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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

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Celebrating Our Faith

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

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 500 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 and 2 students in the Brampton area.

St. Joachim 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 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 School — 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: 2008 - 2009

School results on the EQAO Grade 6 reading assessments indicate that the junior emphasis on reading has produced an improvement in our students’ reading, writing and mathematical skills. Our Grades 3 results suggest that there is room for improvement and thus our school focus will be based on improving primary literacy skills.

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 ('08-'09)			
School	49%	59%	59%
Board	62%	70%	70%
Province	61%	68%	70%
Grade 6 ('08-'09)			
School	76%	70%	67%
Board	72%	72%	65%
Province	69%	67%	63%

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
<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. 	<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>Development of an Environmental Club this year</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, Christmas gift certificate drive for needy families in the church community, Sharelife/United Way 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>Participation of the school community in the various activities</p> <p>Integration of the Virtues in daily life</p>	Ongoing
<ul style="list-style-type: none"> • 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>The use of virtues resources and other faith based resources to share and integrate our faith stories within the daily learning experiences</p>	<p>Different grade levels run monthly Virtues Assemblies to express through song, dance, drama, literature, etc, their understanding of the virtue of the month</p> <p>Inviting parents to the assemblies</p>	<p>Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</p>	Ongoing feedback

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<p>• Continue to nurture relationships between school and parish teams, and school and home.</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>Continue to promote Parish Activities/Celebrations (e.g. The Edge) through our School newsletters and displays at the school</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 Participation of Admin in Parish activities such as breakfasts, planning meetings and socials</p> <p>Participation of Admin and teachers in church sacramental celebrations of Reconciliation, First Communion and Confirmation</p> <p>Increased participation of St. Joachim School at Parish events</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>
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	<p>Participation in the City of Brampton community initiatives</p> <p>Continuation of School Newsletter, and Website to communicate information to School Community</p> <p>Continuation of participation in Notre Dame's school band and dramatic presentations</p>	<p>Participate in Winterlights, Turn Off The Screens</p> <p>Feedback from parents around content in newsletters and on the website</p>		
<p>• Continue to focus on Catholic professional learning communities.</p>	<p>Continue to support Faith Ambassador and Adult Faith opportunities</p> <p>Continuation of Liturgy Committee at the School level</p> <p>Continuation of Committee to promote Catholic Education Week activities for students, parents and staff</p>	<p>Increased participation in Adult faith opportunities</p>	<p>Informal feedback</p>	<p>Ongoing</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>Implement PALS / Circle of Friends</p> <p>Youth Faith Ambassadors</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>Focus on an Anti-Bullying Week</p> <p>Provide classroom teachers with lessons to use in the class</p> <p>Promote new school tracking sheet for incidents of bullying</p>	<p>Informal feedback</p> <p>Suspension data / incident tracking data</p> <p>Safe Schools Committee feedback</p>	<p>Beginning October 2009</p> <p>Ongoing</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

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School Plan for Sustained and Continuous Improvement 2008 - 2010

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>Develop critical literacy skills across the curriculum in all grades</p> <p>Focus on writing with a specific focus on -Writer's process - Qualities of a good writer - Editing Skills</p> <p>Development of Monthly reading and writing goals for the Junior and Intermediate divisions</p> <p>Primary Division participation in Network Stream 2 with a focus on a minimum of 2 TLCs</p> <p>Incorporate SAT 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>A focus on critical literacy in school and classroom planning</p> <p>Students will use strategies to help 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>Pre and Post test data of monthly goals Use of Smart Goals Use of temperature checks</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>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>Use of Skopus data warehouse to monitor student achievement data CASI tracking folders, and divisional tracking of progress of Monthly Goals</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>December 2008</p> <p>April 2009</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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	<p>Audit of the Central Text Room/GAP analysis</p> <p>Use of the Literacy Room to ensure guided reading strategies are being implemented</p> <p>Provide Literacy Evenings for parents focusing on helping their children with literacy strategies</p> <p>Continue to target “At Risk Students” and provide support needed for improvement</p> <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>More effective use of the room and more focused and targeted used of school budget</p> <p>Target strategies, support, assess, realign practice, target, and support, ...assess</p> <p>Parents, volunteers and staff aligning strategies</p> <p>Teachers use “Think Literacy” as a resource for professional growth</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>Teachers effectively use the room.</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>• Enhance effective transition plans for students entering Dufferin-Peel and moving from elementary to secondary, and for students leaving secondary to community</p>	<p>Provide transition plans for at risk students</p> <p>Meet with secondary</p>			

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<p>work place and post secondary institutions, with a particular focus on helping students with At-Risk factors.</p>	<p>teachers, parents and special resource staff to facilitate transition</p>			
<ul style="list-style-type: none"> • Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process. • Implement Ministry initiatives relating to: <ul style="list-style-type: none"> -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 <p>ensuring the distinctiveness of Catholic education is explicitly infused.</p>	<p>Review policies</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>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>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 2009</p> <p>March 2010</p> <p>May 2010</p>

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps

This sheet may be used by schools that choose to develop additional goals.

System Goal:	PRIMARY LITERACY STREAM 2 (2009-2010)			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
To improve Primary students' Demonstration of knowledge, (1.4), use of a variety of text (1.1) and extend understanding (1.6) when answering questions from a variety of text.	Teachers will become more comfortable using the Teaching Learning Cycle. They will do a pre assessment, a temperature check and a post assessment.	Students will demonstrate growth through use of high yield strategies. Teachers will use the TLCs and seek teacher moderation, the use of student data as an effective way of driving instruction.	Regularly review pre, post assessments and temperature checks. Use PM data to drive instruction and to form Guided Reading Groups.	Teachers will share knowledge with the rest of the division. Everyone in the division will be involved in the same TLC and will be given opportunities to plan and teacher moderate during the school day. All division in the school will be involved in teacher moderation and TLCs.

School Goal :	Junior /Intermediate School Goal			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
To improve Junior and Intermediate Reading and Writing through the implementation of Monthly Literacy goals	Use of Smart Goals, Pre and Post Tests, TLC, and teacher moderation, tracking systems for both CASI and Monthly Goals	Results of Post tests, CASI and EQAO	Review of Post tests, teaching strategies, grade level and division progress in CASI tracking folders and Monthly Goal tracking sheets	Teacher sharing at staff and division meetings around the goals each month Opportunities to plan strategies together and participate in Teacher moderation