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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

Blessed Trinity

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'COMMITTED TO THE SEARCH FOR EXCELLENCE'

Mission Statement

The mission of Blessed Trinity Catholic School is to provide, in a responsible manner, a Catholic education that develops the various capabilities of each individual to live fully today and to meet the challenges of the future, thus enriching the community.

We are dedicated and committed to the building of a strong partnership between the home, school and parish, to help our children grow spiritually, intellectually, emotionally, morally and socially in the image of Christ.

We are Blessed Trinity School

Our School Profile

Blessed Trinity is an elementary school of approximately 105 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. Located in Mississauga, the surrounding community consists of mixed housing units.

For almost 19 years, Blessed Trinity has been a beacon for Catholic Education in the area. Catholic Education, rooted in Christ, is called to a unique way of seeing and interacting with our world. Through the examples of our master teacher, Christ, we take our calling to “reach out into the deep” and “be community” for others seriously. Our Catholic view of academics, spiritual and moral development, sacramental preparation, prayer, discipline, and community, challenge us to use our learning for the benefit of others. We are called to be Christ for others.

At Blessed Trinity our commitment to academic excellence is a shared responsibility. As a Staff and School Council, we work hard bringing together students, parents, teachers, pastoral team, trustees and other partners to form a Catholic community in the service of the spiritual, intellectual, physical and emotional needs of students in our care.

Our students come to us with a variety of strengths and needs, with their Catholic *faith* as their common bond. Our prayer life, liturgical celebrations, the sacraments, and our *faith* and values system form the foundation of our school program. The curriculum is broad, balanced and relevant to the needs and aspirations of all our students. A wide range of subjects and learning experiences are offered to develop the skills, abilities and talents of individual students. Accordingly, appropriate assessment procedures are employed regularly to motivate and encourage student success. To ensure coherence and wholeness, subjects are taught within the context of *The Ontario Curriculum*, Gospel values and sound educational practices.

Measures of Student Achievement and Success

All students in the Dufferin-Peel Catholic District School Board schools are provided with the same opportunities to learn, to grow and to achieve their potential. Assessment results ensure that schools, parents and other stakeholders in our communities have access to high-quality information needed to make informed judgments and effective educational decisions. Schools continuously collect assessment data on student learning to plan for student growth. Teachers assess knowledge, skills and strategies on an ongoing basis. Regular assessments, both classroom and large scale, allow teachers to determine the effectiveness of their instruction, assess student learning, and make informed decisions about how to organize and pace instruction.

Provincial Measures of Student Achievement

The Primary and Junior EQAO assessments of reading, writing and mathematics are conducted annually by the Education Quality and Accountability Office (EQAO) in every publicly funded elementary school in Ontario. The assessments are based on *The Ontario Curriculum* and measure how well students know, understand and apply their skills and knowledge in reading, writing and mathematics. At the secondary level, the Grade 9 EQAO assessment of mathematics is administered at the close of each semester (or at the end of the year in non-semestered schools) each year to measure Grade 9 student achievement of mathematics expectations in *The Ontario Curriculum, Grades 9 and 10: Mathematics, 2005 (Revised)*. In addition, EQAO conducts the annual Ontario Secondary School Literacy Test (OSSLT) each March. Successful completion of this test (or the Ontario Secondary School Literacy Course) is one of the 32 graduation requirements of the Ontario Secondary School Diploma (OSSD).

The provincial assessments provide a ‘snapshot’ of how well students are learning what is expected of them in the curriculum at specific points in time. The assessments complement local school data and can help identify ways to influence instruction and other practices to help students learn more effectively and efficiently. Students’ work is assessed according to curriculum expectations and using a four-level assessment scale that reflects the four achievement levels in *The Ontario Curriculum*. Level 3 on the assessment scale represents the provincial standard and identifies a high level of achievement of the provincial expectations. The results from the assessments are used by boards and schools to improve learning and teaching and not for ranking schools. **Ranking of schools is inappropriate and could result in misleading comparisons, which may ignore the unique conditions that affect student achievement and prevent schools and the board from addressing the critical issue of improving learning for all students.**

School, Board and Provincial Achievement Results: 2007 - 2008

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	N/A	N/A	N/A
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	N/A	N/A	N/A
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	
			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 integrated curriculum approach that will assist all in our community 	<p>Continue to foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community</p> <p>Continue to provide opportunities to support community participation in faith & other celebrations.</p> <p>Dates for School Masses/other celebrations are communicated to School Community.</p> <p>Ensure school budget expenditures reflect the allocation of funds towards the purchase of Religious Education resources to support faith formation.</p> <p>Continue to implement Virtues Program.</p> <p>Continue to develop student/staff servant leadership opportunities.</p> <p>Continue to develop school wide recycling program</p>	<p>There is continued implementation of Virtues Program; Staff/Student/Parish/Parent/Guardian awareness of Virtues is enhanced.</p> <p>Regular communication between home/school/parish, e.g., through Newsletters, School Web site, Liturgical Calendars, and/or invitations, etc., supports increased community participation, at School Faith & other Celebrations, i.e., Curriculum Night Faith Celebration, Sacramental Celebrations, School Liturgies and/or School Masses.</p> <p>Religious Education resources, e.g., School/classroom bibles, prayer and liturgical resources are budgeted for, and purchased.</p> <p>Evidenced through monthly Celebrations/Prayers, and Daily Announcements. Visual icons of Virtues are displayed throughout the school, e.g., Virtues Banners, Monthly Virtues Display Case and/or Bulletin Boards</p> <p>Staff, students, School Council & Volunteers assume a variety of servant and other leadership roles, e.g., through Share Life/United Way fundraising opportunities, food drives, Helping Hands Charitable Initiatives, St. Vincent DePaul, PALS, Student Council, Sport Teams, Office & School Helpers, etc.</p> <p>All classes have blue boxes & white boxes, collected and set out weekly</p>	<p>Informal feedback from: pastoral team, parents, school council, staff, and students</p> <p>Observations support increased number of attendees at Faith & other school celebrations. There is positive feedback from attendees, e.g., parents/students/staff.</p> <p>Observation supports materials & resources are in use, in classes/school.</p> <p>Informal feedback from staff/parents/students.</p> <p>Committee & Membership Feedback.</p>	<p>Ongoing feedback will inform the school's planning for next steps</p> <p>Initial implementation September 2008- ongoing</p> <p>Initial implementation August 2008-ongoing</p> <p>September 2008 – June 2009</p> <p>September 2008- June 2009</p>

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<p>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. 	<p>Organize and deliver School Wide Faith PD Day</p> <p>Provide direction and support for the purchase of Literacy and other resources that are reflective of the diversity within the Blessed Trinity and 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>Continue to develop and provide opportunities for community participation in Faith & other Celebrations.</p>	<p>for pick up</p> <p>Staff participate in cross school Faith Day PD initiative with St Rose of Lima highlighting the history of Catholic Education vis a vis, 'The Enduring Gift' DVD to facilitate Lateral PD and the sharing of faith stories.</p> <p>Classroom and Library resources, e.g., literacy: novels, magazines, posters, etc., that reflect diversity of school, i.e., cultural, gender, variation in needs/interests are purchased and displayed for use.</p> <p>Arts in school programs are varied in content, e.g., Programs supporting the development of Self-Esteem-The Esteem Team / Kids Have Character, School Wide participation in the development of a school song to support community cohesiveness; Grade K-8 Hip Hop Dance Program, Black History Month Presentation, Bullying Prevention Programs, etc.</p> <p>There is increased participation at: School Masses, Sacramental Celebrations, Virtues and other school celebrations, e.g., Community Curriculum Night Celebration of Faith & Barbecue, Thanksgiving and Advent Masses, etc.</p>	<p>Informal Feed back/observation</p> <p>Informal feedback/ observation of facilitators- Lateral PD Faith Day initiative was well attended and participated in.</p> <p>Observation- Feedback from staff/students/School Council</p> <p>Feedback parents, students, parish</p>	<p>September 2008- June 2009</p> <p>September 2008</p> <p>September 2008- June 2009</p> <p>September 2008- June 2009</p>

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<p align="center">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. 	<p>Continue to foster the development of Community Partnerships to enhance student learning in a safe, caring, inclusive school community</p> <p>Utilize staff and divisional meetings to support professional learning opportunities.</p> <p>Continue to build community awareness around system communication strategies.</p> <p>Continue to extend invitations for community partners to participate in school committees/events.</p>	<p>There is school wide involvement, with community partners, e.g., Edge Youth Group, NET Team, Rosary Apostolates, Youth Education Officer, RAID, Peel Health, Scientists in the School, etc. Student learning experiences are enhanced through community partnership involvement.</p> <p>Monthly meetings support professional sharing & curriculum planning.</p> <p>Communication is enhanced through awareness of, and access to: -Board Web sites -School Newsletters -Classroom Newsletters -School Council Newsletters -Additional School & Board Communications</p> <p>There is increased collaboration and participation with community partners through membership on: School Council, The Safe School Action Team, participation in Classroom Excursions and other Volunteer opportunities. There is continued participation in school events and/or on committees, e.g., School Wide Fundraiser- Halloween Dance-a-thon, Kindergarten / other Literacy Night Initiatives, School Council Pro Grant Initiatives, Catholic Education Week (e.g., School Wide Dance Recital, French Café, Arts / Curriculum Display) , etc.</p>	<p>Observation, Feedback from students, staff, parents</p> <p>Ongoing feedback & dialogue with staff</p> <p>Informal feedback</p> <p>Informal feedback supports increased participation and/or partnership initiatives.</p>	<p>September 2008- June 2009</p> <p>Monthly</p> <p>September 2008 – ongoing</p> <p>September 2008 – June 2009</p>
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Dufferin-Peel Catholic District School Board
 Planning for Sustained and Continuous Improvement

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p>Excellence in Student Achievement <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>Continue to promote the implementation of Literacy/Numeracy across the curriculum</p> <p>Continue to Integrate High yield strategies and differentiated instruction to support student learning.</p>	<p>Critical literacy skills are enhanced as evidenced through a variety of assessments including: -CASI -Student work samples -Teacher observation -EQAO</p> <p>The Skopus data warehouse is utilized to monitor student achievement data</p> <p>Common Literacy & Numeracy text rooms are developed and in use. Levelled books are available to support guided reading. Balanced Literacy Programs: Shared, Guided, Independent Reading & Writing instructional strategies are implemented to support student learning.</p> <p>There is continued implementation of Read Aloud and Think Aloud instructional strategies across the curriculum.</p> <p>The ELSAT teacher continues to provide support for Primary Literacy development.</p> <p>Ministry Curriculum Documents & Guides are provided and utilized by staff.</p>	<p>Formal feedback, review and analysis of student assessments</p> <p>Upon implementation</p> <p>Observation, Informal/Formal Feedback</p>	<p>September 2008-June 2009</p> <p>When available</p> <p>September 2008- June 2009</p>

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<ul style="list-style-type: none"> • 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 including Extended French, French Immersion, and International Baccalaureate programs. • 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 	<p>Staff will continue to review and analyze data to support the development of Smart Goals.</p> <p>Continue to provide 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</p> <p>Implement as made available, board developed electronic resources.</p>	<p>Exemplars are available to support instruction and assessment. Cross grade math manipulatives are available and in use to support student learning. Professional Development supports the delivery of High Yield Instructional Strategies. There is continued implementation of Assistive Technology to support at risk learners, e.g., NEOS, Kurzweil,</p> <p>Data collected through PM Benchmarks, CASI, the Kindergarten Assessment Portfolio & other classroom assessments are used to identify student learning needs/strengths, and the development of SMART Goals to improve student learning.</p> <p>Staff is supportive of hosting requested placements; Co-op and Faculty of Education students are provided with placements. Recommendations to specialty programs are provided as required.</p>	<p>Formal feedback/data collected and analyzed -Assessment Cycles are ongoing</p> <p>Formal Feedback</p>	<p>September 2008 – June 2009</p> <p>September 2008- June 2009 As required</p> <p>November 2008- June2009</p>
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<p>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.</p> <ul style="list-style-type: none"> • 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>Blessed Trinity staff (grade 8 teachers/ESL/ELL/SERC) will continue to implement strategies that support the transition of elementary students entering secondary school</p> <p>School Team Meetings, Case Conferences, IPRC's and reviews will be utilized to enhance the cycle of assessment with a multi-disciplinary team approach.</p> <p>School staff support the implementation of Ministry initiatives, e.g., ongoing curriculum review</p>	<p>School visitations by high school teachers to discuss grade 9 course selections are facilitated. At Risk Learners will continue to be identified for intervention at school transition meetings. Invitations will be extended to the high school team to attend elementary to secondary student Case Conferences, Team Meetings, IPRC's, etc.</p> <p>Multi-disciplinary School Team Meetings are scheduled monthly, CASE Conferences as required, IPRC's and reviews, as per legislation.</p> <p>The revised Science Curriculum Document is fully implemented. ELL/ESL Board initiatives/resources are distributed and implemented. The Student Success program is supported through Elementary to Secondary, school transition meetings.</p>	<p>School visitations, formal feedback</p> <p>Formal feedback – multi-disciplinary team</p> <p>Formal feedback, observations -transition meetings</p>	<p>September 2008 – June 2009</p> <p>September 2008- ongoing</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 to facilitate improved student achievement e.g., allocating budget monies to respond to curriculum and student learning needs.</p> <p>Work as a school team, e.g., to monitor and establish budgetary goals in alignment with Board Policy.</p> <p>Implement board financial support tool when made available to system</p> <p>Provide support for the attendance of support staff at inservice sessions. Administrator to attend sessions as appropriate</p>	<p>Budget allocation aligns with school priorities for improving student achievement</p> <p>There is continued implementation of: The reconciliations of School/ School Council Accounts The transition of the School Council Bank Account to the Kimputer System IREN reports are used to monitor and track school budgets</p> <p>Support staff and Administration attend in-service sessions related to the finance template tool and other budget initiatives</p>	<p>Formal analysis of budgetary needs</p> <p>Formal Feedback- analysis of reports</p> <p>Formal – Inservice as offered</p>	<p>September 2008- ongoing June 2009</p> <p>September 2008- ongoing</p> <p>As available</p> <p>September 2008 – as available</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>Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</p> <p>Participate in ARC meetings; facilitate access of communication to community as available.</p> <p>LSAC-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 historical enrolment trends and provide feedback to the planning department</p>	<p>Electronic registers reflect accurate classroom enrolments The review of ONSIS and signing of reports is completed as required</p> <p>Administration, Teaching Staff & School Council participate in School Membership on ARC Access to communication is facilitated through School Newsletters, Board and other communications, Board & School Web sites LSAC is formed and contributes in an advisory capacity, e.g., organization of classes, scheduling, etc.</p> <p>Projections are revised and shared with the planning department based on demographic assumptions</p>	<p>Enrolment registers align with Ministry guidelines</p> <p>Formal feedback- dialogue through community meetings</p> <p>Formal dialogue/feedback</p> <p>Feedback - Analysis of community enrolment trends.</p>	<p>Monthly</p> <p>September, November 2008</p> <p>September 2008</p> <p>September 2008</p>
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