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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

Our Lady of Mount Carmel S. S.
3700 Trelawny Circle, Mississauga, ON

<http://www.dpcdsb.org/Our Lady of Mount Carmel>



"One Through Prayer and Learning"

Mission Statement

With Jesus as our model, the staff of Our Lady of Mount Carmel Secondary School fosters life-long learning and, together with the family, the parish and the community, strives for excellence in the tradition of Catholic Education

Our School

Our Lady of Mount Carmel is a secondary school of approximately 1850 students, of diverse social and ethnic backgrounds. The surrounding community consists of single-family homes situated in a geographic area that is suburban, located in Mississauga. Our student population over the past 4 years has seen a significant increase in English as a Second Language (ELL).

For 20 years, Our Lady of Mount Carmel Secondary School 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 Our Lady of Mount Secondary School, 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

SAMPLE: 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			
Successful	92%	86%	84%
Not Successful	8%	14%	16%
% of students BELOW Ministry success standard (Level 2 or lower)			

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	Applied (All Students) Levels 3,4	Academic (All Students) Levels 3,4
Grade 9 EQAO Mathematics Test		
School	58%	80%
Board	32%	74%
Province	30%	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, and 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. • 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 	<ul style="list-style-type: none"> • United for a Cause • Cuba Outreach • Harmony Movement • Carmel Cares • Environmental Club • Out of the Cold • Christmas Basket Drive • Support Local Initiatives • Retreat Program with various social justice focus • Student Council Initiatives • Food Drives • Support of the Eden Food Bank through the Tooney Tuesday Initiative • “Restorative Justice Program”—Students work at the Eden Food Bank • Continued Relationships with our Parish St. John of the Cross 	<ul style="list-style-type: none"> • “United for a Cause” raised \$18,000.00 for Cancer • 4 teachers and 14 students are working in Cuba for 10 days and are raising money for this cause • The number of Mount Carmel students who are involved in the various initiatives • The contributions made by human resources and financially • Throughout the year, we raise money for various causes, charities and social justice issues. 	<ul style="list-style-type: none"> • Informal feedback from: parents, pastoral team, administrators, student council, Religion department heads and chaplaincy leaders • Involvement of staff and students in the various activities to raise money for various causes. 	<ul style="list-style-type: none"> • Continuous throughout the year • Ongoing feedback will inform the school’s planning for next steps

<p>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 in working towards greener schools.</p> <ul style="list-style-type: none"> • 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>• Continue to nurture relationships between school and parish teams, and school and home.</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> <ul style="list-style-type: none"> • 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"> • Continuation of the Catholic Book Club • Professional Development time for department heads to focus on assessment and development in applied courses • Professional Development time for the development of department improvement plans • Multi-Disciplinary approach to literacy and numeracy • Focus of the Grade 9 retreat was anti-bullying 	<ul style="list-style-type: none"> • Improved student achievement • Improved teacher moderation • Consistency in assessment and evaluation • Develop a positive attitude towards one self and other members of the community 	<ul style="list-style-type: none"> • Monitoring and review cycle—mid term results, final semester results, culminating tasks and exam submissions 	<ul style="list-style-type: none"> • January 2009, June 2009 and continued professional development.

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. • 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. 	<ul style="list-style-type: none"> • Our Lady of Mount Carmel Literacy Plan (refer to detailed School Literacy Plan) • Pilot Project for Grade 9 Academic English using CASI Using the Grade 8 CASI data to develop an appropriate plan of action to increase literacy skills in area that are deemed to be at Level 2 and raise them to Level 3. • To continue to meet as an “at Risk Team” VP/P, CYW, SW, SST, Guidance and ARD 4 times a semester to review the progress of the At Risk Students. • To monitor those student in Grade 10 who were deemed At Risk by the Elementary School • Continue the Apprentice Fair. 	<ul style="list-style-type: none"> • Maintain literacy scores • Improve scores for the <ol style="list-style-type: none"> 1. previously eligible 2. ELL • Improved scores 2010 • The number of credits earned in Grade 9 and in Grade 10 	<ul style="list-style-type: none"> • Results that we are accumulating through our literacy folders • Mock test results • Grade 9 English marks in Academic 3 pilot classes • Specific skill improvement in EQAO categories (Pearson and CASI) • September, end of October, mid term and December 	<ul style="list-style-type: none"> • October, November, December 2008 • February 2009 • June 2009 • April 2009 • January 2009 • Mid term and Final • January 2009 • June 2009

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<ul style="list-style-type: none"> • Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process. 				
<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. 	<ul style="list-style-type: none"> • Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement • Provide resources for teachers teaching applied courses on assessment and evaluation. 	<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
<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"> • 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) 	<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