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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

Our Lady of Peace School

15 Fincham Ave
Brampton

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



Open Doors, Open Hearts, Open Minds

Mission Statement

OPEN DOORS

We feel accepting warmth
We hear laughter
We see joy and awe
We recognize a secure environment
We speak prayers of welcome

OPEN HEARTS

We feel a loving spirit
We hear equality in God's message
We see togetherness
We recognize unity in diversity
We speak prayers of compassion

OPEN MINDS

We feel challenge
We hear the voice of all
We see the benefits of life long learning
We recognize creative independence
We speak prayers of community
We are "Our Lady of Peace".

Our School Profile

Our Lady of Peace School is an elementary school of approximately 415 students, from Junior Kindergarten to Grade 8. Situated on the west side of Brampton, most of the surrounding community consists of single-family dwelling homes. Our Lady of Peace is also designated as a "holding school" for new development west of Chinguacousy Rd. Our school is equipped with a large playground area, a double gym, a stage and a library, which includes a computer lab and a literacy room. The YMCA Day-care which is housed in our building, offers its services to pre-school and school-aged children. Our students come to us with a variety of backgrounds, experiences, strengths and needs, with their Catholic *faith* as our common bond. Our prayer life, liturgical celebrations, the Sacraments, and our *faith* and values system form the foundation of our school program.

At Our Lady of Peace School, we are committed to Catholic education as outlined in the Dufferin-Peel Catholic District School Board and School Mission statements. In collaboration with the Parish and the parent community, the school strives to develop the spiritual, religious, moral, academic and physical needs of students, in accordance with the teachings of the Church. Our Lady of Peace School is a caring school and community environment that stresses tolerance and acceptance of others, commitment to our Catholic faith and high academic standards. It is a learning environment where models of Gospel values and Catholic doctrines, teachings and beliefs are an integral part of the daily life of the school. The school motto: "Open Doors, Open Hearts, Open Minds" reflects a loving compassionate atmosphere of togetherness, diversity, challenge, creativity and life-long learning, where religion and daily life are intertwined.

All activities at Our Lady of Peace, academic and pastoral work, extracurricular and intra-curricular activities, prayer, worship, administration and management help to prepare our students for their lives as Catholics in the community. At Our Lady of Peace, 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 of 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.

We are proud of our dedicated staff members who consistently work hard to serve the best interests of our students. The continued support and co-operation received from our parents/guardians, School Council and Parish team help to enhance the quality of Catholic Education provided at Our Lady of Peace School.

We are also proud of our students, who are encouraged to be Ambassadors for Christ through their active demonstration of the Virtues. They are also encouraged to succeed in school, cooperate with school rules and treat one another with respect and dignity.

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: 2008 - 2009

School results on the EQAO Grades 3 & 6 reading assessments indicate that the school-wide emphasis on literacy is beginning to produce some improvement in our students’ reading and writing skills. Our Grades 3 results in reading and writing have exceeded the results from the previous year. Our results in all areas 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):

	Reading (All Students) Levels 3,4	Writing (All Students) Levels 3,4	Mathematics (All Students) Levels 3,4
Grade 3 ('08-'09)			
School	69%	74%	64%
Board	61%	68%	70%
Province	61%	68%	70%
Grade 6 ('08-'09)			
School	63%	71%	63%
Board	72%	72%	65%
Province	69%	67%	63%

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
Catholicity <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>	Support and deepen each person's capacity to witness their Catholic faith through participation in daily prayer and various other faith-based activities.	Staff and students continue to participate fully in all aspects of the Mass (e.g. school Masses for Thanksgiving, Advent, Easter and end of the school year).	The Parish priest is supportive of our efforts to encourage parents to attend school Masses. Parents continue to attend school Masses and the School Council embraces opportunities for liturgy at regular monthly meetings.	On-going
• 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.	Continue to dedicate a specific percentage of the operating budget to the purchase of items and materials that support the Virtues program in the school, as well as Sacramental celebrations and retreats, and other faith-based activities.	School Council continues to support our goals by allocating funds to grade 2 and 8 retreats and mementos for the Sacraments. Recognition awards assemblies each term to recognize academic, community and service accomplishments.	Students and parents continue to participate willingly in Sacramental activities and are appreciative of mementos given to them after reception of the sacraments.	May 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.	Encourage students to participate in social justice opportunities and to be cognizant of the world around them, following the leadership of YFA (gr. 5 – 8) and participation in Me To We conference and projects.	Me to We conference Oct. 09 Food drives BAGS YFA	Students who participated in the conference are fully engaged in social justice activities	May 2010
• 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	Continue participation in Walk to School Day, Earth Week, Clean City Brampton and other relevant projects.	Participation in Walk to School day, Earth Week, Brampton Clean City		April 2010

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<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>				
<p>• 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.</p>	<p>Continue to encourage students to follow the Gospel values</p> <p>Continue to promote virtues education</p>	<p>Students and staff celebrate the virtues in daily prayer and hallway displays</p> <p>Parents aware of the virtues program and support its continued implementation</p> <p>Recognition award assemblies</p>	<p>Informal feedback from YFA, parents, staff and parish</p>	<p>On going feedback</p>
<p>• 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.</p>	<p>Continue to promote celebration of Black History Month</p> <p>Celebrate diverse cultures of the school</p>	<p>Students, parents, staff wholly supportive of, and actively involved BHM activities</p> <p>All cultures are fully embraced by the school community</p>	<p>Informal feedback from students, parents and staff</p>	<p>On going</p>
<p>• Continue to nurture relationships between school and parish teams, and school and home.</p>	<p>Continue to invite parents and parish team to special events</p> <p>Continue to keep open, the lines of communication between home, school and parish</p>	<p>Increased parental involvement in academic and parish activities</p>	<p>Feedback from parents and parish</p>	<p>On going</p>

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			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<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>	<p>Continue the Youth Faith Ambassador (YFA) and Peacekeepers programs.</p>	<p>Students at all grade levels are open to utilizing the skills of the peacekeepers.</p> <p>Continued implementation of the Circle of Friends program with special needs students.</p>	<p>Feedback from staff, CYW, social worker and students.</p> <p>Students readily embrace peers of differing races, skills and abilities.</p>	<p>On-going</p>
<p>• Continue to focus on Catholic professional learning communities.</p>	<p>PLCs are active in all divisions All staff meetings include a professional learning component</p>	<p>Better understanding of ministry, board and school goals and discussion among staff and increased informal discussions among staff</p>	<p>Active participation on part of all staff, including non-classroom teachers and ERWs</p>	<p>On-going Goal is teacher-led PLCs</p>
<p>• Enhance opportunities for communication and collaboration with all community partners.</p>	<p>Application for a PRO grant</p>	<p>Development and implementation of program aimed at providing parents with the necessary skills to support their children in literacy activities.</p>	<p>Increased parental participation and comfort zone</p>	<p>Dependent on acceptance of the grant application June 2010</p>
<p>• 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>	<p>Continued implementation of YFA and Circle of Friends and Peacekeepers programs Reinstate the PALS program under the leadership of the CYW</p>	<p>Safe School committee actively involved in implementation of school-wide programs Reduced number of conflicts Increased student sense of safety</p>	<p>Informal feedback suspension data / incident tracking data Safe Schools Survey</p>	<p>June 2010</p>
<p>• Support the development of a safe, caring, inclusive and healthy school community</p>	<p>Establish a “Healthy School” Committee Include healthy eating tips in each month’s school newsletter</p>	<p>Healthy School Committee is established Healthy eating tips are provided in monthly newsletter</p>	<p>Activities are planned for Healthy living 09/10 Students and parents are willing to follow tips provided in the monthly newsletter</p>	<p>November 2009 Monthly</p>

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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>				
<p>• 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.</p>	<p>Develop critical literacy skills across the curriculum in all grades Ensure that all teachers are working towards establishing balanced literacy in their classrooms</p>	<p>A focus on critical literacy in school and classroom planning</p>	<p>Improved critical literacy as evidenced through a variety of assessments including: CASI, PM Benchmarks, Reaching Readers, Student work samples, Teacher observation, EQAO Use of Skopus to monitor student achievement data All Star Reading to improve achievement for students who are below grade level expectations</p>	<p>November 2009 March 2010 June 2010</p>
<p>• 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.</p>				
<p>• Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting.</p>				

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<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. 	<p>Dialogue with secondary school admin team to improve communication between panels</p>	<p>Teachers meet with secondary colleagues and have a better understanding of course selection</p> <p>Transition meetings between appropriate secondary staff and spec ed elementary staff to discuss at-risk learners.</p>	<p>Share information with parents and students to make more appropriate course selections</p>	<p>December 2009 – May 2010</p>
<ul style="list-style-type: none"> Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process. 	<p>Active involvement as a School in the Middle Participation in the Ministry work study initiative Participation in the District Review</p>	<p>Improved scores on PM Benchmarks, CASI, EQAO Post-tests for TLC</p>	<p>PM Benchmarks, CASI, EQAO scores</p>	<p>Nov. 2009, March 2010, June 2010, October 2010</p>
<ul style="list-style-type: none"> 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. 				

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System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<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 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>Ensure head secretary is trained to use the budget tracker Review i-ren reports to monitor and track school budget</p>	<p>October 2009 June 2010</p>
<ul style="list-style-type: none"> • 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 and Audit Recommendations -General Administrative Procedures 				
<ul style="list-style-type: none"> • Provide in-service sessions related to the finance support tool for administrators and support staff. 				

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System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
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<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. 				
<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 Staffing Plus</p>	<p>Staffing Plus reflects accurate classroom enrolments</p>	<p>Enrolment information kept at school level aligns with Board information</p>	<p>Monthly</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

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School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps