list-style-type: none"> • Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students 	<ul style="list-style-type: none"> • April 2009 • Ongoing feedback will inform the school's planning for next steps

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<p>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. 	<ul style="list-style-type: none"> • Continue to provide \$ in our library/classrooms to purchase picture books and non-fiction materials to enhance the students' understanding of our faith story • Continue to provide \$ for retreats for sacramental preparation • Continue participation of Diversity rep. on Mississauga South family of Schools Diversity team 	<ul style="list-style-type: none"> • Visibility of new resources utilized in library and in classrooms • Retreat participation by students • Participation of diversity reps at meetings and Board activities 		
<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. 	<ul style="list-style-type: none"> ▪ Implement PALS ▪ Community Officer presenting info to student body 	<ul style="list-style-type: none"> • Reduced number of conflicts • Increased student sense of safety 	<ul style="list-style-type: none"> • Informal feedback • suspension data / incident tracking data • Safe Schools Survey 	<ul style="list-style-type: none"> • December 2008 • April 2009

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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 style="text-align: center;">Excellence in Student Achievement</p> <p style="text-align: center;"><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. • 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 	<ul style="list-style-type: none"> • Develop critical literacy skills across the curriculum in all grades <p>Junior/Intermediate Literacy:</p> <ul style="list-style-type: none"> • Improve the understanding of implicitly stated information and ideas (making inferences) in non-fiction text <p>Primary Literacy:</p> <ul style="list-style-type: none"> • Increase knowledge of words and utilize cueing system to enhance fluency • Continue transition meetings with our secondary colleagues (IONA) to ensure 	<ul style="list-style-type: none"> • A focus on critical literacy in school and classroom planning (refer to detailed action plan available at the school) • A focus on the reading comprehension strategy “inferencing “ for teacher instruction in the junior and intermediate classrooms. • A focus on strategies to enhance fluency in the primary classroom • Open communication with Special Ed Dept. & Guidance at IONA identify at-risk students 	<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

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<p>elementary to secondary, with a particular focus on helping students with At-Risk factors.</p> <ul style="list-style-type: none"> • Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process. • Implement Ministry initiatives relating to: <ul style="list-style-type: none"> -ongoing curriculum review -Ministry Policies (e.g. ELL, -Aboriginal Policy Framework, Safe Schools) -Special Education -Literacy / Numeracy Secretariat <p>ensuring the distinctiveness of Catholic education is explicitly infused.</p>	<p>successful transition of our students to high school (use of Board Transition and Miss South Transition form)</p>			
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<p>Financial Accountability and Transparency</p> <p><i>The goal of the Dufferin-Peel Catholic community is to continue to comply with board policies and best practices in the areas of fiscal responsibility, accountability, and transparency.</i></p> <ul style="list-style-type: none"> • Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context. • Develop a financial support tool (Finance Department), that will identify best practices to 	<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 strive for a Balanced budget for 2008-09 while monitoring very closely the supply teacher budget 	<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 ▪ Use supply teacher budget tracker to monitor \$ spent 	<ul style="list-style-type: none"> • September 2008 • May 2009
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School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>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 <p>• Provide in-service sessions related to the finance support tool for administrators and support staff.</p>				
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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) 	<ul style="list-style-type: none"> ▪ Electronic registers reflect accurate classroom enrolments 	<ul style="list-style-type: none"> ▪ Enrolment registers align with Ministry guidelines 	<ul style="list-style-type: none"> • Monthly
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This sheet may be used by schools that choose to develop additional goals.

System Goal:		<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>		
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
Junior/Intermediate Literacy: Improve the understanding of implicitly stated information and ideas (making inferences) in non-fiction text	A focus on the reading comprehension strategy “inferencing” for teacher instruction in the junior and intermediate classrooms. Use of resources in junior literacy room including those purchased by Program Dept.	Improvement of “inferencing” as evidenced through a variety of assessments including: CASI data (Q #2,6,8) Student work samples Teacher Observation EQAO data	Use of Skopus data warehouse to monitor student achievement data	Each term, data is examined: December 2008 March 2009 June 2009 Monitor the % improvement of students....continue the same goal or alter the goal

System Goal:		<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>		
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
To improve student performance through participation in Program Support Model. St. Francis of Assisi is participating in Strand 1 , the development of high yield teacher strategies	Data analysis Setting and refining SMART goals Teacher moderation Implementing ‘high yield’ continuous improvement strategies Creating a culture of inquiry through Profession Learning communities Maintain All Star Reading Begin Fluency program	Participation in Board sponsored inservice Implementation of school response to Board and Provincial directions Time to consolidate new learning School teams have job embedded learning time	CASI and PM Benchmark scores Division meetings Self monitoring and reflective practice Use of framework of support model	Sept to Oct. 2008 November 2008 March 2009 June 2009