



Dufferin-Peel Catholic District School Board

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**Regional Secondary
Schools**
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School Plan for Sustained and Continuous Improvement 2008 - 2010

Pope John Paul II School

9094 Bolton Heights Rd.
Bolton, ON
L7E 4E2

<http://www.dpcdsb.org/PPJP2>

Mission Statement

*We are committed to recognizing and encouraging
spiritual, academic and social excellence
in each member of our school.*

We are Pope John Paul II School

Our School Profile

Pope John Paul II Catholic Elementary School is an elementary school of approximately 800 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. Our school population generally reflects the socio-economic mix found within the Bolton community. Most of the surrounding community consists of single family dwelling homes, situated in a geographic area that is some distance from the city of Brampton.

Pope John Paul II was established in 1984 to support 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. Our school community is committed to excellence, the uniqueness of the individual and the education of the whole person.

Pope John Paul II is a caring school and community environment that stresses tolerance and acceptance of others, commitment to our Gospel values and high academic standards. We provide a learning environment in which Catholic doctrines, teachings and beliefs are an integral part of the daily life of our school. The school motto, "*Committed to Excellence*", was chosen through the process of community consultation and reflects a holistic philosophy, where religion and daily life are intertwined. All activities at Pope John Paul II – academic and pastoral work, extracurricular and intra-curricular, prayer and worship – help to prepare our students for their lives as Catholics in the community. Our students come to us with a variety of strengths and needs, with our 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 Pope John Paul II, we are proud of our balanced religion, academic, arts and technology and athletics program, which offers students a well-rounded and value-centred education to help them make good choices for the future.

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 Primary Assessments of Reading Writing and Mathematics indicate that at Pope John Paul II School, we are sustaining our improvement in Primary Reading, Writing and Mathematics with results consistently exceeding that of the Province and of the Board. Our historical data for the Assessment of Junior Reading Writing and Mathematics indicates levels a continuous improvement and levels above the Board and Province. Particular emphasis will be placed on improving Reading and Mathematics achievement this year.

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	77%	72%	80%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	63%	76%	65%
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 	<p><i>Provide opportunities for students to come together as a Faith community to celebrate our Faith through:</i> Liturgy Eucharistic Celebrations Daily Prayer</p> <p><i>Continue to develop and implement the Youth Ambassadors for Christ Program with Intermediate Students</i></p> <p><i>Continue to support the Library Resource Centre in purchase of Faith based materials</i></p> <p><i>Continue acts of Social Justice including:</i> Dr. Simone’s Warehouse Feed the Children Catholic Children’s Aid Share Life World Vision Thanksgiving Food Drive The Edge and Blue Vail</p> <p><i>Continue to nurture and develop relationship between school and Pastoral Parish Team</i></p> <p><i>Provide opportunities for teachers to teach and celebrate the diversity inherent in our faith</i></p> <p><i>Provide opportunities for students</i></p>	<ul style="list-style-type: none"> •Students view themselves as part of a larger faith community •Students and staff develop a greater understanding of the Mass •Students and staff see daily prayer as part of their educational life <ul style="list-style-type: none"> •Increased participation amongst Intermediate students in the program •Increased participation amongst staff in the program <ul style="list-style-type: none"> •Visible collection of resource materials •Students and teachers regularly use the resources <ul style="list-style-type: none"> •Increased participation amongst students and community in these initiatives •Various organizations’ needs are met as appropriate <ul style="list-style-type: none"> •School Team and Parish Team work together collaboratively to meet the needs of the school community •Students recognize and celebrate the diversity of our Catholic Faith •Students begin to see themselves as 	<p>Anecdotal observation of student’s involvement in various faith celebrations</p> <p>Survey to be given to staff and students</p> <ul style="list-style-type: none"> •L4U Library System Data •Tally of funds raised for the various initiatives •Discussion between staff and Parish Team of strengths/areas for growth/next steps •Discussion by staff of strengths/areas for growth/next steps •Data from Healthy Schools Committee and participation of 	<p>April, 2009 Ongoing review of school plan</p> <p>May, 2009</p> <p>May, 2009</p> <p>May, 2009</p> <p>May,2009</p> <p>May, 2009</p> <p>May, 2009</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<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><i>to recognize that they are stewards of the Earth</i></p>	<p>stewards and are cognizant of their carbon footprint</p> <ul style="list-style-type: none"> • Celebration of Earth Week • Yard Clean-up • “Healthy Schools” Committee 	<p>students in various events</p>	
<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>Continue to implement the School wide Bullying Prevention Initiative with a specific link to the Board’s Virtues Program.</p> <p>Focus on issues related to Diversity in classroom programming</p>	<ul style="list-style-type: none"> • Representation of staff, students and parents on the School’s Bullying Prevention Committee • Students, parents and staff understand the connection of virtues education and providing a climate free of violence. • Staff understand and adopt the Board’s Progressive Discipline Policy and continue to see improvement student behaviour as a collective school solution. • Continue to provide 3 school wide activities per year dedicated to Bullying Prevention • Continue to liaise with the Peel Public Health Nurse to guide the process 	<ul style="list-style-type: none"> • Survey of perceptions and feelings about Bullying at Pope John Paul II School by students parents and staff. • Regular meetings of the Bullying Prevention Committee • Reduced rates in suspension, and increased rates in alternative progressive discipline solutions to problems (Trillium Data) 	<ul style="list-style-type: none"> • May, 2009 • Throughout the year • Trillium Data, June 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 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 	<p>Continue to use the Teaching and Learning Cycle framework (i.e., Pre-Assessment, SMART goal, direct and precise teaching, and post-assessment) within the context of the Board Plan to Improve Student Achievement to set the framework for Professional Learning Communities at Pope John Paul II School</p>	<ul style="list-style-type: none"> • Improved student achievement in areas of weakness based on student evidence of learning. • Monthly learning team meetings (by grade) to monitor progress of SMART goals • Term by term reports of student improvement in learning (i.e., PM Benchmark, CASI data) to set the course for future terms. 	<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 	<p>Monthly Grade Level Professional Learning Community Meetings</p> <p>Cycles of Data Collection:</p> <ul style="list-style-type: none"> • December 2008 • April 2009 • June 2009

<p>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 <p>ensuring the distinctiveness of Catholic education is explicitly infused.</p>				
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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. 	<p>Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</p> <p>Continue to monitor classroom and school expenditures using IREN</p> <p>Monitor classroom expenditures using accounting software (yet to be provided by the Board)</p>	<ul style="list-style-type: none"> • Budget allocation will align with school priorities for student achievement • Budget allocation and expenditure will align with Board Policy 	<ul style="list-style-type: none"> • Use i-Ren reports to monitor and track school budgets • Continue to provide classroom teachers and staff with individual monthly reports of money spent. 	<ul style="list-style-type: none"> • Throughout the year
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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. • 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 register (e.g. following Ministry guidelines)</p>	<ul style="list-style-type: none"> • Electronic registers reflect accurate classroom enrolments 	<ul style="list-style-type: none"> • Enrolment registers align with Ministry guidelines 	<ul style="list-style-type: none"> • Monthly
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