



Dufferin-Peel Catholic District School Board

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School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Paul SS

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

“Omnia cum corde”

Mission Statement

The mission of the St. Paul Catholic Secondary school community- as facilitators of Catholic education-is to promote excellence and integrity in learning in all its forms; to develop strong, creative, self disciplined, spiritual , contributing members of Gods community; to share our common values and goals in a supportive society; to live our credo in all we say and do : Everything with heart.

Our School

St. Paul is an secondary school of approximately 815 students, predominantly Anglo European in extraction and Catholic The surrounding community consists of single family homes, town houses and apartments situated in a geographic area that is bordered by the lake on the south to Dundas St. on the north and Etobicoke creek on the east to Highway 10 and the Credit River on the west.

Since 1971, St. Paul has served the Lakeview, Port Credit and Applewood communities, first as a junior high and in 1985 as a full fledged secondary school. With full funding the school expanded to include a full array of secondary school programming which was augmented by the addition of a Technology building in 1992. Subsequent years have seen the growth and expansion of the school up to and including a complete retrofit of the original site in 2001-02. New labs, classrooms and cafetorium have brought the current site up to par with all other Board facilities.

At St. Paul Secondary School our commitment to student engagement and high expectations is a shared responsibility. As a Staff and School Council, we work hard bringing together students, parents, teachers, pastoral team, trustees and other partners to form a Catholic community in the service of the spiritual, intellectual, physical and emotional needs of students in our care.

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. A wide range of subjects and outdoor 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 within the context of *The Ontario Curriculum*, Gospel values and sound educational practices.

Measures of Student Achievement and Success

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 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 Gr. 9 Mathematics and OSSLT results have exceeded the results from the previous year. Our writing results show some improvement from the previous year but suggest that there is room for improvement.

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	191	7541	93%
Successful	85%	86%	84%
Not Successful	15%	14%	16%
% of students BELOW Ministry success standard (Level 2 or lower)			

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	Applied (All Students) Levels 3,4	Academic (All Students) Levels 3,4
Grade 9 EQAO Mathematics Test		
School	34%	74%
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>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.</p> <p>•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.</p> <p>• Create and implement a Catholic</p>	<p>* Continue partnerships with Catholic charities</p> <p>* Pauline Year celebrations</p> <p>* Review started to determine Chaplaincy team allocation over fiscal 08-10.</p>	<p>* Ongoing student participation in Canada Food for Children</p> <p>* Staff planning committee</p> <p>* Chaplaincy team leader provided with more direct funding accessibility</p>	<p>* Students volunteering outside of regular classroom periods (summers, weekends)</p> <p>* Communication strategy for Pauline year (Web Site, May event)</p> <p>* Better reporting and follow up with Main office.</p>	<p>* Expansion of program to summer season.</p>

<p>Community Study Unit for elementary and secondary schools.</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. • 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. • 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 	<ul style="list-style-type: none"> * Designation as a "Green school" by <u>ECOSOURCE</u> with specific deliverable outcomes after a Waste audit. * Faith ambassadors have created "sacred space" in staff room and provided prayer resources for teachers. * School diversity plan adopted with a commitment to assume program options with 	<ul style="list-style-type: none"> * Waste audit performed and recorded on Sept. 22. Speaking Out Grant awarded for Composter to assist meeting waste audit needs. * Staff adapting new prayer resources at Department meetings and classroom settings. * More diverse staff hired as FTE and in LTO positions. Plans confirmed to involve students with Harmony 	<ul style="list-style-type: none"> * Student Council implementing a can crushing/scrap recycling program with ARD/PIP program. * Staff reporting anecdotal evidence that prayer resources are changing classroom culture. * Assess the take up from student council and other leadership groups. 	
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<p>curriculum development and learning resources, so that all feel valued as part of the fabric of our diverse community.</p> <ul style="list-style-type: none"> • Continue to nurture relationships between school and parish teams, and school and home. 	<p>the Harmony Foundation.</p> <ul style="list-style-type: none"> * Through <u>Religious Ed. And family Life Committee</u>. Plans for commissioning celebration at St. Dominic's with feeder schools 	<p>Foundation.</p> <ul style="list-style-type: none"> * Commissioning event attended by archbishop Collins where he gave his homily on the significance of the Jubilee Year of St.Paul 	<ul style="list-style-type: none"> *<i>Feeder school support for ongoing religious transition exercises such as this and Thinkfast events.</i> 	
<p>Community Development</p> <p>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.</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 	<ul style="list-style-type: none"> * Expand mail list and web site communication to promote school newsletter and development of the new Mission Statement. * Expand partnership with Canadian Blood services to pilot organ donation. 	<ul style="list-style-type: none"> * Newsletters published on line and savings transferred to Specialist high skills majors. * Assess student response to the organ donation initiative of the Provincial govt. 	<ul style="list-style-type: none"> * Assess feedback from parent community on Survey monkey. * Bring feedback to community via survey of student views. 	<ul style="list-style-type: none"> * reconfigure Newsletter on basis of feedback

perspective.				
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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>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.</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 	<ul style="list-style-type: none"> * Extra Math assistance offered x 2 nights per week. * To initiate after school literacy classes through Con. Ed. * Two SHSM's (High Skill Majors) developed in both Construction 	<ul style="list-style-type: none"> * Avg. student comparisons between years will be measured for impact. * Measure effectiveness of after school courses. * Invitation from the Ministry to be on the writing team for the Broadcasting 	<ul style="list-style-type: none"> * Attendance effectiveness will be monitored. * Compare OSSLT results to attendance patterns. • Both SHSMs have become popular choices for 	

<p>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> <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 	<p>and Broadcasting with financial support from the Ministry provided for certification and development of this unique red seal diploma.</p> <ul style="list-style-type: none"> * SST identification and programming strategies for twenty grade 11 students in credit deficit. * Regular scheduling of SST with the addition of more professions to get broader consensus 	<p>SHSM with subsequent phone conferencing to focus test proposals for changes.</p> <ul style="list-style-type: none"> * Monitoring and feedback to teachers and parents to garner support and commitment to success * More credit recovery credits provided in the first semester than last year with a better diagnostic tool for determining eligible candidates 	<p>students who have recognized the development and extension of the skill sets in these respective areas.</p> <ul style="list-style-type: none"> * Measuring success of students in credit recovery and regular classroom settings throughout the semester. *Better tracking of “at risk” students due to better diagnostics and a whole school approach. 	
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School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>Secretariat -Student Success/Learning to 18 -Alternative Education / Continuing and Adult Education 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"> * Monitoring paper supplies and expenditures more closely. School newsletter, Heartbeat, now sent to parents digitally. More website and Synervoice communication. * Budget Tracker PD session with Board Finance Dept. and new Head secretary to close the gap between expenditure sequencing and reporting cycles to eliminate cost overruns * Expenditures on internal communication (ie walkie talkies) are aligned with safe school policies. * Utilizing budget tracker to align our expenditures in real time. 	<ul style="list-style-type: none"> * Less wastage and expenditure on paper products through better inventory control. Approximate savings of \$6,000.00 . * Head secretary now has access to all budgeting information at residence with new computer and can provide updates with faster regularity. * Monitoring usage of equipment for all supervisory activity. * More balanced budget with better forecasting capacity. 	<ul style="list-style-type: none"> * Compare usage and inventory control from last budget year to this year. * Reports are more detailed and we are in a better position to know our budgetary status after April. * assess effectiveness of current equipment and discern if there is need for other safety expenditures. * Assess tracker ability to improve forecasting. 	
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<p>Student Enrolment Impact</p> <p>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.</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"> * To initiate SHSM program as a Magnet school for Communications and Construction. * Regular meetings of SAAC and with Assn reps. * To improve consultation practices with Special education consultant and Planning Department in order to react quicker to potential changes 	<ul style="list-style-type: none"> * Assess enrolment gains based upon marketing and promotion of program to new students and second year students. * The development of a culture of problem solving through transparency of information. * Better information earlier with respect to students that will/wont be attending in the fall because of more reliable data from feeder Principals. 	<ul style="list-style-type: none"> * Promote widely outside the catchment area of the school and into the whole family. * No outstanding Union grievances mong teaching staff. * Better predictability due to earlier assessment of student placement probabilities. 	
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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
* To attain ECOSOURCE accreditation from this organization to build a sustainable future at St. Paul.	<ul style="list-style-type: none"> • 5 days at York U. in July 08 • PD day Sept. 12, 2008 • Waste audit Sept. 25, 2008 	<ul style="list-style-type: none"> • Waste audit plan to reduce landfill. • Life cycle awareness of all material 	* In May 2008, waste audit will show how we have reduced our waste.	* June 2008 report to school

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
* To establish two Specialist High skills Majors at St. Paul for the purpose of becoming a model school.	<ul style="list-style-type: none"> * Approval and grant funding for both SHSM's. * Internal and external promotion of the program through Studio 30 and Construction in a changing world 	<ul style="list-style-type: none"> * Increased student interest and enrolment from new students * Word of mouth enhancement throughout the Miss. East family. 	* Measure student satisfaction and commitment to their SHSM through surveys.	* Establish SHSM magnet for students in Miss. East.

