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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

LESTER B. PEARSON CATHOLIC SCHOOL

140 Howden Blvd.,
Bramalea, ON

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



Mission Statement

**Religious Education, through liturgies, catechism, daily prayer, the sacraments and good work,
Make up a Christian atmosphere which permeates our school community.
Students need to be provided with opportunities to achieve success
In the basic skills, concepts and attitudes.
These opportunities will allow them to be life long learners.
The school must be a safe, comfortable place that nurtures learning.
Self-esteem is crucial to the healthy development of each child.
We believe that all children can learn and that failure is only a starting point for further learning.
An orderly, focused school atmosphere provides the framework for self-directed learning.
Promotion of friendly interchange among student and adults will lead
To mutual understanding and harmony within the school community.
We believe the child, as learner, is the central focus of all our endeavors.
We recognize that we all have special gifts and talents to share.**

ALL THAT IS NOT GIVEN IS LOST

Our School

Lester B. Pearson Catholic School is an elementary school located in the Bramalea area of the City of Brampton. The student population, approximately 465 from Junior Kindergarten to Grade 8, come from a wide range of social and ethnic backgrounds reflecting the ever-increasing diversity of cultures found within Brampton. Our school, with air conditioning within the main building is equipped with 5 portables, a gym, a stage, a large library, and a full computer lab.

Lester B. Pearson Catholic School supports 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 Lester B. Pearson Catholic School is committed to excellence, the uniqueness of the individual and the education of the whole person.

Lester B. Pearson Catholic School 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. The school motto, "Be the Best of Whoever You Are," was chosen through the process of community consultation and reflects a holistic philosophy where religion and daily life are intertwined. All activities at Lester B. Pearson Catholic School – academic and pastoral work, extracurricular, 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, and our faith and values system form the foundation of our school program. At Lester B. Pearson Catholic School, we are proud of our balanced religion, academic, arts, technology and athletics programs. We offer students a well-rounded and value-centred 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 upon the foundation 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: 2008 - 2009

School results on the EQAO Grades 3 & 6 math assessments indicate that the school-wide emphasis on math has produced a marked improvement in our grade 6 students’ mathematical skills. Our Grades 6 results in reading, writing and mathematics have exceeded the results from the previous year. Our grade 3 reading, writing and mathematics results suggest that there is room for improvement. These results support our decision to continue focusing on Literacy and Mathematics at the primary level.

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 ('08-'09)			
School	46%	51%	71%
Board	62%	70%	70%
Province	61%	68%	70%
Grade 6 ('08-'09)			
School	91%	95%	82%
Board	72%	72%	65%
Province	69%	67%	63%

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>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"> • Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth. Start new initiative “I Can Make a Difference” to encourage volunteerism (grades 5-8) • Continue to nurture relationships between school and parish teams, and school and home. 	<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 • Continue to develop a better awareness of the parts of the mass and increase participation in the traditions and rituals of the mass as a school body • Ensure regular and consistent Religious Education / Family Life Education instruction with preferential time and timetabling of instruction • Promote successful Parish relationships through Pastoral plans, information sharing and liturgical events • Students will participate in initiatives of stewardship and social justice and promote “I Can Make a Difference” initiative 	<ul style="list-style-type: none"> • Parent and pastoral staff involvement and attendance at Virtues celebrations • Increased student participation in school masses and liturgies and feedback from Priest, teachers and parents • A focus on prayer, personal reflection and following Jesus’ example as a means of learning to live and work in a community of love and respect for one another • Pastoral involvement in school activities 	<ul style="list-style-type: none"> • Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students • Improvement in Student Behaviour • Student language reflects Virtues education • Informal feedback from pastoral team, parents and staff • Informal feedback from school community • Informal feedback from pastoral team. 	<ul style="list-style-type: none"> • June 2010 • Students and staff will be able to identify the “Virtue of the Month” • Ongoing • “I Can Make a Difference” Initiative – May 2010

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<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"> 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"> Promote successful Parish Continue with PALS program / Anti-Bullying Activities Continue with Peacemakers program Youth Faith Ambassadors in lieu of Student Council – students will participate in Justice opportunities (Terry Fox, Food Drives, etc.) Continue with Safe School Committee Promote Anti-Bullying philosophy through school-wide presentations and assemblies Promote “I Can Make a Difference” initiative Establish “Green School” Initiative Transition Planning with High School & Involvement in partnered programs (SWOLE, Harmony, Youth Assisting Youth Mentoring) 	<ul style="list-style-type: none"> More student participation in Justice opportunities Student Leaders promote social outreach and school spirit Reduced number of conflicts, increased student safety Reduction in bullying incidents Incorporation of Bullying Prevention with monthly Virtues assemblies 	<ul style="list-style-type: none"> Promote successful Parish Informal feedback Suspension data / incident tracking data on Trillium School Safety Survey Informal feedback from staff Monthly Peacemaker feedback meetings (Peacemakers, CYW and teacher supervisors) Less referrals to the office 	<ul style="list-style-type: none"> Ongoing ongoing “I Can Make a Difference” Initiative – May 2010

School Plan for Sustained and Continuous Improvement 2008 - 2010

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;">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> <p>• 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.</p> <p>• Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process.</p> <p>• 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</p>	<ul style="list-style-type: none"> ▪ Division focus on a variety of monthly reading and writing strategies ▪ Monthly division meetings – focus on teachers sharing strategies around the monthly goals ▪ Continue analysis of benchmarks, EQAO and CASI to inform instruction and to set goals ▪ Compile a literacy profile for each student ▪ Use teacher moderation to share best practices and ensure consistency ▪ Support Guided and Independent Reading in the classrooms ▪ Incorporate ELSAT teacher, Resource staff and Planning Time teacher in School Literacy Plan ▪ Attention to differentiated instruction to address individual needs of students (Class Profiles for all Intermediate Classes) ▪ Provide opportunities to utilize multiple choice and open response questions ▪ Use PAR to align expectations and achievement ▪ Build up resources in the literacy room to support teachers and students / move to centralized location ▪ Provide opportunities for mentorship with guided reading ▪ Reverse Lunch to ensure a 90 minute literacy block 	<ul style="list-style-type: none"> ▪ PM Benchmarks & CASI as diagnostic, formative and summative assessment tools. ▪ Use of pre-assessment task/question and post-assessment task/question for the monthly goals ▪ Portfolios including Literacy Assessment Profile for each student pass on from year to year ▪ Self-assessment ▪ Rubrics ▪ Tracking Board / Data walls ▪ Utilize additional materials purchased for the Literacy room ▪ Use Literacy room more efficiently to ensure that classrooms have access to leveled books for Guided Reading. ▪ Use different assessment tools: checklists, observations, PM Benchmark, Reaching Readers ▪ Focus on modeling and practicing tasks that require multiple choice selections and a written open response ▪ Reverse lunch reduces transition time, ensures lunch is eaten for optimal student performance 	<ul style="list-style-type: none"> ▪ Improved critical literacy 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 student achievement data 	<p>Assessments</p> <ul style="list-style-type: none"> ▪ December 2009 ▪ April 2010 ▪ June 2010 ▪ Ongoing review of Literacy & Numeracy Goals at monthly staff meetings ▪ September review of Reverse Lunch , again during winter

School Plan for Sustained and Continuous Improvement 2008 - 2010

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
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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> <p>• Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</p>	<ul style="list-style-type: none"> ▪ Continue to work within the i-Ren system to track budget ▪ Following the system review, meet the benchmarks established by the board regarding budget allocation to Religion and Family Life programs ▪ Continue to meet data collection requirements (OnSIS) particularly those pertaining to MISA (Managing Information for Student Achievement) in order to enhance decision making pertaining to student achievement ▪ Continue to adhere to best practices and board policies in the areas of fiscal responsibility, accountability and transparency 	<ul style="list-style-type: none"> ▪ Support the purchase of materials to ensure that basic school needs have been met (Math focus added this year) ▪ Budget is reflective of school goals ▪ Update the Central Text Room to include Junior and Intermediate materials as well as Take Home Books for Primary ▪ Support the school performances i.e. Anti-bullying plays ▪ Continue to build on library resources, reflecting goals ▪ Visible signs of our Faith are evident throughout the school ▪ Virtues are evident in program, the environment and in the school initiatives ▪ Ensure that extra curricular events are supported ▪ Ensure that professional development is priority <p>Ensure that retreats are supported for the sacramental years and for Youth Ambassadors</p>	<ul style="list-style-type: none"> ▪ Use i-Ren reports to monitor and track school budgets <p>Work closely with school secretary to ensure all board practices and policies are in place</p>	<ul style="list-style-type: none"> ▪ September, October 2009 & May, June 2010 ▪ ongoing

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
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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

This sheet may be used by schools that choose to develop additional goals.

System Goal:	Monthly Reading and Writing Goals			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
Monthly Reading and Writing Goals	Sharing of teacher teaching strategies around monthly goals	Pre and Post assessments	Monthly (4-6 week period)	Monthly and June 2010 final review

System Goal:	Primary Math			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
Teachers involved in Primary Math Inservices at Board level	Attend meetings as required Teacher moderation Sharing with grade partners Use of CSI	Pre and Post assesments	Three times during the year	June 2010