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**Head Secretary**  
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**School Council Chairs**  
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**Superintendent**  
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Mississauga North

**Wards**  
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Dufferin-Peel Catholic District School Board



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

### St. Rose of Lima School

4590 The Gallops  
Mississauga

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



The St. Rose of Lima family, home, school and church  
is a Catholic community working together to nurture  
Respect for lifelong for lifelong learning.

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

**Mission Statement**

*We are a Catholic school whose mission is based on the Good News of Jesus Christ.  
We are rooted in a long history of academic excellence and exemplary moral development in a constantly changing world.  
We welcome and value the involvement of all that have an interest in our world.  
We are Church. The Catholic Church bonds our community to God. Together we experience the rich tradition of our Catholic heritage. The priesthood of Jesus leads us to a full understanding of dogma, faith and values.  
Students Are the Focus of Our Enterprise.  
We challenge them to excellence in everything they do - spiritually, academically, socially, emotionally  
And physically. Together we grow in respect for self, others, authority and property.  
Faculty Members Are the Agents of Our Enterprise.  
We commission them to be teacher, mentor and friend. Together we model Catholic values by setting the  
Examples of fairness, respect and a positive attitude.  
Parents Are the Supporters and Guardians of Our Enterprise. We share in supporting the education of our children.  
In a positive and constructive way we challenge the process of education.  
We all live in the broader community of province, nation and the global family.  
We serve that community by developing Catholic leaders and we are served by that  
community through the provision of resources - spiritual, physical and personal.*

*We are St. Rose of Lima School*

**Our School Profile**

St. Rose of Lima School is an elementary school of approximately 256 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. The surrounding community consists of single family homes situated in a geographic area that is suburban, located in Mississauga. There are three programs at St. Rose of Lima School: Mainstream, Gifted grades 5 to 8 and Extended French grades 5 to 8

For almost 21 years, St. Rose of Lima School has been a beacon for Catholic Education in the area. Catholic Education, rooted in Christ, is called to a unique way of seeing and interacting with our world. Through the examples of our master teacher, Christ, we take our calling to “reach out into the deep” and “be community” for others seriously. Our Catholic view of academics, spiritual and moral development, sacramental preparation, prayer, discipline, and community, challenge us to use our learning for the benefit of others. We are called to be Christ for others.

At St. Rose of Lima School our commitment to academic excellence 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. The curriculum is broad, balanced and relevant to the needs and aspirations of all our students. A wide range of subjects and 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**

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**

*As per EQAO policy, school results on the grade 3 assessments will not be reported publicly as there were fewer than 15 students in grade 3 for 2007-2008. School results on the EQAO Grade 6 reading assessments indicate that the school-wide emphasis on curriculum has produced consistently high results in our students’ reading, writing and mathematical skills, and overall, continue to exceed the results from previous years. Our results show a sustained focus on high achievement.*

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

	<b>Reading</b> (All Students) Levels 3,4	<b>Writing</b> (All Students) Levels 3,4	<b>Mathematics</b> (All Students) Levels 3,4
<b>Grade 3 ('07-'08)</b>			
<b>School</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>
Board	<b>65%</b>	<b>71%</b>	<b>68%</b>
Province	<b>61%</b>	<b>66%</b>	<b>68%</b>
<b>Grade 6 ('07-'08)</b>			
<b>School</b>	<b>98%</b>	<b>96%</b>	<b>94%</b>
Board	<b>70%</b>	<b>72%</b>	<b>62%</b>
Province	<b>66%</b>	<b>67%</b>	<b>61%</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>  <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 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</li> </ul>	<p>Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community</p> <p>Implement new Grade 3+4 Fully Alive Program</p> <p>Continue with                      Recycling Team                      Student Council                      Social Action/Outreach                      -Food Drives/Food Bank/Soup Kitchen, Dr. Simone's Candy Drive, Toy Drive, Mitten Tree, United Way, Operation Christmas Child, Raising The Roof, Share Life, St. Vincent de Paul, and student led initiatives                      Purchase Support Resources                      Continue with                      Mississauga North Stewardship Fair                      School Youth Ambassadors</p>	<p>Parent and pastoral staff involvement and attendance at Virtues celebrations</p> <p>Students learning and achievement based on new curriculum</p> <p>Evidence of active student leadership throughout the school</p> <p>Evidence of student understanding via student articulation and examples(Virtues Photo Contest)</p> <p>Evidence of active student involvement in Social Justice, Stewardship and Service</p>	<p>Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</p> <p>Informal feedback and observation</p>	<p>May 2009</p> <p>Ongoing feedback will inform the school's planning for next steps</p> <p>June, 2009</p> <p>April 2009</p>

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<p>will assist all in our community in working towards greener schools.</p> <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> <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> <li>• Continue to nurture relationships between school and parish teams, and school and home.</li> </ul>	<p><b>Student Leaders' Virtues Photo Contest</b></p> <p><b>Book Presentations:</b> Esteem Canada Bobby Boogaloo-School Song and Concert Down To Earth Mississauga Recycling</p> <p>Continue to implement cross curricular connections</p> <p>Continue to implement and celebrate: Diversity and multiculturalism throughout curriculum Twelve Gifts on the Day You were born-Presentation and Classroom Resource for Prayer Tables</p>	<p>Evidence of Diversity/Multicultural Fairs Black History Month Studies African Acrobats Presentations</p>		<p>February 2009 May 2009</p> <p>2009</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>	<p>Continue to Implement: Resorative Justice process Youth Faith Ambassadors</p> <p>Implement: "You can do it" Program Hal Urban's Program Daily Positive P.A. Messages Cooperative Learning Strategies Continue to collaborate with</p>	<p>Reduced number of conflicts Increased student sense of safety Increased Self Esteem and application of collaborative problem solving strategies</p>	<p>Informal feedback suspension data / incident tracking data Safe Schools Survey</p>	<p>December 2008 April 2009</p>

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<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> <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>	<p>Peel Health Nurse Peel Police</p> <p>Evidence of Teacher Professional Development at Staff Meetings, P.A. Days, Handbook</p> <p>Initiatives: Safe at School Anti bullying Restorative Justice Cooperative Learning Integration Days/Models Problem Solving Bulletins to report bullying (anonymous)</p>	<p>Ongoing Applications</p>		<p>2008-2009</p>
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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	
			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>	<ul style="list-style-type: none"> <li>• Further implementation of high yield strategies to develop critical literacy skills across the curriculum in all grades</li> </ul> <p>Reference; Karen Hume</p>	<ul style="list-style-type: none"> <li>• A focus on critical literacy in school and classroom planning (refer to detailed action plan available at the school)</li> </ul>	<ul style="list-style-type: none"> <li>• Continued achievements in critical literacy as evidenced through a variety of assessments including:                             <ul style="list-style-type: none"> <li>○ CASI</li> <li>○ Student work samples</li> <li>○ Teacher observation</li> <li>○ EQAO</li> </ul> </li> <li>• Use of Skopus data warehouse to monitor student achievement data</li> </ul>	<ul style="list-style-type: none"> <li>• December 2008</li> <li>• April 2009</li> <li>• June 2009</li> </ul>

<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> <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> <li>• Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting.</li> <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</li> </ul>				<p>2008-2009</p>
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<p>multi-disciplinary team process.</p> <ul style="list-style-type: none"> <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>2008-2009</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> <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</li> </ul>	<p>Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</p>	<p>Budget allocation will align with school priorities for student achievement</p>	<p>Use i-Ren reports to monitor and track school budgets</p>	<p>September 2008 May 2009</p> <p>*A.R.C. Decision by board: November 2008</p>
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<p>compliance with: -Board Policy -Audit Recommendations -General Administrative Procedures</p> <p>• Provide in-service sessions related to the finance support tool for administrators and support staff.</p>				<p>2008-2009</p>
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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> <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>Electronic registers reflect accurate classroom enrolments</p>	<p>Enrolment registers align with Ministry guidelines</p>	<p>Monthly</p>
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