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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Joseph Secondary School

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Mississauga, ON L5V 2B9

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



“Carpe Diem”

Mission Statement

We, at St. Joseph Secondary School, celebrate spirituality and diversity through achieving, believing and community living in an inclusive Catholic environment.

It is the mission of the school community at St. Joseph Secondary School to challenge students to:

- engage in life-long learning and the pursuit of excellence in reaching their full spiritual, academic and physical potential;
- acquire and demonstrate the required skills and attitudes that equip them for the future;
- grow in an understanding of Roman Catholic teachings and traditions and to incorporate these into their everyday life.

It is the mission of the school community at St. Joseph Secondary School to provide an environment:

- where we grow and learn within the context of a cooperative, community team of the Family, School and Church;
- where the Christian ideals of mutual trust, responsibility, equality and respect for all are encouraged.

We are St. Joseph Secondary School

St. Joseph Secondary School is a secondary school of approximately 1820 students, of diverse ethno-cultural backgrounds, from Grade 9 to Grade 12. Our school population generally reflects the socio-economic mix found within the Mississauga community.

St. Joseph was established in 1994 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 St. Joseph 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.

St. Joseph 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, "*Seize the day!*", was chosen to encourage all members of the school community to be the best they can be, each and every day. As such, all activities of administration, management, counselling, academic and pastoral work, prayer and worship, extracurricular and co-curricular involvement, help to prepare St. Joseph students for their lives as Catholics in the community.

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

At St. Joseph, we are proud of our balanced religion, academic, arts, technology, athletics and extra curricular program. It offers students a well-rounded and value-centered 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. A wide range of subjects and learning experiences is offered in order 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 Secondary School 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 OSSLT indicate that the school-wide emphasis on reading and writing has produced a marked improvement in our students’ reading skills. Our Gr. 10 OSSLT results have significantly exceeded the results from the previous year. Our mathematics results show a continuing need for improvement and will a focus of our School Improvement Plan.

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			
Successful	91	86	84
Not Successful	9	14	16
% of students BELOW Ministry success standard (Level 2 or lower)	9	14	16

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	31%	73%
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 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"> • 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 	<p>Staff and Students will deepen their understanding, creation and appreciation of the sacred space, culture and environment of the Catholic School.</p> <p>Goal #2: The school community, under the spiritual leadership of the administrator, will actively develop an appreciation, understanding and knowledge of the Mass</p>	<ul style="list-style-type: none"> -Class Student Faith Rep Program-take care of prayer center spaces in classroom -Department Staff Faith Rep Program -Prayer Center Boxes for each classroom -Bulletin Board Space dedicated to "Faith Focus"-student faith reps responsible for this <ul style="list-style-type: none"> -School Trips to St. Paul Basilica, St. Michael's Cathedral, local parish -Parish Team visits to every homeroom class in first semester-talk on Eucharist -Chapel masses for religion classes <p style="text-align: center;">•</p>	<ul style="list-style-type: none"> • Parish team and Chaplaincy team meet in February to review progress 	<ul style="list-style-type: none"> • June review and planning for next year

<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. 				
<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"> • 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"> • Support and further develop the TLLP Learning Team to explore Differentiated Instruction • Develop the new Department Heads Learning Team 	<ul style="list-style-type: none"> • Increased number of teachers involved in TLLP • Increased professional conversations re instructional and assessment strategies • Improved student achievement for students in general and those with IEP's in particular 	<ul style="list-style-type: none"> • Interim monitoring in January 09 • In-depth review in June 09 to inform next steps 	

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 	<ul style="list-style-type: none"> • Schoolwide focus on Mathematical Literacy • Creation of cross-curricular resources by pairs of Math teachers and teachers of Gr 9: Religion Science Geography English 	<ul style="list-style-type: none"> • Improved Gr 9 Math EQAO scores • Increased credit accumulation in Gr 9 Academic and Applied Math 	<ul style="list-style-type: none"> • Monitor January 09 • In-depth review in June 09 	

<p>programs.</p> <ul style="list-style-type: none"> • Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting. • 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>				
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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"> • Raise awareness of fiscal responsibility re recuperation of textbooks and resources • Review funds spent for co-curricular activities to explore savings 	<ul style="list-style-type: none"> • Fewer outstanding texts/resources at end of year • Co-curricular budget keep within a sustainable limit 	<ul style="list-style-type: none"> • Review at end of June 09 	<p>SAMPLE:</p> <ul style="list-style-type: none"> • September 2008 • 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 enrolment by all staff 	<ul style="list-style-type: none"> • Human errors are decreased 		<p>SAMPLE:</p> <ul style="list-style-type: none"> • Monthly
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