



Dufferin-Peel Catholic District School Board



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Parish
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Parish Priest
Rev. L. Leger, Pastor

Parish Telephone
905-857-1938

**Regional Secondary
Schools**
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Director of Education
John Kostoff

Board Chairperson
Mario Pascucci

School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Nicholas School
120 Harvest Moon Dr.
Bolton, ON

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

St Nicholas School
faith, understanding, peace



Mission Statement

*We are called through Christ and his teachings
to love one another,
anchored in faith, understanding and peace.
We, the community of St. Nicholas,
recognize, celebrate and nurture the unique gifts
we offer to and receive from each other.*

Our School

St. Nicholas Catholic Elementary School is located in the town of Bolton. The student population of approximately 750 students from Junior Kindergarten to Grade 8 is drawn from the Bolton area, west of Hwy 50. Bolton consists largely of single family homes, though there are some low-rise buildings, and the community also includes some semi-rural areas. From the time of its opening, the school population has grown substantially, and continues to grow at the rate of approximately 50 to 70 students per year.

The school was opened in September 2003 to work, in partnership with Holy Family parish, to support Catholic parents in their responsibility for the spiritual, religious, moral, academic and physical growth of their children in accordance with the teachings of Jesus. The school community is committed to the search for excellence, the uniqueness of the individual and the education of the whole person.

Parents and families are active in our school in many ways. Our School Council is highly engaged and supportive of all aspects of school life. During this past year parents have also volunteered for the “All Star Reading Program;” parent volunteers were trained as “Reading Coaches” and provided an effective support program for some of our grade 1, 2 and 3 students who required additional support in learning to read.

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. We are proud of our balanced religion, academic, arts, technology and athletics program. We offer students a well-rounded and value-centered education to help them make good choices for the future. The curriculum planned and provided in the school 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 against the background of *The Ontario Curriculum*, the Gospel values of Jesus Christ 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 assessments indicate that the school-wide emphasis on critical thinking has produced a marked improvement in our students’ reading, writing and mathematical skills. Our Grades 3 and 6 results have greatly exceeded the results from the previous year, though there is room for improvement – especially in grade 6 reading and mathematics. Staff and students are to be commended for their efforts.

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	69%	78%	73%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	66%	79%	55%
Board	70%	72%	62%
Province	66%	67%	61%

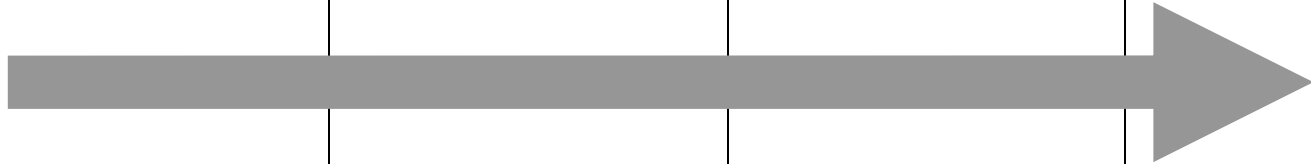
Dufferin-Peel Catholic District School Board
 Planning for Sustained and Continuous Improvement

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, students, 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 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 working towards greener schools. • 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, 	<p>Foster student and staff spiritual development through the celebration of the Eucharist, and by intentionally focusing on virtues education through the school's Peacemaking and Faith Ambassadors initiatives (which include celebrations, programs such as PALS and numerous other activities in the areas of Outreach and Bullying Prevention) in the context of the parish and school community</p>	<p>Increased student, staff and community involvement and attendance at Virtues-based celebrations and activities</p> <p>Youth Faith Ambassadors, Student Parliament and student groups will be able to model types of prayer and understand liturgical seasons.</p> <p>Visual impact of religious nature of Catholic schools is highly evident.</p> <p>Appropriate prayerful student participation in all aspects of the Mass, through song and response: Penitential Rite, Readings, Offertory, Eucharistic Prayer, Communion, Dismissal.</p> <p>Ensure adult faith Ambassadors and Youth Faith Ambassadors in the school.</p> <p>Visual displays of Virtues in the school. On-going student recognition of acts of virtue. Monthly displays of virtue in the library. Cross-curricular integration of virtues in daily</p>	<p>Ongoing feedback from: pastoral team, parents (school council), staff, school Peacemaking and Faith Ambassadors Teams and students</p>	<p>Spring 2009</p> <p>Ongoing feedback will inform the school's planning for next steps</p>



School Plan for Sustained and Continuous Improvement 2008 - 2010

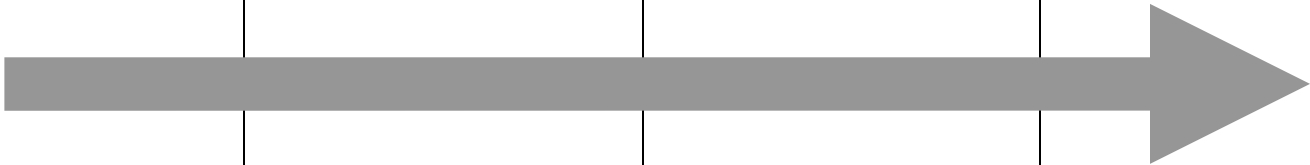
and school and home.		instruction.		
<p>Community Development</p> <p><i>The goal of the Dufferin-Peel Catholic community is to strengthen community relationships in an effort to sustain confidence in our commitment to improving support for student learning.</i></p> <ul style="list-style-type: none"> • 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>See above: Catholicity. See below: Student Enrolment Impact.</p> <p>As well: development of acceptance of various aspects of diversity – in terms of race, gender, ability and other types of difference (extending to allergen awareness, etc.)</p>	<ul style="list-style-type: none"> • Increased student and parent sense of safety in the school and its practices • Reduced number of conflicts 	<ul style="list-style-type: none"> • Informal feedback from parents, staff and students • Suspension data / incident tracking data • Safe Schools Survey 	<p>Spring 2009</p> <p>Ongoing feedback will inform the school's planning for next steps</p>



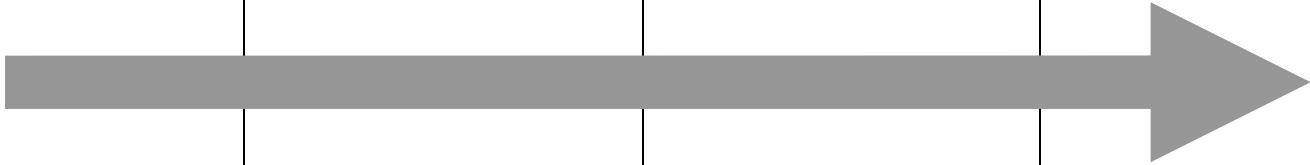
System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
Excellence in Student Achievement			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p><i>The goal of the Dufferin-Peel Catholic community, within the context of the Catholic Graduate 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 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. Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process. 	<p>Continue to develop critical literacy skills across the curriculum in all grades, by focusing on the areas of intersection between higher-level-thinking and meta-cognition expectations in the curriculum, and through an approach that is based on Differentiated Instruction as well as on personalized Assessment practices that value Assessment <i>for</i> and <i>as</i> learning as well as Assessment <i>of</i> learning</p> <p>Continue to employ the Teaching/Learning Pathway as a tool to promote Excellence in Student Achievement, based on work begun in 2007/2008 in collaboration with the LNS</p>	<p>An intentional focus on critical literacy and meta-cognition in school and classroom instructional planning and practices (refer to detailed action plan available at the school)</p> <p>A purposeful inclusion of the elements of Teaching/Learning Pathways in classroom assessment and instruction</p>	<p>Improved critical literacy and meta-cognition as evidenced through a variety of assessments including:</p> <ul style="list-style-type: none"> EQAO CASI/PM Benchmarks Student work samples and a variety of classroom assessments Teacher observations <p>Improvement demonstrated through use of Data Folders, based on comparisons of Pre- and Post-assessments related to areas of investigation</p>	<p>December 2008 April 2009 June 2009</p> <p>December 2008 April 2009 June 2009</p>



<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. 	<p>Ensure that the school budget is transparently aligned to system/school goals vis-à-vis Catholicity, Community Development and Excellence in Student Achievement</p>	<p>Budget allocation will align with system/school priorities (Catholicity, Community Development, Excellence in Student Achievement)</p>	<p>Use of i-Ren reports to monitor and track school budgets</p>	<p>September 2008 May/June 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"> • 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 registers (e.g. following Ministry guidelines)</p> <p>Encourage enrolment through parent communication and activities, such as Welcome to Kindergarten evenings for parent of JK students in September 2009 and an ongoing program of Curriculum Evenings, including ones focused on the role of EQAO and other assessments</p> <p>Additional activities to support enrolment to include a Winter Carnival and ongoing presence/community building</p>	<p>Electronic registers reflect accurate classroom enrolments</p> <p>Curriculum Evenings are carefully planned and well-attended</p> <p>Curriculum Evenings are carefully planned and well-attended</p>	<p>Enrolment registers align with Ministry guidelines</p> <p>Ongoing feedback from: pastoral team, parents (school council), and staff</p> <p>Ongoing feedback from: pastoral team, parents (school council), and staff</p>	<p>Monthly</p> <p>Each term</p> <p>As appropriate</p>
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his sheet may be used by schools that choose to develop additional goals.

System Goal:		Excellence in Student Achievement		
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
Reading Expectations 1.5 to 1.9, which focus on higher-level thinking skills	Teaching Learning Pathways to be implemented in all divisions, with a focus on Critical Literacy, as the area of intersection between higher-level-thinking and meta-cognition, through an approach that embraces Differentiated Instruction as well as personalized Assessment practices that value Assessment <i>for</i> and <i>as</i> learning as well as <i>of</i> learning	An intentional focus on critical literacy and meta-cognition in school and classroom instructional planning and practices (refer to detailed action plan available at the school) A purposeful inclusion of the elements of Teaching/Learning Pathways in classroom assessment and instruction: the cycle begins with a focus on expectations, includes formal pre- and post-assessments and stresses precision classroom assessment and instruction and ongoing monitoring	Improved critical literacy and meta-cognition as evidenced through a variety of assessments including: <ul style="list-style-type: none"> • EQAO • CASI/PM Benchmarks • Student work samples and a variety of classroom assessments • Teacher observations Improvement demonstrated through use of Data Folders, based on comparisons of Pre- and Post-assessments related to areas of investigation	December 2008 April 2009 June 2009

System Goal:		Excellence in Student Achievement		
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
Reading Expectations 4.1 and 4.2	Teaching Learning Pathways to be implemented in all divisions, with a focus on Critical Literacy, as the area of intersection between higher-level-thinking and meta-cognition, through an approach that embraces Differentiated Instruction as well as personalized Assessment practices that value Assessment <i>for</i> and <i>as</i> learning as well as <i>of</i> learning	An intentional focus on critical literacy and meta-cognition in school and classroom instructional planning and practices (refer to detailed action plan available at the school) A purposeful inclusion of the elements of Teaching/Learning Pathways in classroom assessment and instruction: the cycle begins with a focus on expectations, includes formal pre- and post-assessments and stresses precision classroom assessment and instruction and ongoing monitoring	Improved critical literacy and meta-cognition as evidenced through a variety of assessments including: <ul style="list-style-type: none"> • EQAO • CASI/PM Benchmarks • Student work samples and a variety of classroom assessments • Teacher observations Improvement demonstrated through use of Data Folders, based on comparisons of Pre- and Post-assessments related to areas of investigation	December 2008 April 2009 June 2009