



**Dufferin-Peel Catholic District School Board**



**Principal**  
H. Peroni

**Head Secretary**

**School Council Chairs**  
C. Osmond-Sarault  
A. McLaughlin

**Superintendent**  
G. Prajza

**Family of Schools**  
Brampton West

**Wards**  
Brampton 1

**Trustees**  
T. daSilva

**Parish**  
St. Anne

**Parish Priest**  
Fr. Damian Ali

**Parish Telephone**  
905 453-1303

**Regional Secondary Schools**  
Cardinal Leger CSS

**Director of Education**  
John Kostoff

**Board Chairperson**  
Mario Pascucci

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

### *Father C. W. Sullivan Catholic Elementary School*

62 Seaborn Rd, Brampton, ON, L6V 2C1  
Telephone: (905) 453-5020 Fax: (905) 453-2963

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



*"GOD, FRIENDS AND LEARNING"*

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

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

***Mission Statement***

*We are a Catholic school whose mission is based on the Good News of Jesus Christ.  
We are rooted in a long history of academic excellence and exemplary moral development in a constantly changing world.  
We welcome and value the involvement of all that have an interest in our world.  
We are Church. The Catholic Church bonds our community to God. Together we experience the rich tradition of our Catholic heritage. The priesthood of Jesus leads us to a full understanding of dogma, faith and values.  
Students Are the Focus of Our Enterprise.  
We challenge them to excellence in everything they do - spiritually, academically, socially, emotionally  
And physically. Together we grow in respect for self, others, authority and property.  
Faculty Members Are the Agents of Our Enterprise.  
We commission them to be teacher, mentor and friend. Together we model Catholic values by setting the  
Examples of fairness, respect and a positive attitude.  
Parents Are the Supporters and Guardians of Our Enterprise. We share in supporting the education of our children.  
In a positive and constructive way we challenge the process of education.  
We all live in the broader community of province, nation and the global family.  
We serve that community by developing Catholic leaders and we are served by that  
community through the provision of resources - spiritual, physical and personal.*

*We are Holy Faith School*

**Our School Profile**

Father C. W. Sullivan Catholic School is an elementary school of approximately 330 students, with diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. Most of the surrounding community consists of single-family dwellings situated in a geographic area that is central to the City of Brampton. Our school is equipped with 1 portable, a gym, a stage, and a library with a computer lab.

In accordance with the teachings of the Church, Father C. W. Sullivan School was established to support Catholic parents in their responsibility for the spiritual, religious, moral, academic and physical needs of their children. Father C. W. Sullivan School community is committed to the search for excellence, the uniqueness of the individual and the education of the whole person.

Father C. W. Sullivan School is a caring school and community environment 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, "*GOD, FRIENDS AND LEARNING*", reflects a holistic philosophy where religion and daily life are intertwined. All activities at Father C. W. Sullivan School — 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 Father C. W. Sullivan School, 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 & 6 reading assessments indicate that the school-wide emphasis on reading has maintained our students’ reading and writing skills. Our Grades 6 results in reading, writing and mathematics are slightly below board and provincial standards. Our Grade 3 results in reading and writing are slightly below board and provincial standards. Our Grade 3 mathematics results are below board and provincial standards suggesting 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>			
<b>School</b>	<b>54 %</b>	<b>63 %</b>	<b>29 %</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>54 %</b>	<b>61 %</b>	<b>54 %</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>  <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 integrated curriculum approach that will assist all in our community in working towards greener schools.</li> <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> </ul>	<ul style="list-style-type: none"> <li>Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community</li> <li>Continue to implement Pastoral Plans in consultation with staff, students, parish and school council.</li> <li>Continue to highlight visible symbols around the school that reflect our faith beliefs</li> <li>Continue with school wide strategies re: daily prayers, announcements, assemblies, responses at mass, specified prayers per grade level, prayer corner.</li> <li>Present Faith stories from a variety of inclusive, cultural perspectives that reflect the religious and cultural experiences of the students as grade appropriate</li> <li>Continue with hospitality/outreach program, charitable almsgiving, i.e. Christmas baskets, hat/mitten tree, food drives, summer camp, financial assistance re: excursions, weekly luncheons etc.,</li> <li>At Father C. W. Sullivan School we will continue to appreciate the needs of our diversified community through cultural heritage, back-ground, natural abilities and individual talents. Opportunities are available to address our diversification by promoting our common vision in developing a strong community.</li> <li>Further implement diversity strategies, I.E. Social justice, novels, literature, etc.,</li> <li>Classroom lessons by priests to prepare for First Communion, Reconciliation and Confirmation</li> <li>Monthly “Star Student” Award</li> <li>Remembrance Board – display names of people we remember</li> </ul>	<ul style="list-style-type: none"> <li>Student active participation in school masses, liturgies and daily prayers in classroom</li> <li>Increased participation and enthusiasm in showing charity</li> <li>Virtue of the month – through display of student work, announcements by students, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Informal feedback from: parish team, parents, school council, staff and students</li> </ul>	<p>April 2009</p> <ul style="list-style-type: none"> <li>Ongoing feedback will inform our school’s planning for next steps</li> </ul>

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

<ul style="list-style-type: none"> <li>• Continue to nurture relationships between school and parish teams, and school and home.</li> </ul>	<ul style="list-style-type: none"> <li>•Promote student involvement in “The Edge”</li> <li>•Earth Day Activities</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>	<ul style="list-style-type: none"> <li>•Continue with the practices involved in the current Catholic Code of Conduct, continue to review with staff, i.e. Community Police, B.R.A.V.E., PALS, Cyberproofing, R.A.I.D., Family Life/Religion, Huddle Up</li> <li>•Continue with junior achievement, guest speakers, multi-cultural lunches.</li> <li>•Continue to support those less fortunate through sponsoring lunches and excursions</li> </ul>	<ul style="list-style-type: none"> <li>•Reduced number of conflicts</li> <li>•Increased student sense of safety</li> <li>•Greater cooperation amongst the students, increase in student reporting</li> <li>•Increased participation, decrease in complaints re: inequity, injustice and fairness. Greater degree of tolerance.</li> </ul>	<ul style="list-style-type: none"> <li>•Informal feedback</li> <li>•Suspension data / incident tracking data</li> <li>•Safe Schools Survey (Use last years survey as a baseline for comparison)</li> </ul>	<ul style="list-style-type: none"> <li>•September 2008 (Review policy and safe school survey completion)</li> <li>•April 2009</li> </ul>

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> <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</p>	<ul style="list-style-type: none"> <li>•Implement evidence-based decision making strategies to inform instruction and to improve student achievement</li> <li>•Provide an effective balanced literacy program based on current curriculum expectations and documents</li> <li>•Use a variety of assessments to gather student achievement data</li> <li>•Use differentiated instruction to meet the needs of all learners</li> <li>•Develop professional learning communities and foster inquiry</li> <li>•Develop a strong home-school partnership</li> <li>•Try to ensure there is a consistent, daily literacy block throughout the school to effectively facilitate the balanced literacy program</li> <li>•Compile a literacy/numeracy assessment profile for each student</li> <li>•Develop numeracy through literacy in all grades</li> <li>•Develop critical literacy skills across the curriculum in all grades</li> <li>•Use of technology cross curricular, but particularly mathematical studies this year</li> <li>•Continue with Special</li> </ul>	<ul style="list-style-type: none"> <li>•A focus on numerical literacy in school and classroom planning (refer to detailed action plan available at the school)</li> <li>•Proficiency in the use of technology with mathematics</li> <li>•Greater literacy communication re: numeracy</li> <li>•Staff's use of combined grade units offered through the program department</li> <li>•Student use of math journals to communicate their math learning</li> <li>•An increase of students who enjoy math and are comfortable</li> <li>•Increase EQAO success</li> <li>•Increase CASI/PM Scores</li> <li>•Better organized and managed Literacy Blocks</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/PM</li> <li>•Student work samples</li> <li>•Teacher observation</li> <li>•EQAO</li> <li>•Summative tasks as noted on PAR per grade level</li> <li>•Student/staff reflection etc.</li> <li>•Use of Skopus data warehouse to monitor student achievement data</li> </ul> </li> </ul>	<p><b>SAMPLE:</b></p> <ul style="list-style-type: none"> <li>• December 2008</li> <li>• April 2009</li> <li>• June 2009</li> </ul>

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

<p>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.</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</li> </ul> </li> </ul>	<p>Education/ESL model for curriculum assessment, delivery and consolidation school wide</p> <ul style="list-style-type: none"> <li>•Continue with transitioning into high school as per Brampton West Plan</li> <li>•Continue to develop Primary Literacy Room</li> <li>•Ongoing support from ELSAT teacher each month</li> </ul>			
---	--	--	--	--

<p>18 -Alternative Education / Continuing and Adult Education ensuring the distinctiveness of Catholic education is explicitly infused.</p>				
---	--	--	--	--

<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>	<p>•Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</p> <p>•Inform community of revised role of the treasurer re: school council financial forms, reports</p> <p>•Support school council fundraising events and verify disbursement of funds in connection with school goals/priorities etc.</p> <p>•Adhere to timelines, procedures, and accountability throughout all school operations while maintaining communication with the community, senior administrators, trustee and board personnel</p>	<p>•Budget allocation will align with school priorities for student achievement</p>	<ul style="list-style-type: none"> <li>▪ Use i-Ren reports to monitor and track school budgets, print monthly-modify/review open purchase orders monthly</li> <li>▪ •Use Kimputer to monitor/track activity account, petty cash account, school council account</li> <li>▪ •Support secretaries transition to 3 accounts/tracking</li> <li>▪ •Submission of reconciliation reports on a monthly basis to R. D'costa, as well as reconciliation on board approved forms as requested by the S.O.</li> <li>▪ Attention to detail, timelines and shared belief in accountability through Principal, Secretary, Staff, School Council, Superintendent(s), Senior Board Officials</li> </ul>	<p>•Monthly Reconciliations/print out/tracking/follow up</p> <p>•Formal Reports September 2008 May 2009</p> <p>•Review/adjust as timelines for board may be readjusted.</p>
--	---	---	---	---



<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>• Weekly /monthly as per board/ministry policy</li> </ul>
--	--	--	--	--

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

<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