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**Family of Schools**  
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**Wards**  
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**Trustees**  
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**Dufferin-Peel Catholic District School Board**



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

**St. Teresa of Avila**  
**6675 Montevideo Road**  
**Mississauga, ON L5N 4E8**

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



*“Let nothing trouble you. Let nothing make you afraid. All things pass away.  
God never changes. Patience obtains everything. God alone is enough.”*

*St. Teresa of Avila*

***Mission Statement***

Through a celebration of our faith, all who enter our school may grow together as a Christian community.

Within the community of St. Teresa of Avila Catholic School, the mission of the staff, students, and parents is to respect and accept the uniqueness of each individual as a follower of Jesus. All members are encouraged to realize their full potential - spiritually, academically, emotionally, socially, and physically.

Staff and Parents shall strive to develop within each student: a sense of belonging; self-confidence; and, an ability to interact positively with others; as well as, a sense of pride in themselves and in their school community; an ability to problem solve; a level of respect for self and others; responsibility; and, the virtues of Faith, Hope and Charity. Our ultimate goal is to provide our children with the tools to become happy, productive members of the community and the world of work.

The students of St. Teresa of Avila Catholic School believe that the school's job is to help children learn in a loving Catholic community. Our school is different because it teaches Catholic ideas and prepares us how to be His followers, and how to care for others. We need to develop our faith and beliefs and to use these to face future challenges. We need to develop our faith and unique special gifts so we can share them with the world.

We are St. Teresa of Avila School

***Our School Profile***

St. Teresa of Avila School is an elementary school located in the Meadowvale area of Mississauga. The student population approximately 470 students from Kindergarten to Grade 8, come from a wide range of social and ethnic backgrounds reflecting the ever-increasing diversity of cultures in Mississauga.

St. Teresa of Avila has been a beacon for Catholic Education in the area. Catholic Education, rooted in Christ, is called to a unique way of seeing and interacting with our world. 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.

At St. Teresa of Avila our commitment to academic excellence 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.

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**

*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>50%</b>	<b>43%</b>	<b>39%</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>77%</b>	<b>65%</b>	<b>68%</b>
Board	<b>70%</b>	<b>72%</b>	<b>62%</b>
Province	<b>66%</b>	<b>67%</b>	<b>61%</b>

*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>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</li> </ul>	<p>Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community</p> <p>Ensure that all staff are aware that each person plays a significant role in shaping Safe, Caring, Inclusive and Healthy schools</p> <p>Promote Faith Leadership through emphasizing stewardship for our earth and care for the less fortunate through involvement in outreach programmes</p> <p>Follow Board’s “Year of Virtues” program by focusing on the development of monthly virtue through P.A. announcements, daily prayer and classroom discussions.</p> <p>Promote successful parish relationships through Pastoral plans, information sharing and liturgical events</p> <p>Teachers will instruct their classes with regular and consistent Religious Education / Family Life Education instruction with preferential time and</p>	<ul style="list-style-type: none"> <li>• Parent and pastoral staff involvement and attendance Liturgical celebrations at the school and Parish</li> <li>• Enhanced communication between staff school and parish team</li> <li>• Increased interaction between the pastoral team, school, students and staff</li> <li>• Promotion and support of Outreach programs</li> <li>• Teachers becoming more comfortable in the delivery of religion and Family Life programs</li> <li>• Catholic traditions shared through direct and indirect instruction</li> <li>• Tangible evidence of our faith visible in every classroom and throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback from pastoral team, parents, School Council school community</li> <li>• Ongoing school community support of outreach programs</li> <li>• Strengthened relationship between Pastoral Team of St. John of the Cross and St. Teresa of Avila School community</li> <li>• Decreased reliance on the overheads for responses during mass</li> <li>• Increased student understanding of our Faith traditions</li> <li>• Increased student participation during school masses</li> <li>• Student awareness of our individual need to promote stewardship of the earth</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing feedback will inform the school’s planning for next steps</li> <li>• Nov. 2008</li> <li>• March 2009</li> <li>• June 2009</li> <li>• Ongoing feedback will inform the school’s planning for next steps</li> <li>• Nov. 2008</li> <li>• March 2009</li> <li>• June 2009</li> </ul>

*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"> <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>timetabling of instruction</p> <p>Ongoing communication with Program Consultant with a goal to improve delivery of Religion and Family Life Programs</p> <p>Expand library collections of age-appropriate materials that include biblical/faith stories and imagery</p> <p>Daily share and integrate our faith stories will within the student learning experiences</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>Implement PALS / Circle of Friends with assistance from Peel Health and our CYW's</p> <p>Implement Youth Faith Ambassadors within the Intermediate division</p> <p>Continue with anti-bullying program</p> <p>Partner closely with the St. John of the Cross Pastoral Team in outreach programs</p> <p>Promote Adult Faith formation through the Ambassador Program</p>	<ul style="list-style-type: none"> <li>• Reduced number of conflicts within the school and in school yard</li> <li>• Increased student sense of safety</li> <li>• Staff participation in Adult Faith opportunities</li> <li>• Ongoing school community support of Outreach programs</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback</li> <li>• suspension data / incident tracking data</li> <li>• Safe Schools Survey</li> <li>• Increased support of school outreach program</li> </ul>	<ul style="list-style-type: none"> <li>• December 2008</li> <li>• April 2009</li> </ul>

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<p style="text-align: center;"><b>Excellence in Student Achievement</b></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"> <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 style="text-align: center;">:</p> <p>Improve Reading Skills within the Primary Division</p> <p>Promote ongoing professional development through the Board’s in-services as well as ELSAT inservices</p> <p>Model making connections between information and ideas and reader’s personal knowledge and experience</p> <p>Use of Volunteers for the All Star Reading Program</p> <p>Ensure that all elements of Balanced literacy is in evidence within all grade levels: Read Aloud, Shared Reading, Guided Reading, Independent Reading,</p> <p>Modeled, Shared and Guided and Independent Writing</p> <p>Track Benchmark scores each term to identify at risk students</p> <p>Promotion of Differentiated Learning</p>	<ul style="list-style-type: none"> <li>• A focus on critical literacy in school and classroom planning (refer to detailed action plan available at the school)</li> <li>• Teacher involvement in professional development opportunities</li> <li>• Evidence of use of PAR to inform appropriate instructional responses with the aim of improved student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Improved critical literacy as evidenced through a variety of assessments including: CASI, Student work samples, Teacher observation, EQAO</li> <li>• Use of Skopus data warehouse to monitor student achievement data</li> <li>• Track Benchmark scores each term to identify at risk students</li> <li>• Promotion of Shared and Guided Reading</li> <li>• Promotion of Differentiated Learning</li> <li>• Model making connections between information and ideas and reader’s personal knowledge and experience</li> <li>• Use of Volunteers for the All Star Reading Program</li> <li>• More consistency between PM</li> </ul>	<ul style="list-style-type: none"> <li>• Oct. 2008</li> <li>• Nov. 2008</li> <li>• Mar. 2009</li> <li>• June 2009</li> </ul>

<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 ensuring the distinctiveness of Catholic education is explicitly infused.</li> </ul> </li> </ul>			<p>Benchmark and EQAO scores</p>	
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<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/school goals vis-à-vis improved student achievement</p> <p>Support office staff in the implementation of the SchoolCash.net accounting program</p> <p>Continue to make financial decisions based on the needs of the school, division, and classrooms</p> <p>Continue staff involvement in the financial aspects of the school through the School Budget Committee</p> <p>Introduce and support School Council in the required accounting procedures</p> <p>Support School Council Fundraising and Community building events</p>	<ul style="list-style-type: none"> <li>▪ Budget allocation will align with school priorities for student achievement</li> <li>▪ Ensure the required timelines regarding budget reporting are realized</li> <li>▪ Follow reporting guidelines for School Generated Funds as found in GAP 704</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use i-Ren reports to monitor and track school budgets</li> <li>▪ Upgrade the Kimputer System to the SchoolCash.net web based accounting program</li> </ul>	<ul style="list-style-type: none"> <li>• September 2008</li> <li>• Monthly reports</li> <li>• Bi-Annual Reports</li> <li>• May 2009</li> </ul>
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<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>Support Office Staff in the implementation of Electronic Registers</p> <p>LSAC-to manage and provide input for fluctuations regarding student enrolment and class organization.</p> <p>Provide &amp; facilitate communications with community</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>
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