



Dufferin-Peel Catholic District School Board

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School Plan for Sustained and Continuous Improvement 2008 - 2010

Iona Catholic S.S.

<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 1100 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 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, "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. It offers 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

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

SAMPLE: School results on the EQAO Gr. 9 Mathematics assessment and OSSLT indicate that the school-wide emphasis on reading, writing and mathematics has produced a marked improvement in our students’ reading and mathematical skills. Our OSSLT results have exceeded the results 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 07/08	School	Board	Province
All	93%	96%	93%
Successful	87%	86%	84%
Not Successful	6%	10%	9%
% of students BELOW Ministry success standard (Level 2 or lower)	6%	10%	9%

School Plan for Sustained and Continuous Improvement 2008 - 2010

	Applied (All Students) Levels 3,4	Academic (All Students) Levels 3,4
Grade 9 EQAO Mathematics Test		
School	43%	78%
Board	32%	74%
Province	34%	75%

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. • Create and implement a Catholic Community Study Unit for elementary and secondary schools. • Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth. • Recognizing the Catholic call to be stewards of the earth, to be champions of social justice, to make ethical decisions and 	<ul style="list-style-type: none"> • Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community. • Encourage Faith Leadership in the students through our Outreach and Retreat programs. • Encourage Faith Leadership through our Virtues Program. • Promote successful parish relationships through our Pastoral plans, information sharing and liturgical events. 	<ul style="list-style-type: none"> • Parent and pastoral staff involvement and attendance at Virtues celebrations. • Implementation of Outreach Programs: Food drives, charity fundraising activities through student council • parent and pastoral staff involvement and attendance at Virtues celebrations, masses 	<ul style="list-style-type: none"> • Informal feedback from: parents, pastoral team, administrators, student council, Religion department heads and chaplaincy leaders • Informal feedback from pastoral team, parents, school council, staff, school Virtues team and students. • feedback from Pastoral planning teams 	<p>SAMPLE:</p> <ul style="list-style-type: none"> • Ongoing feedback will inform the school's planning for next steps. • ongoing feedback will inform the school's planning for next steps

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>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> <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. • 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. • Continue to nurture relationships between school and parish teams, and school and home. 	<ul style="list-style-type: none"> • Virtues education • Reflect daily on scripture that is read during morning prayers. • Guest speakers, motivational speakers to promote diversity and tolerance skills training. 	<ul style="list-style-type: none"> • various activities to promote virtues education 		<ul style="list-style-type: none"> • ongoing feedback will inform the school's planning for next steps
<p align="center">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"> • Continue to focus on Catholic professional learning communities. • 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. 	<ul style="list-style-type: none"> ▪ Establish Student Leadership programs ▪ Establish Peer-Mediation program • continue with anti-bullying prevention programs • continue with programs that promote an acceptance of diversity 	<ul style="list-style-type: none"> • Reduced number of conflicts • Increased student sense of safety • All students feel welcome and accepted • Align resource staff and sst with students at risk 	<ul style="list-style-type: none"> • Informal feedback • suspension data / incident tracking data • Safe Schools Survey • Parent, Teacher and Student Survey 	<ul style="list-style-type: none"> • January 2009 • June 2009

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	
			Data 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. • 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. • Develop electronic resources to 	<p><i>Through Professional Learning Teams:</i></p> <ul style="list-style-type: none"> • Implement high yield strategies to engage Grade 10 students (refer to detailed School Action Plan) • develop critical literacy skills across subject disciplines – an ownership for the entire school community • ongoing professional development via Board in services as well as Learning Teams • Implementation more fully of differentiated instruction • Team meetings to access expertise of Special Education Personnel • SST to work with school ISET team to identify early the at-risk learners. • Assessment and 	<p>:</p> <ul style="list-style-type: none"> • Improvement of Credit Accumulation in Grade 10 • increased success rate and sustainability in EQAO Grade 10 OSSLT scores • improvement in academic and applied level achievement for EQAO grade 9 mathematics 	<ul style="list-style-type: none"> • Analysis of: <ul style="list-style-type: none"> ○ Credit Accumulation Data – Gr. 10 ○ Pass rates in Gr. 10 compulsory courses ○ • Use of Trillium/Skopus data warehouse to monitor student achievement data 	<p>* ongoing throughout the year</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting.</p> <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. • 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 <p>ensuring the distinctiveness of Catholic education is explicitly infused.</p>	<p>evaluations programs that align with new board document.</p> <ul style="list-style-type: none"> • differentiated instructional practices to improve student achievement and learning • at-risk learners identified early in the process to allow opportunities to experience greater success early on in high school 	<p align="center">* see above</p>	<p align="center">* see above</p>	<p align="center">* see above</p>
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<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. • 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 -Audit Recommendations -General Administrative Procedures • Provide in-service sessions related to the finance support tool for administrators and support staff. 	<ul style="list-style-type: none"> • Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement • continue to make decisions based on the needs of the entire school community • include staff input in budget allocation • include departments heads in budgetary process • support parent advisory council in initiatives for fundraising to assist needy families in the community 	<ul style="list-style-type: none"> ▪ Budget allocation will align with school priorities for student achievement • balanced Capital Budget • Reporting of School Generated Funds under GAP Procedure 704.2 • Balanced Parent Advisory Council Funds • 	<ul style="list-style-type: none"> ▪ Use i-Ren reports to monitor and track school budgets 	<ul style="list-style-type: none"> • September 2008 • Monthly reports • Biannual Reports • Yearly Reports • May 2009
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<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. • Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections. 	<ul style="list-style-type: none"> ▪ Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines) 	<ul style="list-style-type: none"> ▪ Electronic registers reflect accurate classroom enrolments 	<ul style="list-style-type: none"> ▪ Enrolment registers align with Ministry guidelines 	<ul style="list-style-type: none"> • Monthly
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This sheet may be used by schools that choose to develop additional goals.

System Goal:	INSERT SYSTEM GOAL CHOICE HERE			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
Increase Grade 9 pass rate on the EQAO Assessment of Mathematics at the applied level.	Work in conjunction with program department to assist teachers in professional development opportunities to improve instructional methodology to assist with EQAO standards.	Greater success and pass rate in applied level mathematics results on the Grade 9 mathematics assessment through EQAO	Data Collection: Cycle 1 Cycle 2 Cycle 3 Cycle 4	Review through each data collection process and address needs as they arise.

System Goal:	INSERT SYSTEM GOAL CHOICE HERE			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
Continue to develop the Arts & Culture Pathway Program at Iona Catholic S.S.	Expanding program as we move into the 3 rd year of the program.	Increase in number of students who are applying to the program.	Data Collection: Cycle 1 Cycle 2 Cycle 3 Cycle 4	Review through each data collection process and address needs as they arise.