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Luisa Dalia

**Vice Principal**  
Peter Krolewski

**Head Secretary**  
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**Family of Schools**  
Brampton West

**Wards**  
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**Dufferin-Peel Catholic District School Board**



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

### ST. FRANCIS XAVIER ELEMENTARY

111 Bartley Bull Parkway, Brampton, ON L6W 2J8

<http://www.dpccdsb.org/STFXE>



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

### **Mission Statement**

*We, the staff of St. Francis Xavier Catholic Elementary School, celebrate spirituality and diversity through achieving, believing and community living in an inclusive Catholic environment.*

*We, the parents of St. Francis Xavier 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 school. Working together, we attain success by educating students to their full potential.*

*We, the students of St. Francis Xavier 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 our parents and teachers..*

*Our school prayer, which is recited daily reads: "Creator God, inspired by the example of Saint Francis, we pray to you for the courage to be missionaries, reaching out and leading others to Jesus. Like St. Francis, may we help those in need; may we live a life rooted in prayer; and may we bring Christ to all those we meet. This we ask through your Son, our Lord, Jesus Christ."*

### **Our School**

St. Francis Xavier is an elementary school of approximately 420 students, located in the City of Brampton, not from Brampton City Hall. The student population comes from a wide range of social and ethnic backgrounds reflecting the ever-increasing diversity of cultures found within Brampton. of diverse social and ethnic backgrounds, Our student population over the past several years has seen a n increase in English as a Second Students (ESL). There is one bus presently servicing St. Francis Xavier School and several special needs vans.

Since 1965, St. Francis Xavier has been a beacon for Catholic Education in the area. Catholic Education, rooted in Christ, is called to a unique way of seeing and interacting with our world. Through the examples of our master teacher, Christ, we take our calling to "reach out into the deep" and "be community" for others seriously. Our Catholic view of academics, spiritual and moral development, sacramental preparation, prayer, discipline, and community, challenge us to use our learning for the benefit of others. We are called to be Christ for others. The school community of St. Francis Xavier is committed to the search of excellence, the uniqueness of the individual and the education of the whole person.

At St. Francis Xavier School our commitment to academic excellence is a shared responsibility. 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. We are 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, "Together We Grow in Mind and Spirit" reflects a holistic philosophy where religion and daily life are intertwined. All activities at St. Francis Xavier – 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.

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. Francis Xavier, we are proud of our balanced religion, academic, arts, technology and athletic program. We offer students a well-rounded and value-centered education to help them make good choices for the future. 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.

**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 reading assessments indicate that the school-wide emphasis on reading has produced a marked improvement in our students’ reading as well as mathematical skills. Our Grade 6 results in reading, writing and mathematics have declined by an average of 2-6% from the results from the previous year.

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>			
<b>School</b>	<b>78%</b>	<b>81%</b>	<b>73%</b>
Board	<b>65%</b>	<b>71%</b>	<b>68%</b>
Province	<b>61%</b>	<b>66%</b>	<b>68%</b>
<b>Grade 6 ('07-'08)</b>			
<b>School</b>	<b>79%</b>	<b>85%</b>	<b>77%</b>
Board	<b>70%</b>	<b>72%</b>	<b>62%</b>
Province	<b>66%</b>	<b>67%</b>	<b>61%</b>

*School Plan for Sustained and Continuous Improvement 2008 - 2010*  
**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 style="text-align: center;"><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 programs and targets and an</li> </ul>	<ul style="list-style-type: none"> <li>• Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community</li> <li>• Encourage Faith Leadership in the students through our Outreach programs</li> <li>• Encourage Faith Leadership through our Virtues Program</li> <li>• Promote successful parish relationships through our Pastoral plans, information sharing and liturgical events</li> <li>• School community will actively develop an appreciation, understanding and knowledge of the Mass.</li> <li>• Virtues Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Parent and pastoral staff involvement and attendance at Virtues celebrations</li> <li>• Implementation of Outreach Programs: Food Drives, Terry Fox Campaign, Share Life Spirit Day Hockey Game</li> <li>• Staff and Student and pastoral staff involvement and attendance at Virtues celebrations.</li> <li>• Daily Theme of the Week morning celebrations over PA system</li> <li>• Class instruction and practice will better prepare the students for Mass responses/participation</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</li> <li>• Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</li> <li>• Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</li> <li>• Feedback from Pastoral Team / amount of participation during all Masses throughout the year at St. Mary Parish</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing feedback will inform the school's planning for next steps</li> <li>• Ongoing feedback will inform the school's planning for next steps</li> <li>• Ongoing feedback will inform the school's planning for next steps</li> <li>• Ongoing feedback will inform the school's planning for next steps</li> <li>• Nov. 2008</li> <li>• March 2009</li> <li>• June 2009</li> </ul>

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<p>integrated curriculum approach that will assist all in our community in working towards greener schools.</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>• 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>• Continue to nurture relationships between school and parish teams, and school and home.</p>	<ul style="list-style-type: none"> <li>• Reflect daily on scripture that is read during morning prayers</li> <li>• Expand Literacy collections and provide guest presentations to illustrate diversity and acceptance</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in assemblies and classroom activities</li> </ul>		
<p><b>Community Development</b></p> <p><i>The goal of the Dufferin-Peel Catholic community is to strengthen community relationships in an effort to sustain confidence in our commitment to improving support for student learning.</i></p> <p>• Continue to focus on Catholic professional learning communities.</p> <p>• Enhance opportunities for communication and collaboration with all community partners.</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>	<ul style="list-style-type: none"> <li>▪ Continue with the anti-bullying programs/presentations</li> <li>▪ Continue with programs that intentionally articulate and promote respectful inclusiveness for all members &amp; affirmation of human dignity</li> <li>▪ Partner closely with St. Mary</li> <li>▪ Curriculum evening s for parents to enable them to become active participants in their children’s education</li> <li>▪ Partner with Parent Advisory Council</li> <li>▪ Embrace community partnerships: artists in the school, Peel Health nurse, Peel Police, Share Life</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced number of conflicts</li> <li>• Increased student sense of safety</li> <li>• Collaborative approaches in the playground</li> <li>• Align resource staff with students at risk</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback</li> <li>• Suspension data / incident tracking data</li> <li>• Parent, Teacher and Student Survey</li> </ul>	<ul style="list-style-type: none"> <li>• December 2008</li> <li>• April 2009</li> <li>• June 2009</li> </ul>

	<ul style="list-style-type: none"> <li>School liturgies with positive reinforcement recognition of our uniqueness</li> </ul>			
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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> <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>• Expand differentiated learning opportunities, within fiscal responsibility, for students including cooperative education, dual credits, specialist high skills majors, credits for external</p>	<p>Through Professional Learning Teams:</p> <ul style="list-style-type: none"> <li>Develop critical literacy skills across the curriculum in all grades</li> <li>Develop open responses in reading by specifically engaging students in responding to a variety of texts</li> <li>Ongoing professional development via Board in services as well as Learning Team and ELSAT in services</li> <li>Implementation more fully of differentiated instruction at all levels</li> <li>Bridge literacy strategies to all areas of the curriculum</li> <li>Implementation of high yield strategies</li> <li>Ensure that all elements</li> </ul>	<ul style="list-style-type: none"> <li>A focus on critical literacy in school and classroom planning</li> <li>Literacy block of time (90 minutes) reflect all components of a Balanced Literacy Program</li> <li>Evidence of informed, shared instructional leadership that targets elemental improvement across grade levels</li> <li>Evidence of use of PAR to inform appropriate instructional responses with the aim of improving student learning</li> </ul>	<ul style="list-style-type: none"> <li>Improved critical literacy as evidenced through a variety of assessments including:                             <ul style="list-style-type: none"> <li>CASI (questions 2, 6 &amp; 8)</li> <li>Student work samples</li> <li>Teacher observation</li> <li>EQAO</li> </ul> </li> <li>Use of Skopus data warehouse to monitor student achievement data</li> <li>Teachers craft is enhanced through the training, practice and feedback as well as individual reflection and group inquiry practice</li> <li>Ongoing Professional Learning Team dialogue</li> </ul>	<ul style="list-style-type: none"> <li>December 2008</li> <li>April 2009</li> <li>June 2009</li> </ul>

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<p>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> <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</li> </ul> </li> </ul>	<p>of balance literacy exist in all grades: Read aloud, shared reading, guided reading, independent reading, modeled / shared and guided writing and independent writing</p> <ul style="list-style-type: none"> <li>• Continue divisional based learning teams with focus on evidence-informed inquiry into improving student achievement and supporting students at risk</li> <li>• Technology to embrace differentiated learning such as: Smart Boards (2008) LD Suite, Alpha Smart</li> <li>• Team meetings to access expertise of Special Ed. Personnel</li> <li>• Moderated marking at grade and divisional level meetings</li> <li>• EQAO Baselines</li> <li>• Supporting critical thinking when reading by utilizing high yield strategies which instruct on how to both read AND respond to text beyond at the Analysis and Synthesis levels of comprehension.</li> </ul>			
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<p>-Alternative Education / Continuing and Adult Education ensuring the distinctiveness of Catholic education is explicitly infused.</p>				
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<p><b>Financial Accountability and Transparency</b></p> <p><i>The goal of the Dufferin-Peel Catholic community is to continue to comply with board policies and best practices in the areas of fiscal responsibility, accountability, and transparency.</i></p> <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"> <li>• Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</li> <li>• Continue to make decisions based on the needs of the school, division, grade level and classroom</li> <li>• Include staff input in budget allocation</li> <li>• Support staff in all extra endeavours e.g. sports, clubs, field trips etc.</li> <li>• Support Parent Advisory Council in fundraising expenditures with staff and administration input</li> </ul>	<ul style="list-style-type: none"> <li>▪ Budget allocation will align with school priorities for student achievement</li> <li>• Balanced Capital Budget</li> <li>• Reporting of School Generated Funds under GAP Procedure 704.2</li> <li>• Balanced Parent Advisory Council Budget</li> <li>• Implementation of newly established procedures for allocation of Parent Advisory Council Funds</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use i-Ren reports to monitor and track school budgets</li> </ul>	<p>:</p> <ul style="list-style-type: none"> <li>• September 2008</li> <li>• May 2009</li> </ul>
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<p><b>Student Enrolment Impact</b></p> <p><i>The goal of the Dufferin-Peel Catholic community is to develop proactive strategies to address the impact of changes in student enrolment and its impact on staff, students, and our Catholic community through all practices of the Board including Human Resources, Employee Relations, Budget, Planning, Etc., in a manner that will ensure sustainable balanced budgets in the future.</i></p> <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>	<ul style="list-style-type: none"> <li>▪ Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Electronic registers reflect accurate classroom enrolments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enrolment in electronic registers align with Ministry guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>
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This sheet may be used by schools that choose to develop additional goals.

<b>System Goal:</b>	<b>INSERT SYSTEM GOAL CHOICE HERE</b>			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
To engage students how to approach and respond to a variety of text types	Focus on: <ul style="list-style-type: none"> <li>• Shared Reading approach to instruction</li> <li>• High Yield Reading Comprehension Strategies (i.e. APE)</li> <li>• Continue to build and utilize resources in our central text room</li> </ul>	Success in CASI questions 2, 6 & 8	Data Collection: Cycle 1 – Oct 17th Cycle 2 – Jan 15th Cycle 3 – April 3rd	Review through each data collection process and address needs as they arise
	<ul style="list-style-type: none"> <li>• Partnership with program department</li> </ul>			
<b>System Goal:</b>	<b>INSERT SYSTEM GOAL CHOICE HERE</b>			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps

