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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

Holy Family

61 Allan Drive
Bolton, Ontario
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<http://www.dpcdsb.org/HOFAM>



*Everyone Is Special, Every Day Is Special
We Are Holy Family School*

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

Mission Statement

We believe that each individual is a unique gift of life from God, and we believe in the innate spiritual goodness of people.

Each individual has a uniqueness to nurture and build on like a seed planted in a garden.

Let us look for, and see the good in everyone. Let us use our feelings and emotions so that we may better listen and hear with our hearts every day.

Let us teach our children as they grow in a safe and secure environment to be sensitive to the sun and the rain.

Let us teach by example, the relationship of Christ's actions and ourselves and let us nurture in our students the belief that each individual can contribute to others like a tree passes on its seeds, so that a new leaf may grow and thrive to be its best.

Once deeply rooted in Faith, Love and Knowledge, we can allow our children the wings of freedom to pursue their dreams.

The Seed of our Belief is that all individuals are valued and cared for.

Our School Profile

Holy Family School is an elementary school of approximately 470 students from Junior Kindergarten to Grade 8. Our ties to Holy Family Church continue to be strong, as we benefit greatly as a faith community being located directly across the street from our Parish.

Through our frequent liturgical celebrations, class retreats, pastoral visits, sacraments, daily prayers and reflections and our community outreach programs, we continuously celebrate and live our Catholic faith. This is further strengthened by classroom liturgies co-ordinated by Father Larry and the individual classroom teachers.

Holy Family School is committed to Catholic education with an objective of spiritual, religious, moral, academic and physical development for our entire student population. Holy Family School has a vision of the home, school and parish working together to promote Gospel values and ongoing personal faith development. We are a caring school and community that stresses tolerance and acceptance of others, commitment to our Catholic faith and high academic standards.

At Holy Family, we are proud of our balanced religion, academic, technology and arts programs. These provide our students with a well-rounded and value-centred education to help them make good choices for the future. To ensure coherence and wholeness, subjects are taught against the background of the Ontario Curriculum, the Gospel values of Jesus 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 Grade 3 reading, writing and mathematics assessments indicate that the primary division emphasis on literacy has not produced the improvements that we had hoped for. Our scores in all three areas have declined sharply. While several factors have contributed to this decline, we will continue to place an emphasis on literacy and numeracy, in order to improve our scores. Our grade 6 results indicate a decrease in reading, with no gains in writing and a marginal increase in mathematics. While our grade 6 scores do not show the sharp decline that the grade 3 score do, there is still some cause for concern. Again, these scores indicate a need for a continued emphasis in the area of literacy and numeracy.

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	54 %	54 %	44 %
Board	65 %	71 %	68 %
Province	61 %	66 %	68 %
Grade 6 ('07-'08)			
School	49 %	67 %	59 %
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> <p>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.</p> <p>Create and implement a Catholic Community Study Unit for elementary and secondary schools.</p> <p style="background-color: yellow;">Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth.</p> <p>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</p>	<p>Ensure regular and consistent Religious Education / Family Life Education instruction with preferential time and timetabling of instruction in Elementary and Secondary settings. Ensure that virtues formation is more than a once a month event, but is embedded in all aspects of the curriculum and school life. Embrace and encourage participation in mass, liturgies and religious retreats</p> <p>Encourage adult faith development and participation.</p> <p>Promote successful parish relationships through Pastoral plans, information sharing and liturgical events.</p> <p>Participate in initiatives of stewardship and social justice that are responsive to local and global needs within our Catholic perspective</p>	<p>Religious Education/Family Life education is scheduled daily and is integrated throughout the curriculum.</p> <p>Discuss parish, school issues, and maintain an open door policy – open to the community.</p> <p>Commitment to help those in need through Social Justice Programs, Fundraising for Share Life.</p>	<p>Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</p> <p>Successful whole - school participation in various charity fundraisers, food drives, etc .</p>	<p>Ongoing. Review on an ongoing basis.</p> <p>Ongoing feedback will inform the school’s planning for next steps</p> <p>Oct. 2008 (Thanksgiving) Dec. 2008 (Christmas) Feb.-May 2009 (Share Life)</p> <p>March 2009 (Holy Childhood Association)</p> <p>Christian Childcare International (Child Sponsorship Program- Ongoing)</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>integrated curriculum approach that will assist all in our community in working towards greener schools.</p> <p>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.</p> <p>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.</p> <p>Continue to nurture relationships between school and parish teams, and school and home.</p>	<p>Participate in Mass at the church on a regular basis throughout the Advent and Lenten season.</p> <p>Celebrate as a whole school community by participating in an evening Advent mass.</p> <p>Student participation in the Edge program at the Holy Family Parish</p> <p>Participation in whole school Retreats</p>	<p>Students and staff participate fully in liturgies and masses</p> <p>Parish/ School communication is evident through the school calendar and monthly newsletters</p> <p>Participation by the students of Holy Family school.</p> <p>Whole school participation and celebration in various activities and prayer service during the Advent and Lenten season.</p>		<p>Ongoing</p> <p>Advent- December</p> <p>Ongoing Sept- June</p> <p>Advent/Lent</p>
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<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>Continue to focus on Catholic professional learning communities.</p> <p>Enhance opportunities for communication and collaboration with all community partners.</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>	<p>Continue with PALS / Circle of Friends/ Guardian Angels program</p> <p>Continue with the Youth Faith Ambassadors.</p> <p>Celebrate the Monthly Virtue with a school wide assembly at the beginning of each month.</p> <p>Work closely with the OPP to provide Anti-Bullying, D.A.R. E., and Internet Safety workshops to our students.</p>	<p>Reduced number of conflicts</p> <p>Increased student sense of safety</p> <p>Promote the virtues among staff and students.</p> <p>Promote awareness of bullying prevention and internet safety/ cyberbullying issues</p>	<p>Informal feedback</p> <p>suspension data / incident tracking data</p> <p>Safe Schools Survey</p>	<p>October 2008</p> <p>December 2008</p> <p>May 2009</p> <p>January- May 2009</p>
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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>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> <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, credits for external credentials, the Ontario Youth Apprenticeship Programs, e-learning opportunities, experiential learning, Continuing and Adult Education, and specialized programs including Extended French,</p>	<p>Develop critical literacy skills across the curriculum in all grades</p> <p>Implement grade level planning times to support teacher moderation and shared planning</p> <p>Incorporate ELSAT teacher, Resource staff and volunteers during Literacy block</p> <p>Attention to differentiated instruction to address individual needs of students.</p> <p>Use PAR to align expectations and achievement</p>	<p>A focus on critical literacy in school and classroom planning (refer to detailed action plan available at the school)</p> <p>Division meetings will provide a venue for focused discussion on progress</p> <p>Time set aside during Division meetings for discussions and creative problem-solving.</p>	<p>Improved critical literacy as evidenced through a variety of assessments including:</p> <ul style="list-style-type: none"> ○ CASI ○ Student work samples ○ Teacher observation ○ EQAO <p>Division meetings will provide a venue for focused discussion on progress</p>	<p>December 2008 April 2009 June 2009</p> <p>September 08 November 08 March 09 June 09</p>

<p>French Immersion, and International Baccalaureate programs.</p> <p>Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting.</p> <p>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.</p> <p>Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process.</p> <p>Implement Ministry initiatives relating to: -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 ensuring the distinctiveness of Catholic education is explicitly infused.</p>	<p>Use a variety of assessments to gather student achievement data</p> <p>Use differentiated instruction to meet the needs of all learners</p> <p>Develop professional learning communities and foster inquiry</p>	<p>Division meetings will provide a venue for focused discussion on progress</p> <p>Implement grade level planning times to support teacher moderation and shared planning</p>	<p>Track students to ensure they are progressing in the areas of literacy acquisition CASI/ PM Benchmarks/ Kindergarten assessment, to support the regular review strategy success</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> <p>Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</p> <p>Develop a financial support tool (Finance Department), that will identify best practices to ensure financial accountability and transparency at the system and school level, including compliance with: -Board Policy -Audit Recommendations</p>	<p>Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</p> <p>Staff will continue to have shared decision-making responsibilities on the purchase of textbooks, supplies and the day-to-day materials for the school channeled through a budget committee representing all levels and needs.</p> <p>Follow Budget Protocol to ensure financial accountability and transparency.</p>	<p>Budget allocation will align with school priorities for student achievement</p> <p>All allocations align with Board procedures</p> <p>All accounting practices are monitored via administration on a monthly basis</p> <p>All staff and School council are aware of the proper protocol and best practices for handling cash in the school</p>	<p>Use I-Ren and SchoolCash.net reports to monitor and track school budgets</p>	<p>September 2008 May 2009 Ongoing</p>
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<p>-General Administrative Procedures</p> <p>Provide in-service sessions related to the finance support tool for administrators and support staff.</p>				
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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> <p>Develop labour relations and human resources strategies that will minimize the impact of fluctuations in enrolment.</p> <p>•Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections.</p>	<p>Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</p>	<p>Electronic registers reflect accurate classroom enrolments</p>	<p>Enrolment registers align with Ministry guidelines</p>	<p>Monthly</p>
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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

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School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps