



Dufferin-Peel Catholic District School Board



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**Director of Education**  
John Kostoff

**Board Chairperson**  
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## School Plan for Sustained and Continuous Improvement 2008 - 2010

### Iona Catholic S.S.

2170 South Sheridan Way  
Mississauga, Ontario  
L5J 2M4

<http://www.dpcdsb.org/IONA.S>

*Life is a Gift. Faith is a Journey. Learning is our Challenge.*

*Mission Statement*

*Iona Catholic S.S. integrates, God, Truth and Life into the entire curriculum and life of the school. We are an academic community guided by our Faith in the life of Jesus Christ, striving for excellence through intellectual curiosity and a commitment to the well being of the entire planet.*

*The Iona community recognizes the value of:*

- *a positive image development for all students;*
- *a learning continuum that is both balanced and varied;*
- *a lived commitment to our faith*

*With the stated Vision and Values in place it is the mission of the Iona community:*

- *to see that each child grows toward the image of the ideal student;*
- *to provide an instructional program and learning environment which recognizes that every student can learn;*
- *to assist in the faith development of each student.*

**Our School**

Iona Catholic S.S. is a secondary school of approximately 1175 students, of diverse ethno-cultural backgrounds, from Grade 9 to Grade 12. Our school population generally reflects the socio-economic mix found within Mississauga.

Iona was established in 1993 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 Iona 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.

Iona 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, caring, inclusive and healthy 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, "Life is a Gift, Faith is a Journey, Learning is our Challenge", was chosen through the process of community consultation and reflects a holistic philosophy where religion and daily life are intertwined. As such, all activities of administration, counseling, academic and pastoral work, prayer and worship, extracurricular and intra-curricular involvement help to prepare Iona students for their lives as Catholics in the community.

Our students come to us with a variety of strengths and needs, with our Catholic faith as our common bond. Our prayer life, liturgical celebrations, the sacraments, and our faith and values system form the foundation of our school program.

At Iona, we are proud of our balanced religion, academic, arts, technology and athletics programs. We are extremely proud to be declared a High Skills Major in the Arts. We offer our students a well-rounded and value-centred education to help them make good choices for the future and allows us to reflect and serve the entire community as we prepare our students for post-secondary education and careers.

### **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**

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**

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

OSSLT '08-'09	School	Board	Province
All	95%	96%	<b>93%</b>
Successful	87%	88%	<b>85%</b>
Not Successful	13%	12%	<b>15%</b>
<b>% of students BELOW Ministry success standard ( Level 2 or lower)</b>			

	<b>Applied</b> (All Students) Levels 3,4	<b>Academic</b> (All Students) Levels 3,4
<b>Grade 9 EQAO Mathematics Test</b>		
<b>School</b>	<b>32%</b>	<b>77%</b>
<b>Board</b>	<b>35%</b>	<b>76%</b>
<b>Province</b>	<b>38%</b>	<b>77%</b>

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>	Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community.	Parent and pastoral staff involvement and attendance at liturgies, school masses and virtues celebrations.	Informal feedback from: parents, pastoral team, administrators, student council, Religion department head and chaplaincy leader.	Ongoing feedback will inform the school's planning for next steps.
<ul style="list-style-type: none"> <li>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.</li> </ul>	Encourage Faith Leadership in the students through our Outreach and Retreat programs.	Implementation of Outreach Programs: food drives, charity fundraising activities, Dr. Simone, street patrol, Scott Mission, various social justice activities run through student council and faith in flight.	Informal feedback from pastoral team, parents, school council, staff, student success team, community partnerships.	Ongoing feedback will inform the school's planning for next steps.
<ul style="list-style-type: none"> <li>Create and implement a Catholic Community Study Unit for elementary and secondary schools.</li> </ul>	Encourage Faith Leadership through our Virtues Program.	Parent and pastoral staff involvement and attendance at Virtues celebrations, school masses and liturgies.	Feedback from Pastoral planning team.	
<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> </ul>	Reflect daily on scripture that is read during morning prayers and end of day.			
<ul style="list-style-type: none"> <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>	Virtues education, along with guest speakers, motivational speakers, diversity celebrations, harmony movement, tools for tolerance education.	A variety of guest speakers throughout the year to discuss topics of sensitivity and importance in virtues education and diversity training.		Ongoing feedback will inform the school's planning for next steps.

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<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Infusion of pastoral plan in departmental plans</li> </ul>	<ul style="list-style-type: none"> <li>Informal feedback from: parents, pastoral team, administrators, student council, Religion department heads and chaplaincy leaders</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing feedback will inform the school's planning for next steps</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Harmony Movement training, Tools for Tolerance through Friends of Simon Wiesenthal Centre/ Leadership Development Training (6 week program)</p>			
<ul style="list-style-type: none"> <li>Continue to nurture relationships between school and parish teams, and school and home.</li> </ul>	<p>Meet with local pastors on a regular basis</p>			

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<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> </ul>				
<ul style="list-style-type: none"> <li>• Enhance opportunities for communication and collaboration with all community partners.</li> </ul>	<p>Newsletters, parent nights, curriculum nights, electronic board info, school based web page</p>	<p>Ensure that vehicles of communication are open and encourage parents to be active participants in information seeking and sharing</p>	<p>Informal feedback</p>	
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establish Student Leadership programs</li> <li>▪ Establish Peer-Mediation program</li> <li>▪ Continue with anti-bullying prevention programs</li> <li>▪ Continue with programs that promote acceptance of diversity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reduced number of conflicts</li> <li>▪ Increased student sense of safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Informal feedback</li> <li>▪ suspension data / incident tracking data</li> <li>▪ Safe Schools Survey</li> </ul>	<ul style="list-style-type: none"> <li>▪ January 2009</li> <li>▪ June 2009</li> </ul>
<ul style="list-style-type: none"> <li>• Support the development of a safe, caring, inclusive and healthy school community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establish a “Healthy School” Committee</li> <li>▪ Establish a school-wide healthy eating month</li> <li>▪ Include healthy eating tips in each month’s school newsletter</li> </ul>	<ul style="list-style-type: none"> <li>▪ Healthy School Committee is established</li> <li>▪ Healthy eating month is initiative in Nov. 2009</li> <li>▪ Healthy eating tips are provided in monthly newsletter</li> </ul>	<ul style="list-style-type: none"> <li>▪ Activities are planned for Healthy living 09/10</li> <li>▪ Implement a simple method for gathering evidence on healthy eating during Nov. 2009</li> <li>▪ Provision of tips in monthly newsletter</li> </ul>	<ul style="list-style-type: none"> <li>▪ September, 2009</li> <li>▪ November, 2009</li> <li>▪ Monthly</li> </ul>

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<p><b>Excellence in Student Achievement</b></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"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Implement TIPS4RM in grade 9 Applied Math classes to improve student achievement(refer to detailed School Action Plan)</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of students meeting the Provincial Standard (Level 3 or 4)</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of student work on sample EQAO test items through teacher moderated marking</li> </ul>	<ul style="list-style-type: none"> <li>January 2010</li> <li>June 2010</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Implement high yield strategies such as Differentiated Instruction to engage Grade 9 and Grade 10 students (refer to detailed School Action Plan)</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in Credit Accumulation in Grade 10</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of:                             <ul style="list-style-type: none"> <li>Credit Accumulation Data – Gr. 10</li> <li>Pass rates in Gr. 10 compulsory courses</li> </ul> </li> <li>Use of Trillium/Skopus data warehouse to monitor student achievement data</li> <li>Sharing of promising practices at staff/department meetings</li> </ul>	<ul style="list-style-type: none"> <li>October 2009</li> <li>February 2010</li> <li>April 2010</li> <li>June 2010</li> </ul>
<ul style="list-style-type: none"> <li>Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting.</li> </ul>				
<ul style="list-style-type: none"> <li>Enhance effective transition plans for students entering Dufferin-Peel and moving from elementary to secondary, and for</li> </ul>	Cross- Panel Transition Meeting to be held on Jan. 25 <sup>th</sup> /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>				
<ul style="list-style-type: none"> <li>• Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process.</li> </ul>				
<ul style="list-style-type: none"> <li>• Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process.</li> <li>• Implement Ministry initiatives relating to:                             <ul style="list-style-type: none"> <li>-ongoing curriculum review</li> <li>-Ministry Policies (e.g. ELL, -Aboriginal Policy Framework, Safe Schools)</li> <li>-Special Education</li> <li>-Literacy / Numeracy Secretariat</li> <li>-Student Success/Learning to 18</li> <li>-Alternative Education / Continuing and Adult Education</li> </ul> </li> </ul> <p>ensuring the distinctiveness of Catholic education is explicitly infused.</p>	<p>Ongoing Discussion and dialogue with our elementary feeder schools via cross-panel transition initiatives regarding these topics.</p>			

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<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>	<ul style="list-style-type: none"> <li>• Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Budget allocation will align with school priorities for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Use i-Ren reports to monitor and track school budgets</li> </ul>	<ul style="list-style-type: none"> <li>• September 2009</li> <li>• Monthly reports</li> <li>• Biannual Reports</li> <li>• Yearly Reports</li> <li>• May 2009</li> </ul>
<ul style="list-style-type: none"> <li>• 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"> <li>-Board Policy and Audit Recommendations</li> <li>-General Administrative Procedures</li> </ul> </li> </ul>	<p>Continue to make decisions based on the needs of the entire school community</p> <p>Include staff input in budget allocation.</p> <p>Include department heads in budgetary process.</p>	<p>Balanced Capital Budget.</p> <p>Report of School Generated Funds under GAP Procedure 704.2</p> <p>Balanced Parent Advisory Council Funds.</p>		
<ul style="list-style-type: none"> <li>• Provide in-service sessions related to the finance support tool for administrators and support staff.</li> </ul>				

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
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<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>				
<ul style="list-style-type: none"> <li>• Develop labour relations and human resources strategies that will minimize the impact of fluctuations in enrolment.</li> </ul>				
<ul style="list-style-type: none"> <li>• Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</li> </ul>	<ul style="list-style-type: none"> <li>• Electronic registers reflect accurate classroom enrolments</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolment registers align with Ministry guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>

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

<b>System Goal:</b>	<b>ASSESSMENT AND EVALUATION</b>			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
Following an analysis of our A & E practices, we will continue via the A & E committee to establish authentic Based Assessment Practices.	<ul style="list-style-type: none"> <li>Develop a school calendar for CPT</li> <li>Establish a cross curricular Rubric's CD for school.</li> <li>Establish 'Assessment for Learning' exemplars for school use</li> <li>Establish A &amp; E posters for school for each classroom</li> <li>Draw on Program Dep. Expertise in DI and A &amp; E i.e Consultant School Visits</li> </ul>	<ul style="list-style-type: none"> <li>Increase Credit Accumulation in core courses</li> <li>Improved Graduation Rate</li> <li>Reduce the Gap in student Achievement</li> <li>Increased Staff confidence in benefits of A &amp; E practices and the link to student success</li> </ul>	<ol style="list-style-type: none"> <li>Markbook Printouts</li> <li>Course Outlines</li> <li>CPT</li> <li>Failure Rates</li> <li>Teacher Appraisals</li> <li>Graduation Rate</li> <li>Credit Accumulation</li> </ol>	<ul style="list-style-type: none"> <li>June 2010</li> </ul>
<b>System Goal:</b>	<b>MATHEMATICS LITERACY</b>			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
To increase school Math EQAO scores at the applied and to bridge the gap between Academic and Applied Level Math.	<ul style="list-style-type: none"> <li>TO provide opportunity for 'At Risk students to access additional supports i.e SST, Credit Recovery ARD, Transition Team Strategies</li> <li>Meet with Math Consultant for direction and strategies</li> <li>Meet with Math Department to develop DI and A&amp; E strategies</li> </ul>	<ul style="list-style-type: none"> <li>Increase EQAO math scores by 5%</li> <li>Increase Math Credit Accumulation in Grade 9 and 10 Applied</li> <li>Increase Math Credit Accumulation in Grade 9 and 10 Academic</li> </ul>	Analysis of <ul style="list-style-type: none"> <li>Math EQAO scores</li> <li>Math Credit Accumulation in grade 9 and 10</li> <li>3 Year cycle Math EQAO data</li> </ul>	June 2010

