



Dufferin-Peel Catholic District School Board



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Parish Priest
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**Regional Secondary
School**
Cardinal Leger

Director of Education
John Kostoff

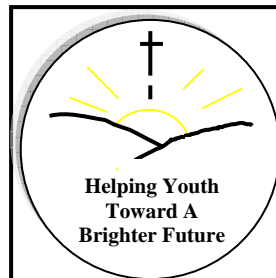
Board Chairperson
Mario Pascucci

School Plan for Sustained and Continuous Improvement 2008 - 2010

Our Lady of Fatima Catholic School

39 Sunset Boulevard
Brampton, Ontario
L6X 1X1

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



Helping Youth Toward A Brighter Future

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

Mission Statement

Mission Statement

Our Mission is to safeguard the needs and well-being of every community member and to set a positive tone. We must be role models who place a high value on learning for students as well as ourselves. We must promote Catholic Values and collaborative communication by carefully planning the future while savouring the precious present.

Our Vision

We envision a safe, and orderly and harmonious Christian environment for optimum academic achievement, where the creative, social, spiritual, physical, and emotional aspect of each community member is valued, respected and developed.

Goals

- Foster Catholic values
- Promote respect
- Instill the concept of safety
- Increase knowledge
- Promote personal growth
- Set personal goals
- Celebrate attempts, successes and individual achievement
- Encourage self-worth, independence, and responsibility
- Instill a presence of God in all that we do

Our School Profile

Our Lady of Fatima Catholic School is an elementary school of approximately 460 students. Our Lady of Fatima Catholic School is a caring school and community environment that stresses tolerance and acceptance of others, commitment to our Catholic faith and high academic standards. We provide a safe and comfortable learning environment, where models of Gospel values and Catholic doctrines, teachings and beliefs are an integral part of the daily life of our school.

Our Lady of Fatima School hosts three Special Education classes that are comprised of students with a variety of needs, from various schools in the Brampton West Family. Integration of these students into regular classes, appropriate to their age and grade levels, is an essential component of their program. Due to the inclusive environment that is fostered at Our Lady of Fatima, these students, who are special members of the school community, are shown the respect, and caring they deserve from staff, students and parents. Our motto, “*Helping Youth Towards a Brighter Future*”, engages all of the students in developing their potential. Our Catholic faith forms the common bond and foundation, through prayer, liturgical celebrations, reception of the sacraments and social action.

Literacy and Numeracy are a major focus in all grade levels. The teachers, in collaboration with administration, academic consultants and support services, continue to develop teaching, learning and assessment strategies to increase student performance in these areas. The Early Literacy program supports students from Kindergarten to Grades 3 in the areas of reading and writing.

The Ontario Curriculum, provided to students, is structured around expectations, which focus on the total development of the child, such as in the areas of intellectual, physical and affective domains. A wide range of subjects and learning experiences are offered to develop the skills, abilities and talents of individual students. These learning experiences embrace the needs of students who have English as a Second Language and/or learning needs as part of their profile.

Parent volunteers enhance the climate at Our Lady of Fatima School. Volunteers take part in the All Star Reading Program and participate in the School Council meetings and fundraising initiatives. The Our Lady of Fatima School community demonstrates great giving and generosity through the various social outreach programs such as Food Drives and the Christmas Gift Baskets. We are proud of our supportive community of parents and students.

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, writing and mathematics assessments indicate that scores are below the board and provincial levels. Grade 6 writing has improved while all other areas have decreased. These results reflect scores for all students enrolled in the grade including those students that were exempted from the assessment. 14% of the grade 3 students and 12% of the grade 6 students were exempted. (Students that are exempted include students on alternative programs and/or receiving special education.)

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	52%	42%	42%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	43%	57%	28%
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, 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 	<ul style="list-style-type: none"> *ensure regular and consistent Religious Education / Family Life Education instruction with preferential time and timetabling of instruction in Elementary setting * build-up library collections of age-appropriate materials that include biblical/faith stories and imagery • share and integrate our faith stories within the fulsome daily learning experiences 	<p>Student involvement in monthly Virtue assemblies Staff, student and community involvement in preparing and participation in school liturgies Student and staff involvement in weekly Rosary club Intermediate student involvement in Harmony movement – serve as leaders to the younger grades Student participation in sacramental preparation (including retreats and scrapbook activities) to enhance an awareness of self and faith formation Display throughout school different images of God – allow students to discuss, write and through art, depict their vision of God Purchase resources for the library that bring to light different ethnic groups and their practices/traditions Celebrate Diversity within our own school; Create a school environment that celebrates our diversity through the Gospel stories</p>	<p>Feedback from staff and community partners Feedback from the Catholic School Council re: attainment of goals</p>	<p>On going review in Fall each year</p>

<p>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"> • 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. 				
<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>1. Our monthly presentations on 10 different themes in Virtues Formation. Faith, Empathy, Conscience, Hope, Self-Control, Respect, Kindness, Love, Acceptance, Fairness. These themes can be expanded to include class activities/lessons that will teach our students the skills to identify and analyze bias, prejudice, stereotype and discrimination.</p> <p>2. Our Bullying Prevention program can be enriched to include aspects of anti-racism. Second Steps was purchased for all classes to implement Empathy training and social skills training on a daily basis. In addition the “Go Program” was introduced in the</p>	<ul style="list-style-type: none"> • Positive images of different cultures are clearly visible and in prominent display in hallways and classrooms. • Diversity is celebrated in the school and community, both informally and as part of the curriculum. Feedback from staff, students, and community reveals that all members of the school community understand and support the school Code of Conduct <p>Students will be the leaders in developing messages, prayers, and thoughts on peace, to be shared over the Public Address</p>	<p>Informal feedback suspension data / incident tracking data Safe Schools Survey</p>	<p>December 2008 April 2009</p>

	<p>intermediate grades. It focuses on developing character for positive behaviour. The Safe Schools: Bullying Prevention Program has been initiated to include the following:</p> <ul style="list-style-type: none"> Peel Police Liaison Officer to present bullying program Second Steps Program implemented in every classroom. Progressive Discipline Process P.A.L.S. Program has been implemented <p>3. Our strong and effective Code of Conduct will be expanded to include racial stereotyping, discrimination and harassment.</p> <p>4. Community Service Program: Students work together in giving back to the school community by assisting classrooms of special needs students, being kindergarten helpers, taking part in clubs: photography committee, Art Club, School Choir, Student Council, Reading Club, Reading Buddies etc.</p> <p>5. To develop the leadership of a group of students involved in the Harmony Movement The students will take part in this school program, financially supported by the school, to bring awareness to their peers on the message of peace through a series of planned activities.</p>	<p>System, at community events, school functions and in the school newsletters.</p> <p>Other students will develop an interest in being part of this leadership group in the following year fostering a spirit of peace and understanding of one another as demonstrated in a decrease in bullying, anti-discriminatory behaviour, and discipline</p> <p>Promote awareness and celebration of our Severe Needs students through dialogue with staff, students as well as, sign language activities and student volunteering in classrooms Create a sacred space where staff/students/community can share/reflect and celebrate our Catholic roots Create a school atmosphere that is filled with respect, kindness and compassion for all those who enter our school environment Teachers instructing in a manner that reflects our Gospel values</p>		
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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 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, 	<p>Literacy: Gradual Release of Responsibility model: through instructional approaches of modeled, shared and guided practice in reading and writing -primary learning team will work through the Early Reading Strategy as a resource and professional development tool</p> <p>Teacher modelling through Think Alouds, Shared and Guided Reading which focus on comprehension strategies and the skills involved in EQAO and the OSSLT</p> <p>Incorporation of EQAO and OSSLT reading and writing strategies in all areas.</p> <p>Modeled use of metacognitive processes; the discernment of appropriate strategies to use when reading and writing as found in Think Literacy resource.</p>	<p>Targets met Improvements in learning achievement continue Reviewed by term, on going daily assessment and achievement review</p>	<ul style="list-style-type: none"> Improved critical literacy as evidenced through a variety of assessments including: <ul style="list-style-type: none"> CASI Student work samples Teacher observation EQAO Use of Skopus data warehouse to monitor student achievement data 	<ul style="list-style-type: none"> December 2008 April 2009 June 2009 <p>On going review per term data in CASI/ PM Benchmarks</p> <p>October review re EQAO data.</p>

<p>and specialized programs including Extended French, French Immersion, and International Baccalaureate programs.</p> <ul style="list-style-type: none"> • Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting. • 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>Numeracy:</p> <p>Incorporating High Yield Strategies throughout the grades: Teacher Moderation, Ongoing Assessment and Feedback, Three-Part Problem Solving-Based Lesson, Use of Learning Materials Appropriate to the Mathematics (e.g., manipulatives, graphic organizers, recording grid paper)</p> <ul style="list-style-type: none"> - explicitly teach the seven mathematical process skills -Junior/Intermediate Learning team -the daily use of math manipulatives and/or technology across the grades as a teaching and learning tool to enhance conceptual knowledge -use of the PRIME assessment tool to identify specific target areas for students who exhibit at risk factors or special needs 			
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<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. 	<ul style="list-style-type: none"> - A transparent school budget process established: reports to staff around budget items, Catholic School Council regarding how funds are spent - New Catholic School Council funds procedures implemented: reviewed with Catholic School Council - Accounting reported to Principal monthly: no expenditures without approval - All expenditures are aligned with school identified goals: these are based in Family and Board priorities - All funds collected at school tracked through Kimputer and deposits made regularly to bank. - Secretaries and Admin attend all relevant in services to keep current in practice. - Ensure minimum 4% school budget allocated to library spending. 	<p>All budget allocations align with school priorities and goals for student achievement.</p> <p>Catholicity goals supported through budget process.</p>	<p>Continued use i-Ren reports to monitor and track school budgets</p> <p>Continued use of Kimputer program for accounting.</p> <p>Clearly outlined budget process with divisional leaders established.</p>	<p>September 2008</p> <p>March 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"> - Compliance with Board requests for data: reported regularly and accurately. - Continue to build capacity with staff around addressing fluctuating enrollment: how to support students who continually change schools. - Continue to provide Board planning Department with current enrollment as well as input to historical patterns and trends in enrollment - Continue to communicate information to community around enrolment, combined grades and criteria for creating groupings of students. 	<p>Compliance with electronic registers requirement.</p> <p>Supporting secretarial staff in maintaining Trillium data base accurately.</p> <p>Supporting ELL and Special Education teachers with the maintenance of accurate data for reporting.</p>		<p>Regular and on going</p>	
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