

**Principal**  
Silvina Wolf

**Head Secretary**  
Chris Ross

**School Council Chair**  
Andrejka Cook

**Superintendent**  
Elizabeth Mc Guire

**Family of Schools**  
Mississauga East

**Wards**  
Ward 1

**Trustee**  
Mario Pascucci

**Parish**  
St. Dominic Church

**Parish Priest**  
Father Norm Roberts

**Parish Telephone**  
905 278-7762

**Regional Secondary Schools**  
St. Paul Secondary

**Director of Education**  
John Kostoff

**Board Chairperson**  
Mario Pascucci

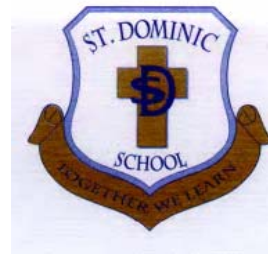


## School Plan for Sustained and Continuous Improvement 2008 - 2010

### St. Dominic School

515 Hartsdale Avenue  
Mississauga, Ontario  
L5G 2G7

<http://www.dpcdsb.org/St. Dominic School>



Together We Learn

*Mission Statement*

*The mission of the St. Dominic School Community is to promote and foster  
Catholic attitudes, values and beliefs.  
in a supportive and caring learning environment.  
Together with dignity and respect,  
We strive to inspire  
Life-long learning  
And encourage students to attend  
Their full potential  
As Christians*

**Our School Profile**

St. Dominic School is an elementary school of approximately 230 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. The surrounding community consists of both single family homes and apartment buildings situated in a geographic area that is located in south-eastern corner of Mississauga.

For 53 years, St. Dominic School has been recognized as a beacon for Catholic Education in the area. Catholic Education, rooted in Christ, calls us 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. As a Faculty and School Council, we work hard bringing together students, parents, teachers, our pastoral team, trustee and other partners to form a Catholic community in the service of the spiritual, intellectual, physical and emotional needs of students in our care.

At St. Dominic School our commitment to academic excellence is a shared responsibility. During 2008-09, literacy and numeracy, along with Catholicity, continued to be a focus in our school. Emphasis was placed on providing a balanced program that involved our students in reading, writing, listening and oral communication experiences across the curriculum. Computers are an integral part of the curriculum and support students in the areas of mathematics, research and word processing skills

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 value system form the foundation of our school program. At St. Dominic’s we are proud of our curriculum which is both broad 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 the best 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 Grades 3 & 6 reading assessments indicate that the school-wide emphasis on reading has produced a marked improvement in our students’ reading and mathematical skills. Our Grades 3 results in reading, writing and mathematics have exceeded the results from the previous year. Our Gr. 6 writing results 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):

	<b>Reading</b> (All Students) Levels 3,4	<b>Writing</b> (All Students) Levels 3,4	<b>Mathematics</b> (All Students) Levels 3,4
<b>Grade 3 ('07-'08)</b>			
<b>School</b>	<b>92 %</b>	<b>92 %</b>	<b>96 %</b>
Board	<b>65 %</b>	<b>71 %</b>	<b>68 %</b>
Province	<b>61 %</b>	<b>66 %</b>	<b>68 %</b>
<b>Grade 6 ('07-'08)</b>			
<b>School</b>	<b>88 %</b>	<b>69 %</b>	<b>81 %</b>
Board	<b>70 %</b>	<b>72 %</b>	<b>62 %</b>
Province	<b>66 %</b>	<b>67 %</b>	<b>61%</b>

*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;"><b>Catholicity</b></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"> <li>• 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.</li> <li>• Create and implement a Catholic Community Study Unit for elementary and secondary schools.</li> <li>• <b>Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth.</b></li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community through events such as monthly assemblies, liturgies, reading of the daily virtue prayer over the announcements and school wide retreats</li> <li>• Continue to purchase virtues resources &amp; other faith based resources to share and integrate our faith stories within the daily learning experiences</li> <li>• Continue the STARR (Sate, Tolerant, Acceptance, Respect &amp; Responsible) committee which will continue to work with students &amp; teachers in establishing a culture of Peace</li> <li>• Continue our liaison with the Public Health Nurse in setting up clubs such as the Wellness group which consist of intermediate</li> </ul>	<ul style="list-style-type: none"> <li>• Parent and pastoral staff involvement and attendance at Virtues celebrations</li> <li>• Resources used in the classroom on a regular basis, sacramental retreats, faith ambassador commissioning</li> <li>• Assemblies, workshops and meetings with students &amp; teachers to sustain our Culture of Peace</li> <li>• Students involved in the wellness groups will take on initiatives in the school to promote Anti-bullying, outreach etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</li> <li>• Informal feedback from staff, parents, school council and students</li> <li>• Feedback from students &amp; teachers</li> <li>• Feedback from students and teachers</li> <li>• Involvement in community issues</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing feedback will inform the school's planning for next steps</li> <li>• Ongoing feedback</li> <li>• Ongoing feedback will inform the school's planning for next steps</li> <li>• Ongoing feedback will inform next steps</li> </ul>

*School Plan for Sustained and Continuous Improvement 2008 - 2010*

<p>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"> <li>• 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.</li> <li>• 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.</li> <li>• Continue to nurture relationships between school and parish teams, and school and home.</li> </ul>	<p>girls who will focus on social justice, self image and bring awareness to the rest of the student body.</p> <ul style="list-style-type: none"> <li>• Continue to nurture our relationship with the parish and school by continuing biweekly visits by priest, biweekly class masses, school masses &amp; retreats</li> </ul>	<ul style="list-style-type: none"> <li>• Students actively involved in parish and school events</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from parish, teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
<p><b>Community Development</b></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"> <li>• Continue to focus on Catholic professional learning communities.</li> <li>• Enhance opportunities for communication and collaboration with all community partners.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implement PALS / Circle of Friends</li> <li>▪ Youth Faith Ambassadors</li> <li>▪ Involved in outreach programs through the church such as food drives, baskets for the needy and through agencies such as Operation Christmas Child.</li> <li>▪ Continue our anti-bullying campaign through the STARR program, looking at reinforcing positive behaviour &amp; our</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced number of conflicts</li> <li>• Increased student sense of safety</li> <li>• Students leaders promote and actively involved in outreach &amp; school spirit</li> <li>• Maintain an open door policy-open to the community</li> <li>• Fundraising for Share Life Child.</li> <li>• Through assemblies &amp; day to day activities a positive behaviour program established where students exempling the Virtues are recognized</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback</li> <li>• suspension data / incident tracking data</li> <li>• Safe Schools Survey</li> <li>• Informal feedback from students, teachers, parents, parish &amp; community</li> <li>• Informal feedback from students, teachers and parents</li> <li>• Decline of behaviour issues in the classroom and office</li> </ul>	<ul style="list-style-type: none"> <li>• December 2008</li> <li>• April 2009</li> <li>• Ongoing</li> <li>• Ongoing</li> </ul>

*School Plan for Sustained and Continuous Improvement 2008 - 2010*

	<p>culture of peace</p> <ul style="list-style-type: none"> <li>▪ Guardian Angels Program where PALS leaders are selected to work one on one with students with developmentally and physical impairments during lunch recess</li> </ul>	<ul style="list-style-type: none"> <li>• During recess older students are matched up with younger students who require positive modeling of play activities, turn taking and co-operative activities</li> </ul>	<ul style="list-style-type: none"> <li>• Decline of behaviour issues in the classroom and office</li> <li>• Students playing more co-operatively with peers</li> <li>• Informal feedback from students &amp; teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
--	--	---	--	---

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><b>Excellence in Student Achievement</b></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</p>	<ul style="list-style-type: none"> <li>• School wide focus on writing with a specific focus on                             <ul style="list-style-type: none"> <li>- Writer's process</li> <li>- Qualities of good writing</li> <li>-Editing Skills</li> </ul> </li> <li>• Purchase of resources to support focus such as Lucy Calkins,</li> </ul>	<ul style="list-style-type: none"> <li>• Through minilessons teacher will focus on the following area's</li> <li>• Writer's progress – strategies writers use to help them choose, explore, or organize a topic</li> <li>• Qualities of good writing- information to deepen students' understanding of literary techniques, point of view, strong language, leads and endings</li> <li>• Editing- information to develop their understanding of spelling, punctuation and grammatical skills</li> <li>• Use of resources to encourage dialogues, common assessment tools,</li> </ul>	<ul style="list-style-type: none"> <li>• Improved writing skills lay as evidenced through a variety of assessments including:                             <ul style="list-style-type: none"> <li>○ CASI</li> <li>○ Student work samples</li> <li>○ Teacher observation</li> <li>○ EQAO</li> </ul> </li> <li>• Use of Skopus data warehouse to monitor student achievement data</li> <li>• Feedback from students &amp; teachers as to the effectiveness of the</li> </ul>	<ul style="list-style-type: none"> <li>• December 2008</li> <li>• April 2009</li> <li>• June 2009</li> <li>• Ongoing</li> </ul>

*School Plan for Sustained and Continuous Improvement 2008 - 2010*

<p><b>development of the whole child.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting.</li> <li>• 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.</li> </ul> <p><b>Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process.</b></p> <ul style="list-style-type: none"> <li>• Implement Ministry initiatives relating to: -ongoing curriculum review</li> </ul>	<p>Treehouse Books, Writing Workshop, Creative Young Writers</p> <ul style="list-style-type: none"> <li>▪ Learning Teams will meet to develop and follow critical pathways focused on specific SMART goals</li> <li>▪ Gradual Release of Responsibility: Teacher modeling and group practices</li> <li>▪ Use of literacy rooms to ensure Guiding Reading &amp; Shared Reading strategies are being implemented</li> <li>• As a Lighthouse School continue to offer our expertise to other schools who might want to visit</li> <li>• Continue to target At-Risk Students to ensure they getting the support needed to improve</li> <li>• Using data to drive instruction and purchase resources</li> </ul>	<p>moderated marking, sharing of student samples</p> <ul style="list-style-type: none"> <li>• Teachers actively participate in instructional dialogue, share strategies, discuss and analyze student’s work, look at best practice, assessment tools and develop next steps</li> <li>• Matching up teachers who require mentoring, sending teachers to workshops, class visits</li> <li>• Organize a committee which will look at expanding the literacy room, looking at updating resources</li> <li>• Developing a confidence and comfort in teachers to allow other teachers into their classroom to observe their practice</li> <li>• Target strategies, support, assess, realign practice, target, and support, assess...</li> <li>• Use of Literacy Portfolios, Self Assessments, Rubrics, Student/Teacher Conferences, PM Benchmarks, CASI, EQAO, Data walls, Report Cards, Benefitting from the expertise of the ELSAT teacher</li> </ul>	<p>resource</p> <ul style="list-style-type: none"> <li>• Teachers being able to critically look at the instructional practices in their classroom and adjust, adapt, change, modify as necessary</li> <li>• Teachers offering to be mentors to new teachers in the grade, LTOs, &amp; NTIP teachers</li> <li>• Teachers use the literacy room on a regular basis</li> <li>• Set up teacher buddies to assist in looking at best practice in each other’s classroom</li> <li>• Student participation and increased student achievement</li> <li>• Moderated Marking, Sharing Student Samples, Discussions through the Learning Teams, Using a variety of assessment tools, Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Ongoing</li> <li>• October – May</li> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Ongoing</li> </ul>
---	--	---	--	--

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>-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>				<p>Through the use of various assessment tools</p>
--	--	--	--	--

<p><b>Financial Accountability and Transparency</b></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>	<ul style="list-style-type: none"> <li>• Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</li> <li>• Continue to meet data collection requirements particularly those pertaining to MISA in order to enhance decision making pertaining to school achievement</li> <li>• Staff having shared decision making responsibilities on the purchase of textbooks, supplies, and day to day materials for the school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Budget allocation will align with school priorities for student achievement</li> <li>• Continue to inform teachers and ensure data collection is done on time and used to guide instruction</li> <li>• Budget is reflective of school goals</li> <li>• Support a collaborative approach to budget review and expenditures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use i-Ren reports to monitor and track school budgets</li> <li>• Having teachers submit data on time and accurately</li> <li>• Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• September 2008</li> <li>• May 2009</li> <li>• September to May</li> <li>• Ongoing</li> </ul>
--	--	---	---	---

*School Plan for Sustained and Continuous Improvement 2008 - 2010*

<ul style="list-style-type: none"><li>• Provide in-service sessions related to the finance support tool for administrators and support staff.</li></ul>				
---	--	--	--	--

<p><b>Student Enrolment Impact</b></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"> <li>• Develop labour relations and human resources strategies that will minimize the impact of fluctuations in enrolment.</li> <li>• Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</li> <li>• Reflect on the results of the ARC decision in November</li> </ul>	<ul style="list-style-type: none"> <li>▪ Electronic registers reflect accurate classroom enrolments</li> <li>• Depending on Trustees' decision, if St. James should close examining the impact of staff and students attending St. Dominic</li> <li>• Ensuring we work together to form a community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enrolment registers align with Ministry guidelines</li> <li>• Developing a positive sense of community at both schools by working together to establish community through various events</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> <li>• November to June</li> </ul>
--	--	--	--	---

