

**Principal**  
Carol Klugman

**Head Secretary**  
Susan Muncaster

**School Council Chair**  
Alison Carbone

**Superintendent**  
Alex Tucciarone

**Family of Schools**  
Brampton Central

**Wards**  
Ward 7

**Trustees**  
Joyce Anderson

**Parish**  
St. Anthony of Padua

**Parish Priest**  
Rev. John Mullins\*\*\*

**Parish Telephone**  
905.793.8030

**Regional Secondary  
Schools**  
St. Thomas Aquinas

**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. Marguerite Bourgeoys

550 North Park Drive  
Brampton, L6S 4J8

<http://www.dpcdsb.org/St. Marguerite Bourgeoys>



### *Mission Statement*

*We believe that by providing children with a forum to develop their faith and increase their knowledge of Christ, They will continue to grow as learners and builders of Christian communities.*

*We believe that through a cooperative partnership among the school, family and the church, every learner will be provided with the opportunity to become a valued and contributing member of society.*

*We believe that it is only by involving and fostering an appreciation for their learning that the children who are entrusted to our care will become life long learners.*

*We believe that we must foster an atmosphere of mutual respect in order to help children to grow in self-esteem and self-confidence.*

*We believe that a supportive, nurturing Catholic environment will help each child to grow into a positive role model for other members of the community.*

### Our School Profile

St. Marguerite Bourgeoys is an elementary school of approximately 281 students, from Junior Kindergarten to Grade 8. The student population comes from a wide range of social and ethnic backgrounds reflecting the increasing diversity of cultures found within Brampton. Most of the surrounding community consists of single family dwelling homes situated in a geographic area within the city of Brampton. St. Marguerite Bourgeoys offers a before and after school program. The school is a site for International Languages on Saturday. St. Marguerite Bourgeoys is used by the community in the evening for sports, Pathfinders, Scouts and other community events. Our school is equipped with a welcoming front foyer, a gym, a stage, a large library, and a literacy room. Presently, all our classes are located within the school building.

For over 20 years, St. Marguerite Bourgeoys School has supported 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. Marguerite Bourgeoys is committed to the search for excellence, the uniqueness of the individual and the education of the whole person.

At St. Marguerite Bourgeoys 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. Emphasis is placed on providing a Balanced Literacy program which involves our students in a variety of reading, writing, listening and speaking experiences across the curriculum. Continued emphasis will also be placed on math literacy throughout the coming school year.

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 & 6 math assessments indicate that the school wide emphasis on math has shown improvement over last years results. Emphasis will continue be placed on use of manipulatives at all levels of instruction in the area of math instruction. Our grade 6 reading and writing results show that there is room for improvement. Staff and students will continue to focus on reading, writing strategies and mathematical skills.. The Primary Literacy room continues to grow with resources and materials. For our at risk students continued emphasis will be place on developing reading skills both at school and at home. Data analysis from PM Bench Marks and CASI continue to drive divisional literacy goals.

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
<b>Grade 3 ('07-'08)</b>			
School	58	85	81
Board	65	71	68
Province	61	64	69
<b>Grade 6 ('07-'08)</b>			
School	43	47	45
Board	70	72	82
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><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>• Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth.</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> </ul>	<p>Through monthly assemblies the virtues will be highlighted                      Reference will be made to virtues on the daily announcements</p> <p>Continuation of a Social Justice Group                      Continuation of Harmony group participation.                      Group performances that target the areas of bullying and social justice</p>	<p>:</p> <p>Infusion of the monthly virtues into daily lives both at home and school.</p> <p>Students awareness of issues both in school, in the community and in the wider community</p>	<p>Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</p> <p>Feedback through actions of fund raisers, food drives and observation of increased awareness of the wider community</p>	<p>Ongoing feedback will inform the school's planning for next steps</p>

<p><b>Community Development</b>  <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>• 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>Review and implement if necessary behaviour processes in the school                  Continue the discussion on bullying through groups                  Consider implementation of Tribes</p>	<p>Consistent behaviour management                  Increase knowledge and positive action towards bullying                  Decrease in numbers of students who show inappropriate behaviour                  Begin to implement Tribes</p>	<ul style="list-style-type: none"> <li>• informal feedback</li> <li>• suspension data / incident tracking data</li> <li>• Safe Schools Survey</li> </ul>	<ul style="list-style-type: none"> <li>• December 2008</li> <li>• April 2009</li> </ul>
---	---	--	--	---

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><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> </ul>	<p>Using data (EQAO,Casi, Benchmarks) develop a literacy plan that focuses on making connections in the reading writing and math areas                      Plan to include consultation with ELSAT and program, on the sustaining stream. School learning teams to pursue the book What if your ABC'S were you 123''s.                      Continue to use the problem of the month to create dialogue and awareness of a variety of ways to problem solve.</p>	<p>Increased scores for EQAO</p> <p>More positive approach to on the part of the students towards math in the areas of numeracy and problem solving.</p>	<p>Improved ability in the areas of making connections with math and numeracy literacy as evidenced in the following assessments including:                      CASI                      Student work samples                      Teacher observation                      EQAO</p> <p>Use of Skopus data warehouse to monitor student achievement data</p>	<ul style="list-style-type: none"> <li>December 2008</li> <li>April 2009</li> <li>June 2009</li> </ul>

<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> <ul style="list-style-type: none"> <li>• Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Budget allocation will align with school priorities for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use i-Ren reports to monitor and track school budgets</li> </ul>	<ul style="list-style-type: none"> <li>• September 2008</li> <li>• May 2009</li> </ul>
---	--	---	---	--

<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>• 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>
---	--	--	--	---