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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

ST. STEPHEN

17 Colonel Bertram Rd.,
Brampton, Ontario
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“With Love, Compassion, Honesty and Respect”

<http://www.dpcdsb.org/ST.STEPHEN>

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 320 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 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: 2008 - 2009

School results on the EQAO Grades 3 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 6 reading and writing assessments, however, have shown a decrease in the results. Our Mathematics results show marked improvement in the Grade 3 students’ achievement from the previous year and are above the Board results, and although the Gr. 6 Mathematics results has increased from the previous year, 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 ('08-'09)			
School	73%	87%	90%
Board	62%	70%	70%
Province	61%	68%	70%
Grade 6 ('08-'09)			
School	68%	64%	72%
Board	72%	72%	65%
Province	69%	67%	63%

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>				
<p>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.</p>	<p>Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community</p> <p>Support the 20th School Anniversary event</p> <p>Continue to support the acquisition of resources through our Librarian to promote awareness of diversity</p> <p>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</p> <p>Continue to involve students in daily prayer, preparation of Masses and liturgies and celebrations</p> <p>Purchase books for Literacy room re: Virtues Program</p>	<p>Parent and pastoral staff involvement and attendance at Virtues celebrations</p> <p>Students will develop daily prayers, meditations and poetry reflecting the monthly focus of the Virtues to recite daily on the PA</p> <p>Students will engage in discussions on diversity during Religion classes and Units of focus in Family Life</p> <p>Students will be involved in developing Christmas baskets, bringing non-perishable food items during seasonal celebrations and/or masses: Thanksgiving, Advent and lent</p> <p>Students will take part in the parts of the Mass and Liturgies</p> <p>A reduction of classroom misbehaviors</p> <p>Greater participation in the sacraments for students and parents</p>	<p>Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</p> <p>Students' excitement feedback, and participation in morning announcements</p> <p>Students and Staff's feelings of reward, compassion and accomplishment in doing good deeds</p> <p>Students' participation in the Masses and/or liturgies will develop knowledge of the Catholic dogma and a sense of reverence</p> <p>Students talking more about the virtues and demonstrating appropriate behavior based on the virtues</p>	<p>Daily reflections for the monthly focus of Virtues</p> <p>Ongoing feedback will inform the school's planning for next steps</p> <p>Parish schedule and Liturgical Church Calendar to determine dates for Masses and liturgies</p> <p>Charitable works during liturgical calendar year and seasons: Thanksgiving, Advent, Lent</p> <p>Discuss at staff meetings and with budget committee for staff input</p> <p>Discuss at School Council through Principal's Report</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

	<p>Support staff to attend Seder meal</p> <p>Purchase pins for Confirmation and First Communion</p> <p>Support Transportation for religious retreats</p>	<p>Increased student awareness of the virtues</p>		
<p>Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth.</p>	<p>Community Outreach Support and deepen each person's capacity to witness to the "Human Face of God" through participation in the Board-wide faith day and associated gatherings.</p> <p>Continue to offer opportunities for social justice and stewardship.</p> <p>Participate in Share Life, St. Vincent de Paul, Knight's Table, Brampton Clean City, Ambassadors, PALS</p> <p>Food drives: Thanksgiving, Advent and Lent</p> <p>Assisting families in need by supporting their children on field trips / retreats, etc.</p>	<p>Community Outreach: Social justice opportunities are provided throughout the school year. Food drives, mitten drives, Family Christmas, Share Life, St. Vincent de Paul</p> <p>Student Leaders promote social outreach and school spirit.</p> <p>Students are intolerant of acts of violence and bullying</p> <p>Teacher camaraderie is increased.</p> <p>Acts of Christian kindness are witnessed and felt by all. Catholic Virtues are embedded in all areas above.</p> <p>Amount of funds collected</p> <p>Amount of families supported to subsidize trips</p> <p>Amount of food collected for food drives</p>	<p>Community Outreach: Justice opportunities are provided throughout the school year. Food drives, Terry Fox Run, Share Life, St. Vincent de Paul etc. / amount of generosity is calculated</p> <p>Student Leaders promote social outreach and school spirit, visible throughout the school</p> <p>Students are intolerant of acts of violence, self- deprecation and bullying / fewer incidences</p> <p>Acts of Christian kindness are witnessed and felt by all</p> <p>We have made a commitment to support the same charities each year and not to carry more charities than the community can handle.</p>	<p>June 2010 Ongoing feedback will inform the school's planning for next steps</p> <p>Communicate to community and parents via newsletters and website our success stories</p> <p>Share with staff the number of families supported by the school</p>
<p>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 programs and targets and an integrated curriculum approach that will assist all in our community in working towards greener schools.</p>	<p>Promoting Student Faith Life: Sacramental Retreats</p> <p>Faith Ambassador Activities.</p> <p>Student Leaders take an active role in faith formation.</p> <p>Daily prayers, scriptures etc.</p> <p>Recycling Programme again</p>	<p>Promoting Student Faith Life: Sacramental Retreats.</p> <p>Student Leaders take an active role in faith formation, liturgies and safe school policy (Anti-bullying committee)</p> <p>Daily prayers, scriptures etc.</p> <p>Sacred space is maintained and respected in each classroom</p>	<p>Sacred Space: Sacred space is maintained and respected in each classroom</p> <p>Visible signs of our Faith throughout the school i.e. altar, cross.</p> <p>Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</p>	<p>Daily reflections for the monthly focus of Virtues</p> <p>Ongoing feedback will inform the school's planning for next steps</p> <p>Parish schedule and Liturgical Church Calendar to determine dates for Masses and liturgies</p> <p>Charitable works during liturgical calendar year and seasons:</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

	<p>Staff and students create a sacred space that demonstrates our common call to follow the rituals and rites of our Faith.</p> <p>Promote an appreciation and respect for sacred space in each classroom and within the school.</p>	<p>Recycling Programme continues each week with Gr. 5 class and teacher</p>	<p>Students' excitement feedback, and participation in morning announcements</p> <p>Students and Staff's feelings of reward, compassion and accomplishment in doing good deeds</p> <p>Students' participation in the Masses and/or liturgies will develop knowledge of the Catholic dogma and a sense of reverence</p>	<p>Thanksgiving, Advent, Lent</p>
<p>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.</p>	<p>Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community</p> <p>Classes have an opportunity to be involved directly with a Virtue</p> <p>Students will be recognized in each class, each month as demonstrating the Virtues</p>	<p>Virtues Program: Student behavior improvement</p> <p>Student language and talk reflects virtues education</p> <p>Parent and pastoral staff involvement and attendance at Virtues celebrations</p> <p>Parent and pastoral staff involvement and attendance at Virtues celebrations</p> <p>Ensure that Virtues/ Character formation permeates all aspects of life</p> <p>each classroom is actively involved in demonstrating their knowledge of the Virtues Program</p> <p>Positive impacts on student behaviour, such as student safety and respect towards others</p> <p>Students, staff, parent and pastoral staff involvement and attendance at Virtues celebrations</p>	<p>Virtues: Catholic Virtues are embedded in areas and life of the students, staff and community</p> <p>Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</p>	<p>September 2009 – June 2010</p> <p>Ongoing feedback will inform the school's planning for next steps</p> <p>Discuss at School Council once a month for feedback in the principal's report</p>
<p>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.</p>	<p>Student led announcements</p> <p>Welcoming Ambassadors for students new to the country</p>	<p>Make teachers aware of diversity and equity opportunities</p> <p>Encourage staff to be part of events that support diversity and equity</p>	<p>Visual and verbal tolerance of diversity among staff and students around Culture, special needs, color, race, sexual orientation and beliefs</p>	<p>Share with staff and School Council, school plans and progress around diversity</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

	Catholic Virtues are embedded in all areas above.	Encourage School Council to support diversity activities such as Presenters and Performers	Less instances of conflicts around diversity and a better understanding from staff of how they can service students with diverse learning needs	Feedback from students as to what they feel is important to them via informal and formal conversations and assignments (making connections)
Continue to nurture relationships between school and parish teams, and school and home.	<p>The Order of the Mass: Focus on practicing the parts of the mass.</p> <p>Practice receiving the Holy Eucharist.</p> <p>Provide visual supports for all parts of the mass. To be used in classrooms and at mass. (over-heads for mass outline)</p> <p>20th Anniversary Event: Strike a Planning Committee consisting of School Staff, Parish Staff & Parents to plan for the 20th Anniversary in early May</p> <p>Sacred Space: Staff and students create and update sacred spaces that demonstrate our common call to follow the rituals and rites of our Faith as well as the virtues.</p> <p>Promote an appreciation and respect for sacred space in each classroom and within the school (Chapel / Hallway / Classroom).</p>	<p>The Order of the Mass: The responses to the mass are practiced both in the classroom and through the announcements.</p> <p>Students are cognizant and respectful of the Holy Eucharist.</p> <p>Students and staff participate fully in liturgies and masses.</p> <p>Parish / School communication is evident through the school calendar</p> <p>20th Anniversary Event: All stakeholders' participation in the Event</p> <p>Speakers invited to provide history of St. Stephen and Patron Saint</p> <p>Sacred Space: Sacred space is maintained and respected in each classroom</p>	<p>The Order of the Mass: The responses to the mass are practiced both in the classroom and through the announcements.</p> <p>The responses found in student agendas are utilized.</p> <p>Students are cognizant and respectful of the Holy Eucharist.</p> <p>Students and staff participate fully in liturgies and masses.</p> <p>Parish / School communication is evident through the school calendar.</p> <p>20th Anniversary Event: Meet periodically to finalize plans</p> <p>Practices planned as necessary (student performances)</p> <p>Sacred Space: Sacred space is maintained and respected in each classroom Visible signs of our Faith throughout the school i.e. altar, cross.</p>	<p>Ongoing feedback will inform the school's planning for next steps</p> <p>Discuss at School Council once a month for feedback in the principal's report</p> <p>Communicate to the community via the school website and newsletter the progress of our social justice initiatives.</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
Community Development <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>				
Continue to focus on Catholic professional learning communities.	<p>Reinforce with staff the reason we are teachers. We are servants of God doing the Lords work and this is a noble profession.</p> <p>Provide the staff opportunities to pray together with staff liturgies</p> <p>Have staff organize and plan liturgical events for the students as indicated in the pastoral plan</p> <p>Support staff for “Faith Meets Pedagogy” / Seder meal and religious retreats</p> <p>Establish Catholic professional learning communities to discuss inclusion for all students including the principles of ‘Learning for All’</p>	<p>Support Faith ambassador with their efforts in promoting religious PD for staff and the community</p> <p>Place religious PD on the staff agenda</p> <p>Develop a Pastoral plan to help implement the action plan and share with staff and community</p> <p>Increased participation and active participation</p> <p>Principles of ‘Learning for All’ closes gaps and assists with differentiation</p>	<p>The number of staff that are involved in preparing and planning liturgies.</p> <p>The number of staff attending afterschool religious development opportunities (Seder Meal, Faith Meets Pedagogy, etc.)</p> <p>Invite staff feedback at staff meetings</p> <p>The number of staff that plans appropriately for each student through differentiation and UDL</p>	<p>Monthly and year end</p> <p>Faith Ambassador feedback</p> <p>Share with School Council and ask their feedback for further areas of development September 2009 and June 2010</p> <p>Monitor and accommodate students’ needs monthly</p>
Enhance opportunities for communication and collaboration with all community partners.	<p>Promote successful parish relationships through Pastoral plans, information sharing and liturgical events.</p> <p>Communities will participate in initiatives of stewardship and social</p>	<p>Justice opportunities are provided throughout the school year.</p> <p>Food drives, Terry Fox Run, Share Life, St. Vincent de Paul</p> <p>Student Leaders promote social outreach and school spirit.</p>	<p>More community agencies coming into the school to speak and work with students</p> <p>Acts of Christian kindness are witnessed and felt by all.</p> <p>Informal and formal feedback from Catholic School Council, parents</p>	<p>Monthly</p> <p>Sept 2009 to June 2010</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

	<p>justice that are responsive to local and global needs within our Catholic perspective.</p> <p>Strengthen relationships and collaboration with community, ministry and agencies (CAS) for access and services, within the context of our Catholic worldview.</p> <p>Invite input and collaboration with Catholic School Council Peel Police Youth Education – class visits to discuss Community Helpers and Bullying, Peel Health School Nurse Erin Oak, CCAC</p> <p>Contribute to the development of uniquely Dufferin -Peel-oriented Catholic community studies curriculum resources</p>	<p>Host school community gatherings i.e. 20th Anniversary Event, Open House Barbeque, Christmas Concert/ Advent Mass, Catholic Education activities,etc</p>	<p>and staff</p>	
<p>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>	<p>Implement PALS</p> <p>Promote Peer Conflict Mediations approach</p> <p>Train Bus Patrollers</p> <p>Continue to promote / include community outreach programmes for safety and proper behaviour (Rogers Pumpkin Patrol at Hallowe'en, Peel Safety Village, Brampton Clean City programme)</p> <p>Work with School Police Officer and safety program: Cyberbullying, Internet Safety etc.</p>	<p>Reduced number of conflicts</p> <p>Increased student sense of safety</p> <p>Building is secure as there are procedures for entering, reporting to Office and leaving the building</p> <p>Progressive Discipline is being used by Staff as monitored and implemented by Discipline Committee</p>	<p>Informal feedback from members of the Community</p> <p>Suspension data / incident tracking data</p>	<p>December 2009</p> <p>April 2010</p> <p>End of year 2010</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

	<p>Incorporate Bullying Prevention initiatives in school life</p> <p>Secure entry and exits in school building</p>			
<p>Support the development of a safe, caring, inclusive and healthy school community</p>	<p>Establish an Bullying Prevention Committee</p> <p>Whole school approach to violence, bullying prevention, progressive discipline</p> <p>Use of Peel Police Liaisons</p> <p>Intervention with student and/or parent, PALS & Friendship</p> <p>Programs with Peel Health and CYW</p> <p>Implement progressive discipline & restorative justice practices</p> <p>Kids Help Line promotion and support</p> <p>Crime stoppers promotion and support</p> <p>Follow Board Health and Safety and OSBIE guidelines for activities</p> <p>Super Stars program to recognize good behaviors</p> <p>Behavior / Virtues Assemblies</p> <p>Student prepared posters, videos and presentations related to Safe School environment</p>	<p>Continue to work with Harmony movement</p> <p>Provide students cyberbullying presentations</p> <p>Implement an active intramural program</p> <p>Continue to provide Safe Arrival to school process</p> <p>Invite Presenters to speak on Bullying theme</p> <p>Students to organize a special Assembly to perform for whole school</p>	<p>Provision of tips in monthly newsletter re: Bullying theme</p> <p>Posters and presentations throughout the year to sustain the theme</p>	<p>Monthly</p> <p>September 2009 to June 2010</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

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>				
<p>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.</p>	<p>Support student comprehension and higher-order thinking. Develop critical literacy skills across the curriculum in all grades / with the support and guidance of the program department consult with our continuous improvement plan</p> <p>Establishing a pathway and plan for implementation of the teaching strategies as set out by the program department and the school continuous improvement planning team to target areas of need.</p> <p>Division focus on a variety of comprehension strategies in literacy</p> <p>Continue analysis of benchmarks to inform instruction</p> <p>Compile a literacy profile for each students</p> <p>Use teacher moderation to share best practices and</p>	<p>A focus on critical literacy in school and classroom planning (refer to detailed action plan available at the school)</p> <p>PM Benchmarks as diagnostic, formative and summative assessment tools.</p> <p>Literacy Assessment Profile for each student pass on from year to year</p> <p>Self-assessment</p> <p>Rubrics</p> <p>Tracking Board / Data walls</p> <p>Pre-Assessments and post assessment are teacher moderated assessments that gauge the effectiveness of the high yield literacy strategies being used for</p>	<p>Improved critical literacy as evidenced through a variety of assessments including:</p> <ul style="list-style-type: none"> CASI Student work samples Teacher observation EQAO TLCP Pre-tests TLCP Post-test <p>Use of Skopus data warehouse to monitor student achievement data</p>	<p>Baseline Sept 2009 November 2009 Feb 2010 June 2010</p> <p>As well as the TLCP Pre and Post Assessments at each cycle</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

	<p>ensure consistency Student focus on making connection / and extending understanding</p> <p>Support Guided, shared and Independent Reading in the classrooms</p> <p>Incorporate SAT teacher, Resource staff and volunteers during Literacy block</p> <p>Attention to differentiated instruction to address individual needs of students</p> <p>Provide opportunities to utilize multiple choice and open response questions</p> <p>Support PAR to align expectations and achievement</p> <p>Build up resources in the literacy room to support teachers and students / move to centralized location</p>	<p>the cycle and the literacy focus Utilize additional materials purchased for the Literacy room</p> <p>Use Literacy room more efficiently to ensure that classrooms have access to leveled books for Guided Reading.</p> <p>Use different assessment tools: checklists, observations, PM Benchmark, Reaching Readers</p> <p>Focus on modeling and practicing tasks that require multiple choice selections and a written open response</p>		
<p>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, and specialized programs including Extended French, French Immersion, and International Baccalaureate programs.</p>	<p>Support Guided and Independent Writing in the classrooms</p> <p>Incorporate SAT teacher, Resource staff and volunteers during Literacy block</p> <p>Differentiated instruction to address individual student needs</p> <p>Compile a Literacy portfolio to include writing samples</p> <p>Teacher moderation</p>	<p>Staff begins to plan and incorporate Differentiated instructional strategies</p> <p>Use different assessment tools: checklists, Reaching Readers observations, PM Benchmark</p> <p>Focus on modeling and practicing tasks that require multiple choice selections and a written open response</p>	<p>Improved critical literacy as evidenced through a variety of assessments including: CASI, Student work samples Teacher observation, EQAO</p> <p>Use of Skopus data warehouse to monitor student achievement data</p>	<p>Baseline Sept 2009 November 2009 Feb 2010 June 2010</p> <p>As well as the TLCP Pre and Post Assessments</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

	<p>Develop critical literacy skills across the curriculum in all grades</p> <p>Implement principles derived from 'Education for All' to support differentiation of programme</p> <p>Support Staff literacy and numeracy inservices</p> <p>Provide opportunities for Professional Learning Communities for each Division of teachers (primary, junior & intermediate)</p> <p>Support teachers with struggling students to implement tiers of intervention support (Ed. For All) as the school Sp. Ed. process</p>			
<p>Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting.</p>	<p>Use Board Program Departments resources online supporting combined grades</p> <p>Combined Grade Religion and Family Life program available</p>	<p>The Teachers feel more at ease, and supported</p>	<p>Student achievement and attitudes and experiences in combined grades change</p>	<p>September 2009 – June 2010</p>
<p>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.</p>	<p>Work closely with the secondary schools following the guidelines for Transitioning high risk students to the high school by setting up meetings with high schools</p> <p>Invite high SERT / ARD Dept Head to IPRC reviews for transitions of grade 8 students at risk</p> <p>Invite feeder schools into elementary schools to present program specifics</p>	<p>The number of students requiring assistance receive it and are identified as students to watch</p> <p>Increase the number of successful high school graduates</p>	<p>The number of students requiring assistance receive it and are identified as students to watch</p> <p>Increase the number of successful high school graduates</p> <p>Students feel less anxious and supported</p>	<p>Review high school graduation data and success of the grade 10 literacy tests and the grade 9 math tests</p> <p>Sept. 2009 Dec 2009 May 2010</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process.</p> <p>Implement Ministry initiatives relating to:</p> <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 infused.</p>	<p>Provide time during the school day for teachers to meet, plan and moderate student work</p> <p>Ensure that the SERT and SERC teachers are involved in the TLCP (Teacher Learning Critical Pathway) especially for indetified students</p> <p>Involvement in Stream 1 program pathway</p> <p>Regular Team meetings for students who are experiencing difficulty</p> <p>Monthly meetings with Special Education Team</p> <p>Support Guided and Independent Writing in the classrooms</p> <p>Incorporate Special assignment teacher, Resource staff and volunteers during Literacy block</p> <p>Differentiated instruction to address individual student needs</p> <p>Continue using the writing process and on-demand writing</p> <p>Compile a Literacy portfolio to include writing samples.</p>	<p>Ensure IEP is properly created and implemented for students in need.</p> <p>Team meetings focused on student achievement and special needs students / ELL</p> <p>Division meetings to focus on the TLCP</p> <p>Monitor Data from Assessments to come up with next steps and high yield teaching strategies to address student needs Share with SAC the school plan</p>	<p>Improved critical literacy as evidenced through a variety of assessments including: CASI Student work samples Teacher observation EQAO</p> <p>Use of Skopus data warehouse to monitor student achievement data</p>	<p>Baseline Sept 2009 November 2009 Feb 2010 June 2010</p> <p>As well as the TLCP Pre and Post Assessments</p> <p>Yearly IPRC reviews</p> <p>Monthly team meetings</p>
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School Plan for Sustained and Continuous Improvement 2008 - 2010

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<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>Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</p> <p>Establish a school budget committee to advise principal of how to equitably spend money</p>	<p>Budget allocation will align with school priorities for student achievement and Catholic Faith Development</p> <p>Support the purchase of materials to ensure that basic school needs have been met</p> <p>Begin to establish literacy room for Junior & Intermediate Resources</p> <p>Support the school performances</p> <p>Continue to build on library resources, reflecting goals</p> <p>Visible signs of our Faith are evident throughout the school</p> <p>Virtues are evident in program, the environment and in the school initiatives</p> <p>Ensure that extra-curricular events are supported</p> <p>Ensure that retreats are supported for the sacramental years and for student leaders</p>	<p>Use i-Ren reports to monitor and track school budgets</p> <p>Use Budget Tracker for supply teacher budget</p> <p>Use School Cash net to monitor School Council funds and School Generated funds</p>	<p>September 2009 May 2010 Monthly</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

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 and Audit Recommendations -General Administrative Procedures	Attend in-service sessions provided with the board Share best practices with school council Work in collaboration with school secretary	Financial support tool is used consistently by secretary, admin and School Council	Review reports monthly and account for items purchased as well as expenditures not received Share with School Council during principal's report	Monthly Submit Board reports on time to finance department
Provide in-service sessions related to the finance support tool for administrators and support staff.	Attend in-service sessions as necessary	More ease interpreting Monthly Budget Reports will be apparent	Review Monthly Budget Reports	Monthly
System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
Student Enrolment Impact <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>				
Develop labour relations and human resources strategies that will minimize the impact of fluctuations in enrolment.	Monitor fluctuations in enrolment	More able to make accurate predictions to Planning	Accurate predictions	Monthly
Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections.	Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines) Review the importance of proper attendance procedures and ensure that the secretary inputs that info in the computer at appropriate times	Electronic registers reflect accurate classroom enrolments	Enrolment registers align with Ministry guidelines	Monthly

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
Stream 1- Literacy- Primary Division- TLC	Networking with 6 other schools – stream support #1- building capacity to improve student achievement	Teachers develop network with grade partners across schools Teachers gain new teaching practices and become comfortable with the teacher moderation process More consistency with the assessment and planning among grades and divisions	EQAO PM Benchmarks TLCP Pre and Post Assessments	Oct. 2009 Nov. 2009 Jan. 2010 Feb. 2010