



Dufferin-Peel Catholic District School Board



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**Parish Priest**  
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**Director of Education**  
John Kostoff

**Board Chairperson**  
Mario Pascucci

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

**Ascension of Our Lord Secondary School**  
7640 Anaka Drive, Mississauga, Ontario L4T 3H7

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



***Mission Statement***

*As a Christian family united in the person of Jesus Christ,  
Students are educated in Catholic traditions with an emphasis on  
Moral values, dignity and an appreciation of diversity.*

*We strive for all to maximize their potential,  
As we promote spiritual, intellectual, physical, emotional and social growth.  
We aspire to be compassionate, responsible and productive life-long learners  
Committed to serving the community.*

*We are Ascension of Our Lord Secondary School*

**Our School**

Ascension of Our Lord Secondary School is a secondary school of approximately 840 students, of diverse ethno-cultural backgrounds, from Grade 9 to Grade 12. Our school population reflects the socio-economic mix found within Malton. Most of the surrounding community consists of single-family dwelling homes and multi-level apartment buildings situated in a geographic area that is close to the airport.

Ascension of Our Lord S.S. was established in 1977 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 Ascension is committed to the search for excellence, the uniqueness of the individual and the education of the whole person while experiencing a life in a community founded on gospel values.

Ascension is a caring school and community environment 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. All activities of administration, management, counselling, academic and pastoral work, prayer and worship, extracurricular and intra-curricular involvement, help to prepare Ascension of Our Lord S.S. students for their lives as Catholics in the community.

Our students come to us with a variety of strengths and needs, with our Catholic faith as our common bond. Our prayer life, liturgical celebrations, the sacraments, and our faith and values system form the foundation of our school program.

At Ascension, we are proud of our balanced religion, academic, arts, technology and athletics programs. They offer students a well-rounded and value-centered education which helps them make good choices for the future and allows us to reflect and serve the entire community as we prepare our students for post-secondary education and careers. The curriculum planned and provided in the school is broad, balanced and relevant to the needs and aspirations of all students. A wide range of subjects and learning experiences is offered in order 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 Secondary School 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**

Results for Ascension on the EQAO Gr. 9 Mathematics assessment and OSSLT indicate that the school-wide emphasis on reading, writing and mathematics has produced a marked improvement in our students’ reading and mathematical skills. Our Gr. 9 Mathematics and OSSLT results have exceeded the results from the previous year. Our writing results show some improvement from the previous year but suggest that there is room for improvement.

Percent of students who were successful

OSSLT '07-08	School	Board	Province
All Participating	68%	82%	<b>84%</b>
Fully Participating	73%	86%	<b>93%</b>

	Applied (All Students) Levels 3,4	Academic (All Students) Levels 3,4
<b>Grade 9 EQAO Mathematics Test</b>		
Ascension	<b>18%</b>	<b>48%</b>
Board	<b>32%</b>	<b>74%</b>
Province	<b>34%</b>	<b>75%</b>

“Each one called by name.” Isaiah 43:1

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 integrated curriculum approach that will assist all in our community in working towards greener schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Foster student spiritual development within the image of Christ through the development and implementation of pastoral plans with: parents, pastoral team, administrators, student council, Religion department heads and chaplaincy leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Infusion of pastoral plan in departmental plans</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback from: parents, pastoral team, administrators, student council, Religion department heads and chaplaincy leaders</li> </ul>	<ul style="list-style-type: none"> <li>• April 2009</li> <li>• Ongoing feedback will inform the school's planning for next steps</li> </ul>

School Plan for Sustained and Continuous Improvement 2008 - 2010

<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><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>	<ul style="list-style-type: none"> <li>▪ Continue current and establish new Student Leadership programs</li> <li>▪ Continue to plan and promote a variety of community building activities</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced number of conflicts</li> <li>• Increased student sense of safety</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>• Student Survey</li> </ul>	<ul style="list-style-type: none"> <li>• January 2009</li> <li>• June 2009</li> </ul>

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
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			Data from Monitoring and Review Cycles	Completion Date / Next Steps
<p><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 including Extended French, French Immersion, and International Baccalaureate programs.</li> <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</li> </ul>	<ul style="list-style-type: none"> <li>• Implement high yield strategies to engage Grade 9 &amp; 10 students (refer to detailed School Action Plan)</li> <li>• Implement plans to improve student achievement in Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement of Credit Accumulation in Grade 9 &amp; 10 Mathematics in particular</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of:                         <ul style="list-style-type: none"> <li>○ Credit Accumulation Data – Gr. 9 &amp; 10</li> <li>○ Pass rates in Gr. 9 &amp; 10 compulsory courses</li> <li>○ EQAO Gr 9 Applied and Academic Mathematics success rates</li> </ul> </li> <li>• Use of Trillium/Skopus data warehouse to monitor student achievement data</li> </ul>	<ul style="list-style-type: none"> <li>• October 2008</li> <li>• February 2009</li> <li>• June 2009</li> </ul>

<p>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.</p> <ul style="list-style-type: none"> <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>				
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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>	<ul style="list-style-type: none"> <li>• Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Budget allocation will align with school priorities for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use i-Ren reports to monitor and track school budgets</li> </ul>	<ul style="list-style-type: none"> <li>• September 2008</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>	<ul style="list-style-type: none"> <li>▪ Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Electronic registers reflect accurate classroom enrolments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enrolment registers align with Ministry guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>
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This sheet may be used by schools that choose to develop additional goals.

<b>System Goal:</b>	<b>Community Development</b>			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
Build capacity for a whole school approach to violence and bullying prevention and progressive discipline	Continue to plan and promote a variety of welcoming community building activities (e.g. “Girls Night In”, Transition meetings for Gr. 9, Get Ready program, Registration interviews.)	Reduced number of conflicts  Reduced number of suspensions & disciplinary actions Increased sense of Safety	Staff/Student Surveys  Safe Schools Survey  Suspension data  Incident Tracking	Review:  January ‘09  June ‘09

<b>System Goal:</b>	<b>Excellence in Student Achievement</b>			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
Expand & deepen implementation of high quality mathematical literacy practices	Implement targeted instructional strategies based on EQAO Gr 9 Math student achievement data related to strand, question type, gender, exceptionality, etc. Work with Program Dept to implement common vocabulary of Math/Lit across the curriculum	Increase in Gr 9 EQAO Mathematics achievement  Increase in credit accumulation = Gr 9 & 10 Math	EQAO Gr 9 Math results  Credit accumulation – Gr 9 & 10  Pass rates – Gr 9 & 10	Review:  January, 2009  June, 2009