





















VALUES	BELIEVE	EXCEL	RESPECT	THRIVE	TRUST
KEY GOALS	<p> Increase, among all learner groups, student application of scripture, sacramental life, and Catholic social teachings to daily life, by increasing opportunities for student spiritual engagement in their faith formation.</p> <p> Enhance positive staff perceptions regarding DPCDSB Catholic Community, Culture and Caring.</p> <p> Enhance positive parent perceptions of student faith formation in DPCDSB schools.</p> <p> Deepen the understanding of how social justice actions are guided by Catholic Social Teachings and faith development for all learners.</p>	<p> Increase the proportion of students from all learner groups meeting or exceeding the provincial standard in literacy and numeracy.</p> <p> Increase student critical thinking, communication, collaboration, creativity, and innovation among all learner groups (e.g., by uplifting Global Competencies and through deep connections to the Ontario Catholic School Graduate Expectations).</p> <p> Eliminate disproportionalities and disparities in achievement, programming, and discipline, by dismantling the impacts of colonialism, white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, able-ism, and other oppressions.</p> <p> Elevate organizational effectiveness (e.g., innovation of corporate practices, technology and infrastructure, in support of improved outcomes for all).</p>	<p> Increase staff awareness and capacity required to address the impacts of colonialism, white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, able-ism, and other oppressions, in all areas of school culture.</p> <p> Increase sense of belonging among students and staff impacted by oppression and injustice, by uplifting the voices of all.</p> <p> Enrich students' sense of connection to their Catholic community and sense of belonging (e.g., reduce student experience of aggressive behaviours).</p>	<p> Increase student engagement (i.e., academic, social, and intellectual) and well-being for all learner groups.</p> <p> Enhance student application of Catholic digital citizenship, with particular emphasis on collaboration.</p> <p> Increase awareness of, and accessibility to mental health and well-being supports for all members of the DPCDSB community.</p> <p> Enhance safety and security measures to support the well-being of all (e.g., physical environment and technology infrastructure; data integrity and privacy information management).</p> <p> Increase staff well-being and belonging (e.g., work-life balance, organizational culture, workload management).</p>	<p> Increase confidence in stewardship of resources (e.g., human, financial, physical and technology).</p> <p> Promote practices that value the sacredness of creation (e.g., intentionally reduce energy, use of disposable water bottles, paper consumption, and waste production).</p> <p> Enhance engagement of schools with a wide variety of community partners and parishes.</p> <p> Increase operational and customer service quality (e.g., community and staff perceptions of service levels; alignment of DPCDSB practices with all Ministry of Education requirements).</p>

Icon Guide:



Key goals for students



Key goals for staff and/or DPCDSB community, as applicable

Provide a brief summary of your school's plan to support the goals, & what data you will use to monitor progress

	BELIEVE	EXCEL	RESPECT	THRIVE	TRUST
SCHOOL ACTION PLAN TO SUPPORT GOAL ATTAINMENT	<ul style="list-style-type: none"> The Virtues program is implemented and practiced through our words, and actions. It is celebrated through our Pastoral plan, prayer tables, certificates, morning announcements, and on our school bulletin boards. The goal of our Pastoral Plan is to nurture hope using our faith formation in students and staff, and to foster the school-parish-home relationship. Sacramental preparations in our Catholic faith is nurtured through preparations in classrooms, and by the celebration of various sacraments during the liturgical year. The school collaborates with the St. Jerome parish to support the Catholic Social Teachings and faith development for all learners, and the social justice initiatives of the Knights of Columbus and Catholic Women's League activities, as well. In keeping with Pope Francis' declaration: the year 2021 for our school's patron saint, the earthly father of Christ, we will recite a prayer on his feast day, and every Wednesday during morning announcements as an act of piety in honour of St. Joseph. 	<ul style="list-style-type: none"> As a Catholic school community we continue to disrupt racial and gender disproportionalities in achievement, by dismantling the impacts of colonialism, white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, able-ism, and other oppressions. We will continue to promote the belief that all children can, not only learn, but deserve the time, and sufficient support to achieve levels at/or above the provincial standards. We will establish or maintain a learning environment aligned with our Ontario Catholic School Graduate Expectations (OCSGE) where teachers co-create, amongst other values and opportunities for excellence, a school culture with high standards for both teaching and learning. Create professional learning teams (PLTs) that will collaborate with our Numeracy and Literacy consultants so that we have consistent classroom learning goals and success criteria. We will establish a shared commitment by forming a committee to respond to and improve our Grades 3 & 6, Reading, Writing and Mathematics results from our most recent EQAO scores. 	<ul style="list-style-type: none"> Indegenious land acknowledgements are proclaimed at every opportunity; before the anthem when we start every day, & during all school gatherings as a means to increase staff awareness and capacity required to address the impacts of not only colonialism, but white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, able-ism, and other oppressions, in all areas of school culture and within the greater school community, as well. Engaging students and staff during Anti-Bullying and Prevention Week to help promote safe schools and a positive learning environment. This aligns with our calling to promote a culture of respect, care, and inclusion for all through efforts to prevent bullying. Led by the principal while working with the staff equity leads, and our Elementary Guidance Experiential Learning Teachers (EGELT) we will create professional engagement opportunities that will promote a systematic and integrated approach to increase cultural responsive instruction in all classes. In order to create a more racially inclusive school, one where all voices are heard and valued, the school's staff will actively engage in Professional Development that will enhance how we interact with, and respond to, systemic anti-Black racism. 	<ul style="list-style-type: none"> We are currently working on having more accessible doors installed at St. Joseph to encourage a sense of belonging, by welcoming students, staff and the community with mobility issues, and permitting greater access to the school building. In order to increase staff morale and well-being we provide opportunities for staff to list and obtain the teaching resources, educational technology and student resource materials that are required to improve overall student achievement. We organize Lenten retreats. We inform teachers about other virtual opportunities for professional development that will encourage work-life-balance and workload management. Our EGELT teachers work with intermediate staff to demonstrate how technology can be used as an effective tool to enhance student learning and achievement. All classrooms have access to a SMART projector, IPADs, and Chromebooks. Our Special Education Team completes Special Equipment Amount (S.E.A.) Grants for exceptional students whom require particular assistive technology. We will continue to use new instructional technology that supports best teaching practices allowing teachers to better support classroom outcomes and overall student achievement. 	<ul style="list-style-type: none"> We develop and maintains positive school and community relationships with a variety of partners; Catholic School Advisory Council (CSAC), Knights of Columbus, Region of Peel Public Health, Children's Aid Society, Eco-school initiatives, Y.M.C.A., Share-Life, St. Augustine Catholic Secondary school, and St. Jerome parish. We strive to create conditions to improve the social emotional well-being of all of our students. Our Social Worker, Speech Pathologist, Psychologist, and Child and Youth Worker continue to support our students, while working collaboratively with the principal and parents to help students feel cared for, safe, and included at school. In addition, we create opportunities for presentations from the Local Health Integration Network (LHIN) to further support student well-being. Participating in Earth Day activities, Eco-school initiatives and playground clean up days, emphasizes the importance of being stewards of the earth. Also, in conjunction with the Eco-school Team we will work with parents to reduce the presence of disposable water bottles, and encourage use of the water fillable stations, especially, since water drinking fountains are not in use during the Covid-19 pandemic.
EVIDENCE/DATA FOR MONITORING	<ul style="list-style-type: none"> Anecdotal data will inform students whose contributions have references to Biblical Scripture in their various school projects. The (OCSGE) Survey will further measure & indicate students who know Scripture and its connection to Sacramental life & Catholic Social Teachings. 	<ul style="list-style-type: none"> Each year that the EQAO data is actually available, will reflect an increase, especially in Grades 3 and 6 Mathematics scores, with a focus on sustained and equal gender improvements in student achievement. 	<ul style="list-style-type: none"> The Catholic Community, Culture and Caring School Climate survey Grades 4 to 8, informs us about the overall sense of belonging amongst students impacted by oppression and racial injustice. 	<ul style="list-style-type: none"> Data Source: Ontario Catholic School Graduate Expectations Survey. Look for an increase in the proportion of staff who report a perceived positive impact of faith opportunities in their practice as measured by an Adult Faith Survey. 	<ul style="list-style-type: none"> The Principal regularly reviews financial, inventory, and paper copying reports as well as staffing levels to ensure the school remains compliant with both School Board GAPs, and Ministry of Education policies and expectations.