

Principal
Marg Bonk

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Head Secretary
Doreen Bachle

Assistant Secretary
Janice Soares

School Council Chair
Grace Williamson

Superintendent
Liz Kazimowicz

Family of Schools
Mississauga Central

Wards
Mississauga Ward 5

Trustees
T. Thomas

Parish
St. Francis of Xavier

Parish Priest
Father R. O'Brien

Parish Telephone
905 890-5290

**Regional Secondary
Schools**
St. Francis Xavier S.S

Director of Education
John Kostoff

Board Chairperson
Mario Pascucci



Dufferin-Peel Catholic District School Board

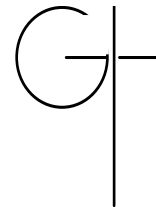


School Plan for Sustained and Continuous Improvement 2008 - 2010

ST. GERTRUDE CATHOLIC SCHOOL

815 Ceremonial Drive
Mississauga, On
905 568 7660

[http://www.dpcdsb.org/St. Gertrude](http://www.dpcdsb.org/St.Gertrude)



“Guided by Faith, Committed to Excellence”

Mission Statement

We believe that through a co-operative partnership among the school, family and the Church, the development of the spiritual, academic, physical, emotional and social aspects of growth are reflected in the values of St. Gertrude Catholic School. As Catholic Educators, we must strive to nurture and model faith development so that all can experience God on their own personal journeys.

We believe that as educators, we are facilitators, fostering in our students the self-confidence and ability to cope with a challenging and ever-changing world. We believe that interactions, reflection and action are parts of learning and that all students have the right to educational experiences that serve their individual needs and learning styles.

We believe that through its inviting, caring and supportive environment, St. Gertrude Catholic School will foster within each student a sense of direction and excellence as they strive to reach their potential.

Our School Profile

St. Gertrude Catholic School is an elementary school of approximately five hundred and thirteen students from Junior Kindergarten to Grade Eight. Our students reflect a diversity of cultures and ethnic backgrounds. Our school lies within the central region of Mississauga close to all major amenities. We are bounded by Matheson Boulevard to the North, Eglinton Avenue to the South, Mavis Road to the West and McLaughlin Road to the East. Our community is a densely populated area of Mississauga that consists of a variety of dwellings, both rental and privately owned. Development within our community has stabilized.

Our school provides a faith filled learning environment for all. The teachings of our Catholic Faith are an integral part of our day. Our Gospel values are woven into everything we do. Within our community faith is a lived experience modeled by staff, students, and those who choose to share in the teaching of our children. We celebrate our faith throughout the academic year by reflecting on the liturgical calendar. We come together at various vibrant and spiritual liturgies to share in communal prayer and to acknowledge the spiritual seasons and holy days. Throughout the year, parents, staff and students share with others through outreach to the greater community. We make donations to a number of charitable organizations throughout the course of the year.

We currently have 26.7 teachers on staff at St. Gertrude School and 5.5 Educational Resource Workers. We also have the support of a Child and Youth Worker, Social Worker, Speech and Language Pathologist, and School Psychologist. We are able to offer our students an educational experience to best address their intellectual, spiritual, and social needs. In their commitment to educational excellence, our dedicated and professional teaching staff continuously seeks professional growth opportunities in order to assist each child to better address the needs of our students. We attempt to help students extend their interests, skills and leadership qualities. Our secretarial and custodial staff assists us in the daily operations of our school, and contributes to making St. Gertrude a welcoming and caring school. In every aspect of school life we consciously promote excellence through higher learning expectations, behavioral standards and Christian moral development. Our school community is informed of the activities at St. Gertrude through the distribution of school newsletters, which are often supplemented by classroom newsletters. Most of our parents attend teacher-parent conferences, communicate with the teacher directly, and review the school report card and EQAO results. The student agenda used in grades 1 to 8 is an excellent communication tool. We have established an active school council, which understands and compliments the goals of our school through their efforts and initiatives.

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 has produced a improvement in our students’ reading skills. There has also been a marked improvement in writing and mathematics at the Grade 3 level. Our Grade 3 and 6 scores in reading and writing have exceeded results from the previous year. We will continue, as a school team, to plan for sustained and continuous 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	75%	79%	83%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	76%	78%	66%
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 	<ul style="list-style-type: none"> • Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community • Focus on support for third world countries as well as the school community • Projects are reflective of a whole school approach to social justice and allow for involvement at all levels • Students focus on the 3 Rs – Reduce, Reuse and Recycle 	<ul style="list-style-type: none"> • Parents are very aware of the virtues through newsletters and Masses • Staff and students are involved and attend Virtues celebrations as a whole school and classroom liturgies • Thanksgiving Food Drive, collection for Halloween candies, Share Life, United Way, Sleeping Children around the World, Terry Fox Walk Fun 	<ul style="list-style-type: none"> • Informal feedback from school council, staff, faith ambassadors, liturgical committee and students • Catholic virtues are embedded in all areas • Goals are met in how much money we wanted to raise • Assemblies held to motivate students and to praise them for their efforts • Greening of the school space – continue to make students cognizant of the need to be environmentally friendly 	<ul style="list-style-type: none"> • April 2009 • Ongoing feedback will inform the school’s planning for next steps • June 2009

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<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"> • Teach virtues education through gospel stories 	<ul style="list-style-type: none"> • Staff and students reflect the virtues on a daily basis 	<ul style="list-style-type: none"> • Informal feedback from staff and students 	<ul style="list-style-type: none"> • Ongoing feedback will inform the school's planning for next steps
<p style="text-align: center;">Community Development</p> <p style="text-align: center;"><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. 	<ul style="list-style-type: none"> • Work with Faith Ambassadors • Continue to implement Bullying Prevention programs • Expand our Code of Conduct and anti- 	<ul style="list-style-type: none"> • Reduction in number of conflicts • Increased student sense of safety • Improved student behavior through progressive discipline and effective 	<ul style="list-style-type: none"> • Informal feedback • suspension data / incident tracking data • Safe Schools Survey 	<ul style="list-style-type: none"> • January 2009 • May 2009 • Review survey results and provide feedback to students, staff and parents

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	<p>bullying program to include racial stereotyping discrimination and harassment</p> <ul style="list-style-type: none">• Create a just and inviting atmosphere that recognizes each individual as equally important	<p>prevention strategies</p>		
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Dufferin-Peel Catholic District School Board
 Planning for Sustained and Continuous Improvement

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p>Excellence in Student Achievement</p> <p><i>The goal of the Dufferin-Peel Catholic community, within the context of the Catholic Graduate Expectations, is to continue to establish and nurture the conditions needed to advance high levels of student achievement, and narrow the gap in student achievement so that all students can grow in their journey to know God and ultimately transform the world around them.</i></p> <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- 	<ul style="list-style-type: none"> • Develop SMART goals at division meetings to ensure that targets /next steps are being developed for student learning and achievement 	<ul style="list-style-type: none"> • Use teacher moderation to ensure consistency in assessment and evaluation practices • High yield instructional strategies are used across all subject areas as appropriate i.e consistent use of graphic organizers, anchor charts, shared reading and bal 	<ul style="list-style-type: none"> • Improvement as evidenced through a variety of assessments including: <ul style="list-style-type: none"> ○ CASI ○ Student work samples ○ Teacher observation ○ EQAO • Use of Skopus data warehouse to monitor 	<ul style="list-style-type: none"> • Nov. 7, Feb. 20, June 5 for CASI and PM • OFIP plans as appropriate(STREAM 2)

<p>learning opportunities, experiential learning, Continuing and Adult Education, and specialized programs including Extended French, French Immersion, and International Baccalaureate programs.</p> <ul style="list-style-type: none"> • Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting. • Enhance effective transition plans for students entering Dufferin-Peel and moving from elementary to secondary, and for students leaving secondary to community work place and post secondary institutions, with 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 				
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ensuring the distinctiveness of Catholic education is explicitly 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> <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. 	<ul style="list-style-type: none"> • Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement • Comply with the new School Council Budget and banking protocol 	<ul style="list-style-type: none"> ▪ Budget allocation will align with school priorities for student achievement ▪ Data will be used to derive instructional resource purchases 	<ul style="list-style-type: none"> ▪ Use i-Ren reports to monitor and track school budgets ▪ Meet all financial reporting timelines ▪ WebTRACS reports will balance with school record keeping ▪ Continue to do monthly budget tracking and reconciliation ▪ Liaise with School Council Chair about council budget 	<ul style="list-style-type: none"> ▪ September 2008 ▪ May 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) 	<ul style="list-style-type: none"> ▪ Electronic registers reflect accurate classroom enrolments 	<ul style="list-style-type: none"> ▪ Enrolment registers align with Ministry guidelines 	<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:	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			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
To continue to focus on making connections as a method of extending understanding and explaining their thinking using ideas from the text and their own ideas in cross curricular texts	<ul style="list-style-type: none"> • Continue teacher moderation sessions • Continue dialogue about assessment practices to ensure consistency • Specific teaching of high yield strategies • Implementation of shared reading 	<ul style="list-style-type: none"> • Teachers will bring samples of completed student’s work ie CASI to the teacher moderation sessions • Teachers share teaching strategies 	<ul style="list-style-type: none"> • Data collected and assessed at each CASI and PM benchmark date • Discussion at Learning team meetings 	<ul style="list-style-type: none"> • Ongoing throughout the year – constant discussion at meetings
System Goal:				
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps