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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Aloysius Gonzaga Secondary School

2800 Erin Centre Blvd
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<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 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 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 '06-'07	School	Board	Province
All	99	96	93
Successful	94	86	84
Not Successful	6	14	15
% of students BELOW Ministry success standard (Level 2 or lower)	6%	14%	15%

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	Applied (All Students) Levels 3,4	Academic (All Students) Levels 3,4
Grade 9 EQAO Mathematics Test		
School	51	87
Board	32	74
Province	34	76

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)	□	□	x	□
	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)	□	□	x	□
	The members of our Student Success Team have clear roles and responsibilities for the effective delivery of all Student Success initiatives (Ministry Deliverable)	□	□	x	□
	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)	□	□	x	□
	Our Student Success Team has a method to measure its team effectiveness in improving student achievement (Ministry Deliverable)	□	□	x	□
	Our school models effective transition practices for all students at the school and classroom level that reflect 'protective factors'	□	□	x	□

	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	□	x	□	□
	Our classroom teachers employ a variety of criterion based evaluation tools e.g. rubrics	□	x	□	□




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)	□	x	□	□
	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)	□	☑	□	□
Refer to: Guide for Administrators and	Mathematics learning is supported through the effective use of manipulatives and technologies (LMS p. 57-58)	□	x	□	□

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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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SMART GOAL:

St. Aloysius Gonzaga Secondary School 2008-2009

IMPROVEMENT FOCUS: To minimize the achievement gap between grade 10 compulsory applied and academic level courses.

EVIDENCE BASE: We have a consistent pattern in applied level courses where students are not achieving grades in the 80-90% mark distribution range.

SMART GOAL: : To minimize the achievement gap between grade 10 compulsory applied and academic level courses specifically in mark distribution areas of 65-75 %.

TOOLS TO MEASURE IMPACT ON THE INQUIRY PROCESS: TTFM survey, Trillium, Skopus Data collection, Staff PLC worksheets, PLC attendance data.

STRATEGIES & RESOURCES:	RESPONSIBILITY:	EVIDENCE OF SUCCESS:	CYCLES TO MONITOR & REVIEW	SUPPORT STRUCTURES
<ul style="list-style-type: none"> ➤ Job embedded assessment & evaluation support to shift instructional practice from a focus on teaching to learning. Assessment for learning! ➤ Focus on departmental PLCs working in collaborative teams building shared 	<ul style="list-style-type: none"> ➤ The Principal will coordinate with the Assessment & Evaluation team and the team leader; program department team will prepare the schedule for job embedded learning work shops. The team will prepare handouts and PowerPoint presentation for all staff. 	<ul style="list-style-type: none"> ➤ Monthly PLC monitoring sheets. ➤ Pass rates, credit accumulations, departmental & individual teacher mark distribution reports. SKOPUS ➤ Consistency amongst teachers and departments in class means and averages. ➤ Average daily attendance and late 	<ul style="list-style-type: none"> ➤ Complete the first workshop by the middle of October prior to mid-terms. <p>Cycle 1</p> <ul style="list-style-type: none"> ➤ PLC meetings begin during the October department meetings <p>Cycle 1</p> <ul style="list-style-type: none"> ➤ Reports will be made available at semester one mid-term, final and semester two mid- 	<ul style="list-style-type: none"> ➤ Program Department Facilitated: workshop, networking, adobe connect ➤ School Facilitated Action Research: ➤ Inquiry Project ➤ Capacity Building Team PLC <p>Require supply teacher coverage for Cycles 1-2-3</p> <p>FINACIAL SUUPORT: TTFM Survey yr. 2: \$2000</p> <p>25 Supply days:</p>

<p>knowledge within the curriculum using the "learning by doing" tracking sheets.</p> <ul style="list-style-type: none"> ➤ To focus on becoming a data literate learning community, using Trillium data, TTFM survey, SKOPUS and mark book data to make evidence based decisions to modify instructional practices. ➤ To focus on common formative assessments and inquiry based lesson plans. ➤ Develop a school focus team who will present to staff and offer departmental coaching on assessment & evaluation. ➤ To support family and school transitions processes to identify the "invisible learner". Track student 	<ul style="list-style-type: none"> ➤ The department heads will run PLC department meetings using the "Dufour" model for tracking. ➤ The VP trillium manager will provide staff with the appropriate trillium reports. The guidance department head will provide staff with the TTFM survey results. ➤ The VP, SST and guidance staff will identify the invisible learners and track their progress. ➤ The Principal will coordinate a best practice team to present on differentiated learning to staff. ➤ Principal will initiate the school team to prepare job embedded learning opportunities for staff on gender based & differentiated 	<p>reports.</p> <ul style="list-style-type: none"> ➤ Increase in number of students getting extra time & support from teachers. ➤ More school engagement in extra-curriculars. ➤ Improved markbook results in thinking/inquiry category <ul style="list-style-type: none"> ➤ Increase in EQAO results for boys. <p>Increase in credit accumulation for applied level boys.</p>	<p>term final.</p> <p>Cycle 4</p> <ul style="list-style-type: none"> ➤ TTFM survey will begin November in homeroom classes. <p>Cycle 4</p> <ul style="list-style-type: none"> ➤ The identification of the invisible learner begins in early spring for grade 8's but is on-going for current grade 9's <p>Cycle 4</p> <p>Increase in thinking/inquiry marks. Cycle 3 & 4</p> <p>Implementation of learning team. Cycle 2 & 3</p>	<p>Print Resources: Dufour: \$500</p>
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<p>grades, pass rates, averages of grade 9 students achieving grades between 55-65% with the intent to have them off the tracking list by semester two in grade 10.</p> <p>➤ To change instructional practices to a more differentiated instruction & gender based approach to learning.</p>	<p>learning</p>			
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SMART GOAL: St. Aloysius Gonzaga Secondary School 2008-2009

IMPROVEMENT FOCUS: To implement a healthy transition to post secondary education for our grade 11 students.

EVIDENCE BASE: We have a concern that according to our TTFM school culture survey, grade 11 students are experiencing significant anxiety levels affecting student achievement.

SMART GOAL: : To reduce the high anxiety levels by 15% demonstrated by grade 11 students pursuing post secondary education on the TTFM survey.

TOOLS TO MEASURE IMPACT ON THE INQUIRY PROCESS: TTHFM Survey. Pastoral Plan. Completed pathways template, working towards sustaining capacity(in consultation with Program department). Data collection from Trillium, Skopus, PIT team.

STRATEGIES & RESOURCES:	RESPONSIBILITY:	EVIDENCE OF SUCCESS:	CYCLES TO MONITOR & REVIEW	SUPPORT STRUCTURES
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<ul style="list-style-type: none"> ➤ Use House system structure to provide workshops and avenues for grade 11 students to begin the transition to post secondary education and work force. The Pyramid of Intervention Team will support and offer resources to all students. ➤ Use high skills major and pathways to make transition smoother for post secondary students and work force pathway. ➤ Work with chaplaincy team leaders and local pastors/parish to ensure liturgies and homilies focus on anxiety and pressures of "moving on". ➤ Grade 11 homeroom and period four classes allow time for open discussion on student issues/concerns. ➤ Teacher assessment 	<ul style="list-style-type: none"> ➤ The House Team leader, Principal and pyramid of interventions team will design and schedule house assemblies & meetings to address issues. ➤ Principal, guidance, health science teacher, tech department head, co-op, SST, Program staff will design the program and path. Credit Valley Hospital volunteer service. ➤ Pastoral Plan Team, chaplaincy team leader, principal, parish priest will prepare focus. ➤ Period 1 & 4 classroom teachers and pyramid of intervention team will provide resources. ➤ Assessment & evaluation team, department heads, principal, program team will design job embedded program ➤ Math department 	<ul style="list-style-type: none"> ➤ Average daily attendance reports. SKOPUS ➤ Percentage of students in extra-curriculars ➤ Percentage of students getting extra time and support ➤ Reduction of minor office referrals and suspensions. ➤ Reduction in the anxiety levels on the TTFM survey. ➤ Reduction in CYW support ➤ Increase in student leadership participation in grade 11. ➤ Increase in grade 11 community involvement in mission and outreach experiences. ➤ Increase in Sept 2009 grade 12 students with community service hours completed. 	<ul style="list-style-type: none"> ➤ First grade 11 house meeting: Early October and then every 2 months. <p>Cycle 1-4</p> <ul style="list-style-type: none"> ➤ Develop Hospitality pathway by semester two. <p>Cycle 3</p> <ul style="list-style-type: none"> ➤ Develop High Skills Health Science program by semester two. <p>Cycle 3</p> <ul style="list-style-type: none"> ➤ Friday Masses beginning in November. <p>Cycle 2</p> <ul style="list-style-type: none"> ➤ Homeroom and period 4, Classroom open discussions beginning in early October. <p>Cycle 1</p> <ul style="list-style-type: none"> ➤ Begin full math support as soon as resources are available. <p>Cycle 3</p> <ul style="list-style-type: none"> ➤ October staff meeting intro to "one voice-one team" program <p>Cycle 1</p> <ul style="list-style-type: none"> ➤ One voice-one team 	<ul style="list-style-type: none"> ➤ Program Department Facilitated: workshop, networking, adobe connect ➤ School Facilitated Action Research: Inquiry Project ➤ Capacity Building Team PLC <p>Require supply teacher coverage for Cycles 1-2-3</p> <p>FINACIAL SUUPORT: TTFM Survey yr. 2: \$2000</p> <p>15 Supply days:</p> <p>"One Voice-One Team" program presentations: \$3000</p> <p>Print Resources: Dufour: \$500</p>
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<p>& Evaluation strategies to reduce the amount of small summative assessments and adopt instructional practices to more formative assessments.</p> <ul style="list-style-type: none"> ➤ Increase Math support to college/university level course by using manipulatives & technology to increase student achievement.. ➤ Implement "One Voice-one team" program to address needs of invisible and diverse students "at risk". 	<p>head, program team, grade 11 math teachers will implement new strategies.</p> <ul style="list-style-type: none"> ➤ Principal and student alliance leadership teams and supervisors ➤ Principal to initiate "one voice-one team" program with staff and program leader. The "one voice-one team" team will implement program with staff, students, parents, parish and community 		<p>November program kick off for students Cycle 2</p> <ul style="list-style-type: none"> ➤ One voice-one team November intro. to program to parent council Cycle 2 ➤ Implementation of core One voice-one team program in school & community Cycle 2-3-4 ➤ TTFM survey data to see improved scores on mental health categories Cycles 2-3-4 	
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