



Dufferin-Peel Catholic District School Board



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School Plan for Sustained and Continuous Improvement 2008 - 2010

Bishop Scalabrini Catholic Elementary School

225 Central Parkway West
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<http://www.dpccsb.org/BSCAL>



Rooted in Faith, Educating Each Child, For Global Harmony

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

Mission Statement

The Mission of Bishop Scalabrini School and Community is:

To strive to educate each child in its care to his/her potential.

To recognize and value the diversity of our community in all of our activities and procedures.

To collaborate with home and parish in the development of the whole child.

To root all of our services, programs and decisions in the Catholic faith.

To provide relevant, life related learning experiences.

To educate environmentally responsible citizens who will live harmoniously in a global community.

Our School

Bishop Scalabrini is a central Mississauga school consisting of over 540 students who share diverse social, ethnic and linguistic backgrounds. We have a contingent of almost 50 staff members, which includes teachers, educational and support resource workers, secretaries and custodians. The surrounding community consists of mixed residential dwellings, condominiums and apartment buildings situated in close proximity to Mississauga City Hall. Roughly half of our students speak another language at home in addition to English. Our school community is transitory in nature; that is, approximately 150 to 180 students move in and out of the school in any one calendar year. Parents are kept informed of school and community events through regular newsletters, information evenings, student agendas, teacher-parent-student conferences and updates from our School Council and Christ the King Church.

The faith life of our school includes: monthly Eucharistic celebrations at the church, school liturgical celebrations, sacramental preparation for our Grade 2 and Grade 8 students, morning prayer, and outreach activities as determined by the Faith Development Team in collaboration with the Youth Faith Ambassador Team and School Council. At Bishop Scalabrini, all staff actively assume leadership in faith development activities which develop their own personal faith journey and the faith journey of our students. Our school is exclusively involved in a community project entitled Rainbow Connection. Under the leadership of Sister Elaine Simard, intermediate students and staff regularly give of their time to deliver donated items to families in need. School administration in collaboration with the Faith Development Team and our parish, Christ the King Church, has collaboratively established an annual pastoral plan that reflects every aspect of the liturgical season and the newly developed Dufferin-Peel Virtues Program. The faith journey and faith development of all members of the Bishop Scalabrini School community continues to be the focal point of our mission and school vision.

Academics is central to the development of young catholic minds and at Bishop Scalabrini our objective continues to be to enhance student learning and student achievement using a very focused, high energy form of instruction referred to as the Teaching-Learning Critical Pathway. Using evidence based decision making (student achievement data) teachers and administration will decide on goals for improved student learning and deliver instruction using high yield literacy and numeracy strategies to enhance that learning. Each Teaching-Learning Critical Pathway will take place over a 6-7 week cycle and focus on difficult concepts in both the literacy and numeracy curriculum.

Bishop Scalabrini School is committed in faith to the development of the whole child. We understand that children are individuals possessing a variety of intelligences and abilities. A wide range of extra-curricular activities allow our students to develop skills and talents in athletics, choir, public speaking, clubs such as French as Second Language, and a variety of team sports (in the Junior & Intermediate divisions) and intramural sports across all three divisions. It is our hope and desire that all Bishop Scalabrini students will grow in faith and love of God and mature to be responsible Catholic youth.

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 of the EQAO primary and junior assessments indicate that Bishop Scalabrini must continue to emphasis early identification and remedial programs in literacy and numeracy. The transient nature of our school population, and the more than one third of students that are English Language Learners, require assessments (diagnostic, formative and summative) that accurately inform of our students’ strengths and learning needs. These assessments will be used to accurately develop classroom and student profiles, which in turn will guide teacher instruction. Our instructional model, the Teaching-Learning Critical Pathway, will provide students with focused, high energy instruction of concepts that require enhanced student achievement in both areas of literacy and numeracy. This model will be instrumental in continuing our upward movement of primary and junior EQAO results. This year Bishop Scalabrini students significantly increased the results in many areas of both the primary and junior assessments.

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 |
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| Grade 3 ('07-'08) | | | |
| School | 69% | 82% | 80% |
| Board | 65% | 71% | 68% |
| Province | 61% | 66% | 68% |
| Grade 6 ('07-'08) | | | |
| School | 64% | 67% | 49% |
| Board | 70% | 72% | 62% |
| Province | 66% | 67% | 61% |

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 | |
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| | | | Evidence from Monitoring and Review Cycles | Completion Date / Next Steps |
| <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> <ul style="list-style-type: none"> • 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. • Create and implement a Catholic Community Study Unit for elementary and secondary schools. • 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 | <ul style="list-style-type: none"> ▪ Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community ▪ Expand Youth Faith Ambassador Program to act as leaders in faith among the student body | <ul style="list-style-type: none"> ▪ Parent and pastoral staff involvement and attendance at Virtues celebrations ▪ Youth Faith Ambassador initiatives to include: <ul style="list-style-type: none"> ○ Participation in commissioning ceremony ○ Learning team using resource <i>Me to We: Finding Meaning in a Material World</i> ○ Official registration with Free the Children United Way / ShareLife campaign | <ul style="list-style-type: none"> ▪ Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students ▪ Enhanced student awareness of global social justice issues ▪ Youth Ambassadors leaders of student activities and social activism ▪ Increased participation in community outreach programs ▪ Membership as Youth in Action Group with Free the Children Foundation | <ul style="list-style-type: none"> ▪ April 2009 ▪ Ongoing feedback will inform the school's planning for next steps ▪ June 2008 ▪ Continue to organize Youth Faith Ambassadors with assistance of lead teachers ▪ Continue to develop youth awareness of local and global social justice issues and issues of equity ▪ Continue to provide religious education in our mission to create responsible citizens thus enriching the community |

School Plan for Sustained and Continuous Improvement 2008 - 2010

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| <p>integrated curriculum approach that will assist all in our community in working towards greener schools.</p> <ul style="list-style-type: none"> • 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. • 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. • Continue to nurture relationships between school and parish teams, and school and home. | <ul style="list-style-type: none"> ▪ Continue to emphasize the segregation, permeation, integration of the religious education, including faith stories and experiences, throughout the curriculum ▪ build-up library collections of age-appropriate materials that include biblical/faith stories and imagery | <ul style="list-style-type: none"> ▪ Monthly masses with focus on monthly virtue ▪ Scheduled rotation of Monday morning weekly mass ▪ Weekly visits from Father Oswin to assist in sacramental preparation of students in grade 2 and 8 | <ul style="list-style-type: none"> ▪ Increased student participation in mass responses and prayers ▪ Enhanced student knowledge of biblical stories ▪ Increased student awareness of liturgical seasons and significance of each season | <ul style="list-style-type: none"> ▪ June 2008 ▪ Continue to infuse religious education using the tri-level approach of permeation, integration and segregation ▪ Increase student involvement in mass and liturgical preparation and |
| <p style="text-align: center;">Community Development</p> <p style="text-align: center;"><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 whole-school approach to violence and bullying prevention, and progressive discipline within our Catholic faith perspective. | <ul style="list-style-type: none"> ▪ Implement PALS / Circle of Friends ▪ Youth Faith Ambassadors ▪ Establish a Safe, Caring and Inclusive School Team, Including representatives student body, school council and parish ▪ include P.D. on bullying prevention during staff meetings | <ul style="list-style-type: none"> ▪ Reduced number of conflicts ▪ Increased student sense of safety ▪ Conduct school bullying survey compare with previous results for improvement ▪ Increased student participation in anti bullying activities / programs ▪ Parent attendance at school community presentations | <ul style="list-style-type: none"> ▪ Informal feedback ▪ suspension data / incident tracking data ▪ Safe Schools Survey ▪ Student, staff, parent feedback ▪ tracking of student incidents of bullying behaviour ▪ tracking suspensions | <ul style="list-style-type: none"> ▪ December 2008 ▪ April 2009 ▪ January 2009 ▪ May 2009 ▪ ongoing consultation with Safe, Caring and Inclusive School Team to determine next steps ▪ Continue to participate in anti-bullying programs / activities |

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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 | |
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| | | | Evidence from Monitoring and Review Cycles | Completion Date / Next Steps |
| <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> <ul style="list-style-type: none"> • 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. • Expand differentiated learning opportunities, within fiscal responsibility, for students including cooperative education, dual credits, specialist high skills majors, credits for external credentials, the Ontario Youth Apprenticeship Programs, e-learning opportunities, experiential learning, Continuing and Adult Education, and specialized programs | <ul style="list-style-type: none"> ▪ Develop critical literacy skills across the curriculum in all grades ▪ Use evidence-based decision-making strategies to inform instruction and to improve student learning ▪ Provide a balanced literacy and numeracy program using an uninterrupted block of time ▪ Use a variety of assessments to gather student achievement data ▪ Use differentiated instruction to meet the needs of all learners ▪ Implement model of Teaching-Learning Critical Pathway narrow focus of instruction using a six week cycle | <ul style="list-style-type: none"> ▪ A focus on critical literacy in school and classroom planning (refer to detailed action plan available at the school) ▪ Results of Pm Benchmarks and CASI assessments ▪ Visual evidence of improved student learning on data walls ▪ Increased student achievement In writing exemplars ▪ Evidence of guided and independent reading/writing practices in classrooms ▪ Teacher moderation becomes a common practice ▪ Teachers observe each others lessons and act as critical friends | <ul style="list-style-type: none"> ▪ Improved critical literacy as evidenced through a variety of assessments including: <ul style="list-style-type: none"> ▪ CASI ▪ Student work samples ▪ Teacher observation ▪ EQAO ▪ Use of Skopus data warehouse to monitor student achievement data ▪ Improved critical literacy as evidenced through a variety of assessments including: <ul style="list-style-type: none"> ▪ CASI ▪ Student work samples ▪ Teacher observation ▪ EQAO ▪ Use of Skopus data warehouse to monitor student achievement data | <ul style="list-style-type: none"> ▪ December 2008 ▪ April 2009 ▪ June 2009 ▪ December 2008 ▪ February 2009 ▪ April 2009 ▪ June 2009 |

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| <p>including Extended French, French Immersion, and International Baccalaureate programs.</p> <ul style="list-style-type: none"> • Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting. • 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. • 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> | | | | |
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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. | <ul style="list-style-type: none"> ▪ Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement ▪ Budget is reflective of school goals ▪ Resources for school library ▪ Budget allocation for faith/liturgical resources ▪ Ensure that extra curricular events are supported ▪ Ensure that professional development is priority ▪ Ensure that retreats are supported for all staff and students ▪ All expenditures are tracked and monitored by administration using in house banking software and tracking spreadsheets ▪ Expenditures are reconciled and reviewed using iRen reports ▪ Maintain transparency of school generated funds and school council funds | <ul style="list-style-type: none"> ▪ Budget allocation will align with school priorities for student achievement ▪ Balanced budget ▪ The year end budget reflects a fiscally responsible use of school funds ▪ Monthly iRen Commitment Reports demonstrate a positive balance ▪ School generated financial resources used to support student programming ▪ School Council generated funds used to support student programming ▪ Each student and staff member has core resources ▪ Technology is current and adequate for the implementation of office requirements, IEP's, teacher and student use ▪ Support Special Education /ESL programs and provide for innovation in assistive techno | <ul style="list-style-type: none"> ▪ Use i-Ren reports to monitor and track school budgets ▪ Support a collaborative approach to budget expenditures and allocation ▪ School tracking records reconcile with board tracking records | <ul style="list-style-type: none"> ▪ September 2008 ▪ May 2009 ▪ December 2008 ▪ March 2009 ▪ May 2009 ▪ June 2009 ▪ August 2009 ▪ Monthly reconciliations |
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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. | <ul style="list-style-type: none"> ▪ Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines) ▪ Track registrations and transfers ▪ Work with actual enrollment figures for future projections ▪ Monitor attendance patterns of students | <ul style="list-style-type: none"> ▪ Electronic registers reflect accurate classroom enrolments ▪ Monthly Onsis reports reflect student enrollment and fluctuation ▪ Low student absence rate | <ul style="list-style-type: none"> ▪ Enrolment registers align with Ministry guidelines ▪ Planning department projections and school enrollment figures align | <ul style="list-style-type: none"> ▪ Monthly ▪ November 2008 ▪ January 2009 ▪ April 2009 ▪ June 200 |
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