

Principal
Laura DiGiambattista

Head Secretary
Karen Walsh

School Council Chair
Karen Dalcin

Superintendent
Cathy Saytar

Family of Schools
Brampton East

Wards
7-10

Trustees
Joyce Anderson

Parish
St. Patrick Church

Parish Priest
Vitalano Papais

Parish Telephone
905-794-0486

**Regional Secondary
Schools**
St. Margaret D'Youville
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

Father Francis McSpiritt

55 Lexington Road
Brampton, Ontario
L6P 2B1

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



In Hoc Signo Vincas

Mission Statement

Committee will be struck to write Father Francis McSpiritt Mission Statement

Students

Staff

Parish Priest

Parents

School Council

Our School Profile

Our school opened its doors for the first day of school – September 4, 2007.

We have a facility which has 5120m sq., 24classroom,a Science Room, a Planning for Independence Room a full sized gym,a Planing for Independence Room, and a library complete with a reading nook and computer lab.

Our lot boosts a fully irrigated, full sized soccer field and a beautifully landscaped school property.

Our school has a single hall design – in a two storey building .

Our student compliment is 48%primary; 32%junior and 20% intermediate.

The ethnic backgrounds of the majority of our students and staff include: Italian, Africian, Assyrians, Iraquee, Iranian, and other ethnic groups.

Our current student population is 358 students – from JK to Grade 8.

Our first and foremost goal as a community is to graduate Catholic elementary school students who are able to continue their education in effort to serve eachother and our God.

Our students will come to know and pray to Fr. Francis McSpiritt for guidance and use his life as an example for their own.

We are a staff committed to student improvement and achievement. We are a staff committed to improved EQAO test scores by using CASI and BENCHMARK diagnostics as a way to fully understand the learning profiles/needs of our students.

We are a staff committed to providing our students with as many additional learning experiences as possible – with a focus on team development, leadership skills and student, physical and emotional well-being.

We have a newly formed Student Council and Parent/School Council which are committed to Christian Stewardship and supporting our new school with the many needs which are inherent in the establishment of a new community school.

We begin each day with the playing of our National Athemn, and student lead prayers. We ask Fr. Francis McSpiritt to pray for us. We celebrate each and everyones birthday.

“God has put us together for a reason...and we learn from Father Francis McSpiritt that we are to be in the service of eachother and therefore in the service of our Lord”.

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

This 2007-2008 EQAO test year was our first year – and we are currently using these results to act as a baseline for our school planning.

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	48%	36%	36%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	72%	59%	56%
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 integrated curriculum approach that will assist all in our community in 	<p>Sacred Space</p> <ul style="list-style-type: none"> -Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community -Virtue Wall 	<ul style="list-style-type: none"> -Parent and pastoral staff involvement and attendance at Virtues celebrations -creation of school sacred space -involvement of students in Virtue celebrations 	<ul style="list-style-type: none"> -Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students -student understanding of application of virtue learning to daily life -virtues assemblies 	<ul style="list-style-type: none"> -April 2009 -Ongoing feedback will inform the school's planning for next steps -one virtue per month

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>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.				
--	--	--	--	--

School Plan for Sustained and Continuous Improvement 2008 - 2010

<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 Catholic faith perspective. 	<p><u>Community Involvement:</u></p> <ul style="list-style-type: none"> ▪ Implement PALS / Circle of Friends ▪ Youth Faith Ambassadors ▪ Civic Ambassadors ▪ Region of Health 	<ul style="list-style-type: none"> • Reduced number of conflicts • Increased student sense of safety • Increase student vocabulary around conflict resolution 	<ul style="list-style-type: none"> • Informal feedback • suspension data / incident tracking data • Safe Schools Survey 	<ul style="list-style-type: none"> • December 2008 • April 2009
---	--	--	--	---

**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</i></p>	<p><u>Support Literacy Through Numeracy</u> -Stream One School to use support to increase vocabulary in Mathematics – and ability</p>	<p>-Increase visual support materials -Use of Math Journals/Problem Solving Booklets -Common teaching of vocab words</p>	<p>-Improved EQAO results 3/6 -Improved Report Card Data -Improved student achievement in class assessment</p>	<p>-ongoing</p>

<p><i>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. • 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 	<p>to write in mathematics <u>-Balanced Literacy in Math</u> staff learning team text -board consultant to support</p>	<p>-staff participation in smart goal setting around Mathematical Literacy -Math Word Walls</p>		
---	---	--	--	--

<p>instructional strategies, and planning for assessment and reporting.</p> <ul style="list-style-type: none"> • 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>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><u>School Fiscal Policy</u></p> <p>-Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</p>	<p>-Budget allocation will align with school priorities for student achievement</p>	<p>-Use i-Ren reports to monitor and track school budgets</p>	<p>-September 2008 -May 2009</p>
--	---	---	---	--------------------------------------

<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. 	<ul style="list-style-type: none"> ▪ Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines) <p>-Monitor construction in school catchment area</p>	<ul style="list-style-type: none"> ▪ Electronic registers reflect accurate classroom enrolments <p>-increased enrollment –over previous years numbers</p>	<ul style="list-style-type: none"> ▪ Enrolment registers align with Ministry guidelines <p>-Parent feedback</p>	<ul style="list-style-type: none"> • Monthly <p>-yearly assessment</p>
--	--	--	--	---

This sheet may be used by schools that choose to develop additional goals.

System Goal:	INSERT SYSTEM GOAL CHOICE HERE			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
Stream One Increased performance in Number Sense Grade 3	Feb 20/08 – improvement 4 students level 2 to 3 -5% of each Grade 3 class -better instruction using manipulative -better instruction using teacher moderation	-5% increased achievement	-Jan 16/08 to Feb 20/08	-Feb 20/08 – next cycle begins

System Goal:	INSERT SYSTEM GOAL CHOICE HERE			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps