

**Principal**  
A. Nardi

**Head Secretary**  
M. Attard

**School Council Chair**  
Position to be determined

**Superintendent**  
G. Prazja

**Family of Schools**  
Brampton West

**Wards**  
Brampton Five

**Trustees**  
Linda Zinella

**Parish**  
St. Anne

**Parish Priest**  
Father D. Ali

**Parish Telephone**  
905 453-1303

**Regional Secondary Schools**  
St. Edmund Campion  
Secondary School

**Director of Education**  
John Kostoff

**Board Chairperson**  
Mario Pascucci



**Dufferin-Peel Catholic District School Board**

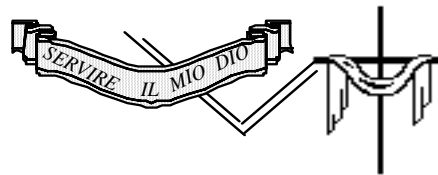


## School Plan for Sustained and Continuous Improvement 2008 - 2010

### ST. MARIA GORETTI SCHOOL

121 Royal Orchard Drive, Brampton, ON. L6X 4X9  
Telephone: (905) 454-4458 Fax: (909) 4540360

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



*“Children are our focus. Their good is at the centre of all that we do”*

***Mission Statement***

*The Mission of St. Maria Goretti School is ....*

*The partners of St. Maria Goretti School  
recognizes that all are called to a lifelong process of conversation and development  
in a community of love established by Jesus Christ.*

*Within this community,  
each individual has great dignity and deserves to live, work, play and study  
in an environment which promotes one's potential, self-worth and self-discipline so as to be  
a valued member of society.*

*We are St Maria Goretti School*

**Our School Profile**

St. Maria Goretti School is an elementary school of approximately 412 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. The surrounding community consists of single, semi-detached and linked family homes situated in a geographic area that is urban, located in northwest Brampton. Our student population over the past 4 years has seen a significant increase in families moving in and out of the areas.

For almost 11 years, St. Maria Goretti School has been a beacon for Catholic Education in the area. Catholic Education, rooted in Christ, is called to a unique way of seeing and interacting with our world. Through the examples of our master teacher, Christ, we take our calling to “together we dream, we share, we build” and “children are focus, they are at the centre of all that we do” for others seriously. Our Catholic view of academics, spiritual and moral development, sacramental preparation, prayer, discipline, and community, challenge us to use our learning for the benefit of others. We are called to be Christ for others.

At St. Maria Goretti School our commitment to academic excellence is a shared responsibility. As a Staff and School Council, we work hard bringing together students, parents, teachers, pastoral team, trustees 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 their common bond. Our prayer life, liturgical celebrations, 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. We strive to bring out the best in all of our students and to be as successful as possible.

**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 grade 6 reading and writing assessment indicate that the school wide emphasis on reading has provided a slight improvement. The grade 3 reading, writing and mathematics decreased. The result suggests that we continue to consistently use high yield strategies in reading, writing and explore high yield strategies in mathematics.*

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>52%</b>	<b>52%</b>	<b>31%</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>65%</b>	<b>71%</b>	<b>68%</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></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> <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</li> </ul>	<ul style="list-style-type: none"> <li>• Promote, teach and practice Catholic Faith life and education at St. Maria Goretti School in cooperation with St. Anne Parish - pastoral plan, school faith committee, parents, school council, staff and board faith staff.</li> <li>• Continue to deepen staff and students understanding of the significance of prayer and develop an appreciation of a sacred space,</li> <li>• Continue to actively participate in the Mass</li> <li>• Deepen the understanding of the Virtues and encourage character formation in students &amp; staff</li> <li>• Continue to purchase library collections of age-appropriate materials such as biblical/faith stories</li> <li>• Continue to share and integrate our faith stories within our day to day experience</li> <li>• Promotion &amp; participation in community outreach projects</li> <li>• Include the theme of St. Paul's journey into faith</li> </ul>	<ul style="list-style-type: none"> <li>• Parent, staff, student and pastoral staff participation and preparation of the sacraments, liturgies and school masses</li> <li>• All classrooms have a prayer table or sacred place where students recognize the opportunity for prayer</li> <li>• Parents, staff and student participation in the mass</li> <li>• Student and staff attendance and involvement in the monthly virtue assemblies, morning announcements and visible signs throughout the school of what those virtues are.</li> <li>• Increase of the number of biblical and faith story books in the library</li> <li>• An increased understanding of what our faith story is from students and parents- recognition of how we are different from the public board</li> <li>• Participation in various outreach projects and greater student leadership roles in these projects</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback from: pastoral team, parents, school council, staff, school Virtues team, Liturgical team and students</li> <li>• Increased participation in the mass and liturgies</li> <li>• Increased attendance of the sacraments, masses, liturgies and the virtue assemblies</li> <li>• Student understanding and participation in prayer and calling on our faith to help them with making choices</li> <li>• Increased student leadership roles related to faith development and outreach projects.</li> <li>• Increased staff participation in faith development opportunities and leadership roles</li> </ul>	<ul style="list-style-type: none"> <li>• June 2009</li> <li>• Ongoing feedback will inform the school's planning for next steps</li> </ul>

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<p>an integrated curriculum approach that will assist all in our community in working towards greener schools.</p> <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> <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> <li>• Continue to nurture relationships between school and parish teams, and school and home.</li> </ul>	<p>gatherings and celebrations</p>			
<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 to strengthen partnerships between school and community and community services that enhance the creation of and sustainability of safe, caring, inclusive and healthy school communities</li> <li>• Continue to support and affirm all members of our diverse community.</li> <li>• Implementation of PALS</li> <li>• Continue involvement with the Harmony program and “Me to We”</li> <li>• Involve Region of Peel Health Nurse,</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced number of conflicts</li> <li>• Increased student sense of safety</li> <li>• Increase the number of students who are confident to report incidents of bullying and violence</li> <li>• Staff and Parents have an increased understanding of progressive discipline.</li> <li>• Greater awareness and appreciation of the Virtues</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback from students, staff and parents</li> <li>• suspension data / incident tracking data</li> <li>• Safe Schools Survey</li> <li>• Increased of open communication between staff and administration and staff and students as well as staff, administration and parents.</li> <li>• Data from CYW and Social Worker</li> </ul>	<ul style="list-style-type: none"> <li>• “Me to We” –Sept. 2008</li> <li>• PALS – Oct. 2008</li> <li>• Remaining –on-going</li> </ul>

	Peel Police & guest speakers to promote Safe, Caring & Inclusive School			
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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 majors,</p>	<ul style="list-style-type: none"> <li>• Develop critical literacy skills across the curriculum in all grades with special attention to mathematics</li> <li>• Continue to differentiate instruction for decoding or fluency, motivation and comprehension through the use of small, flexible groups</li> <li>• Continue to employ consistent high yield instructional approaches and strategies throughout the grades and work with grade-level partners to generate new ideas and provide strong and caring support for all students.</li> <li>• Promote and support Teacher Moderation practices</li> <li>• Continue to focus on gradual release of responsibility</li> <li>• Continue to expand the junior literacy room.</li> <li>• Provide independent reading materials for the intermediate division</li> <li>• Continue professional development in literacy</li> </ul>	<ul style="list-style-type: none"> <li>• A focus on critical literacy in school and classroom planning (refer to detailed action plan available at the school)</li> <li>• At the end of each term CASI results will be obtained and analyzed</li> <li>• Teachers will continue to use the Teaching Learning Cycle to identify student needs and focus their teaching to increase student achievement</li> <li>• Increase in EQAO scores 2008-2009</li> <li>• CASI results at the end of each term formally and informally throughout the term</li> <li>• Attendance of staff professional development opportunities</li> <li>• Provision of timely descriptive feedback to student growth (i.e. Conferences, use of student exemplars, conversations and assessment criteria)</li> <li>• Discussion at monthly</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> <li>• Review of data collected through the use of PRIME where appropriate.</li> <li>• On-going observation</li> </ul>	<ul style="list-style-type: none"> <li>• November 2008</li> <li>• February 2009</li> <li>• June 2009</li> </ul>

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<p>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</li> </ul> </li> </ul>	<p>and mathematics training for all teachers and ongoing support for early literacy teacher.</p> <ul style="list-style-type: none"> <li>• Continue to track individual students struggling with Literacy and who are “At Risk – i.e. early identification, SERT, ESL intervention</li> <li>• Continue to implement evidence-based decision-making strategies to inform instruction and to improve student achievement</li> <li>• Continue to have students work in mixed – gendered groups to benefit from the strengths of others.</li> <li>• Continue to deliver universal design or differentiated instruction so all students have an opportunity to learn and demonstrate their mathematical knowledge</li> <li>• Continue the regular exchange of ideas, knowledge and strategies to develop best instructional practices such as prompting students in math to explain their thinking using pictures, numbers and words.</li> <li>• Continue to provide opportunities to apply mathematical knowledge and skills in real-life situations, in which they perform calculations, solve problems and explain and justify their thinking</li> <li>• Continue to focus on consistency of the</li> </ul>	<p>divisional meetings of strategies being used.</p> <ul style="list-style-type: none"> <li>• Teacher moderation opportunities</li> <li>• Professional Learning teams focused on Math</li> </ul>		
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<p>Secretariat -Student Success/Learning to 18 -Alternative Education / Continuing and Adult Education ensuring the distinctiveness of Catholic education is explicitly infused.</p>	<p>language, vocabulary and skill development of mathematics with all students.</p> <ul style="list-style-type: none"> <li>• Continue to utilize manipulatives games, and visuals to support the Nelson mathematical program</li> <li>• Continue the use of PRIME as a diagnostic and formative assessment tool through the Special Ed. Dept.</li> <li>• Promote Professional Development opportunities in all areas of the curriculum with particular attention to math</li> </ul>			
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<p><b>Financial Accountability and Transparency</b> <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> <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: -Board Policy -Audit Recommendations</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> <li>• Develop a deeper understanding and awareness of budget tracking system by participating in professional development opportunities</li> <li>• Keep accurate up to date records of spending and deposits.</li> <li>• Encourage input regarding opportunities to save money or receive materials at a discount while ensuring that the safety of children and the continuous achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Budget allocation will align with school priorities for student achievement</li> <li>• Increases awareness and understanding of the budget tracking system</li> <li>• Up to date and accurate records of expenditures and deposits.</li> </ul>	<ul style="list-style-type: none"> <li>• Use i-Ren and Kimputer reports to monitor and track school budgets</li> <li>• Review budget on a monthly basis</li> <li>• Monitor supply teacher budget</li> <li>• Meet all financial reporting timelines</li> </ul>	<ul style="list-style-type: none"> <li>• September 2008</li> <li>• On-going monthly reviews of budget.</li> <li>• May 2009</li> </ul>
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<p>-General Administrative Procedures</p> <ul style="list-style-type: none"><li>• Provide in-service sessions related to the finance support tool for administrators and support staff.</li></ul>	<p>of students is not compromised</p> <ul style="list-style-type: none"><li>• Develop a process for setting school priorities</li></ul>			
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<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> <li>▪ Ensure accurate reporting of student attendance to meet Safe School Arrival protocol</li> </ul>	<ul style="list-style-type: none"> <li>▪ Electronic registers reflect accurate classroom enrolments</li> <li>▪ Communication between classroom teachers and secretary are efficient and accurate on a daily basis in relation to student attendance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enrolment registers align with Ministry guidelines</li> <li>▪ Students are accounted for to ensure safety</li> </ul>	<ul style="list-style-type: none"> <li>● Monthly</li> <li>● Daily</li> </ul>
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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