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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

Father Michael Goetz Catholic Secondary School

330 Central Parkway West
Mississauga, Ontario
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<http://www.dpcdsb.org/GOETZ>



Mission Statement

In our Mission, we reflect our values and beliefs, our commitments and express our role. As members of the Goetz community, we

- Commit ourselves to the ideals of Jesus by promoting in our students respect for all members of the school community, self-worth as persons created in the image of God, respect for learning toward the betterment of the world, moral values and conduct based on the Gospel.
- Strive to nurture each student's spiritual, intellectual, physical, emotional and social growth, with the goal of students becoming responsible and responsive adults.
- Value the contribution of our students, parents, staff members and the community at large and encourage all in keeping with our school motto.
- Respect all students and members of the school community and promote the Church's mission to call all women and men to a lifelong process of conversion and development in the community of love, as established by Christ.
- Are motivated by charity toward each other and toward students. We are called to bear testimony by our lives and by our teaching, in keeping with the example of the one teacher who is Christ.
- Believe that parents are the primary models for their children. We support and enhance their role models in the development of Christian values. Staff will furthermore provide opportunities for parents to participate in the spiritual, academic and social life of the community.
- Welcome pastors and others to the community to provide spiritual guidance for the school. Our Christ-centred community has as its aim the transmission of a hierarchy of values for living.
- Prepare our student to graduate and participate in post secondary plans for education or work.
- Endeavour to reflect our values to the community.

Our School

Father Michael Goetz was a pioneer in the establishment of Catholic Secondary education in Mississauga. He was a passionate visionary educator who was strongly committed to the values and virtues of Catholic teachings.

Father Michael Goetz Catholic Secondary School was established in 1986 on a temporary site and moved to its current location in September 1990. An extensive renovation has added 30 classrooms, eliminating all portables.

Father Michael Goetz Secondary School is blessed by its diverse student population. Students attending Father Michael Goetz reflect a blend of cultural backgrounds, all contributing to the richness of our community. The school staff at Father Michael Goetz is dedicated, student-centred, innovative and well balanced. 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

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.

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

| OSSLT 2007-08 | School | Board | Province |
|--|------------|------------|------------|
| All | 402 | 7226 | 145 603 |
| Successful | 339 | 6214 | 122 307 |
| Not Successful | 63 | 1012 | 23 296 |
| % of students BELOW Ministry success standard (Level 2 or lower) | 16% | 14% | 16% |

| | Applied (All Students) Levels 3,4 | Academic (All Students) Levels 3,4 |
|--------------------------------------|--|---|
| Grade 9 EQAO Mathematics Test | | |
| School | 27% | 75% |
| 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 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, | <ul style="list-style-type: none"> • Foster student spiritual development within the image of Christ through the development and implementation of pastoral plans with: parents, pastoral team, administrators, student council, Religion department heads and chaplaincy leaders • Continue partnerships with Catholic charities | <ul style="list-style-type: none"> • Infusion of pastoral plan in departmental plans | <ul style="list-style-type: none"> • Informal feedback from: parents, pastoral team, administrators, student council, Religion department heads and chaplaincy leaders | <ul style="list-style-type: none"> • April 2009 • Ongoing feedback will inform the school's planning for next steps |

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| <p>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. | <p>Expand mail list and web site communication to promote school newsletter and development of the new Mission Statement.</p> <p>Further promote School Council involvement.</p> | <ul style="list-style-type: none"> • Reduced number of conflicts • Increased student sense of safety • Increase parental attendance at significant events | <ul style="list-style-type: none"> • Informal feedback • suspension data / incident tracking data • Parental Survey | <ul style="list-style-type: none"> • January 2009 • June 2009 |

| 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 programs. • Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting. | <ul style="list-style-type: none"> • continue to expand the Credit Recovery Program | <ul style="list-style-type: none"> • Credits accumulation through Credit Recovery • Teacher knowledge base increased | <ul style="list-style-type: none"> • Analysis of: • Credit Accumulation Data – Gr. 9 & 10 • Pass rates in Gr. 9 & 10 compulsory courses • Use of Trillium data warehouse to monitor student achievement data | <ul style="list-style-type: none"> * November 2008 * February 2009 * June 2009 <p>NOTE: See specific school goals below</p> |

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| <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 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. | <p>:</p> <ul style="list-style-type: none"> • Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement | <ul style="list-style-type: none"> • Budget allocation will align with school priorities for student achievement | <ul style="list-style-type: none"> ▪ Use i-Ren reports to monitor and track school budgets | <ul style="list-style-type: none"> • October 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 enrolments through the electronic register (e.g. following Ministry guidelines) | <ul style="list-style-type: none"> ▪ Electronic registers reflect accurate classroom enrolments | <ul style="list-style-type: none"> ▪ Enrolment registers align with Ministry guidelines | <ul style="list-style-type: none"> • Monthly |
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This sheet may be used by schools that choose to develop additional goals.

| System Goal: | Improve Student Achievement | | | |
|--|---|--|--|---|
| School Goal | Actions for Implementation | Indicators of Success | Data from Monitoring and Review Cycles | Completion Date / Next Steps |
| Improve Student achievement on the OSSLT | <p>Develop a whole school ownership model for improving literacy</p> <p>Build capacity for literacy strategies to support identified students and students taking applied courses</p> | <p>-OSSLT scores</p> <p>-Department reports regarding implementation of strategies</p> | <p>Ministry Data collected from OSSLT</p> <p>Review results in applied level courses and OLC</p> | <p>May/June – with results from OSSLT and final grades for Semester 2</p> <p>Review data, survey and students</p> <p>Continue to build capacity for the PLC</p> |

STUDENT SUCCESSES COMPLETION

ENT: Implementing Effective Pathways

School Practice: Our school assists students in making informed decisions for their post -secondary destinations with a focus on developing a Ministry

approved specialized program pathway (or SHSM) in a

| System Goal: | Improve Student Achievement | | | |
|---|---|--|--|--|
| School Goal | Actions for Implementation | Indicators of Success | Data from Monitoring and Review Cycles | Completion Date / Next Steps |
| <p>Launch Pathway</p> <p>Introduce an Alternative Education Program</p> <p>Reduce incidents of bullying</p> | <p>Establish school based steering committees identifying, implementing strategies/programs to support the school goals</p> | <p>Students/Strategies/Programs are identified</p> <p>Data supporting increase in credit accumulation</p> <p>Data supporting reduction of suspensions due to bully related incidents</p> | <p>Trillium data for credit accumulation and suspensions</p> <p>Review credit accumulation February and June</p> <p>Review suspensions monthly</p> | <p>Pathway – September 2010</p> <p>Alternative Education September 2009</p> <p>Bully Prevention – ongoing</p> <p>June – report to staff and school council</p> |

ognized sector that is supported within the local community in light of our Catholic Graduate expectations. (S.P. 2 and 3).

GOAL SETTING

IMPROVEMENT FOCUS: Assist students to make informed decisions in choosing post -secondary destinations and in doing so, select appropriately streamed courses, commencing in grades 7 and 8 or earlier.

EVIDENCE BASE: Co-op placement analysis identifying specific sectors where numbers have increased over the past three years., based on gender, length and destination of program. Survey a cross-section (grades and curricula) of students to identify their specific area of interest based on NOC codes. Identify sustainable placements within the local community.

SMART GOAL: To launch a school to work pathway in Sept. 2009-10 in an identified sector reflecting all five components of a recognized school-to-work pathway.

TOOLS TO MEASURE THE IMPACT OF THE INQUIRY PROCESS: Data collection from Local business and service and student surveys; increased Co-op credit accumulation and Graduation rates.

| Strategies and Resources | Responsibility (Staff) | Evidence of Success | Cycles to Monitor and Review | Support Structures |
|--|---|--|--|--|
| Formation of school based steering committee | <u>Steering Committee</u> Administrators Guidance Co-op Sector Teacher (ARD, ELL, other) SST | <ul style="list-style-type: none"> School team identifies Pathway sector. Co-op is able to identify local experiential learning opportunities for placement and reach ahead Local business representatives participate on steering committee Feedback from Programming | <u>Cycle 1:</u> September '08 to March '09 <ul style="list-style-type: none"> Initial formation and tasks of regular meetings is established. Meeting with Program Department is established Visit sites that offer Pathway Co-op gathers data and identifies pathway possibilities | <u>Program Department</u> <input type="checkbox"/> <u>Facilitated:</u> workshop, networking, adobe connect <u>School Facilitated Action Research:</u> Inquiry Project <input type="checkbox"/> <u>Capacity Building Team</u> <input type="checkbox"/> <u>PLC</u> <input type="checkbox"/> |
| Identification of Student Base and Program Planning | <ul style="list-style-type: none"> Guidance, SST and Co-op | <ul style="list-style-type: none"> | <u>Cycle 2:</u> April – June '09 The Steering Committee committee begins the process of developing the Pathway template in consultation with Program staff. | |
| Identification and development of additional template deliverables | <ul style="list-style-type: none"> Steering Committee | <ul style="list-style-type: none"> The school is able to identify the number of students in each grade level who opt for the Pathway | <u>Cycle 3:</u> - September '09– April. '10 | |

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| | | <p>designation</p> <ul style="list-style-type: none"> • Course bundles for each grade are identified to assist with timetable planning • All experiential components are clearly evident in the template • All required certifications are evident in the template • A three year budget is developed and approved in consultation with the SSL | <p>Feeder school visits to promote the pathway and identifying potential students. Promoting the Pathway within the school prior to course selection - Mid October to early February.</p> | |
| Additional Capacity Building | <ul style="list-style-type: none"> • Steering Committee | <ul style="list-style-type: none"> • Pathway students are fully identified and timetabled • Pathway template is complete and approved by the Program dept. | <p><u>Cycle 4:</u> April – June 2010. Review pathway and in-service teachers as required enabling the pathway program to begin September 2010.</p> | |

Instructional Improvement through Inquiry Cycles

STUDENT SUCCESS COMPONENT:

School Practice:

GOAL SETTING

IMPROVEMENT FOCUS: Assist students to increase credit accumulation success rate, while making life choices in building a safe, caring, inclusive and healthy classroom, school, and community environment that is conducive to engagement and student learning.

EVIDENCE BASE

Credit Recovery is in the implementation stage and co-op is limited to selected students which leaves a gap for students who are “at risk” to acquire credits within a 4or5 year timeline. High attendance absenteeism , lack of program interest and poor student engagement are factors that impede credit accumulation for students.

SMART GOAL: To explore and introduce a comprehensive Alternative Education Program by Sept. 2009 or Sept. 10 and to develop the program over 3 years recognizing

factors that will assist students in achieving success.

TOOLS TO MEASURE THE IMPACT OF THE INQUIRY PROCESS:

Data collection from Trillium and other sources; determine increase in credit accumulation and graduation rate.

| Strategies and Resources | Responsibility (Staff) | Evidence of Success | Cycles to Monitor and Review | Support Structures |
|---|---|---|---|---|
| Formation of school based steering committee | <u>Steering Committee</u> Administrator Guidance Co-op Sector Teacher (ARD, ESL) SST | Formation and meeting of team on a regular basis. Identification/Selection of Alternative schools to visit. | <u>Cycle 1:</u> Sept. '08 – Jan. '09 Steering Committee and Program staff begin the process of identifying Alternative Education Programs within and outside our board. | Program Department <input checked="" type="checkbox"/> <u>Facilitated:</u> workshop, networking, adobe connect <u>School Facilitated Action Research:</u> Inquiry Project <input checked="" type="checkbox"/> Capacity Building Team <input type="checkbox"/> PLC <input type="checkbox"/> |
| Identification of Student Base and Program Planning | <u>Steering Committee</u> Administrator Guidance Co-op Sector Teacher (ARD, ESL) SST | Visitation of Alternative Education Sites. Gains information on Programs, resources and materials. TEAM identifies Alternative program components and criteria for students to enter program. | <u>Cycle2:</u> Jan. '09 – March '09 Steering Committee and Program staff begin the process of identifying the Alternative program components and criteria for students to enter program | |
| Identification and development of additional deliverables | <u>Steering Committee</u> Administrator Guidance Co-op Sector Teacher (ARD, ESL) SST | Guidance identifies the students who require an alternative education program. Teachers and Room allotment discussed and confirmed with Principal. | <u>Cycle 3:</u> March '09 – May '09 Administration and SAAC allot sections required for Alternative education for implementation 2009-10 | |

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| | | Team begins process of identifying material / resources/ programs for the students who will be placed in Alt. Ed. | | |
| Additional Capacity Building | <u>Steering Committee</u> Administrator Guidance Co-op Sector Teacher (ARD, ESL) SST | In-service teachers and heads of departments on School Specific Alternative Education Program. Review Cycles 1,2,3: Check list of implemented items in place to begin Alt. Ed. Program in Sept. | <u>Cycle 4:</u> June '09 Review process that have been put into place and what requires to be completed to following year. In- service teachers and heads of departments | |

