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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

ST. STEPHEN Elementary School
17 Colonel Bertram Rd.
Brampton, Ontario

<http://www.dpdsb.org/STSTEPHEN>



'With Love, Compassion, Honesty and Respect'

School Plan for Sustained and Continuous Improvement 2008 - 2010

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 Community..
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 Community.
We commission them to be teacher, mentor and friend. Together we model Catholic values by setting the Examples of love, compassion, honesty, respect, fairness and a positive attitude.
Parents Are the Supporters and Guardians of our Community. 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. Stephen School

Our School Profile

St. Stephen is an elementary school of approximately 270 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. The surrounding community consists of single family homes situated in the Heart Lake area of Brampton. Our student population over the past few years has seen an increase in the number of English as a Second Language Students (ESL).

For almost 20 years, as a Staff and School Council, we work hard bringing together students, parents, teachers, pastoral team, trustees and other partners to form a Catholic community in the service of the spiritual, intellectual, physical and emotional needs of students in our care. The St. Stephen school community is committed to the search for excellence, the uniqueness of the individual and the education of the whole person. St. Stephen School is a caring school community that stresses tolerance and acceptance of others, commitment to our Catholic faith and high academic standards. Our school motto “With Love, Compassion, Honesty and Respect”, was developed through the process of community consultation and reflects a holistic philosophy where religion and daily life are intertwined.

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. The curriculum 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 within the context of *The Ontario Curriculum*, Gospel values and sound educational practices.

At St. Stephen school, we are proud of our balanced Religion, academic, arts, technology and athletics programs. We offer students a well-rounded and value-centered 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 EQAO Grades 3 & 6 reading and writing assessments indicate that the school-wide emphasis on reading and writing continues to produce sustained high achievement results in our students’ reading and writing. Our Grades 3 and 6 results in reading and writing have exceeded the Board results. Our Mathematics results show consistency in the Grade 3 students’ achievement from the previous year and are above the Board results, but the Gr. 6 Mathematics results has decreased and 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	77%	88%	85%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	83%	79%	66%
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 	<ul style="list-style-type: none"> • Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community • Continue to support the acquisition of resources through our Librarian to promote awareness of diversity • Continue to provide ongoing support for our Community outreach efforts, including: food drives, United Way / Share Life, St. Vincent de Paul, St. Louise Outreach & mitten drive • Continue to involve students in daily prayer, preparation of Masses and liturgies and celebrations 	<ul style="list-style-type: none"> • Parent and pastoral staff involvement and attendance at Virtues celebrations • Students will develop daily prayers, meditations and poetry reflecting the monthly focus of the Virtues to recite daily on the PA • Students will engage in discussions on diversity during Religion classes and Units of focus in Family Life • Students will be involved in developing Christmas baskets, bringing non-perishable food items during seasonal celebrations and/or masses: Thanksgiving, Advent and lent • Students will take part in the parts of the Mass and Liturgies 	<ul style="list-style-type: none"> • Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students • Students' excitement feedback, and participation in morning announcements • Students and Staff's feelings of reward, compassion and accomplishment in doing good deeds • Students' participation in the Masses and/or liturgies will develop knowledge of the Catholic dogma and a sense of reverence 	<ul style="list-style-type: none"> • Daily reflections for the monthly focus of Virtues • Ongoing feedback will inform the school's planning for next steps • Parish schedule and Liturgical Church Calendar to determine dates for Masses and liturgies • Charitable works during liturgical calendar year and seasons: Thanksgiving, Advent, Lent

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>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 ▪ Promote Peer Conflict Mediations approach ▪ Train Bus Patrollers ▪ Continue to promote / include community outreach programmes for safety and proper behaviour (Rogers Pumpkin Patrol at Hallowe'en, Peel Safety Village, Adopt-a-park, Brampton Clean City programme) ▪ Work with School Police Officer and safety initiatives / programme: Cyberbullying, Internet Safety etc. ▪ Incorporate Bullying Prevention initiatives in school life ▪ Secure entry and exits in 	<ul style="list-style-type: none"> • Reduced number of conflicts • Increased student sense of safety • Building is secure as there are procedures for entering, reporting to Office and leaving the building • Progressive Discipline is being used by Staff as monitored and implemented by Discipline Committee 	<ul style="list-style-type: none"> • Informal feedback from members of the Community • suspension data / incident tracking data 	<ul style="list-style-type: none"> • December 2008 • April 2009 • End of year 2009

school building

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, 	<ul style="list-style-type: none"> Develop critical literacy skills across the curriculum in all grades Implement principles derived from 'Education for All' to support differentiation of programme Support ELSAT initiatives Support Staff literacy and numeracy inservices Provide opportunities for Professional Learning Communities for each Division of teachers (primary, junior & intermediate) Analyze assessment data (data wall as one technique) Support teachers with struggling students to implement tiers of intervention support (Ed. For All) as the school Sp. Ed. process 	<ul style="list-style-type: none"> A focus on critical literacy in school and classroom planning (refer to detailed action plan available at the school) Struggling students will receive supports through the tiered approach of intervention (high yield strategies, school resource personnel & Sp. Services personnel as appropriate) Data driven planning will improve student achievement 	<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 	<ul style="list-style-type: none"> December 2008 April 2009 June 2009

<p>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"> • 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 -18 -Alternative Education / Continuing and Adult Education <p>ensuring the distinctiveness of</p>				
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School Plan for Sustained and Continuous Improvement 2008 - 2010

Catholic education is explicitly infused.				
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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>	<ul style="list-style-type: none"> • Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement • Provide all reconciliations and requested documents of transactions from Kimputer in a timely fashion as directed • Monitor expenditures from each budget line at least monthly • Ensure school council transactions and bookkeeping are in line with board initiatives and direction • Provide Staff with a Budget Outline to provide information and rationale regarding expenditure amounts 	<ul style="list-style-type: none"> ▪ Budget allocation will align with school priorities for student achievement ▪ School budget is balanced 	<ul style="list-style-type: none"> ▪ Use i-Ren reports to monitor and track school budgets 	<ul style="list-style-type: none"> • September 2008 • May 2009 • Monitor statements monthly
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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) ▪ School classroom organization are to reflect Ministry and Board direction regarding cap sizes and staffing ratios 	<ul style="list-style-type: none"> ▪ Electronic registers reflect accurate classroom enrolments ▪ Number of classrooms and staff are in line with Ministry and Board direction 	<ul style="list-style-type: none"> ▪ Enrolment registers align with Ministry guidelines 	<ul style="list-style-type: none"> • Timeline developed by ER for staffing and class organization in early September • 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