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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

John Cabot – Secondary School

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A Vibrant Caring Faith Community of Learners

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

Mission Statement

We, at John Cabot Catholic Secondary School, celebrate spirituality and diversity through achieving, believing and community living in an inclusive Catholic environment. We aim to provide a safe, nurturing and motivating community for students to grow and develop to their fullest potential.

It is the mission of the school community at John Cabot Catholic Secondary School to challenge students to:

- **develop appropriate social skills, self-advocacy and study skills to promote and sustain life-long learning;**
- **engage in the pursuit of excellence in reaching their full spiritual, academic and physical potential;**
- **grow in an understanding of Roman Catholic teachings and traditions and to incorporate these into their everyday life.**

It is the mission of the school community at John Cabot Catholic Secondary School to provide an environment:

- **where we grow and learn within the context of a cooperative, community team of the Family, School and Church;**
- **where the ideals of mutual trust, responsibility, equality and respect for all are encouraged and supported.**

Our School

John Cabot Catholic Secondary School is a secondary school of approximately 983 students, of diverse ethno-cultural backgrounds, from Grade 9 to Grade 12. Our school population generally reflects the socio-economic mix found within Mississauga. Most of the surrounding community consists of single-family dwelling homes, town-homes and multi-level apartment buildings situated in a geographic area that is located in close proximity to the core of the city of Mississauga.

John Cabot Catholic S.S. was established in 1997 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 at John Cabot Catholic S.S. is committed to the search for excellence, the uniqueness of the individual and the education of the whole person while experiencing a life in a community founded on Gospel values.

John Cabot Catholic S.S. is a caring school and community environment that stresses understanding and acceptance of others, commitment to our Catholic *faith* and high academic standards. We provide a safe and comfortable 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, "*Faith, Hope & Charity*" was chosen through the process of community consultation and reflects a holistic philosophy where religion and daily life are intertwined. As such, all activities of administration, management, counselling, academic and pastoral work, prayer and worship, extracurricular and intra-curricular involvement, help to prepare John Cabot Catholic S.S. students for their lives as Catholics in the community.

Our students come to us with a variety of strengths and needs, with our Catholic *faith* as our common bond. Our prayer life, liturgical celebrations, the sacraments, and our *faith* and values system form the foundation of our school program.

At John Cabot Catholic S.S., we are proud of our balanced religion, academic, arts, technology and athletics program. It offers students a well-rounded and value-centered education to help them make good choices for the future and allows us to reflect and serve the entire community as we prepare our students for post-secondary education and careers. The curriculum planned and provided in the school is broad, balanced and relevant to the needs and aspirations of all students. A wide range of subjects and learning experiences is offered in order 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 Secondary School 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 Gr. 9 Mathematics assessment and OSSLT indicate that the school-wide emphasis on reading, writing and mathematics has produced a marked improvement in our students’ reading and mathematical skills. Our Gr. 9 Mathematics and OSSLT results have exceeded the results from the previous year. Our writing results show some improvement from the previous year but 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):

OSSLT '07-'08	School	Board	Province
All	243	7541	156151
Successful	207	6201	121798
Not Successful	32	1025	34353
% of students BELOW Ministry success standard (Level 2 or lower)	13%	14%	15%

Differentiated instruction

School Plan for Sustained and Continuous Improvement 2008 - 2010

	Applied (All Students) Levels 3,4	Academic (All Students) Levels 3,4
Grade 9 EQAO Mathematics Test		
School	43%	79%
Board	32%	74%
Province	34%	75%

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>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 	<ul style="list-style-type: none"> • Foster student spiritual development within the image of Christ through the development and implementation of pastoral plans with: parents, pastoral team, administrators, student council, Religion department heads and chaplaincy leaders 	<ul style="list-style-type: none"> • Infusion of pastoral plan in departmental plans 	<ul style="list-style-type: none"> • Informal feedback from: parents, pastoral team, administrators, student council, Religion department heads and chaplaincy leaders 	<ul style="list-style-type: none"> • April 2009 • Ongoing feedback will inform the school's planning for next steps

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<p>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 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>Continue to promote and support opportunities for staff and students to demonstrate their understanding of our faith story through their participation in T.E.A.M. and Project Nicaragua groups</p> <p>Foster a greater understanding of our faith story by promoting a wider range of teacher participation in Catholic conferences such as When Faith Meets Pedagogy, and supporting professional development to enhance staff's ability to witness our Catholic story to our students</p>	<p>Participation of staff and students in such social justice activities and additional Catholic outreach projects</p>	<p>Awareness of school community of opportunities to participate in Catholic social outreach efforts</p>	<p>Ongoing involvement and assessment of community needs in supporting charitable and social justice projects</p> <p>Working relationship with Share Life and Catholic organizations and charities</p>
<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. • 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"> ▪ Establish Student Leadership programs ▪ Establish Peer-Mediation program ▪ <p>Promote opportunity for Student Leadership Course (GPP30) with focal areas of anti-bullying and inclusivity Include a focus of antibullying in retreat program</p> <p>Promotion of professional learning opportunities with staff to increase skill set in progressive discipline</p>	<ul style="list-style-type: none"> • Reduced number of conflicts • Increased student sense of safety <p>Guidance staff to promote GPP30 at time of option sheet choice</p> <p>Review of retreat program to include antibullying, and promotet retreat program as leadership opportunity for students</p>	<ul style="list-style-type: none"> • Informal feedback • suspension data / incident tracking data • Safe Schools Survey <p>Student enrollment in GPP30</p> <p>Student involvement as retreat leaders</p>	<ul style="list-style-type: none"> • January 2009 • June 2009 <p>Reviewed by semester</p>

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	
			Data 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> <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 including Extended French, French Immersion, and International Baccalaureate 	<ul style="list-style-type: none"> Implement high yield strategies to engage Grade 10 students (refer to detailed School Action Plan) <p>Consolidate assessment practices by targeting professional practice to ensure consistent application of evaluation standards</p> <p>Develop a plan for a school pathway</p>	<ul style="list-style-type: none"> Improvement of Credit Accumulation in Grade 10 <p>Availability of SALT assessment workshops</p> <p>Consultation with program department to fully understand what the data indicates in choosing a school pathway to promote at John Cabot, and then develop implementation</p> <p>Review of school data to determine the best fit pathway for students</p>	<ul style="list-style-type: none"> Analysis of: <ul style="list-style-type: none"> Credit Accumulation Data – Gr. 10 Pass rates in Gr. 10 compulsory courses Use of Trillium/Skopus data warehouse to monitor student achievement data <p>Monitoring of teacher participation and awareness of SALT expectations</p> <p>Analysis of school data to support the development of a school pathway</p>	<ul style="list-style-type: none"> October 2008 February 2009 June 2009 <p>Ongoing</p> <p>Pathway program at John Cabot to be fully implemented by 2010</p>

<p>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> <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 <p>Regular monitoring of school budget to ensure focus is on prudent financial support of system, and school goals to ensure student success</p>	<ul style="list-style-type: none"> ▪ Budget allocation will align with school priorities for student achievement <p>Work with department heads to plan prudent department budgets</p>	<ul style="list-style-type: none"> ▪ Use i-Ren reports to monitor and track school budgets <p>Work closely with school secretary to understand and review accounts</p>	<ul style="list-style-type: none"> • September 2008 • May 2009 <p>Monthly monitoring, with emphasis on reporting dates and those dates of significance to the Finance department</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. 	<ul style="list-style-type: none"> ▪ Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines) <p>Work closely with Philip Pocock administration to ensure as smooth a transition between schools for families when capping number is reached at John Cabot</p>	<ul style="list-style-type: none"> ▪ Electronic registers reflect accurate classroom enrolments <p>Carefully monitor overflow from school</p>	<ul style="list-style-type: none"> ▪ Enrolment registers align with Ministry guidelines <p>Review of numbers</p>	<ul style="list-style-type: none"> • Monthly <p>As frequency requires</p>
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This sheet may be used by schools that choose to develop additional goals.

System Goal:	Excellence in Student Achievement			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
To consolidate assessment practices by targeting professional practice to ensure consistent application of evaluation standards	<p>Review of course evaluation policy and practice by department</p> <p>Presentation of SALT workshops on evaluation throughout the year, ensuring a vibrant professional learning community focused on assessment</p>	<p>Consistent course evaluation practice</p> <p>Interdepartmental discussion and co-operation as evidenced by active participation at SALT workshops</p>	Analysis of course success data per semester	Ongoing

System Goal:	Excellence in Student Achievement			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
To develop a plan for a school pathway	<p>Review of school data to determine best fit pathway for student community</p> <p>Consultation with program department to acquire information about development</p>	Understanding of needed parameters that will best service students in choosing a pathway for John Cabot community	Analysis of school data to support the development of a school pathway	Full implementation of school pathway by 2010