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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Aloysius Gonzaga Secondary School

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Mississauga, ON. L5M 6R5
905-820-3900

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



The Greater Glory of God

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

Mission Statement

At St. Aloysius Gonzaga Secondary School, it is our common purpose as Catholic Christian believers that students be given every opportunity to fulfil their true potential spiritually, academically, athletically, artistically and socially. It is our belief that as nurturing educators our students will model themselves in the image of Jesus Christ. They will be caring, respectful and responsible individuals. They will develop a passion for learning and a belief in justice, generosity and forgiveness.

- We, the students, parents, staff and community of St. Aloysius Gonzaga, believe in the gospel values of Faith, Hope, Love, Peace and Service.
- We believe in the intrinsic worth of each individual.
- We believe that all have the ability and the need to learn and to succeed.
- We believe that the diversity of our community should be honoured, protected and celebrated.
- We believe that a safe and welcoming environment is an entitlement of every student.
- We believe in engendering a culture of excellence, community involvement and leadership opportunities.

Our School

St. Aloysius Gonzaga Secondary School is proud to be a member of the Dufferin-Peel Catholic District School Board and Merciful Redeemer Parish. Gonzaga currently has 1890 students, of diverse ethno-cultural backgrounds, from Grades 9 to 12. Integrated within the school population is the Career Path (vocational) program, ASD (Autism Spectrum Disorder) program, Advanced placement (AP) and Extended French program for select students from across the DPCDSB.

Our school population generally reflects the socio-economic mix found within Mississauga. Most of the surrounding community consists of single and multiple family dwellings situated in a geographic area that is the heart of Erin Mills, a community within the city of Mississauga. Our school building and grounds are part of the Erin Meadows Multi-use Complex, a unique partnership between the City of Mississauga, the Mississauga Library Board and the Dufferin-Peel Catholic District School Board.

The school was established in 2000 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 Gonzaga 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. Gonzaga encourages international travel and outreach initiatives to provide students the opportunity to be Catholic citizens of the world.

At St. Aloysius Gonzaga, we are proud of our balanced religion, academic, arts, technology and athletic programs, which offer students a well-rounded and value-centred education to help them make good choices for the future. The curriculum planned and provided in the school is broad, balanced and relevant to the needs and aspirations of all our students. A wide range of subjects and learning experiences are 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. Gonzaga is a professional learning community committed to a strong pyramid of interventions to increase student learning for all. 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 OSSLT and Grade 9 Mathematics Tests 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. The provincial assessments provide a ‘snapshot in time’ of how well students are learning what is expected of them in the curriculum, and identify ways to influence instruction and other practices to help students learn more effectively and efficiently. Students’ work is marked according to four levels of achievement, which are based on the curriculum expectations and are aligned with those in the Ontario Student Report Card. Level 3 on the assessment scale represents the expected 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 provides misleading comparisons, which ignore the unique conditions that affect student achievement and prevents schools and the board from addressing the critical issue of improving learning for all students*

School, Board and Provincial Achievement Results: 2008 - 2009

School results on the OSSLT assessment indicate that the school-wide emphasis on reading has produced a consistent improvement in our students’ reading and skills. Our writing results continue to show improvement from the previous year.

Percent of students, enrolled in the grade (Method 1), who scored at and above the provincial standard (Levels 3 & 4):

OSSLT 2008 - 2009	School	Board	Province
All	98	96	93
Successful	95	88	85
Not Successful	5	12	15
% of students BELOW Ministry success standard (Level 2 or lower)	5%	12%	15%

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	Applied (All Students) Levels 3,4	Academic (All Students) Levels 3,4
Grade 9 EQAO Mathematics Test		
School	58	93
Board	35	76
Province	38	77

Student Success Capacity Building Continuum Based on School Practice (adapted from Student Success/Learning to 18)

Pre-Implementation	Implementation	Building Capacity	Sustaining Capacity
<ul style="list-style-type: none"> • Our school community is acquiring information about this practice • Our school community is exploring what is required for implementation of this practice • Our school community is preparing to implement this practice 	<ul style="list-style-type: none"> • Our school community is aware that this is an important innovation for our system • Our school is focusing most effort on building knowledge for this system goal • Our school is comfortable with the use of this practice 	<ul style="list-style-type: none"> • Strategies related to this practice are evident school-wide • We are monitoring the impact of this practice on student learning and use this information to inform next steps • We are routinely sharing best practices within our community 	<ul style="list-style-type: none"> • We are re-evaluating the quality and effectiveness of strategies related to this practice and examining new developments in this field • We have evidence that our students benefit from this practice • We are exploring new SMART goals for our next inquiry cycle based on evidence

Secondary School Self-Assessment for Student Success

Student Success Component	School Practice (from Student Success/Learning to 18 Action Plan)	Stage of Implementation			
		Pre-Implementation	Implementation	Building Capacity	Sustaining Capacity
Student Success Teachers and Student Success Teams (Refer to: Student Success Commission on SSTs and Web Resource)	Our school Student Success Team has developed and uses a system for monitoring, including identifying, tracking and sharing responsibility for students at-risk (Ministry Deliverable)	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
	Our school Student Success Team has developed procedures and models for a coordinated timeline that ensures there is a plan in place for students at-risk including direct student advocacy and mentoring (Ministry Deliverable)	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
	The members of our Student Success Team have clear roles and responsibilities for the effective delivery of all Student Success initiatives (Ministry Deliverable)	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
	Our Student Success Team has a school-wide development and communication plan to encourage shared responsibility within the staff for all Student Success initiatives (Ministry Deliverable)	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
	Our Student Success Team has a method to measure its team effectiveness in improving student achievement (Ministry Deliverable)	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
	Our school models effective transition practices for all students at the school and classroom level that reflect 'protective factors'	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>

	Our school provides student instruction and other interventions for at-risk students e.g. credit recovery, credit rescue etc.	□	□	x	□
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Secondary School Self-Assessment for Student Success

Student Success Component	School Practice (from Student Success/Learning to 18 Action Plan)	Stage of Implementation			
		Pre-Implementation	Implementation	Building Capacity	Sustaining Capacity
Improving Literacy Achievement through Instructional Excellence Refer to: Literacies for Learning Guide and Guiding principles in Think Literacy Success ; Think Literacy: Subject-specific Strategies; and Cross-Curricular Strategies in Supporting Student Success in Literacy	We use and systematic teaching of the knowledge, skills, dispositions, and social practices involving reading, viewing, writing, representing, oral communication, media literacy processes, with attention to the specific challenges of adolescent literacy and to conditions for effective implementation	□	x	□	□
	To meet the needs of diverse learners, we employ the application of scaffolded and differentiated instruction for gains in literacy for all students (universal design)	□	x	□	□
	We apply a teaching focus on higher level thinking skills for all students , particularly with respect to inquiry, comprehension, critical literacy, and metacognition	□	x	□	□
	We employ cross-curricular literacy practice and integrated literacy within each discipline according to the literacy explicitly and implicitly embedded in the curriculum expectations	□	□	x	□

	Our classroom teachers employ a variety of formative assessment (assessment for learning) strategies including the ongoing assessment of literacy needs and consequent adjustment of learning goals, instruction and assessments	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
	Our classroom teachers employ a variety of criterion based evaluation tools e.g. rubrics	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>




Secondary School Self-Assessment for Student Success					
Student Success Component	School Practice (from Student Success/Learning to 18 Action Plan)	Stage of Implementation			
		Pre-Implementation	Implementation	Building Capacity	Sustaining Capacity
Improving Mathematical Literacy Achievement through Instructional Excellence	We teach mathematics for conceptual understanding by focusing on important mathematics (LMS p. 46-47, TIPS4RM)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
	Curricula is taught through mathematical processes by in depth attention to developmental criteria for conceptual understanding (Revised Mathematics 9 and 10 curriculum p. 12 – 16, LMS 30 – 32, TIPS4RM – Think Literacy Mathematics)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
	Refer to: Guide for Administrators and Mathematics learning is supported through the effective use of manipulatives and technologies (LMS p. 57-58)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

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Other Facilitators of Teachers' Learning for Mathematics Instruction (Guide for Mathematics Instruction)	To meet the needs of diverse learners, we apply scaffolded and differentiated instruction for gains in mathematics learning for all students (universal design)(LMS p. 50-54)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
	Our classroom teachers employ a variety of formative assessment (assessment for learning) strategies specifically ongoing assessment of literacy needs and consequent adjustment of learning goals, instruction and assessments (LMS p. 33, 50)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
	Our classroom teachers have developed consistency and alignment of assessments of learning (LMS p. 33)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
	We have established classroom math-talk learning communities (LMS) p. 28-29, 42-46)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

Secondary School Self-Assessment for Student Success

Student Success Component	School Practice (from Student Success/Learning to 18 Action Plan)	Stage of Implementation			
		Pre-Implementation	Implementation	Building Capacity	Sustaining Capacity
Implementing Effective Pathways (Refer to: An)	Our school is focused on reculturing our community	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
	Our school has a ministry approved specialized programs pathways including school-work programs, OYAP, SHSM , Dual Credits, Co-op	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Educator's Guide to Program Pathways and the Think Pathways on ministry website</p>	<p>Our school assists students in making informed decisions for their post secondary destinations by providing students access to experiential learning, career exploration activities, co-op, OYAP, Dual Credits, SHSM, Guidance curriculum, reach ahead activities</p>		<p>x</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>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. 				
<ul style="list-style-type: none"> Create and implement a Catholic Community Study Unit for elementary and secondary schools. 				
<ul style="list-style-type: none"> Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth. 	<ul style="list-style-type: none"> Identify and communicate initiatives of stewardship and social justice through Student Council, SHOUT and leadership courses 	<ul style="list-style-type: none"> New Shoe Box initiative for Third World Countries Involvement in outreach programs throughout the year Leadership class fundraisers for Eden Food Bank etc 	<ul style="list-style-type: none"> Whole school participation in Shoe Box initiative School wide support for Christmas baskets and outreach opportunities 	<ul style="list-style-type: none"> November 2009 June 2010
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Establish Environmental Committee 	<ul style="list-style-type: none"> School wide plan for recycling Fashion design club making recycled clothing 	<ul style="list-style-type: none"> Active student and staff participation and engagement Feedback from community 	<ul style="list-style-type: none"> June 2010

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<p>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"> • Support for Green Scene initiatives • Connect with community needs and recycling – work through City of Mississauga 	<ul style="list-style-type: none"> • Junior Achievers focus on Green • Community wide Electronic Waste collection program run through Gonzaga • Investigate green roof, solar panels etc 		
<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. 	<ul style="list-style-type: none"> • 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
<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. 	<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • Continue to nurture relationships between school and parish teams, and school and home. 	<ul style="list-style-type: none"> • Support Catholic Education week • Investigation opportunities for weekly mass/liturgies with parish priest in school chapel • Plan school and community masses in parish 	<ul style="list-style-type: none"> • Weekly liturgies in school chapel with parish priest • Visit and mass celebration with Archbishop Collins • Memorial Mass in November for Gonzaga’s students • Students, staff, parents and community mass during Catholic Education Week 	<ul style="list-style-type: none"> • Student and staff participation 	<ul style="list-style-type: none"> • November 2009 • February 2010 • May 2010

School Plan for Sustained and Continuous Improvement 2008 - 2010

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<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. 				
<ul style="list-style-type: none"> Enhance opportunities for communication and collaboration with all community partners. 	<ul style="list-style-type: none"> Continue relationship with outside agencies to create awareness of issues related to teens (YSAP) Outreach with police liaisons to highlight issues connected to students Orientation on use of Kids Help Phone and Crime Stoppers 	<ul style="list-style-type: none"> Referrals to outside agencies Increase knowledge and awareness 	<ul style="list-style-type: none"> Decrease in incidents related negative behaviour Decrease in number of suspensions Increase in self advocacy 	<ul style="list-style-type: none"> January 2010 June 2010 Ongoing
<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"> Reconvene OK2BU Safe School Student Leadership group Develop school focus awareness campaign (cyber bullying) Create and support forum for positive student engagement 	<ul style="list-style-type: none"> Students participation and taking advantage of opportunities to speak out in the school community Grade 9 Speak Out drama presentation Student produces multi-media awareness campaign Teen issue presentation to feeder school students Girls/Boys Night Out for feeder school students 	<ul style="list-style-type: none"> Informal feedback and dialogue Active participation Survey – Feeder school teachers Decrease of students on At-Risk list 	<ul style="list-style-type: none"> June 2009
<ul style="list-style-type: none"> Support the development of a safe, caring, inclusive and healthy school community 	<ul style="list-style-type: none"> Reconvene OK2BU Safe School Student Leadership group 	<ul style="list-style-type: none"> Active participation in school groups Welcome Lunch 	<ul style="list-style-type: none"> Informal feedback and dialogue Active participation 	<ul style="list-style-type: none"> September, 2009 November, 2009

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	<ul style="list-style-type: none">• Support and welcoming Gr 10-12 students new to school• Orientation for Grade 9 students and open information nights with parents	<ul style="list-style-type: none">• Breakfast of Champions• Participation at Parent Nights		<ul style="list-style-type: none">▪ Monthly
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School Plan for Sustained and Continuous Improvement 2008 - 2010

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</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. 	<ul style="list-style-type: none"> Continue to support department integration of high yield literacy strategies focusing on success on the OSSLT 	<ul style="list-style-type: none"> In-service departmentally by literacy team Development of subject specific activities focusing on reading Activities embedded in exam and summative assessments 	<ul style="list-style-type: none"> Credit Accumulation OSSLT results 	<ul style="list-style-type: none"> January 2009 June 2010
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Implement PLC focusing on Differentiated Instruction to engage Grade 9 and Grade 10 students (refer to SMART goal Plan) 	<ul style="list-style-type: none"> Improvement in Credit Accumulation in Grade 9 and 10 	<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 Sharing of promising practices at staff/department meetings 	<ul style="list-style-type: none"> October 2009 February 2010 April 2010 June 2010
<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. 				
<ul style="list-style-type: none"> Enhance effective transition plans for students entering Dufferin-Peel and moving from elementary to secondary, and for 	<ul style="list-style-type: none"> Develop a pathway in Cosmetology for 2010-2011 (as per 	<ul style="list-style-type: none"> Full participation by all committee members including community partners 	<ul style="list-style-type: none"> Increase in number of students who are enrolled in the pathway for next year 	<ul style="list-style-type: none"> June 2010

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<p>students leaving secondary to community work place and post secondary institutions, with a particular focus on helping students with At-Risk factors.</p>	<p>SMART goal Plan)</p>	<ul style="list-style-type: none"> • Students identified and committed to the pathway and succeeding in school 	<ul style="list-style-type: none"> • Increased knowledge level for parents in Grades 7-10 	
<ul style="list-style-type: none"> • Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process. 				
<ul style="list-style-type: none"> • 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>				

School Plan for Sustained and Continuous Improvement 2008 - 2010

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<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 for improved student achievement 	<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 2009 • May 2010
<ul style="list-style-type: none"> • 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 and Audit Recommendations -General Administrative Procedures 				
<ul style="list-style-type: none"> • Provide in-service sessions related to the finance support tool for administrators and support staff. 				

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<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. 				
<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

