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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

CORPUS CHRISTI CATHOLIC ELEMENTARY SCHOOL

4155 Elora Dr., Mississauga, Ontario, L5B 3N4

<http://www.dpcdsb.org/schools/cch>



"We at Corpus Christi School dedicate ourselves to creating and fostering a spiritually rich learning environment that empowers the individual to take responsibility for their personal and interpersonal growth and development."

Mission Statement

We, the staff of Corpus Christi Catholic Elementary School, dedicate ourselves to creating and fostering a spiritually rich learning environment that empowers individuals to take responsibility for their personal and interpersonal growth and development.

We, the parents of Corpus Christi Catholic Elementary School, in partnership with staff and students, are dedicated to our children's spiritual, intellectual, emotional, social and physical development in a secure environment, at home and in class. Working together, we attain success by educating students to their full potential.

We, the students of Corpus Christi Catholic Elementary School, act and learn as a Catholic community. We demonstrate our love for God by respecting each other and by trying to meet the expectations of our parents and teachers.

We are the Body of Christ

Our School

Corpus Christi Catholic Elementary School is an elementary school of approximately 242 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. Most of the surrounding community consists of single family homes, with some semi-detached residences and a growing number of high-rise apartments.

Corpus Christi is committed to Catholic education as outlined in the mission statement of the Dufferin-Peel Catholic District School Board. Corpus Christi is a caring school community that stresses tolerance and acceptance of others, commitment to our Catholic faith and high academic standards. We provide a 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, "*The Bread of Life*", was chosen through the process of community consultation and reflects a holistic philosophy where religion and daily life are intertwined. All activities at Corpus Christi — academic and pastoral work, extracurricular and intra-curricular activities, prayer, as well as our administration and staff — help to prepare our students for their lives as responsible Catholics in the larger world 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. At Corpus Christi, we are proud of our balanced religion, academic, arts, technology and athletics program. We offer students a well-rounded and value-centred 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 Grades 3 & 6 EQAO assessments indicate that the school-wide emphasis on Mathematics has produced a marked improvement in our students’ reading and mathematical skills. Our Grades 3 and 6 results mathematics have exceeded the results from the previous year. Our grade 6 writing results also show some improvement from the previous year. Our reading results in both grade 3 and 6 and grade 3 writing results suggest that there is definitely 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	55 %	64 %	73 %
Board	65 %	71 %	68 %
Province	61 %	66 %	68 %
Grade 6 ('07-'08)			
School	64 %	89 %	79 %
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>Sacred Space: Staff and students co-create a sacred space that evidences our common call to follow the rituals and rites of our Faith. Promote an appreciation and respect for sacred space in each classroom and within the school. Include Peace Rosary Initiative in classrooms in collaboration with Parish.</p> <p>The Order of the Mass: Ensure regular and consistent Religious Education/Family Life Education instruction with preferential time and timetabling of instruction. Focus on teaching the parts of the mass. Go to the church for Mass at least once during the 2008/2009 school year. Reflect on and practice the receipt of the Holy Eucharist. Teachers to observe as students receive the Eucharist. Provide visual supports for all parts of the Mass. To be used in classrooms and at Mass. Teachers confirm with Father the plan and theme of Mass.</p> <p>The Story of our Faith: Build-up library collections of age-appropriate materials that include biblical/faith stories and imagery. Share and integrate our faith stories well within the daily learning experiences. Staff and students co-create a sacred space.</p> <p>Community Outreach: Continue to offer opportunities for social justice and stewardship. Identify and witness each person's role in shaping Safe, Caring, Inclusive and Healthy schools. Develop leadership capacity in faith formation of all Dufferin- Peel Students.</p> <p>Virtues: Ensure that virtues education/character formation permeates all aspects of life in the</p>	<p>Sacred Space :</p> <ul style="list-style-type: none"> ▪ Sacred space is maintained and respected in each classroom i.e. colors change with each liturgical season and the space is dust free. ▪ Visible signs of our Faith throughout the school <p>Promoting Student Faith Life:</p> <ul style="list-style-type: none"> ▪ Sacramental Retreats. ▪ Retreat for Student Leaders. ▪ Faith Ambassador commissioning. ▪ Student Leaders take an active role in faith formation and safe school policy. ▪ Reconciliation, once per year. ▪ Daily prayers, scriptures etc. <p>The Order of the Mass:</p> <ul style="list-style-type: none"> ▪ The responses found in student agendas are utilized. ▪ Students are cognizant and respectful of the Holy Eucharist. ▪ Students and staff participate fully in liturgies and masses. ▪ Parish/School communication is evident through the school calendar. <p>Community Outreach:</p> <ul style="list-style-type: none"> ▪ Social Justice opportunities are provided throughout the school year. ▪ Food drives & Warm clothing drives to support the Open Door Shelter, Share Life, Rebecca's Hope, CNIB. ▪ Student Leaders promote social outreach, in-reach and school spirit. ▪ Students are intolerant of acts of violence, self-deprecation and bullying. ▪ Acts of Christian kindness are witnessed and felt by all. <p>Virtues:</p> <ul style="list-style-type: none"> ▪ Catholic Virtues are embedded in all areas above. 	<p>Feedback from staff and community partners Feedback from the Catholic School Council re: attainment of goals</p>	<p><i>On going review in Fall each year</i></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> <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>Dufferin Peel community.</p>			
<p>Community Development</p> <p><i>The goal of the Dufferin-Peel Catholic community is to strengthen community relationships in an effort to sustain confidence in our commitment to improving support for student learning.</i></p> <ul style="list-style-type: none"> • Continue to focus on Catholic professional learning communities. • 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 	<ul style="list-style-type: none"> -SAFE Committee established with a mandate to educate all about the diverse nature of the community, how to integrate newcomers and how to identify and address bullying behaviour - Inviting bullying awareness presentations to the school: Peel Regional Police, outside facilitators - Provide parent sessions in the evenings in bullying prevention, good eating, literacy tips, preparing for kindergarten, the male learner. - Consistent assembly, announcement and newsletter messages regarding restitution, inclusivity and responsibility: PALS to be initiated. - Assemblies to outline 	<ul style="list-style-type: none"> -Reduced number of conflicts -Increased student sense of safety - Parish continued to have input to the school pastoral plan. - On going sessions held on a variety of topics to broaden the appeal of living the Gospel values daily ie. Bullying prevention sessions with Peel Police, Peel Health sessions for parents in the evening - Regular staff meeting agenda item - Seder and Advent activities planned and shared with classroom teachers. - Dissemination of materials received through the Faith Dept at the Board: emphasis on incorporating within the classroom and announcements -Continued awareness of the meaning of Being the Body of Christ for others – integrate this theme with anti-bullying; SAFE initiative 	<p>Informal feedback suspension data / incident tracking data Safe Schools Survey Reduced number of serious incidents, suspensions Continue to implement progressive discipline and discussion of mitigating circumstances in each incident.</p> <p>Informal feedback from community partners, staff around the reputation of the school</p> <p>Anonymous feedback from students through CPO survey indicating 82% of students feel safe at school</p>	<p>December 2008 April 2009</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>Catholic faith perspective.</p>	<p>behavioural expectations</p> <ul style="list-style-type: none"> - Ensure that virtues education / character formation permeates all aspects of life in the Dufferin-Peel community through refining focus, continuous referencing and highlighting - Ambassadors have key role in liturgical committee, prayers for staff meetings <p>Ambassadors coordinate All Souls, Lenten, Advent staff prayer sessions</p> <ul style="list-style-type: none"> - On-going review of the implementation of the Catholicity goals through the school Liturgical committee - Adult faith opportunities provided for staff ie Seder, Advent and Lent liturgies - Develop leadership capacity in faith formation of all Dufferin-Peel leaders <p>Social justice projects involving adults through Parish ie food drives, clothing collections, Terry Fox Run</p> <ul style="list-style-type: none"> - Continue to develop pastoral plan collaboratively with Council, parish, staff - Promote successful parish relationships through Pastoral plans, information sharing and liturgical events - Youth Faith Ambassador program continued. - Continue with Parish and admin meetings. 		<p>Compliance with Safe Schools and Peel Police protocol</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
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			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-learning opportunities, experiential learning, Continuing and Adult Education, and specialized programs including Extended French, French Immersion, and International Baccalaureate programs.</p>	<p><u>Reading focus:</u> understanding and making inferences; making connections and reading with fluency</p> <p><u>Writing focus:</u> topic development and developing and organizing content</p> <p><u>Overall focus:</u> Developing strategies to address gender performance differences</p> <ul style="list-style-type: none"> - continue to focus on analysis and critical literacy and higher thinking skills - continue to focus on strategies to support comprehension: activating prior knowledge, predicting, visualizing, questioning, drawing inferences, finding important ideas, summarizing, synthesizing, monitoring and evaluating - review literacy resources available to focus on boys literacy interests - provision of descriptive feedback to students to encourage growth ie conferences, student exemplars, student assessment portfolios, conversations, student and teacher generated rubrics - continue to use word walls in all classrooms as an instructional strategy subject specific - continue to use 	<p>A focus on critical literacy in school and classroom planning (refer to detailed action plan available at the school)</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 	<ul style="list-style-type: none"> • December 2008 • April 2009 • June 2009

<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 ensuring the distinctiveness of Catholic education is explicitly infused. 	<p>descriptors within the classroom to ensure all students continue to use guided reading as classroom strategy</p> <ul style="list-style-type: none"> - continue to focus on cueing systems ie language of semantics, syntax, grapho phonics, pragmatics through focused activities - continue focused instructional strategies such as shared reading, read alouds, guided reading, independent reading daily - provide learning experiences to strengthen skills development ie readers theatre, drama, literature circles, book clubs - continue to implement and utilize MET Guided reading resources - continued focus on the writing process in class: generating ideas and brainstorming, drafting ideas, rethinking and revising, editing/proof reading, publish and sharing opportunities to develop skills and appreciation for language, graphic organizers - continue to implement the Primary Guides to Effective Instruction in Reading and Writing - continue to focus learning teams (through 			
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	<p>divisional meetings) on various aspects of the curriculum identified through data: 1. establish consistent formative and summative assessment practice to ensure consistency of data examination of formative student evidence in the areas of making inferences, understanding form and style, topic development and organizing content (per school goals) 2. - continue to review assessment practices that reflect student's experiences 3. - focus on analysis of student data to plan for differentiation of curriculum: term reviews per division and on going reviews per grade level 4. - use of data wall for PM Benchmarks and CASI: review each term of the data to ensure all students continue to achieve: discussions around links to CASI, PM Benchmark and report data 5. initiate the review of student samples each term at divisional meetings to determine students needs and strategies to assist achievement 6. continued focus on MET, Board resources to support classroom strategies,</p>			
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	<p>approaches.</p> <ul style="list-style-type: none"> -continue classroom focus on differentiating instruction and universal design of learning to ensure diverse needs of all students are met and to build on the individual needs of students - implement literacy portfolios with goal of establishing consistency gr 1-6. - draw on strategies in Me Read? No Way ie taking gender differences into account, reviewing resources for male interests - implement Kindergarten Assessment portfolio. - continue to connect writing with reading materials males are interested in - present materials from time to time about overcoming adversity - continue to review best practices at divisional meetings around meeting the needs of male learners - teachers continue to model effective strategies and engage students in applying these strategies - continue to implement Literacy for Learning strategies - continue to align PAR focus with curriculum 			
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School Plan for Sustained and Continuous Improvement 2008 - 2010

	<p>assessment per grade level</p> <ul style="list-style-type: none"> - on going communication with home to ensure parents are aware how to support and what focus will be: through class newsletters, projects, rubrics and test outlines - continue to investigate meaning and explicitly teach and understand the language of assessment - collaborative setting of targets - continue to build on the literacy room and encourage use of big books for shared reading - use of ongoing assessment to identify classroom and student strengths - continue Journey in to Learning approach to readiness skills for kindergarten families: evening session - continue to include ELSAT role in early literacy approach: establishing and modeling best practice - continue focusing on balanced literacy - continue to build a comprehensive collection of classroom independent libraries - implement new resources through ELSAT teacher - continue dedicated and 			
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	structured literacy block - continue All Star Reading program and involve volunteers - continue with peer reading (reading buddies)			
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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>	<ul style="list-style-type: none"> • Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement 	<ul style="list-style-type: none"> ▪ Budget allocation will align with school priorities for student achievement 	: <ul style="list-style-type: none"> ▪ Use i-Ren reports to monitor and track school budgets 	<ul style="list-style-type: none"> • September 2008 • May 2009
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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 use of the electronic register 	<ul style="list-style-type: none"> ▪ Electronic registers reflect accurate classroom enrolments 	<ul style="list-style-type: none"> ▪ Enrolment registers align with Ministry guidelines 	<ul style="list-style-type: none"> • Monthly
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