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**Vice-Principal  
G. Hilton**

**Head Secretary  
Z. Kameka**

**Secretary  
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**School Council Chair  
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**Superintendent  
M. Prospero**

**Family of Schools  
Mississauga North**

**Trustees  
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S. Hobin (wards 2 & 8)**

**Parish  
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**Parish Priest  
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**Regional Secondary  
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**Director of Education  
John Kostoff**

**Board Chairperson  
Mario Pascucci**



**Dufferin-Peel Catholic District School Board**



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

**St. Sebastian Catholic School**

3460 Aquinas Avenue, Mississauga, Ontario

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



**Soldiers of Faith, Endurance, and Freedom**

**St. Sebastian Catholic Elementary School**  
**Mission Statement**

As soldiers of Christ, the students and staff of St. Sebastian Catholic Elementary School, in unity with our families and church community, are dedicated to fostering Catholic values in all spiritual, intellectual and social learning experiences. Our commitment to respect and cooperate encourages the development of faithful, caring and responsible citizens. We strive to reach our full potential, while facing the challenges of life.

**Our School**

St. Sebastian Catholic School is an elementary school of approximately 650 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. The surrounding community consists of single family homes situated in north-western Mississauga. Our student population consists of a large number of new Canadians and English Language Learners.

Now in our fifth year of existence, St. Sebastian School serves as 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. Sebastian Catholic 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**

Results indicate that St. Sebastian School scored higher than the board and provincial averages in all areas of the EQAO Primary assessments. Results from the EQAO Junior assessments indicate that St. Sebastian School scored higher than the board and provincial averages in writing and mathematics. Results also indicate that reading, especially in the Junior division, is the area in which St. Sebastian School will focus improvement efforts.

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>71 %</b>	<b>83 %</b>	<b>83 %</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>67 %</b>	<b>79 %</b>	<b>73 %</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></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"> <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</li> </ul>	<ul style="list-style-type: none"> <li>• Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community; e.g., Welcome Back School Mass</li> <li>• Provide opportunities to support community participation in faith celebrations, e.g. Sacramental and other Faith Celebrations, Classroom liturgies, Parish/School Visits, Dates for School Masses/other celebrations are communicated to Parents- invitations, Catholic Education Week, Continue to implement Virtues Program, e.g., Monthly Celebrations/Prayers, Daily Announcements, Visual icons of Virtues displayed throughout the school, Monthly Display.</li> <li>• Allocate a percentage of the school budget towards the purchase of Religious Education resource to support faith</li> </ul>	<ul style="list-style-type: none"> <li>• Parent and pastoral staff involvement and attendance at Virtues celebrations</li> <li>• There is increased community participation at School Faith &amp; other Celebrations.</li> <li>• There is continued implementation of Board developed Catholic Community Study Unit, e.g., Virtues resource.</li> <li>• Religious Education resources/materials are purchased to support faith formation of: staff, students, community members.</li> <li>• Staff, students, School Council &amp; Volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing feedback will inform the school's planning for next steps</li> <li>• June, 2009</li> </ul>

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<p>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"> <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>formation</p> <ul style="list-style-type: none"> <li>• Continue to develop student/staff servant leadership opportunities; e.g., Share Life, Thanksgiving Food Drive, PALS, Peer Mediators, Eden Foodbank,</li> <li>• Continue to develop school wide recycling program</li> <li>• Faith Day – School Wide PD- ‘The Enduring Gift’ – sharing of stories</li> <li>• Provide direction and support for the purchase of Literacy and other resources that are reflective of the diversity within the St. Sebastian School community.</li> <li>• Promote staff involvement in Diversity Workshop initiatives.</li> <li>• Ensure Arts in the School Programs, are reflective of the needs/interests and diversity of school community.</li> <li>• Continue to develop and provide opportunities for community participation in Faith &amp; other Celebrations, e.g.,</li> </ul>	<p>assume a variety of leadership roles.</p> <ul style="list-style-type: none"> <li>• All classes have blue boxes, white boxes, collected and set out weekly for pick up</li> <li>• Increased numbers of students bringing litterless lunches to school</li> <li>• Staff participate in cross school Faith Day PD initiative- Lateral PD to support sharing of faith stories</li> <li>• Classroom and Library resources that reflect diversity of school; cultural, gender, variation in needs/interests are purchased and displayed for use.</li> <li>• Arts in school programs are varied in content, e.g., focus on developing Self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Litterless lunches increased, recycling boxes effectively used.</li> <li>• Materials that reflect community diversity are increasingly available in school</li> </ul>	
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*School Plan for Sustained and Continuous Improvement 2008 - 2010*

	<p>Mass, Sacramental Celebrations, Virtues and other school celebrations.</p> <ul style="list-style-type: none"> <li>• Continue to expand &amp; enhance Community Partnerships, e.g., Youth Education Officer, Peel Health, etc., Parish Reps-School Council</li> </ul>			
<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> <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>	<ul style="list-style-type: none"> <li>• Utilize staff and divisional meetings as a vehicle through which professional learning is shared and developed to identify and develop a plan to support student learning needs.</li> <li>• Continue to build community awareness around system communication strategies: Board Web sites, School websites, School Newsletters</li> <li>• Continue to extend invitations for community partners to participate in school committees/events, e.g., School Council, Safe School Action Team, Classroom Excursions, Volunteer opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced number of conflicts</li> <li>• Increased student sense of safety</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback</li> <li>• suspension data / incident tracking data</li> <li>• Safe Schools Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing feedback will inform the school's planning for next steps</li> </ul>

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>• 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-</li> </ul>	<ul style="list-style-type: none"> <li>• Focus will be on enhancing Shared Reading instructional practices.</li> <li>• Continue to Integrate high yield strategies and differentiated instruction.</li> <li>• Ensure staff/divisional meetings are used to Support Teacher Professional Development, to share effective classroom strategies, to enhance learning.</li> <li>• Grade levels will meet regularly to review and analyze data collected, and to develop Smart Goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved student achievement in literacy as measured by CASI, PM Benchmarks, and Kindergarten Assessments</li> <li>• High yield instructional strategies are increasingly evident in teachers' classroom practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Results indicate that St. Sebastian School scored higher than the board and provincial averages in all areas of the EQAO Primary assessments. Results from the EQAO Junior assessments indicate that St. Sebastian School scored higher than the board and provincial averages in writing and mathematics. Results also indicate that reading, especially in the Junior division, is the area in which St. Sebastian School will focus improvement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing feedback will inform the school's planning for next steps</li> <li>• Student achievement data will be reviewed and new SMART Goals formed, in grade level meetings in December, March, and June.</li> </ul>

<p>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"> <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 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</li> </ul> </li> </ul>				
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<p>Education ensuring the distinctiveness of Catholic education is explicitly infused.</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 compliance with:             <ul style="list-style-type: none"> <li>-Board Policy</li> <li>-Audit Recommendations</li> <li>-General Administrative Procedures</li> </ul> </li> <li>• Provide in-service sessions related to the finance support tool for administrators and support staff.</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</li> <li>• Work as a school team, e.g., LSSAC, School Budget Team, to monitor and establish budgetary goals in alignment with Board Policy, e.g., Continued implementation of: Kimputer, Reconciliations School/ School Council Accounts, School Council Bank Account IREN</li> <li>• Implement board financial support tool when made available to system</li> <li>• Attend &amp; support attendance of support staff at in-service sessions related to the finance template tool and other budget initiatives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Budget allocation will align with school priorities for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use i-Ren reports to monitor and track school budgets</li> </ul>	<ul style="list-style-type: none"> <li>• September 2008</li> <li>• May 2009</li> </ul>
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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>	<ul style="list-style-type: none"> <li>▪ Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</li> </ul> <p>LSSAC-to manage and provide input for fluctuations regarding student enrolment and class organization.</p> <p>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 new developers, board planners to identify trends</p>	<ul style="list-style-type: none"> <li>▪ Electronic registers reflect accurate classroom enrolments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enrolment registers align with Ministry guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>
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