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**Regional Secondary
Schools**
Our Lady Of Carmel

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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Simon Stock
6440 Lisgar Dr.

<http://www.dpcdsb.org/st.simonstock>



Mission Statement

Together with parents and parish, the Mission of St. Simon Stock School is to provide and promote quality education, rooted in our Catholic faith, so that each and every individual student develops fully to his /her spiritual, intellectual, social and emotional potential.

Our School Profile

St. Simon Stock Elementary School, in Mississauga, is part of the Mississauga North Family of Schools within the Dufferin Peel Catholic District School Board. Built seven years ago, the school has a population of 566 culturally diverse and predominantly middle-class students in junior kindergarten to Grade 8.

At St. Simon Stock Catholic School, we are committed to Catholic education as outlines in our School Mission statement aligned with the Dufferin-Peel Catholic District School Board's Mission Statement. In collaboration with St. Josephine Bahkita Parish and our community, the school strives to develop the spiritual, religious, moral, academic and physical needs of all students, in accordance with the teachings of the Catholic Church. St. Simon Stock Catholic School is a caring school and community environment that stresses tolerance and acceptance of others, commitment to our Catholic faith and high academic standards. It is a learning environment where models of Gospel values and Catholic doctrines, teachings and beliefs are an integral part of the daily life of the school.

All activities at St. Simon Stock School: academic and pastoral work, extracurricular and intra-curricular activities, prayer, worship and management help to prepare our students for their lives as strong positive Catholics in the community. At St. Simon Stock School we are proud of our balanced religion, academic, arts, and athletic 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.

We are proud of our dedicated staff members who consistently work hard to serve the best interests of our students. The continued support and co-operation received from our community, School Advisory Council and Parish Team help to enhance the quality of Catholic Education provided at St. Simon Stock School. We are also proud of our students, who are encouraged to be Ambassadors for Christ, succeed in school, adhere with school expectations and treat one another with respect and dignity.

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

As per EQAO Policy school results on the grade 3 and 6 assessments will not be reported publicly as there were fewer than 15 students in the grade 3 and grade 6 classes.

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	88	83	88
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	88	80	90
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 <i>The goal of the Dufferin-Peel Catholic community is to enhance the faith formation of all community members (staff, student, trustee and parent) by strengthening the partnership of home, parish and school.</i></p> <ul style="list-style-type: none"> • Create and implement a Catholic Community Study Unit for elementary. • Continue to nurture relationships between school and parish teams, and school and home. • 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 programs and targets and an integrated curriculum approach that will assist all in our community in working towards greener schools. • Identify and integrate faith stories and teachings (all staff within their roles as Catholic educators), in order 	<p>Continue to implement Virtues Program, e.g., Monthly Celebrations/Prayers, Daily Announcements, Visual icons of Virtues displayed throughout the school.</p> <p>Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community; e.g., Welcome Back School Mass, Advent Community Mass.</p> <p>Provide opportunities to support community participation in faith celebrations, e.g., Community Curriculum Night Faith Celebration, Sacramental and other Faith Celebrations, Classroom Liturgies, Parish/School Visits, Dates for School Masses/other celebrations are communicated to Parents- invitations, Catholic Education Week, Faith Day – School Wide PD- ‘The Enduring Gift’ – sharing of stories.</p> <p>Continue to expand & enhance Community Partnerships,, e.g., Edge Youth Group, Rosary Apostolates, Youth Education Officer, RAID, Peel Health , etc., Parish Reps- School Advisory Council</p> <p>Continue to develop student/staff servant leadership opportunities; e.g., Share Life, United Way, food drives, toonies for autism, helping Hands, St. Vincent</p>	<p>Monthly Display Case/ Bulletin Boards designed to reflect Virtues, Virtues Scrapbook are completed by students. Virtue t-shirts provided and worn by students and staff.</p> <p>There is continued implementation of Board developed Catholic Community Study Unit, e.g., Virtues resource.</p> <p>Parent and pastoral staff involvement and attendance at Virtues celebrations. Student prepared spiritual celebrations with parental attendance.</p> <p>There is increased community participation, at School Faith & other Celebrations.</p> <p>Staff, students, School Council & Volunteers assume a variety of leadership roles.</p> <p>All classes have blue boxes, white boxes, collected and set out weekly for pick up</p> <p>Increased numbers of students bringing litterless lunches to school.</p> <p>Staff participate in multi school Faith Day PD initiative.</p> <p>Lateral PD to support sharing of faith stories</p>	<p>Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</p> <p>* as above</p> <p>Informal feedback/ observation of facilitators</p> <p>Lateral PD Faith Day initiative was well attended by school staffs.</p> <p>Observation- Blue Boxes and white boxes are available and in use in all classrooms</p>	<p>Throughout the school year</p> <p>Ongoing feedback will inform the school’s planning for next steps</p> <p>Ongoing feedback will inform the school’s planning for next steps</p> <p>Initial implementation September 2008- ongoing</p>

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<p>to provide a Catholic perspective across the system.</p> <ul style="list-style-type: none"> 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. 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>DePaul , PALS, Peer Mediators, Eden Foodbank, Kids Can. -Continue to develop school wide recycling program, and promote the litterless lunch program.</p> <p>Provide direction and support for the purchase of Literacy and other resources that are reflective of the diversity within St. Simon Stock and the larger community. Promote staff involvement in Diversity Workshop initiatives. Ensure Arts in the School Programs are reflective of the needs/interests and diversity of school community.</p> <p>Allocate a percentage of the school budget towards the purchase of Religious Education resource to support faith formation -purchase of classroom bibles -prayer centre</p>	<p>Classroom and Library resources that reflect diversity of school; cultural, gender, variation in needs/interests are purchased and displayed for use. Arts in school programs are varied in content, e.g., focus on developing Self-esteem, School Wide participation in the development of a school song to support community cohesiveness; Hip Hop Dance Program, Black History Month Presentations, Bullying Prevention Programs Board Diversity Officer is invited and attends school/classrooms to speak to staff/students to highlight issues of diversity.</p> <p>Religious Education resources and materials are purchased to support faith formation of: staff, students, community members.</p>	<p>Feedback from staff/students/School Council Arts in the School Program highlights diversity in interest/needs, e.g., Hip, Hop, School Character Program, Esteem Team,</p> <p>Observation- Literacy and/other curriculum resources are purchased & displayed, e.g.,</p> <p>Observation- Materials & resources are made available, are in classrooms, school and in use.</p>	<p>Ongoing throughout school year.</p> <p>Establish budget in Sept. and monitor purchases throughout year.</p>

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>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 	<p>Utilize staff and divisional meetings as a vehicle through which professional learning is shared and developed to identify and develop a plan to support student learning needs.</p> <p>Continue to build community awareness around system communication strategies:</p> <ul style="list-style-type: none"> -Board Web sites -School Website -School Newsletters -School Council Newsletters -Classroom Communications -Continue to extend invitations for community partners to participate in school committees/events, e.g., School Council, Safe School Action Team, Classroom Excursions, Volunteer opportunities. Kindergarten / other Literacy Nights (Journey Into Learning) Partner in Pro Grant Initiatives Community Movie Nights Kids Can Career Day Catholic Education Week Support for High School Student Community Service Hours- e.g., Homework Club, Student Tutors. 	<p>Parents are fully aware of and informed about Board and school activities.</p> <p>Newsletters and school communications are sent out on a consistent basis to school community members.</p> <p>Teachers communicate with parents periodically and consistently through class communication methods.</p> <p>Parents attend school activities and take part in planning specific activities.</p> <p>Sufficient community volunteers support school literacy and extra-curricular activities.</p> <p>All school personnel are aware of</p>	<p>Feedback from community members commenting on excellent communication between school and home.</p> <p>Feedback from parents commenting on excellent class – home communication.</p> <p>Feed back and observation of improved interactions between students.</p> <p>Feedback from suspension and</p>	<p><i>Ongoing throughout school year</i></p> <p><i>Ongoing throughout year</i></p> <p>Survey conducted October and May</p> <p>Review of stats completed in June</p>

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<p>whole-school approach to violence and bullying prevention, and progressive discipline within our Catholic faith perspective.</p> <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 	<p>Establish a Safe School Action Team , and develop Bullying Prevention School Goals; Promote community awareness of revised Catholic Code of Behavior, e.g., progressive discipline model, Restorative Justice, Bullying Prevention.</p> <p>Continue to work with Peel Police Youth Education Officer</p> <p>Continue to develop and incorporate Bullying Prevention Programs throughout the school.</p> <p>Promote implementation of Literacy/Numeracy across the curriculum.</p> <p>Continue to incorporate High yield strategies and differentiated instruction in classroom instruction.</p> <p>Ensure staff/divisional meetings are used to:</p> <ul style="list-style-type: none"> -support Teacher Professional Development to share effective classroom strategies to enhance learning, -to review and analyze data collected and to continue to participate in the development of 	<p>and implement school discipline strategy.</p> <p>Students are comfortable and feel safe in school.</p> <p>Students take part in extra-curricular activity and demonstrate support for each other.</p> <p>Teachers incorporate bullying prevention strategies in curriculum and instruction.</p> <p>Decrease of Bullying and aggressive incidents in school.</p> <p>Decrease in suspensions and detentions.</p> <p>School on the Move Team</p> <ul style="list-style-type: none"> -Growth of Literacy Room (Common Text) /Resources in school -Consistency of terminology and strategies within grades and divisions -grade level partners meetings during French time –in progress -support of ELSAT teacher -CASI and PM Benchmark scores 	<p>detention data indicate a decrease in school incidents among students.</p> <p>Observation of classroom instruction and review of curriculum indicates bully Prevention program integrated into curriculum.</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 <p>Use of Skopus data warehouse to monitor student achievement data</p> <ul style="list-style-type: none"> - Math journals for numeracy - Provide teachers with a monthly schedule of Lunch & Learn sessions - Review data from CASI, PM Benchmarks & EQAO scores & work to inform instruction 	<p>Ongoing throughout year</p> <p>Ongoing throughout school year.</p> <p>Ongoing throughout school year</p> <p>According to set schedule throughout year</p>
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<p>order to contribute to the development of the whole child.</p> <ul style="list-style-type: none"> • Enhance effective transition plans for students entering Dufferin-Peel and moving from elementary to secondary, 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 infused.</p>	<p>Smart Goals.</p> <p>Build in opportunities for teacher moderated marking.</p> <p>Offer homework club to support student learning through high school student tutors.</p> <p>ELSAT teachers to support Primary Literacy.</p> <p>Continue to provide placements for Co-op and Faculty of education students.</p> <p>Continue to provide information and make recommendations as appropriate for the Extended French, French Immersion and International Baccalaureate programs.</p> <p>Support continued use of CASI and Benchmarks data collection templates and revised Kindergarten Assessment Portfolios.</p> <p>Support transition of elementary students entering secondary school through the facilitation of visits by high school teachers to discuss grade 9 course selections and facilitate student visits to the high school as available.</p> <p>Identify At Risk Learners for high school transition meetings.</p> <p>Include high school representation at team and case conferences , IPRC's, etc.</p> <p>Purchase and continue to implement Assistive Technology to support at risk learners, e.g., NEOS, Kurzweil, -OPA schools</p>	<p>to be used as factors for evidence of instruction and program planning.</p>		
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	<p>Monitor & review progress on a regular basis of students identified as at Risk learners, e.g., Special Education Team Meetings, etc.</p> <p>Begin to implement; revised Science Curriculum Document, ELL and ESL Board Initiatives, Resources, e.g., Kindergarten, Common Text Room Resources and Networking at a Family Level for specialty teachers. Boardwide Inservice ... MN Model ELL teachers meet collectively once a term as do Teacher Librarian and Special Education Teachers for Networking purposes.</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> <ul style="list-style-type: none"> • Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context. • Develop a financial support tool (Finance Department), that will identify best practices to ensure financial accountability and transparency at the system and school level, including compliance with: <ul style="list-style-type: none"> -Board Policy -Audit Recommendations -General Administrative Procedures • Provide in-service sessions related to the finance support tool for administrators and support staff. 	<p>Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement, e.g., allocating budget monies to meet school goals</p> <p>Work as a school team, e.g., LSSAC, School Budget Team and School Literacy Team to monitor and establish budgetary goals in alignment with Board Policy, e.g., Continued implementation of: Kimputer Reconciliations School/ School Council Accounts School Council Bank Account IREN</p> <p>Implement board financial support tool when made available to system</p> <p>Attend & support attendance of support staff at in-service sessions related to the finance template tool and other budget initiatives</p>	<p>Budget allocation will align with school priorities for student achievement.</p> <p>School Budget Team discusses school budget needs and provides input</p>	<p>Use i-Ren and Kimputer reports to monitor and track school budgets.</p>

Throughout school year

<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) and monthly Litster Reports to Superintendent.</p> <p>LSSAC-to manage and provide input for fluctuations regarding student enrolment and class organization. Provide & facilitate communications with community re: Fluctuation in enrolment, reorganization/class size , etc.</p> <p>Monitor Student Projections and provide feedback to planning department regarding school community enrolment trends -network board planners to identify trends</p>	<p>Electronic registers reflect accurate classroom enrolments</p> <p>Review of ONSIS and signing of reports</p>	<p>Enrolment registers align with Ministry guidelines.</p>	<p>On an ongoing monthly basis throughout school year.</p>
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