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Vice Principal

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**Regional Secondary
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Notre Dame S.S.

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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Joachim Catholic School
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Celebrating Our Faith

Mission Statement

Within the community of St. Joachim Catholic School, the mission of the staff, students and parents is to respect and accept the uniqueness of each individual as a follower of Jesus. All members are encouraged to realize their full potential – spiritually, academically, emotionally, socially and physically.

Staff and Parents shall strive to develop within each student: a sense of belonging, self-confidence, an ability to interact positively with others, pride in the school community, an ability to problem solve, respect for self and others, responsibility, and the virtues of Faith, Hope and Charity. Our ultimate goal is to provide our children with the tools to become happy, productive, and responsible members of society.

We, the staff of St. Joachim School, believe that the school’s job is to help children learn in a loving Catholic community. Our school teaches us about Jesus, how to be His followers, and how to care for others. We need to develop our skills and to understand the technology to use our skills to face future challenges. We need to develop our special talents so we can share them with the world.

Our School Profile

St. Joachim School is an elementary school of approximately 480 students, of diverse social, economic and ethnic backgrounds, from Junior Kindergarten to Grade 8. Our population is reflective of the ever-increasing diversity of cultures found within Brampton. Our school is equipped with a language and Math literacy room, two gyms, a stage, a large library and a full computer lab. We also provide French Immersion for Grade 1 students in the Brampton area.

St. Joachim 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 at St. Joachim is committed to the search for excellence, the uniqueness of the individual and the education of the whole person.

St. Joachim 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 and comfortable 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, "*Celebrating Our Faith*," was chosen through the process of community consultation and reflects a holistic philosophy where religion and daily life are intertwined. All activities at St. Joachim — academic and pastoral work, extracurricular 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 values system form the foundation of our school program. At St. Joachim, we are proud of our balanced religion, academic, arts, technology and athletics program. We offer students a well-rounded and value-centered 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. 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 & 6 assessments indicate that the school-wide scores on Reading, Writing and Mathematics have fallen in comparison to our achievements in all three areas in the preceding year. Our Grades 3 Writing scores are equal to those at the Board level and the Grade 6 results continue to improve in a consistent manner. The school will analyze these results and continue to put a focused effort to increase student success

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%	66%	61%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	57%	62%	57%
Board	70%	72%	62%
Province	66%	67%	61%

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>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. 	<p>The use of virtues resources and other faith based resources to share and integrate our faith stories within the daily learning experiences</p> <p>Continue with the “Future Aces” program that reinforces the goals of the virtues and our anti-bullying program</p> <p>Role of Student Faith Ambassadors are enhanced and expanded so students can witness their modeling</p> <p>Implementing PALS, Conflict Resolution Teams and Recess Play Buddies to support positive community interactions at recess</p> <p>Continue to nurture our relationship with the Parish through the school’s participation in St. Anne Feast Day celebration, food drives for the Parish, charity activities for Sharelife</p>	<p>Students and staff are involved in various acts of social justice ie. “Holy Cows of Uganda”</p> <p>-Resources will be used in the classrooms and during school assemblies and retreats.</p> <p>- Food drives, Sharelife events and Terry Fox are a few of the charities that we have on a yearly basis.</p> <p>- Acts of Christian kindness are witnessed by the staff and acknowledged at school assemblies</p> <p>Parent and pastoral staff involvement and attendance at Virtues celebrations</p> <p>The active involvement of all students in the feast day celebration , visits from the Priest, active involvement in the school Masses and sacramental preparation</p>	<p>Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</p> <p>Informal feedback from teachers and students.</p> <p>The success of the student faith ambassadors in providing encouragement and modeling for the student body</p> <p>Feedback from the Future Aces & Virtues committee members, students and teachers</p> <p>Feedback from Parish, teachers and students</p> <p>Feedback from Priest of St. Anne parish and the organizer of the Uganda project.</p>	<p>Based upon feedback, further planning for next steps will be ongoing</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>• Enhance opportunities for communication and collaboration with all community partners.</p>	<p>Implement PALS / Circle of Friends</p> <p>Youth Faith Ambassadors</p> <p>Promote successful Parish relationships through Pastoral Plans, liturgical events (ie. St. Anne’s Feast day)</p> <p>Implementation of our anti-bullying program</p> <p>Identifying student leaders and placing them in leadership roles which model appropriate behavior to the student body</p> <p>Commitment from the school’s “Safe School” committee to continue to address issues in a Christian and positive manner</p>	<p>Reduced number of conflicts</p> <p>Increased student sense of safety</p> <p>Positive behavior both inside and outside of the school where students exemplify the Virtues</p>	<p>Informal feedback</p> <p>suspension data / incident tracking data</p> <p>Safe Schools Survey</p> <p>Feedback from students, teachers and parents</p> <p>Decline of behavioral issues in the classroom and office</p>	<p>December 2008</p> <p>April 2009</p> <p>Ongoing feedback</p>
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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</i></p>	<p>Develop critical literacy skills across the curriculum in all grades</p>	<p>A focus on critical literacy in school and classroom planning</p> <p>Students will use strategies to help</p>	<p>Improved critical literacy as evidenced through a variety of assessments including:</p> <ul style="list-style-type: none"> ○ CASI 	<p>December 2008</p> <p>April 2009</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p><i>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>School wide focus on writing with a specific focus on -Writer’s process - Qualities of a good writer - Editing Skills</p> <p>Incorporate ELSAT teacher, resource staff, volunteers and Co-Op students to support school goals</p> <p>Use of differentiated instruction in all divisions to meet the needs of all learners</p> <p>Learning Teams will meet to set goals and focused direction for student success</p> <p>Use of Teacher moderation to share best practices and ensure consistency</p> <p>Use of the Literacy Room to ensure guided reading strategies are being implemented</p> <p>As a Lighthouse School continue to offer our expertise to other schools who wish to visit</p> <p>Continue to target “At Risk Students” and provide support needed for improvement</p>	<p>them to choose, explore or organize a topic</p> <p>Development of student literary techniques, point of view, strong language, leads and endings</p> <p>Editing is a natural part of the publishing process (spelling, punctuation & grammatical skills)</p> <p>All members of the school community working together to meet the needs of all students</p> <p>Teachers engaged in professional discussions, sharing of strategies and best practices</p> <p>SERTs and teachers from each division to expand upon the materials needed for high yield strategies</p> <p>Growth in teacher confidence when sharing strategies with visitors</p> <p>Target strategies, support, assess, realign practice, target, and support, ...assess</p> <p>Teachers use “Think Literacy” as a resource for professional growth</p>	<ul style="list-style-type: none"> ○ Student work samples ○ Teacher observation ○ EQAO <p>Use of Skopus data warehouse to monitor student achievement data</p> <p>Teachers analyze, review, adjust, change or modify as the need for student success dictates</p> <p>The Literacy Room used daily as part of the planning process</p> <p>Student participation and increase in student achievement</p> <p>Students are able to articulate and present ideas through a variety of text forms</p> <p>Manipulatives are evident and actively used by students in an ongoing process (math manipulatives trolley in all classrooms)</p> <p>Student profile is used to support learning as students improve in mathematics</p>	<p>June 2009</p> <p>Ongoing Feedback and communication between teachers, SERTs, ESAT teacher</p> <p>Use of various assessment tools</p>
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School Plan for Sustained and Continuous Improvement 2008 - 2010

	<p>Use a wide variety of text forms. Genders, and formats to support literacy in the classrooms</p> <p>Develop a functional Math Literacy Room which provides teachers and students with manipulatives for all grade level</p> <p>Effective use of PRIME as an assessment tool to determine student needs</p>	<p>Effective use of manipulatives to reinforce and enhance learning mathematical concepts</p> <p>Assessment steers instruction for improvement in student achievement</p>		
<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. 	<p>Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</p> <p>Collaborative approach to budget review and expenditures</p>	<p>Budget allocation will align with school priorities for student achievement</p> <p>Budget is reflective of school goals</p>	<p>Use i-Ren reports to monitor and track school budgets</p> <p>Use i-Ren reports to monitor and track school council budgets and provide timely and accurate reports to the community.</p> <p>Meet all financial reporting timelines</p> <p>WEBTracs reports will balance with school record keeping</p>	<p>September 2008</p> <p>March 2009</p> <p>May 2009</p>

<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"> • Develop labour relations and human resources strategies that will minimize the impact of fluctuations in enrolment. 	<p>Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</p> <p>Ensure accurate reporting of student attendance to meet Safe School Arrival protocol</p>	<p>Electronic registers reflect accurate classroom enrolments</p> <p>Communication between teachers and secretary are efficient and accurate on a daily basis in relation to student attendance</p>	<p>Enrolment registers align with Ministry guidelines</p> <p>Students are accounted for to ensure safety</p>	<p>Monthly</p> <p>Daily</p>
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