

Principal
S. Hensman

Vice Principal
D. Clifford

Head Secretary
D. Barreira

School Council Chair
D. Parsons-Collett

Superintendent
C. Saytar

Family of Schools
Brampton East, Caledon,
Dufferin and Malton

Ward
9

Trustee
J. Anderson

Parish
St. Marguerite
D'Youville Church

Parish Priest
Father P. Marr

Parish Telephone
905-792-7497

**Regional Secondary
Schools**
St. Marguerite
D'Youville S. S

Director of Education
John Kostoff

Board Chairperson
Mario Pascucci



Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

VENERABLE FATHER MICHAEL J. MCGIVNEY CATHOLIC SCHOOL

450 Fernforest Drive
Brampton, ON
L6R 2P7

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



Many roots, growing together as one

Mission Statement

Our school community is a place for all students to learn and grow in the faith of our Church. We respect and value the talents of all students and strive to help them learn to use their gifts wisely in serving the larger community.

Our school community has many roots – we value our diversity and cherish the richness it brings to all of its’ members.

We strive to follow in the spirit of our namesake, Venerable Father Michael J. McGivney, who as founder of the Knights of Columbus, searched for ways to reach out to those in need. We offer many opportunities for giving as examples of young learners to learn, grow and to be active in helping to build and sustain a community.

We value academic excellence in all students and encourage each to work to the potential given to each.

Our School Profile

Venerable Father Michael J. McGivney Catholic School is an elementary school of approximately 477 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. Our school is equipped with a welcoming front foyer indicative of our Catholic faith and our Virtues, a double gym, stage, library, computer lab, and literacy room. Venerable Father Michael J. McGivney Catholic School is home to a Moderate/Severe Needs Class, which is comprised of students from other schools within the Family of Schools as well as other Families of Schools. In addition, the New Start Program is housed at our school, operated in conjunction with the Continuing Education Department and Peel Children’s Centre. Services in this day treatment facility are provided for students throughout the region of Peel.

Venerable Father Michael J. McGivney Catholic School opened its’ doors in 2004. Through the examples of our master teacher, Christ, we take our calling to “reach out into the deep” and “be community” for other. Our namesake, Venerable Father Michael J. McGivney, founder of the Knights of Columbus, exemplifies the concepts of family, unity, compassion and charity for others. We follow his example through academics, spiritual and moral development, sacramental preparation, prayer, discipline, community and social justice initiatives. We are called to be Christ for others.

At Venerable Father Michael J. McGivney Catholic School our commitment to academic excellence is a shared responsibility. As a staff and Catholic School Council, we work hard bringing together students, parents, teachers, pastoral team, trustee and other partners to form a Catholic community in the service of the spiritual, intellectual, physical and emotional needs of students in our care.

Our students come to us with a variety of strengths and needs, with their Catholic faith as our common bond. Our prayer life, liturgical celebrations, Virtue Assemblies, the Sacraments, and our faith and values system form the foundation of our school program. The curriculum is broad, balanced and relevant to the needs and aspirations of all our students. A wide range of subjects and learning experiences are offered to develop the skills, abilities and talents of individual students. Accordingly, appropriate assessment procedures are employed regularly to motivate and encourage student success. To ensure coherence and wholeness, subjects are taught within the context of The Ontario Curriculum, Gospel values and sound educational practices.

Measures of Student Achievement and Success

All students in the Dufferin-Peel Catholic District School Board schools are provided with the same opportunities to learn, to grow and to achieve their potential. Assessment results ensure that schools, parents and other stakeholders in our communities have access to high-quality information needed to make informed judgments and effective educational decisions. Schools continuously collect assessment data on student learning to plan for student growth. Teachers assess knowledge, skills and strategies on an ongoing basis. Regular assessments, both classroom and large scale, allow teachers to determine the effectiveness of their instruction, assess student learning, and make informed decisions about how to organize and pace instruction.

Provincial Measures of Student Achievement

The Primary and Junior EQAO assessments of reading, writing and mathematics are conducted annually by the Education Quality and Accountability Office (EQAO) in every publicly funded elementary school in Ontario. The assessments are based on *The Ontario Curriculum* and measure how well students know, understand and apply their skills and knowledge in reading, writing and mathematics. At the secondary level, the Grade 9 EQAO assessment of mathematics is administered at the close of each semester (or at the end of the year in non-semestered schools) each year to measure Grade 9 student achievement of mathematics expectations in *The Ontario Curriculum, Grades 9 and 10: Mathematics, 2005 (Revised)*. In addition, EQAO conducts the annual Ontario Secondary School Literacy Test (OSSLT) each March. Successful completion of this test (or the Ontario Secondary School Literacy Course) is one of the 32 graduation requirements of the Ontario Secondary School Diploma (OSSD).

The provincial assessments provide a ‘snapshot’ of how well students are learning what is expected of them in the curriculum at specific points in time. The assessments complement local school data and can help identify ways to influence instruction and other practices to help students learn more effectively and efficiently. Students’ work is assessed according to curriculum expectations and using a four-level assessment scale that reflects the four achievement levels in *The Ontario Curriculum*. Level 3 on the assessment scale represents the provincial standard and identifies a high level of achievement of the provincial expectations. The results from the assessments are used by boards and schools to improve learning and teaching and not for ranking schools. ***Ranking of schools is inappropriate and could result in misleading comparisons, which may ignore the unique conditions that affect student achievement and prevent schools and the board from addressing the critical issue of improving learning for all students.***

School, Board and Provincial Achievement Results: 2007 - 2008

School results on the EQAO Grades 3 & 6 Reading and Writing assessments indicate that school wide emphasis has produced improvement in our students’ reading and writing results over time. Our Grades 3 and 6 results in Writing continue to exceed the results from the previous year. Our Mathematics results show marked improvement. Staff and students will continue to focus on reading, writing strategies and mathematical skills. The Literacy room is established. We will continue “All Star Reading” for At Risk readers. Data analysis from PM Bench Marks and CASI continue to inform instruction for Divisional literacy goals.

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	50%	68%	50%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	65%	67%	63%
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"> • Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth. • Identify and integrate faith stories and teachings (all staff within their roles as Catholic educators), in order to provide a Catholic perspective across the system. • Continue to nurture relationships between school and parish teams, and school 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 offer opportunities for social justice and stewardship • Build-up library collections of age-appropriate materials that include Biblical/faith stories and imagery (including the Letters of St. Paul) • Share and integrate our faith stories will within the daily learning experience (teachable moments) • Rosary Group to assist students in developing a deeper understanding and appreciation of the importance and relevance of the Rosary in our lives today • Ensure regular and consistent Religious Education / Family Life Education instruction with preferential time and timetabling of Instruction • Promote successful parish relationships through Pastoral plans, information sharing and liturgical events • Contribute to the development of uniquely Dufferin-Peel oriented Catholic community studies curriculum resources 	<ul style="list-style-type: none"> • Parent and pastoral staff involvement and attendance at monthly Virtues celebrations • Involvement of Youth Ambassadors • Daily prayers, personal reflection and following Jesus' example as a means of learning to live and work in a community of love and respect for one another • Praying of the rosary and Crowning of Mary Celebration (May) • Discuss Parish / School issues and maintain an open door policy (open to the community) • Commitment to helping those in need through Social Justice projects (charitable initiatives at the school will continue) • Fundraising for Share Life • Mass at St. Marguerite D'Youville Church for each Sacrament and Grade 8 Graduation 	<ul style="list-style-type: none"> • Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students • Social justice opportunities are provided throughout the school year (Food Drives, Christmas Helping Hands, Share Life / United Way) • Student participation 	<p>April 2009</p> <p>Ongoing feedback will inform the school's planning for next steps</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<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> <p>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.</p>	<ul style="list-style-type: none"> • Support of CYW programs • Encourage “working it out” strategies • Active supervision, safety vests and walkie-talkies are in use • Emergency Evacuation procedures are practiced and reinforced • Discipline assemblies each September • Positive reinforcements • Outdoor and indoor recess games and play materials (PALS) • Drama activities focus on conflict resolution • Provide reminders in the community of what constitutes a safe learning environment, awareness of Bill 212, knowledge of the new Catholic Code of Conduct and the meaning of Progressive Discipline, through newsletters, Catholic School Council meetings • School Administrators offer students a Safe School message during morning announcements. • Safe arrival and visitor check-in and identification • Virtue Assemblies and virtues embedded in the curriculum • Presentations and activities on Anti-Bullying • Continue to encourage parent volunteers • Continue to promote Class retreats (Sacramental preparation) • Establish Safe Schools Action Team • Students participate in survey designed to identify bullying concerns 	<ul style="list-style-type: none"> • Reduced number of conflicts • Increased student sense of safety • Promotion of Catholic faith • Increase in student involvement/participation in school activities • Student pride in the grounds and building • Student involvement in volunteering • Increase in charities/donations to food drives, Christmas Helping Hands, ShareLife, etc. • All stakeholders will be conversant with the school’s Code of Behaviour. • Students will understand the connection between the bullying – prevention initiatives, the Code of behaviour, the Virtues program, and the teachings of Jesus Christ. 	<ul style="list-style-type: none"> • Informal feedback • Suspension data / incident tracking data • Safe Schools Survey 	<ul style="list-style-type: none"> • October, 2008 • January, 2009 • 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	
			Evidence from Monitoring and 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. Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process. 	<ul style="list-style-type: none"> Develop critical literacy skills across the curriculum in all grades Focus on high yield strategies: text to text, text to world, text to self, text to media, providing evidence Provide accommodations and modifications as needed (through SERT, ELSAT and ESL teacher consultation) Use Literacy Room more efficiently to ensure that classrooms have access to leveled books for Guided Reading Continue building on volunteer program (All Star Reading) Encourage attendance at literacy inservices Time set aside during Division meetings for discussions Continue to work to assist in the creation of a collaborative learning environment Use of differentiated assessment tools: checklists, observations, PM Benchmarks, SK Assessments, Reaching Readers Use of Lucy Calkins Writing for the Primary Years (resource) Provide blocks of time for Literacy instructions Use of Literacy Room materials Provide opportunities to discuss Best Practices Focus on differentiated curriculum Cluster expectations Gradual Release of Responsibility Model: teacher modeling and group practice Focus on professional development specifically modifications and 	<ul style="list-style-type: none"> A focus on critical literacy in school and classroom planning (refer to detailed action plan available at the school) Ongoing assessment and evaluation will determine students' individual needs (PM Benchmarks as diagnostic, formative, and summative assessment tools) Reaching Readers Flexible Reading groups Literacy Assessment Profile Use of Rubrics Use of Data Wall Use of assistive technology Communicating program and strategies used with parents through monthly classroom newsletters Continue Divisional meetings where grade partners share, reflect and refine ideas and strategies Differentiated instruction and Universal Design methods will be implemented Writing Samples Diagnostic (CASI) non-fiction Ongoing assessment and evaluation will determine students' individual needs. Track students to ensure they are progressing in the area of literacy acquisition Use of CASI to support the regular review of strategy success Review of data to inform practice and guide support Communicating program and strategies used with parents Differentiated instruction and Universal Design methods will be implemented by the classroom teacher in collaboration with the Special Education Resource staff Differentiated instruction will be reflected on all accommodated and modified programs. 	<ul style="list-style-type: none"> Improved critical literacy as evidenced through a variety of assessments including: <ul style="list-style-type: none"> * CASI * Student work samples * Teacher observation * EQAO Use of Skopus data warehouse to monitor student achievement data 	<ul style="list-style-type: none"> December 2008 April 2009 June 2009 Division Meetings

School Plan for Sustained and Continuous Improvement 2008 - 2010

	<p>accommodations, as needed</p> <ul style="list-style-type: none"> • Collect data for analysis and to develop next steps • Focus on at-risk students, targeted strategies, support, assess, and align practice • Teachers will focus on cyclical strategies and share findings at Divisional Meetings <ul style="list-style-type: none"> • Implement universal design to address different learning styles. • Use diagnostic, formative and summative assessment to guide instruction. • Expand the use of more manipulatives in group and independent work. • Utilize EQAO data to inform practice. 	<ul style="list-style-type: none"> • Students will focus on general problem solving strategies • Support classroom programs through resource teachers especially with at-risk students • Manipulatives will continue to be used • Teacher modeling, group and independent drill and practice • Opportunities for guided practice and consolidation of learning 	<ul style="list-style-type: none"> • Ongoing assessment and evaluation will determine students' individual needs. • Differentiated instruction and Universal Design Methods will be implemented by the classroom teacher in collaboration with the Special Ed. Resource staff. • Use of assistive technology. • Nelson assessment and cross strand investigations will be used. • Consistency with language of Math across the division. Non-EQAO teachers beginning to use EQAO language and resources regularly in classrooms 	
--	--	---	--	--

<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. 	<ul style="list-style-type: none"> • Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement • Establish Budget Committee • Budget will be allocated responsibly, always supporting students and program • Fundraising will be sensitive to the needs and means of the community • Students will never be disadvantaged due to financial concerns • Ensure that extra curricular events are supported • Ensure that retreats are supported for the sacramental years and for student leaders 	<ul style="list-style-type: none"> • Budget allocation will align with school priorities for student achievement • Expenditures will not exceed revenue • School events/trips will not be financially out of reach to any student. • All expenditures will support programme, students and staff development. • The year end budget reflects a fiscally responsible use of school funds. • Support a collaborative approach to budget review and expenditures • Data is submitted to the Family Superintendent in a timely manner that meets Board directives 	<ul style="list-style-type: none"> • Use i-Ren reports to monitor and track school budgets on a monthly basis 	<ul style="list-style-type: none"> • September 2008 • May 2009
---	--	--	--	--

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>Student Enrolment Impact</p> <p><i>The goal of the Dufferin-Peel Catholic community is to develop proactive strategies to address the impact of changes in student enrolment and its impact on staff, students, and our Catholic community through all practices of the Board including Human Resources, Employee Relations, Budget, Planning, Etc., in a manner that will ensure sustainable balanced budgets in the future.</i></p> <ul style="list-style-type: none"> • Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections. 	<ul style="list-style-type: none"> • Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines) 	<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 tracking
---	--	--	--	--

School Plan for Sustained and Continuous Improvement 2008 - 2010