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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

Father Clair Tipping
25 Mountainberry Road
Brampton, Ontario

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



*“Teach Me Goodness, Discipline and Knowledge”
“Each one called by name.” Isaiah 43:1*

Mission Statement

We believe that by providing children with a forum to develop their faith and increase their knowledge of Christ, they will continue to grow as learners and builders of Christian communities.

We believe that through a co-operative partnership among the school, and the church, every learner will be provided with the opportunity to become a valued and contributing member of society.

We believe that it is only by empowering the children who are entrusted to our care that they will become responsible individuals and positive role models for other members of the community.

We believe that we must foster an atmosphere of mutual respect in order to help children to grow in self-esteem and self-confidence.

We are Father Clair Tipping School

Our School

Father Clair Tipping School is an elementary school that opened its doors at the present site in February 1999. We will celebrate our 10th anniversary this year. At this time our student population is approximately 500 students from Junior Kindergarten to Grade 8. Most of the surrounding community consists of single family homes situated within the city of Brampton. We are presently a holding school for two nearby areas.

The staff of Father Clair Tipping School continues to utilize the learning outcomes and assessment strategies recommended by the Ministry of Education and the Dufferin-Peel Catholic District School Board. Our staff consists of classroom teachers, FSL teachers, a .5 teacher- librarian, and 2 Special Education teachers and a Physical Education Teacher. We also have 2 Educational Resource Workers, who assist children in designated classes. The staff provides our students with a rich environment of extra-curricular activities, such as sports teams, craft clubs, choirs, drama and an active student council. We continue to work closely with students, parents and our community police officer to provide a safe school environment for all children.

The focus of our school has been, and continues to be, the development of a balanced literacy program throughout all divisions within the school and the development of application skills in Mathematics. As a staff we continue to pursue best practices with regards to instruction methodology and the development of consistent practices in assessment and evaluation throughout all grade levels within our school. Each year our School Team reviews our yearly plan and modifies our focus to meet the needs of our students based on data gathered through tests, report cards, EQAO results and various other classroom observations and assessment pieces. We continue to provide information to parents, to assist them in developing strategies to be effective partners in their child's education.

Parents continue to be involved in the school through training as volunteers in the library and classrooms, as well as the All Star Reading Program. Our School Council is very active; building partnerships with the staff and providing support to our students and school community.

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 reading assessment indicate that the school-wide emphasis on reading has not produced a marked improvement in our students’ progress as anticipated. However, we have continued to demonstrate growth in grade 3 writing and mathematical skills. Our grade 6 results on the EQAO assessments indicate that the junior division emphasis on literacy has not produced the improvements that we had hoped for. Our scores in all three areas have declined. Several factors have contributed to this decline, but it does suggest that a greater emphasis on literacy and numeracy is necessary.

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	57%	77%	77%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	63%	67%	39%
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 integrated curriculum approach that will assist all in our community in working towards greener schools. • 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, parish and home. 	<ul style="list-style-type: none"> • Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community • Continue to implement Pastoral Plans in consultation with staff, students, parish and school council, maintain and build on our partnerships with in the Father Clair Tipping Parish Community • Continue to highlight visible symbols around the school that reflect our faith beliefs • Continue with school wide strategies re: daily prayers, announcements, assemblies, celebrating our school namesake, responses at mass, specified prayers per grade level, prayer corner, tour of the church etc. (Refer to Pastoral Plan for specifics) • Continued scheduled monthly 9:00 a.m. classroom visits with the Father Clair Tipping Parish community and scheduled school masses • Present Faith stories from a variety of inclusive, cultural perspectives that reflect the religious and cultural experiences of the students (E.G. patron Saints, faith festivals) as grade appropriate • Father Clair Tipping staff embrace Christian stewardship and outreach through personal reflection, input etc. on how to best serve the “least ones” • Continue with hospitality/outreach program, charitable almsgiving, i.e. Coat/boot project at our school, summer baskets, Christmas baskets, hat/mitten tree, food drives, summer camp, financial assistance re: excursions etc., • Continue with Student Council charitable initiatives • At Father Clair Tipping 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, celebrate our diversity as we transition into high school • Further implement diversity strategies, I.E. Social justice, novels, literature, etc., 	<ul style="list-style-type: none"> • Parent and pastoral staff involvement and attendance at Virtues celebrations • school masses and daily prayers in classroom • Increased participation and enthusiasm in showing charity 	<ul style="list-style-type: none"> • Informal feedback from: parish team, parents, school council, staff and students 	<p>April/May 2009</p> <ul style="list-style-type: none"> • Ongoing feedback will inform our school’s planning for next steps

<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 with the practices involved in the current Catholic Code of Conduct, continue to review with staff, inform parental community and students •Large parental community assembly at open house re: Anti-bullying-inclusive of handouts, magnets, power point presentations, role playing etc. •Continue with current programs in place, i.e. Community Police, PALS, Cyberproofing., Circle of Friends, Recognition/Virtues awards Family Life/Religion •Continue with outreach room re: food, clothing, gift certificates, lunch, student council, junior achievement, guest speakers, SES program, Celebrating our diversity through heritage days, flags, multi-cultural lunch, dances, art, multi-languages at dismissal 	<ul style="list-style-type: none"> •Reduced number of conflicts •Increased student sense of safety •Greater cooperation amongst the students, increase in student reporting •Increased participation, decrease in complaints re: inequity, injustice and fairness. Greater degree of tolerance. 	<ul style="list-style-type: none"> •Informal feedback •Suspension data / incident tracking data •Safe Schools Survey (Use last years survey as a baseline for comparison) •Parental involvement at Open House etc. 	<ul style="list-style-type: none"> •September 2008 (Review policy and safe school survey completion) •April 2009
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School Plan for Sustained and Continuous Improvement 2008 - 2010
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;">Excellence in Student Achievement</p> <p style="text-align: center;"><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, 	<ul style="list-style-type: none"> •Implement evidence-based decision making strategies to inform instruction and to improve student achievement •Provide an effective balanced literacy program based on current curriculum expectations and documents •Use a variety of assessments to gather student achievement data •Use differentiated instruction to meet the needs of all learners •Develop professional learning communities and foster inquiry •Develop a strong home-school partnership •Try to ensure there is a consistent, daily literacy block throughout the school to effectively facilitate the balanced literacy program •Compile a literacy/numeracy assessment profile for each student •Develop numeracy through literacy in all grades •Develop critical literacy skills across the curriculum in all grades •Use of technology cross curricular, but particularly mathematical studies this year •Continue with Special Education/ESL model for curriculum assessment, delivery and consolidation school wide •Continue with transitioning into high school as per Brampton East Plan 	<ul style="list-style-type: none"> •A focus on numerical literacy in school and classroom planning (refer to detailed action plan available at the school) •Proficiency in the use of technology with mathematics •Greater literacy communication re: numeracy •Staff’s use of combined grade units offered through the program department •Student use of math journals to communicate their math learning •An increase of students who enjoy math and are comfortable •Increase EQAO success 	<ul style="list-style-type: none"> •Improved critical literacy as evidenced through a variety of assessments including: <ul style="list-style-type: none"> •CASI/PM •Student work samples •Teacher observation •EQAO •Summative tasks as noted on PAR per grade level •Student/staff reflection etc. • 	<ul style="list-style-type: none"> • December 2008 • April 2009 • June 2009

<p>French Immersion, and International Baccalaureate programs.</p> <ul style="list-style-type: none"> • Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting. • 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. • 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"> -ongoing curriculum review -Ministry Policies (e.g. ELL, - Aboriginal Policy Framework, Safe Schools) -Special Education -Literacy / Numeracy Secretariat -Student Success/Learning to 18 -Alternative Education / Continuing and Adult Education <p>ensuring the distinctiveness of Catholic education is explicitly infused.</p>				
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<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. • 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"> -Board Policy -Audit Recommendations -General Administrative Procedures • Provide in-service sessions related to the finance support tool for administrators and support staff. 	<ul style="list-style-type: none"> •Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement •Investigate community resources for additional funds •Inform community of revised role of the treasurer re: school council financial forms, reports •Support school council fundraising events and verify disbursement of funds in connection with school goals/priorities etc. •Adhere to timelines, procedures, and accountability throughout all school operations while maintaining communication with the community, senior administrators, trustee and board personnel 	<ul style="list-style-type: none"> •Budget allocation will align with school priorities for student achievement 	<ul style="list-style-type: none"> ▪ Use i-Ren reports to monitor and track school budgets, print monthly-modify/review open purchase orders monthly ▪ Use Kimputer to monitor/track activity account, petty cash account, school council account ▪ Support secretaries transition to 3 accounts/tracking ▪ 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. ▪ Attention to detail, timelines and shared belief in accountability through Principal, Secretary, Staff, School Council, Superintendent(s), Senior Board Officials 	<ul style="list-style-type: none"> •Monthly Reconciliations/print out/tracking/follow up •Formal Reports September 2008 May 2009 •Review/adjust as timelines for board may be readjusted.
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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"> • 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"> • Weekly /monthly as per board/ministry policy

This sheet may be used by schools that choose to develop additional goals.

System Goal:	INSERT SYSTEM GOAL CHOICE HERE			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps

System Goal:	INSERT SYSTEM GOAL CHOICE HERE			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps