

Principal
S. Russell

Head Secretary
M. Barbe

School Council Chair
C. Marino

Superintendent
C. Saytar

Family of Schools
BEACON

Wards
5

Trustee
J. Anderson

Parish
St. Marguerite
d'Youville

Parish Priest
Fr. P. Marr

Parish Telephone
905-792-7497

**Regional Secondary
Schools**
St. Marguerite
d'Youville

Director of Education
John Kostoff

Board Chairperson
Mario Pascucci



Dufferin-Peel Catholic District School Board

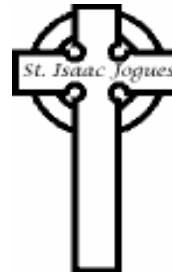


School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Isaac Jogues Catholic School

300 Great Lakes Drive, Brampton, Ontario

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



We Are The Living Image Of Christ

Mission Statement

The mission of St. Isaac Jogues Catholic Elementary School is to assist each and every one of our school community members to grow in caring and courage. We strive, as did our patron Saint St. Isaac Jogues, to help all become strong and gentle messengers of God's love.

We are committed in providing a sound, quality catholic education in a genuine caring environment where each child may grow to his/her full potential.

It is within our mission to work in partnership with our parents and parish in the formation of children so that our students may draw from the life of Jesus to become contributing members of their families, community and the Catholic Church.

Our School

St. Isaac Jogues Catholic Elementary School is named in honour of Isaac Jogues, a French Jesuit Priest who came to North America as a missionary when he was 29 years old. During the remaining ten years of his life, he explored the forests and waterways of Canada, eventually reaching the eastern entrance to Lake Superior. In 1642 he was captured in what is now the state of New York by the Mohawk nation. Dutch colonists helped him escape, but he returned to the place of his captivity to try to convert the native people. His actions seemed strange to the Mohawks - the way he traced the sign of the cross on the foreheads of children, for example - and they suspected him of witchcraft. After an outbreak of sickness in the village, and a crop failure, he was martyred together with a French layman named Jean Laland. On June 29, 1930 Pope Pius XI canonized all eight of the martyrs. Saints Isaac Jogues, John de Brebeuf, Charles Garnier, Anthony Danile, Gabriel Lallemant, Noel Chabanel, John de Lalande and Rene Goupil all died at different times for the Faith, in the service of bringing the faith to the people of North America. They are remembered at a shrine built at the former site of Huronia called 'Canadian Martyrs.' The feast day of the Canadian Martyrs is celebrated on October 19.

St. Isaac Jogues Catholic Elementary School is located in a growing, newly developed area in North Brampton. Our diverse population, of 350 students, is comprised from a large number of families who have recently arrived from various areas. St. Isaac Jogues Catholic School is a caring school and community environment that stresses inclusion and acceptance of others, commitment to our Catholic faith and high academic standards. Our school hosts a Moderate to Severe Needs Class and a Special Education Resource Class for students identified with special needs. We also offer service for students requiring enrichment or remedial programming. We provide a safe and comfortable learning environment where models of Gospel values and Catholic doctrines, teaching and beliefs are an integral part of the daily life of our school. The school community is dedicated to the search for excellence, the uniqueness of the individual and the education of the whole person. Literacy and numeracy are a major focus in all grade levels. The teachers, in collaboration with administration, academic consultants and the School Council, continue to develop teaching, learning and assessment strategies to increase and improve student performance in these areas.

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 reading assessments indicate that the school-wide emphasis on communication skills has produced a marked improvement in our students’ writing skills. Our Grades 3 and 6 results in reading and mathematics have fallen within an anticipated range, and reflect our direction to continue to provide ongoing support in these areas. Particular focus will lie in the ability to develop and communicate an understanding of concepts.

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	82%	91%	79%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	68%	65%	49%
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, and 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. 	<p>Community Outreach:</p> <ul style="list-style-type: none"> ▪ Continue to offer opportunities for social justice and stewardship. ▪ Projects are reflective of a whole school approach to social justice and allow for involvement at all levels. ▪ Identify and witness each person’s role in shaping a Safe, Caring, Inclusive and Healthy school community. ▪ Develop leadership capacity in faith formation. ▪ Ensure that virtues formation is more than a once a month event, but is embedded in all aspects of school life. ▪ Work with Region of Peel nurse to Disciples of Peace program which will recognize and support anti bullying initiatives in the school community. ▪ Expand the Youth Faith Ambassador Program in the school. ▪ Continue with First Friday Liturgies for Staff ▪ Present Recycle workshops by Region of Peel and continue with school recycling program 	<p>Virtues:</p> <ul style="list-style-type: none"> ▪ Catholic Virtues are embedded in all areas. <p>Community Outreach:</p> <ul style="list-style-type: none"> ▪ Social justice opportunities are provided throughout the school year. Food drives, mitten drives, Family Christmas, Samaritan’s Purse Shoe Box, Share Life, Foster Child, Terry Fox Run. Youth Faith Ambassadors promote social outreach and faith formation ▪ Bullying is identified and anti bullying initiatives are implemented. 	<p>Virtues:</p> <ul style="list-style-type: none"> ▪ Catholic Virtues are embedded in all areas. <p>Community Outreach:</p> <ul style="list-style-type: none"> • Social justice initiatives are supported • Discipline occurrences, referrals to the office, think sheets and suspension data are decreased 	<p>Virtues:</p> <ul style="list-style-type: none"> • Ensure teachers have copies of Virtues materials • Monthly celebrations • Continued sharing of virtues in action <p>Community Outreach:</p> <ul style="list-style-type: none"> • Monitor monthly • Communicate initiatives to staff, students and community

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<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>• 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/Expand:</p> <ul style="list-style-type: none"> ▪ Youth Faith Ambassadors ▪ PALS ▪ Circle of Friends ▪ Disciples of Peace 	<ul style="list-style-type: none"> • Reduced number of conflicts • Increased student sense of safety • Increased student commitment to social justice • Increased sense of community and pride in community • Awareness and acceptance of diversity 	<ul style="list-style-type: none"> • Informal feedback • Suspension data / incident tracking data • Safe Schools Survey 	<ul style="list-style-type: none"> • Review 2007-2008 survey, completed with the Public Health Nurse and through the Board, results and provide feedback to the parent community and staff

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	
Excellence in Student Achievement			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<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"> 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. 	<ul style="list-style-type: none"> Develop numeracy skills across the curriculum in all grades Implement Professional Learning Communities initiative Use historical data to inform PLC directions and focus 	<ul style="list-style-type: none"> A focus on numeracy in all grade levels Improved student achievement as demonstrated through observation and formal and informal assessments 	<ul style="list-style-type: none"> Improved numeracy as evidenced through a variety of assessments including: <ul style="list-style-type: none"> Prime Student work samples Teacher observation EQAO 	<ul style="list-style-type: none"> As established with the Consultants in Steam 1 planning Establish timelines for the teaching-learning cycle Set division dates Develop implementation plan for professional learning communities

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> <ul style="list-style-type: none"> Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context. 	<ul style="list-style-type: none"> Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement Comply with the new School Council Budget and Banking protocol 4% of budget will be allocated to library purchases 	<ul style="list-style-type: none"> Budget allocation will align with school priorities for student achievement Data will be used to drive instructional resource purchases 	<ul style="list-style-type: none"> Use i-Ren reports to monitor and track school budgets Use i-Ren reports to monitor and track school council budgets and provide timely and accurate reports to the community Meet all financial reporting timelines WEBTracs reports will balance with school record keeping Monthly budget tracking and reconciliation will be implemented 	<ul style="list-style-type: none"> Move current bank accounts for School Council to the School Bank Set up budget tracking for School Council

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<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> <p>• Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections.</p>	<ul style="list-style-type: none"> ▪ Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines) ▪ Ensure accurate reporting of student attendance to meet Safe School Arrival protocol ▪ Offer input to Planning Department for projected enrolment 	<ul style="list-style-type: none"> ▪ Electronic registers reflect accurate classroom enrolments ▪ Communication between classroom teachers and secretary are efficient and accurate on a daily basis in relation to student attendance 	<ul style="list-style-type: none"> ▪ Enrolment registers align with Ministry guidelines ▪ Students are accounted for to ensure safety 	<ul style="list-style-type: none"> ▪ Monthly ▪ Daily