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M. Rodrigues

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**Family of Schools**

Mississauga Central

**Wards**

6

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**Parish**

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**Parish Priest**

Fr. Marc Andre  
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**Parish Telephone**

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**Regional Secondary  
Schools**

St. Marcellinus

**Director of Education**

John Kostoff

**Board Chairperson**

Mario Pascucci



**Dufferin-Peel Catholic District School Board**

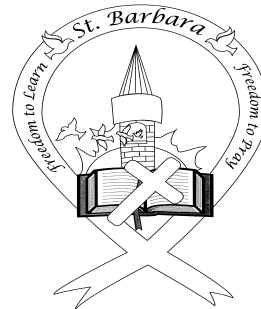


## School Plan for Sustained and Continuous Improvement 2008 - 2010

### St. Barbara Catholic Elementary School

1455 Samuelson Circle  
Mississauga, Ontario  
L5N 7Z2

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



*“Freedom to Learn, Freedom to Pray”*

### **Mission Statement**

*At St. Barbara Catholic Elementary school we believe that the Parish, the School and the Home, working in partnership, 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 are a Catholic community. We demonstrate our love for God by respecting each other and by striving to meet the expectations of our Catholic faith, the Ministry of Education, and those established by parents, teachers and students.*

*Our mandate is to encourage in children the life-long desire to learn, and find joy, delight and enthusiasm in the learning experience. Students should grow in sense of self-worth, respect for all members of our community, personal responsibility in the uses of freedom, and love of God. Students have the right to go to school. With that right comes the responsibility to respect the rights of others.*

### **Our School Profile**

St. Barbara School is a Catholic elementary school of approximately 595 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. The surrounding community consists of single family, semi-detached and town homes situated in north Mississauga. Over the past three years both our student population and staff complement has shown stability in growth which has enabled us to have consistency in our curriculum delivery.

St. Barbara was established seven years ago to support Catholic parents in their decision to have their children receive a Catholic Education. Catholic Education, rooted in Christ, is called to a unique way of seeing and interacting with our world. Through the examples of our master teacher, Christ, we take our calling to “reach out into the deep” and “be community” for others seriously. Our Catholic view of academics, spiritual and moral development, sacramental preparation, prayer, discipline, and community, challenge us to use our learning for the benefit of others. We are called to be Christ for others.

At St. Barbara Catholic Elementary 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.**

**School, Board and Provincial Achievement Results: 2007 - 2008**

All results in the Grade 3 Reading, Writing and Math have continued to improve and exceed both board and provincial results. Our Grade 6 Reading, Writing and Math have shown considerable improvement from last year and have also exceeded board and provincial results. As a result of a school-wide emphasis on mathematics both the Grade 3 and the Grade 6 results showed marked improvement. We will continue to focus on literacy and math literacy to improve scores in reading, writing and mathematics. Once again a particular focus for St. Barbara will be math literacy.

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

	<b>Reading</b> (All Students) Levels 3,4	<b>Writing</b> (All Students) Levels 3,4	<b>Mathematics</b> (All Students) Levels 3,4
<b>Grade 3 ('07-'08)</b>			
<b>School</b>	<b>75 %</b>	<b>84 %</b>	<b>82 %</b>
Board	<b>65 %</b>	<b>71 %</b>	<b>68 %</b>
Province	<b>61 %</b>	<b>66 %</b>	<b>68 %</b>
<b>Grade 6 ('07-'08)</b>			
<b>School</b>	<b>77 %</b>	<b>73 %</b>	<b>70 %</b>
Board	<b>70 %</b>	<b>72 %</b>	<b>62 %</b>
Province	<b>66 %</b>	<b>67 %</b>	<b>61 %</b>

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><b>Catholicity</b></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"> <li>• 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.</li> <li>• Create and implement a Catholic Community Study Unit for elementary and secondary schools.</li> <li>• Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Foster student spiritual development within the image of Christ through the celebration of virtues education. (Refer to detailed action plan available at school )</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly Virtues celebrations/assemblies with involvement of staff, and students – leadership involvement of Student Council Executive and Admin.</li> <li>• Daily prayer focus for Virtue of the month for entire school</li> <li>• Prominent displays of Virtues in front foyer, display case, each sacred space in classroom</li> <li>• Increased Religious Icons reflecting various cultures within our community</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback from: parents, school council, staff, parish team including Youth Minister, school Virtues team, Faith Ambassadors and students</li> </ul>	<ul style="list-style-type: none"> <li>• April 2009</li> <li>• Ongoing feedback will inform the school’s planning for next steps</li> </ul>

*School Plan for Sustained and Continuous Improvement 2008 - 2010*

<p>programs and targets and an integrated curriculum approach that will assist all in our community in working towards greener schools.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Continue to nurture relationships between school and parish teams, and school and home.</li> </ul>	<p>Build up library collections of age appropriate materials that include biblical/faith stories and imagery.</p> <p>Share and integrate our faith stories within the daily learning experiences (teachable moments)</p> <p>Staff and students co-create a sacred space</p>	<p>Increase collections of religious material in library</p> <p>Students and staff treat each other with mutual respect based on Catholic values and teaching</p> <p>Sacred spaces are evident in classrooms</p>	<p>Staff and students accessing materials</p> <p>Informal feedback from staff, students and parents</p> <p>Students and staff accessing sacred spaces</p>	<p>September 2008 – ongoing</p> <p>September 2008- ongoing</p> <p>September 2008 - ongoing</p>
<p><b>Community Development</b></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"> <li>• Continue to focus on Catholic professional learning communities.</li> <li>• Enhance opportunities for communication and collaboration with all community partners.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue with PALS initiative</li> <li>▪ Continue with timely interventions by staff</li> <li>▪ Continue with office interventions – Reflection/Think Papers</li> <li>▪ Circle of Friends to support students with special needs</li> </ul> <p>(Refer to detailed action plan available at school)</p>	<ul style="list-style-type: none"> <li>• Reduced number of conflicts/office interventions</li> <li>• Increased student sense of safety</li> </ul>	<p>:</p> <ul style="list-style-type: none"> <li>• Informal feedback</li> <li>• suspension data / incident tracking data</li> <li>• Safe Schools Survey</li> </ul>	<ul style="list-style-type: none"> <li>• October 2008</li> <li>• April 2009</li> </ul>

Dufferin-Peel Catholic District School Board  
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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><b>Excellence in Student Achievement</b></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, dual credits, specialist high skills majors, credits for external credentials, the Ontario Youth Apprenticeship Programs, e-learning opportunities, experiential learning, Continuing and Adult Education,</p>	<ul style="list-style-type: none"> <li>Develop critical literacy skills across the curriculum in all grades (Refer to detailed action plan available at school)</li> </ul>	<ul style="list-style-type: none"> <li>A focus on critical literacy in school and classroom planning</li> <li>Focus on high yield strategies</li> <li>Division/Learning Teams meet on a regular basis to discuss school improvement</li> </ul>	<ul style="list-style-type: none"> <li>Improved critical literacy as evidenced through a variety of assessments including:                             <ul style="list-style-type: none"> <li>CASI</li> <li>Student work samples</li> <li>Teacher observation</li> <li>EQAO</li> <li>Report Card data</li> </ul> </li> <li>Use of Skopus data warehouse to monitor student achievement data</li> <li>Less withdrawal of students - SERT support within classroom</li> </ul>	<ul style="list-style-type: none"> <li>December 2008</li> <li>April 2009</li> <li>June 2009</li> <li>September 2008</li> </ul>

<p>and specialized programs including Extended French, French Immersion, and International Baccalaureate programs.</p> <ul style="list-style-type: none"> <li>• Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting.</li> <li>• 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.</li> <li>• Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process.</li> <li>• Implement Ministry initiatives relating to:             <ul style="list-style-type: none"> <li>-ongoing curriculum review</li> <li>-Ministry Policies (e.g. ELL, -Aboriginal Policy Framework, Safe Schools)</li> <li>-Special Education</li> <li>-Literacy / Numeracy Secretariat</li> <li>-Student Success/Learning to 18</li> <li>-Alternative Education / Continuing and Adult Education</li> </ul> </li> </ul> <p>ensuring the distinctiveness of Catholic education is explicitly infused.</p>				
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<p><b>Financial Accountability and Transparency</b></p> <p><i>The goal of the Dufferin-Peel Catholic community is to continue to comply with board policies and best practices in the areas of fiscal responsibility, accountability, and transparency.</i></p> <p>• Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</p> <p>• Develop a financial support tool (Finance Department), that will identify best practices to ensure financial accountability and transparency at the system and school level, including compliance with:          -Board Policy          -Audit Recommendations          -General Administrative Procedures</p> <p>• Provide in-service sessions related to the finance support tool for administrators and support staff.</p>	<ul style="list-style-type: none"> <li>• Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Budget allocation will align with school priorities for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use i-Ren reports to monitor and track school budgets</li> </ul>	<ul style="list-style-type: none"> <li>• September 2008</li> <li>• May 2009</li> </ul>
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<p><b>Student Enrolment Impact</b></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"> <li>• Develop labour relations and human resources strategies that will minimize the impact of fluctuations in enrolment.</li> <li>• Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Electronic registers reflect accurate classroom enrolments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enrolment registers align with Ministry guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>
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