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**Family of Schools**  
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Caledon – Malton –  
Orangeville

**Wards**  
Dufferin -Caledon

**Trustees**  
Frank DiCosola

**Parish**  
Saint John Evangelist  
Holy Family  
Saint Patrick  
Saint Timothy

**Parish Pastors**  
Fr. Robert Lynn  
Fr. Larry Leger  
Fr. Paul Dobson

**Family Elementary  
Schools**  
Holy Family  
Pope John Paul  
Saint Patrick  
St. Andrews  
St. Cornelius  
St. John the Baptist  
St. Peter  
St. Benedict

**Director of Education**  
John Kostoff  
**Board Chairperson**  
Mario Pascucci



**Dufferin-Peel Catholic District School Board**



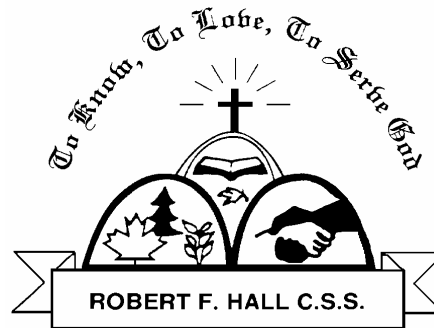
## School Plan to Improve Student Achievement (S.P.I.S.A.) 2008-2010

Planning / Implementing / Monitoring (PIM) School Improvement

### Robert F Hall Catholic School

6500 Old Church Road  
Caledon East , ON, LON 1E0  
Phone: 905 584-1670

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



*Mission Statement of Robert F. Hall Catholic Secondary School*

***The Mission of the Robert F. Hall Catholic School Community, in partnership with the Dufferin Peel Catholic District School Board and the Archdiocese of Toronto, is to promote excellence in learning, in all its forms, and to develop creative, self-disciplined, spiritually active members of God's family. R.F. Hall (Students, Teachers, Parents, Local Parishes and the Broad Community) seeks to share these common values and goals as one Body in Christ. R.F. Hall strives to live its motto in all that is said and done: To Know, To Love and To Serve God .***

**Our Community Vision**

***To Know, To Love and To Serve God***

The Gospel values permeate the spirit of Robert F. Hall Catholic Secondary School:

- Staff and students are part of a unique body in Christ, a functioning community of Faith
- Every male and every female is revered as unique and worthy in achieving his or her destiny with God
- Each student is led toward a deeper appreciation of one's self worth and one's conviction to grow in a vocation of love
- A healthy respect for learning and a desire for increasing understanding are fostered to overcome prejudice and hatred through knowing compassion
- Personal responsibility, as the hallmark of free will, is encouraged in each person, enabling each to use one's unique gifts in the R.F. Hall and larger community
- Moral values are patterns of conduct which spring from the study of the Gospel values
- Linguistic and cultural diversities are encouraged in an atmosphere of respect, trust and tolerance, just as our Lord Jesus demands

## **Our Commitment to Promoting Excellence in Catholic Education and Improving Student Achievement**

The school system seeks to promote excellence in student achievement in all of our Catholic learning environments through the use of clearly stated expectations to inform discussions regarding the planning, review, evaluation and appraisal processes for school improvement. The expectations for improving student achievement in the Dufferin-Peel Catholic District School Board are centred in the principles and values that we hold for the construction and deconstruction of every teaching and learning situation.

Schools, Families of Schools, Program and Special Education support services will honour each of the expectations, listed below, in the context of their daily practices and individual and collective goal-setting activities:

### **Creating a Community and Culture of Learning: Professional Learning Communities and Learning Teams**

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The most promising strategy for sustained, substantive school improvement is building the capacity of schools to function as professional learning communities. The Dufferin-Peel Catholic District School Board is committed to encouraging its schools to become professional learning communities. These communities are characterized by a culture where members of the education community continually seek, share learning and act upon what they learn. The goal of professional learning communities is to enhance the effectiveness of their members as professionals to the benefit of student achievement.

The key attributes of Professional Learning Communities are:

- Supportive and shared leadership;
- Collective creativity;
- Shared vision and value;
- Supportive conditions;
- Shared personal practice.

Research has shown that professionals learn best when they learn from one another, and learning communities provide an ideal vehicle to promote and sustain professional growth for student achievement and continuous improvement. An evolving model, learning teams in Dufferin-Peel consist of groups who meet on a regular basis to engage in focused inquiry, share ideas about teaching and learning, and develop common language and understandings, which lead to action.

The key elements of inquiry-driven Learning Teams in Dufferin-Peel are:

- Common focus/goal;
- Professional learning;
- Application/practice;
- Dialogue and sharing.

In collaboration with Family of Schools Superintendents and family capacity building teams, the Program Department continues to support the implementation of learning teams in all schools, to ensure system-wide coherency of the school improvement planning process. Schools working as professional learning communities examine their student achievement data to determine their effectiveness and the impact of their instructional strategies. They implement learning teams to ensure reflective and consistent practice, so that all school practitioners focus their efforts on supporting students.

**Linking Staff Development to Student Learning and Achievement**

Effective staff development focused on improving student learning is a key component of successful schools and districts. Research indicates that staff development programs must adhere to the following principles for instructional and school improvement and increased student achievement:

- Ongoing professional development is required to result in significant change in instructional practice.
- School change is the result of both individual and organizational development.
- The goal of professional development is to support the inquiry into and study of instructional practice.
- Teachers enhance their craft through training, practice, and feedback, as well as individual reflection and group inquiry into their practice.
- Professional development is essential to school improvement and increased student achievement.
- Effective professional development is school-focused and embedded in regular classroom practice.
- Successful staff development opportunities are grounded in theory, modeling, practice, and coaching.
- Successful schools promote a culture and community of learning for students, teachers, administrators and special services support staff.
- Successful school utilize mentoring for both their students and teaching communities

**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**

Percent of students, enrolled in the grade (Method 1), who scored at and above the provincial standard (Levels 3 & 4):

OSSLT '07 08	School	Board	Province
All	95 %	96 %	<b>93 %</b>
Successful	80 %	86 %	<b>84 %</b>
Not Successful	20 %	14 %	<b>16 %</b>
<b>% of students BELOW Ministry success standard ( Level 2 or lower)</b>			

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	<b>Applied</b> (All Students) Levels 3,4	<b>Academic</b> (All Students) Levels 3,4
<b>Grade 9 EQAO Mathematics Test</b>		
<b>School</b>	<b>37 %</b>	<b>67 %</b>
<b>Board</b>	<b>32 %</b>	<b>74 %</b>
<b>Province</b>	<b>34 %</b>	<b>74 %</b>

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Planning for Sustained and Continuous Improvement

<b>System Goals</b>	<b>Actions for Implementation</b>	<b>Indicators of Success</b>	<b>Monitor and Review for Success</b>	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p><b>Catholicity</b></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> <p>• Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth.</p>	<p>* to allow our students and staff more opportunities to take an active part in our Social Justice Activities ranging from in school activities such as our Aids Benefit Concert, through to our NSAP activities in Nicaragua</p> <p>* to encourage students and staff to become active participants in community outreach and charity fundraisers</p>	<p>∴</p> <p>* To measure the number of both students and staff who take an active role in each of our Social Justice initiatives.</p> <p>* to listen to feedback from Staff and Students through their reflections and testimonials</p>	<p>* we will seek feedback from our parent community, our staff and or student body on the success of each of the initiatives we attempt to implement here within our school.</p> <p>* we will work to encourage feedback through our Newsletter and our School Website</p>	<p>* April 2009</p> <p>* Ongoing feedback will inform the school's planning for next steps</p>

<p style="text-align: center;"><b>Community Development</b></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"> <li>• Continue to focus on Catholic professional learning communities.</li> </ul>	<ul style="list-style-type: none"> <li>* Establish Students and Staff focal groups with our School Community which will comprise the learning community we are striving to develop.</li> <li>* Continue to establish committees such as Safe Schools, Assessment and Evaluation, EQAO Literacy Committee, Peer Mentoring and Restorative Justice, The Virtues Committee, and Diversity Committees.</li> <li>* each of these groups will encourage both Staff and Student involvement as we strive to become a more vibrant Learning Community.</li> <li>* we will continue community building activities through the Chaplaincy and Departmental Leadership.</li> </ul>	<ul style="list-style-type: none"> <li>* Monitor student achievement in Academic and Applied Level courses to see if we are able to increase the percentage of students who are able to attain credits at both levels.</li> </ul>	<ul style="list-style-type: none"> <li>* Informal feedback at each level for each of these committees</li> <li>* suspension data / incident tracking data</li> <li>* Safe Schools Survey</li> <li>* Monitor the percentages of students earning Credits at both the Academic and Applied levels\</li> <li>* we will work to increase Parental involvement</li> <li>* we will work to increase communication with all stakeholders in our Hall Community</li> </ul>	<ul style="list-style-type: none"> <li>* January 2009</li> <li>* June 2009</li> </ul>
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School Plan for Sustained and Continuous Improvement 2008 - 2010

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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	
			Data from Monitoring and Review Cycles	Completion Date / Next Steps
<p><b>Excellence in Student Achievement</b></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</p>	<p>* To continue to work with our EQAO teams in both Grade</p>	<p>* Improvement in the percentage of students successful and Grade 9</p>	<p>:</p> <p>* Analysis of: * Credit Accumulation</p>	<p>* January 2009 * June 2009</p>

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<p>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>9 Math and Grade 10 Literacy to engage our students and to encourage them to be successful in the writing of both of these tests.                  * We will also continue to work with all of our teachers to ensure that they have the best tools possible to assist them in preparing our students for both of these challenging tests.                  * work to identify “At Risk” students</p>	<p>EQAO Math and Grade 10 EQAO Literacy                  * We will work to increase the opportunities for student assistance                  * make Literacy Prep available for more of our students</p>	<p>Data – Gr. 10                  * Pass rates in Gr. 10 compulsory courses</p>	
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<p><b>Financial Accountability and Transparency</b></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"> <li>• Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</li> </ul>	<ul style="list-style-type: none"> <li>* Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</li> </ul>	<ul style="list-style-type: none"> <li>* Budget allocation will align with school priorities for student achievement</li> </ul>	<p>Use various reports provided through our Accounting Department to monitor and track school budgets</p>	<ul style="list-style-type: none"> <li>* October 2008</li> <li>* June 2009</li> </ul>
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<p><b>Student Enrolment Impact</b></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> <p>* Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections.</p>	<p>* Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines) and to work with our Feeder schools and our Guidance Department to ensure preliminary numbers are also accurate</p>	<p>* To work with both our teaching s and Attendance staff to insure that Electronic registers reflect accurate classroom enrolments</p>	<p>* Enrolment registers align with Ministry guidelines</p>	<p>* Monthly</p>
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This sheet may be used by schools that choose to develop additional goals.

<b>System Goal:</b>	<b>INSERT SYSTEM GOAL CHOICE HERE</b>			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps

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