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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 – 2010

St. Cecilia Elementary School

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Mission Statement

THE MISSION OF ST. CECILIA SCHOOL IS TO PROVIDE A STRONG FOUNDATION IN OUR CHILDREN'S CATHOLIC EDUCATIONAL JOURNEY BY LEADING EACH CHILD ON A PATH OF RESPECT, TOLERANCE AND SELFLESSNESS PROMOTING INTELLECTUAL, SOCIAL AND EMOTIONAL GROWTH.

St. Cecilia School

St. Cecilia School is an elementary school of approximately 360 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. The surrounding community consists of single-family homes, semi-detached homes and link homes situated in a geographic area that is suburban, located in Brampton. Our student population over the past 4 years has seen a decrease.

For almost 10 years, St. Cecilia 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 seriously to “reach out into the deep” and “be community” for others. 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. Cecilia 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

School results on the EQAO Grades 3 & 6 reading assessments indicate that the school-wide emphasis on writing has produced considerable improvements in our students’ Writing in Grade 3. Our grade 6 results fall below the Board and Provincial results. Our Grades 3 and 6 results in reading and mathematics have maintain stable numbers with small declines compared to the results from the previous year, but indicate that this is an area for improvement. Our writing results in grade 3 this year shows the largest improvement over the past 5 years, but suggest 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):

	Reading (All Students) Levels 3,4	Writing (All Students) Levels 3,4	Mathematics (All Students) Levels 3,4
Grade 3 ('07-'08)			
School	67%	79%	76%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	63%	54%	57%
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"> • Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth. • 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. 	<p>Sacred Space:</p> <ul style="list-style-type: none"> ▪ Staff and students create and update sacred spaces that demonstrate our common call to follow the rituals and rites of our Faith as well as the virtue. ▪ Promote an appreciation and respect for sacred space in each classroom and within the school (Chapel / Hallway / Classroom). <p>Virtues Program:</p> <ul style="list-style-type: none"> ▪ Emphasize each day during morning announcements the virtue of the month ▪ Ensure that virtues formation is embedded in all aspects of school life. ▪ Student assemblies that focus on living the virtues in regular school life ▪ All Star program will high light and recognize students that live the virtues / weekly ▪ School presentations from community resources to support the virtues program / SAC provided money for these performances ▪ Foster student spiritual development through the image of Christ and the celebration of virtues education through the Parish and School Community <p>The Order of the Mass:</p> <ul style="list-style-type: none"> ▪ Focus on practicing the parts of the mass. ▪ Practise receiving the Holy Eucharist. ▪ Provide visual supports for all parts of the mass. To be used in 	<p>Sacred Space:</p> <ul style="list-style-type: none"> ▪ Sacred space is maintained and respected in each classroom <p>Virtues Program:</p> <ul style="list-style-type: none"> ▪ Student behavior improvement ▪ Student language and talk reflects virtues education <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, mitten drives, Family Christmas, Samaritan’s Purse Shoe Box, Share Life, Terry Fox, St. Vincent de Paul ▪ Student Leaders promote social outreach and school spirit. ▪ Students are intolerant of acts of violence and bullying ▪ Teacher camaraderie is increased. ▪ Acts of Christian kindness are witnessed and felt by all. Catholic Virtues are embedded in all areas above. 	<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. ▪ Student Leaders take an active role in faith formation, liturgies and safe school policy (Anti-bullying committee). ▪ Daily prayers, scriptures etc. <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. ▪ 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. / amount of generosity is calculated ▪ Student Leaders promote social outreach and school spirit. Visible throughout the school ▪ Students are intolerant of acts of violence, self- deprecation and bullying. / Fewer incidences ▪ Acts of Christian kindness are witnessed and felt by all. / more Super star names given top office <p>Virtues:</p>	<p>April 2009</p> <p>Ongoing feedback will inform the school’s planning for next steps</p> <p>Discuss at SAC once a month for feedback in the principal’s report</p> <p>Communicate to the community via the school website and newsletter the progress of our social justice initiatives.</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

	<p>classrooms and at mass. (over-heads for mass outline)</p> <ul style="list-style-type: none"> ▪ Community Outreach: ▪ Continue to offer opportunities for social justice and stewardship. ▪ 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. 		<p>Catholic Virtues are embedded in all areas above.</p>	
<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"> ▪ Promote successful parish relationships through Pastoral plans, information sharing and liturgical events. ▪ Contribute to the development of uniquely Dufferin -Peel-oriented Catholic community studies curriculum resources. ▪ Communities will participate in initiatives of stewardship and social justice that are responsive to local and global needs within our Catholic perspective. ▪ Strengthen relationships and collaboration with community, ministry and inter-ministry groups and agencies for access and services, within the context of our Catholic worldview. ▪ Implement PALS / Circle of Friends / anti-bullying program 	<p>Community Outreach:</p> <ol style="list-style-type: none"> a) Justice opportunities are provided throughout the school year. Food drives, Terry Fox Run, Share Life, St. Vincent de Paul, Xmas baskets, etc. b) Student Leaders promote social outreach and school spirit. c) Students are intolerant of acts of violence and bullying. d) Acts of Christian kindness are witnessed and felt by all. 	<ol style="list-style-type: none"> a) informal feedback b) Suspension data / incident tracking data c) Safe Schools Survey e) Reduced number of conflicts f) Increased student sense of safety 	<p>December 2008</p> <p>April 2009</p>

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> <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. 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"> -Literacy / Numeracy 	<p>Support and enhance student comprehension and higher-order thinking. Develop critical literacy skills across the curriculum in all grades / with the support and guidance of the program department consult with our continuous improvement plan</p> <ul style="list-style-type: none"> Establishing a pathway and plan for implementation of the teaching strategies as set out by the program department and the school continuous improvement planning team to target areas of need. Division focus on a variety of comprehension strategies Continue analysis of benchmarks to inform instruction Compile a literacy profile for each students Use teacher moderation to share best practices and ensure consistency Student focus on making connection / and extending understanding Support 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 Support PAR: Use PAR to align 	<ul style="list-style-type: none"> a) PM Benchmarks as diagnostic, formative and summative assessment tools. b) Literacy Assessment Profile for each student pass on from year to year c) Self-assessment d) Rubrics e) Tracking Board / Data walls <p>Utilize additional materials purchased for the Literacy room Use Literacy room more efficiently to ensure that classrooms have access to leveled books for Guided Reading. Family Literacy evening to focus on reading strategies Use different assessment tools: checklists, observations, PM Benchmark, Reaching Readers Focus on modeling and practicing tasks that require multiple choice selections and a written open response</p>	<p>Improved critical literacy as evidenced through a variety of assessments including: CASI Student work samples Teacher observation EQAO</p> <p>Use of Skopus data warehouse to monitor student achievement data</p>	<p>December 2008 April 2009 June 2009</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<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. 	<p>a) Continue to work within the i-Ren system to track budget. b) Following the system review, meet the benchmarks established by the board regarding budget allocation to Religion and Family Life programs c) 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 d) Continue to adhere to best practices and board policies in the areas of fiscal responsibility, accountability and transparency</p>	<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 ▪ Monthly reconciliation Reports 	<p>September 2008 May 2009 Monthly</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"> • 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) ▪ Review the importance of proper attendance procedures and ensure that the secretary inputs that info in the computer at appropriate times 	<ul style="list-style-type: none"> ▪ Electronic registers reflect accurate classroom enrolments 	<ul style="list-style-type: none"> ▪ Enrolment registers align with Ministry guidelines 	<p>Monthly</p>
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