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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

ST. JEAN BREBEUF CATHOLIC ELEMENTARY SCHOOL

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FAITH • COMMUNITY • EXCELLENCE™

Mission Statement

We, the St. Jean Brebeuf School community, bear witness and commitment to Jesus' message of faith, hope and love. Together with our community and parish partners, we provide a welcoming and safe environment that promotes co-operation, respect for self and others, understanding and friendship as we strive for academic excellence. Together we strive to prepare our students for the future with a Christian education in the Catholic tradition.

We are St. Jean Brebeuf School

Our School

St. Jean Brebeuf Catholic Elementary School is an elementary school of approximately 420 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. Our school population generally reflects the socio-economic mix found within Brampton. Most of the surrounding community consists of single family dwelling homes situated in an area known as the "G" section of Brampton where most of the street names begin with the letter "G". We are also an Extended French school, for students in Grades 5 – 8, who may apply to continue their studies in a bilingual program. Our school is equipped with a gym, a stage, and a library.

Our school was built 33 years ago to support 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. The school community at St. Jean Brebeuf School is committed to developing a desire for lifelong learning and recognizing the uniqueness and the gifts of each individual.

In remaining committed to Catholic education as outlined in the mission statement of the Dufferin-Peel Catholic District School Board, St. Jean Brebeuf is a caring school and community environment that stresses tolerance and acceptance of others, commitment to our Catholic **Faith** and high academic standards. We provide a safe, healthy and inclusive learning environment where models of Gospel values and Catholic doctrines, teachings and beliefs are an integral part of the daily life of our school. Our school motto - **Faith • Community • Excellence** encourages our efforts to provide a well-rounded and value-centered education to assist our students to make good choices for the future. All activities at St. Jean Brebeuf academic and pastoral work, extracurricular, prayer and worship, administration and management — help to prepare our students for their lives as Catholics in the community.

Our students come to us with a variety of strengths and needs, with our Catholic **Faith** as our common bond. Our staff works closely together with the Parish to foster the development of our prayer life, liturgical celebrations, the sacraments and our **faith** and values system, to form the foundation of our school program. At St. Jean Brebeuf we are proud of our balanced religion, academic arts and technology programs. 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: 2007 - 2008

School results on the EQAO Grades 3 assessments indicate a decline in student achievement in reading, writing and mathematics, which suggests that there is room for improvement. School results on the EQAO Grades 6 assessments indicate that the school-wide emphasis on reading and Boys Literacy over the past three years has produced a marked improvement in our students’ reading, writing and mathematical skills. Our Grade 6 results in reading, writing and mathematics have exceeded the results from the previous year by 40% in reading, 13% in writing and 22% in mathematics and surpass both the board and provincial results.

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	41%	48%	45%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	93%	84%	65%
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. • Continue to nurture relationships between school and parish teams, and school and home. 	<ul style="list-style-type: none"> • Enhance student knowledge regarding the needs of others and their responsibility to care for the environment. • Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community 	<ul style="list-style-type: none"> • Provide students with opportunities to experience and participate in various outreach and environmental programs Recycling Litter less lunches Allergy awareness Knight’s Table – Food drives St. Anthony Parish – Christmas Adopt a Family ShareLife Cancer Society Red Cross Hurricane Relief UNICEF Letter to Soldiers <u>Arrange presentations i.e.</u> Earth Rangers Kindness Club Brampton Clean City – Adopt a Park • Parent and pastoral staff involvement and attendance at Virtues celebrations 	<ul style="list-style-type: none"> • Notable increased change in attitude, sensitivity and empathy towards persons with special needs and care in preserving the environment • Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students 	<ul style="list-style-type: none"> • Ongoing feedback will inform the school’s planning for next steps • Monthly review ending in June

	<ul style="list-style-type: none"> • Develop a pastoral plan 			
<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. ▪ 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 	<ul style="list-style-type: none"> ▪ Sustain Peel Health, PALS program, Friendship Group, Student Council, Parent Volunteer Program partnership with Brampton Park & Recreation, PLSAP and Children’s Technology Workshop ▪ Implement the Harmony Movement ▪ Nurture Catholic Faith Development through the Liturgical team and Faith Ambassadors ▪ Guest speakers & presentations for Character Education and Bullying Prevention ▪ Peel Regional Police Youth Education Programs 	<ul style="list-style-type: none"> • Reduced number of conflicts • Increased student sense of safety • Increased student sense of Social Justice ▪ Increased involvement in Faith Activities such as Seder Meal, First Friday and weekly Advent & Lent Liturgies of the Word and ShareLife ▪ Increased awareness reflected in positive behaviours 	<ul style="list-style-type: none"> • Informal feedback ▪ Reduced number of behaviour incidents • Safe Schools Survey 	<ul style="list-style-type: none"> • December 2008 • Monthly • April 2009

School Plan for Sustained and Continuous Improvement 2008 - 2010

Catholic faith perspective.	<ul style="list-style-type: none"> ▪ Educate the school community about Progressive Discipline ▪ Continue to develop a Safe School Action Plan 	<ul style="list-style-type: none"> ▪ Consistent assemblies, P.A. announcements, newsletter insets regarding restorative justice, inclusiveness and responsibility 	<ul style="list-style-type: none"> • suspension data / incident tracking data 	<ul style="list-style-type: none"> • Ongoing throughout the year
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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>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. 	<ul style="list-style-type: none"> ▪ Develop critical literacy skills across the curriculum in all grades ▪ Develop high yield strategies at division and grade level meetings to address the gaps indicated in the student data by 	<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) 	<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 	<ul style="list-style-type: none"> • November 2008 • February 2009 • June 2009

School Plan for Sustained and Continuous Improvement 2008 - 2010

<ul style="list-style-type: none"> • Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process. 	<p>working with Program and support of the ELSAT</p> <ul style="list-style-type: none"> ▪ Utilize various Ministry Documents and board resources (i.e. Education For All) ▪ Continue to focus on developing a Balance Literacy Approach in the classroom ▪ Provision of descriptive feedback to students to encourage growth (i.e. conferences, rubrics, portfolios) ▪ Implement the revised Kindergarten portfolio ▪ Encourage teacher moderation to align planning and assessment practices 	<ul style="list-style-type: none"> ▪ Ensure accessibility to board and ministry resources ▪ Teachers PAR plans and ALP's are reflective of best teaching practices (i.e. Differentiated Instruction) ▪ Teacher participation in Professional Development ▪ School Improvement Team attends improvement sessions, networks with colleagues, and displays leadership role in mentoring others 	<ul style="list-style-type: none"> • Use of Skopus data warehouse to monitor student achievement data ▪ Data reflects improved student learning ▪ Kindergarten teachers will be able to use data to direct planning for student success ▪ Greater consistency in evaluation and assessment within the school 	<ul style="list-style-type: none"> ▪ Ongoing ▪ Fall 2008 ▪ Ongoing
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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. 	<ul style="list-style-type: none"> • Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement 	<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 	<ul style="list-style-type: none"> • September 2008 • May 2009
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School Plan for Sustained and Continuous Improvement 2008 - 2010

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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"> • 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 	<p>:</p> <ul style="list-style-type: none"> ▪ Monthly
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