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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

Divine Mercy Catholic Elementary
2840 Duncairn Drive, Mississauga, ON L5M 5C6

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



Living, Loving, Learning

Divine Mercy Mission Statement

*We, the Catholic Community of the Divine Mercy School,
Will nurture, inspire and educate our children
in a physically safe and emotionally secure environment.*

*We will promote the spiritual, emotional and
intellectual potential of each individual
and encourage a lifelong love of learning.*

We are Divine Mercy School

Our School Profile

Divine Mercy School is an elementary school of approximately 623 students, of diverse and ethnic backgrounds, from Junior Kindergarten to Grade 8. The surrounding community consists of single family homes and townhouses situated in a geographic area that is located North West area of Mississauga.

Since September 1998, Divine Mercy 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 Divine Mercy 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

As per EQAO Policy school results on the grade 3 and 6 assessments will not be reported publicly as there were fewer than 15 students in the grade 3 and grade 6 classes.

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	74%	78%	83%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	79%	72%	70%
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 <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 years, 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 	<p>Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community e.g., Welcome Back School Mass</p> <p>Provide opportunities to support community participation in faith celebrations (Curriculum Night Faith Celebration, Sacramental & Liturgical celebrations, Good News Assemblies, School Liturgies, etc.) Dates for School Masses & celebrations are published on a monthly basis. Invitations to parents/community during Catholic Education Week.</p> <p><i>Continue to implement Virtues Program, e.g., Monthly Good News Celebrations, Daily Announcements by Youth Ambassadors. Virtue banners & visual icons of our faith displayed throughout the school. Monthly Display Case/ Bulletin Boards designed to reflect Virtues.</i></p> <p><i>Allocate a percentage of the school budget towards Religious Education materials, resources, Youth Ambassador program, and Staff (Adult Faith) to support faith formation.</i></p> <p><i>Purchase of classroom bibles & resources for sacred space in classroom/school.</i></p> <p><i>Continue to develop student/staff</i></p>	<p>Parent and pastoral staff involvement and attendance at Virtues celebrations</p> <p>There is increased community participation, at School Faith & other Celebrations.</p> <p>There is continued implementation of Board developed Catholic Community Study Unit, e.g., Virtues resource.</p> <p>Religious Education resources/materials are purchased to support faith formation of: staff, students, community members.</p> <p>Staff, students, School Council & Volunteers assumes a variety of leadership roles.</p>	<p><i>Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</i></p> <p><i>* as above</i></p> <p><i>Materials & resources are made available, are in classrooms, school and in use.</i></p>	<p><i>April 2009</i></p> <p><i>Ongoing feedback will inform the school's planning for next steps</i></p> <p><i>Initial implementation September 2008- ongoing</i></p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>an 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>servant leadership opportunities; e.g., Share Life, United Way, St. Vincent DePaul , Eden Food bank, PALS, etc.</p> <p>Continue to develop school wide recycling program, and promote the litter less lunch program</p> <p>‘The Enduring Gift’ – sharing of stories</p> <p>Provide direction and support for the purchase of resources & materials that are reflective of the diversity within Divine Mercy School and larger community. Promote staff involvement in Diversity Workshop initiatives. Ensure Arts in the School Programs are reflective of the needs/interests and diversity of school community. Continue to develop and provide opportunities for community participation in Faith & other Celebrations (Liturgies, Sacramental Celebrations, Virtues, School events & celebrations). Continue to expand & enhance Community Partnerships (Edge Youth Group, Youth Education Officer, Peel Health, Parish Reps, School Council, etc.)</p>	<p>All classes have blue boxes, white boxes, collected and set out weekly for pick up Increased numbers of students bringing litter less lunches to school</p> <p>Staff participate & support sharing of Faith stories</p> <p>Classroom and Library resources that reflect diversity of school; cultural, gender, variation in needs/interests are purchased and displayed for use. Arts in school programs are varied in content, e.g., focus on developing positive Self-esteem; Hip Hop Dance Program, Black History Month Presentations, Bullying Prevention Programs Board Diversity Officer/ Harmony Group, and members of First Nations have been invited to speak to staff/students to highlight issues of diversity.</p>	<p>Blue Boxes and white boxes are available and in use in all classrooms.</p> <p>Informal feedback/ observation of facilitators Lateral PD Faith Day initiative was well attended and participated in.</p> <p>Literacy and/other curriculum resources are purchased and used.</p> <p>Feedback from staff/students/School Council and school community Arts in the School Program highlight diversity in interest/needs.</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. <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>Utilize staff and divisional meetings as a vehicle through which professional learning is shared and developed to identify and develop a plan to support student learning needs. Continue to build community awareness around system communication strategies: Board Web sites, School Newsletters, School Council Newsletters</p> <p>Additional Communications</p> <ul style="list-style-type: none"> -Continue to extend invitations for community partners to participate in school committees/events, e.g., School Council, Safe School Action Team, Classroom Excursions, Volunteer opportunities; Literacy Nights e.g. Journey Into Learning; Pro Grant Initiatives; Community Movie Nights Career Day; Catholic Education Week; Harmony Movement; Support for High School Student Community Service Hours; Establish a Safe School Action Team , and develop Bullying Prevention School Goals; Promote community awareness of revised Catholic Code of Behavior, e.g., progressive discipline model, Restorative Justice, Bullying Prevention .Continue to work with Youth Education Officer Continue to develop and incorporate Bullying Prevention Programs throughout the school. 	<p>Reduced number of conflicts</p> <p>Increased student sense of safety</p>	<p>Informal feedback</p> <p>suspension data / incident tracking data</p> <p>Safe Schools Survey</p>	<p>December 2008</p> <p>April 2009</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	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p>Excellence in Student Achievement <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. <p>-Expand differentiated learning opportunities, within fiscal responsibility, for students including</p>	<p>Develop critical literacy skills across the curriculum in all grades</p> <p>Promote implementation of Literacy/Numeracy across the curriculum. Continue to Integrate High yield strategies and differentiated instruction.</p> <p>Ensure staff/divisional meetings are used to: -Support teacher Professional Development to share effective classroom strategies to enhance learning. -To review and analyze data collected and to continue to participate in the development of Smart Goals. -building in opportunities for teacher moderated marking -ELSAT teachers to support Primary Literacy</p>		<p>Improved critical literacy as evidenced through a variety of assessments including: CASI Student work samples Teacher observation EQAO Use of Skopus data warehouse to monitor student achievement data</p>	<p>December 2008 April 2009 June 2009</p>

<p>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>-Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting.</p> <p>-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.</p> <p>-Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process. Implement Ministry initiatives relating to: -Ongoing review of Curriculum -Ministry Policies (e.g. ELL, Safe Schools, Aboriginal Policy Framework) -Special Education -Literacy / Numeracy Secretariat -Student Success Learning to 18 -Alternative/ Continuing / Adult Education Ensuring the distinctiveness of Catholic education is explicitly infused.</p>	<p>-Continue to provide placements for Co-op and Faculty of Education students</p> <p>-Continue to provide information and make recommendations as appropriate for the Extended French, French Immersion and International Baccalaureate programs.</p> <p>-Support continued use of CASI and Benchmarks data collection templates Revised Kindergarten Assessment Portfolios</p> <p>-Support transition of elementary students entering secondary school through the facilitation of visits by high school teachers to discuss grade 9 course selections and facilitate student visits to the high school as available</p> <p>Identify At Risk Learners- high school transition meetings</p> <p>-include high school team at case conferences, IPRC's, etc.</p> <p>-Purchase and continued implementation of Assistive Technology to support at risk learners, e.g., NEOS, Kurzweil, Monitor & review progress on a regular basis of students identified as at Risk learners- e.g., Special Education Team Meetings, etc.</p> <p>Begin to implement revised Science Curriculum Document, ELL and ESL Board Initiatives Resources, e.g., Kindergarten</p> <p>-Common Text Room Resources</p> <p>Networking at a Family Level for specialty teachers.</p> <p>-Board wide In-services</p> <p>-MN Model ELL teachers meet collectively once a term -</p> <p>Networking</p> <p>-Teacher Librarian</p> <p>-Special Education Teachers</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> <ul style="list-style-type: none"> • Maintain a balanced and sustainable budget to balance student achievement with fiscal Prudence within the Catholic stewardship context. • 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: <ul style="list-style-type: none"> -Board Policy -Audit Recommendations -General Administrative Procedures • Provide in-service sessions related to the finance support tool for administrators and support staff. 	<p>Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement, e.g., allocating budget monies to meet school goals</p> <p>Work as a school team, e.g., LSAC, School Budget Team, to monitor and establish budgetary goals in alignment with Board Policy, e.g., Continued implementation of: Kimputer Reconciliations School/ School Council Accounts School Council Bank Account IREN</p> <p>Implement board financial support tool when made available to system</p> <p>Attend & support attendance of support staff at in-service sessions related to the finance template tool and other budget initiatives</p>	<p>Budget allocation will align with school priorities for student achievement</p>	<p>:</p> <p>Use i-Ren reports to monitor and track school budgets</p>	<p>September 2008 May 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 labor 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>Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</p> <p>Participate in ARC meetings; facilitate access/distribution of communication to community as available.</p> <p>LSAC-to manage and provide Input for fluctuations regarding student enrolment and class organization.</p> <p>Provide and facilitate communications with community re: Fluctuation in enrolment, reorganization/class size, etc.</p> <p>Monitor Student Projections and provide feedback to planning department regarding school community enrolment trends -network with new developers, board planners to identify trends</p>	<p>Electronic registers reflect accurate classroom enrolments -review of ONSIS and signing of reports</p>	<p>Enrolment registers align with Ministry guidelines</p>	<p>Monthly</p>
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