

Principal

L. Moffatt

Vice Principal

A. Aquino

Head Secretary

P. O'Brien

School Council Chair

J. Greenman

Superintendent

L. Kazimowicz

Family of Schools

Mississauga Brampton
Central

Wards

6 & 11

Trustees

L. Del Rosario

Parish

St. Joseph

Parish Priests

Fr. Marc Andre
Campbell
Fr. Mounir El-Rassi

Parish Telephone

(905) 826-2766

**Regional Secondary
School**

St. St. Marcellinus

Director of Education

John Kostoff

Board Chairperson

Mario Pascucci



Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Gregory School

1075 Swinbourne Dr.
Mississauga, Ontario
L5V 1B9

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



We Care! We Share! We Dare!

Mission Statement

We are a community of Catholic educators devoted to the spiritual, intellectual, emotional and social development of each child in the image of Christ.

Our School Profile

St. Gregory Catholic Elementary School is an elementary school of currently 510 students from Junior Kindergarten to Grade 8. The school population reflects a wide range of social and ethnic backgrounds reflecting the every-increasing diversity of cultures found within Mississauga. Most of the surrounding community consists of single family dwelling homes situated in North Mississauga. This is an area of expanding growth and development.

St. Gregory School supports 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 of St. Gregory School is committed to the search for excellence, the uniqueness of the individual and the education of the whole person.

St. Gregory is a caring school and community environment that stresses tolerance and acceptance of others, commitment to our Catholic faith and high academic standards. We provide a safe and comfortable learning environment where models of Gospel values and Catholic doctrines, teachings and beliefs are an integral part of the daily life of our school. The school motto, "*We Care – We Share – We Dare*", was chosen through the process of community consultation and reflects a holistic philosophy where religion and daily life are intertwined. All activities at St. Gregory: academic and pastoral work, co-curricular and intra-curricular, prayer and worship, administration and management – help to prepare our students for their lives as Catholics in the community. 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. At St. Gregory School, we are proud of our balanced religion, academic, arts, technology and athletics programs. We offer students a well-rounded and value-centered 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 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 against the background of *The Ontario Curriculum*, the Gospel values of Jesus Christ and sound educational practices.

The St. Gregory School community, shares the belief that all students can and will learn. To enable our students on their life-long journey of continuous learning, St. Gregory School is committed to providing:

- A safe and orderly learning environment
- A climate of high expectations (based on *The Ontario Curriculum*)
- A variety of assessment and evaluation tools and opportunities
- A means of enhancing the positive home and school and parish partnerships

Our Patron Saint Gregory Prayer

St. Gregory, you called yourself the "servant of God" a title that every pope since you has used. Help me find value in serving others, even those who are servants. I pray for humility to be able to serve for motives higher than prestige or recognition for the work I do. Amen.

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: 2008 - 2009

Our Grade 3 results in all areas of the EQAO assessment this year indicate a decline in student achievement at levels 3 and 4 when compared to previous years’ results. This indicates that more emphasis is needed in all curriculum areas within the Primary grades. Our EQAO Grade 6 results in all areas of the EQAO assessments have stayed stable, but evidence suggests that there is room for improvement specifically in the Reading curriculum area.

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 ('08-'09)			
School	58%	65%	74%
Board	62%	70%	70%
Province	61%	66%	70%
Grade 6 ('08-'09)			
School	75%	70%	77%
Board	72%	72%	65%
Province	69%	67%	63%

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. 	<p>Encourage students to gather food, prepare in boxes and take to foodbanks. Actively promote school and community beautification and care of their environment.</p>	<p>An increase in the number of classes/students involved in social justice activities.</p> <p>Attainment of the school goal to become a “Green School”.</p> <p>New initiative to become an ECOSCHOOL</p>	<p>Feedback provided from local charities</p> <p>Monitoring will take place each month and promotion of social justice issues will be presented at school assemblies, on the announcements and in the school newsletter.</p>	<p>School to report an increase in these activities and student involvement by the end of the year.</p>
<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 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>Incorporate the Virtues program to all stakeholders through our staff , announcements, assemblies, Catholic School Council , classroom lessons and school liturgies.</p>	<p>Parents, students and teachers will be more knowledgeable about the 10 virtues of the month</p> <p>Incorporate the theme of the upcoming Catholic Education Week “Rejoicing in Hope” into all school activities</p>	<p>Ongoing discussion with staff regarding resources and materials needed to ensure information is delivered to all stakeholders.</p> <p>Review at staff meetings and School Council meetings</p>	<p>End of the school year.</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<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. 	<p>An increase in the number of classes/students involved in social justice activities. Attainment of the school goal to become a “Green School”.</p>	<p>Feedback provided from local food bank (St. Vincent de Paul) as well as the Daily Bread Food Bank. Monitoring will take place each month and promotion to take place at school assemblies, on the announcements, on the school sign and in the school newsletter.</p>	<p>School to report an increase in these activities and student involvement by the end of the year.</p>	<p>End of school year</p>
<ul style="list-style-type: none"> Expand work on equity and diversity by focusing on hiring and promotion practices, professional and staff development, and curriculum development and learning resources, so that all feel valued as part of the fabric of our diverse community 	<p>Implementation of Diversity / Safe Schools Team</p>	<p>Evidence that staff is able to engage in dialogue regarding diversity in our school evidence that individual needs of each child are addressed and met through our everyday teaching</p>	<p>Principal to report to Family of Schools meetings, on a regular basis, the progress and initiatives of the school Staff feel that they are being more inclusive</p>	<p>End of school year</p>
<ul style="list-style-type: none"> Continue to nurture relationships between school and parish teams, and school and home. 	<p>Continue to work together to establish relationships with parents, parish, trustee and our School Council to build a strong faith and learning environment</p>	<p>Parent and pastoral staff involvement and attendance at liturgical celebrations</p>	<p>Parish feels that school is doing their best to support the sacraments and all other church/school initiatives Parents feel that they are being listened to and their ideas are important to the school goals and their child’s development</p>	<p>End of school year</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
Community Development <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>				
<ul style="list-style-type: none"> • Continue to focus on Catholic professional learning communities. 	Provide opportunities for teachers to work together collaboratively to ensure the best learning opportunities for their students.	Teachers feel that they have opportunities for teacher moderation, data analysis and to discuss the learning styles of their students in order to provide strategies to change their practice in order to move their students along the performance continuum.	Feedback is provided during on-going grade level, division and staff meetings and Special Education TEAM meetings	Monthly for the entire school year.
<ul style="list-style-type: none"> • Enhance opportunities for communication and collaboration with all community partners. 	Focus on ways and methods to better communicate to the community	Board and Catholic School Council funds are allocated to initiatives to enhance better communication. Additional time and effort provided to enhance the school's website and newsletter.	Items purchased to improve communication are: outdoor illuminated sign, inside display case. Feedback from community at Catholic School Council meetings, informal meetings with parents regarding breathe and depth of information shared on a regular basis.	End of school year
<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. 	Continue with the Youth Faith Ambassador program Continue to implement Catholic Code of Conduct Continue to implement a comprehensive approach to bullying prevention according to board policy with broad school/community/home/parish involvement, with virtue formation as a central element to be embedded in curriculum and school culture Work closely with CYW and	Increased student sense of safety within our Catholic community students, staff and community come to understand a graduated disciplinary process that includes consideration for the whole child, the whole incident, parent consultation (mitigating circumstances) reduced number of suspensions, reduced number of conflicts, enhanced safety measures evident	Informal feedback suspension data / incident tracking data Safe Schools Survey	December 2009 May 2010

School Plan for Sustained and Continuous Improvement 2008 - 2010

	other Support Staff in order to create a Safe, Caring, Inclusive and Healthy Community	deepened sense of security and awareness of maintaining a safe environment on-going communication with our Catholic School Council		
• Support the development of a safe, caring, inclusive and healthy school community				

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>				
<p>• 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>	<p>Develop critical literacy skills across the curriculum in all grades</p> <p>Junior Math Stream 1 Support</p> <p>Schools in the Middle Support</p> <p>Continue to provide students with instruction in the area of Idea Development (ability to identify the</p>	<p>A focus on critical literacy in school and classroom planning (refer to detailed action plan available at the school)</p>	<p>Use of Skopus data warehouse to monitor student achievement data</p> <p>Improved critical literacy as evidenced through a variety of assessments including:</p> <ul style="list-style-type: none"> ○ CASI ○ Student work samples ○ Teacher observation ○ EQAO 	<p>December 2009</p> <p>April 2010</p> <p>June 2010</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

	<p>main idea and to expand on ideas to help clarify thinking)</p> <p>Continue implementation of 2 hour literacy block at all levels</p> <p>Continue to implement “shared” & “guided” reading daily</p> <p>Continue to provide for differentiated instruction opportunities</p> <p>Develop and support Literacy resources (Primary Literacy “Nook” and Junior/Intermediate Literacy/Numeracy Room)</p> <p>Continue to engage in explicit teaching and modeling</p> <p>Continue to support School PLCs by divisions to encourage the practice of modeling reading /writing strategies and assessment practices</p> <p>To encourage teacher moderation and data analysis</p> <p>Continue “Region of Peel Family Literacy</p>			
--	---	--	--	--

School Plan for Sustained and Continuous Improvement 2008 - 2010

	<p>Program” for our Kindergarten and grade 1 families</p> <p>Continue Best Start / Family Daycare Partnership</p> <p>Continue to incorporating reading and writing strategies into the teaching of mathematics, make connections through math, communication and application of concepts and skills</p>			
<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"> 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 students leaving secondary to community work place and post secondary institutions, with a particular focus on helping students with At-Risk factors. 	<p>Promote healthy transitional discussions between grade 8 and grade 9 to ensure smooth transitions from elementary to secondary, including academic, social and behaviour concerns and planning for transitions of IEP and at-risk students.</p>	<p>The needs of the students were documented and shared and updated in ONSIS, as appropriate, to allow the secondary panel to plan accordingly in order to ensure success for each student.</p>	<p>Once a term, or as deemed necessary by the Special Education Dept.</p>	<p>By January for course selection, March for detailed meetings with Transition team</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<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 ensuring the distinctiveness of Catholic education is explicitly infused. 				

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;">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. 	Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement	Budget allocation will align with school priorities for student achievement	Use i-Ren reports to monitor and track school budgets	Monthly until the end of the year
<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 				

School Plan for Sustained and Continuous Improvement 2008 - 2010

-General Administrative Procedures				
• Provide in-service sessions related to the finance support tool for administrators and support staff.				

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>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. 	<p>Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</p>	<p>Electronic registers reflect accurate classroom enrolments</p> <p>Ensure OnSis is accurate, reviewed and reports are signed and submitted as per requirement</p>	<p>Enrolment registers align with Ministry guidelines</p> <p>OnSis is accurate and reported on as per deadlines</p>	<p>Monthly</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

This sheet may be used by schools that choose to develop additional goals.

System Goal:				
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
Junior Math Stream 1	<p>To meet regularly with St. Barbara, St. Monica teachers and administrators and Program Representative (Jennifer Portelli) to network and receive support to conceptually understand the topics presented by grade level to further improve our understanding of the pedagogy of teaching mathematics with the goal of improving our student performance</p> <p>To continue to support School PLCs by division and grade levels to study, practice and model mathematics strategies and assessment practices and trends through teacher moderation and data analysis (and share ideas from STREAM learnings with others in school)</p>	<p>Increased evidence that students can improve their higher level thinking skills and performance in mathematical culminating tasks, etc.</p> <p>Resources are aligned to student gaps and teacher needs</p> <p>Teachers reflect on their own instructional practices on a regular basis, share their new learning and co-plan with their grade level partners</p>	<p>Data reflects improvement in student performance</p> <p>Teachers are more comfortable sharing “Best Practices” and teacher moderation</p>	<p>December 2009</p> <p>April 2010</p> <p>June 2010</p>
System Goal:				
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps