



Dufferin-Peel Catholic District School Board

School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Bernard of Clairvaux School

3345 Escada Drive
Mississauga Ontario
L5M 7V5

<http://www.dpccdsb.org/St.Bernard>



Principal
N. Teti

Head Secretary
L. Magi

School Council Chair
Tresa Sanfilippo

Superintendent
M. Prospero

Family of Schools
Mississauga North

Ward
10

Trustees
E. O'Toole

Parish
St. Josephine Bakhita

Parish Priest
Fr. Mark Villanueva

Parish Telephone
(289) 997-2105

Regional Secondary Schools
St. Joan of Arc

Director of Education
John Kostoff

Board Chairperson
Mario Pascucci

Mission Statement

As a new school which opened our doors to our school community on January 2006 we have not yet established a school mission statement.

We have used these four words,

Peace, Love, Service and Excellence

To help our students understand what our school stands for.

These words have risen from the actions taken by our name sake, St. Bernard of Clairvaux.

Like our patron saint, we hope to create an environment of peace as we become peace makers within our school community and sending that message of peace out to others.

Like our patron saint, we hope to love unconditionally the way Jesus taught us. To love others regardless of the differences knowing that we are all made in the image of God.

Like our patron saint, we hope to demonstrate the importance of service to others, as we work to reach out to make this world a better place following Jesus' examples of servant leadership.

Like our patron saint, we hope to strive for excellence and work to build and enhance our skills in order to reach our true potential striving to build on the gifts given to us by our Lord.

We are St. Bernard of Clairvaux

Our School Profile

St. Bernard of Clairvaux Catholic School is an elementary school of approximately 435 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. The surrounding community consists of single family homes situated in a geographic area located near the western border of Mississauga. Our school is surrounded by construction sites as many new homes continue to be built and new families continue to move into our area. Our school was established September 2006 and we moved into our school building January 2007. We have had a steady growth in student enrollment since moving into the school building in January 2007. Our student population over the past 3 years has seen a significant increase in English as a Second Students (ESL). Our school is enriched with various cultural backgrounds making it truly a diverse population.

Being a relatively new school and community, with so many new families moving into our area, has provided us the opportunity to establish a welcoming environment as we share a journey and embrace all comers to our school. Through the examples of our master teacher, Christ, we take our calling to "reach out into the deep" and "be community" for others seriously. Our Catholic view of academics, spiritual and moral development, sacramental preparation, prayer, discipline, and community, challenge us to use our learning for the benefit of others. We are called to be Christ for others. A main focus for our students is to build servant leadership as we look to the examples set for us by Jesus and our patron saint, St. Bernard of Clairvaux.

At St. Bernard of Clairvaux School our commitment to academic excellence and spiritual and social growth is a shared responsibility. As a Staff and School Council, we work hard bringing together students, parents, teachers, pastoral team, trustees and other partners to form a Catholic community in the service of the spiritual, intellectual, physical and emotional needs of students in our care.

As with all communities 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, and our *faith* and values system form the foundation of our school program. The curriculum 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 within the context of *The Ontario Curriculum*, Gospel values 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 & 6 reading assessments indicate that the school-wide emphasis on reading and writing has produced successful results in our students’ reading and writing skills. Our Grades 3 and 6 results in all areas exceed Provincial results and mostly noticeable our grade 3 scores greatly exceed both provincial and board results. An area to be addressed is that of Math in the Junior division. We are very pleased with our results and the efforts of our students, teachers and parents.

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	83%	91%	86%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	85%	77%	62%
Board	70%	72%	62%
Province	66%	67%	60%

School Plan for Sustained and Continuous Improvement 2008 - 2010
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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 	<p>Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community</p> <p>To ensure that a portion of the school budget is allocated to the purchase of Religious materials to support and promote Catholic Faith development</p> <ul style="list-style-type: none"> • Bibles for each student • Religious Icons for hallways • Support the sacramental celebrations <p>Work with the School Council and Student Council to plan and carry out a number of fundraisers to increase awareness, promote servant leadership and support various needy causes</p> <ul style="list-style-type: none"> • Food Drives • Toonies for Autism • Share Life • St. Vincent DePaul • Eden Food Bank • Recycling program • Terry Fox Run <p>Ensure that staff, students and community members have opportunities to celebrate the eucharist and share in liturgies of the Word</p> <ul style="list-style-type: none"> • Opening School Mass • Thanksgiving Celebrations • Saying the Rosary 	<p>Parent and pastoral staff involvement and attendance at Virtues celebrations.</p> <p>Money is allocated and spent for various Religious materials and resources within the school</p> <p>Charity drives are organized and the school community is involved with various charities and our involvement is shared with community at large by way of newsletters.</p> <p>School Masses are organized with our Parish Team and parents are informed as well as invited to attend the various celebrations throughout the year.</p>	<p>Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</p> <p>Each September inventory of materials assessed and purchased.</p> <p>Charities receive our offering and a partnership that has been established is further reinforced.</p> <p>Through dialogue with parents we are assured that the community is well informed and feel welcomed to attend various liturgical celebrations.</p>	<p>April 2009</p> <p>Ongoing feedback will inform the school's planning for next steps</p> <p>September and throughout the year on a needs basis</p> <p>Throughout the academic year.</p> <p>Throughout the academic year.</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>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. 	<ul style="list-style-type: none"> • All Saints and All Souls • Advent Mass • Easter Mass • Crowning of Mary • Sacramental Masses • Graduation Mass • Year End Mass • Classroom Liturgies • Staff Liturgies <p>Continue to work closely with our Parish team to organize School Masses and Sacramental preparation and celebrations.</p> <p>Work with students to continue to publish our School Diversity Newsletter three times throughout the year.</p>	<p>Meetings with the Parish Team are attended and information is communicated to our parent community by way of newsletters and school website.</p> <p>A Diversity Team is established in September early October and at least three Diversity Newsletters are sent out to the community throughout the year.</p>	<p>Masses and liturgies are performed throughout the year.</p> <p>Parents have received newsletters and they have been posted on our school website.</p>	<p>Throughout the academic year.</p> <p>November 2008 February 2008 May 2009</p>
<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. • 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>To continue to provide programs within the school that help address bullying prevention, establishing a school culture of peace and acceptance of all cultures within our school community.</p> <ul style="list-style-type: none"> ▪ Implement PALS / Circle of Friends ▪ Peer Mediators ▪ Intramural program ▪ Monthly divisional assemblies ▪ Provide leadership roles for students within the school ▪ Second Steps program for Primary division ▪ Establishment of Safe Schools Committee 	<p>Reduced number of conflicts Increased student sense of safety High degree of participation by intermediate and junior students in leadership roles Safe Schools Committee meets at least twice throughout the year to acquire student feedback regarding safety issues. Teachers, students and parents are aware of the Second Steps program and it is incorporated within the primary division.</p>	<p>Informal feedback suspension data / incident tracking data Safe Schools Survey Feedback form students on Safe Schools Committee</p>	<p>December 2008 May 2009 Throughout the academic year. Peer Mediators are organized in September / October Safe Schools Committee established in October 2008 PALS are organized in September / October</p>

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<p style="text-align: center;">Excellence in Student Achievement</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"> • 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. • 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 	<p>Continue to review and share high yield strategies for Literacy Development during divisional meetings and discuss the how these strategies are being used in the classrooms and their effectiveness.</p> <p>Continue to expand our Literacy rooms for all divisions ensuring that it provides resources for differentiated learning and diversity.</p> <p>Purchase manipulative materials to support the development of Numeracy Skills in all divisions.</p> <p>Support staff with the use of software to record the collection of data in order to assess progress and set goals for literacy and numeracy development</p> <ul style="list-style-type: none"> ▪ P M Benchmarks ▪ CASI <p>Continue to meet and work with Secondary staff to facilitate the transition of students from elementary school to secondary</p> <ul style="list-style-type: none"> ▪ IPRC meetings ▪ Transition meetings ▪ Facilitate the sharing of 	<p>Discussion at meetings center around student success, data collected, goals set and reviewed as well as strategies shared and reviewed.</p> <p>Literacy rooms continue to grow, and materials reflect the diversity of community as well as addressing various skill levels.</p> <p>Materials for use within the Math program are purchased and distributed to each division. Teachers are using these materials within their daily math program.</p> <p>Staff are using software to track student progress and a regular basis.</p> <p>Meetings with secondary staff are attended and dialogue is established and maintained with high school guidance staff to address the needs of our students entering high school.</p> <p>All information sent from high school</p>	<p>Informal discussions with teachers Observations within the classrooms</p> <p>Each year review our books in our various literacy rooms and address needs.</p> <p>Observations in the classrooms Teacher comments and assessment of materials purchased collected at staff meetings</p> <p>Discussions with teachers Teacher comfort level with software Attendance of in-services provided</p> <p>Informal discussions with teachers as to effectiveness of meetings.</p> <p>Parents attendance at high school</p>	<p>Ongoing monthly divisional meetings and staff meetings</p> <p>September to November 2008</p> <p>September to November 2008 and as warranted throughout the year.</p> <p>Support offered throughout the year as required</p> <p>December 2008 to June 2009</p>

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<p>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 infused.</p>	<p>information from secondary to parents of grade 8 students</p> <p>Support the implementation of Ministry initiatives.</p> <ul style="list-style-type: none"> ▪ New Science Curriculum ▪ New Arts Curriculum <p>Continue to provide placements for Co-op and Faculty of education students</p> <p>Continue to provide information and make recommendations as appropriate for the Extended French, French Immersion and International Baccalaureate programs</p>	<p>is forwarded to our parents with children in the intermediate division as warranted.</p> <p>Materials to help teachers implement the revised ministry curriculum is forwarded to teachers, they attend in-services provided by the Board, the new curriculum is reviewed and discussed at staff meetings and the revised curriculum is being implemented within their classrooms.</p> <p>Co-op students are welcomed and placed within various grade levels within the school.</p> <p>Student teachers, when possible, are welcomed and placed within various grade levels, as requested from the Faculty of Education, where deemed appropriate.</p>	<p>meetings.</p> <p>Informal feedback from parents and students.</p> <p>Teacher feedback Classroom observations Long range plans</p> <p>Discussions with Co-op students, host teachers and student teachers regarding feedback about placement</p>	<p>Monthly at divisional meetings</p> <p>Observations throughout the school year</p>
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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 and support staff. 	<p>Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</p> <p>Work with staff to set school initiatives that are reflected in our budget expenditures.</p> <p>Work as an Administrative team to monitor budget on a monthly basis and reconcile with Board data.</p> <p>By way of a presentation assist school council in understanding school budgets and how they are set and managed.</p>	<p>Budget allocation will align with school priorities for student achievement</p> <p>Staff are aware of budget structure and involved with setting budgetary goals and priorities.</p> <p>Meetings with secretary and vice principal are held monthly to review and monitor school budget.</p> <p>School council members are made aware and have an understanding of how school budgets operate.</p>	<p>Use i-Res reports to monitor and track school budgets reconciling on a monthly basis with school based tracking system</p> <p>Staff input</p> <p>Monthly meetings Secretary and vice principal feedback</p> <p>School council are informed School council feedback and questions addressed</p>	<p>September 2008 May 2009 Monthly reconciling</p> <p>October 2008 May 2009</p> <p>Monthly throughout the school year</p> <p>November 2008</p>
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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>LSAC-to manage and provide input for fluxuations regarding student enrolment and class organization.</p> <p>Provide & facilitate communication with community re:Fluctuation in enrolment, reorganization/class size , etc.</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>LSSAC is provided with opportunity for input and dialogue</p> <p>Parents are kept informed with student enrolment by way of newsletters</p> <p>Admin team provides feedback to Planning Department as requested.</p>	<p>Enrolment registers align with Ministry guidelines</p> <p>Teacher feedback</p> <p>Parents informed and School Council is aware of projections and impact on staffing by way of principal presentation.</p> <p>Principal feedback based on community patterns</p>	<p>Monthly</p> <p>September 2008 March to May 2009</p> <p>September 2008 March to May 2009</p> <p>As requested by Planning Department throughout the school year</p>
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