Principal
Michael Tagliaferri

Vice Principal
Jennifer Testa

Head Secretary
AnneMarie Mancini

School Council Chair
Carmela Lupo

Superintendent
Denise Oude-Reimerink

Family of Schools
Mississauga North

Wards
8

Trustees
Esther O'Toole

Parish
St. Josephine Bahkita

Parish Priest
Father Mark Villanueva

Parish Telephone
289-997-2105

Regional Secondary Schools
Our Lady of Mt. Carmel

Director of Education
John Kostoff

Board Chairperson
Anna Abruscato

School Plan for Sustained and Continuous Improvement

2009 - 2010

St. Simon Stock

6440 Lisgar Dr.

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

"Each one called by name." Isaiah 43:1

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 OSSLT and Grade 9 Mathematics Tests 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. The provincial assessments provide a 'snapshot in time' of how well students are learning what is expected of them in the curriculum, and identify ways to influence instruction and other practices to help students learn more effectively and efficiently. Students' work is marked according to four levels of achievement, which are based on the curriculum expectations and are aligned with those in the Ontario Student Report Card. Level 3 on the assessment scale represents the expected 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 provides misleading comparisons, which ignore the unique conditions that affect student achievement and prevents 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	**63%**	**68%**	**73%**
Board	**62%**	**70%**	**70%**
Province	**61%**	**68%**	**70%**
Grade 6 ('07-'08)			
School	**80%**	**82%**	**71&**
Board	**72%**	**72%**	**65%**
Province	**69%**	**67%**	**63%**

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
Catholicity ***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.***				
• Create opportunities to nurture and promote a positive Catholic School Community.	Continue to implement Virtues Program, e.g., Monthly Celebrations/Prayers, Daily Announcements, Visual icons of Virtues displayed throughout the school. Integrate faith stories and teachings (all staff within their roles as Catholic educators), in order to provide a Catholic perspective across the system.	Monthly Display Case/ Bulletin Boards designed to reflect Virtues, Virtues Journal are completed by students.	Informal feedback from: pastoral team, parents, school council, staff, school Virtues team, Journals and students.	Throughout the school year Ongoing feedback will inform the school's planning for next steps
• Continue to nurture relationships between school and parish teams, and school and home.	Provide opportunities to foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community; e.g., School Mass, Virtues assemblies, classroom liturgies, sacramental preparations and student retreats. Communicate dates for School Masses/other celebrations to Parents- invitations, Catholic Education Week, Faith Day – School Wide PD- sharing of stories. Continue to nurture relationships with new parish of St. Josephine Bakhita, and	Parent and pastoral staff involvement and attendance at Virtues celebrations and masses. Student prepared spiritual celebrations with parental attendance. There is increased community participation, at School Faith & other Celebrations.	Informal and formal feedback from: pastoral team, parents, school council, staff Liturgical Team PD Faith Day initiative was well attended by Parish school staff .	Ongoing feedback will inform the school's planning for next steps

	pastor Fr. Mark Villanueve. Continue to nurture relationships between school and home building the new parish of St. Josephine Bakhita			
• 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 that will assist all in our community in working towards greener schools.	Continue to develop student/staff servant leadership opportunities; e.g., Share Life, United Way, food drives, Toonies for Terry, helping Hands, St. Vincent DePaul , PALS, Peer Mediators, Eden Foodbank. -Continue to develop school wide recycling program, and promote the litterless lunch program.	Staff, students, School Council and Volunteers assumes a variety of leadership roles. All classes have blue boxes and grey boxes that are collected and set out weekly for pick up Increased numbers of students bringing litterless lunches to school.	Informal feedback/ observation of facilitators. Observation- Blue Boxes and grey boxes are available and in use in all classrooms. Students refrain from eating in playground. There is a reduced amount of litter.	Initial implementation September 2008- ongoing
• Expand work on equity and diversity by focusing on professional development, curriculum development and learning resources, so that all feel valued as part of the fabric of our diverse community.	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 the school curriculum is reflective of the needs/interests and diversity of school community. Communicate celebrations of diversity with school community through School / classroom Newsletters, school website and presentations. To ensure that a portion of the school budget is allocated to the purchase of Religious	Staff participates in multi school Faith Day PD initiative. PD to support sharing of faith stories Classroom and Library resources that reflect diversity of school culture, 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. - Black History Month Presentations, - Bullying Prevention Programs, - The Board Diversity Officer is invited to attend school/classrooms to speak to staff/students to highlight issues of diversity.	Feedback from staff/students/School Council Arts in the School Program highlights diversity in interest/needs, e.g., Observation- Literacy and/other curriculum resources are purchased & displayed, e.g., Skyrider Posters, Ontario Writing Assessment, Library resources - Guest speakers	Ongoing throughout school year.

• Review board-wide and school expenditures in the area of Religious Education and faith formation during the 2009-2010 budget year, to determine the average budget commitment and make recommendations for future annual budget commitments commencing in 2010-2011	materials to support and promote Catholic Faith development • Bibles for each student • Religious Icons for hallways • Support the sacramental celebrations • Support the creation and maintenance of classroom Prayer Centres as central areas of every classroom activity	Religious Education resources and materials are purchased to support faith formation of: staff, students, community members. Prayer Centres are active and central for student activity.	Observation- Materials & resources are made available, are in classrooms, school and in use. Prayer Centres in classrooms and a school Prayer Room	Establish budget in Sept. and monitor purchases throughout year.

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

Community Development ***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.***				
• Continue to focus on Catholic professional learning communities.	Utilize staff and divisional meetings as a vehicle through which professional learning is shared in order to identify and develop plans that support students' learning needs. Liturigical celebrations at start of staff mtg.	Virtues assemblies are incorporated into class activity Classroom liturgies are aligned with virtue of the month. Staff share stories and experiences	Students receive virtue awards. Students nominate peers for awards Parent attendance at assemblies increasing	Ongoing
• Enhance opportunities for communication and collaboration with all community partners.	Continue to build community awareness around system communication strategies: -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 Catholic Education Week	Parents are fully aware of and informed about Board and school activities. Newsletters and school communications are sent out on a consistent basis to school community members. Teachers communicate with parents periodically and consistently through class communications. Parents attend school activities and take part in planning specific activities. Journey into Learning – evening presentation open to all Kdg. parents. Sufficient community volunteers support school literacy and extra-curricular activities. - All Star Reading - Classroom helper - Fundraising - Library - Kiss N Ride - Kindergarten - Arts & Crafts	Feedback from community members commenting on excellent communication between school and home. Feedback from parents commenting on excellent class – home communication. Reduction in number of community members indicating that they were not aware of a particular event.	Ongoing throughout school year

Support development of a safe, caring and inclusive school community.	Legal alerts and protocols for staff are made available and enforced. Kiss N Ride protocol, Safe arrival protocol, Excursion protocols and Kdg. transportation protocol. All Emergency protocols are established, made known to staff and community and practiced. - Fire Safety Plan - Bomb Threat - Lock Down Safe School Team Brd. Medical protocols are in place ie; anaphylactic, H1N1 and followed by staff and community members. Visitor protocol is established and visible for all members of community and school. Supply Teacher package is current and easily available for supply teachers. Proper school area signage is in place throughout school property. Communicate celebrations of diversity with school community through School / classroom Newsletters, school website and presentations.	All absences are tracked and follow up by office staff. Students sign-in/out is monitored and recorded. Parents feel secure that their child(ren) are safe. Visitors, volunteers, supply teachers are knowledgeable of established protocols re: Sign-In and Sign-Out procedures for volunteers, visitors, supply teachers etc. CRC forms by all volunteers tracked Ensure that appropriate signage is present – "All visitors report to the office" etc. Parents and staff members are aware and follow Kiss N Ride protocol. All emergency protocols are established, communicated and practiced in timely fashion. Supply Teacher Folder is comprehensive and updated to reflect the needs of students in the class School personnel appraised and knowledgeable on policies, procedures, identification of students with medical alerts. Students are provided with instruction to identify warning signs of anaphylaxis, trigger foods that are life threatening to particular students, call to action – get an adult. Letters are sent home to all parents re: Sabrina's Law and dealing with anaphylaxis. Most students with medical issues have enrolled in the "No Child Without" program. School is informed of any new students enrolled. Promoting DPA – visible on schedules Promoting Healthy Life Style Choices In partnership with Peel Health. Promote multi- cultural by	- Absences tracked twice daily - Truancy is monitored and tracked, letters sent home, social work involvement, case conference set up to discuss. - Every September all volunteers CRC are updated. As new volunteers sign up - Parents and staff recognize and respect protocol hence creating a safer environment for children - Students are knowledgeable and respect safety rules thus keeping everyone safe on the school yard and bus. - Practices are conducted efficiently, smoothly and in a timely manner. All students and staff accounted for. - In an event of an emergency, staff will react quickly and efficiently. - Supply Teachers feel confident that the information they have is current and are knowledgeable of the Action Plan. - Students, staff, parents become more aware of the benefits of being active – "getting fit", and a healthy diet of "good" foods.	Ongoing throughout school year

		ensuring that the life of the school offers opportunities to celebrate diversity through the use of newsletters, multicultural events, celebrations.		
• 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.	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. Continue to provide various safety presentations from Peel Police Youth Education Officer. Continue to develop and incorporate Bullying Prevention Programs throughout the school such as P.A.L.S and Virtue Assemblies.	Daily announcement made to promote student good behaviours of sharing their time, talents and treasure to make St. Simon Stock a better place. Code of Behaviour - All staff are aware of revised Catholic Code of Behaviour and our consistent with the use of Blue Sheets and tracking of behaviours to support progressive discipline and promote restorative justice. Clear expectations are discussed regularly with students and staff. Reduced number of conflicts Increased student sense of safety Students take part in extra-curricular activity and demonstrate support for each other. Teachers incorporate bullying prevention strategies in curriculum and instruction.	Feed back and observation of improved interactions between students. Suspension data / incident tracking data on Trillium and on shared files indicates a reduction in number of incidents. Safe Schools Survey indicates students are comfortable and feel safe in the school. Observation of classroom instruction and review of curriculum indicates Bully Prevention program integrated into curriculum.	Survey conducted October and May Review of stats completed in June Ongoing throughout year

Excellence in Student Achievement ***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.*** • 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.	Promote implementation of Literacy/Numeracy across the curriculum. Continue to incorporate High yield strategies and differentiated instruction in classroom instruction. Ensure staff/divisional meetings are used to: -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 Smart Goals. Build in opportunities for teacher moderated marking. Offer homework club to support student learning through high school student tutors. SAT teacher to support Primary Literacy to improve student reading skills. Continue to provide	Continuous School Improvement Team is representative of all divisions and active in developing school improvement goals. Growth of Literacy Room Resources in school Consistency of terminology and strategies within grades and divisions Grade level partners meetings during French time –in progress Support of SAT teacher CASI and PM Benchmark scores to be used as factors for evidence of instruction and program planning.	Improved critical literacy as evidenced through a variety of assessments including: - CASI - Student work samples - Teacher observation - EQAO Use of Skopus data warehouse to monitor student achievement data - 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 Staff meets regularly to monitor, review, and revise the plan for improvement. - High yield strategies facilitate student learning as indicated through teacher observation/assessments - PM Benchmarks demonstrate growth –	Monthly at divisional meetings and staff meetings. Formal feedback in terms of Next Steps based on results. Observations Ongoing throughout the school year.

	placements for Co-op and Faculty of education students. Continue to provide information and make recommendations as appropriate for the Extended French, French Immersion and International Baccalaureate programs. Support continued use of CASI and Benchmarks data collection templates and revised Kindergarten Assessment Portfolios.		indicated in individual student profiles and/or as a percentile of growth by grade, as indicated on board templates - Completed data templates are submitted to Family and Board as required Diagnostic Assessment Tools demonstrate improvement in student learning. Report Card data reflects improvement in learning PD provides support and growth for Professional Learning Community Focus Continue with Teacher Moderation in Junior and Intermediate grades – meetings once per term around marking of CASI and creation of TLCP	On going throughout year
• 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: -ongoing curriculum review -Ministry Policies (e.g. ELL, -	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. Identify At Risk Learners for high school transition meetings. Include high school representation at team and case conferences, IPRC's, etc. Purchase and continue to implement Assistive Technology to support at risk	Discussion at meetings center around student success, data collected, goals set and reviewed as well as strategies shared and reviewed. Literacy rooms/Common Text room continue to grow, and materials reflect the diversity of community as well as addressing various skill levels. Meetings with secondary staff are attended and dialogue is established and maintained with high school guidance staff to address the needs of our students entering high school. All information sent from high	Intermediate staff become more familiar with needs of "student at Risk" and with H.S. expectations. Teachers prepare students more accurately for a smooth transition to high school. Students are better prepared to be successful in high school. Students' course selections are more appropriately aligned to their abilities.	

Aboriginal Policy Framework, Safe Schools) -Special Education -Literacy / Numeracy Secretariat -Student Success/Learning to 18	learners, e.g., NEOS, Kurzweil, -OPA schools Monitor & review progress on a regular basis of students identified as at Risk learners, e.g., Special Education Team Meetings, etc. Continue 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.	school is forwarded to our parents with children in the intermediate division as warranted. Materials to help teachers implement the revised ministry curriculum is forwarded to teachers, they attend in-services provided by the Board, the new curriculum is reviewed and discussed at staff meetings and the revised curriculum is being implemented within their classrooms. Co-op students are welcomed and placed within various grade levels within the school. Student teachers, when possible, are welcomed and placed within various grade levels, as requested from the Faculty of Education, where deemed appropriate.		
• Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting.	Support staff with the use of software to record the collection of data in order to assess progress and set goals for literacy and numeracy development ▪ P M Benchmarks ▪ CASI	Staff use software to track student progress on a regular basis.	Staff have data available and are able to easily access information when required. Teacher instructional strategies are more accurately based on data.	On going throughout year

Financial Accountability and Transparency ***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.*** • 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: -Board Policy -Audit Recommendations -General Administrative Procedures • Provide in-service sessions related to the finance support tool for administrators and support staff.	Establish a School Budget Team. 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 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., Reconciliations School/ School Council Accounts School Council Bank Account IREN Implement board Financial Tracking support tool, School Cash Net. Attend and support attendance of support staff at in-service sessions related to the finance template tool and other budget initiatives Provide school council presentation to assist in their understanding of school budgets.	School Budget Team discusses school budget needs and provides input. Staff are aware of budget structure and involved with setting budgetary goals and priorities. Budget allocation is spent on school priorities for student achievement. Meetings with secretary and vice principal are held to review and monitor school budget. School council members are aware of and have an understanding of how school budgets operate.	Use I-Ren and Kimputer / School cash Net reports to monitor and track school budgets. Staff input is provided Meetings with secretary and vice principal provide feedback. School council are informed School council feedback and questions addressed.	September 2009 May 2010 ongoing reconciling of budget.

Student Enrolment Impact ***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.***				
• Develop labour relations and human resources strategies that will minimize the impact of fluctuations in enrolment.	Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines) and monthly Staffing Plus Reports to Superintendent.	Electronic registers reflect accurate classroom enrolments Review of ONSIS and signing of reports.	Enrolment registers align with Ministry guidelines. Teacher feedback	On an ongoing monthly basis throughout school year. September 2008 March to May 2009
• Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections.	LSSAC-to manage and provide input with fluctuations regarding student enrolment and class organization. Provide communication with community re: fluctuation in enrolment, reorganization/class size, etc Monitor Student Projections and provide feedback to planning department regarding school community enrolment trends -network board planners to identify trends Ensure that Monthly Staffing Plus reports are completed in a timely fashion	LSSAC is provided with opportunity for input and dialogue Parents are kept informed with student enrolment by way of newsletters Admin team provides feedback to Planning Department as requested. Monthly staffing data is reported at the end of each month	Parents informed and School Council is aware of projections and impact on staffing by way of principal presentation. Principal feedback based on community patterns	As requested by Planning Department throughout the school year