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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Rita Catholic Elementary School
30 Summer Valley Drive
Brampton, Ontario
L6V 4V6

<http://www.dpcdsb.org/St. Rita>



Putting Our Faith Into Action

"Each one called by name." Isaiah 43:1

Mission Statement

To build and foster a Catholic partnership within the school where we as educators and parents, parish, students and support staff, create a harmonious, cohesive environment that allows students to learn Catholic values as well as the required curriculum. Our intent is to assist the school community and assist parents in raising well rounded children.

Our School Profile

St. Rita Catholic Elementary School is an elementary of approximately 880 students from Junior Kindergarten to Grade 8. Most of the surrounding community consists of single family dwelling homes located in the Heart lake area of Brampton and Valley wood in Caledon. Presently, our school is equipped with 6 portables, a large gym, a stage, a large library, a full computer lab, a primary gym and a beautiful forum area in the centre of the school.

St. Rita 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. Rita is committed to the search for excellence, the uniqueness of the individual and the education of the whole person.

St. Rita 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. The school motto, "*Putting our faith into action*," was chosen through the process of community consultation and reflects a holistic philosophy where religion and daily life are intertwined. All activities at St. Rita — 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.

Parents continue to be a very active and supportive as volunteers, as participants in School Council initiated special events, and in their work with children at home.

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. Rita, 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.

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

SAMPLE: 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 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 ('07-'08)			
School	75%	66%	70%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	67%	74%	53%
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>Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community Continue with Future Aces /Virtues Program to promote positive behaviour for students and staff.</p> <p>Implementing PALS and Circle of Friends program to promote co-operative play and interaction during recesses.</p> <p>All Star Reading Program, to assist in promoting students to read. Re-enforcing students' self-esteem and confidence.</p> <p>Bus Patrollers program: promoting respect and safety of students while on the bus.</p> <p>Bi- monthly Liturgy celebrations to promote Catholicity within the school.</p>	<p>Parent and pastoral staff involvement and attendance at Virtues celebrations</p> <p>Bi- monthly assemblies to reward students with certificates for positive behaviour, and celebrations and recognition of achievements. (PALS, Circle of Friend, All Star Reading)</p> <p>Implemented new recognition for good behaviour through the use of "Positive Tickets".</p> <p>Bus Patrollers will issue Positive Tickets to promote safe and good behaviour on the bus.</p> <p>Staff sign up to be responsible for bi-monthly celebrations within the school.</p>	<p>Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</p> <p>Feedback from staff during Divisional Meetings.</p> <p>Feedback from school council: -volunteers for All Star Reading. - financial assistance with monthly awards</p>	<p>June 2009</p> <p>Ongoing feedback will inform the school's planning for next steps</p>

<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>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. 	<ul style="list-style-type: none"> ▪ Implement PALS / Circle of Friends ▪ Student Council ▪ Future Aces ▪ Police visits to classrooms 	<p>:</p> <ul style="list-style-type: none"> • Reduced number of conflicts • Increased student sense of safety 	<ul style="list-style-type: none"> • Informal feedback • suspension data / incident tracking data • progressive discipline (use of behaviour slips and positive action plan) • communication with parents • Safe Schools Survey 	<ul style="list-style-type: none"> • On-going all year • 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, 	<p>Develop critical literacy skills across the curriculum in all grades</p> <p>Implementing grade level PAR plans Promote the use of up to date Ministry documents: -education for All -differentiate Instructions -Think Literacy -JK/SK assessment tool -Revised Science -continued the use of Language and math -provide opportunities for professional development for literacy and numeracy training for teachers. -promote in school and community literacy partnerships such as Family Literacy Nights, Red Maple, Blue Spruce and Silver Birch</p> <p>-continue professional learning teams to meet regularly to assess and research on successful practices</p> <p>-Continue to tack students struggling with literacy and who are at risk – early identification, SERT intervention.</p> <p>-promote the use of technology in the classrooms to assist students with special needs</p>	<p>A focus on critical literacy in school and classroom planning (refer to detailed action plan available at the school)</p> <p>Engagement of Professional Learning Team</p> <p>Continue to use EQAO and CASI/PM to inform instructional needs</p> <p>Use of Test Prep Booklet to teach students test taking skills</p> <p>Assist with development of IEPs. Use of special education teachers as resource.</p> <p>Continue to model a range of strategies for students to use to read and understand the variety of reading selections required by Junior division language curriculum.</p>	<p>Improved critical literacy as evidenced through a variety of assessments including:</p> <ul style="list-style-type: none"> o CASI o Student work samples o Teacher observation o EQAO <p>Use of Skopus data warehouse to monitor student achievement data</p>	<ul style="list-style-type: none"> • December 2008 • April 2009 • June 2009

<p>and 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</p>	<p>Continue to provide opportunities to apply mathematical knowledge and skills in real-life situations</p> <p>Continue to utilize manipulatives, games, and visuals to support the Nelson mathematical programme.</p> <p>Continue to use PRIME as a diagnostic and formative assessment tool through Special education department</p>	<p>All teachers are conversant with the revised Mathematics curriculum and the new expectations</p> <p>Consistent implementation of the new expectations by all teachers across the divisions.</p>	<p>Use of on-going assessment to identify classroom and individual students' strengths and needs in order to ensure timely intervention.</p> <p>Instructing students in the various strategies that would help them understand the demands of the questions.</p> <p>Show students how to plan a solution by listing the required mathematical operations and then asking students to explain their answer.</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> <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: -Board Policy -Audit Recommendations -General Administrative Procedures</p> <p>• Provide in-service sessions related to the finance support tool for administrators and support staff.</p>	<p>Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</p> <p>Continue to fund essential services and programs in a fiscally responsible manner</p> <p>Continue to adhere to best practices and board policies in fiscal responsibility, accountability and transparency</p>	<p>Budget allocation will align with school priorities for student achievement</p> <p>Students will have required resources for their programs</p> <p>Staff will have standard supplies, resources, and furniture to the degree budget will allow</p> <p>Ensure not to overspend board generated funds</p> <p>Provide reconciliation reports as required Use IREN system consistently</p>	<p>Use i-Ren reports to monitor and track school budgets</p> <p>Purchase any core resources which are required for students</p> <p>Provide students with agendas to facilitate home/school communication and build organization skills</p> <p>Link school improvement plan with the budget</p> <p>Ensure staff have furniture and resources required for classrooms</p> <p>Regular review of expenditures to determine relevance to school</p> <p>Provide relevant accounting and rationale on expenditures decision on a regular basis</p> <p>Review of budget decision- making processes</p> <p>Review of school generated funds accounts and practices and policies to ensure consistency and complicate with board procedures.</p>	<ul style="list-style-type: none"> • September 2008 • May 2009
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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>	<p>Electronic registers reflect accurate classroom enrolments</p>	<p>Enrolment registers align with Ministry guidelines</p>	<ul style="list-style-type: none"> • Monthly
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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

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