



**Success Plan
2010-2015
Beechwood**

Success Plan For Beechwood for 2010-2015

Introduction

Beechwood School is situated in Pierrefonds Quebec. The school is comprised of a fairly homogeneous middle to upper middle class population. There are approximately 230 families and approximately 320 students attending Beechwood. Beechwood School was formerly part of the PSBGM and was incorporated into the Lester B Pearson family in 1998. Prior to its incorporation Beechwood was known as an "alternative" school. Students were assessed by portfolio rather than by formal report card evaluation and co-operative learning was the teaching style of choice. Since its incorporation into the Lester B Pearson School Board, Beechwood has been an early immersion school meaning that the students receive their academic instruction in French in kindergarten and cycle one in all subjects except Physical Education and Dance and Drama. Music is taught in both languages. Cycle 2 & 3 are bilingual with English Language Arts and Math being taught in English and French Language Arts and the Sciences being taught in French.

Lester B Pearson is an inclusive school board and Beechwood has an excellent reputation for welcoming and succeeding with the special needs students who are entrusted to us. We pride ourselves in working hard to help all our students reach their fullest potential. Our school is relatively small in size and attracts its clientele from the immediate neighborhood thus making it a true community school. The school opens at 7:00 am each day and many of our students attend Daycare before and after school making Beechwood their home away from home. The school is also home to various after school activities such as Hebrew and Italian classes, sports, crafts, piano and guitar as well as various Scouting groups.

Characteristics of the School

Beechwood is an early immersion school located in Pierrefonds Quebec. It is an inclusive school which accommodates an academically diverse population. We have one resource teacher and several integration aides to work with our students who may require additional support with the program. We also have the services of a speech pathologist, a psychologist and a school nurse. Our school welcomes the involvement and support of parent volunteers. Our volunteers allow us to keep our library open and functioning 5 days a week. We have an active Governing Board and Home and School. Our Home and School has been successful in raising funds which has allowed us to build a playground, refurbish our library and make other large purchases for our school. We run an intensive peer mediation program for grade 5 & 6 students who in turn work with their peers during recess and lunch to help problem solve any issues that arise at that time. We are environmentally conscious and we have launched a major anti-bullying initiative which has won recognition in the media. We have a state of the art computer lab and we use smart board technology. Beechwood offers a multi-faceted arts program with specialists teaching music, drama and dance.

Upon graduation many of our students apply to competitive programs in both the public and private sector and receive acceptance into these programs.

School Vision / Mission

Beechwood is a school in which all students and members of the community feel welcome, comfortable and involved.

We provide a safe, caring, challenging environment which facilitates the child's academic and emotional development and fosters creative expression.

We are dedicated to leading all our students to personal excellence through current curriculum, effective and diversified teaching strategies, and community support.

We encourage students to show respect for human dignity and individual differences.

We work in a spirit of cooperation and collaboration where emphasis is placed on participation and communication.

We offer access to the outdoor classroom as an integral part of the curriculum.

We expect that students leaving Beechwood School will possess the academic and social skills necessary for them to begin to function as responsible and contributing members of our society.

School Portrait

School Profile			
Senior School	2006-2007	2007-2008	2008-2009
Total enrolment cycle I-III	328	301	323
Number of Boys	153	129	150
Number of girls	175	172	173
Proportion born in Québec	93.7%	93.9%	93.5%
Portion English speaking	95.1%	96.9%	95.0%
Number of at Risk & special need students	17	12	22
Proportion integrated students	100%	100%	100%
Proportion of students entering cycle one at age	53	41	58
Proportion of students leaving elementary school at age	100%	97.6	98.7%

Success Rate For End of Cycle III Exams

Exams			2008-2009 School	School Board
	French			82.98%
English			79.47%	82.09%
Math			82.78%	83.31%

Running Records Results 2010 Spring

Cycle			French	English		
	Cycle One Year 1			67%	N/A	
Cycle One Year 2			87%	N/A		
Cycle Two Year 1			83%	77%		
Cycle Two Year 2			84%	82%		
Cycle Three Year 1			80.6%	87%		
Cycle Three Year 2			81%	87%		

Percentage of students who are at targeted level.

Action Plan

Strategic Directions 1: To maximize student success in a culture for learning

Objective	Strategies	Indicator	Targets / Results
To increase English and French Literacy	<p>Establish 2 one hour uninterrupted periods for literacy.</p> <p>Use of various reading strategies daily (oral reading, shared reading, guided reading, indep. reading.)</p> <p>Implement various writing strategies (shared, interactive, guided, independent)</p> <p>ID K students whose lang. skills are below level at the beginning of K and provide intensive support.</p> <p>Teach parents how to develop children's language readiness skills for reading</p>	<p>Schedule cycles with one hour uninterrupted blocks.</p> <p>Literacy strategies (Daily 5, Write Traits)</p> <p>Use of checklists and professional support (speech pathologist) to ID at risk K students</p> <p>Workshops for teachers and parents</p>	<p>Increase of cycle 3 results by 1% per annum in English language Arts and French Language Arts</p> <p>Have K students attain at least a pre-reading level of literacy</p> <p>Provide Professional support to ensure that all teachers are able to use Running Records, The Daily 5 and Write Traits as instructional tools within the next 2 years</p>

Strategic Directions 1: To maximize student success in a culture for learning

Objective	Strategies	Indicator	Targets / Results
Increase student competency in math	<p>Cycle meetings in fall to prioritize what needs to be covered at each grade level within the cycle</p> <p>Accumulate a resource library of supplemental material to support the program</p> <p>Provide professional workshops to staff members</p> <p>Meet at least twice a month in cycle meetings to collaborate about subject matter and student success</p> <p>Evaluate and regroup students if necessary when new modules are introduced.</p>	<p>Use of Nelson/Mels grid to determine the sequence and pace of material to be taught</p> <p>Teacher workshops with consultant by cycle in early spring to develop math web</p> <p>Use of chapter tests and LES to evaluate student achievement</p>	<p>Increase the overall Cycle 3 Math results by 2% over the next 5 years</p> <p>Meet as a staff after each report session to evaluate the success of regrouping and to inform other cycles of the competencies that have been covered.</p>

Strategic Directions 1: To maximize student success in a culture for learning

Objective	Strategies	Indicator	Targets / Results
Increase qualification rates of special needs students	<p>Create homogeneous groups for targeted intensive intervention in both classroom and resource room setting</p> <p>Inform students/parents of WOTP options beginning in cycle 2</p>	<p>Restructure groupings on a 6-8 week basis</p> <p>Use resource teachers for some small group instruction</p> <p>Student/parent workshops to make Work Oriented Training Pathways options clear</p>	<p>Provide workshops for all staff to inform them about WOTP options</p> <p>Provide intensive workshops for Resource Teachers about WOTP options to ensure that they have necessary information about various programs</p> <p>Provide workshops and visits to settings that offer these programs before students leave elementary school</p>

Strategic Directions 1: To maximize student success in a culture for learning

Objective	Strategies	Indicator	Targets / Results
Encourage the development of interest in literacy by providing reading material that appeals to boys.	Dedicate at least 25% of library budget to purchase of materials of interest to boys.	Track targetted reading levels of boys at end of cycle levels.	Raise the percentage of boys at level by 4% by 2015.

Strategic Directions 2: Fostering and Supporting a Commitment to Professional Growth for All.

Objective	Strategies	Indicator	Targets / Results
To develop staff capacity to support the 4 Strategic Directions	Have staff attend workshops that offer new ideas to support the move to more comprehensive literacy. All staff must be able to use the following: Traits 5 Running Records	School Board workshops In -school workshops with consultants Cycle Meetings Write Visits to colleagues classrooms/other schools Daily	PD funds allocated based on prioritizing PD goals for the year

Strategic Directions 2: Fostering and Supporting a Commitment to Professional Growth for All.

Objective	Strategies	Indicator	Targets / Results
Develop Student and Parent Awareness of Various Work and Study Options	Parent training in WOTP Parent training /workshops in social issues Parent workshops for literacy development Student training in WOTP	Board workshops School workshops	School Board workshops for parents explaining different programs on a yearly basis All special needs students have aptitudes and interests profiled by the end of cycle 3

Strategic Directions 3: Enhance School Collaboration And Community Partnerships

Objective	Strategies	Indicator	Targets / Results
Develop Opportunities For successful transitions	Create opportunities at different transitional levels	Parent information sessions in literacy for in-coming K students	All parents and students have at least one opportunity at each transition point to attend a workshop or information session
	Nursery-Kindergarten	Information/orientation sessions for new K parents	
	Kindergarten-Grade 1	Information sessions for parents of students transitioning to grade one.	
	Grade 6-High School	Study skills and organizational workshops for students going into high school	
		Information sessions for parents of students going to high school	

Strategic Directions 3: Enhance School Collaboration And Community Partnerships

Objective	Strategies	Indicator	Targets / Results
Promote Skilled and Occupational trades	Inform all clientele of opportunities Students visit different settings	All students, staff and parents be made aware of various options available through literature that is sent home and opportunities that are provided to all stakeholders.	Literature sent to all at least once a year informing of and updating programs

Strategic Directions 4: Promote Wellness in a Safe and caring Community

Objective	Strategies	Indicator	Targets / Results
Develop pride in the Environment	<p>Adopt policies that support awareness on the part of all stakeholders such as no plastics and support recycling in both the school and at home</p> <p>Target specific goals on a yearly basis</p>	<p>Invite organizations to come to speak to students</p> <p>Take on a project that supports an environmental initiative on an annual or bi-annual basis.</p> <p>Develop a policy that promotes "green" initiatives with students</p>	<p>All students commit to use water bottles that are not to be thrown out.</p> <p>Parents and students reduce the amount of plastic that is thrown out by 10% each year.</p>

Strategic Directions 4: Promote Wellness in a Safe and caring Community

Objective	Strategies	Indicator	Targets / Results
Healthy Living Programs	Adopt school policy that encourages healthy eating (no junk food) Teach about healthy food options through nutritional programs		

Strategic Directions 4: Promote Wellness in a Safe and caring Community

Objective	Strategies	Indicator	Targets / Results
Provide a safe and secure Environment	Implement a strong anti-bullying program Teach respect and tolerance	Parent and student surveys Social skills programs	All stakeholders fill in a safe school survey at the end of each year. All incoming Kindergarten students receive the Dina Dinosaur program for six sessions