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

St. Gregory School

<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. We inspire, serve and guide our children to become confident, capable, lifelong learners and productive citizens who bear witness to Christ's teachings.

**Our School Profile**

St. Gregory Catholic Elementary School is an elementary school of currently 541 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
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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: 2007 - 2008**

The following results are a snapshot of achievement and will be considered alongside school – based information. Regular assessments conducted in the classroom remain the fundamental method of assessing and supporting students throughout their education. This EQAO data will serve to inform teaching practices and act as a catalyst for improving student achievement. One school focus for this year will be specific for the students from this grade 3 group in all areas. On – going support will be provided for the students in this grade 6 group to ensure the success exhibited in the EQAO results are continued.

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>59%</b>	<b>52%</b>	<b>54%</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>78%</b>	<b>82%</b>	<b>82%</b>
Board	<b>70%</b>	<b>72%</b>	<b>62%</b>
Province	<b>66%</b>	<b>67%</b>	<b>60%</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><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>• Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth.</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 programs and targets and an integrated curriculum approach that will assist all in our community in working towards greener schools.</li> </ul>	<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>Incorporate the Gospel of St. Paul and the Virtues program to all stakeholders through our staff , announcements, assemblies, Catholic School Council , classroom lessons and school liturgies.</p>	<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>Parents, students and teachers will be more knowledgeable about the lessons from St. Paul and the 10 virtues of the month.</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>On – going discussion with staff regarding resources and materials needed to ensure information is delivered to all stakeholders. Review at staff meetings and Catholic School Council meetings.</p>	<p>School to report an increase in these activities and student involvement by the end of the year.</p> <p>End of the school year.</p>

<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> </ul>	<p>Provide opportunities for teachers to work together collaboratively to ensure the best learning opportunities for their students.</p> <p>Focus on ways and methods to better communicate to the community</p>	<p>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 and prepare student profiles to align their practice in order to move their students along the performance continuum.</p> <p>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.</p>	<p>Feedback is provided during on-going grade level, division and staff meetings and Special Education TEAM meetings</p> <p>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. (eg. Monthly newsletter)</p>	<p>Monthly for the entire school year.</p> <p>End of school year</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><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> <ul style="list-style-type: none"> <li>• Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</li> </ul>	<p>Ensure that the school budget and School Council budget is aligned to system/school goals vis-à-vis improved student achievement</p>	<p>Budget allocation will align with school priorities for student achievement</p>	<p>Use i-Ren reports and other budget trackers to monitor and track school budgets</p>	<p>:</p> <p>Monthly until the end of the year</p>

<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> <p><b>• Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections.</b></p>	<p>Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines) Monitor student projections and review, as appropriate, and provide feedback to Planning regarding school community enrolment trends.</p>	<p>Electronic registers reflect accurate classroom enrolments. Ensure ONSiS is accurate, reviewed and reports are signed, as requested</p>	<p>Enrolment registers align with Ministry guidelines ONSIS is accurate and reported on as per deadlines</p>	<p>Monthly Monthly</p>
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