

# Annual Report

## 2013-2014



# BEECHWOOD

## ELEMENTARY SCHOOL

Report on the School's Success Plan, Management  
and Educational Success Agreement, and  
Contribution to the School Board's Strategic Plan



**Together We Learn:**  
Partnering for Student Success



Commission scolaire  
Lester-B.-Pearson

## ***Introduction***

In January 2010, the school signed a management and educational success agreement with the school board. The overall objective of the agreement is to improve student success. The management and educational success agreement incorporates five major goals:

- Increased Graduation and Qualification Rate
- Improved Mastery of English and French Language Skills
- Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties
- Promoting Wellness in a Safe and Caring Community
- Increased Enrollment of Students Under 20 Years of Age in Vocational Training

The management and educational success agreement is valid until June 30<sup>th</sup>, 2015 and is reviewed on a yearly basis. The agreement is closely aligned with the school success plan for 2010-2015. Student success is the force that drives our actions, we believe that the identified pillars of our success plan represent the key areas that will increase student success and ensure the achievement of our management and educational success agreement goals. It is our responsibility to ensure that every student has the opportunity to excel, our success plan combined with our management and educational success agreement provides our road maps to meet that responsibility.

We are pleased to share news of this past year's (2013-2014) successes. This annual report includes information on our success plan results, management and educational success agreement results as well as the school's contribution to the school board's strategic plan. The report shares information about the important work that our school does to foster student success while ensuring a safe and healthy educational environment, and highlights the work and achievements of students and staff. This report is only a tiny snapshot of what happens every single day in our school with our collective mission to provide excellence in education.

## ***School Portrait***

<b>School Name</b>	<b>2013-2014</b>
<b>School Capacity</b>	340
<b>Program(s)</b>	French Immersion
<b>Total Number of Students Registered</b>	263
<b>Total Number of Students Registered In Daycare</b>	146
<b>Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.</b>	21

## ***School Mission/Vision***

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.

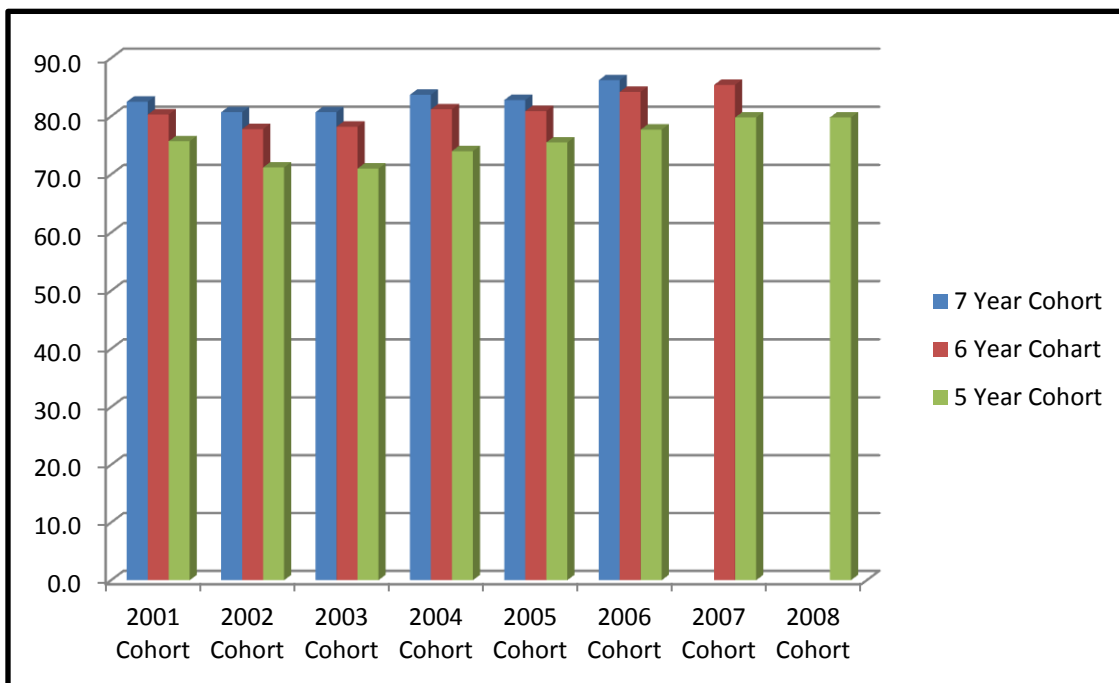
## **Goal 1: Increased Graduation and Qualification Rate**

### **School Board Context**

The student success rate in terms of certification and qualification remains an important factor. The graph below summarizes the LBPSB graduation and qualification rate for students under the age of twenty over the past eight years. The MELS has given us the challenge of increasing our graduation and qualification rate to 88% by 2020. We have set our 2015 graduation and qualification rate target at 85.5% with 2% of this increase coming from the youth sector and 1% coming from the Continuing Education sector. We have exceeded this target with a graduation and qualification rate of 86.2%. We continue to address the difference in the graduation and qualification rate between boys and girls. As well, all of our elementary schools are working towards increasing their success rate for MELS Elementary End of Cycle III Math exam results.

### **LESTER B. PEARSON SCHOOL BOARD**

#### **GRADUATION and QUALIFICATION RATE**



## School Results

<b>Goal 1: Increased Graduation and Qualification Rate</b>				
<b>#</b>	<b>Objective</b>	<b>2009 Baseline</b>	<b>2015 Target</b>	<b>Result</b>
1	A 2% increase in the success rate for MELS End of Cycle III Math Exam Results by 2015.	80.35%	82.53%	81.52%
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	N/A	N/A	Ongoing
3	Evaluate and regroup students if necessary when new modules are introduced.	N/A	Ongoing	YES

### Level of Accomplishment:

- The success rate in 2013-14 for the Grade Six students improved by 0.22% in the end of year Cycle III Math exam from the previous year.
- Our success rate for the end of year Cycle III Math exam was 0.5% above the LBPSB average. As a whole, our students were as successful as their cohort when compared to all schools across our board.
- The success rate for the situational problem competency was 85% and the mathematical reasoning competency was 78%. The average student mark in the Grade 6 MELS exam was 74%.

### Situation Analysis:

- Grade 6 students were involved in the annual Math Olympics, requiring lunchtime Math practice during Terms 1 and 2.
- Teachers in Grades 3 through 6 again implemented the Reflex Math Program, from Explore Learning, to build basic recall of simple math facts.
- Resource teachers worked with remedial Math classes, specifically targeting Cycles II & III, to develop basic math skills and concepts.
- Cycle III teachers structured the weekly class schedule to include daily Math lessons. Lunchtime assistance was initiated for students requiring additional support during specific units.
- Many students benefitted from a Homework Success Program which focussed on improving Math and French skills. The focus of this program was again to teach study skills and improve the organization and completion of homework.
- Ongoing professional discussions to evaluate the learning outcomes, specifically in Math, across each Cycle throughout the school year through weekly coordinated teacher preparation time.
- Introduction of more technology into them classroom, teachers using online Math programs on iPad's.
- Many boys were engaged in extra-curricular sporting activities through various lunchtime sporting tournaments.
- Continuation of a Robotics program, a high level of participation and engagement from boys at various grade levels.
- Students in Cycle III continued to be regrouped for Math class for new modules.

## **Goal 2: Improved Mastery of English and French Language Skills**

### **School Board Context**

The overall aim of Goal 2 from the Ministry of Education Leisure and Sports is to improve the mastery of the French Language. The Lester B. Pearson School Board, as an English school board, has targeted the improvement of both French and English literacy skills. The Board's goal is not only to graduate students who are bilingual, but who are also biliterate; able to read, speak and write in English and French. As a result, our focus is an emphasis on early intervention to further improve literacy skills. Our systemic efforts must begin at the elementary level and be maintained throughout the secondary year. This will allow for improvement in our success rates for Secondary V Uniform Ministry Examinations in English Language Arts and French, and increase our students' exposure to French.

### **School Results**

<b>Goal 2: Improved Mastery of English and French Language Skills</b>				
<b>#</b>	<b>Objective</b>	<b>2009 Baseline</b>	<b>2015 Target</b>	<b>Result</b>
1	A 4% increase in the success rate for elementary end of Cycle III French exam results by 2015.	71.53%	75.53%	89.63%
2	A 4% increase in the number of Cycle II elementary students reading and writing at level by 2015 in French.	87.8% (2012)	91.8%	79.09%
2	A 4% increase in the number of Cycle II elementary students reading and writing at level by 2015 in English.	81.65% (2012)	85.6%	94.4%
3	A 4% increase in the success rate for elementary end of cycle III English exam results by 2015. (MELS)	76.95%	80.95%	97%
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	N/A	Continual increase	YES

### **Level of Accomplishment:**

- The success rate in 2013-14 for the Grade Six students declined by 0.57% in the end of Cycle III LBPSB French exam from the previous year. This was 2% below the LBPSB average success rate, however we remain 14% above our 2015 target.
- The success rate in 2013-14 for the Grade Six students improved by 4.3% in the end of Cycle III MELS English exam from the previous year. This was 3.8% above the LBPSB average success rate, and we remain 16% above our 2015 target.
- The success rate in 2013-14 end of Cycle II LBPSB French exam declined by 10.51% and the end of Cycle II LBPSB English exam declined by 2.6%. We remain above our 2015 target for our Grade four English results however we are 12 % below our target in French results.

### **Situation Analysis:**

- Cycle II and III teachers continued to use Write Traits (Traits D'Écritures), a program that develops the 6 writing traits such as: text structure, ideas, voice, choice of words, fluidity and linguistic conventions (grammar). The Daily 5's was also used to support French and English instruction.
- Running records have continued to help teachers track and plan for student achievement.
- Professional development included sessions focused on technology and how to integrate apps into the curriculum to increase engagement and to support French fluency and comprehension.
- Beechwood continued to increase French Resource (50% post) and focus on an Early Intervention Program across all grade levels. Francisation Program supported learners by increasing vocabulary fluency and comprehension.
- Parent and community volunteers to support individual and small groups of students in guided reading.
- Early phonemic awareness screening through our speech and language therapist at the Kindergarten level.
- Students in grades 3 through 6 were offered a Homework Success Program, taught in French, to support language comprehension and writing skills.
- Rubrics continued to be successfully implemented in Cycles II and III to assist students in completing their work, outlining the goals and requirements in their assignments.
- The Daycare planned field trips to be instructed in French.
- School-wide 'Value' assemblies included both languages of instruction. Field trips and guest speakers, specifically in Cycle I, have been in French. Teachers have scheduled guest speakers to complement the classroom curriculum, in French, whenever possible.
- Kindergarten implemented a homework reading program to help parents at home assist their children in developing their basic language readiness skills. A Robotics program was introduced, engagement increased in all areas of the Kindergarten curriculum.

## ***Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties***

### ***School Board Context***

The Lester B. Pearson School Board is proud to be an inclusive school board where students with special needs are integrated into community schools and classrooms. In each school students with special needs are members of the community receiving support services as indicated by an Individualized Education Plan (IEP). Our focus for the next four years is to increase the qualification rate for our students with handicaps, social maladjustments or learning difficulties. We will continue to implement and support a variety of Work Oriented Training Pathway programs and school-based alternative programs which address the needs of our students and lead to qualification. In addition, the School Board team and individual school teams continue to develop individual and small group programs that respond to student needs. These programs are in line with student IEP objectives and enhance their opportunities for student success.

### ***School Results***

<b>Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties</b>				
<b>#</b>	<b>Objective</b>	<b>Baseline</b>	<b>2015 Target</b>	<b>2013 Result</b>
1	Create homogeneous groups for targeted intensive intervention in both classroom and resource room setting.	N/A	Increase initiatives	Ongoing
2	Promote Skilled and Occupational trades	N/A	Increase initiatives	Ongoing

#### **Level of Accomplishment:**

- Ongoing remedial support offered to small groupings of students in the resource room setting for Math and English, taught by both the English and French resource teacher.
- Resource and classroom teachers had personal parent meetings, as needed, throughout the year with those students deemed to be at risk and/or below grade level.
- Homework Success Program was again in place to assist students in building study skills while reviewing basic comprehension skills in English, French and Math in grades 3 through 6.
- Introduction of lunchtime Reflection Room which supported completion of classroom curriculum and allowed students more time to comprehend daily lessons.
- Several high schools visited Beechwood and engaged the Grade 6 students in the programs available to students in high school. The vocational trades were introduced during these student sessions.



### **Situation Analysis:**

- Students are continuously evaluated and are offered support through remediation in small groups during the school day. English resource teacher coordinates Math groups at all grade levels.
- Will continue to build our focus on Robotics, which began in 2012-2013. Starting in Kindergarten, our goal is to now build upon this successful initiative and to have it continue into the older grades. This type of hands-on learning will complement the structured classroom lessons and will engage students as they work towards success in Mathematics and Science. As an initial step forward, the Daycare Program expanded the Robotics initiative.
- Early intervention program in place with the French Resource teacher. Focused on French literacy, comprehension and fluency. Resource teacher coordinated with grade level teachers to focus on small groups and individuals requiring intensive work in French. Francisation program to increase the level of understanding in French vocabulary and oral communication.
- School resource team meets twice each month during the school year to connect all available resources in our board providing a continuous evaluation and follow up of our at-risk students. One meeting includes all professionals associated with our school, as well as speech pathologist, autism consultant, occupational therapist, psychologist, who are invited to these sessions.
- Homework Success Program was again in place for 2013-2014 – an after-school and lunchtime study skills and organizational workshop for students in grades 3 through 6, especially those with learning disabilities. This program to be taught in French to support remediation specifically in this subject.
- Personal information sessions with parents about programs that are available in the high schools such as the WOTP (Work Oriented Training Pathway) and Skilled and Semi-skilled programs, were introduced to parents in our school community. As well, parents were supported when they asked questions about programs available after the elementary years.
- Looking ahead, we will investigate with our community high schools if they could coordinate collaborative learning opportunities wherein our students can get hands-on experience working with students involved in our skilled and semi-skilled programs in high school.

## **Goal 4: Promoting Wellness in a Safe and Caring Community**

### **School Board Context**

Student success is greatly determined by the school and community environment. Schools and communities must work hand-in-hand to ensure that our students learn in an environment that is safe, caring, and promotes wellness. All elementary and secondary schools complete a yearly portrait of the school climate in order to prioritize interventions in line with a safe, secure, healthy, and welcoming environment.

The Elementary School Climate Portrait is developed through the completion of two surveys: the “Safe and Caring Schools Survey” completed with staff and the “Tell Them From Me Survey” completed by senior elementary school students twice yearly. The elementary student survey provides 17 indicators based on the most recent research on school and classroom effectiveness. This year’s report provides highlights based on data from 9,057 elementary school students from 34 schools.

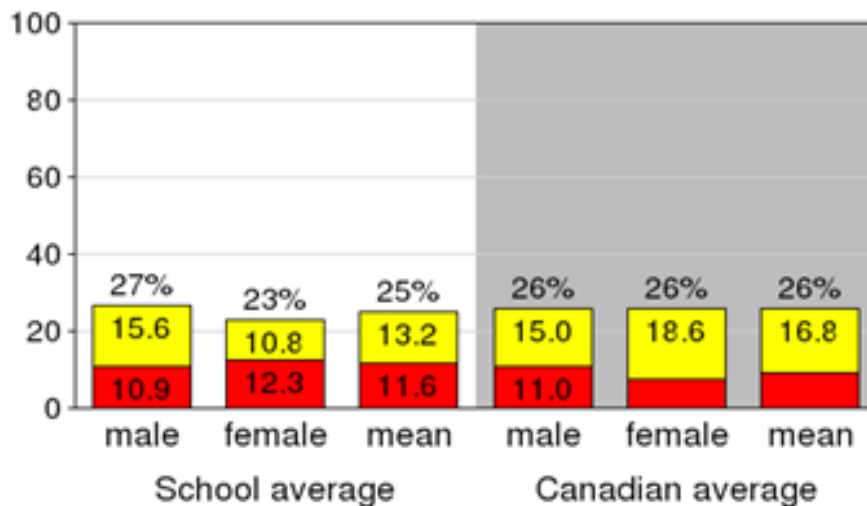
### **School Results**

<b>Goal 4: Promoting Wellness in a Safe and Caring Community</b>				
<b>#</b>	<b>Objective</b>	<b>Baseline</b>	<b>2015 Target</b>	<b>2013 Result</b>
<b>1</b>	The number of initiatives that promote pride in and respect for our environment.	N/A	Ongoing	Ongoing
<b>2</b>	Implementation of Healthy Schools Approach.	[ <input type="checkbox"/> ] In Progress [ <input checked="" type="checkbox"/> ] Implemented		
<b>3</b>	Complaints: Bullying/Violence	N/A	N/A	2

#### **Level of Accomplishment:**

Results from Beechwood’s Tell Them From Me Bullying and School Safety Report indicate that the percentage of students identifying as victims of bullying sits at 27% which is roughly the Canadian Average of 26%. Of these students, 51% say they experienced Verbal or Social Conflict at school, while Physical Conflict and Cyber Bullying were identified by 17% and 4% respectively. Students identify recess (34%) and lunch (28%) as the most common times during the day when they encounter conflict with peers. All but two incidents of violence, aggression or bullying were satisfactorily resolved at the school level.

## Prevalence of bullying at Beechwood:



## Tell Them From Me Survey results:

Drivers of Student Success	School	Canada Norm
Students engaged in sports	71%	68%
Students engaged in school clubs	68%	49%
Students with a positive sense of belonging	86%	85%
Students who are victims of bullying	23%	26%
Students who feel safe attending school	87%	87%
Expectations for success	8.8 / 10	8.7 / 10

- Beechwood Values Program entered its' third full year – focusing on 8 key elements: Respect, Responsibility, Integrity, Citizenship, Cooperation, Tolerance, Commitment and Empathy. Each grade level was responsible for a school assembly with an emphasis on one element and 8 students per term were again honoured as 'Values' student leaders.
- Dare to Care, an anti-bullying program from Alberta, visited Beechwood. Sessions were offered to all grade levels with specific assemblies targeting grade-level appropriate activities/discussions on bullying. A parent session was given, as well as a focused day-long initiative, 'Take the Time', for all of the Cycle III students.
- Social skills classes for Kindergarten and grade 2's were implemented by the AMCAL team of professionals. Eight-week sessions were introduced to each grade level and discussed several issues such as respect, responsibility and tolerance.
- Peer Mediation (grade six) and Beechwood Citizens (grade five) are programs still in place which enable students to model appropriate behaviours and monitor the behaviours of others in school. Students who registered for these programs were taught leadership skills by the professionals at DM Family Services as well as Dynamix. These programs offered continued training throughout the school year with the Citizens culminating in a carnival, led by grade 5 students, for the younger grades.

- A lunchtime “Reflection Room” was in place for students to work individually or in small groups to reinforce respectful and appropriate behaviour. The “Reflection Room” was facilitated by a qualified teacher, allowing for additional academic support when needed.
- Spiritual Animator again coordinated several school-wide projects including battery recycling, plastic bottle drives, Seniors Residence Visits with our grade 6 students, clothing collection donations, etc.
- The Beechwood Healthy Schools Committee continued to monitor the snacks at lunch and followed through on the implementation of our “3 C’s Policy – No candies, chips or chocolate bars”.
- A Healthy Schools initiative for parents was uploaded onto the school website.

### **Situation Analysis:**

- Teachers will continue to implement a weekly Anti-Bullying session for approximately 60 minutes per week at each grade level. These specific sessions will teach the language and measures created by the team of professionals at Dare to Care. These sessions will run in conjunction with the Anti-bullying assemblies coordinated by Dare to Care. The lessons reinforce the language and concepts as outlined in the school-wide assemblies.
- The Beechwood Values Program will continue to grow to include 8 specific assemblies throughout the school year, focusing on each one of the highlighted elements. Students at each grade level will be expected to coordinate and teach the value to the entire school. Grade 6 students will help to oversee and run each school assembly. Teachers support the students by integrating technology into the assembly as well as inviting appropriate speakers to address the school community. The next step would be to include parents as spectators to these school-wide initiatives.
- The Healthy School Committees will continue to meet and discuss initiatives that promote a healthy lifestyle. These initiatives included eating habits, student activity and educational components directly related to the classroom curriculum.
- *Tell Them From Me Survey* will continue to be completed 2 times during the school year. Grades 4-6 will be surveyed to help address student concerns such as health, safety and school community. Survey results will be discussed among staff in order to ascertain what elements can be highlighted to improve the overall sense of security and engagement from our student’s point of view.
- The AMCAL team of professionals, as well as the team from DM Family Services, will provide programs in Kindergarten and Cycle I to promote friendship and appropriate choices for our younger students. As well, they will coordinate with other community resources to offer programs specifically targeted at girls in Cycle II and III.
- Our Spiritual Animator will continue to investigate different group activities that will work to mobilize different students at several grade levels in promoting green initiatives within our school. The used battery drive/recycling program is a great initiative that will be enhanced in the years ahead.

## ***Goal 5: Increased Enrollment of Students***

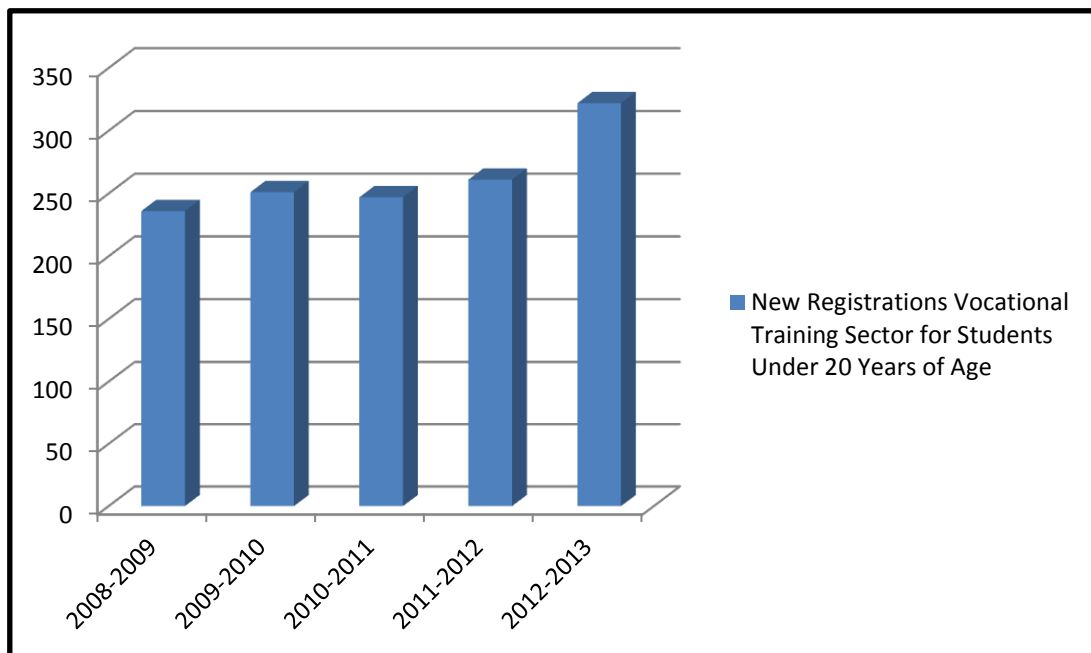
### ***Under 20 Years of Age in Vocational Training***

#### ***School Board Context***

The Vocational Education pathway continues to be a growing choice towards graduation for students under 20 years of age as well as being a priority for the Ministry of Education Leisure and Sports. Our Vocational Education Centres provide numerous training programs that lead directly to employability and/or to a career.

The graph below indicates that the Vocational Training sector's contribution to the overall school board graduation rate has increased over the past four years. The vast majority of these students enter without interrupting their studies and with a diploma or qualification. To continue to be successful in this area, our priority is to promote vocational training programs as viable and exciting options towards certification. We feel that by attracting more students to these programs we can improve the opportunities for success of our students.

#### ***New Registrations Vocational Training Sector for Students Under 20 Years of Age***



## School Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training				
#	Objective	Baseline	2015 Target	Result
1	The number of initiatives that promote vocational education	N/A	Increase initiatives	In Progress

### Level of Accomplishment:

- Interaction with high school students who are connected to vocational and trades related programs of study.
- Programs offered at local high schools were outlined to our students during the high school transition visits for our grade 6 students in the fall.

### Situation Analysis:

- A need to continue to participation in any LBPSB fairs or learning opportunities offered to elementary students.
- Information sessions/pamphlets for parents about programs that are available in the high schools such as the WOTP (Work Oriented Training Pathway) and Skilled and Semi-skilled programs. As well, vocational assessments to be done in cycle 3 to help students recognize their interests and abilities. Parents of students who are interested in these programs will be contacted and offered discreet and personal information sessions.
- Continue to investigate the opportunity to plan field trips to be aimed at complementing the curriculum in the classroom that also has a practical application to the vocational trades available in the late high school years and in vocational educational centres.
- *Needs to be addressed:* Bring career information and vocational assessment tools to Cycle III.

## Other School Objectives

### School Results

Other School Objectives:				
#	Objective	Baseline	2015 Target	2013 Result
1	Develop Student and Parent Awareness of Various Work and Study Options	N/A	Increase initiatives	Ongoing
2	Develop Opportunities for Successful Transitions	N/A	Increase initiatives	Ongoing
3	Provide a Safe and Secure Environment	In Progress	Ongoing	Ongoing

#### Level of Accomplishment:

- The Beechwood Citizens and Peer Mediators are but two programs aimed at providing a safe and secure school environment, where students are actively involved in supporting and teaching their peers, as well as the younger students in their school. Professionals were brought in to teach leadership skills to the Cycle 3 students who participated in these excellent programs.
- Dare to Care, a school-wide initiative that promotes a unique and unified approach to dealing with bullying and exclusion within a school culture, taught a common language across all grade levels. It afforded students the opportunity to learn key techniques in creating a safe and tolerant environment where peers work together to support each other and not tolerate exclusive and mean behaviours. The Cycle 3 students were involved in an in-depth day long program, "Take the Time", which investigated anti-bullying at a very focused and level on discussion. A parent session was offered to the school community in the fall of 2013.
- The Beechwood Values Program continued as a school-wide initiative that focused on teaching 8 core values that we encourage our students to live by each day. Each grade level was responsible to define and outline one Value at a school assembly. The focus of each assembly was to empower the students to become role models and to teach one another, creating a strong sense of collaboration and community among different grade levels. The grade 6 students acted as the student leaders at each assembly.

- The Homework Success Program supported remediation and the learning of basic study skills in both English and French for students in Cycles II and III. It allowed students an opportunity outside of the classroom to work with peers in building their academic and group skills. As well, the “Reflection Room” was established as a lunchtime room where students could work on strengthening social skills while working at enhancing their academic skills.
- Math Olympics, JRHS Leadership Training, Jr. Leadership Day, LBPSB Physical Education activities, visits from neighbourhood high schools, Kindergarten Robotics, Celebration of Learning, school-wide dance/music shows are just a few of the extra-curricular programs that engaged the Beechwood students and prepared them for the transitions they will face throughout their schooling.
- Beechwood was visited by several of our local LBPSB High Schools to discuss the different secondary programs available to our students. These lunchtime sessions were an excellent way to prepare our grade six students for their transition to high school. The grade six students also participated in a mini-day during April. This activity allowed students to spend a day at their chosen high school to become familiar with the building and activities that await them in the years ahead.

### **Situation Analysis:**

- *Needs to be addressed:* Information to be readily made available to our parent body through evening seminars focusing on a wide range of learning opportunities. Further initiatives will include: bridging the gap from elementary to high school, bullying issues and vocational opportunities.
- *Needs to be addressed:* Provide parent workshops to support parents in helping to prepare their children for the transition from elementary to high school. Inviting professionals working in the high school sector to meet with parents in the spring of each year.