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**Regional Secondary
Schools**
St. Augustine

Director of Education
John Kostoff

Board Chairperson
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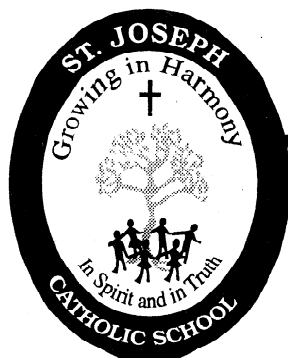
Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

ST. JOSEPH ELEMENTARY SCHOOL

<http://www.dpcdsb.org/STJOSEPH>



ST. JOSEPH CATHOLIC SCHOOL

**8 Parkway Avenue,
Brampton, Ontario
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(905) 451-8501**

**"Home of the Stars"
Growing in Harmony, in Spirit and in Truth**

Mission Statement

We, the staff of St. Joseph Brampton Catholic Elementary School, celebrate spirituality and diversity through achieving, believing and community living in an inclusive Catholic environment.

We, the parents of St. Joseph Brampton Catholic Elementary School, in partnership with staff and students, are dedicated to our children's spiritual, intellectual, emotional, social and physical development in a secure environment, at home and in class. Working together, we nurture growth in the likeness of Jesus; and utilize each person's qualities, talents, cultural and religious heritage. So that, our school community may develop to its potential in harmony, in spirit and in truth. Working together, we will attain success by educating students to their full potential.

We, the students of St. Joseph Brampton Catholic Elementary School, act and learn as a Catholic community. We demonstrate our love for God by respecting each other and by trying to meet the expectations of our parents and teachers.

Our School Profile

St. Joseph School, nestled in a mature community, is an elementary school of approximately 230 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. The surrounding community consists of single mature family homes situated in a geographic area that is semi-rural, located in Brampton. Our student population over the past four years has seen a significant increase in Special Education Students.

For almost 50 years, St. Joseph School has been a beacon for Catholic Education in the area. Catholic Education, rooted in Christ, is called to a unique way of seeing and interacting with our world. Through the examples of our master teacher, Christ, we take our calling to "reach out into the deep" and "be community" for others seriously. Our Catholic view of academics, spiritual and moral development, sacramental preparation, prayer, discipline, and community, challenge us to use our learning for the benefit of others. We are called to be Christ for others.

At St. Joseph School our commitment to academic excellence is a shared responsibility. As a Staff and School Council, we work hard bringing together students, parents, teachers, pastoral team, trustees and other partners to form a Catholic community in the service of the spiritual, intellectual, physical and emotional needs of students in our care.

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. The curriculum 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 within the context of *The Ontario Curriculum*, Gospel values 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 reading, writing, and mathematics assessments indicate that there is still room for improvement and growth. Our Grades 6 results in reading have shown some improvement while writing and mathematics have slightly declined and suggest room for improvement. Our staff continue to analyze the results and continue to implement strategies to assist with improvement in student achievement. Over the past five years, the school has continued to demonstrate growth in reading and writing with mathematic scores remaining more consistent.

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	43 %	57 %	57 %
Board	65 %	71 %	68 %
Province	61 %	66 %	68 %
Grade 6 ('07-'08)			
School	53 %	50 %	26 %
Board	70 %	72 %	62 %
Province	66 %	67 %	60 %

Dufferin-Peel Catholic District School Board
 Planning for Sustained and Continuous Improvement

	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"> • 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. • Create and implement a Catholic Community Study Unit for elementary and secondary schools. • Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth. • 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 	<p>Continue to implement virtues education / character formation so that it permeates all aspects of life in our school community</p> <p>Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community</p> <p>Continue to nurture a Catholic atmosphere that is Christ-centred</p>	<p>Each month a virtue will be highlighted and celebrated through various media e.g. bulletin boards, storytelling, announcements, monthly celebration</p> <p>Parent and pastoral staff involvement and attendance at the virtues celebrations</p> <p>Continue to build-up resources of age-appropriate materials that include biblical/faith stories and imagery</p>	<p>Informal feedback from the pastoral team, parents, school council, staff, and students</p>	<p>June 2009</p> <p>Ongoing feedback will inform the school's planning for next steps.</p>

<p>new schools, sustainability and recycling programs and targets and an integrated curriculum approach that will assist all in our community in working towards greener schools.</p> <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. • 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. • Continue to nurture relationships between school and parish teams, and school and home. 				
<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. • Enhance opportunities for communication and collaboration with all community partners. • 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 	<p>Continue to maintain a positive and inclusive school environment as follows:</p> <ul style="list-style-type: none"> • display pride in school and operations • Staff and parents consistently model Christ-like behaviour with particular care and protections for the most vulnerable • Acknowledge and validate staff and student successes • All approaches to discipline are to support the 	<p>Reduced number of conflicts</p> <p>Increased student sense of safety</p> <p>Strengthened partnerships between school and community</p> <p>All members of our diverse community feel affirmed</p> <p>Consistent use of “Safe Arrival “ and visitors to the school program to ensure student safety</p> <p>Inclusion of board issued “Health & Safety information</p> <p>All staff follow through with discipline</p> <p>Various methods employed to</p>	<p>Informal feedback</p> <p>Suspension data/incident tracking data</p> <p>Safe Schools Survey</p>	<p>Ongoing</p> <p>May 2009 – administration of Safe School’s Survey</p> <p>June 2009</p>

<p>Catholic faith perspective.</p>	<p>development of respect and responsibility</p> <ul style="list-style-type: none"> • Implement the virtues initiative • Participate in the Neighbourhood Policing Unit initiative to support safe schools • Continue to implement the new Safe School Act/Catholic Code of Condu <p>Continue to build community involvement by seeking ways that will enable parents to become more actively involved in the daily activities of the students.</p> <p>Promote home/school activities for building community such as open houses, concerts, events, Family Literacy evening session</p> <p>Seek ways to improve communication between the school and the community as frequently as possible so that information is transferred in both directions</p>	<p>acknowledge good deeds e.g assemblies, announcements, newsletters, recognizing birthdays</p> <p>Parents will work closely with their children with homework, reading with their child(ren)</p> <p>Enhanced Parent Volunteer Program</p> <p>Events/activities which highlight student achievements such as celebrations, concerts</p> <p>Active participation on the Catholic School Council</p> <p>Shared information through school newsletters and memos</p>	<p>Feedback from community</p> <p>Participation in the Catholic School Council, events, activities</p>	<p>Ongoing</p> <p>September 2008-June 2009</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 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</p>	<p>Continue with reading comprehension strategies to make meaning; have staff sharing instructional practices in grade/divisional teams to explore and enhance the effective development of reading comprehension strategies and develop their capacity to assess student learning</p> <p>Begin to look at numeracy practices and achievement.</p> <p>Continue professional learning teams who meet regularly to collect and analyze data, to access research on successful practice and then to implement instructional practices to enhance student</p>	<p>Increased levels of reading comprehension skills in CASI, PM Benchmarks</p> <p>Teachers using high yield instructional methods within their programming</p> <p>Minimal interruptions during the instructional time</p> <p>Teachers looking at some numeracy data to begin looking at needs</p> <p>Use of hands on experiences and using manipulative materials to teach math concepts in all grades</p> <p>Participation in mathematical professional development</p> <p>Students will use Math Journals in grades 1 to 8.</p> <p>Teachers meeting regularly to look at data, setting SMART goals, instruction and re-evaluation – effective use of the teaching learning cycle.</p> <p>Enhanced use of literacy room/ resources</p>	<p>Benchmarks & CASI results improvement</p> <p>EQAO reading scores improve</p> <p>Student confidence and motivation improves</p> <p>Data obtained from the goal set</p> <p>Support from Program Department for Stream # 2</p>	<p>Ongoing:</p> <p>November 2008 April 2009 June 2009</p> <p>June 2009</p> <p>June 2009</p>

<p>including Extended French, French Immersion, and International Baccalaureate programs.</p> <ul style="list-style-type: none"> • Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting. • 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. • 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 ensuring the distinctiveness of Catholic education is explicitly infused. 	<p>Use of differentiated instruction to meet the needs of all learners</p>	<p>Continued implementation of the strategies in the document “Education for All”</p> <p>SERT/SERC will provide information sharing at Staff/divisional meetings</p> <p>Continued utilization of the services of the ELSAT.</p>	<p>Increase comfort and ability to differentiate program for the various student’s name.</p> <p>Working through and use the Ministry document “Education for All”</p>	<p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p>
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Dufferin-Peel Catholic District School Board
 Planning for Sustained and Continuous Improvement

<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. • 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: <ul style="list-style-type: none"> -Board Policy -Audit Recommendations -General Administrative Procedures • Provide in-service sessions related to the finance support tool for administrators and support staff. 	<p>Ensure that the school budget is aligned to system and school goals in order to improve student achievement.</p> <p>Purchase any core resources which are required for students.</p> <p>Provide student agendas for Grades 1-8 to facilitate home/school communication and build organizational skills.</p>	<p>Budget allocation will align with school priorities for student achievement</p> <p>Essential services and programs will be funded in a fiscally responsible manner</p> <p>Staff will have core resources for all of their students.</p> <p>Agendas will be utilized fully by students, teachers and parents</p>	<p>Students will have required resources for their programs</p> <p>Staff will have standard supplies, resources and furniture to the degree budget will allow</p> <p>Use i-Ren reports to monitor and track school budgets</p>	<p>June 2009</p>
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Dufferin-Peel Catholic District School Board
 Planning for Sustained and Continuous Improvement

<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. • Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections. 	<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 – September 2008 – June 2009</p>
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