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Vice Principal
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Head Secretary
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B. Ward
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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Ursula Catholic School

11 Dwellers Road,
Brampton, Ontario
L6X 5C1

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



“Where Wisdom begins in Faith and Wonder”

“Each one called by name.” Isaiah 43:1

Vision Statement

All who enter St. Ursula Catholic School will be inspired to commit to a life journey guided by the Gospel light of Christ.

Mission Statement

The mission of St. Ursula School community is to ensure that home, Church and school are collaborative partners in the building of an environment that reflects Catholic faith and values by celebrating each person as a member of the Body of Christ and by challenging all to achieve excellence spiritually, socially and academically.

Our School Profile

St. Ursula Catholic School is named in honor of St. Ursula who was the daughter of a Christian King from Britain. She became the patron saint of young women, teachers, Catholic Education and school children. The school building opened its doors in September 2002, and is located in north Brampton. The school population, approximately 510 students from Junior Kindergarten to Grade Eight, comes from a wide range of social and ethnic backgrounds reflecting the ever increasing diversity of cultures found within Brampton.

St. Ursula School is a caring school community environment that stresses inclusion 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 are an integral part of the daily life of our school. The school community is dedicated to the search for excellence, the uniqueness of the individual and the education of the whole person.

Literacy and numeracy are a major focus in all grade levels. The teachers, in collaboration with administration, academic consultants and the School Council, continue to develop teaching, learning and assessment strategies to increase student performance in these areas.

The Ontario Curriculum provided to students is concerned with objectives which focus on the total development of the child. A wide range of subjects and learning experiences are offered to develop the skills, abilities and talents of individual students. These learning experiences embrace the needs of all learners, both academically and emotionally.

Our motto, "Where Wisdom begins in Faith and Wonder" reflects a holistic philosophy where religion and learning are intertwined in daily life. Our Catholic faith forms the common bond and foundation.

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 students at St. Ursula are above the provincial average.. Our Grade 6 results reflect a marked improvement in reading, writing and mathematics, exceeding the results from the previous year. While our mathematics results meet the provincial average (Gr. 3) or fall slightly below the provincial average (Gr. 6), it suggests that there continues to be 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	66 %	74 %	68 %
Board	65 %	71 %	68 %
Province	61 %	66 %	68 %
Grade 6 (*07-'08)			
School	68 %	68 %	59 %
Board	70 %	72 %	62 %
Province	66 %	67 %	61 %

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System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
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<p style="text-align: center;">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>• Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth.</p>	<p>Ensure regular and consistent Religious Education / Family Life Education instruction with preferential time and timetabling of instruction in Elementary setting</p> <p>Support and deepen each person's capacity to witness their Catholic faith through participation in daily prayer and other faith-based activities.</p> <p>Encourage students to participate in social justice opportunities and to be more cognizant of the world around them.</p> <p>Ensure that Catholicity and Virtues education continues to permeate our school community</p>	<p>Religion/Family Life is indicated on teacher timetables</p> <p>Staff and students continue to fully participate in all areas of the mass, in daily prayer etc.</p> <p>School recitation of the prayer to St. Ursula</p> <p>Staff and student involvement in social justice opportunities: i.e. Food Drives, Christmas baskets, Share Life</p> <p>Opportunities provided for celebration of the Virtues i.e. assemblies, morning prayer, Virtue of the month is displayed on the St. Ursula outdoor sign, explanation of the virtues are placed in the monthly newsletters</p>	<p>:</p> <p>Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</p> <p>Student involvement in daily prayer on the P.A. and leadership in social outreach initiatives</p> <p>Staff, students and families are familiar with the prayer to St. Ursula</p> <p>Increase in the awareness level of reaching out to others Increased participation in social outreach initiatives</p> <p>Feedback from staff, students, parents Virtues are infused throughout the school Virtues are incorporated into student prayers Youth Faith Ambassadors lead monthly assemblies</p>	<p>Ongoing feedback will inform the school's planning for next steps</p> <p>Allocation of funds as required</p> <p>Ongoing</p> <p>Regular recitation of the prayer during opening prayers</p> <p>Annually review the social outreach initiatives – effectiveness, participation, value</p> <p>Continue to develop methods for ensuring the Virtues and our Catholicity are woven into the life of the school</p> <p>Keeping parents informed of the Virtues i.e. viewing of the video</p>

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<ul style="list-style-type: none"> • Continue to nurture relationships between school and parish teams, and school and home. 	<p>Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community</p> <p>Recognize students bringing Gospel values and virtues to life</p> <p>Engage in the St. Ann Feast Day Planning with the Parish</p> <p>Ongoing reviews at divisional and staff meetings around Catholicity</p> <p>Development of the Pastoral Plan</p>	<p>Implementation of a recognition program to celebrate the Virtues in action</p> <p>Staff, Student and School Council participation in planning the parish's Feast Day</p> <p>Staff will continue to model Gospel values in all aspects of school life.</p> <p>School community are aware of liturgical celebrations</p> <p>School Council supports sacramental preparation, and various initiatives to re-affirm the importance of Catholic schools</p> <p>Parish priest visits the school on a regular basis</p>	<p>Virtues video is utilized</p> <p>Recognition of the Virtues in action is visible throughout the school Opportunities to recognize students using the Virtues are implemented</p> <p>Attendance at the Feast Day Mass on February 19, 2009 Student participation in the preparation of the evening and in the evening</p> <p>Opening prayer and reflections are part of divisional and staff meetings Time is allocated for discussion Faith Development is part of the staff meeting agenda</p> <p>Pastoral Plan reflects the home-parish-school connection</p> <p>Allocation of funds for sacraments</p> <p>Students recognize our parish priests Staff and students welcome clergy into the school</p>	<p>Sustaining the GOTCHA recognition program to highlight positive behaviour and incorporation of the Virtues</p> <p>Allocate resources as necessary and allow for funds to be contributed to the church to cover for materials for the Feast Day i.e. transportation, medals</p> <p>Continue to focus on Catholicity and encourage faith based discussions</p> <p>Annually review the pastoral plan</p>
<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. 	<p>Create a sacred area in the school</p>	<p>Establishment of a prayer room School Council supportive of this initiative; allocates funds</p>	<p>A prayer room is established</p>	<p>Allocate ongoing funds to continue to develop a prayer room Continue to build on the</p>

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<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>Sustain Brampton Parks and Recreation Programs, Friendship Groups, Peel Health Programs, PLASP, etc.</p>	<p>Reduced number of conflicts</p> <p>Increased student sense of safety</p>	<p>Informal feedback from students, staff, school community</p> <p>After school Parks and Recreation programs are incorporated at the school</p> <p>Suspension data / incident tracking data</p> <p>Safe Schools Survey (as required)</p> <p>Attendance data</p>	<p>development of a prayer room</p> <p>Ongoing</p>
	<p>Continue to collaborate with the Catholic School Council</p>	<p>School Council is actively engaged in supporting initiatives to involve the community</p> <p>Maintain open communication</p>	<p>Principal’s report at monthly School Council meetings keep school community informed</p> <p>School Council allocates funds to support Community Development Application for a PRO-Grant</p>	<p>Monthly</p> <p>Monthly meetings</p> <p>Ongoing reviews</p>
	<p>Implement a Youth Ambassador Program</p>	<p>Opportunities for Youth to be actively involved in living their faith are provided</p> <p>Youth provided opportunities to have a voice i.e. Speak Up projects</p>	<p>Youth are visible in the school</p> <p>Youth Faith Ambassadors are demonstrating leadership in the school</p>	<p>Continue to focus on Youth Leadership</p>
	<p>Nurture Adult Faith development through the Liturgical team and the Faith Ambassadors</p>	<p>Staff involvement in liturgies, Seder Meal, Stations of the Cross, Share Life</p>	<p>Increased attendance at staff liturgies</p> <p>Financially support staff attending Board and Family initiatives i.e. Advent Retreat</p>	<p>Continue to develop Adult Faith</p>
	<p>Continue to develop a Safe School Action Plan – Reconvene a Safe School Action Team</p>	<p>Active participation and sharing of ideas are utilized and implemented</p>	<p>Parents are supportive of various initiatives</p>	<p>Ongoing – Maintain the mandate for the Safe School Action Team to meet</p>
	<p>Attend the “Me to We” Conference</p>	<p>Increased sense of collaboration and acceptance of everyone</p>	<p>Parent, Staff and Student involvement on the Safe School Action Team</p>	<p>Continue to seek monies to focus on Safe School initiatives</p>
	<p>Continue to participate in the “Youth Assisting Youth” Program as funds allow for this</p>	<p>Increased awareness and practice in treating each other with respect</p> <p>Reduction in the number of incidents as observed in the Incident Reports</p> <p>Student involvement in activities provided</p>	<p>School Council allocates funds for various initiatives</p> <p>School Committee plans for Artists in the School that meet the school initiatives</p>	<p></p>

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	<p>Guest speakers/presentations for character education and bullying prevention</p> <p>Peel Regional Police Youth Education Programs and the NPU (Neighbourhood Police Unit) Officers</p> <p>Partnership with Brampton Parks and Recreation</p> <p>Divisional assemblies held to clarify expectations</p> <p>Facilitate community service hours for grade 8 students</p> <p>Educate staff and community about Progressive Discipline</p>	<p>Consistent assembly, P.A. announcement and newsletter messages regarding restorative justice, inclusiveness and responsibility.</p> <p>Students are aware of and follow safety guidelines</p> <p>Active involvement giving back to the community</p> <p>NPU Officers are visible throughout the school</p> <p>Assemblies held at the beginning of the year and as necessary throughout the year</p> <p>Students are completing service hours at the school</p> <p>Provide professional development opportunities for building knowledge on progressive discipline</p> <p>Develop a staff professional learning community – Ron Morrish presentation and book study “With All Due Respect”</p> <p>Pilot school for Positive School Climate and Positive Classroom Climate – 8-10 staff attending a series of inservices</p> <p>Time is allocated at staff meetings to focus on the learning gained through the Positive School and Classroom Climate inservices</p>	<p>Progressive Discipline is utilized throughout the school</p>	<p>Ongoing</p> <p>Apply new knowledge within the school</p> <p>Continue to focus on collaboration</p>
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Dufferin-Peel Catholic District School Board

“Each one called by name.” Isaiah 43:1

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Planning for Sustained and Continuous Improvement

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
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<p style="text-align: center;">Excellence in Student Achievement</p> <p style="text-align: center;"><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>Develop critical literacy skills across the curriculum in all grades</p> <p>Develop high yield strategies at division and grade levels to address the gaps</p> <p>Utilize the various documents and resources from the Ministry and the Board i.e. Effective Instruction in Reading, Education for All</p> <p>Continue to focus on developing a balanced literacy approach in the classroom</p> <p>Encourage teachers to broaden literacy across the curriculum.</p>	<p>School Improvement Team attends Continuous Improvement sessions, networks with colleagues, and displays leadership in mentoring others</p> <p>Staff involved in professional dialogue and learning through: Support of Program Department Support of ELSAT Divisional/Staff meeting</p> <p>Teachers Annual Learning Plans and PAR plans are reflective of high quality teaching practices</p>	<p>Improved literacy and numeracy skills as evidenced through a variety of assessments including: CASI Student work samples Teacher observation EQAO</p> <p>Increased discussion at staff/divisional meetings to address teaching and assessment strategies</p> <p>Data reflects improved student learning</p> <p>Assessment Portfolios continue to be updated</p> <p>Professional dialogue at staff/divisional meetings</p>	<p style="text-align: center;">:</p> <p>November 2008 March 2009 June 2009</p> <p>Examining EQAO data (Fall 2008)</p> <p>Ongoing</p> <p>Ongoing</p>

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<p>• Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process.</p>	<p>Implement the Revised Kindergarten assessment portfolio</p> <p>Implement the “Welcome to Kindergarten” program</p> <p>Teacher participation in professional learning</p> <p>Focus on analyzing data collected to assist in planning for differentiated instruction to meet the needs of all learners</p> <p>Provision of descriptive feedback to students to encourage growth i.e. conferences, student exemplars, student assessment portfolios, conversations, student and teacher generated rubrics</p> <p>Encourage teacher moderation to align planning and assessment practices</p> <p>Participate in the Stream 1 – Numeracy inservices for professional development to directly impact teaching and assessment strategies</p>	<p>Kindergarten teachers are inserviced in revisions to the assessment</p> <p>Parents attend the evening program</p> <p>Staff attend inservices offered through the School Board and the Ministry</p> <p>Assessment tracking reflects the various types of assessments and differentiated instruction (Classroom teachers, Special Education Resource staff, ESL teachers)</p> <p>Greater consistency in evaluation and assessment across the school</p> <p>Continue the Hospital for Sick Children Empower Reading Program to address students in need</p> <p>Opportunities for teacher moderation take place</p> <p>Attend series of inservices</p> <p>Develop a Teaching-Learning Cycle in the area of Junior Numeracy</p>	<p>Students continue to develop strategies to apply to all reading across the curriculum</p> <p>Ministry resources are utilized at staff/divisional meetings</p> <p>Data will direct teachers next steps for instruction</p> <p>Student readiness for school will be observed</p> <p>Feedback from parents and staff</p> <p>Professional dialogue occurs</p> <p>Continued administrative participation in literacy-related in-services and workshops</p> <p>Use of Skopus data warehouse to monitor student achievement data</p> <p>Feedback from staff : Assessments, observations, data collection</p> <p>Review assessment data to inform instruction</p> <p>Data collected and submitted for the Hospital for Sick Children</p> <p>Utilize this data to monitor progress</p> <p>Teachers becoming more comfortable discussing math literacy.</p> <p>Improved scores in math especially in junior and intermediate grades.</p> <p>Collection of data to use as next steps in directing teaching</p>	<p>Ensure staff have the required resources</p> <p>Allocate funds as necessary</p> <p>Fall 2008</p> <p>2008-2009</p> <p>Review for annual presentation</p> <p>Utilize staff wealth of knowledge to direct instruction</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Allocate funds to the purchase of math manipulatives</p>
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	<p>Review mathematical literacy performance and implement strategies to improve math scores on EQAO</p> <p>Special Education team works closely with staff to develop IEP;s that supports student learning</p> <p>Meet with Spec Ed team from Secondary feeder school to share information regarding At-Risk students</p>	<p>Utilize materials provided by EQAO to prepare students for writing EQAO</p> <p>Special Education meetings</p> <p>Team meetings</p> <p>Implement NEO Alpha Smart machines to students struggling to access curriculum</p> <p>Increased comfort in completing and implementing the IEP</p> <p>Annual meetings take place at local school involving teams from both St. Ursula and St. Roch</p>	<p>Students approach EQAO with more confidence</p> <p>Collaborative approach to helping students with all needs</p> <p>Increased number of students have access to assistive technology</p> <p>Ongoing professional dialogue and brainstorming for best practices</p> <p>Feedback from Secondary School and Spec Ed Contact in June of current year and Sept of new year.</p>	<p>Throughout the year</p> <p>Ongoing</p> <p>Annually</p> <p>Winter/Spring 2009</p>

<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>Support the purchase of materials to ensure that basic school needs have been met</p> <p>Budget is reflective of school and Board goals</p>	<p>Budget allocation will align with school priorities for student achievement</p> <p>Set aside required budget for library spending</p>	<p>:</p> <p>Use i-Ren reports to monitor and track school budgets</p> <p>Library monies are utilized</p>	<p>Ongoing</p> <p>Monitoring of monthly statements</p>
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		<p>Staff highlight various needs within the school</p> <p>School Council works collaboratively with the school to provide additional materials to the school</p> <p>School Council treasurers work closely with staff to meet the new requirements for School Council banking procedures</p>	<p>Spending reflects school and Board goals</p> <p>Budget statements are reflective of School Council's support</p> <p>Treasurers, Administration and Secretary works closely together to meet the mandates</p>	<p>Throughout the year</p> <p>Reviewed throughout the year</p> <p>Review as necessary</p>
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<p>Student Enrolment Impact</p> <p><i>The goal of the Dufferin-Peel Catholic community is to develop proactive strategies to address the impact of changes in student enrolment and its impact on staff, students, and our Catholic community through all practices of the Board including Human Resources, Employee Relations, Budget, Planning, Etc., in a manner that will ensure sustainable balanced budgets in the future.</i></p> <ul style="list-style-type: none"> • Develop labour relations and human resources strategies that will minimize the impact of fluctuations in enrolment. • Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections. 	<p>Compliance with Board requests for data: reported regularly and accurately</p> <p>Continue to build capacity with staff around addressing fluctuating enrollment: how to support students who continually change schools</p> <p>Continue to provide Board planning Department with current enrollment as well as input to historical patterns and trends in enrollment</p> <p>\</p>	<p>Ensure that staffing forms are submitted monthly is also accurate</p> <p>Compliance with electronic registers requirement</p> <p>Supporting secretarial staff in maintaining Trillium data base accurately.</p> <p>Supporting ESL and Spec Ed staff around the maintenance of accurate data for reporting.</p>	<p>Staffing forms are submitted monthly</p> <p>Enrolment registers align with Ministry guidelines</p> <p>Feedback from staff</p> <p>Collaboratively work with staff to complete this reporting</p>	<p>Monthly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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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

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