

Principal
D. LaCute

Vice Principal
P. Gastaldin

Head Secretary
K. Majetic

**School Council C0-
Chairs**
AnnaMaria Magdic
Mary Greaves

Superintendent
C. Saytar

Family of Schools
Brampton East, Caledon,
Dufferin, Malton

Wards
Ward 3

Trustees
F. DiCosola

Parish
St. John the
Evangelist/St. Cornelius

Parish Priest
Fr. B. Glynn

Parish Telephone
905-880-0080

**Regional Secondary
Schools**
R.F. Hall Secondary
School

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. Cornelius School

16066 Innis Lake Rd.
Caledon East, ON
L7C 2Z2

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



Together in Faith and Excellence

Mission Statement

The staff of St. Cornelius School strives to provide a safe, caring, inclusive environment which inspires academic excellence, continued personal faith development and respect for all living things. Each individual is challenged to use his/her unique talents to contribute positively to the school community. Parents, teachers, parish priest and students will work together to promote the Gospel values and be living examples of God's message of love. Through our shared efforts and commitment, we encourage our children to develop spiritually, intellectually, morally and socially in the image of Christ.

We are St. Cornelius School

Our School Profile

St. Cornelius School is an elementary school in Caledon East. The student population, approximately 458 students from Junior Kindergarten to Grade 8, come from a similar range of social and ethnic backgrounds. Our school has a gym, a stage, a library and various resource rooms. This is the fifth year of having an Extended French program at our school.

St. Cornelius was established to support Catholic parents in their responsibility for the spiritual, religious, moral, academic and physical needs of their children in accordance with the teachings of the Church. The school community at St. Cornelius is committed to the search for excellence, the uniqueness of the individual and the education of the whole person. The school motto "*Together in Faith and Excellence*," reflects the experience where religion and daily life are connected.

St. Cornelius is a caring community that stresses tolerance and acceptance of others, commitment to our Catholic *faith* and high academic standards. We provide a safe and comfortable 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, "*Together In Faith and Excellence*," was chosen through the process of community consultation and reflects a holistic philosophy where religion and daily life are intertwined. All activities at St. Cornelius — 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. Cornelius, we are proud of our balanced religion, academic, arts, technology and athletics programs. We offer students a well-rounded and value-centered education to help them make good choices for the future. The curriculum planned and delivered 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 within a framework 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

SAMPLE: School results on the EQAO Grades 3 & 6 reading assessments indicate that the school-wide emphasis on reading has produced a marked improvement in our students’ reading and mathematical skills. Our Grades 3 and 6 results in reading and mathematics have exceeded the results from the previous year. Our writing results show some improvement from the previous year 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	68%	61%	79%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	65%	57%	48%
Board	70%	72%	62%
Province	66%	67%	61%

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;">Catholicity</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"> • 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. • Create and implement a Catholic Community Study Unit for elementary and secondary schools. • 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, 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 	<p>Faith:</p> <ul style="list-style-type: none"> • identify and witness each person’s role in shaping Safe, Caring, Inclusive and Healthy schools and departments • ensure that virtues education / character formation permeates all aspects of life in the Dufferin-Peel community • continue to implement the Virtues program in all daily activities 	<ul style="list-style-type: none"> • Formation of student groups in the school (eg. Youth Faith Ambassadors) to facilitate ongoing care of sacred spaces. • Student groups will be able to model types of prayer and understand liturgical seasons • Rosary Apostolite group visiting classrooms at St. Cornelius to teach students how to pray the Rosary • Staff and students participate in Virtue assemblies on a monthly basis 	<ul style="list-style-type: none"> • Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students ▪ Informal feedback from school council, staff, and students ▪ Informal feedback from school council, staff, and students 	<ul style="list-style-type: none"> • Ongoing – various completion dates • Ongoing feedback will inform the school’s planning for next steps ▪ Ongoing feedback will inform the school’s planning for next steps

<p>integrated curriculum approach that will assist all in our community in working towards greener schools.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Focus on support for third world countries as well as the school community 	<ul style="list-style-type: none"> Collection of hard candy for Dr. Simone's warehouse 	<ul style="list-style-type: none"> Collected goods sent to third world country 	<ul style="list-style-type: none"> January 2009
<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"> Continue to implement PALS Youth Faith Ambassadors Continue to build up library collections of age-appropriate materials that include biblical/faith stories and imagery Promote successful parish relationships through Pastoral plans, information sharing and liturgical events Continue to implement Peel Health Bullying prevention lessons Workshop for parents by Michael Reist 	<ul style="list-style-type: none"> Reduced number of conflicts Increased student sense of safety Incorporate into Religion classes, the importance of our Catholic traditions through direct teaching through the use of bibles and the religion/family life program Continue to support Share Life initiatives with our First Annual Teacher-Student Hockey game Improved student behaviour through effective prevention strategies Continue to support our families in need through collection of food during Thanksgiving and Easter. 	<ul style="list-style-type: none"> Informal feedback suspension data / incident tracking data Safe Schools Survey Pals program active at recess times Youth Faith Ambassador's attending designated activities 	<ul style="list-style-type: none"> Thanksgiving Food Drive October 2008 Share Life Teacher-Student Hockey game – March 2009 Easter Food Drive – April 2009

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	
	<i>School Plan for Sustained and Continuous Improvement</i>		Evidence from Monitoring and 2008 - 2010 Review Cycles	Completion Date / Next Steps
<p style="text-align: center;">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. • 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 including Extended French, French Immersion, and International Baccalaureate programs. • Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting. 	<ul style="list-style-type: none"> • Student progress is tracked and monitored at regular short intervals using various data tools to plan for interventions that are necessary. • Consistent guided reading groups • Cross-grade grouping • Literacy block organized through divisions: Reading/Writing time slots • grade moderated marking for all divisions • implement “smart goals” based on CASI data and EQAO scores 	<ul style="list-style-type: none"> • improvement in scores • improved independence of students • monitor as a grade level when planning and sharing and updating at monthly divisional meetings • observation of teachers working collaboratively with grade partners to group students according to reading levels • explicit teaching with gradual release of responsibility 	<ul style="list-style-type: none"> • data (CASI/PM) is collected and reviewed regularly to support goal planning • students are given ongoing opportunities to develop comprehension skills for critical literacy through explicit teacher, modeling and the use of questioning techniques with the use of varied text • P.A.R. template is handed into the office 3 times/year 	<ul style="list-style-type: none"> • CASI/PM data due dates: Nov 2008, Feb. 2009, May 2009 • Completion dates ongoing • divisional chairs to meet and plan divisional meetings and share strategies and information to ensure that everyone is on the same page • passing on of class profiles • beginning and end of term reflections – share these along with strategies at division meetings • Page 3 of report cards: have students reflect on their skills and make goals for improvement (twice per year) • divisional chairs to develop year at a glance targets for moderated evaluation practices • more opportunities and release time provided for moderated marking among grade partners • Differentiated instruction – looking at timetabling for teachers to meet during the day for planning
	<i>“Each one called by name.”</i> Isaiah 43:1			7

<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> <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"> • Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement • To continue to follow Board Policy and Protocol for accounting purposes • To develop a Budget committee comprised of Admin team and teachers • Balanced budget 	<ul style="list-style-type: none"> ▪ Budget allocation will align with school priorities for student achievement ▪ Allocate monies to classrooms as appropriate ▪ Internal monitoring system for expenditures 	<ul style="list-style-type: none"> ▪ Use i-Ren reports to monitor and track school budgets ▪ No over expenditures 	<ul style="list-style-type: none"> • September 2008 • May 2009
---	--	--	---	--

<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 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) 	<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
--	--	--	--	---