



Dufferin-Peel Catholic District School Board



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

### Loyola Catholic – Secondary School

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Walk the talk make a difference

***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 Holy Faith Secondary School*

**Loyola Catholic Secondary School Mission Statement**

We believe that Loyola Catholic Secondary School fosters personal academic excellence in a socially supportive environment. We strive to instill in our students the love of God and neighbour and the desire to acquire skills, knowledge, attitudes and values which will allow them to become independent, responsible, productive and contributing members of a rapidly changing multicultural society. We, the staff, promote a commitment to life-long learning, family and social responsibility, environmental awareness, and social, cultural and gender equity.

**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**

**SAMPLE:** 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 2007-08	School	Board	Province
All	99%	96%	<b>93%</b>
Successful	88%	86%	<b>84%</b>
Not Successful	12%	10%	<b>9%</b>
<b>% of students BELOW Ministry success standard ( Level 2 or lower)</b>	<b>12%</b>	<b>10%</b>	<b>10%</b>

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	<b>Applied</b> (All Students) Levels 3,4	<b>Academic</b> (All Students) Levels 3,4
<b>Grade 9 EQAO Mathematics Test</b>		
<b>School</b>	<b>32%</b>	<b>76%</b>
<b>Board</b>	<b>32%</b>	<b>74%</b>
<b>Province</b>	<b>34%</b>	<b>75%</b>

Dufferin-Peel Catholic District School Board  
Planning for Sustained and Continuous Improvement

<b>System Goals</b>	<b>Actions for Implementation</b>	<b>Indicators of Success</b>	<b>Monitor and Review for Success</b>	
			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</li> </ul>	<p><b>SAMPLE:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>SAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Infusion of pastoral plan in departmental plans</li> </ul>	<p><b>SAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Informal feedback from: parents, pastoral team, administrators, student council, Religion department heads and chaplaincy leaders</li> </ul>	<p><b>SAMPLE:</b></p> <ul style="list-style-type: none"> <li>• April 2009</li> <li>• Ongoing feedback will inform the school's planning for next steps</li> </ul>

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<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> <p>• 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.</p> <p>• 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.</p> <p>• Continue to nurture relationships between school and parish teams, and school and home.</p>	<p>-Celebrate Mass as a Community</p> <p>-A more visible presence of Catholic symbols through out the school</p> <p>-Share pastoral plan with Catholic Partners</p> <p>-Support Adult Faith Ambassador</p> <p>-All classes, meetings, special events will begin with a prayer</p> <p>Gospel Values integrated into All curriculum</p> <p>-Create a sacred space in all classrooms.</p> <p>Promote Catholic Graduate Expectations</p>	<p>-Celebrate 5 school masses per year</p> <p>- Graduation Mass</p> <p>-Family of School Mass</p> <p>-Celebrated 3 staff masses per year</p> <p>-Morning Reflections and prayers</p> <p>-Visibility by school chaplain</p> <p>-Treating staff and students with dignity and respect</p> <p>-Meeting with Catholic Partners</p> <p>-Share Life Initiatives</p> <p>-Terry Fox Run</p> <p>-Christmas Basket for the needy in our community</p> <p>-Religion retreats</p> <p>-School Outreach programs</p> <p>-Organize a Department Heads Retrea</p>	<p>-Feedback by parents, staff and students</p> <p>-Feedback by Catholic Partners</p> <p>-Feedback from Superintendent, Trustee and School Council</p> <p>-Virtue committee at the school</p> <p>-Highlight Virtues of the month</p> <p>-Virtue breakfast</p>	<p>-May 2008</p> <p>-Ongoing feedback</p>
<p align="center"><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</i></p>	<p><b>SAMPLE:</b></p> <ul style="list-style-type: none"> <li>▪ Establish Student Leadership programs</li> </ul>	<p><b>SAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Reduced number of conflicts</li> <li>• Increased student sense of safety</li> </ul>	<p><b>SAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Informal feedback</li> <li>• suspension data / incident tracking data</li> </ul>	<p><b>SAMPLE:</b></p> <ul style="list-style-type: none"> <li>• January 2009</li> <li>• June 2009</li> </ul>

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<p><b>commitment to improving support for student learning.</b></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>▪ Establish Peer-Mediation program</li> <li>. Communicate our Safe School Policy to Staff, students and parents.</li> <li>-Establish an Anti-Bullying committee</li> <li>-Implement a detention Hall</li> <li>-Grade Assembly at the beginning of each semester to go over student expectations.</li> <li>Liason with our NPU officers</li> <li>-Do uniform “Blitz” to enforce the uniform policy</li> <li>-Deter students from gathering at the Bridge.</li> <li>-Police “Blitz” at the bridge</li> </ul>	<ul style="list-style-type: none"> <li>-Reduce the number of conflicts.</li> <li>-ISET meetings to identify students in conflict</li> <li>-Peer mediation program</li> <li>-Establish a pro-active policy in the school.</li> <li>-Change the supervision model so that the halls and cafeteria are supervised every day</li> <li>-Implement a hall pass system to make students accountable when leaving class</li> <li>-Enforce the Catholic Code of Conduct.</li> <li>-Guest speakers at staff meeting dealing with classroom and school management</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• Safe Schools Survey</li> </ul>	
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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><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</i></p>	<p><b>SAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Implement high yield strategies to engage</li> </ul>	<p><b>SAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Improvement of Credit Accumulation in Grade 10</li> </ul>	<p><b>SAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Analysis of:                             <ul style="list-style-type: none"> <li>○ Credit</li> </ul> </li> </ul>	<p><b>SAMPLE:</b></p> <ul style="list-style-type: none"> <li>• October 2008</li> <li>• February 2009</li> </ul>

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<p><i>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-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> </ul>	<p>Grade 10 students (refer to detailed School Action Plan)</p> <ul style="list-style-type: none"> <li>-Establish an in school self contained Sr. Alternative Education Program</li> <li>-Continue to support and provide in services to teachers in the area of literacy with particular attention to grade 9 and 10 teachers.</li> <li>Continue to link feeder schools teachers transition through family school structure</li> <li>-Support SALT initiatives at the school.</li> <li>-Implement the Boards New Assessment and Evaluation Policy</li> <li>-Encourage and support the reformatting of tests, exams and assignments</li> <li>- Place more support in applied classes at the school.</li> <li>-Support for IEP students at the school</li> </ul>	<ul style="list-style-type: none"> <li>-Offer class support to students particular in grade 9 and 10.</li> <li>-Continue to support "Power Hour" 3 days a week</li> <li>-1 Vice Principal to be a part of the Transition Team.</li> <li>-Continue to identify students at risk and provide support .</li> <li>-Provide funds and curriculum support</li> <li>-Offer Literacy sessions for students</li> <li>-Literacy across the curriculum</li> <li>-Provide Literacy booklets for all grade 9 and 10 students.</li> <li>-Reformat exams and tests to meets the needs of all students</li> <li>-Career Path in Landscape Technology</li> </ul>	<ul style="list-style-type: none"> <li>Accumulation Data – Gr. 10             <ul style="list-style-type: none"> <li>Pass rates in Gr. 10 compulsory courses</li> </ul> </li> <li>Use of Trillium/Skopus data warehouse to monitor student achievement data</li> <li>-Number of credits accumulated</li> <li>-Number of students reaching the provincial average in the grade 9 Numeracy test</li> <li>-Number of students reaching provincial average in Literacy test</li> </ul>	<ul style="list-style-type: none"> <li>June 2009</li> <li><b>NOTE:</b> See specific school goals below</li> <li>- Monitor throughout the year</li> <li>-Review in May 2009</li> </ul>
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<ul style="list-style-type: none"> <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 Education</li> </ul> </li> </ul> <p>ensuring the distinctiveness of Catholic education is explicitly infused.</p>	<ul style="list-style-type: none"> <li>-Support Learning to 18 Initiatives at school and Board Level.</li> <li>-Continue to review curriculum through the department heads</li> <li>-Attend program council meetings monthly</li> <li>-Continue to support Alternative Education Initiatives at the school level</li> <li>-Develop exit plans for students who leave school at 18 and have not graduated.</li> </ul>			
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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> <p>• Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</p> <p>• 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:          -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><b>SAMPLE:</b></p> <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> </ul> <p>-Provide budget update monthly to department heads</p> <p>-Allocate more funds for textbooks and curriculum material .</p> <p>-Provide funds for sound system, Busettte, Jr. Boys Football, and Accelerated reader program.</p> <p>-Supervison schedule to maximize supervision minutes</p> <p>-Cover the first teacher absent internal.</p> <p>-Cover the first 2 absent in the last 2 moths of the year</p>	<p><b>SAMPLE:</b></p> <ul style="list-style-type: none"> <li>▪ Budget allocation will align with school priorities for student achievement</li> </ul> <p>-Monitor school expenditure regularly</p> <ul style="list-style-type: none"> <li>- Provide funds to improve student achievement</li> </ul> <p>-Provide funds for guest speakers and professional development opportunities for staff</p> <p>-Provide funds for a Heads Retreat</p>	<p><b>SAMPLE:</b></p> <ul style="list-style-type: none"> <li>▪ Use i-Ren reports to monitor and track school budgets</li> </ul> <p>- Continue to monitor school budget</p> <p>- Budget will be frozen as of May 1 , 2008</p>	<p><b>SAMPLE:</b></p> <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>	<p><b>SAMPLE:</b></p> <ul style="list-style-type: none"> <li>▪ Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</li> <li>- Establish a Focus School for Loyola ie Academy</li> <li>- Market the school success in Academic and athletics</li> </ul> <p>-Continue the fight for the New Loyola.</p> <p>-Establish more “hands on programs” to attract more students to the school</p>	<p><b>SAMPLE:</b></p> <ul style="list-style-type: none"> <li>▪ Electronic registers reflect accurate classroom enrolments</li> </ul> <p>..Monitor registration trends in the school and in the community</p> <p>-Contact planning to determine long range enrollment at Loyola.</p>	<p><b>SAMPLE:</b></p> <ul style="list-style-type: none"> <li>▪ Enrolment registers align with Ministry guidelines</li> </ul>	<p><b>SAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Monthly</li> </ul> <p>. Monthly and yearly</p>
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This sheet may be used by schools that choose to develop additional goals.

<b>System Goal:</b>	<b>INSERT SYSTEM GOAL CHOICE HERE</b>			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
Provide support for “At Risk” Students in the Loyola Community	<ul style="list-style-type: none"> <li>-Establish a self contained Alternative Education Class</li> <li>-Implement a study hall after school</li> <li>-Implement the “Power Hour” Program In the Library</li> <li>-Peer tutoring program</li> </ul>	<ul style="list-style-type: none"> <li>-Credit accumulation</li> <li>-Graduation rates</li> <li>-OSLT scores</li> <li>-Mathematical Literacy Score</li> <li>-Number of student going to University</li> <li>-Number of Students going to College</li> </ul>	<ul style="list-style-type: none"> <li>-Year end Graduation rates</li> <li>-Number of students going to University</li> <li>-Number of students going to College</li> <li>-Number of students on the Honour Roll</li> <li>-Literacy Test Scores</li> <li>-Numeracy test scores</li> </ul>	<ul style="list-style-type: none"> <li>-Ongoing feedback and review in May 2009</li> <li>-Number of credits accumulated by students</li> <li>-Number of students graduating</li> </ul>

<b>System Goal:</b>	<b>INSERT SYSTEM GOAL CHOICE HERE</b>			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps