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**Regional Secondary
Schools**
Ascension of Our Lord

Director of Education
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School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Raphael

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

QuickTime™ and a
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Noster Curator

Mission Statement

*We are a Catholic school whose mission is based on the Good News of Jesus Christ.
We are rooted in a long history of academic excellence and exemplary moral development in a constantly changing world.
We welcome and value the involvement of all that have an interest in our world.
We are Church. The Catholic Church bonds our community to God. Together we experience the rich tradition of our Catholic heritage. The priesthood of Jesus leads us to a full understanding of dogma, faith and values.
Students Are the Focus of Our Enterprise.
We challenge them to excellence in everything they do - spiritually, academically, socially, emotionally
And physically. Together we grow in respect for self, others, authority and property.
Faculty Members Are the Agents of Our Enterprise.
We commission them to be teacher, mentor and friend. Together we model Catholic values by setting the
Examples of fairness, respect and a positive attitude.
Parents Are the Supporters and Guardians of Our Enterprise. We share in supporting the education of our children.
In a positive and constructive way we challenge the process of education.
We all live in the broader community of province, nation and the global family.
We serve that community by developing Catholic leaders and we are served by that
community through the provision of resources - spiritual, physical and personal.*

We are St. Raphael School

Our School

St. Raphael Catholic Elementary School is an elementary school located in the City of Mississauga. The student population, approximately 290 students from Junior Kindergarten to Grade 8, come from a wide range of social and ethnic backgrounds reflecting the ever-increasing diversity of cultures found within Mississauga. The surrounding area of the community consists of single family dwellings, apartment complexes and town homes.

St. Raphael was established 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. The school community at St. Raphael is committed to the search for excellence, the uniqueness of the individual and the education of the whole person.

St. Raphael 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. All activities at the school — academic and pastoral work, extracurricular and intra-curricular, prayer and worship, administration and management — 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 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. At St. Raphael, 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.

Mastery of basic numeracy and literacy skills continues to be of fundamental importance with continued emphasis on early literacy. Our goal is to support the development of fluent, independent readers, writers and students who can communicate, problem solve, make good decisions and choices, plan learning activities and organize projects.

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 assessments indicate that the school-wide emphasis on reading has produced a marked improvement in our students’ reading and mathematical skills. Our Grades 3 and 6 results in reading and mathematics have exceeded the results from the previous year. Our writing results show some improvement from the previous year but in some areas there are 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 ('07-'08)			
School	47%	44%	50%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	58%	61%	42%
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. * Foster student spiritual development within the image of Christ 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. 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. Continue to nurture relationships 	<p>Sacred Space:</p> <ul style="list-style-type: none"> Staff and students create a sacred space that evidences our common call to follow the rituals and rites of our Faith. Promote an appreciation and respect for sacred space in each classroom and within the school. <p>Virtues:</p> <ul style="list-style-type: none"> Classes have an opportunity to be involved directly with a Virtue Students will be recognized in each class, each month as demonstrating the Virtues <p>The Order of the Mass:</p> <ul style="list-style-type: none"> Focus on practicing the parts of the mass. Explore accessing the church for mass at least once during the 2008/2009 school year. practice receiving the Holy Eucharist. Provide visual supports for all parts of the mass. To be used in classrooms and at mass. (proxima for mass outline) 	<p>Sacred Space:</p> <ul style="list-style-type: none"> Sacred space is maintained and respected in each classroom <p>Virtues:</p> <ul style="list-style-type: none"> Ensure that Virtues/ Character formation permeates all aspects of life Positive impacts on student behaviour, such as the safety students and respect towards others <p>The Order of the Mass:</p> <ul style="list-style-type: none"> The responses to the mass are practiced both in the classroom and through the announcements.. Students are cognizant and respectful of the Holy Eucharist. Students and staff participate fully in liturgies and masses. Parish / School communication is evident through the school calendar Acts of Christian kindness are witnessed and felt by all. 	<p>Sacred Space:</p> <ul style="list-style-type: none"> Sacred space is maintained and respected in each classroom Visible signs of our Faith throughout the school i.e. altar, cross. <p>Virtues:</p> <ul style="list-style-type: none"> Catholic Virtues are embedded in all areas of school life Sacramental Retreats. Faith Ambassador activities. Student Leaders take an active role in faith formation and safe school policy. Daily prayers, scriptures etc. <p>The Order of the Mass:</p> <p>The responses to the mass are practiced both in the classroom and through the announcements.</p> <ul style="list-style-type: none"> The responses found in student agendas are utilized. Students are cognizant and respectful of the Holy Eucharist. Students and staff participate fully in liturgies and masses. Parish / School communication is evident through the school calendar. 	<p>Ongoing feedback will inform the school's planning for next steps</p> <p>Ongoing feedback will inform the school's planning for next steps</p> <p>Ongoing feedback will inform the school's planning for next steps</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>between school and parish teams, and school and home.</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>Promote successful parish relationships through Pastoral plans, information sharing and liturgical events.</p> <p>Contribute to the development of uniquely Dufferin -Peel-oriented Catholic community studies curriculum resources.</p> <p>Communities will participate in initiatives of stewardship and social justice that are responsive to local and global needs within our Catholic perspective.</p> <p>Strengthen relationships and collaboration with community, ministry and inter-ministry groups and agencies for access and services, within the context of our Catholic worldview.</p>	<p>Community Outreach:</p> <ul style="list-style-type: none"> • justice opportunities are provided throughout the school year. Food drives, Terry Fox Run, Share Life, St. Vincent de Paul etc. • Student Leaders promote social outreach and school spirit. • Students are intolerant of acts of violence, self- deprecation and bullying. • Acts of Christian kindness are witnessed and felt by all. 	<ul style="list-style-type: none"> • Informal feedback • suspension data / incident tracking data • Safe Schools Survey 	<p>Ongoing feedback will inform the school's planning for next steps</p>

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</i></p>	<p>Develop critical Literacy skills across the curriculum in all grades, with the support and guidance of the program department consultant following our stream/</p>	<ul style="list-style-type: none"> • PM Benchmarks as diagnostic, formative and summative assessment tools. • Reaching Readers (Grade 3) • Literacy Assessment Profile 	<p>Improved critical literacy as evidenced through a variety of assessments including:</p> <ul style="list-style-type: none"> • CASI • Student work samples 	<ul style="list-style-type: none"> • December 2008 • April 2009 • June 2009

<p><i>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 an 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 instructional strategies, and planning for assessment and reporting. • Enhance effective transition plans for students entering 	<p>path objectives Support and enhance student comprehension.</p> <ul style="list-style-type: none"> ▪ Division focus on a variety of comprehension strategies ▪ Use Teacher Moderation to share best practices and ensure consistency ▪ Continue analysis of benchmarks, CASI & JK/SK portfolio to inform instruction ▪ Compile a literacy profile for each students-to be shared year to year between staff ▪ Incorporate ELSAT teacher, Resource staff and volunteers during Literacy block ▪ Continue to build resources in the Literacy room to support teachers and students for all divisions <p>Numeracy & Mathematics:</p> <ul style="list-style-type: none"> • use EQAO data, and information regarding student strengths/weaknesses to guide instruction • purchase resources to support problem-solving • continue to support math manipulative room • Identify in point form information regarding focus areas • focus on the communication of student ideas, especially in math problem-solving • Math words walls • Math journals 	<p>for each student</p> <ul style="list-style-type: none"> • Self-assessment • Rubrics • Tracking Board • Utilize additional materials purchased for the Literacy room • Use Literacy room more efficiently to ensure that classrooms have access to leveled books for Guided Reading. • Family Literacy evening to focus on reading strategies • Use different assessment tools: checklists, observations, PM Benchmark, Reaching Readers • Focus on modeling and practicing tasks that require multiple choice selections and a written open response <ul style="list-style-type: none"> • Begin to use of ongoing assessment and evaluation to identify classroom and individual needs for intervention 	<ul style="list-style-type: none"> • Teacher observation • EQAO <p>Improved math understanding as evidenced through a variety of assessments including:</p> <ul style="list-style-type: none"> • Student work samples • Teacher observation • EQAO 	<ul style="list-style-type: none"> • December 2008 • April 2009 • June 2009
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<p>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> <ul style="list-style-type: none"> • Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process. 				
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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> <p>• Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</p> <p>• 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:</p> <ul style="list-style-type: none"> -Board Policy -Audit Recommendations -General Administrative Procedures 	<ul style="list-style-type: none"> • Continue to work within the i-Ren system • Following the system review, meet the benchmarks established by the board regarding budget allocation to Religion and Family Life programs • Continue to meet data collection requirements (OnSIS) particularly those pertaining to MISA (Managing Information for Student Achievement) in order to enhance decision making pertaining to student achievement • Continue to adhere to best practices and board policies in the areas of fiscal responsibility, accountability and transparency 	<ul style="list-style-type: none"> • Support the purchase of materials to ensure that basic school needs have been met • Budget is reflective of school goals • Update the literacy room • Support the school performances i.e. Anti-bullying plays • Continue to build on library resources, reflecting goals • Visible signs of our Faith are evident in the school • Virtues program is evident throughout the school • Ensure that extra curricular events are supported • Ensure that professional development is a priority • Ensure that retreats are supported for the sacramental years and for student leaders 	<ul style="list-style-type: none"> • Use iRen reports to monitor and track school budgets 	<ul style="list-style-type: none"> • September 2008 • May 2009
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School Plan for Sustained and Continuous Improvement 2008 - 2010

<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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<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) 	<ul style="list-style-type: none"> • Electronic registers reflect accurate classroom enrolments • Track student movement 	<ul style="list-style-type: none"> • Enrolment registers align with Ministry guidelines • Work with Board to refine enrollment projections to reflect what is happening in the school 	<ul style="list-style-type: none"> • Monthly • Continue with May survey for following school year
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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

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