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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Joseph Elementary Catholic School

249 Church St.
Mississauga, On

[http://www.dpcdsb.org/St. Joseph\(Mississauga\)](http://www.dpcdsb.org/St. Joseph(Mississauga))



We C.A.R.E.: Catholic Community, Acceptance, Respect, Excellence

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

Mission Statement

As a Catholic Community, St. Joseph School follows the teachings of Jesus to foster a joy of learning and an appreciation of self and others through the cooperative efforts of home, school and church.

It is our mission at St. Joseph School to provide students with a Christ-Centered environment which supports all members in the development of their full potential through spiritual and academic opportunities.

St. Joseph School provides a learning environment which recognizes the unique nature of our Catholic community and promotes acceptance, respect and academic excellence.

In placing children first, students are encouraged to celebrate learning, friendships and life through the teaching of Gospel values.

Our School Profile

St. Joseph School is an elementary school of approximately 366 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. It is in the heart of the village of Streetsville and retains the small-town community feeling. Our student population generally reflects the socio-economic mix found within Mississauga.

For over 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

SAMPLE: School results on the EQAO Grades 3 & 6 reading assessments indicate that the school-wide emphasis on reading has produced a marked improvement in our students’ reading and mathematical skills. Our Grades 3 and 6 results in reading and mathematics have exceeded the results from the previous year. Our writing results show some improvement from the previous year but 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):

	Reading (All Students) Levels 3,4	Writing (All Students) Levels 3,4	Mathematics (All Students) Levels 3,4
Grade 3 ('07-'08)			
School	67%	81 %	56%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	56%	59%	50%
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"> • 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 new schools, sustainability and recycling programs and targets and an 	<p>Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community</p> <p>Provide opportunities to support community participation in faith celebrations, e.g., Sacramental and other Faith Celebrations, classroom liturgies, parish/school visits, Holy Week activities, dates for school masses/other celebrations are communicated to parents.</p> <p>Continue to implement Virtues Program- monthly celebrations/prayers, liturgies, daily announcements, visual icons of Virtues displayed throughout the school, bulletin boards designed to reflect Virtues.</p> <p>Allocate a portion of the school budget towards the purchase of Religious Education resources to support faith formation and sacred spaces in the school</p> <p>Continue to develop staff/student servant leadership opportunities > Share Life, United Way, parish food drive, Eden Food Bank, Terry Fox Walk, St. Vincent de Paul, PALS.</p> <p>Continue to develop school wide recycling program and awareness of stewardship through presentations such as the Earth</p>	<p>Parent and pastoral staff involvement and attendance at Virtues celebrations.</p> <p>Increased community participation at School Faith and other celebrations.</p> <p>There is continued implementation of Virtues Program.</p> <p>Religious Education resources/materials are purchased to support faith formation of staff, students, community members.</p> <p>Staff, students, Student Council and volunteers assume a variety of leadership roles.</p> <p>All classes have blue boxes. There are white boxes collected and set out weekly for pick up.</p>	<p>Informal feedback from: pastoral team, parents, School Council, staff, school Virtues team and students.</p> <p>As above.</p> <p>As above.</p> <p>Materials/resources are available in school and classrooms.</p> <p>Increased involvement in a variety of activities.</p> <p>Increased use by staff and students.</p>	<p>Ongoing feedback will inform the school's planning for next steps.</p> <p>Initial implementation September 2008-ongoing.</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>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>Rangers.</p> <p>Faith Day- School Wide PD- ‘The Enduring Gift’- sharing of stories.</p> <p>Provided direction and support for the purchase of Literacy and other resources that are reflective of the diversity within the St. Joseph and larger community.</p> <p>Ensure Arts in the School Programs are reflective of the needs/interests and diversit of school community.</p> <p>Continue to develop and provide opportunities for community participation in Faith and other celebrations- Open House, Holy Week, Education Week.</p> <p>Continue to expand and enhance Community Partnerships> Youth Education Officer, RAID, Peel Health-PALS.</p>	<p>Staff participate in cross school Faith Day PD initiative.</p> <p>Classroom/Library resources that reflect diversity of school; cultural, gender, variation in needs/interests are purchased and displayed. Arts in school programs are varied in content, focusing on Self-Esteem, Character Education, School Wide participation in the development of a school song, Bullying Prevention Programs.</p>	<p>Increased use of resources.</p>	
<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 	<p>Utilize staff/divisional meetings as a vehicle through which professional learning is shared and developed to identify and develop a plan to support student learning.</p> <p>Continue to support programs: Welcome to Kindergarten,</p>	<p>Reduce number of conflicts.</p>	<p>Informal feedback.</p>	<p>September 2008- ongoing.</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>development of a comprehensive whole-school approach to violence and bullying prevention, and progressive discipline within our Catholic faith perspective.</p>	<p>Harmony Movement, Early Years, Public Library, Career Day.</p> <p>Continue to build community awareness around system communication strategies: -Board web sites -school newsletters -extending invitations for community partners to participate in school events> School Council, Safe School Action Team, classroom excursions, volunteer opportunities. Establish a Safe School Action Team. Promote awareness of Catholic Code of Conduct, progressive discipline model. Provide opportunities for student involvement> KidsCan presentation.</p>	<p>Increased students sense of safety.</p>	<p>Suspension data/incident tracking. Safe Schools survey.</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</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 (refer to detailed action plan available at the school).</p>	<p>Improved critical literacy as evidenced through a variety of assessments including:</p> <ul style="list-style-type: none"> o CASI o Student work samples o Teacher observation o EQAO <p>Use of Skopus data warehouse to monitor student achievement data.</p>	<p>December 2008 April 2009 June 2009</p>

<p><i>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. • 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 including Extended French, French Immersion, and International Baccalaureate programs. • 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 	<p>Promote implementation of Literacy/Numeracy across the curriculum Continue to integrate high yield strategies and differentiated instruction. Ensure staff/divisional meetings are used to: -support teacher professional development to share effective classroom strategies to enhance learning -to review and analyze data collected and to continue to participate in the development of Smart Goals</p> <p>Continue to support teacher moderation opportunities.</p> <p>Continue to enhance resources in Literacy Room and Common Text Room.</p> <p>Continue to provide placements for Co-op and Faculty of Education students. Continue to provide information and make recommendations as appropriate for the Extended French, French Immersion and International Baccalaureate programs.</p> <p>Support continued use of CASI and Benchmarks data collection templates.</p> <p>Support transition of elementary students entering secondary school through- the facilitation of visits by High School teacher to discuss grade 9 course selections and facilitate student visits to the</p>	<p>Increased participation and knowledge by staff.</p> <p>Increased awareness and understanding by staff of effective strategies, analyzing data and setting Smart Goals</p> <p>Teachers use of new templates.</p> <p>Teachers knowledge and understanding of transition to high school.</p>	<p>Increased student success as evidenced in assessment cycles: report cards, CASI/Benchmark data collection, EQAO.</p> <p>Teachers reporting using templates.</p>	
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School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>students with At-Risk factors.</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>High School as available.</p> <p>Identify At Risk Learners- high school transition meetings, include high school staff to case conferences, IPRC's.</p> <p>Continue support of assistive technology- Special Education program, NEO's.</p> <p>Continue to work with the ELSAT.</p> <p>Monitor and review progress on a regular basis of students identified as at Risk Learners- Special Education Team Meetings, working with Special Services personnel, Board Behaviour Team, CCAC.</p> <p>Begin to implement revised Science Curriculum Document, ELL and ESL Board Initiatives Resources> Kindergarten portfolios.</p> <p>Supporting Family Level Networking meetings for ELL, Teacher-Librarians, Special Education teachers.</p>	<p>Teachers participation in the process.</p> <p>Students increased use of the technology.</p> <p>Teachers and administration involved in the monitor and review process.</p> <p>Teacher participation and understanding.</p> <p>Teacher participation in meetings.</p>		
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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 	<p>Ensure that the school budget is</p>	<p>Budget allocation will align with</p>	<p>Use i-Ren reports to monitor and</p>	<p>September 2008</p>
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School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</p> <ul style="list-style-type: none"> • 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>aligned to system/school goals vis-à-vis improved student achievement> allocation budget monies to meet school goals.</p> <p>Work as a school team to monitor and establish budgetary goals in alignment with Board Policy> Continued implementation of: Kimputer Reconciling School/School Council Accounts IREN</p> <p>Implement Board financial support tool when made available to system.</p> <p>Attend and support attendance of support staff at in-service sessions related to the finance template tool and other budgetary initiatives.</p>	<p>school priorities for student achievement.</p>	<p>track school budgets.</p>	<p>May 2009</p>
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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"> • 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>Participate in ARC meetings; facilitate access of communication to community as available.</p> <p>LLSAC- to manage and provide input for fluctuations regarding student enrolment and class organization.</p> <p>Provide and facilitate communications with community re: fluctuation in enrolment/reorganization/class size.</p> <p>Monitor student projections and provide feedback to planning department regarding school community enrolment trends.</p>	<p>Electronic registers reflect accurate classroom enrolments</p>	<p>Enrolment registers align with Ministry guidelines</p>	<p>Monthly</p>
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