

**Principal**  
B. Burmaster

**Head Secretary**  
C. Bianchi

**School Council Chair**  
C. Dye

**Superintendent**  
G. Prajza

**Family of Schools**  
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**Wards**  
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**Regional Secondary  
Schools**  
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**Director of Education**  
John Kostoff

**Board Chairperson**  
Mario Pascucci



**Dufferin-Peel Catholic District School Board**

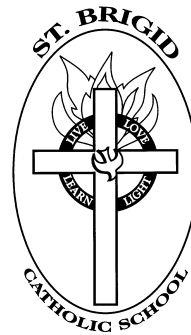


## School Plan for Sustained and Continuous Improvement 2008 - 2010

### St. Brigid Catholic Elementary School

81 Torrance Woods  
Brampton, Ontario  
L6Y 2X4

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



*"Live Love Learn Light"*

St. Brigid School -Mission Statement

We, the St. Brigid community, open to transformation by the spirit, strive to develop our problem-solving skills to achieve excellence enabling us to meet the challenges of the world.

We respect the uniqueness and dignity of each individual by nurturing continual growth.

Our School Profile

St. Brigid Catholic Elementary School is an elementary school of approximately 343 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. Most of the surrounding community consists of single-family dwelling homes. Our school is a brick and mortar structure, with a gym, a stage, a library and a beautiful foyer in the front of the school.

Since 1985, St. Brigid School has been a beacon for Catholic Education in the area. 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. The school community at St. Brigid is committed to the search for excellence, the uniqueness of the individual and the education of the whole person.

At St. Brigid 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. St. Brigid is a proud, caring school with a community environment that stresses tolerance and acceptance of others, commitment to our Catholic *faith* and high academic standards. We provide a safe and caring 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, "*Live Love Learn Light*," was chosen through the process of community consultation and reflects a holistic philosophy where religion and daily life are intertwined. All activities at St. Brigid, including academic and pastoral work, extracurricular and intra-curricular, prayer and worship, administration and management, help to prepare our students for their lives as Catholics in the community.

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. Brigid, 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 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 EQAO Grades 3 assessments indicate that the school has declined in our students’ reading, writing and mathematical skills. Our Grades 6 assessments indicate an improvement in all areas from last year. The Grade 6 writing has greatly exceeded the results from the previous year from 56% to 86%.

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>56%</b>	<b>69%</b>	<b>67%</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>66%</b>	<b>86%</b>	<b>49%</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	
	<i>School Plan for Sustained and Continuous Improvement</i>		Evidence from Monitoring and Review Cycles 2008 - 2010	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>Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth.</li> <li>Continue to nurture relationships between school and parish teams, and school and home.</li> </ul>	<ul style="list-style-type: none"> <li>Enhance student knowledge regarding the need to take care others and their responsibility to care for the environment</li> <li>Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community</li> <li>Develop a Pastoral Plan</li> </ul>	<ul style="list-style-type: none"> <li>Provide students with the opportunity to experience and participate in various outreach programs</li> <li>Encourage parents and students to strive for litter less lunches</li> <li>Educate parents and students of the needs and precautions necessary for individuals with allergies</li> <li>Encourage students and staff to improve our recycling program which was imitated last year</li> <li>Arrange presentations (i.e. Earth Rangers), and participation in Brampton Clean City, ShareLife, Terry Fox, St. Jerome Church's Food Drive, Christmas Adopt A Family, Letters to soldiers on peace missions</li> <li>Parent and pastoral staff involvement and attendance at Virtues celebrations</li> <li>Parents will receive a congratulatory letter indicating that their son/daughter has been nominated by their classroom to receive the Good Samaritan Certificate for demonstrating the Virtues and the 2 B's: Be responsible</li> </ul>	<ul style="list-style-type: none"> <li>An increase social service endeavours</li> <li>Formal feedback from the Litter less Lunches and Recycling Committee</li> <li>Sharing areas of improvement at Staff Meetings, at assemblies and during morning announcements</li> <li>Notable change in attitude, sensitivity and empathy towards individual with special needs and caring for the environment</li> <li>Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</li> <li>Parents attend our Masses and Assemblies to recognize their child's accomplishment</li> <li>The nominees' names are displayed in the front hallway in the Good Samaritan display case</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing feedback will inform the school's Committees for next steps</li> <li>Will occur during each of the ten school months, ending in June</li> <li>Ongoing feedback will inform the school's planning for next steps</li> </ul>

*"Each one called by name"* Isaiah 43:1

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>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> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop critical literacy skills across the curriculum in all grade</li> <li>• Develop high yield strategies at divisional and grade level meetings to address the gaps indicated in the student data by working with Program and support of the ELSAT</li> <li>• Utilize the various documents and resources from the Ministry and Board</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> <li>• Ensure accessibility to Board and Ministry resources</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> </ul> </li> <li>• Use of Skopus data warehouse to monitor student achievement data</li> </ul>	<ul style="list-style-type: none"> <li>• November 2008</li> <li>• February 2009</li> <li>• June 2009</li> </ul>

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

<ul style="list-style-type: none"> <li>• Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process.</li> </ul>	<p>i.e. Education For All</p> <ul style="list-style-type: none"> <li>• Continue to focus on developing a balanced literacy approach in the classroom</li> <li>• Implement 2 hour literacy block.</li> <li>• Provision of descriptive feedback to students to encourage growth i.e. conferences, rubrics, portfolios</li> <li>• Implement of revised Kindergarten portfolio</li> <li>• Encourage teacher moderation to align planning and assessment practices</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' PAR and ALP's are reflective of best teaching practices i.e. Differentiated Instruction</li> <li>• Teacher participation in Professional Development</li> <li>• School Improvement Team attends continuous improvement sessions, networks with colleagues and displays leadership in mentoring others</li> </ul>	<ul style="list-style-type: none"> <li>• Data reflects improvement student learning</li> <li>• Kindergarten teachers will be able to use data to direct planning for student success</li> <li>• Greater consistency in evaluation and assessment within the school</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Fall 2008</li> <li>• Ongoing</li> </ul>
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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> <ul style="list-style-type: none"> <li>• Maintain a balanced and sustainable budget to balance</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the school budget is aligned to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Budget allocation will align</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use i-Ren reports to</li> </ul>	<ul style="list-style-type: none"> <li>• September 2008</li> </ul>
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*School Plan for Sustained and Continuous Improvement 2008 - 2010*

student achievement with fiscal prudence within the Catholic stewardship context.	system/school goals vis-à-vis improved student achievement	with school priorities for student achievement	monitor and track school budgets	<ul style="list-style-type: none"><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>• 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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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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