

**Principal**

D. Proietti

**Vice Principals**

M. Battaglini

M. Zaum

**Head Secretary**

Darlene Baldry

**School Council Chair**

**Superintendent**

G. Prajza

**Family of Schools**

Brampton West

**Wards**

Brampton 1, 3, 4

**Trustees**

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**Parish**

St. Anne Parish

St. Mary Parish

**Parish Priest**

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**Parish Telephone**

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**Family Elem. Schools**

Bishop Francis Allen

Father C.W. Sullivan

Our Lady of Fatima

St. Anne

St. Francis Xavier

St. Mary

St. Monica

**Director of Education**

John Kostoff

**Board Chairperson**

Mario Pascucci



**Dufferin-Peel Catholic District School Board**

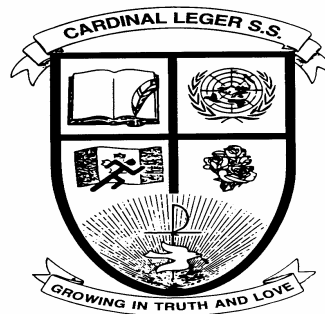


**School Plan for Sustained and Continuous Improvement**  
2008-2010

**Cardinal Leger Catholic Secondary School**

**75 Mary Street,  
Brampton, Ontario. L6W 3K5  
905-453-2232**

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



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

OUR MISSION STATEMENT

OUR SCHOOL

**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 Gr. 9 Mathematics assessment and OSSLT indicate that the school-wide emphasis on reading, writing and mathematics has produced a marked improvement in our students’ reading and mathematical skills. Our Gr. 9 Mathematics and OSSLT results 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):

OSSLT '06-'07	School	Board	Province
All			
Successful			
Not Successful			
<b>% of students BELOW Ministry success standard ( Level 2 or lower)</b>			

School Plan for Sustained and Continuous Improvement 2008 - 2010

	<b>Applied</b> (All Students) Levels 3,4	<b>Academic</b> (All Students) Levels 3,4
<b>Grade 9 EQAO Mathematics Test</b>		
<b>School</b>	<b>%</b>	<b>%</b>
<b>Board</b>	<b>%</b>	<b>%</b>
<b>Province</b>	<b>%</b>	<b>%</b>

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

<b>System Goals</b>	<b>Actions for Implementation</b>	<b>Indicators of Success</b>	<b>Monitor and Review for Success</b>	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p><b>Catholicity</b></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"> <li>• 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.</li> <li>• Create and implement a Catholic Community Study Unit for elementary and secondary schools.</li> <li>• Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth.</li> <li>• 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</li> </ul>	<p>Focus Retreat programme on Faith and Social Justice Issues in particular in Gr. 11 and 12. Implement initiatives to make students aware that we are all part of God's creation by respecting the environment in our local community. Student Council to provide leadership</p>	<p>Monies raised for local community service organizations such as Knights Table, Dr. Simone. Winter coat drive ,Share Life, Think Fast, Food Drives Terry Fox.</p> <p>Student groups starting up such as Youth for Christ and Student Ambassador Program. Also, any initiatives that may arise from students to meet needs.</p>	<p>Scheduled meetings to review and adapt plans to meet changing circumstances.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

<p>sustainability committee that will review best practices for design of 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"> <li>• 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.</li> <li>• 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.</li> <li>• Continue to nurture relationships between school and parish teams, and school and home.</li> </ul>	<p>in these initiatives. Implement the Pastoral Plan. Cross-curricular plans for community and global awareness such as the YPI in Civics classes and students participating in the Me to We Conference. Celebrating the Liturgical Calendar with appropriate announcements and student lead liturgies.</p>			
<p><b>Community Development</b></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"> <li>• Continue to focus on Catholic professional learning communities.</li> <li>• Enhance opportunities for communication and collaboration with all community partners.</li> <li>• 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.</li> </ul>	<p>Involve all partners in the life of the school in a positive way. Such as our NPU officers, inviting local dignitaries and politicians. Special emphasis in reaching out with Parish priests. Meet with Feeder school principals to plan transition and community building.</p>	<p>Celebrating Liturgies in the Church marking the liturgical cycle. Inviting our Seniors for lunches in the Cardinal Café. Assemblies and events inviting our community partners to participate. Develop student awareness of our community and our partners and that their voice is important and heard.</p>	<p>Feedback from our community members. Positive reports from media and local partners.</p>	

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	
			Data from Monitoring and Review Cycles	Completion Date / Next Steps
<p><b>Excellence in Student Achievement</b></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> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Develop electronic resources to</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage all staff to implement high yield strategies to engage Grade 10 students in numeracy and literacy skills</li> <li>• Professional Learning Teams to attend and develop in school PD on numeracy, literacy, differentiated learning and how these strategies fit with the progressive discipline model of learning</li> <li>• Continuous review of appropriate curriculum and assessment and evaluation strategies for the various academic levels.</li> <li>• Review of school exam and culminating tasks</li> <li>• Review our Student Success model.</li> <li>• Review opportunities for all students such as Alt. Ed programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student confidence in areas of literacy and numeracy as reflected in personal academic success</li> <li>• Increased scores on Grade 9 EQAO math test</li> <li>• Increased success on the Grade 10 literacy test especially for those taking the test a second time.</li> <li>• Increased rate of students in each grade achieving the expected number of credits</li> <li>• Increased pass rates in all subject areas</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of:</li> <li>• Credit Accumulation Data</li> <li>• Pass rates in Gr. 10 compulsory courses</li> <li>• Use of Trillium data</li> <li>• EQAO results</li> <li>• Student attendance and drop out rate.</li> </ul>	<ul style="list-style-type: none"> <li>• Each semester end</li> </ul>

<p>support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process.</li> <li>• Implement Ministry initiatives relating to:             <ul style="list-style-type: none"> <li>-ongoing curriculum review</li> <li>-Ministry Policies (e.g. ELL, - Aboriginal Policy Framework, Safe Schools)</li> <li>-Special Education</li> <li>-Literacy / Numeracy Secretariat</li> <li>-Student Success/Learning to 18</li> <li>-Alternative Education / Continuing and Adult / Education ensuring the distinctiveness of Catholic education is explicitly infused.</li> </ul> </li> </ul>				
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<p><b>Financial Accountability and Transparency</b></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>• Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</p> <p>• 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:          -Board Policy          -Audit Recommendations          -General Administrative Procedures</p> <p>• Provide in-service sessions related to the finance support tool for administrators and support staff.</p>	<ul style="list-style-type: none"> <li>Continued alignment of the school budget to system/ school goals</li> </ul>	<ul style="list-style-type: none"> <li>School/ department Budget allocation will align with school priorities for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Use board and school reports to monitor and track school budgets</li> </ul>	<ul style="list-style-type: none"> <li>September 2008</li> <li>May 2009</li> </ul>
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<p><b>Student Enrolment Impact</b></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"> <li>• Develop labour relations and human resources strategies that will minimize the impact of fluctuations in enrolment.</li> <li>• Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</li> </ul>	<ul style="list-style-type: none"> <li>• Electronic registers reflect accurate classroom enrolments</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolment registers align with Ministry guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>
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This sheet may be used by schools that choose to develop additional goals.

<b>System Goal:</b>	<b>INSERT SYSTEM GOAL CHOICE HERE</b>			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
Improving Literacy Achievement through Instructional Practice	Literacy Committee Stepping Out Cross-curricular plan for increasing Literacy success Plans for students re-writing and students who are	EQAO scores Student self-esteem	EQAO Scores	Year round plan Gr. 9 and 10 Gr. 11 re writes
<b>System Goal:</b>	<b>INSERT SYSTEM GOAL CHOICE HERE</b>			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
Raising Student Success across the grades. Closing the gap between success with Applied and Academic level courses.	Analyze the data. Use Board resources for in service of Staff with differentiated instruction and Marzano's high yield instructional strategies.	Data re: number of credits earned.	Reporting times	