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School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Josephine Bakhita Catholic Elementary School
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“Excellence comes in many forms”

Mission Statement
To Prepare Students for Lifelong Success through Excellence in Education

Characteristics of a St. Josephine Bakhita School Graduate

- A responsible and involved Citizen
- A clear and effective communicator
- A competent problem solver who thinks critically and creatively
- A productive individual who works independently and collaboratively
- One who demonstrates respect for self and others in an increasingly diverse society
- A user of evolving technologies
- A knowledgeable practitioner of wellness behaviours
- An informed consumer and effective manager of personal and family resources
- A responsible steward of the environment
- A participant in the arts

St. Josephine Bakhita Elementary School

St. Josephine Bakhita Catholic Elementary School is an elementary school of approximately 450 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. The surrounding community consists of semis and single family homes located in Brampton.

On September 2nd, 2008, St. Josephine Bakhita School opened its doors for the first time. The staff, families and students have come together from the Region of Peel and beyond. Many of our students were housed at St. Stephens, Our Lady of Fatima and Sacred Heart over the past few years. There is a sense of privilege and duty in being given this opportunity to set the direction for a new school. There is a sense of privilege and duty in spreading the story of St. Josephine Bakhita in Brampton and in the Catholic community.

Over the next few months, staff, students and community will seek to establish a sense of direction based on the needs of the students and the community. We will fine tune our mission statement, motto and characteristics of a St. Josephine Bakhita graduate. We will create a vision and priorities for the school and we will prepare for the blessing of our school in May.

At St. Josephine Bakhita School our commitment to academic excellence is a shared responsibility. As a Staff and School Council, we work hard bringing together students, parents, teachers, pastoral team, trustees and other partners to form a Catholic community in the service of the spiritual, intellectual, physical and emotional needs of students in our care.

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. The curriculum 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 within the context of *The Ontario Curriculum*, Gospel values 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.**

Board and Provincial Achievement Results: 2007 - 2008

Percent of students, enrolled in the grade (Method 1), who scored at and above the provincial standard (Levels 3 & 4):

	Reading (All Students) Levels 3,4	Writing (All Students) Levels 3,4	Mathematics (All Students) Levels 3,4
Grade 3 ('07-'08)			
Board	65%	71%	59%
Province	61%	66%	68%
Grade 6 ('07-'08)			
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 <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 school expenditures in the area of Religious Education and faith formation during the 2008-2009 budget years and make recommendations for future annual budget commitments commencing in 2009-2010. * Foster student spiritual development within the image of Christ 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- greener schools, to be champions of social justice, and to make ethical decisions and to care for one another. Identify and integrate faith stories and teachings (all staff within their 	<p>Sacred Space:</p> <ul style="list-style-type: none"> Staff and students create a sacred space that demonstrates our common call to follow the rituals and rites of our Faith. Promote an appreciation and respect for sacred space in each classroom and within the school. <p>Virtues:</p> <ul style="list-style-type: none"> Classes have an opportunity to be involved directly with a Virtue Students will be recognized in each class, each month as demonstrating the Virtues <p>The Order of the Mass:</p> <ul style="list-style-type: none"> Focus on practicing the parts of the mass. Explore accessing the church for mass at least once during the 2007/2008 school year. Practice receiving the Holy Eucharist. Provide visual supports for all parts of the mass. To be used in classrooms and at mass. (proxima for mass outline) <p>Community Outreach:</p> <ul style="list-style-type: none"> Continue to offer opportunities for social justice and stewardship. 	<p>Sacred Space:</p> <ul style="list-style-type: none"> Sacred space is maintained and respected in each classroom <p>Virtues:</p> <ul style="list-style-type: none"> Ensure that Virtues/ Character formation permeates all aspects of life each classroom is actively involved in demonstrating their knowledge of the Virtues Program Positive impacts on student behaviour, such as student safety and respect towards others Students, staff, parent and pastoral staff involvement and attendance at Virtues celebrations <p>The Order of the Mass:</p> <ul style="list-style-type: none"> The responses to the mass are practiced both in the classroom and through the announcements. Students are cognizant and respectful of the Holy Eucharist. Students and staff participate fully in liturgies and masses. Parish / School communication is evident through the school calendar <p>Community Outreach:</p> <ul style="list-style-type: none"> Social justice opportunities are provided throughout the school year. Food drives, Angel on the Tree, Share Life, Terry Fox, St. Vincent de Paul 	<p>Sacred Space:</p> <ul style="list-style-type: none"> Sacred space is maintained and respected in each classroom Visible signs of our Faith throughout the school i.e. altar, cross. <p>Promoting Student Faith Life:</p> <ul style="list-style-type: none"> Sacramental Retreats. Faith Ambassador Activities. Student Leaders take an active role in faith formation. Daily prayers, scriptures etc. <p>The Order of the Mass:</p> <p>The responses to the mass are practiced both in the classroom and through the announcements.</p> <ul style="list-style-type: none"> The responses found in student agendas are utilized. Students are cognizant and respectful of the Holy Eucharist. Students and staff participate fully in liturgies and masses. Parish / School communication is evident through the school calendar. <p>Community Outreach:</p> <ul style="list-style-type: none"> Justice opportunities are provided throughout the school year. Food drives, Terry Fox Run, Share Life, St. Vincent de Paul etc. Student Leaders promote social outreach 	<p>April 2009</p> <ul style="list-style-type: none"> Ongoing feedback will inform the school's planning for next steps

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>roles as Catholic educators), in order to provide a Catholic perspective across the system.</p> <ul style="list-style-type: none"> Expand work on equity and diversity by targeting curriculum 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"> 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. <ul style="list-style-type: none"> Ensure that virtues formation is embedded in all aspects of school life. 	<ul style="list-style-type: none"> Student Leaders promote social outreach and school spirit. Students are intolerant of acts of violence, self- deprecation and bullying Acts of Christian kindness are witnessed and felt by all. Catholic Virtues are embedded in all areas above. ESL students assist other students new to the country through our ESL Ambassador Initiative 	<p>and school spirit.</p> <ul style="list-style-type: none"> Students are intolerant of acts of violence, self- deprecation and bullying. Acts of Christian kindness are witnessed and felt by all. <p>Virtues:</p> <ul style="list-style-type: none"> Catholic Virtues are embedded in all areas above. 	
<p style="text-align: center;">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"> Promote successful parish relationships through Pastoral plans, information sharing and liturgical events. Host school community gatherings (i.e. Open House Barbeque, Attend Hockey Game as community, Christmas Concert/ Advent Mass, Catholic Education activities, Talent Show in the spring) Foster partnerships with all stake holders: Local elementary and secondary school liaison Sts. Peter & Paul Parish Trustees – A. Abbruscato, B. Iannicca Catholic School Council Peel Police Youth Education – class visits to discuss Community Helpers and Bullying Peel Health School Nurse Erin Oak, CCAC Contribute to the development of uniquely Dufferin -Peel-oriented Catholic community studies curriculum resources Strengthen relationships and 	<p>Community Outreach:</p> <ul style="list-style-type: none"> Justice opportunities are provided throughout the school year. Food drives, Terry Fox Run, Share Life, St. Vincent de Paul etc. Student Leaders promote social outreach and school spirit. Students are intolerant of acts of violence, self- deprecation and bullying. Acts of Christian kindness are witnessed and felt by all. 	<ul style="list-style-type: none"> Informal feedback suspension data / incident tracking data Safe Schools Survey 	<p>Ongoing feedback will inform the school’s planning for next steps</p>

	collaboration with community, ministry and inter-ministry groups and agencies for access and services, within the context of our Catholic worldview.			
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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</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>• Expand differentiated learning opportunities, within fiscal responsibility, for students including cooperative education,</p>	<p>*Develop critical Literacy skills across the curriculum in all grades, with the support and guidance of the program department consultant following our stream/ path objectives</p> <p><u>Support and enhance student comprehension.</u></p> <ul style="list-style-type: none"> ▪ Division focus on a variety of comprehension strategies ▪ Use Teacher Moderation to share best practices and ensure consistency ▪ Continue analysis of benchmarks, CASI & JK/SK portfolio to inform instruction ▪ Compile a literacy profile for each students-to be shared year to year between staff <p><u>Support Teacher Strategies & Instruction:</u></p> <ul style="list-style-type: none"> * Guided and Independent Reading in the classrooms ▪ Incorporate ELSAT teacher, Resource staff and volunteers during Literacy block ▪ Attention to differentiated instruction to address individual needs of students ▪ Provide opportunities to utilize multiple choice and open response questions ▪ Use PAR to align 	<ul style="list-style-type: none"> • PM Benchmarks as diagnostic, formative and summative assessment tools. • Reaching Readers (Grade 3) • Literacy Assessment Profile for each student • Self-assessment • Rubrics • Tracking Board <p>* Utilize additional materials purchased for the Literacy room</p> <p>* Use Literacy room more efficiently to ensure that classrooms have access to leveled books for Guided Reading.</p> <p>* Family Literacy evening to focus on reading strategies</p> <p>* Use different assessment tools: checklists, observations, PM Benchmark, Reaching Readers</p> <p>* Focus on modeling and practicing tasks that require multiple choice</p>	<p>* Improved critical literacy as evidenced through a variety of assessments including:</p> <ul style="list-style-type: none"> ○ CASI ○ Student work samples ○ Teacher observation ○ EQAO <p>* Use of Skopus data warehouse to monitor student achievement data</p>	<ul style="list-style-type: none"> • Collection of data: <ul style="list-style-type: none"> • November, 2008 • February, 2009 • June, 2009 • EQAO – School results reviewed in September, 2008 to assist in planning for student improvement

<p>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.</p> <ul style="list-style-type: none"> • Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting. • Enhance effective transition plans for students entering Dufferin-Peel and moving from elementary to secondary, and for students leaving secondary to community work place and post secondary institutions, with a particular focus on helping students with At-Risk factors. • Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process. 	<p>expectations and achievement</p> <ul style="list-style-type: none"> ▪ Continue to build resources in the Literacy room to support teachers and students for all divisions <p>Support Guided and Independent Writing in the classrooms:</p> <ul style="list-style-type: none"> ▪ Incorporate ELSAT teacher, Resource staff and volunteers during Literacy block ▪ Differentiated instruction to address individual student needs ▪ Continue using the writing process and on-demand writing ▪ Compile a Literacy portfolio to include writing samples. <p>Numeracy & Mathematics:</p> <ul style="list-style-type: none"> * use EQAO data, and information regarding student strengths/weaknesses to guide instruction * purchase resources to support problem –solving * continue to support math manipulative room * Identify in point form information regarding focus areas * focus on the communication of student ideas, especially in math problem-solving * Math words walls * Math journals 	<p>selections and a written open response</p> <ul style="list-style-type: none"> * Implement use of L. Calkins' Units of Writing for Primary Years. * Teacher moderation using writing samples * Professional development through Ministry documents, articles etc. for all areas of literacy * Provide daily writing opportunities <ul style="list-style-type: none"> * Begin to use of ongoing assessment and evaluation to identify classroom and individual needs for intervention 		
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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 ensure financial accountability and transparency at the system and school level, including compliance with: <ul style="list-style-type: none"> -Board Policy -Audit Recommendations -General Administrative Procedures • Provide in-service sessions related to the finance support tool for administrators and support staff. 	<ul style="list-style-type: none"> * Continue to work within the i-Ren system * Following the system review, meet the benchmarks established by the board regarding budget allocation to Religion and Family Life programs *Continue to meet data collection requirements (OnSIS) particularly those pertaining to MISA (Managing Information for Student Achievement) in order to enhance decision making pertaining to student achievement * Continue to adhere to best practices and board policies in the areas of fiscal responsibility, accountability and transparency 	<ul style="list-style-type: none"> * Support the purchase of materials to ensure that basic school needs have been met * Budget is reflective of school goals * Update the literacy room * Support the school performances i.e. Anti-bullying plays * Continue to build on library resources, reflecting goals * Visible signs of our Faith are evident throughout the school * Virtues are evident in program, the environment and in the school initiatives * Ensure that extra curricular events are supported * Ensure that professional development is priority * Ensure that retreats are supported for the sacramental years and for student leaders 	<ul style="list-style-type: none"> * Use i-Ren reports to monitor and track school budgets <p>Monthly tracking and reporting of school budgets</p>	<ul style="list-style-type: none"> * September 2008 * May 2009
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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 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:	INSERT SYSTEM GOAL CHOICE HERE			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps

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School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps