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**Vice-Principal**  
Anne Hunter

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**Superintendent**  
Denise Oude-Reimerink

**Family of Schools**  
Mississauga North

**Wards**  
Mississauga  
Ward 9

**Trustees**  
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**Parish**  
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**Parish Priest**  
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**Regional Secondary  
Schools**  
St. Joan of Arc  
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. Faustina Catholic Elementary School  
3420 McDowell Drive  
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<http://www.dpcdsb.org/FAUST>



**“Be Merciful Even As Your Heavenly Father is Merciful”**

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

***Mission Statement***

*Working through the open arms of Christ, the St. Faustina Catholic School community of dedicated staff, parents and parish collaborate to establish atmospheres of positive learning that respects the uniqueness of each individual child. Children will be nurtured in the development of self-esteem and self-discipline, enabling them to celebrate the Christian values of respect, communication, honesty and love. The integration of faith, culture and knowledge provides a stimulating environment that encourages children to grow emotionally, physically, intellectually and spiritually to their full potential as responsible, contributing members of society.*

*We are St. Faustina Catholic Elementary School.*

**Our School Profile**

St. Faustina Catholic Elementary School is currently in its seventh year of existence. The school population - Junior Kindergarten to Grade 8 – is approximately 803 students. Students come from a wide range of social and ethnic backgrounds reflecting the diversity of cultures found in Mississauga. We are located in the new Churchill Meadows subdivision and our school boundaries are Britannia Road to the north, Thomas Street to the south, Winston Churchill Blvd. to the east and Ninth Line to the west.

St. Faustina is a vibrant school. We feel extremely fortunate to have a state of the art facility with a new addition which gives us a total of 34 classrooms, 4 temporary portables, a beautiful library, computer lab, a variety of resource rooms including a SERC and Moderate Needs (ID) room, double gym and specialty rooms for Science and Art. The Catholic School Council has been actively involved in fundraising over the years, and has allocated money to purchase classroom, school and supplementary resources as well as subsidizing class trips and special events. The Catholic School Council continues to be a vibrant and integral part of the wonderful success of St. Faustina School.

We continue to work collaboratively with the Parish, Catholic School Council and our Trustee to ensure St. Faustina School supports 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. We strive to provide a learning environment where models of Gospel Values and Catholic doctrines, teachings and beliefs are integral in the daily life of our school. Our prayer life, liturgical celebrations, virtues education, the sacraments, praying the rosary, and our faith and value system, and religious concerts, form the foundation of our school. We demonstrate our faith in school through the preparation of the Sacraments, school celebrations of the Eucharist, liturgies, pastoral visits to the classrooms, confessions, and the Grade 8 retreat and graduation.

Our students come to us with a variety of strengths and needs, with their Catholic faith as their common bond. At St. Faustina, 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: 2008 - 2009**

School results on the EQAO Grades 3 & 6 reading assessments indicate a marked improvement in our grade six students’ reading and writing skills from the previous year. Our grade 6 mathematics results increased minimally from a year ago, and suggest there is room for improvement. Our Grade 3 results in reading and mathematics have declined from a year ago, but are aligned to scores from 2006-2007. Our grade 3 results in reading and writing suggest 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 ('08-'09)</b>			
<b>School</b>	<b>61 %</b>	<b>64 %</b>	<b>72 %</b>
Board	<b>62 %</b>	<b>70 %</b>	<b>70 %</b>
Province	<b>61 %</b>	<b>68 %</b>	<b>70 %</b>
<b>Grade 6 ('08-'09)</b>			
<b>School</b>	<b>77 %</b>	<b>83 %</b>	<b>65 %</b>
Board	<b>72 %</b>	<b>72 %</b>	<b>65 %</b>
Province	<b>69 %</b>	<b>67 %</b>	<b>63 %</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></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> </ul>	<ul style="list-style-type: none"> <li>Allocate a percentage of the school budget towards the purchase of Religion, Family Life and Virtues Education resources to support faith formation</li> </ul>	<ul style="list-style-type: none"> <li>Religious Education resources/materials are purchased to support faith formation of: staff, students, community members.</li> </ul>	<ul style="list-style-type: none"> <li>Materials and resources are made available, are in classrooms, school and in use.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
<ul style="list-style-type: none"> <li>Create and implement a Catholic Community Study Unit for elementary and secondary schools.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide opportunities to support community participation in faith celebrations, e.g., Opening School Mass, St. Faustina Feast Day Mass, Advent Mass, Stations of the Cross, Sacramental and other Faith Celebrations, Classroom Liturgies, Parish/School Visits, Catholic Education Week</li> <li>Continue to implement Virtues Program, e.g., Monthly Celebrations/Prayers, Daily Announcements, Visual icons of Virtues displayed throughout the school, Bulletin Boards designed to reflect Virtues</li> </ul>	<ul style="list-style-type: none"> <li>There is continued implementation of Board developed Catholic Community Study Unit, e.g., Virtues resource.</li> <li>There is increased community participation, at School Liturgies &amp; other Celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from assembly presentations, liturgical celebrations</li> <li>Informal feedback from: pastoral team, parents, school council, staff, faith ambassadors and students</li> </ul>	<ul style="list-style-type: none"> <li>September 2009- ongoing</li> <li>Ongoing feedback will inform the school's planning for next steps</li> </ul>

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	<ul style="list-style-type: none"> <li>• Continue maintain active prayer space to reflect liturgical calendar and virtues</li> </ul>	<ul style="list-style-type: none"> <li>• Visible in front foyer and classrooms according to the liturgical season and virtues.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback from: pastoral team, parents, school council, staff, faith ambassadors and students</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Liturgical calendar</li> </ul>
<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> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop student/staff servant leadership opportunities; e.g., Share Life, United Way, Terry Fox Run, Thanksgiving Food Drive, Christmas Charity Gift Drive for needy families, St. Vincent DePaul , PALS, Student Council, Eden Food bank</li> </ul>	<ul style="list-style-type: none"> <li>• Staff, students, School Council &amp; Volunteers assume a variety of leadership roles.</li> <li>• School Council and School work together to support charities.</li> </ul>	<ul style="list-style-type: none"> <li>• School and community involvement in a variety of social justice initiatives are promoted and celebrated</li> </ul>	<ul style="list-style-type: none"> <li>• September 2009 – June 2010</li> </ul>
<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop school wide recycling program, and promote a clean environment</li> <li>• Volunteer to participate in eco-school initiative</li> </ul>	<ul style="list-style-type: none"> <li>• All classes have blue boxes, white boxes, collected and set out weekly for pick up by our Needs Moderate Class</li> <li>• Staff and student involvement in garden club</li> <li>• Earth week awareness and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Blue Boxes and white boxes are available and in use in all classrooms.</li> <li>• Feedback from students, staff and community members</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly – September – June</li> <li>Ongoing</li> <li>• April 2010</li> </ul>
<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> </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> </ul>	<ul style="list-style-type: none"> <li>• Parent and pastoral staff involvement and attendance at Virtues celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</li> </ul>	<ul style="list-style-type: none"> <li>• April 2009</li> <li>Ongoing feedback will inform our planning for next steps</li> </ul>

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<ul style="list-style-type: none"> <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>• Provide direction and support for the purchase of Literacy and other resources that are reflective of the diversity within the St. Faustina community. Promote staff involvement in Diversity Workshop initiatives. Ensure Arts in the School Programs, are reflective of the needs, interests and diversity of school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom and Library resources that reflect diversity of school; cultural, gender, variation in needs/interests are purchased and displayed for use.</li> </ul> <p>Arts in school programs are varied in content, e.g., focus on developing Self-esteem, School Wide participation in Hip Hop Dance Program, Multicultural Activities, Bullying Prevention Programs, Presentations</p>	<ul style="list-style-type: none"> <li>• Literacy and/other curriculum resources are purchased &amp; displayed in front foyer, classrooms, office, library.</li> <li>• Feedback from staff/students/School Council. Arts in the School Program highlights diversity in interest/needs, e.g., Hip, Hop,</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Review: <ul style="list-style-type: none"> <li>- January 2010</li> <li>- February 2010</li> <li>- May 2010</li> </ul> </li> </ul>
<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>• Continue to develop and provide opportunities for community participation in Faith &amp; other Celebrations, e.g., School Mass, Advent Family Mass, Sacramental Celebrations, Virtues and other school celebrations, Open House BBQ Curriculum Night. Continue to expand &amp; enhance Community Partnerships, e.g., Edge Youth Group, Peel Health Nurse, Youth Education Officer, RAID, Junior Achievement, PLASP, Parish Reps.</li> <li>• As a school community, we will deepen our understanding of the year of the priest. This focus reminds us that teaching too, is a vocation, one which nourishes the spirit of the teacher as shepherd, and the soul of the learner as disciple.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular school visits from our Parish Priest, Health Nurse, Police Officers</li> <li>• Regular school visits from our Parish Priest and conversations with our parish team</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students, staff and parents.</li> <li>• Feedback from staff and parish team.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Ongoing</li> </ul>

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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>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> </ul>	<ul style="list-style-type: none"> <li>• Utilize staff/divisional meetings and TLCs as a vehicle through which professional learning is shared and developed to identify and develop a plan to support student learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Staff under the leadership of the administrators, will help students make cross-curricular links and make connections between Scripture stories and present life experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from parents, school council, staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<ul style="list-style-type: none"> <li>• Enhance opportunities for communication and collaboration with all community partners.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build community awareness around system communication strategies:                             <ul style="list-style-type: none"> <li>-Board Web sites</li> <li>-School Newsletters</li> <li>-St. Faustina Website</li> <li>-School Sign</li> <li>-Continue to extend invitations for community partners to participate in school committees/events, e.g., School Council, Safe School Action Team, PALS, Volunteer opportunities-All Star Reading, Classroom Excursions, Fundraising</li> <li>-Welcome to Kindergarten, Pro Grant Initiatives, Community Movie Nights, School</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• There is increased awareness of school events through the use of a variety of communication devices. As a result, maximum participation is encouraged.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from parents, school council, staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly School Newsletters, Grade Level Monthly Newsletters, School Website Updates.</li> </ul> <p>Ongoing update of school events is advertised via Outdoor School Sign. Information communicated to parents is ongoing</p>

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	<p>Musical, Spirit Hockey Game, Catholic Education Week Support for High School Student Community Service Hours- e.g., Homework Club, Student Tutor, Extra-Curricular Activities</p>			
<ul style="list-style-type: none"> <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 to work with Safe School Action Team to develop Bullying Prevention School Goals; Promote community awareness of revised Catholic Code of Behavior, e.g., progressive discipline model, Restorative Justice, Bullying Prevention</li> <li>Continue to work with Youth Education Officer</li> <li>Continue to develop and incorporate Bullying Prevention Programs throughout the school. (PALS Program, Youth Faith Ambassadors)</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced number of conflicts                             <ul style="list-style-type: none"> <li>- Increased student sense of safety</li> <li>- Comprehensive, whole school approach to bullying prevention and progressive discipline is shared with the community as appropriate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback</li> <li>• Suspension data / incident tracking data</li> <li>• Safe Schools Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewed:                             <ul style="list-style-type: none"> <li>- October 2009</li> <li>- December 2010</li> <li>- April 2010</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Support the development of a safe, caring, inclusive and healthy school community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Include healthy eating tips in each month's school newsletter</li> <li>▪ Continue to implement Kiss and Ride program</li> <li>▪ Continue to ensure medical protocols are shared with parents and teachers(occasional as well)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feedback gathered about healthy eating tips provided in monthly newsletter</li> <li>▪ Less congestion in parking lot and increased safety of students</li> <li>▪ Increased community awareness of medical protocols</li> </ul>	<ul style="list-style-type: none"> <li>▪ Activities are planned for Healthy living 09/10</li> <li>▪ Kiss and Ride Program information and tips included in monthly newsletters</li> <li>▪ Feedback from parents, school council, staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>• September, 2009</li> <li>• November, 2009</li> <li>• Monthly</li> </ul>

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<ul style="list-style-type: none"> <li>• Support the development of a safe, caring, inclusive and healthy school community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to develop a safe caring, inclusive and healthy school community through daily virtuous living, as lead by our youth faith ambassadors, our PALs leaders</li> </ul>	<ul style="list-style-type: none"> <li>▪ Less conflict in classrooms and in the schoolyard</li> <li>▪ Increased recognition of student engaging in virtuous living at the monthly Virtues assemblies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provision of tips in monthly newsletter</li> <li>▪ Feedback from staff, students and parents about virtues assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• September, 2009</li> <li>• November, 2009</li> <li>• Monthly</li> </ul>
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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 grades</li> <li>Align SAT teacher to support Junior Literacy.</li> </ul>	<ul style="list-style-type: none"> <li>A focus on critical literacy in school and classroom planning (refer to action plan available at the school)</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>October 2009</li> <li>November 2009</li> <li>April 2010</li> <li>June 2010</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to Integrate High yield strategies and differentiated instruction based on the abilities and needs of the students</li> <li>Continue to provide information regarding French Immersion, Extended French and Gifted programs and make appropriate recommendations to students and parents for these programs</li> </ul>	<ul style="list-style-type: none"> <li>Student success to be evident through the use of high yield strategies in the classroom as well as in assessment situations using balanced assessment</li> </ul>	<ul style="list-style-type: none"> <li>Review of data collected, profiles that are developed to determine the appropriateness of the instructional focus based on the data</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>April, May 2010</li> </ul>

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<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> </ul>	<ul style="list-style-type: none"> <li>• Ensure staff have access to combined grade resources provided by the program department</li> <li>• Staff to continue to refine their use of differentiated instruction, not only in combined graded situations, but in daily practice</li> </ul>	<ul style="list-style-type: none"> <li>• Staff use of combined grade resources and differentiated instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from staff, students and parents regarding effectiveness of the resources and the various differentiated instructional strategies employed</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>• Support transition of elementary students entering secondary school through the facilitation of visits by high school teachers to discuss grade 9 course selections and facilitate student visits to the high school as available.</li> <li>Identify At Risk Learners are discussed to determine appropriate programming.</li> <li>-Include high school team at case conferences, IPRC's, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Intermediate and high school staff collaborates to discuss strengths and needs of students, secondary programs and course selection to best meet the needs of the students.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are enrolled in the correct programs based on their needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewed: <ul style="list-style-type: none"> <li>- September 2009</li> <li>- December 2009</li> <li>- April 2010</li> <li>- May 2010</li> </ul> </li> </ul>
<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> <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> ensuring the distinctiveness of Catholic education is explicitly infused.</li> </ul>	<ul style="list-style-type: none"> <li>• Support continued use of CASI and Benchmarks data collection templates and Kindergarten Assessment Portfolios.</li> <li>Student profiles based on various forms of data</li> </ul>	<ul style="list-style-type: none"> <li>• Data used to drive instruction and assessment, as well as provide the instructional focus for the school</li> </ul>	<ul style="list-style-type: none"> <li>• Review programs to ensure they are designed to meet the needs of all students.</li> <li>• Data is collected and information is used by staff to identify the instructional focus and strategies for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing SMART Goals reviewed – 4-6 week cycles</li> </ul>

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	<ul style="list-style-type: none"> <li>• Continued implementation of Assistive Technology to support diverse learners, e.g., NEOS, Kurzweil, Co-writer, Dragon Naturally Speaking,. Monitor &amp; review progress on a regular basis of students identified as at Risk learners- e.g., Special Education Team Meetings, etc.</li> <li>• Begin to implement revised Arts Curriculum Document, Resources, e.g., Kindergarten Assessment Common Text/Literacy Room Resources Networking at a Family Level for specialty teachers MN Model ELL, Teacher Librarians and Special Education teachers meet collectively once a month in Networking sessions to discuss best practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Assistive technology supports are used for students as appropriate.</li> <li>• Staff continue to use data from profiles to meet the needs of the students on a variety of levels</li> <li>• Grade partners meet to plan Arts units using the revised Arts Curriculum document. PAR plan for Arts to be implemented for term three</li> </ul>	<ul style="list-style-type: none"> <li>• Review use of assistive technology to ensure the various forms of technology meet specific needs of students.</li> <li>• Review data, class and student profiles</li> <li>• Professional dialogue, conversation, among colleagues</li> <li>• Staff is utilizing the Common Text Literacy Rooms and is signing out literacy materials for the use in their classrooms. Literacy Materials are shared and reviewed with and among colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Ongoing</li> <li>• PAR: - October 2009 - January 2010 - April 2010</li> </ul>
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School Plan for Sustained and Continuous Improvement 2008 - 2010

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>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 student achievement with fiscal prudence within the Catholic stewardship context.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Budget allocation will align with school priorities for student achievement</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 2009</li> <li>• May 2010</li> </ul>
<ul style="list-style-type: none"> <li>• 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:                             <ul style="list-style-type: none"> <li>-Board Policy and Audit Recommendations</li> <li>-General Administrative Procedures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Implement board financial support tool</li> </ul>			<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<ul style="list-style-type: none"> <li>• Provide in-service sessions related to the finance support tool for administrators and support staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend &amp; support attendance of support staff at in-service sessions related to the finance template tool and other budget initiatives</li> </ul>			<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

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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>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> </ul>	<ul style="list-style-type: none"> <li>• Monitor Student Projections and provide feedback to planning department regarding school community enrolment trends</li> <li>-network with new developers, board planners to identify trends, especially in the South-east area north of Thomas Street</li> </ul>			<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<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>

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