

Principal
B. Rivers

Head Secretary
C. DeRoia

School Council Chair
M. Magnone
D. DiScipio

Superintendent
L. Kazimowicz

Family of Schools
Mississauga Central

Wards
Five

Trustees
T. Thomas

Parish
St. Francis Xavier

Parish Priest
Rev. R. O'Brien

Parish Telephone
905-890-5290

Regional Secondary Schools
St. Francis Xavier

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. Hilary Catholic Elementary
5070 Fairwind Drive, Mississauga, Ontario L5R 2N4

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



"Living by Faith"

Mission Statement

The mission of St. Hilary School is to develop and nurture, through respect and compassion, our Catholic faith community by creating a learning environment for all individuals, to experience and to achieve excellence, spiritual fulfillment, and personal well-being.

Our School Profile

St. Hilary Catholic Elementary School is an elementary school located in the heart of the City of Mississauga. The student population, approximately 360 students from Junior Kindergarten to Grade 8, comes from a wide range of social and ethnic backgrounds reflecting the ever-increasing diversity of cultures found within Mississauga. The school is equipped with a double gym, a stage, and a library resource centre with a computer lab. A daycare centre is housed in the school, which also offers before and after school programs.

The school was established 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 is committed to the search for excellence, the uniqueness of the individual and the education of the whole person.

We are a caring community 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, virtues education and beliefs are an integral part of the daily life of our school. All activities at the school — academic and pastoral work, extracurricular 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. We are proud of our balanced religion, academic, arts, technology and athletics program. 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.

Measures of Student Achievement and Success

All students in the Dufferin-Peel Catholic District School Board schools are provided with the same opportunities to learn, to grow and to achieve their potential. Assessment results ensure that schools, parents and other stakeholders in our communities have access to high-quality information needed to make informed judgments and effective educational decisions. Schools continuously collect assessment data on student learning to plan for student growth. Teachers assess knowledge, skills and strategies on an ongoing basis. Regular assessments, both classroom and large scale, allow teachers to determine the effectiveness of their instruction, assess student learning, and make informed decisions about how to organize and pace instruction.

Provincial Measures of Student Achievement

The Primary and Junior EQAO assessments of reading, writing and mathematics are conducted annually by the Education Quality and Accountability Office (EQAO) in every publicly funded elementary school in Ontario. The assessments are based on *The Ontario Curriculum* and measure how well students know, understand and apply their skills and knowledge in reading, writing and mathematics. At the secondary level, the Grade 9 EQAO assessment of mathematics is administered at the close of each semester (or at the end of the year in non-semestered schools) each year to measure Grade 9 student achievement of mathematics expectations in *The Ontario Curriculum, Grades 9 and 10: Mathematics, 2005 (Revised)*. In addition, EQAO conducts the annual Ontario Secondary School Literacy Test (OSSLT) each March. Successful completion of this test (or the Ontario Secondary School Literacy Course) is one of the 32 graduation requirements of the Ontario Secondary School Diploma (OSSD).

The provincial assessments provide a ‘snapshot’ of how well students are learning what is expected of them in the curriculum at specific points in time. The assessments complement local school data and can help identify ways to influence instruction and other practices to help students learn more effectively and efficiently. Students’ work is assessed according to curriculum expectations and using a four-level assessment scale that reflects the four achievement levels in *The Ontario Curriculum*. Level 3 on the assessment scale represents the provincial standard and identifies a high level of achievement of the provincial expectations. The results from the assessments are used by boards and schools to improve learning and teaching and not for ranking schools. **Ranking of schools is inappropriate and could result in misleading comparisons, which may ignore the unique conditions that affect student achievement and prevent schools and the board from addressing the critical issue of improving learning for all students.**

School, Board and Provincial Achievement Results: 2007 - 2008

School results on the EQAO Grades 3 and 6 reading assessments indicate that the school wide emphasis on literacy and numeracy has produced a marked improvement in our students’ literacy and numeracy skills. Our grade three results showed improvement in all areas. The grade 6 results also showed improvement in literacy and numeracy, in particular in the area of mathematics. The grade 6 reading scores suggest that there is room for improvement. We will be reviewing all scores and analyzing the data to develop our school plan.

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 ('07-'08)			
School	65%	79%	70%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	65%	70%	70%
Board	70%	72%	62%
Province	66%	67%	61%

School Plan for Sustained and Continuous Improvement 2008 - 2010
Dufferin-Peel Catholic District School Board
 Planning for Sustained and Continuous Improvement

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p style="text-align: center;">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"> • Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth. • Continue to nurture relationships between school and parish teams, and school and home. 	<p>Participate in initiatives of stewardship and social justice that are responsive to local and global needs within the Catholic perspective.</p> <p>Foster student spiritual development within the image of Christ through the celebrations with the parish and school community. Continue implementation of the virtues program-involve youth ambassadors.</p> <p>Meet new parish team and discuss the school and parish planning Inform and involve parents.</p>	<p>Activities arranged to support Sharelife, Holy Childhood, food drives, Muscular Sclerosis, and local initiatives.</p> <p>Parent and pastoral staff involvement and attendance at celebrations. Principal attends Family meeting with parish team. Virtues education is taught and celebrated and youth ambassadors play a role.</p> <p>Parish team and school work together. Parents involved, attend meetings, liturgies.</p>	<p>Agencies and individuals receive support and students experience how their participation helps others.</p> <p>Informal feedback from: pastoral team, parents, school council, staff, and students.</p> <p>Feedback from staff and students.</p> <p>Feedback from staff and parish team regarding liturgies/sacraments.</p>	<p>Various times throughout the school year.</p> <p>Ongoing feedback will inform the school's planning October 2008</p> <p>On-going</p> <p>September 2008 On-going Parish planning meetings yearly in June</p>

<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"> • Enhance opportunities for communication and collaboration with all community partners. • 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. 	<p>Continue to support a circle of friends with special needs students. Continue implementation of youth ambassadors.</p> <p>Implement strategies developed by safe school team.</p>	<p>Special needs students have a circle of friends. Youth ambassadors and student council working together.</p> <p>Reduced number of conflicts Increased student sense of safety Increased student sense that they have a voice</p>	<p>Informal feedback</p> <p>suspension data / incident tracking data</p> <p>Safe Schools Survey</p>	<p>September 2008</p> <p>September –December 2008 January-June 2009</p> <p>April 2009</p>

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. 	<p>Continue to implement the high yield strategies learned and employed as an OFIP 3 school with a focus on literacy.</p>	<p>A focus on literacy in school and classroom planning and continue to: Implement evidence-based decision-making strategies to inform instruction and to improve student achievement Provide an effective balanced literacy program based on current curriculum expectations and documents. Use a variety of assessments to gather student</p>	<p>Improved critical literacy as evidenced through a variety of assessments including: CASI, PM Benchmarks, student work samples, teacher observation and student achievement on EQAO Use of Skopus data warehouse to monitor student data The school improvement team will work through the Stream 2 process to improve student achievement.</p>	<p>December 2008 April 2009 June 2009</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<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>Staff become knowledgeable of various secondary school options. Educate students and parents about options. Staff and students attend SFX retreat day Ensure registration deadlines are met.</p>	<p>achievement data Continue to use divisions as PLCs (Professional Learning Communities).</p> <p>Students and parents make informed decisions about the secondary pathway.</p>	<p>Feedback from all partners.</p>	<p>Ongoing throughout the year in conjunction with the secondary schools.</p>
---	--	--	------------------------------------	---

<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. 	<p>Ensure that the school 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 to monitor and track school budgets.</p>	<p>September 2008 May 2009 September 2009</p>
---	--	---	---	---

<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"> • 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>Enrolment registers align with Ministry guidelines</p>	<p>Monthly</p>
---	---	---	---	----------------

