

**Principal**  
Greg Boudreau

**Vice-Principals**  
Pauline Golin  
Bob Jones

**Head Secretary**  
Tina Ball

**Assistant Secretary**  
Angie Charette

**School Council Chair**  
Colette Munroe

**Superintendent**  
Michael Prospero

**Family of Schools**  
Mississauga North

**Wards**  
9 & 10

**Trustee**  
Esther O'Toole

**Parish**  
St. John of the Cross

**Parish Priest**  
Father Leo Huard

**Parish Telephone**  
905 – 821 - 1331

**Secondary School**  
Our Lady of Mount  
Carmel

**Director of Education**  
John Kostoff

**Board Chairperson**  
Mario Pascucci



**Dufferin-Peel Catholic District School Board**



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

### St. Albert of Jerusalem

7185 Rosehurst Drive  
Mississauga, ON L5N 7G6

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



**"Upon our foundation, we continue to build the Spirit"**

### *Our Beliefs*

We believe:

- our values are based on our faith and the teachings of Jesus Christ
- the Church, family and school community are active participants in the Catholic education of our children
- each person, as a child of God, deserves respect and dignity
- each individual is encouraged to respect self, others and the environment
- in developing and instilling in each child a love of learning
- in the encouragement of all individuals to develop their gifts and talents to the fullest
- our school to be a safe, caring and harmonious environment in which to learn and grow academically, socially and morally
- in a co-operative, friendly, charitable and inviting school

### **Our School**

St. Albert of Jerusalem School is an elementary school located in the geographic area of Mississauga North, servicing the area north of Derry Road and west of Winston Churchill Boulevard. The student population, approximately 920 students from Junior Kindergarten to Grade 8, comes from a wide range of social and ethnic backgrounds reflecting the ever-increasing diversity of cultures found within Mississauga. Our school is equipped with a Primary gym and a large Junior/Intermediate gym, a stage, a library equipped with a full computer lab and a beautiful forum area in the centre of the school. Over the past two years, through the fundraising efforts of our School Council, we have enhanced our school grounds in order that our students have access to a variety of activities during their recesses. These include painted game lines on the paved area, fun hoops, basketball nets, a beautiful peace garden and a second sitting area surrounded by trees, where the students can sit and talk, read and play quiet games.

St. Albert of Jerusalem was established to support Catholic parents in their responsibility for the spiritual, religious, moral, academic and physical needs of their children in accordance with the teachings of the Church. The school community at St. Albert is committed to the search for excellence, the uniqueness of the individual and the education of the whole person.

We are a caring community that stresses tolerance and acceptance of others, commitment to our Catholic *faith* and high academic standards. We provide a safe and comfortable 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, "Upon our foundation, we continue to build the Spirit", was chosen through the process of community consultation and reflects a holistic philosophy where religion and daily life are intertwined. All activities at St. Albert of Jerusalem School — academic and pastoral work, extracurricular and intramural, prayer and worship, administration and management — help to prepare our students for their lives as Catholics in the community.

Our students come to us with a variety of strengths and needs, with their Catholic *faith* as their common bond. Our prayer life, liturgical celebrations, the sacraments, emphasis on virtues and our *faith* and values system form the foundation of our school program. We are proud of our balanced religion, academic, arts, technology and athletic programs. We offer students a well-rounded and value-centered education to help them make good choices for the future. The curriculum planned and provided in the school is broad, balanced and relevant to the needs and aspirations of all our students. 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. 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**

As per EQAO Policy school results on the grade 3 and 6 assessments will not be reported publicly as there were fewer than 15 students in the grade 3 and grade 6 classes.

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

	<b>Reading</b> (All Students) Levels 3,4	<b>Writing</b> (All Students) Levels 3,4	<b>Mathematics</b> (All Students) Levels 3,4
<b>Grade 3 ('07-'08)</b>			
<b>School</b>	<b>61%</b>	<b>80%</b>	<b>66%</b>
Board	<b>65%</b>	<b>71%</b>	<b>68%</b>
Province	<b>61%</b>	<b>66%</b>	<b>68%</b>
<b>Grade 6 ('07-'08)</b>			
<b>School</b>	<b>71%</b>	<b>64%</b>	<b>56%</b>
Board	<b>70%</b>	<b>72%</b>	<b>62%</b>
Province	<b>66%</b>	<b>67%</b>	<b>61%</b>

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><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 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</li> </ul>	<p>Provide opportunities to support community participation in faith celebrations, e.g. Sacramental celebrations and retreats, monthly liturgies, classroom liturgies, school masses</p> <p>Continue to implement the Virtues program, e.g., Monthly celebrations/prayers at division assemblies, announcements, visual icons of Virtues displayed throughout the school.</p> <p>Allocate a percentage of the school budget towards the purchase of Religious Education resource to support faith formation</p> <p>Continue to develop student/staff servant leadership opportunities; e.g., Share Life, United Way, food drives, St. Vincent DePaul, P.A.L.S., Eden Food Bank, Kids Can</p> <p>Continue to develop school wide recycling program.</p> <p>Staff Faith Day focused on ‘The Enduring Gift’.</p> <p>Provide direction and support for the purchase of Literacy and other resources that are reflective of the diversity within the St. Albert of Jerusalem and larger community.</p> <p>Promote staff involvement in</p>	<p>There is increased community participation, at masses, liturgies &amp; other Celebrations.</p> <p>Division assemblies take place each month with a liturgy, some information and the distribution of pencils to students from each class who model the virtue of the month.</p> <p>Religious Education resources/materials are purchased to support faith formation of: staff, students, community members.</p> <p>Staff, students, Student Council, School Council &amp; Volunteers assume a variety of leadership roles.</p> <p>All classes have blue boxes.</p> <p>Staff participate in cross school Faith Day PD initiative</p> <p>Classroom and Library resources that reflect diversity of the school are purchased; e.g. cultural, gender and variation in needs and interests.</p> <p>Information about Diversity</p>	<p>Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</p> <p>Feedback from staff and school community about effectiveness of the recognition of virtue modelling</p> <p>Informal feedback from staff, students and community members about the usefulness of the materials.</p> <p>Informal feedback and observation on the type of support for each initiative.</p> <p>Feedback from caretaker on level of involvement.</p> <p>Evaluation by staff of activities.</p> <p>Observation Materials &amp; resources are made available, are in classrooms and in use.</p> <p>Informal feedback from staff about</p>	<p>For all initiatives - Initial implementation September 2008-ongoing</p>

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

<p>that will assist all in our community in working towards greener schools.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Continue to nurture relationships between school and parish teams, and school and home.</li> </ul>	<p>Diversity Workshop initiatives.</p>	<p>Workshops are being shared with staff</p>	<p>involvement in these workshops.</p>	
<p><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 commitment to improving support for student learning.</i></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>	<p>Utilize staff and divisional meetings as a vehicle through which professional learning is shared and developed to identify and develop a plan to support student learning needs.</p> <p>Continue to build community awareness around system communication strategies:</p> <ul style="list-style-type: none"> <li>- School Web site</li> <li>- School Newsletters</li> <li>- School Council Newsletters</li> </ul> <p>Continue to extend invitations for community partners to participate in school committees and events, e.g., School Council meetings and events, Safe School Action Team, classroom excursions and other volunteer opportunities, new kindergarten and/or other literacy nights, KidsCan event, Catholic Education Week activities, 10<sup>th</sup> Anniversary celebration, Harmony Movement, Mississauga Shining Stars.</p>	<p>Regularly division meetings which have a Professional Development component focused on school priorities.</p> <p>Grade level professional learning team meetings on a 4 to 6 week cycle with an agenda based on the teacher learning cycle model.</p> <p>The school website has current and relevant information. The school newsletter is sent out monthly with a School Council section integrated into the newsletter.</p> <p>The Volunteer program is enhanced through a revitalized approach to involving more community members.</p>	<p>Use of large scale assessments and teacher moderation data to determine the effectiveness of strategies to improve student achievement.</p> <p>Informal feedback regarding relevance of information and effectiveness of communication tool.</p> <p>Review of volunteer data to determine numbers volunteering and effectiveness of the volunteer role in the school.</p>	<p>For all initiatives - Initial implementation September 2008-ongoing.</p>

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

	<p>Establish a Safe, Caring and Inclusive School Action Team , and continue to develop and implement bullying prevention school goals.</p> <p>Continue to extend community awareness of the revised Catholic Code of Behavior, e.g., progressive discipline model, restorative justice, bullying prevention.</p> <p>Continue to work with Youth Education Officer.</p>	<p>The Action Team is formed composed of staff and community members. An action plan is developed and being implemented.</p> <p>There is a reduced number of conflicts and an increased student sense of safety.</p> <p>The Youth Education Officer continues to provide a variety of programs / presentations to students in all grades.</p>	<p>Informal feedback. Suspension data / incident tracking data. Safe Schools Survey.</p> <p>See above.</p> <p>Informal feedback from teachers, students and the Youth Education Officer.</p>	
--	--	---	--	--

*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;"><b>Excellence in Student Achievement</b></p> <p style="text-align: center;"><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"> <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</li> </ul>	<p>Continue the focus on the implementation of Literacy and Numeracy skills within Language Arts and, where appropriate, across the curriculum.</p> <p>Continue to integrate high yield strategies and effective classroom approaches into grade and individual teacher planning.</p> <p>As a Professional Learning Community, utilize staff, division and grade level meetings as a vehicle through which professional dialogue and development is focused on improving student achievement, specifically in reading and mathematical literacy, utilizing strategies that are good for all students but will move more students from Level 2 to Level 3.</p> <p>Within the division, grade level and School Improvement professional learning teams, continue to analyze data and relevant information in order to develop effective SMART goals.</p> <p>The Early Literacy Special Assignment Teacher will continue to support Primary teachers.</p>	<p>Administrators and teachers work collaboratively to establish essential classroom practices. Educators have a clear understanding of the following:</p> <ul style="list-style-type: none"> <li>• Assessment for Learning/Assessment of Learning</li> <li>• Common Assessment Tool(s)</li> <li>• Differentiated Instruction</li> <li>• Comprehensive/Balanced Literacy Program</li> <li>• Explicit Instruction</li> </ul> <p>Student progress is tracked and monitored at regular short intervals (i.e. four to six weeks) using various data tools to plan for interventions that are necessary as well as the appropriate pacing of instruction. Interventions should be:</p> <ul style="list-style-type: none"> <li>• based on current data</li> <li>• age appropriate and engaging</li> <li>• built into daily practice</li> <li>• monitored for their effectiveness.</li> </ul> <p>Students are given ample opportunity to practice and refine their skills through a variety of approaches and groupings.</p> <p>High yield instructional strategies are used across all subject areas as appropriate, i.e.,</p> <ul style="list-style-type: none"> <li>• identifying similarities and differences</li> <li>• summarizing and note taking</li> <li>• reinforcing effort and providing recognition</li> </ul>	<p>Evidence from a variety of sources, including the following, will be used:</p> <ul style="list-style-type: none"> <li>• P.M. Benchmarks</li> <li>• C.A.S.I.</li> <li>• Student work samples (Teacher moderation)</li> <li>• Teacher observation</li> <li>• Cross Strand Investigation assessments</li> <li>• Data made available through the Skopus data warehouse</li> <li>• Report cards</li> </ul>	<p>Regularly scheduled division meetings which have a Professional Development component focused on school priorities.</p> <p>Grade level professional learning team meetings on a 4 to 6 week cycle with an agenda based on the teacher learning cycle model.</p> <p>School Improvement Team meetings scheduled throughout the year.</p>

<p>including Extended French, French Immersion, and International Baccalaureate programs.</p> <ul style="list-style-type: none"> <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> <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>• homework and practice</li> <li>• graphic organizers, pictures, pictograph, etc.</li> <li>• co-operative learning</li> <li>• setting goals and providing feedback</li> <li>• generating and testing hypotheses</li> <li>• activating prior knowledge</li> </ul> <p>There is a discernable effort to protect long, uninterrupted blocks of time to allow for immersion in reading and writing so that literacy becomes a school-wide focus.</p> <p>The classroom learning environment is effectively organized to reflect student interests, learning needs, faith development, and the overall curriculum expectations (big ideas).</p>		
---	--	---	--	--

<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> <ul style="list-style-type: none"> <li>• Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</li> <li>• 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"> <li>-Board Policy</li> <li>-Audit Recommendations</li> <li>-General Administrative Procedures</li> </ul> </li> <li>• Provide in-service sessions related to the finance support tool for administrators and support staff.</li> </ul>	<p>Ensure that the school budget is aligned to system and school goals vis-à-vis improved student achievement, i.e., allocating budget monies to meet school goals.</p> <p>Continue to utilize the Board accounting software to track expenditures.</p> <p>Continue to participate, as appropriate, in-service sessions related to the finance template tool and other budget initiatives.</p>	<p>School committees and teams develop proposed budgets based on priorities, e.g. Literacy committee identifies classroom and library purchases to support reading priorities.</p> <p>Support staff attend training on new accounting software.</p>	<p>Regular review of Board and School generated funds as expenditures apply to approved spending priorities.</p>	<p>On-going from September to June.</p>
--	--	---	--	---

<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>Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</p> <p>Monitor Student Projections and provide feedback to planning department regarding school community enrolment trends.</p>	<p>Electronic registers reflect accurate classroom enrolments</p>	<p>Enrolment registers align with Ministry guidelines</p>	<p>Monthly</p>
--	---	---	---	----------------