



Dufferin-Peel Catholic District School Board



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School Council Chair

Superintendent
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Family of Schools
Mississauga South

Wards
Mississauga 8

Trustees
S. Hobin

Parish
St. Francis of Assisi

Parish Priest
Fr. J. Grima

Parish Telephone
(905) 822-8132

Regional Secondary Schools
Saint Ignatius Loyola Catholic

Director of Education
John Kostoff

Board Chairperson
Mario Pascucci

School Plan for Sustained and Continuous Improvement 2008 - 2010

Christ the King Elementary
3240 Garthwood Road
Mississauga, Ontario
L5L 5A3

<http://www.dpcdsb.org/CTK>



"FOSTERING WISDOM IN AN INCLUSIVE COMMUNITY WHILE BEARING WITNESS TO THE GOSPEL VALUES"

Mission Statement

The mission of the staff at Christ the King Catholic School, in partnership with our parish, students and parents is to develop our pupils' spiritual and academic potential in relation to the Gospel values and provincial expectations. Recognizing the diverse backgrounds and abilities of our community, we are committed to providing all students with encouragement, opportunity, security and support so that they develop a strong sense of self worth and attain a high level of academic achievement. We want to empower our pupils to become lifelong learners and valued members of society.

Our School Profile

Our school is located within the City of Mississauga. The student population, approximately 350 students from Junior Kindergarten to Grade 8, comes from a wide range of social and ethnic backgrounds reflecting the ever-increasing diversity of cultures found within Mississauga. Our school is equipped with a double gym, a stage, a large library, a full computer lab and a beautiful amphitheatre in the centre of the school.

The school was established to support Catholic parents in their responsibility for the spiritual, religious, moral, academic and physical needs of their children in accordance with the teachings of the Church. The school community is committed to the search for excellence, the uniqueness of the individual and the education of the whole person.

We are a caring community that stresses tolerance, inclusion and acceptance of others, commitment to our Catholic *faith* and high academic standards. We provide a safe and inclusive learning environment where models of Gospel values and Catholic doctrines, teachings and beliefs are an integral part of the daily life of our school. The school motto, "**FOSTERING WISDOM IN AN INCLUSIVE COMMUNITY WHILE BEARING WITNESS TO THE GOSPEL VALUES,**" was chosen through the process of community consultation and reflects a holistic philosophy where religion and daily life are intertwined. All activities at the school — academic and pastoral work, extracurricular and intra-curricular, prayer and worship, administration and management — help to prepare our students for their lives as Catholics in the community.

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. We are proud of our balanced religion, academic, arts, technology and athletics 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.

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, writing and math assessments indicate that the school-wide emphasis on literacy and numeracy continues to allow our students to attain results above the provincial average. We need to continue to emphasize reading comprehension skills. Results indicate that there has been growth in certain areas but also suggest that there is 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	54%	79%	79%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	76%	67%	62%
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 	<p>SAMPLE:</p> <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 <p>Implement Catholic Community Study unit when developed</p> <p>Continue Virtues program with monthly assemblies, announcements and curriculum specific virtues activities</p> <p>Support Adult Faith opportunities and Faith Ambassadors</p> <p>Integrate Virtues program with Bullying and Diversity initiatives</p> <p>Funding to be specifically directed towards increasing library collection of biblical/faith stories</p> <p>Maintain and foster strong relationship with Fr. Grima</p> <p>Support sacramental preparation with St. Francis of Assisi Parish</p> <p>Introduce community service as part of Grade 8 Confirmation</p>	<p>SAMPLE:</p> <ul style="list-style-type: none"> • Parent and pastoral staff involvement and attendance at Virtues celebrations <p>Monthly virtues assemblies continued</p> <p>Greater attendance at Adult Faith events</p> <p>Continue and enhance First Friday Breakfasts'</p> <p>Increased awareness of Virtues and Bullying initiatives throughout the community.</p> <p>Increased awareness of Virtues/Bullying program through the School Newsletter, School Sign and School Council</p> <p>Continue to educate/involve students in Bullying initiatives- through Argo's Huddle Up Against Bullying Program, guest speakers and local support groups- Peel Health/Peel Police</p> <p>Examine hiring practices and promote greater diversity awareness among community- involve Wendy Larm</p>	<p>SAMPLE:</p> <ul style="list-style-type: none"> • Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students <p>Budget/ money allocated towards Catholicity and Faith initiatives</p> <p>Students/ staff/ community aware of the Catholicity of CTK</p> <p>Safer school atmosphere and less discipline concerns</p> <p>Continued support of ShareLife activities</p>	<p>SAMPLE:</p> <ul style="list-style-type: none"> • April 2009 • Ongoing feedback will inform the school's planning for next steps <p>Ongoing until 2009</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>integrated curriculum approach that will assist all in our community in working towards greener schools.</p> <p>• 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.</p> <p>• 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.</p> <p>• Continue to nurture relationships between school and parish teams, and school and home.</p>	<p>Update staff on Board equity and diversity policy and focus on hiring exceptional diversity candidates</p> <p>Actively promote ShareLife school campaign</p> <p>Support First Friday Breakfasts'</p> <p>Consider the possibility of building a Chapel in the school</p>	<p>Maintain good relationship with local pastor and support sacramental preparation with parish</p> <p>Direct funding towards increasing library collection of biblical/faith stories and diversity literature</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> <p>• Continue to focus on Catholic professional learning communities.</p> <p>• Enhance opportunities for communication and collaboration with all community partners.</p> <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>SAMPLE:</p> <ul style="list-style-type: none"> ▪ Implement PALS / Circle of Friends ▪ Youth Faith Ambassadors <p>Continue for the third year with Argo's Huddle Up Against Bullying program</p> <p>Enhance Bullying program with Ken Dryfhout/ Aboriginal guest speakers, Peel Health and Peel Police</p> <p>Work in close partnership with grassroots community groups- Erin Mills Youth Outreach Program</p> <p>Implement Bill 212</p> <p>Practice review and enhance Emergency procedures</p>	<p>SAMPLE:</p> <ul style="list-style-type: none"> • Reduced number of conflicts • Increased student sense of safety <p>Examine student/staff perception of school safety through bullying school climate survey</p> <p>Practice and develop awareness of Emergency procedures- Fire Drills/ Lockdown/ Bomb Threats</p> <p>Continue to implement Bill 212- Safe Schools</p> <p>Students/staff to recognize types of Bullying and how to prevent/report it.</p> <p>Continue PALS/ Circle of Friends/ Big Brother/Sisters program</p>	<p>SAMPLE:</p> <ul style="list-style-type: none"> • Informal feedback • suspension data / incident tracking data • Safe Schools Survey <p>Practice and rehearse safety procedures</p> <p>Decrease in Bullying issues and increase in awareness</p> <p>Staff actively participate and engage in Progressive discipline</p> <p>Informal feedback</p>	<p>SAMPLE:</p> <ul style="list-style-type: none"> • December 2008 • April 2009 <p>Ongoing until 2009</p>

	Continue to actively support School Council initiatives			
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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</p> <p><i>The goal of the Dufferin-Peel Catholic community, within the context of the Catholic Graduate Expectations, is to continue to establish and nurture the conditions needed to advance high levels of student achievement, and narrow the gap in student achievement so that all students can grow in their journey to know God and ultimately transform the world around them.</i></p> <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>• 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-</p>	<p>SAMPLE:</p> <ul style="list-style-type: none"> Develop critical literacy skills across the curriculum in all grades <p>Concentrate on inference literacy skills across the curriculum in all grades</p> <p>Where possible support planning with teaching partners and within divisions</p> <p>Use PAR summative plans to identify and target specific curriculum objectives and guide teaching practice</p> <p>Promote Education for All and on-going communication with Special. Ed. Personnel</p> <p>Promote /develop strong home-school partnership</p> <p>Examine data from EQAO/CASI to guide teaching practice</p> <p>Support school improvement plans and monthly division meetings</p> <p>Support BPISA- Stream 1 within</p>	<p>SAMPLE:</p> <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) <p>Promote grade/division level focus on specific strategies to improve reading/writing /math</p> <p>Develop gender specific strategies for Reading/writing/math</p> <p>Target and monitor specific students for increased improvement in EQAO</p> <p>Model specific strategies throughout school to develop school plan</p> <p>Utilize special education strategies and personnel.</p> <p>Promote individualized instruction for the needs of ability groups</p> <p>Use formative assessment to guide instruction</p> <p>Use CASI/PM Benchmarks and PAR to guide instruction</p> <p>Attend in-services by Family and</p>	<p>SAMPLE:</p> <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 <p>Implement Program dept. initiatives in consultation with Family FIT teams</p> <p>Support and enhance Professional Learning Communities</p>	<p>Ongoing until 2009</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>learning opportunities, experiential learning, Continuing and Adult Education, and specialized programs including Extended 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>Mississauga South</p> <p>Support Reading Fluency</p> <p>Develop close ties with local high school</p>	<p>Program Dept.</p> <p>Implement Reading Fluency Program with assistance of volunteers</p>		
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ensuring the distinctiveness of Catholic education is explicitly infused.				
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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> <p>• Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</p> <p>• 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</p> <p>• Provide in-service sessions related to the finance support tool for administrators and support staff.</p>	<p>SAMPLE:</p> <ul style="list-style-type: none"> Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement <p>Ensure budget is transparent and managed fiscally responsibly</p> <p>Allocate budget towards Religion/Family Life/Catholicity/ Library goals as established by Board policies</p> <p>Greater implementation of computer technology in the collection of data (Kimputer/Iren/ electronic registers etc.)</p> <p>Assume signing responsibility of School Council Accounts</p> <p>Work within budget allocation as enrollment declines</p>	<p>SAMPLE:</p> <ul style="list-style-type: none"> Budget allocation will align with school priorities for student achievement <p>Allocate funding towards resources promoting Catholicity and Diversity</p> <p>Increased implementation of computer technology to manage budget decisions</p> <p>Prioritize budget needs to continue school improvements</p> <p>Implement new initiatives from Finance Department</p>	<p>SAMPLE:</p> <ul style="list-style-type: none"> Use i-Ren reports to monitor and track school budgets <p>Follow Gap 702. procedures from School Councils revenues</p> <p>Ensure budget allocations of 4% to Library as per GAP</p> <p>Allocate budget towards Catholic literary and diversity initiatives</p>	<p>SAMPLE:</p> <ul style="list-style-type: none"> September 2008 May 2009 <p>Ongoing until 2009</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>SAMPLE:</p> <ul style="list-style-type: none"> ▪ Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines) <p>Use empty space in appropriate manner to enhance student achievement and community involvement</p> <p>Promote school and Catholic education within community</p> <p>Inform and assist staff that may be affected by decrease in enrolment</p> <p>Promote JK enrollment</p>	<p>SAMPLE:</p> <ul style="list-style-type: none"> ▪ Electronic registers reflect accurate classroom enrolments <p>Promote the excellence of Christ the King and the significance of a Catholic Education throughout the community</p> <p>Use extra space to promote community involvement</p> <p>Consider ways to attract more Catholic students to the school</p> <p>Consider specialized program for CTK based on Ministry initiatives/pathways</p>	<p>SAMPLE:</p> <ul style="list-style-type: none"> ▪ Enrolment registers align with Ministry guidelines <p>Work with local groups MYOP/ PEEL HEALTH ETC.</p>	<p>SAMPLE:</p> <ul style="list-style-type: none"> • Monthly <p>Ongoing until 2009</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
Junior Literacy	Develop an effective readers workshop in the Junior Division to meet the needs of all learners	Participation and implementation of Board Stream 1 initiative.	Stream 1- School Improvement Planning Sessions	Ongoing until 2009

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