

Annual Report

2016-2017



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

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 was subsequently extended by an additional year for reporting purposes. 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 (2016-17) successes. This annual report includes information on our success plan results, management and educational success agreement results each of which contributes 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	2016-17
School Capacity	340
Program(s)	Français Plus
Total Number of Students Registered	233
Total Number of Students Registered In Daycare	141
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	30

School Mission/Vision

Mission Statement:

- To help students find their place in society, by providing them with basic social skills and values and giving them the necessary knowledge and tools they need to play a constructive role as citizens.

Vision Statement:

- Beechwood is a school in which all students and members of the community feel welcome, comfortable and involved.
- We seek to create a safe and caring environment in which students are taught to show respect for human dignity and individual differences. We are dedicated to leading all of our students to achieving personal excellence by fostering intellectual development and curiosity through effective and diversified teaching strategies.
- We encourage a culture of cooperation and collaboration among all members of the Beechwood community as valued partners in the education and development of all students.
- We promote Beechwood values of respect, citizenship, empathy, responsibility, tolerance, cooperation, integrity and commitment.

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 Lester B. Pearson School Board has been consistently among the top five school boards in the province with respect to the overall graduation and qualification rate. The MEES has given us the challenge of increasing our graduation and qualification rate to 88% by the year 2020. We 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 adult education and vocational training sector. 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 MEES Elementary End of Cycle III Math exam results.

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	2016 Result	2017 Result
1	A 2% increase in the success rate for MEES End of Cycle III Math Exam Results by 2015.	80.35%	82.53%	75%	93.33%
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	N/A	N/A	Ongoing	Ongoing

Level of Accomplishment:

- The end of year Cycle III Math Exam success rate for 2016-17 **increased by 18.33 %** from the previous year.
- Our success rate for the end of year Cycle III Math exam was **16.83 % above the LBPSB average**.
- Beechwood exceeded its end of Cycle III Math targets in 2016-17 and while we expect a leveling out of the results in the future we will work to maintain similar results.

Situation Analysis:

- The success rate for the situational problem competency was **100%** and the mathematical reasoning competency was **90.48%**. The average student mark in the Grade 6 MEES exam was **75.61%**. The school board average was **71.7%**.
- 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.
- Grade 6 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.
- Professional Development sessions were held with the LBPSB math consultant to produce resources.
- 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.
- A cycle II boys group was formed to help support a small group of boys with social and behavioral needs.

Goal 2: Improved Mastery of English and French Language Skills

School Board Context

The overall aim of Goal 2 from the Ministry level 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 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.

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 the option of extending Immersion profiles at 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	2016 Result	2017 Result
1	A 4% increase in the success rate for elementary end of Cycle III French exam results by 2015.	71.53%	75.53%	96.94%	93.52%
2	A 4% increase in the success rate for elementary end of Cycle III English exam results by 2015. (MEES)	76.95%	80.95%	93%	97.62%
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%	92.75%	85.13%
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%	81.05%	98.94%
5	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	N/A	Continual increase	YES	YES

Level of Accomplishment:

- The success rate in 2016-17 for the Grade Six students **decreased by 3.42 %** on the end of Cycle III LBPSB French exam from the previous year. This was result remained **0.33% above the LBPSB average** success rate, and nearly **18%** above our 2015 target.
- The success rate in 2016-17 for the Grade Six students **increased by 4.62%** on the end of Cycle III MEES English exam from the previous year. This was **4.39% above the LBPSB average** success rate, and **16.67%** above our 2015 target.
- The overall success rate in 2016-17 end of Cycle II LBPSB French exam was **85.13%**. Our success rate of C1 (uses language to communicate and learn) was **100%**. Our success rate of C2 (reads and listens to spoken, written and/or media texts) was **56.25%**. Our success rate of C3(produces written and/or media texts) was **100%**.

Situation Analysis:

- We exceeded all of our 2016 targets in Language Skills in Cycle III, however we feel short of the end of CycleII French target by **6.67%**.
- 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 linguisticconventions (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.
- Beechwood continued to offer French resource support 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.
- Support the continuation of the Semaine de la Francophonie and French Language Book Fair
- 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

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

Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties					
#	Objective	Baseline	2015 Target	2016 Result	2017 Result
1	Create homogeneous groups for targeted intensive intervention in both classroom and resource room setting.	N/A	Increase initiatives	Ongoing	Ongoing
2	Promote Skilled and Occupational trades	N/A	Increase initiatives	Ongoing	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.

- 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 2016-2017, 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

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 are working towards implementing the Healthy Schools Approach, further developing a culture of pride and respect for our environment, and completing a yearly portrait of the school climate in order to continue to prioritize interventions in line with a safe, secure, healthy, and welcoming environment.

The portrait of the school climate is developed through regular surveying of students. Twice yearly, our senior elementary (Grades 4-6) respond to The Learning Bar's "Our School Survey" and once per year, schools are provided feedback in the form of a Bullying and School Safety Report from the same company. The elementary student survey measures 52 indicators based on the most recent research on school and classroom effectiveness. This year's report provides highlights based on data from 8,900 elementary surveys from 34 of our schools.

School Results

Goal 4: Promoting Wellness in a Safe and Caring Community					
#	Objective	Baseline	2015 Target	2016 Result	2017 Result
1	The number of initiatives that promote pride in and respect for our environment.	N/A	Ongoing	Ongoing	Ongoing
2	The number of programs and interventions that address violence prevention and conflict resolution.	N/A	2	5	5
3	Implementation of Healthy Schools Approach.	[<input type="checkbox"/>] In Progress [<input checked="" type="checkbox"/>] Implemented			



The results from the **Tell Them from Me Survey** which took place in April 2017 were very positive.

We surveyed the following students:

Grade 4: 34 students

Grade 5: 32 students

Grade 6: 24 students

Level of Accomplishment:

94% of students reported they value education and have a **positive attitude towards learning**.

81% of students reported they had a **high sense of belonging** compared to the Canadian average of 88%

85% of students reported they were **interested and motivated** compared to the Canadian average of 71%.

87% of students reported they **participate in extracurricular sports** compared to the Canadian average of 68%.

88% of students reported they had **positive relationships**.

51% of students reported they **participate in school clubs** compared to the Canadian average of 49%.

Situation Analysis:

- Beechwood Values Program entered its' fifth full year – focusing on 8 key elements: **Respect, Responsibility, Integrity, Citizenship, Cooperation, Tolerance, Commitment and Empathy**. Students participated in the monthly school assembly and prepared a presentation on one of the Values. Students who demonstrate these values during the term are recognized with a Beechwood Citizens award.
- 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.

- **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

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. We offered over 30 unique programs across our network and in 2015-16 and our eight Continuing Education Centers continue to provide valuable services to our adult population.

School Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training					
#	Objective	Baseline	2015 Target	2016 Result	2017 Result
1	The number of initiatives that promote vocational education	N/A	Increase initiatives	In Progress	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 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 presentations to Cycle III students.

Other School Objectives

School Results

Other School Objectives:					
#	Objective	Baseline	2015 Target	2016 Result	2017 Result
1	Develop Student and Parent Awareness of Various Work and Study Options	N/A	Increase initiatives	Ongoing	Ongoing
2	Develop Opportunities for Successful Transitions	N/A	Increase initiatives	Ongoing	Ongoing
3	Provide a Safe and Secure Environment	In Progress	Ongoing	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
- Junior 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.