

Principal
P.A. Ostberg

Head Secretary
P. McDonald

School Council Chair
P. Maguire
D. Sacha

Superintendent
N. Milanetti

Family of Schools
Mississauga South

Wards
Ward 8

Trustees
S. Hobin

Parish
St. Ignatius Loyola

Parish Priest
Msgr. J. Shiels
Fr. J. Gorman

Parish Telephone
905 – 820-1444

Regional Secondary Schools
Loyola Secondary School

Director of Education
John Kostoff

Board Chairperson
Mario Pascucci



School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Clare Catholic Elementary School

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



"Striving for Excellence"

Mission Statement

*St. Clare School is a diverse community of Catholic educators students and parents
who believe that every child has the right to develop to their fullest potential
in a safe and welcoming environment.*

*As educators our goal is to provide a supportive environment
directed towards the improvement of our students.*

We believe in respecting the rights of every individual, while promoting social justice.

Our mission is to encourage lifelong learners and to nurture well informed and productive citizens.

Our School

St. Clare Catholic Elementary School has a population of approximately 340 students of diverse social and ethnic backgrounds from Junior Kindergarten to Grade 8. Our school population generally reflects the socio-economic mix found within Mississauga. Most of the surrounding community consists of single family dwelling homes and townhouses situated in a geographic area located in south Mississauga.

St. Clare School is committed to a Catholic education as outlined in the Mission Statement of the Dufferin-Peel Catholic District School Board. St. Clare is a caring school and is located within a community environment that stresses tolerance and acceptance of others, commitment to our Catholic faith and high academic standards. We provide a learning environment where models of Gospel values and Catholic doctrines, teachings and beliefs are an integral part of the daily life of our school. The school motto: "*Striving for Excellence*," was chosen through the process of community consultation and reflects a holistic philosophy where religion and daily life are intertwined. Our students come to us with a variety of strengths and needs, with our Catholic faith as our common bond. Our prayer life, liturgical celebrations, the sacraments, and our faith and values system form the foundation of our school program.

At St. Clare we are proud of our balanced religion, academic, arts and technology programs, which offer students a well rounded and value centred education to help them make good choices for the future. Our school has a School Improvement Team that has prioritized early literacy, numeracy, student assessment and evaluation and Safe Schools as the major foci for the 2008 - 2009 school year. Strategies such as: Primary Benchmark Analysis and All Star Reading are implemented to identify student needs at the earliest possible age. We encourage teachers to use teacher moderation to plan and report together as a division and as a grade. A wide range of subjects and learning experiences are offered to develop the skills, abilities and talents of individual students. Accordingly, appropriate assessment procedures are employed regularly to motivate and encourage student success and drive instruction. To ensure coherence and wholeness, subjects are taught against the background of The Ontario Curriculum, the Gospel values of Jesus Christ and sound educational practices.

Measures of Student Achievement and Success

All students in the Dufferin-Peel Catholic District School Board schools are provided with the same opportunities to learn, to grow and to achieve their potential. Assessment results ensure that schools, parents and other stakeholders in our communities have access to high-quality information needed to make informed judgments and effective educational decisions. Schools continuously collect assessment data on student learning to plan for student growth. Teachers assess knowledge, skills and strategies on an ongoing basis. Regular assessments, both classroom and large scale, allow teachers to determine the effectiveness of their instruction, assess student learning, and make informed decisions about how to organize and pace instruction.

Provincial Measures of Student Achievement

The Primary and Junior EQAO assessments of reading, writing and mathematics are conducted annually by the Education Quality and Accountability Office (EQAO) in every publicly funded elementary school in Ontario. The assessments are based on *The Ontario Curriculum* and measure how well students know, understand and apply their skills and knowledge in reading, writing and mathematics. At the secondary level, the Grade 9 EQAO assessment of mathematics is administered at the close of each semester (or at the end of the year in non-semestered schools) each year to measure Grade 9 student achievement of mathematics expectations in *The Ontario Curriculum, Grades 9 and 10: Mathematics, 2005 (Revised)*. In addition, EQAO conducts the annual Ontario Secondary School Literacy Test (OSSLT) each March. Successful completion of this test (or the Ontario Secondary School Literacy Course) is one of the 32 graduation requirements of the Ontario Secondary School Diploma (OSSD).

The provincial assessments provide a ‘snapshot’ of how well students are learning what is expected of them in the curriculum at specific points in time. The assessments complement local school data and can help identify ways to influence instruction and other practices to help students learn more effectively and efficiently. Students’ work is assessed according to curriculum expectations and using a four-level assessment scale that reflects the four achievement levels in *The Ontario Curriculum*. Level 3 on the assessment scale represents the provincial standard and identifies a high level of achievement of the provincial expectations. The results from the assessments are used by boards and schools to improve learning and teaching and not for ranking schools. **Ranking of schools is inappropriate and could result in misleading comparisons, which may ignore the unique conditions that affect student achievement and prevent schools and the board from addressing the critical issue of improving learning for all students.**

School, Board and Provincial Achievement Results: 2007 - 2008

School results on the EQAO Grades 3 reading assessments indicate that the school-wide emphasis on reading has produced a marked improvement in our students’ reading as well as mathematical skills. Our Grade 6 results in reading, writing and mathematics have declined by an average of 2-6% from the results from the previous year. Focus for Mississauga South Family Improvement Team: Junior Division (Literacy – Reading/Writing)

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	68%	79%	79%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	75%	75%	70%
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>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 	<p>Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community</p> <p>Continue to develop stewardship in the students through our social justice programs</p> <p>Continue to develop moral character through our Virtues Program</p> <p>Promote successful parish relationships through our sacramental preparation, information sharing and liturgical events</p> <p>School community will actively develop an appreciation, understanding and knowledge of the Mass.</p> <p>Continue to develop an understanding of the precepts of our Faith</p> <p>Reflect daily on scripture that is read during morning prayers</p> <p>Expand resources and provide guest presentations to illustrate diversity and acceptance</p>	<p>Parent and pastoral staff involvement and attendance at Virtues celebrations</p> <p>On going social justice programs within the community: Food Drives, Terry Fox Campaign, Foster Child, Angel Tree, Share Life/United Way, Eden Food Bank</p> <p>Class instruction and practice will better prepare the students for participation in the Mass</p> <p>Children’s knowledge and participation during morning prayers</p> <p>Acceptance of one another and treatment of one another with respect and dignity</p>	<p>Formal and informal feedback from: pastoral team, parents, school council, staff, and students</p> <p>Feedback from Pastoral Team / amount of participation during all Masses throughout the year</p> <p>Improved student behavior and decreased ‘discipline’ intervention by administration and all staff</p>	<p>Ongoing feedback will inform the school’s planning for next steps</p> <p>Nov. 2008 March 2009 June 2009</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>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> <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. 	<p>Continue with the anti-bullying programs/presentations</p> <p>Continue with programs that intentionally articulate and promote respectful inclusiveness for all members and affirmation of human dignity</p> <p>Partner closely with St. Ignatius Loyola Parish</p>	<p>Reduced number of conflicts Increased student sense of safety Collaborative approaches in the playground</p> <p>Align resource staff with students at risk</p> <p>Align community need with special services support Children strive to be involved in community activities in order to be recognized</p>	<p>Formal and informal feedback Suspension data / incident tracking data</p> <p>Parent, Teacher and Student Survey</p> <p>More children involved in various activities</p> <p>Staff voluntary participation in initiatives</p>	<p>December 2008 April 2009 June 2009</p> <p>Ongoing feedback will inform the school's planning for next steps</p> <p>Annual reflection & assessment by staff</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<ul style="list-style-type: none"> • 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>Partner with Parent Advisory Council</p> <p>Embrace community partnerships: artists in the school, Peel Health nurse, Peel Police, PCC, CCAC, Credit Valley Hospital, St. Vincent DePaul Society, Eden Food Bank, Loyola Secondary school, & local business</p>	<p>Student teachers assigned to school</p> <p>Co-op students supported by staff</p>		
---	--	---	--	--

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 <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</p>	<p>Develop critical literacy skills across the curriculum in all grades</p> <p>Develop open responses in reading by specifically focusing on critical thinking, inferencing, and supporting your opinion with evidence from the text</p> <p>Ongoing professional development via Board in services as well as Learning Team and ELSAT in services</p> <p>Continue to develop the use of differentiated instruction at all levels</p> <p>Ensure that all elements of balance literacy exist in all grades: Read aloud, shared reading, guided reading, independent reading, modeled / shared and guided writing and independent writing</p> <p>Continue divisional PLC's with focus on evidence-informed inquiry into improving student achievement and supporting students at risk</p>	<p>A focus on critical literacy in school and classroom planning</p> <p>Literacy block of time reflect all components of a Balanced Literacy Program</p> <p>Evidence of informed, shared instructional leadership that targets elemental improvement across grade levels</p> <p>Evidence of use of PAR to inform appropriate instructional responses with the aim of improving student learning</p> <p>Administrator's routine "walk through" observations</p>	<p>Improved critical literacy as evidenced through a variety of assessments including: CASI Student work Teacher observation EQAO</p> <p>Use of Skopus data warehouse to monitor student achievement data</p> <p>Teachers craft is enhanced through training, practice and feedback as well as individual reflection and group inquiry practice</p> <p>Ongoing Professional Learning Team dialogue</p> <p>Attendance at all in-services provided by the Board</p>	<p>December 2008 April 2009 June 2009</p> <p>Revisited in September 2009 to realign focus</p> <p>Ongoing feedback will inform the school's planning for next steps</p>

<p>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 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 	<p>Implement the use of Professional Learning Networks</p> <p>Continue to use technology to support differentiated learning such as: LD Suite, Alpha Smart</p> <p>TEAM meetings to access expertise of special ed. and special services personnel</p> <p>Continued use of teacher moderation at the grade and divisional level</p>			
--	--	--	--	--

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>-Literacy / Numeracy Secretariat -Student Success/Learning to 18 -Alternative Education / Continuing and Adult Education Ensuring the distinctiveness of Catholic education is explicitly infused.</p>				
---	--	--	--	--

<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>	<p>Ensure that the school budget is aligned to system/school goals</p> <p>Maintain a balanced budget</p> <p>Implement new reporting protocol for school generated funds</p> <p>Include staff input in budget allocation</p> <p>Support School Council in fundraising initiatives with staff and administration input</p> <p>Implement new School Cash,NET program to replace Kimputer program</p>	<p>Budget allocation will align with school priorities for student achievement</p> <p>All budget allocations align with Board procedures</p> <p>Reporting of School Generated Funds under GAP Procedure 704.2</p> <p>On going meeting of budget committee</p> <p>Continue to make decisions based on the needs of the school, division, grade level and classroom</p> <p>Support staff in all extra endeavors e.g. sports, clubs, field trips etc</p> <p>Balanced Parent Advisory Council Budget</p> <p>Implementation of newly established procedures for allocation of Parent Advisory Council Funds</p> <p>Secretary/admin using new program for budget tracking and generating reports Secretary's attendance at sessions provided by the Board</p>	<p>Use i-Ren reports to monitor and track school budgets</p> <p>Monthly budget review and reconciliation is current</p> <p>Timely submission of reports as requested by the Board</p> <p>School participation in Family and Board tournaments Expenditure requests vetted through committee</p> <p>Upgrade the Kimputer System to a more reliable, web-based version called SchoolCash.NET through ICT and Finance</p>	<p>September 2008</p> <p>Monthly Reports</p> <p>Biannual Reports</p> <p>Yearly Reports</p> <p>May 2009</p>
--	---	---	--	--

<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) ▪ Plan for possible enrollment fluctuation due to school closures <p>Promote school to community to encourage new enrollments</p>	<p>Electronic registers reflect accurate classroom enrolments</p> <p>Monitor ARC process in the Board as to possible impact on school enrollment</p> <p>Increase in kindergarten enrollments</p>	<p>Enrolment in electronic registers align with Ministry guidelines</p> <p>Monitor school closing in the area</p>	<p>Monthly</p> <p>Ongoing</p> <p>Track kindergarten enrollment for 2009/2010</p>
--	---	--	---	--

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
Junior Division: To develop students' ability to respond to open response questions by developing their critical thinking, supporting your opinion with evidence from the text and inferencing	Further develop teaching practice through PLC focusing on : Supporting opinion with evidence Critical thinking skills Inferencing	CASI scores EQAO scores Pathways results	Data Collection: CASI: Baseline Cycle 1 Cycle 2 Cycle 3 EQAO 2008/2009	Ongoing implementation Review of data at the end of each term Review of data accrued at the end of each pathway

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
Primary Division: To continue to develop making connections Develop fluency skills	Focus on shared reading Focus for PLC on fluency	PM Benchmark scores EQAO scores Report cards Pathways results	Data collection: PM Benchmarks Baseline Term 1, 2, & 3 Pre and Post evaluation for pathways	Ongoing Review of data at the end of each term Review of data accrued at the end of each pathway