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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Alfred School

3341 Havenwood Drive
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<http://www.dpcdsb.org/ST.ALFRED>



Every Child, A Promise

Mission Statement

The St. Alfred School Community respects the uniqueness of all persons and enhances their potential. We are committed to promoting a love of learning and to creating an environment which fosters the lifelong development and spiritual growth of each person.

Our School Profile

St. Alfred School is a mature elementary school opened in 1965. There are approximately 495 students from J.K. to Grade 8. The area served by St. Alfred is high density and includes both single and multiple family dwellings. The community is diverse in nature, incorporating a variety of different ethnic backgrounds, cultures, social and economic conditions. Statistics from the Canadian Census show that many of our families live in situations that put their children at risk academically. Although there are a number of families who have been in this community for several generations, a significant portion of our students move frequently, so that the school has an ever-changing population.

St. Alfred has one of the highest ratios of ESL students in the Board. A language other than English is spoken in more than fifty percent of our students' homes. One in five students has lived in Canada for less than five years. We have a high number of students with special needs who are supported by Educational Resource Workers in the school. A significant number of students require extra assistance in their academic programs. Both ESL and Special Education Resource teachers work with classroom teachers and students to support the acquisition of literacy and numeracy skills.

St. Alfred is a caring community that stresses tolerance and acceptance of others, commitment to our Catholic faith and high academic standards. We provide a safe, caring, healthy and inclusive learning environment where models of Gospel values and Catholic teachings and beliefs are an integral part of the daily life of our school. The school motto, "Every child, a promise", was chosen to emphasize our school's commitment to nurture each student's potential to the utmost and is a reminder to us of our promise to our students, parents and community to keep our students safe and provide them with the skills, values and attitudes needed to live a successful Christian life.

Our students come to St. Alfred with their Catholic faith as a common bond. We are committed to the Catholic nature of our school and the faith life of our students. The school works cooperatively with the parents and the parish of Sts. Martha and Mary in providing sacramental programs and liturgical experiences for the children. The school community supports a number of charities and community service is regularly emphasized. A wide range of subjects and learning experiences are offered to develop the skills, abilities and talents of individual students. The curriculum provided at St. Alfred is designed to meet not only the academic strengths and needs of our students but also to provide a sound grounding in the gospel values of Jesus Christ.

At St Alfred, all are welcome. Children come to us from throughout the world and with different learning needs. Our commitment is to **every** child, regardless of language, nationality or ability.

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

St. Alfred School results on the EQAO Grades 6 reading assessments indicate that the school-wide emphasis on reading has produced a marked improvement in our students’ reading skills. Our Grades 3 and 6 results in reading, writing and mathematics have exceeded the results from the previous year, as well as the board and provincial results. Our grade 3 reading results show considerable improvement from the previous year but suggest that there continues to be 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	65 %	84%	78 %
Board	65 %	71 %	68 %
Province	61 %	66 %	68 %
Grade 6 ('07-'08)			
School	77%	75 %	79 %
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 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, sustainability and recycling programs and targets and an integrated curriculum approach that will assist all in our community 	<ul style="list-style-type: none"> ▪ Continue to promote recycling programs throughout the school; ▪ Promote literless lunches throughout the school year via monthly newsletter and weekly announcements; ▪ Contribute to a cleaner school yard by continuing to encourage snack time indoors; ▪ Affirm students efforts in promoting recycling program throughout the school; ▪ Invite presenters from Eco Source for school wide assemblies; ▪ Staff to encourage students to Recycle, Reduce and Reuse; ▪ Encourage a clean air campaign to promote healthy languages and attitudes in the school yard among students; ▪ Social justice opportunities are provided throughout the school year: Terry Fox Run, Food drives, mittens and sock drives, United Way, ShareLife, Foster Child, Toonie for Autism, Christmas and Easter donations ▪ Intermediate students to continue to participate in the Dr. Simone Warehouse; 	<ul style="list-style-type: none"> ▪ Students and staff can communicate and show evidence of their contribution towards a greener and more sustainable environment. ▪ Student and staff actively participate in school wide/divisional and grade level social outreach projects; ▪ Students and staff can communicate their involvement and value of social justice programs; 	<p>Community Outreach:</p> <ul style="list-style-type: none"> • Social justice opportunities are provided throughout the school year: Food drives, mittens and sock drives, United Way, ShareLife, Foster Child, Toonie for Autism, Christmas and Easter donations • Students actively participate in the social justice opportunities through contributions of time, effort and/or donations; • Student Council to promote social outreach, and school spirit • Acts of Christian kindness are witnessed and felt by all <p>Virtues:</p> <ul style="list-style-type: none"> • Catholic Virtues are embedded in all areas above. 	<ul style="list-style-type: none"> • April 2009 • Ongoing feedback will inform the school's planning for next steps

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>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. <p>• Continue to nurture relationships between school and parish teams, and school and home.</p>	<p>Sacred Space:</p> <ul style="list-style-type: none"> • Staff and students co-create a sacred space that depicts our common call to follow the rituals and rites of our Faith. • Promote an appreciation and respect for sacred space in each classroom and within the school. <p>The Order of the Mass:</p> <ul style="list-style-type: none"> • Focus on teaching the parts of the mass • Reflect on and practice receiving the Eucharist. • Provide visual supports for all parts of the mass. <p>School, Home, Parish Relationship</p> <ul style="list-style-type: none"> • promote successful parish relationships through Pastoral plans, information sharing and liturgical events; • strengthen relationships and collaboration with community, ministry and inter-ministry groups and agencies for access and services, within the context of our Catholic worldview 	<p>Sacred Space:</p> <ul style="list-style-type: none"> • Sacred space is maintained and respected in each classroom; <p>The Order of the Mass:</p> <ul style="list-style-type: none"> • The responses to the mass are practiced in the classroom regularly; • The responses found in the student agendas are utilized • Students are aware and respectful of the Eucharist • Students and staff participate fully in liturgies and masses • Parish/ School communication is evident through the school calendar and monthly newsletters 	<p>Sacred Space:</p> <ul style="list-style-type: none"> ▪ Evidence of Sacred space maintained throughout the school year in every classroom. <p>The Order of the Mass:</p> <ul style="list-style-type: none"> ▪ Students are aware of the responses to the mass and respond effectively and without reservation at mass; ▪ Parents are aware of the Parish and School events, liturgies, sacraments and participate with their children. 	<ul style="list-style-type: none"> ▪ April 2009 ▪ Ongoing feedback will inform the school's planning for next steps
<p>Community Development <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. <p>• 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>	<ul style="list-style-type: none"> ▪ Implement PALS / Circle of Friends program ▪ Continue with the Youth Faith Ambassadors ▪ Celebrate the Monthly Virtue with a school wide assembly at the beginning of each month; ▪ Ensure that virtues formation is more than a once a month event, but is embedded in all aspects of the curriculum and school life. 	<ul style="list-style-type: none"> • Reduced number of conflicts; • Increased student sense of safety; • Promote the virtues among staff and students; • Students well aware of the virtues and depict attitudes that support the virtue program 	<ul style="list-style-type: none"> • Informal feedback • Suspension data / incident tracking data • Safe Schools Survey 	<ul style="list-style-type: none"> • December 2008 • April 2009

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	
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<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 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,</p>	<ul style="list-style-type: none"> • Develop critical literacy skills across the curriculum in all grades • Implement grade level planning times to support teacher moderation and shared planning • Develop a deeper understanding of mathematical concepts 	<ul style="list-style-type: none"> • A focus on critical literacy in school and classroom planning (refer to detailed action plan available at the school) • Grade level planning time is being used effectively by staff to plan and moderate assessments; • Lessons are organized around the “big” ideas and students are focused on problem solving skills; 	<ul style="list-style-type: none"> • Improved critical literacy as evidenced through a variety of assessments including: <ul style="list-style-type: none"> ○ CASI ○ Student work samples ○ Reading Records ○ Teacher observation ○ EQAO • Use of Skopus data warehouse to monitor student achievement data • Improved problem solving skills in evidence through assessments including: <ul style="list-style-type: none"> EQAO PRIME Teacher Observations Student Work 	<ul style="list-style-type: none"> • December 2008 • April 2009 • June 2009

<p>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 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</p>				
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infused.				
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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> <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>	<ul style="list-style-type: none"> • Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement • Staff will continue to have shared decision-making responsibilities on the purchase of textbooks, supplies and the day-to-day materials for the school channeled through a budget committee representing all levels and needs. 	<ul style="list-style-type: none"> ▪ Budget allocation will align with school priorities for student achievement ▪ All accounting practices are monitored by administration on a monthly basis 	<ul style="list-style-type: none"> ▪ Use i-Ren reports, School Council reports and Web tracs reports to monitor and track budgets; 	<ul style="list-style-type: none"> • October 2008 • March 2009 • June 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) ▪ Ensure accurate daily reporting of student attendance to meet the safe school arrival policy; 	<ul style="list-style-type: none"> ▪ Electronic registers reflect accurate classroom enrolments ▪ Communication between classroom and secretary are efficient and accurate in relation to student attendance; ▪ Communication between home and secretary are efficient and accurate in relation to student attendance to ensure safe school arrival. 	<ul style="list-style-type: none"> ▪ Enrolment registers align with Ministry guidelines ▪ Students are accounted for in order to ensure safety at all times; 	<ul style="list-style-type: none"> • Monthly • Daily
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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

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