

Annual Report

2014-15

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



Lester B. Pearson
School Board

Commission scolaire
Lester-B.-Pearson

Introduction

In January 2010, the school signed a management and educational success agreement with the Lester B. Pearson School Board. Student success is the primary objective of the agreement. 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 was valid until June 30th, 2015 and has been reviewed on an annual basis. The agreement is closely aligned with the school success plan for 2010-2015. We believe in our investment in students. Furthermore, 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. Every student has the right to a quality education and every student should expect nothing but our best effort in providing that quality. Our success plan has been our road map in organizing that effort.

We are pleased to share news of this past year's (2014-2015) 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

Beechwood Elementary School	2014-2015
School Capacity	340
Program(s)	French Immersion
Total Number of Students Registered	265
Total Number of Students Registered In Daycare	137
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	16

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.

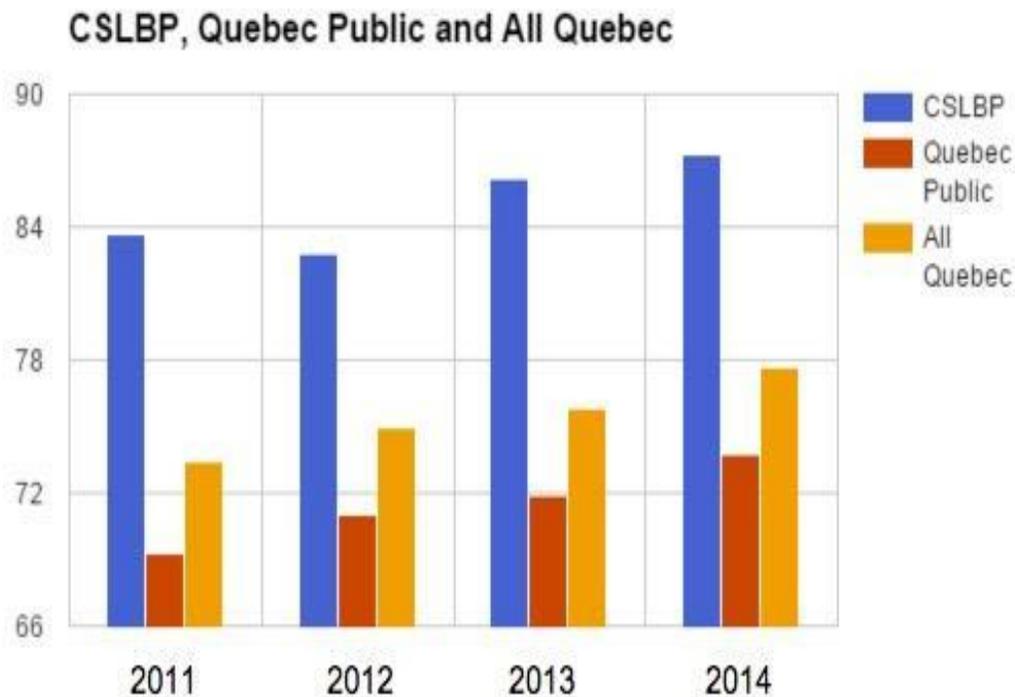
Goal 1: Increased Graduation and Qualification Rate

School Board Context

Student success remains at the heart of all that the Lester B. Pearson School board does. We are regularly amongst the top five performing public school commissions in the province in this respect. Our measure of success is the percentage of our students who leave our system with a certification or a qualification. The graph below summarizes the LBPSB graduation and qualification rate over the past five years compared to overall rates across the province. Our ultimate target is a graduation rate of 88% and we are closely approaching that target with an 87.3% success rate in 2014-15.

This figure (87.3%) represents the graduation rate for the cohort of students who entered our Secondary Schools in 2007. This is a 1.1% increase from the 2006 cohort and is a result which exceeds our initial 2015 target by 1.8%. Over the lifetime of our plan, our global success rate has improved by 4.8%.

Lester B. Pearson School Board Graduation and Qualification Rate



School Results

The objectives listed in the table below are the objectives that were required in all elementary school management and educational success agreements. They are aligned with the school management agreement and the 5 Goals the MELS has mandated for all schools.

Goal 1: Increased Graduation and Qualification Rate				
#	Objective	2009 Baseline	2015 Target	Result
1	A 2% increase in the success rate for MELS End of Cycle III Math Exam Results by 2015.	80.35%	82.53%	82.95%
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 2014-15 for the Grade Six students **improved by 1.43%** 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 **5.11% above the LBPSB average**. As a whole, our students were as successful as their cohort when compared to all schools across our board.
- Beechwood exceeded its end of Cycle III Math targets by 0.42%.

Situation Analysis:

- The success rate for the situational problem competency was 91% and the mathematical reasoning competency was 75%. The average student mark in the Grade 6 MELS exam was 74%.
- 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. 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 the 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 focus of the 2010-15 Provincial Strategic Plan was improving the French Language skills of students across the province. As an English school board, Lester B. Pearson elected to target the improvement of both French and English literacy skills. Graduating biliterate students, those able to read speak and write in English and French was our primary objective. Improving literacy skills by emphasizing early intervention in our primary schools was our focus in the five-year period. Those efforts, and the best practices which come about as a result of those interventions are promoted and maintained through the secondary years. As a result, our success rates in Secondary V Uniform Ministry Examinations in English Language Arts and French for leaving student is extraordinarily high.

In addition to this important objective, the School Board is also faced with an increasing demand for more French instruction from the parent community. A choice of three Immersion programs at the elementary level and a bilingual program at Cycle I of the secondary level respond to the request from parents, meet the parameters of the Quebec curriculum and advance our success plan and management and educational success agreement goals.

School Results

Goal 2: Improved Mastery of English and French Language Skills				
#	Objective	2009 Baseline	2015 Target	2015 Result
1	A 4% increase in the success rate for elementary end of Cycle III French exam results by 2015.	71.53%	75.53%	95.42%
2	A 4% increase in the success rate for elementary end of cycle III English exam results by 2015. (MELS)	76.95%	80.95%	97.83%
3	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%	98.48%
4	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%	98.46%
5	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 2014-15 for the Grade Six students **increased by 5.79%** in the end of Cycle III LBPSB French exam from the previous year. This was **3.99% above the LBPSB average** success rate, and 19.89% above our 2015 target.
- The success rate in 2014-15 for the Grade Six students **improved by 0.83%** in the end of Cycle III MELS English exam from the previous year. This was **8.83% above the LBPSB average** success rate, and 16.88% above our 2015 target.
- The success rate in 2014-15 end of Cycle II LBPSB French exam **increased by 19.39%** and the end of Cycle II LBPSB English exam **improved by 4.06%**.

Situation Analysis:

- We attained all of our 2015 targets in Language Skills, we exceeded our end of cycle II French target by 6.68% and exceeded our end of cycle II English target by 12.86%.
- 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.
- The Daycare planned field trips to be instructed in French.
- School-wide 'Value' assemblies included both languages of instruction. Teachers have scheduled guest speakers or field trips 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 developed, 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

Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties

At Lester B. Pearson, we are very proud of our inclusive policies where students with special needs are integrated into community schools. Individualized Education Plans are established in each school for those students who require support services to ensure their success. Increasing the qualification rate for students with handicaps, social maladjustments or learning difficulties has been a focus of our efforts over the five-year plan. The successful implementation of Work Oriented Pathway programs across our system has helped address the specific needs of our students and lead to qualification. Figure # 2 illustrates the school board portrait regarding the proportion of students with handicaps, social maladjustments, or learning difficulties for all secondary schools. Our integration rate over the span of the plan has ranged from 96.4% to 97.6%.

	2009-10	2010-11	2011-12	2012-13	2013-14
Total # Students Registered	11392	11830	11984	11742	11392
Proportion of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	15.3	17.5	17.5	18.6	18.6
Integration Rate	na	97.6	96.5	96.4	96.8

School Results

Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties				
#	Objective	Baseline	2015 Target	2015 Result
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.
- 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.

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.
- Homework Success Program was again in place for 2014-2015 – an after-school study skills and organizational program was developed for students in grades 3 through 6.
- 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.

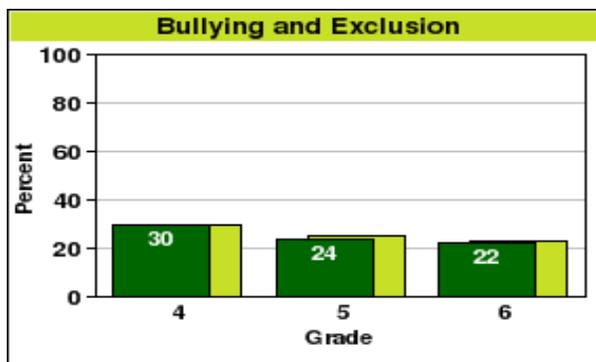
Goal 4: Promoting Wellness in a Safe and Caring Community

School Board Context

Healthy and Safe School Environment

A positive school environment is a critical determinant of student success. Safe, caring, and wellness-promoting environments must be a priority for all schools and all students. Twice yearly over the five years of the plan, all schools in our system engage in The Learning Bar's "Tell Them From Me" survey which provides us with a portrait of each school's climate in various domains. At the elementary level, this survey is generally administered to all students from Grades 4-6 and results are shared with the school staff and Governing Boards. All schools in our system have established anti-violence and anti-bullying plans and protocols in compliance with Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools.

The chart below gives a breakdown of student self-reporting on issues of bullying and/or exclusion in our elementary schools. At the elementary level, 25% of students reported having been subjected to some form of physical, verbal, social or cyber intimidation either at school or at home. This distribution was evenly split between boys (26%) and girls (24%). The Canadian norm for elementary students is 26%.



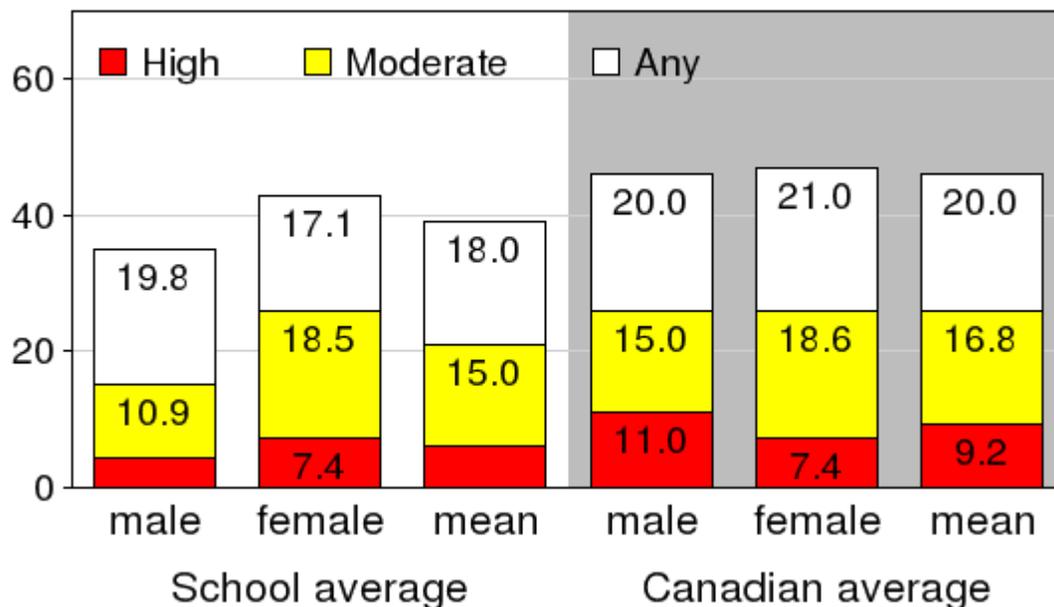
School Results

Goal 4: Promoting Wellness in a Safe and Caring Community				
#	Objective	Baseline	2015 Target	2015 Result
1	The number of initiatives that promote pride in and respect for our environment.	N/A	Ongoing	Ongoing
2	The number of programs and interventions that address violence prevention and conflict resolution.	N/A	2	5
3	Implementation of Healthy Schools Approach.	[] In Progress [v] Implemented		

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 21% which is slightly below the reported Canadian Average of 26%. Of these students 50% say they experienced Verbal or Social Conflict at school, while Physical Conflict and Cyber Bullying were identified by 12% and 7% respectively. Students identify recess (29%) and lunch (32%) and after school (15%) as the most common times during the day when they encounter conflict with peers.

Prevalence of bullying at Beechwood:



Tell Them From Me Survey results:

Drivers of Student Success	School	Canada Norm
Students who are interested and motivated	76%	71%
Students with a positive sense of belonging (boys)	88%	85%
Students who are victims of bullying	21%	26%
Students who feel safe attending school	91%	87%

Situation Analysis:

- Beechwood Values Program entered its' fourth 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.
- Students in grades four, five and six attended the Tolerance Caravan workshops on three occasions which focus upon Assertiveness, Empathy and Bullying. These interactive workshops are led by Ensemble.
- Social skills classes for Kindergarten, grades one, two and three 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 and continuous training throughout the school year.
- A lunchtime "Reflection Room" was in place for students to work individually or in small groups to reinforce respectful and appropriate behaviour.
- *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.
- 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.

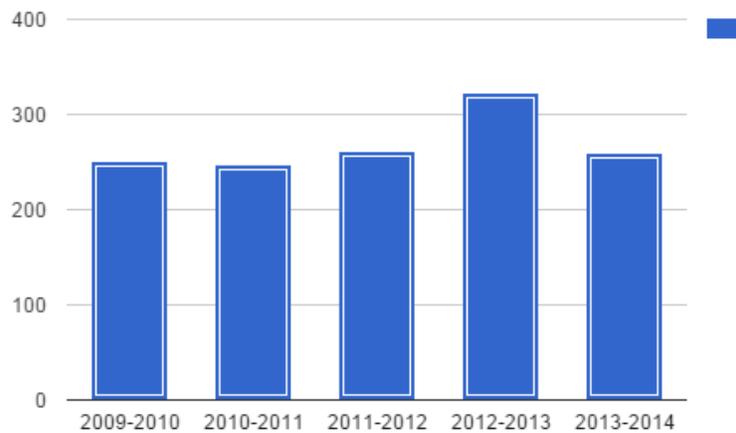
Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training

School Board Context

Professional training within Vocational Education was a key focus of the Ministry of Education's latest five year plan. That provincial priority was reflected in Lester B. Pearson's objective of increasing program offerings and enrollment numbers. Lester B. Pearson now has five Vocational Education Centers across its territory and an additional facility housed in Beurling Academy in Verdun.

- Gordon Robertson Beauty Academy (Beaconsfield)
- Pearson Electrotechnology Centre (Lachine)
- Pearson Adult and Career Centre (Lasalle)
- West Island Career Center (Pierrefonds)
- Sources Adult and Career Centre (Pierrefonds)

Registrations Vocational Education 2010-2014 (registration range 247-322)



School Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training				
#	Objective	Baseline	2015 Target	2015 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 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.
- 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 introduction of a Beechwood Community garden created a positive working relationship between students, staff and members of the Beechwood community
- Math Olympics, Jr. Leadership Day, LBPSB sports 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.
- 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.