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John Kostoff

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Mario Pascucci



Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Mark School

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



“Leave Your Mark at St. Mark School”

“Each one called by name.” Isaiah 43:1

Mission Statement

We, the Catholic Community of St. Mark School, with a commitment to excellence, educate our children in a physically safe and emotionally secure environment. We will enhance spiritual values and attitudes, and develop the knowledge and academic skills necessary for our children to respond to future challenges.

Our School Profile

St. Mark School is an elementary school, from Junior Kindergarten to Grade Eight with approximately 410 students. It is a Regional Centre for classes of congregated Gifted students from Grades Five to Eight. St. Mark School is situated in Erin Mills, a diverse neighbourhood of detached houses and town homes situated in a geographic area located in South Mississauga. Our students are of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. We have a small number of students that come from English as a Second Language backgrounds. Those students currently receive education assistance from our English as a Second Language teacher. We have an additional small percentage of students who receive inclass or withdrawal support for diverse Special Education needs. Our school population generally reflects the socio-economic mix found within Mississauga. St. Mark School is a two-storey building with 18 classrooms, a Library Resource Centre and a variety of support classrooms.

We work in partnership with the parents at St. Mark School. They are supportive and actively involved in their children's learning and in school activities. Consistent parent/ student/ teacher conferences, phone calls, newsletters, written notices and the web page for upcoming events facilitate communication between home and school. www.dpcdsb.org/MARKE. We also work in unison with St. Ignatius Loyola Parish.

At St. Mark School, we are proud of our interdisciplinary religion and academic programs, as well as a variety of extra curricular activities, which offer students a well-rounded and Catholic centered education to help them grow and develop into productive citizens.

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 Grades 3 & 6 reading assessments indicate that the school-wide emphasis on reading has produced a marked improvement in our students’ reading and mathematical skills. Our Grades 3 and 6 results in reading and mathematics 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):

	Reading (All Students) Levels 3,4	Writing (All Students) Levels 3,4	Mathematics (All Students) Levels 3,4
Grade 3 ('07-'08)			
School	82%	93%	84%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	86%	83%	75%
Board	70%	72%	62%
Province	66%	67%	61%

School Plan for Sustained and Continuous Improvement 2008 - 2010
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 	<ul style="list-style-type: none"> - Identify and witness each person's role in shaping spiritual, safe, caring, inclusive and healthy schools - Develop leadership capacity and faith formation of all students and staff through prayer and reflection - Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and the entire school community - Build-up library collections of age-appropriate materials that include biblical/faith stories and imagery - Share and integrate our faith stories will within the fulsome daily 	<ul style="list-style-type: none"> - Heightened attendance and participation at school masses and enhanced participation by the entire community in school assemblies - Main entrances and halls are identified with appropriate Catholic visuals - Heightened sense of community, sharing and service - Students and staff deepen their understanding of creation and importance of sacred space through the Sacraments - Enhanced Library resources that enrich our Catholic faith formation and reflect diversity 	<ul style="list-style-type: none"> - Feedback from school ambassadors - Feedback from pastoral team - Feedback from staff and students - Amount of participation during all Masses and Sacraments - Updated Pastoral Plan 	<p>June 2009</p> <p>Ongoing feedback will inform the school's planning for next steps:</p> <ul style="list-style-type: none"> - November, 2008 - March, 2009 - June, 2009 - Informal surveys to all stakeholders

<p>students and staff to learn more about and experience social justice, service, and stewardship of the earth.</p> <ul style="list-style-type: none"> Recognizing the Catholic call to be stewards of the earth, to be champions of social justice, to make ethical decisions and to care for one another, the Dufferin-Peel community will work to develop a sustainability committee that will review best practices for design of new schools, sustainability and recycling programs and targets and an integrated curriculum approach that will assist all in our community in working towards greener schools. Identify and integrate faith stories and teachings (all staff within their roles as Catholic educators), in order to provide a Catholic perspective across the system. Expand work on equity and diversity by focusing on hiring and promotion practices, professional 	<p>learning experiences</p> <ul style="list-style-type: none"> Invite the school community to support and participate in sacramental celebrations Sharelife fundraising activities to be ongoing in the school throughout the year involving the entire community Our community will participate in initiatives of stewardship and social justice that are responsive to local and global needs within our Catholic perspective Strengthen relationships and collaboration with community, and parish schools 	<ul style="list-style-type: none"> Use of prayer centers in all classrooms Alignment of staff, parents and parish Success of the schoolwide recycling program Fruits and labour of the school beautification committee Amounts collected for food drives, Share Life , Terry Fox and other charity initiatives 		
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<p>and staff development, and curriculum development and learning resources, so that all feel valued as part of the fabric of our diverse community.</p> <ul style="list-style-type: none"> • Continue to nurture relationships between school and parish teams, and school and home. 				
<p><u>Community Development</u></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 	<p>-Implement PALS / Circle of Friends</p> <p>-Develop Youth Faith Ambassadors</p> <p>-Prefect program/Student Council</p> <p>-Implement Bill 212</p> <p>-Continue Anti-Bullying Focus by partnering with Peel Regional Police and Peel Health</p> <p>-Implement Circle of Friends and Peace Keepers programs</p> <p>-Provide visible symbols around the</p>	<p>:</p> <ul style="list-style-type: none"> -Reduced number of conflicts -Increased student and staff sense of safety -Collaborative play time at recesses and in class cooperative groups -Assign support staff to work with high risk students -Establish a Safe Schools Team that includes staff, administration and parents 	<p>Informal feedback suspension data / incident tracking data Safe Schools Survey</p> <p>Parental Involvement</p> <p>Visible Symbols</p> <ul style="list-style-type: none"> -Presentations at assemblies -Involvement of Student Council and School Council -Number of speakers presenting in the school -School atmosphere (safe and orderly) -Cohesiveness between school and home 	<p>:</p> <p>December, 2008 April, 2009 June, 2009</p> <p>Ongoing all year</p>

<p>violence and bullying prevention, and progressive discipline within our Catholic faith perspective.</p>	<p>school to reinforce safe and appropriate behaviour and deter bullying behaviour</p> <p>-Student Council to act as leaders and role models and to present at monthly assemblies on caring and acceptable behaviour</p> <p>-Link to strengthen partnerships with home, school, trustee and parish to be consistent in the message given to students around acceptable behaviour</p> <p>-Bring guest speakers into the school to share various perspectives on bullying (i.e. Toronto Argos)</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>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> <p>• 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.</p> <p>• Expand differentiated</p>	<p>Develop critical literacy skills across the curriculum in all grades</p> <p>-refer to Benchmarks and CASI scores and skills to analyze weaknesses and develop strategies and resources to improve scores</p> <p>-continue to develop and implement strategies to make connections and improve reading with fluency</p> <p>-develop strategies and resources to</p>	<p>A focus on critical literacy in school and classroom planning (refer to detailed action plan available at the school)</p> <p>Consistent Literacy and Numeracy blocks</p> <p>Actions imbedded into PAR used in classrooms</p> <p>Division Meetings that focus on instructional strategies and resources to meet goals and improve student achievement</p> <p>Attendance at Board workshops to analyze data</p> <p>Implementation of the SMART Board and Alpha Smart</p>	<p>Improved critical literacy as evidenced through a variety of assessments including:</p> <ul style="list-style-type: none"> Benchmarks CASI Student work samples Teacher observation EQAO Report Cards <p>Use of Skopus data warehouse to monitor student achievement data</p> <p>Learning Teams by Division continually dialoguing, sharing and discussing</p>	<p>:</p> <p>December 2008 April 2009 June 2009</p> <p>Bi-Monthly</p>

<p>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.</p> <ul style="list-style-type: none"> • Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting. • 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 	<p>improve inferential comprehension skills in Reading and Critical Thinking</p> <p>-continue to use Guided and Shared Reading as a springboard to Independent Reading</p> <p>-use data as a driving force in making decisions pertaining to student achievement</p> <p>-update resources to keep abreast of change especially in technology</p> <p>implement professional development through the ELSAT and Board Resources staff</p> <p>-Bi monthly Special Education team meetings to provide support to classroom teachers for students with exceptionalities and challenges</p>	<p>-collaboration and consistent practices among staff per grade level and division</p> <p>-improvement in all forms of assessment: diagnostic, formative and summative</p>		
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<p>a particular focus on helping students with At-Risk factors.</p> <ul style="list-style-type: none"> • 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>	<ul style="list-style-type: none"> -set up learning centres to focus on a variety of skills to differentiate instruction -link with the Library Resource teacher to expand teacher professional development resources for Literacy -model various approaches to reading and writing to develop the ability to think on a higher level (analyze and synthesize) 			
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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/staff 	<p>Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</p> <p>Work in collaboration with staff and School Council to make decisions pertaining to school needs</p> <p>Spend responsibly by planning and budgeting within the Board Improvement Plan and Statement of Direction</p> <p>Support extra curricular activities as well as school wide projects</p> <p>Work as partners with home school and parish to meet the needs of the school</p>	<p>Budget allocation will align with school priorities for student achievement</p> <p>Achieve a balanced Capital budget and School Council budget</p> <p>Submit financial reports as directed according GAP</p> <p>Keep up to date with implementing new Board procedures pertaining to budgets and fiscal responsibility</p> <p>Materials, activities and resources are visible to all stakeholders</p>	<p>Use i-Rep reports to monitor and track school budgets</p>	<p>September 2008 Feb., 2009 June, 2009</p>
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School Plan for Sustained and Continuous Improvement 2008 - 2010

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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. 	<p>Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</p> <p>Promote Catholic Education through a public relations blitz</p>	<p>Electronic registers reflect accurate classroom enrolments</p> <p>Place signs advertising Catholic Education registration in strategic locations</p>	<p>Enrolment registers align with Ministry guidelines</p> <p>Compare enrollment with projections</p>	<p>Monthly</p> <p>August-Yearly Feb.(JK registration) June-Yearly</p>
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This sheet may be used by schools that choose to develop additional goals.

System Goal:	INSERT SYSTEM GOAL CHOICE HERE			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
-by June 2009 students in grade 6 will achieve 3% higher on the provincial standard level 3&4 in Reading Comprehension, specifically in the area of inferencing. Students will improve their ability to infer the author's perspective by recognizing forms of text through modeling, direct instruction and resource updating.	-refer to CASI scores and skills to analyze weaknesses and develop strategies and resources to improve scores -develop strategies and resources to improve inferential comprehension skills in Reading and Critical Thinking -set up learning centres to focus on a variety of skills to differentiate instruction	-Student achievement: -EQAO -Benchmarks -CASI -Report Cards -Literacy Wall	Collect Data according to Ministry , Board and School reporting dates and cycles	Terms 1-2-3 Analyze all data on a rotational basis and at divisional meetings

System Goal:	INSERT SYSTEM GOAL CHOICE HERE			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
-by June 2009 students in grade 6 will achieve 3% higher on the provincial standard level 3&4 in Reading Comprehension, specifically in the area of inferencing. Students will improve their ability to express and explain their opinion based on information gathered from text through modeling, direct instruction and resource updating.	-skills to analyze weaknesses and develop strategies and resources to improve scores -develop strategies and resources to improve inferential comprehension skills in Reading and Critical Thinking	-Student achievement: -EQAO -Benchmarks -CASI -Report Cards -Literacy Wall	Collect Data according to Ministry , Board and School reporting dates and cycles	Terms 1-2-3 Analyze all data on a rotational basis and at divisional meetings