

**Principal**  
Mary Ann O'Mahony

**Head Secretary**  
Ruth Thompson

**School Council Chair**  
Lorraine Muise

**Superintendent**  
Michael Prospero

**Family of Schools**  
Mississauga North

**Ward**  
9

**Trustees**  
Esther O'Toole

**Parish**  
St. John of the Cross

**Parish Priest**  
Father Leo Huard

**Parish Telephone**  
905-821-1331

**Regional Secondary  
Schools**  
Our Lady of  
Mount Carmel

**Director of Education**  
John Kostoff

**Board Chairperson**  
Bruno Iannicca



**Dufferin-Peel Catholic District School Board**



# School Plan for Sustained and Continuous Improvement 2008 - 2010

St. John of the Cross  
3180 Aquitaine Avenue  
Mississauga, Ontario  
L5N 3S5

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



*Mission Statement*

*As a nurturing Catholic community,  
Made up of students, staff, parish and families,  
Committed to  
The highest quality academic and spiritual growth  
....we develop our children as self-directed  
life-long learners.*

*We are St. John of the Cross School*

**Our School Profile**

St. John of the Cross Elementary School is an elementary school of approximately 309 students, of diverse social and ethnic backgrounds from Junior Kindergarten to Grade 8. The school opened twenty five years ago, in 1983, and at one time had a population of over 1000 pupils. Our school lies within the north west region of Mississauga. Our community is a moderately populated area consisting of mostly single family homes. Development within our community has been stable for a number of years.

St. John of the Cross School is a caring school and community environment committed to our Catholic faith, high academic standards and our goal to have our students become life-long learners. Parents are active as volunteers and as a School Council. At St. John of the Cross, our prayer life, Liturgical celebrations, the sacraments, and our faith and value system form the foundation of our school program. St. John of the Cross is working to sustain a Safe, Caring, Healthy and Inclusive School Community that includes Catholic virtues education and moral literacy as the central features of a comprehensive anti-bullying prevention and response protocol. The school community at St. John of the Cross is committed to the search for excellence, the uniqueness of the individual and the education of the whole person. Parents, staff and students share with others through outreach to the greater community. We make donations to a number of charitable organizations throughout the course of the year. 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 in our school. All activities at St. John of the Cross – academic and pastoral work, extra-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. Of paramount importance at St. John of the Cross is the Catholic dimension, which permeates every aspect of our school day. At St. John of the Cross, we are proud of our balanced religion, academic, arts, technology and athletics program. We offer students a well-rounded and value-centred education to help them make good choices for the future. The curriculum planned and provided in the school is differentiated and relevant to the needs and aspirations of all our students. Our teaching staff are dedicated and committed to educational excellence and they continuously seek professional growth opportunities. Our secretarial and custodial staff assist us in the daily operations of our school and contribute to making St. John of the Cross a caring and welcoming school.

Our school community is informed of the activities at St. John of the Cross through the distribution of school newsletters, which are often supplemented by classroom newsletters. Information is also posted on our school website. Our parents also attend teacher-student-parent conferences, communicate with the teacher directly and review the school report card and EQAO results. The school council has provided student agendas for all students in Grades 1 to 8 and these agendas serve as an excellent communication tool. Our active school council complements our school goals through their active involvement and community initiatives.

## 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 assessments indicate that a focused emphasis on reading has produced some improvement over last year’s results in our students’ Grade 3 reading skills. Our Grade 6 reading skills decreased slightly while the grade 6 writing skills showed improvement.

Both our Grade 3 and Grade 6 math assessments indicate an improvement over last year. Overall, our Grade 6 students are performing above the provincial average but slightly below the board average. Our Grade 3 students are performing below the provincial and board average. This most recent EQAO information will assist us in fostering constructive conversations about improving student achievement and assisting us in the planning of educational strategies.

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
<b>Grade 3 ('07-'08)</b>			
School	59%	59%	57%
Board	65%	71%	68%
Province	61%	66%	68%
<b>Grade 6 ('07-'08)</b>			
School	68%	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
<b>Catholicity</b>				
<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>• 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> <li>• Create and implement a Catholic Community Study Unit for elementary and secondary schools.</li> <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</li> </ul>	<ul style="list-style-type: none"> <li>• 2008-2009 track expenditures in the area of Religious Education and faith formation. Review needs in Library and classrooms – i.e. prayer cloths, updating of religious books/resources etc.. Draw up recommendation for budget commitment for 2009-2010 school year</li> <li>-Continue to develop student/staff servant leadership opportunities; e.g., Share Life, United Way, food drives, Toonie Tuesday – Eden Food Bank, PALS, Mississauga North Stewardship Fair, Kids Can . Liaise with SJOC parish re stewardship initiatives and displays of stewardship on Church bulletin board.</li> <li>• Continue to support the school wide recycling program; promote litterless lunches; conservation of energy i.e. turning off lights</li> </ul>	<p>Tracking system in place. Library /classroom review completed. Recommendation for budget commitment for 2009-2010 school year has been compiled. Religious Education resources/materials are purchased to support faith formation of: staff, students, community members.</p> <p>Staff/student ‘servant leadership’ is evident – dates for service projects recorded on school yearly master calendar                      School and parish partnership is evident – regular updates from parish rep.; planning of liturgies with parish; SJOC school stewardship examples published in Church bulletin and displayed on parish bulletin board.</p> <p>All classes have blue boxes, white boxes, collected and set out weekly for pick up                      Increased numbers of students</p>	<p>Religious Education resources/materials are purchased to support faith formation of: staff, students, community members.</p> <p>Tracking of ShareLife contributions, United Way contributions, etc...                      PALS program in place</p> <p>Recycling Program in place and used by all classrooms and office                      Reduction in garbage collected</p>	<p>April 2009</p> <p>Feedback will inform the school’s planning for next steps</p> <p>On – going                      Final reporting June 2009</p> <p>On-going feedback will inform the school’s planning for next steps</p>



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

<p>• Continue to nurture relationships between school and parish teams, and school and home.</p>	<p>Provide opportunities to support community participation in faith celebrations, e.g., Opening School Mass, Family/Feast Day Mass, Sacramental and other Faith Celebrations, Classroom Liturgies, Parish/School Visits, <i>Dates for School Masses/other celebrations are communicated to Parents- invitations, monthly calendars, school website.</i></p> <p>Continue to implement Virtues Program, e.g., Daily Virtue Prayer, Daily Announcements, Visual displays of monthly Virtues displayed in foyer and throughout the school, Virtue t-shirts purchased for each student and to be worn on ‘designated’ days.</p> <p>Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community; e.g., Opening School Mass (to be held at the church in the evening to promote full community involvement)</p>	<p>Attendance at community faith celebrations</p> <p>Increased student awareness of virtues as well as focus of each virtue as highlighted on anchor charts Visible signs of virtues: visual displays throughout the school, virtue T-shirts etc.</p> <p>Parental attendance and involvement at Opening School Mass which will highlight Virtues Affirmations</p>	<p>Parent and pastoral staff involvement and attendance at faith celebrations</p> <p>Schedule in place for class responsibility for Virtue table in foyer. Students assigned to lead virtue prayers –AM announcements Virtue T-Shirts bought and distributed to all staff and students</p>	<p>Ongoing feedback will inform the school’s planning for next steps</p> <p>On-going feedback will inform the school’s planning for next steps.</p> <p>October 2008</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>	<ul style="list-style-type: none"> <li>•Utilize staff and divisional meetings as a vehicle through which professional learning is shared and developed with a focus on Teaching/Learning Critical Pathway</li> <li>•Continue to build community awareness around system communication strategies:             <ul style="list-style-type: none"> <li>-Board/ School Web sites</li> <li>-School Newsletters</li> <li>-School Council minutes-</li> </ul> </li> <li>•Continue to extend invitations for community partners (i.e. Peel Health, Peel Literacy, PLASP etc..) to participate in school events, e.g., Welcome to Kindergarten Program, Safe School Action Team, Classroom</li> </ul>	<ul style="list-style-type: none"> <li>•Scheduled divisional learning team meetings take place monthly with clear focus on the teaching/learning critical pathway (6 week goals established) Follow up discussion – sharing, establishing new goal)</li> <li>•Increased access of board/school web sites; Increased awareness of items as outlined in monthly newsletters</li> <li>•community partners are active participants in school events</li> <li>•25<sup>th</sup> Anniversary Career Day developed</li> </ul>	<ul style="list-style-type: none"> <li>•Divisional minutes , student evidence –pre and post data</li> <li>•School website is updated regularly</li> <li>•Monthly newsletters sent home</li> <li>•School Council meeting minutes</li> <li>•Career Day has taken place</li> </ul>	<p>Monthly meetings</p> <p>Ongoing</p> <p>Spring 2009</p>



--	--	--	--

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>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> <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-focus on informational text</p> <p>Promote implementation of high yield Literacy/Numeracy strategies across the curriculum</p>	<p>A focus on critical literacy in school and classroom planning</p> <ul style="list-style-type: none"> <li>•Sharing of strategies taking place at staff/divisional meetings</li> <li>•SERT/SERC to highlight differentiation strategies.</li> <li>•Education for All utilized by teachers</li> </ul>	<p>Improved critical literacy as evidenced through a variety of assessments including:</p> <ul style="list-style-type: none"> <li>○ CASI</li> <li>○ Student work samples</li> <li>○ Teacher observation</li> </ul>	<p>December 2008                      April 2009                      June 2009</p>

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

<p>• 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.</p> <p>• Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting.</p>	<p>Continue to ensure that instruction is differentiated Ensure staff/divisional meetings are used to: Support Teacher Professional Development to share effective classroom strategies to enhance learning; To review and analyze data collected and to continue to participate in the development of Smart Goals. -building in opportunities for teacher moderated marking -consider offering homework club to support student learning (possibly through high school student tutors) -ELSAT teachers to support Primary Literacy •Increase utilization of Central Text Room resources</p> <p>Continue to provide placements for Co-op and Faculty of education students Continue to provide information and make recommendations as appropriate for the Extended French, French Immersion , Career Path, ESP and International Baccalaureate programs Offer and encourage opportunities to apply for programs such as Legislative Page</p> <p>•Ensure teachers of combined grades have awareness of and access to electronic resources as developed by program department • Support continued use of CASI and Benchmarks data collection templates</p>	<p>•Central Text Room is utilized and organized for teacher use •ELSAT teacher supporting Primary Literacy as indicated by Program Department</p> <p>•</p> <p>•Co-op students offered placements at SJOC •SJOC Students and parents are aware of extended French and French Immersion programs – grade levels, application procedures, criteria •SJOC grade 8 students and parents are aware of all high school options, procedures and timelines for applications and entrance criteria if applicable.</p>	<p>○ EQAO ○ Reaching Readers</p> <p>Use of Skopus data warehouse to monitor student achievement data</p> <p>•parent involvement and attendance at transition meetings, information meetings etc...</p> <p>•Electronic templates utilized for assessment and reporting as well as for improvement planning •Electronic resources utilized by teachers of combined grades</p>	
--	---	---	---	--

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

<ul style="list-style-type: none"> <li>• 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.</li>   <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>Revised Kindergarten Assessment Portfolios</p> <p>Support transition of elementary students entering secondary school through –the facilitation of visits by high school teachers to discuss grade 9 course selections and facilitate student visits to the high school as available</p> <p>Identify At Risk Learners- high school transition meetings</p> <ul style="list-style-type: none"> <li>-include high school team at case conferences , IPRC’s, etc.</li> <li>-Purchase and continued implementation of Assistive Technology to support at risk learners, e.g., NEOS, Kurzweil,</li> <li>-OPA schools</li> <li>•Submit assistive technology applications for students entering Secondary school as appropriate</li> </ul> <p>Monitor &amp; review progress on a regular basis of students identified as at Risk learners- e.g., Special Education Team Meetings, etc.</p> <p>Ensure implementation of revised Science Curriculum Document, ELL and ESL Board Initiatives Resources, e.g., Kindergarten -Common Text Room Resources Networking at a Family Level for specialty teachers</p> <ul style="list-style-type: none"> <li>-Boardwide Inservice ... MN Model ELL teachers meet collectively once a term – Networking</li> <li>-Teacher Librarian</li> <li>-Special Education Teachers</li> </ul>	<ul style="list-style-type: none"> <li>•Teachers of combined grades are aware of and are using electronic resources as developed by program department including data collection templates.</li>   <li>•High school personnel have visited SJOC and students have received course calendars and option sheets</li> <li>•Sharing of information form sent home to all Grade 8 students</li> <li>•At Risk Learners have been identified</li> <li>•Assistive technology needs for secondary school have been reviewed and appropriate applications completed</li>   <li>IEPs completed with parental input</li> <li>Progress reviewed on provincial report card or alternative report card as appropriate</li>   <li>•Science curriculum document distributed to all teachers.</li> <li>•Science expectations taken from revised document.</li> <li>•Specialty teachers attending</li> </ul>	<ul style="list-style-type: none"> <li>•All student option sheets completed with teacher and parent input</li> <li>•Transition meeting dates set up</li> <li>•invitations to secondary personnel to case conferences/ IPRCs</li>   <li>Regular Team meetings scheduled with multi-disciplinary team</li>   <li>•Implementation of revised Science Curriculum has occurred as indicated by PAR and reporting on provincial report card</li> <li>•</li> </ul>	
--	--	---	---	--

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

ensuring the distinctiveness of Catholic education is explicitly infused.		networking sessions •Common text room resources collated and catalogued . Teachers utilizing resources		
---	--	---	--	--

<p><b>Financial Accountability and Transparency</b> <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> <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</li> <li>-Audit Recommendations</li> </ul> </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 Work as a school team, e.g., LSSAC, divisions, to monitor and establish budgetary goals in alignment with Board Policy</li> <li>•Continued implementation of: KImputer Reconilications School/ School Council Accounts School Council Bank Account IREN</li> </ul>	<p>Budget allocation will align with school priorities for student achievement</p> <ul style="list-style-type: none"> <li>•LSSAC meetings scheduled; divisional discussions – recommendations made re purchase of resources</li> </ul> <p>KImputer budget tracking School council account transferred to school account</p>	<p>Use i-Ren reports to monitor and track school budgets</p>	<p>On-going tracking of budget, including supply teacher budget</p> <p>June 2009</p> <p>On-going</p>
--	---	---	--	--

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

<p>-General Administrative Procedures</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>	<p>Implement board financial support tool when made available to system</p> <p>Attend &amp; support attendance of support staff at in-service sessions related to the finance template tool and other budget initiatives</p>	<p>Staff attendance at inservice sessions related to financial template</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> <ul style="list-style-type: none"> <li>• Develop labour relations and human resources strategies that will minimize the impact of fluctuations in enrolment.</li> <li>• Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections.</li> </ul>	<p>Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</p> <p>LSAC-to manage and provide input for fluctuations regarding student enrolment and class organization. Provide &amp; facilitate communications with community re: Fluctuation in enrolment, reorganization/class size , etc.</p> <p>Monitor Student Projections and provide feedback to planning department regarding school community enrolment trends -network with board planners to identify trends and provide accurate projective enrolment</p>	<ul style="list-style-type: none"> <li>▪ Electronic registers reflect accurate classroom enrolments</li> </ul> <p>Scheduled LSSAC meetings as outlined in collective agreement</p> <p>-review of ONSIS and signing of reports</p>	<ul style="list-style-type: none"> <li>▪ Enrolment registers align with Ministry guidelines</li> </ul> <p>•LSSAC minutes</p>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>
--	---	---	--	---



