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**Dufferin-Peel Catholic District School Board**



## School Plan for Sustained and Continuous Improvement 2008 - 2010

### St. Richard School

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“Think clearly; feel deeply; act wisely; follow Him closely.”

**Mission Statement**

We, the staff of St. Richard Catholic Elementary School, strive to develop a community of life-long learners by providing a caring and Catholic environment, which fosters an individual's spiritual, intellectual and social growth. Children are our highest priority. We try to deliver the best possible CATHOLIC education we can.

We, the parents of St. Richard Catholic Elementary School, in partnership with staff and students, are dedicated to our children's spiritual, intellectual, emotional, social and physical development in a secure environment, at home and in class. We are the prime educators of our children and are important "partners".

We, the students of St. Richard Catholic Elementary School, act and learn as a Catholic community. We demonstrate our love for God by respecting each other and by trying to meet the expectations of parents and teachers. We will abide by our Catholic Code of Conduct as set up by our school Board officials.

**Our School Profile**

St. Richard School is an elementary school located within the northern boundaries of Meadowvale community in Mississauga. The student population, approximately 400 students from Junior Kindergarten to Grade 8, comes from a wide range of social and ethnic backgrounds reflecting the ever-increasing diversity of cultures found within Mississauga. At present, our school is a two storey building equipped with a single gym, a stage, a library, a computer lab, and 20 classrooms.

St. Richard 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. Richard is committed to the pursuit excellence, the uniqueness of the individual and the education of the whole person. St. Richard School endeavours to offer each and every student an abundance of learning opportunities rooted in Catholic values and traditions. To assist our students with their learning opportunities, a philosophy of continuous improvement and high expectation is paramount. St. Richard School is committed to providing:

- a safe, caring and inclusive environment
- instructional excellence
- a positive school climate for learning
- opportunity for communication

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. Richard School, we are proud of all of our varied programs including: Religion and Family Life; all academic subjects, 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.

The entire St. Richard community is very proud and appreciative of the numerous physical improvements the school has undergone over the past years as a result of the collective efforts of Catholic School Council, staff and board personnel. Our teachers, our parents, our student council and all our St. Richard school-level committees and numerous volunteers all work co-operatively to provide positive leadership in all areas of school life. Students and staff are actively involved in numerous athletic, extra-curricular and charitable endeavours. Our "Artists in the School Program" continues to be very popular providing enjoyment for all 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 assessments indicate that the school-wide emphasis on reading is yielding some results. The Grade 6 results in writing and mathematics have exceeded the results from the previous year. The results in Grade 3 writing and mathematics are a departure from the improvement trend and will be a focus for improvement.

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

	<b>Reading</b> (All Students) Levels 3,4	<b>Writing</b> (All Students) Levels 3,4	<b>Mathematics</b> (All Students) Levels 3,4
<b>Grade 3 ('07-'08)</b>			
School	57 %	66 %	46 %
Board	65 %	71 %	68 %
Province	61 %	66 %	68 %
<b>Grade 6 ('07-'08)</b>			
School	65 %	74 %	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><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> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Create and implement a Catholic Community Study Unit for elementary and secondary schools.</li> <li>• Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth.</li> <li>• 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</li> </ul>	<p>Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community</p> <p>Provide opportunities to support community participation in faith celebrations, e.g., Open House/Curriculum Night, Sacramental and other Faith Celebrations, Classroom Liturgies, Parish/School Visits. Dates for School Masses/other celebrations are communicated to Parents. Catholic Education Week events.</p> <p>Continue to implement Virtues Program, e.g., Monthly Celebrations/Prayers, PA Announcements, Visual icons of Virtues displayed throughout the school, Monthly Bulletin Board designed to reflect Virtues Stickers.</p> <p>Allocate a percentage of the school budget towards the purchase of Religious Education resource to support faith formation, e.g.: purchase of classroom bibles, items for prayer centre.</p> <p>Continue to develop student/staff servant leadership opportunities; e.g., Share Life, United Way, food drives, toonies for autism, he St. Vincent DePaul , PALS, Eden</p>	<p>Parent and pastoral staff involvement and attendance at Virtues celebrations</p> <p>There is increased community participation at School Celebrations and Events..</p> <p>There is continued implementation of Board developed Catholic Community Study Unit, e.g., Virtues resource.</p> <p>Religious Education resources/materials are purchased to support faith formation of staff, students and community members.</p> <p>Staff, students, School Council &amp; Volunteers assume a variety of leadership roles.</p> <p>All classes have blue boxes that are collected and set out weekly for pick up.</p>	<p>Informal feedback from: pastoral team, parents, school council, staff, school Virtues committee, student Faith Ambassadors and students</p> <p>Materials &amp; resources are made available, are in classrooms, school and in use.</p>	<p>April 2009</p> <p>Ongoing feedback will inform the school's planning for next steps</p>

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<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"> <li>• 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.</li> <li>• 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.</li> <li>• Continue to nurture relationships between school and parish teams, and school and home.</li> </ul>	<p>Food Bank, Kids Can Event.</p> <p>Provide direction and support for the purchase of Literacy and other resources that are reflective of the diversity within the school and larger community. Promote staff involvement in Diversity Workshop initiatives. Ensure Arts in the School Programs, are reflective of the needs/interests and diversity of school community. Continue to develop and provide opportunities for community participations: Youth Education Officer, RAID, Peel Health , Parish Reps School Council, Co-op Student Program</p>	<p>Increased numbers of students bringing litterless lunches to school</p> <p>Classroom and Library resources that reflect diversity of school; cultural, gender, variation in needs/interests are purchased and displayed for use. Arts in school programs are varied in content, e.g., focus on developing Self-esteem, Black History Month Presentations, Bullying Prevention Programs.</p> <p>Board Diversity Officer is invited and attends school/classrooms to speak to staff/students to highlight issues of diversity.</p>	<p>Observation- Literacy and/other curriculum resources are purchased &amp; used.</p> <p>Feedback from staff/students/School Council.</p> <p>Arts in the School Program highlights diversity in interest/needs.</p>	
<p style="text-align: center;"><b>Community Development</b></p> <p style="text-align: center;"><i><b>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.</b></i></p> <ul style="list-style-type: none"> <li>• Continue to focus on Catholic professional learning communities.</li> <li>• Enhance opportunities for communication and collaboration with all community partners.</li> <li>• 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.</li> </ul>	<p>Continue PALS Program</p> <p>Continue the Youth Faith Ambassadors Program and School Council to get older students in positive leadership roles.</p> <p>Utilize staff and divisional meetings as a vehicle through which professional learning is shared and developed to identify and develop a plan to support student learning needs. Establish a Safe School Action Team; Promote community awareness of revised Catholic Code of Behavior, e.g., progressive discipline model, Restorative Justice, Continue to work with Youth</p>	<p>Reduced number of conflicts</p> <p>Increased student sense of safety</p>	<p>Informal feedback suspension data / incident tracking data</p> <p>Safe Schools Survey</p>	<p>December 2008</p> <p>April 2009</p>

	Education Officer Continue to develop and incorporate Bullying Prevention Program.			
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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><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> <ul style="list-style-type: none"> <li>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.</li> <li>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</li> </ul>	<p>Develop critical literacy skills across the curriculum in all grades</p> <p>Promote implementation of Literacy/Numeracy across the curriculum</p> <p>Continue to Integrate High yield strategies and differentiated instruction</p> <p>Ensure staff/divisional meetings are used to: support Teacher Professional Development to share effective classroom strategies to enhance learning, review and analyze data collected and continue to participate in the development of Smart Goals. Provide opportunities for teacher moderated marking</p> <p>ELSAT teachers to support Primary Literacy</p> <p>Continue to provide placements for Co-op and Faculty of education students</p> <p>Continue to provide information and make recommendations as appropriate for the Extended French, French Immersion and International Baccalaureate programs</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:</p> <ul style="list-style-type: none"> <li>CASI</li> <li>Student work samples</li> <li>Teacher observation</li> <li>EQAO</li> </ul> <p>Use of Skopus data warehouse to monitor student achievement data</p>	<ul style="list-style-type: none"> <li>December 2008</li> <li>April 2009</li> <li>June 2009</li> </ul>

<p>Apprenticeship Programs, e-learning opportunities, experiential learning, Continuing and Adult Education, and specialized programs including Extended French, French Immersion, and International Baccalaureate programs.</p> <ul style="list-style-type: none"> <li>• Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting.</li> <li>• 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.</li> <li>• Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process.</li> <li>• Implement Ministry initiatives relating to:             <ul style="list-style-type: none"> <li>-ongoing curriculum review</li> <li>-Ministry Policies (e.g. ELL, -Aboriginal Policy Framework, Safe Schools)</li> <li>-Special Education</li> <li>-Literacy / Numeracy Secretariat</li> <li>-Student Success/Learning to 18</li> <li>-Alternative Education /</li> </ul> </li> </ul>	<p>Support continued use of Revised Kindergarten Assessment</p> <p>Support transition of elementary students entering secondary school through the facilitation of visits by high school teachers to discuss grade 9 course selections and facilitate student visits to the high school as available</p> <p>Identify At Risk Learners at high school transition meetings, include high school team at case conferences , IPRC's, etc. Purchase and continued implementation of Assistive Technology to support at risk learners, e.g., NEOS, Kurzweil</p> <p>Monitor &amp; review progress on a regular basis of students identified as at Risk learners- e.g., Special Education Team Meetings, etc.</p> <p>Begin to implement revised Science Curriculum Document, ELL and ESL Board Initiatives Resources, e.g., Kindergarten Continue to develop theCommon Text Room Resources, Networking at a Family Level for specialty teachers.</p>			
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Continuing and Adult Education ensuring the distinctiveness of Catholic education is explicitly infused.				
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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> <li>• 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"> <li>-Board Policy</li> <li>-Audit Recommendations</li> <li>-General Administrative Procedures</li> </ul> </li> <li>• Provide in-service sessions related to the finance support tool for administrators and support staff.</li> </ul>	<p>Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</p> <p>Continued implementation of: Kimputer</p> <p>Reconciliations School/ School Council Accounts School Council Bank Account IREN</p> <p>Implement board financial support tool when made available to system</p> <p>Attend &amp; support attendance of support staff at in-service sessions related to the finance template tool and other budget initiatives</p>	<p>Budget allocation will align with school priorities for student achievement</p>	<p>Use i-Ren reports to monitor and track school budgets</p>	<p>September 2008</p> <p>May 2009</p>
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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> <ul style="list-style-type: none"> <li>• Develop labour relations and human resources strategies that will minimize the impact of fluctuations in enrolment.</li> <li>• Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections.</li> </ul>	<p>Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</p> <p>Monitor Student Projections and provide feedback to planning department regarding school community enrolment trends</p>	<p>:</p> <p>Electronic registers reflect accurate classroom enrolments</p>	<p>Enrolment registers align with Ministry guidelines</p>	<p>Monthly</p>
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