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**Dufferin-Peel Catholic District School Board**



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

**St. Bonaventure**

35 McCrimmon Drive Brampton, On L7A 2Z5

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



*“When you pray the voice of the heart must be heard”*

*“Each one called by name.”* Isaiah 43:1

***Mission Statement***

*We are a Catholic school whose mission is based on the Good News of Jesus Christ.*

*We believe that by providing children with a forum to develop their faith and Christian knowledge they will grow as learners and build Christian communities.*

*Students are the focus of our school.*

*We challenge them to excellence in everything they do- spiritually, academically, socially, emotionally and physically.*

*We welcome and value the involvement of family, Church and community so every student will become a valued and contributing member of society.*

*We believe we must foster an atmosphere of mutual respect to help children grow in self-esteem and self-confidence.*

*We believe that a supportive, nurturing Catholic environment will help each child to grow into a positive role model for other members of the community.*

*Together we grow in respect for self, others, authority and property.*

*We are St. Bonaventure Catholic School.*

### *Our School Profile*

On Tuesday September 04 2007 St .Bonaventure Catholic School opened its doors. St. Bonaventure is an elementary school of approximately 438 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. The surrounding community consists of single family homes as well as semi-detached homes situated in a geographic area that is located in Brampton West. Our school population reflects the socio-economic mix found within Brampton.

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. We offer extra- curricular activities such as the school choir, intramural sports, and school teams i.e. volleyball, basketball, cross-country. We provide leadership opportunities for students through involvement in the Student Council, the Harmony Movement and the Me to We organization.

At St. Bonaventure 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. Emphasis is placed on providing a balanced literacy program which involves our students in a variety of reading, writing, listening and speaking experiences across the curriculum. We provide opportunities for professional development for our staff. 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**

School results on the Grade three EQAO assessments indicate that the school-wide emphasis on reading has produced a marked improvement in our students’ reading, writing and mathematical skills. Our grade 6 reading and mathematics results show that there is room for improvement.

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>			
School	<b>54%</b>	<b>66%</b>	<b>68%</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>			
School	<b>39%</b>	<b>71%</b>	<b>39%</b>
Board	<b>70%</b>	<b>72%</b>	<b>62%</b>
Province	<b>66%</b>	<b>67%</b>	<b>61%</b>

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;"><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 programs and targets and an</li> </ul>	<ul style="list-style-type: none"> <li>• Actively foster an appreciation ,understanding and knowledge of the Mass.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Staff and students will demonstrate a reverence for the Mass, knowledge of the responses and an ability to articulate the Good News contained in the Gospel..</b></li> </ul>	<ul style="list-style-type: none"> <li>• Student behaviour will be excellent.</li> <li>• The pastor will notice an improvement in the student participation in the Mass.</li> <li>• More parents will join us at our school masses.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ongoing review of responses before each school mass.</i></li> <li>• <i>Continue to reinforce our expectations around appropriate student behaviour during Mass.</i></li> </ul>

<p>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><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>	<p>To implement school programs that articulate and promote respectful inclusiveness of all the members of our school community such as Me to We, Circle of Friends for ASD students and P.A.L.S. Build relationships with the Peel Police, Peel Public Health and Parks and Recreation.</p>	<p>The incidence of racial slurs, fights and conflicts will lessen on the playground.</p>	<ul style="list-style-type: none"> <li>• Less formal suspensions</li> <li>• Informal feedback, from parents, School Council and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• The ongoing feedback from the various partners will inform the direction for school planning.</li> </ul>

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<p style="text-align: center;"><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, and specialized programs</p>	<ul style="list-style-type: none"> <li>To use assessment and evaluation data to implement school- wide approaches to develop critical literacy skills across the curriculum in all grades</li> </ul>	<ul style="list-style-type: none"> <li>A focus on critical literacy in school and classroom planning (refer to detailed action plan available at the school)</li> </ul>	<p style="text-align: center;">:</p> <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> </ul> </li> <li>Use of Skopus data warehouse to monitor student achievement data</li> </ul>	<p>:Consistent administration and collection of literary assessments at the end of each term..</p> <p>Student learning profiles and exit assessment data will be shared with receiving teachers.</p>

<p>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 improve student achievement in literacy across the curriculum in all grades.</li> </ul>	<p>:</p> <ul style="list-style-type: none"> <li>▪ Budget allocation will align with school priorities for student achievement</li> <li>▪ Funds will be allocated to increase the library’s book collection, the literacy Room and to begin to establish classroom libraries.</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>	<p>:</p> <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>	<p>:</p> <ul style="list-style-type: none"> <li>• Monthly</li> </ul>
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This sheet may be used by schools that choose to develop additional goals.

<b>System Goal:</b>	<b>INSERT SYSTEM GOAL CHOICE HERE</b>			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps

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