



**Dufferin-Peel Catholic District School Board**



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**Parish**

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**Parish Priest**

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**Board Chairperson**

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

**St. John Fisher Catholic Elementary School**  
330 Balmoral Drive, Brampton, Ontario

<http://www.dpcdsb.org/ST.JOHN FISHER>



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

### **Mission Statement**

*We are a Catholic school whose mission is based on the Good News of Jesus Christ.  
We are rooted in a long history of academic excellence and exemplary moral development in a constantly changing world.  
We welcome and value the involvement of all that have an interest in our world.  
We are Church. The Catholic Church bonds our community to God. Together we experience the rich tradition of our Catholic heritage. The priesthood of Jesus leads us to a full understanding of dogma, faith and values.  
Students Are the Focus of Our Enterprise.  
We challenge them to excellence in everything they do - spiritually, academically, socially, emotionally  
And physically. Together we grow in respect for self, others, authority and property.  
Faculty Members Are the Agents of Our Enterprise.  
We commission them to be teacher, mentor and friend. Together we model Catholic values by setting the  
Examples of fairness, respect and a positive attitude.  
Parents Are the Supporters and Guardians of Our Enterprise. We share in supporting the education of our children.  
In a positive and constructive way we challenge the process of education.  
We all live in the broader community of province, nation and the global family.  
We serve that community by developing Catholic leaders and we are served by that  
community through the provision of resources - spiritual, physical and personal.*

### **Our School Profile**

St. John Fisher Catholic School is an elementary school serving approximately 475 students from Junior Kindergarten to Grade 8. The students come from a wide range of social and ethnic backgrounds reflecting the diversity of cultures found within the school's boundaries.

The school was established 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 is committed to the search for excellence, the development of the uniqueness of the individual and the education of the whole person.

St. John Fisher School is committed to Catholic education as outlined in the mission statement of the Dufferin-Peel Catholic District School Board. We are a caring community that stresses tolerance and acceptance of others, commitment to our Catholic *faith* and high academic standards. We provide a learning environment where models of gospel values and Catholic doctrines, teachings and beliefs are an integral part of the daily life of our school. The school motto, "*Learning in God's Light*", was chosen and reflects a holistic philosophy where religion and daily life are intertwined. All activities at the school — academic and pastoral work, extra-curricular and intra-curricular, 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 their Catholic *faith* as their common bond. Our prayer life, liturgical celebrations, the sacraments, and our *faith* and value system form the foundation of our school program. We are proud of our balanced religion, academic, arts, technology and athletics programs. We offer students a well-rounded and value-centred education to help them make good choices for the future. 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.

Our school community has developed its own prayer:

Teach us Lord to learn from our mistakes and our accomplishments.  
Grant us the patience to learn new things so that one day, we may teach others what we have learned.  
Uncover our love for education and guide us to learn in your light.  
We ask this through Christ our Lord. Amen

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

**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 assessments indicate that the school-wide emphasis on Reading should continue. To put the results for grade 3 in context, it is important to note that 44% of students were either English Language Learners or Students with Special Needs. It may also be noted that 1/5th of students were new to the school in their grade 3 year. Our Grades 6 results in reading and writing have exceeded the results from the previous year. Our math results show a slight decline from the previous year and suggest that there is room for improvement.

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>36%</b>	<b>49 %</b>	<b>41%</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>63%</b>	<b>67%</b>	<b>52%</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>• Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth.</li> <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>• Continue to nurture relationships between school and parish teams, and school and home.</li> </ul>	<ul style="list-style-type: none"> <li>• Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community</li> </ul> <p>Working with our community to provide for those in need: collecting winter coat for Kids program, food for the needy</p>	<ul style="list-style-type: none"> <li>• Parent and pastoral staff involvement and attendance at Virtues celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing feedback will inform the school's planning for next steps</li> <li>• Division and grade levels identify opportunities to attend mass once per month</li> <li>• Staff participation in adult faith opportunities in the school</li> <li>• Support ambassador initiatives</li> </ul>
<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>• Enhance opportunities for communication and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to develop new partnerships through the St. John Fisher Neighbourhood Learning Place</li> <li>▪ Develop partnership with YMCA to encourage fitness and social skills</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced number of conflicts</li> <li>• Increased student sense of safety</li> <li>• Improve fitness and social skills, proactive involvement of students after school hours</li> <li>• Opportunities for positive</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback</li> <li>• suspension data / incident tracking data</li> <li>• Safe Schools Survey</li> <li>• safety protocols in place for high needs students</li> <li>• high needs students participate in unstructured play times</li> </ul>	<ul style="list-style-type: none"> <li>• December 2008</li> <li>• April 2009</li> </ul>

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

<p>with all community partners.</p> <ul style="list-style-type: none"> <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>▪ Ongoing Implementation of PALS / Circle of Friends</li> <li>▪ Implement Harmony Movement</li> <li>• Ongoing implementation of Roots of Empathy Program</li> <li>• Implementation of Positive School and Positive Classroom Climate Initiatives</li> <li>• Implementation of Big Brothers/Big Sisters in school program in conjunction with Social Work Dept</li> <li>• Implement Child to Child.</li> </ul>	<p>mentor relationships</p> <ul style="list-style-type: none"> <li>• Promote opportunities for students to practice positive decision making and to promote positive attitudes and behaviours</li> </ul>	<p>with decreasing degrees of supervision</p> <ul style="list-style-type: none"> <li>• circle of friends established to support students</li> <li>• assessment indicators follow up from ROE program</li> <li>• full participation for Mega Hoops program</li> <li>• 2 students to participate in Big Brothers/Big Sisters Program</li> <li>• student participation in school activities including Child to Child</li> </ul>	
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			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> <ul style="list-style-type: none"> <li>• Expand and deepen the implementation of high quality literacy practices</li> <li>• Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop critical literacy skills across the curriculum in all grades</li> <li>• Dedicated literacy bloc per day</li> <li>• Divisional meetings focus on learning team approach</li> <li>• Provide common planning time for grade level colleagues where possible, timetable and align resource support accordingly</li> <li>• Use of Caulkins Units of Study to support Writing</li> <li>• Explicit teaching of test taking skills</li> <li>• Complete summative assessment cycles</li> <li>• Implement strategies learned in Teaching Learning Cycle</li> <li>• Focus on informational text</li> <li>• Participation in Positive Classroom Climate Initiative</li> </ul>	<ul style="list-style-type: none"> <li>-use of gradual release of responsibility model (think aloud, collaborative creation of anchor charts) shared and guided practice</li> <li>-flexible groupings for shared, guided and independent reading and writing</li> <li>-emphasize oral language vocabulary, graphic organizers</li> <li>- teachers in analyze data to determine strengths, needs and next steps and include special education staff to support at risk learners and to assist in differentiating program</li> <li>-use of benchmark data walls staff meetings and divisional meetings include focus on literacy. Divisional meetings focus is learning team approach</li> <li>-dedicated literacy bloc of 100-120 minutes per day</li> <li>-provide shared/common planning time, common timetabling and align resource support accordingly</li> <li>-School Council supports balanced literacy initiatives with budget for classroom libraries</li> <li>-continue Project Bright Beginnings and St. John Fisher Early Years Hub</li> <li>-training of volunteers for the All Star Reading program</li> <li>-build on classroom libraries and build on collection of leveled texts in the literacy room</li> <li>-explicit teaching –test taking</li> </ul>	<p>:</p> <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>PM Benchmarks</li> <li>Students to Watch</li> <li>○ CASI</li> <li>○ Student work samples</li> <li>○ Teacher observation</li> <li>○ EQAO</li> <li>○ EDI data</li> </ul> </li> <li>• Use of Skopus data warehouse to monitor student achievement data</li> </ul>	<ul style="list-style-type: none"> <li>• December 2008</li> <li>• April 2009</li> <li>• June 2009</li> </ul>

		Skills		
<p><b>Financial Accountability and Transparency</b></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"> <li>• Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</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> </ul>	<ul style="list-style-type: none"> <li>▪ Budget allocation will align with school priorities for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use i-Ren reports to monitor and track school budgets</li> </ul>	<ul style="list-style-type: none"> <li>• September 2008</li> <li>• May 2009</li> </ul>
<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>• 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> </ul> <p>Monitor status of proposals for 2 new apartment buildings in school catchment area, Clark west of Dixie.</p>	<ul style="list-style-type: none"> <li>▪ Electronic registers reflect accurate classroom enrolments</li> </ul> <p>Consider impact of economy on existing apartment rental units.</p>	<ul style="list-style-type: none"> <li>▪ Enrolment registers align with Ministry guidelines</li> </ul> <p>Initial building approval granted for apartment on Clark near Lisa</p>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>