

Annual Report

2011-2012



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 30th, 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 (2011-2012) 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	2011-2012
School Capacity	350
Program(s)	French Immersion
Total Number of Students Registered	303
Total Number of Students Registered In Daycare	149
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	41

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.

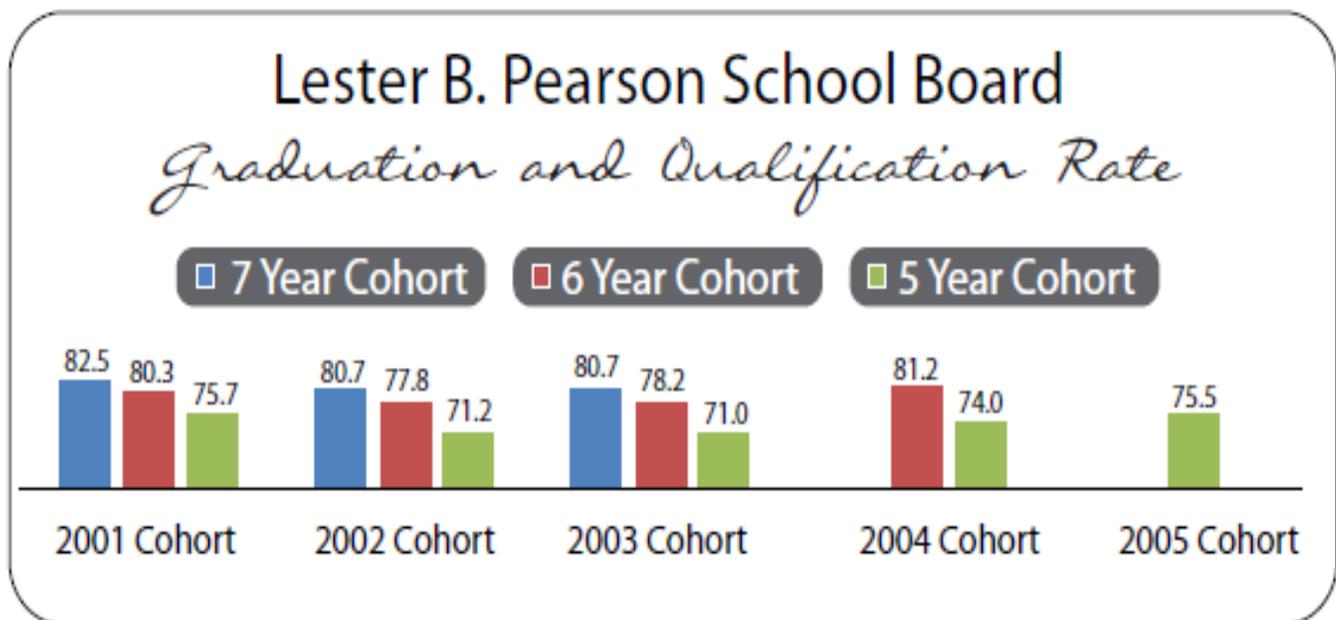
We expect that students leaving Beechwood School will possess the academic and social skills necessary for them to begin to function as responsible and contributing members of our society.

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 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 graph below summarizes the LBPSB graduation and qualification rate for students under the age of twenty over the past five years. Over the next ten years, the MELS has given us the challenge of increasing our graduation and qualification rate to 88%. 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 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 MELS Elementary End of Cycle III Math exam results.

Lester B. Pearson School Board Graduation and Qualification Rate



School Results

Goal 1: Increased Graduation and Qualification Rate				
#	Objective	2009 Baseline	2015 Target	2012 Result
1	A 2% increase in the success rate for MELS End of Cycle III Math Exam Results by 2015.	80.35%	82.35%	71.7%
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 2011-12 for the Grade Six students improved by 6% which approximately translates into 3-4 additional students successfully passing the end of year Cycle III Math exam.
- Our success rate for end of year Cycle III Math was slightly lower than the LBPSB average. Two additional students achieving a passing grade would have brought us at par with other LBPSB schools.
- A significant portion of the library budget was spent on materials target specifically at male students.
- Students in Cycle III, both grades 5 and 6, were regrouped for Math class for new modules.

Future Directions:

- A significant increase with regards to the end of Cycle III Math exam was noted when comparing the results to that in 2010-11. Resource support was given to students requiring assistance in some capacity due to specific IEPs. Teachers in Grades 3 through 6 will implement the Reflex Math Pilot Project, from Explore Learning, to build basic recall of simple math facts.
- Cycle II and III students will now benefit from remedial Math support during lunch hours by means of a Homework Success Program. The focus of this initiative will be to teach study skills and focus on French and Math, reinforcing age-appropriate curriculum in order to strengthen French and Math skills.
- Resource teacher will continue to work with remedial Math classes, specifically targeting Cycles II & III.
- Teachers in Cycle III used 'Smart Exchange' lessons and Discovery videos. A focus on reinforcing basic Math facts in the daily Math lessons was initiated to support students. Lunchtime assistance was initiated for students requiring additional support during specific units.
- Ongoing professional discussions to evaluate the learning outcomes, specifically in Math, across each Cycle throughout the school year. Cycle II teachers coordinated Math lessons to assist students in the transition from grade 4 to 5.

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.

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	2012 Result
1	A 4% increase in the success rate for elementary end of Cycle III French exam results by 2015.	71.53%	75.53%	96.1%
2	An increase of 4% of the number of Cycle II elementary students reading and writing at level by 2015 in French. An increase of 4% in the number of Cycle II elementary students reading and writing at level by 2015 in English.	* The 2012 results will become the baseline.	FLS - 91.8% ELA - 85.6%	FLS - 87.8% ELA - 81.6%
3	A 4% increase in the success rate for elementary end of cycle III English exam results by 2015.	76.95%	80.95%	92.2%
4	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	N/A	Continual increase	YES

Level of Accomplishment:

- Grade Six students again exceeded targeted goals for success rates in both French and English end of Cycle III exams in the second year of the current 5-year school success plan.
- Grade Six students at Beechwood were above the overall LBPSB success rate average in their end of year French and English exam results.
- Running records have continued to help teachers track and plan for student achievement. The end of Cycle II exams in French and English will now be the method to assess student achievement in reading and writing levels. The current success rates from 2012 will become the baseline for the next 3 years.

Future Directions:

- Professional development will include sessions focused on French fluency and comprehension.
- 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.
- French and English Resource teachers were available to students in all grade levels. In September 2012, French resource materials were purchased for all grade levels. Beechwood gained an additional allocation for French Resource and an Early Intervention Program was created.
- 1 ½ – 2 hours a day spent on English literacy and daily strategies focused on oral and independent reading. The scheduling of uninterrupted blocks of time to support literacy was put in place. As well, grade level and Cycle teachers were given preparation time blocked into their weekly schedule.
- Students in grades 3 through 6 were offered a Homework Success Program, taught in French, to support language comprehension and writing skills. The Francisation Program will again be put in place to support specific students requiring intensive remediation in French comprehension.
- A Literacy workshop for parents was implemented in January 2012. The goal was to include parents in the strategies and goals set forth to assist students in gaining comprehension and mastery of the two languages of instruction. More parent sessions are expected to be offered in the year ahead.
- Rubrics are used in Cycles II and III to assist students in completing their work, outlining the goals and requirements in their assignments.
- The Daycare has planned field trips to be instructed in French (2-3 per year). Assemblies included both languages of instruction. The school has increased the signs in French throughout the school. Field trips and guest speakers, specifically in Cycle I, have been in French. Grade 6 has been able to attend several field trips directly related to the classroom curriculum in French (L'électrium, La Valise D'Hannah, etc.).
- Kindergarten implemented a homework reading program to help parents at home assist their children in developing their basic language readiness skills.

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

Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties				
#	Objective	Baseline	2015 Target	2012 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 the 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, initiated in the spring of 2012, to assist students in building study skills while reviewing basic comprehension skills in English, French and Math in grades 3 through 6.
- High school students from vocational education program visited our kindergarten and Cycle I students and collaborated in reading and physical education group activities.
- Several high school students visited our grade 6 students to outline what programs are offered at their school in the high school years. Another targeted opportunity to bridge the gap and help with transitioning students from elementary to high school.

Future Directions:

- Students are continuously evaluated and are offered support through remediation in small groups during the school day.
- French Resource teacher to create and coordinate an early intervention program specifically focused on French literacy, comprehension and fluency. Teacher will coordinate with grade level teachers to focus on small groups and individuals requiring intensive work in this subject area.
- School resource team to meet twice each month during the 2012-13 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
- Cycle III students are offered an after-school program at PCHS where the senior students will teach them Gourmet Cooking. This activity is connected to the vocational program that is available at our LBPSB schools following high school. Successful in 2011-12, it will be reprised in 2012-13.
- Homework Success Program has been implemented – an after-school and lunchtime study skills and organizational workshop for students in grades 3 through 6, especially those with learning disabilities. This program will be taught in French to support remediation in this subject.
- *Still needs to be addressed:* Information sessions 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 should be done in cycle 3 to help students recognize their interests and aptitudes.

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 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 yearly portrait of the school climate 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 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 5,500 elementary school students from 32 schools.

With the recent changes to the Education Act through Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools the school board is working with students, staff, administrators, Governing Boards, parents, and community partners to implement necessary changes. The school board is also reviewing its Safe and Caring Schools Policy to ensure that it is properly aligned with the changes to the Education Act. All of our schools are reviewing their Codes of Conduct and are formalizing their anti-bullying and anti-violence plans. The portraits of school climate, which are completed on a yearly basis, will be of paramount importance in completing these plans, analyzing school situations and reporting on progress.



School Results

Goal 4: Promoting Wellness in a Safe and Caring Community				
#	Objective	Baseline	2015 Target	2012 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.	In Progress	Ongoing	Ongoing
3	Implementation of the Healthy Schools Approach.	[] In Progress [v] Implemented		
4	Implement a strong anti-bullying program. Teach respect and tolerance.	In Progress	Ongoing	Ongoing

Level of Accomplishment:

- Beechwood Values Program was implemented – focusing on 8 key elements: Respect, Responsibility, Integrity, Citizenship, Cooperation, Tolerance, Commitment and Empathy. Assemblies highlighted one element and 7 students per term were honoured as ‘Values’ student leaders.
- Spiritual Animator coordinated Earth Day (lights out for 1 hour) as well as other school-wide projects including battery recycling, plastic bottle drives, etc.
- TTFM Survey in November and April for students in grades 4 through 6, in-line with the initiative throughout the LBPSB for the elementary sector.
- A staff survey was administered by our school board consultants in order to assess the level of safety in our school, as well as assess the connection with our community resources available to Beechwood.
- Social skills classes for Kindergarten and grade 2’s were implemented by DM Family Services and the AMCAL team of professionals.
- Peer Mediation and Beechwood Citizens are programs still in place which enable students to model appropriate behaviours and monitor the behaviours of others in school. Students from PCHS worked with our Peer Mediators to share their high school peer mediation program.
- The Beechwood Healthy School 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, through information collected and uploaded onto the school website, was created in 2011-12.

Future Directions:

- Dare to Care, an anti-bullying program from Alberta, will visit Beechwood. Sessions will be offered to all grade levels with specific assemblies targeting grade-level appropriate activities/discussions on bullying. A parent session will be offered, as well as a focused day-long initiative for Cycle III students.
- Teachers will 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 Beechwood Values Program will 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.
- 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.
- The AMCAL team of professionals 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.

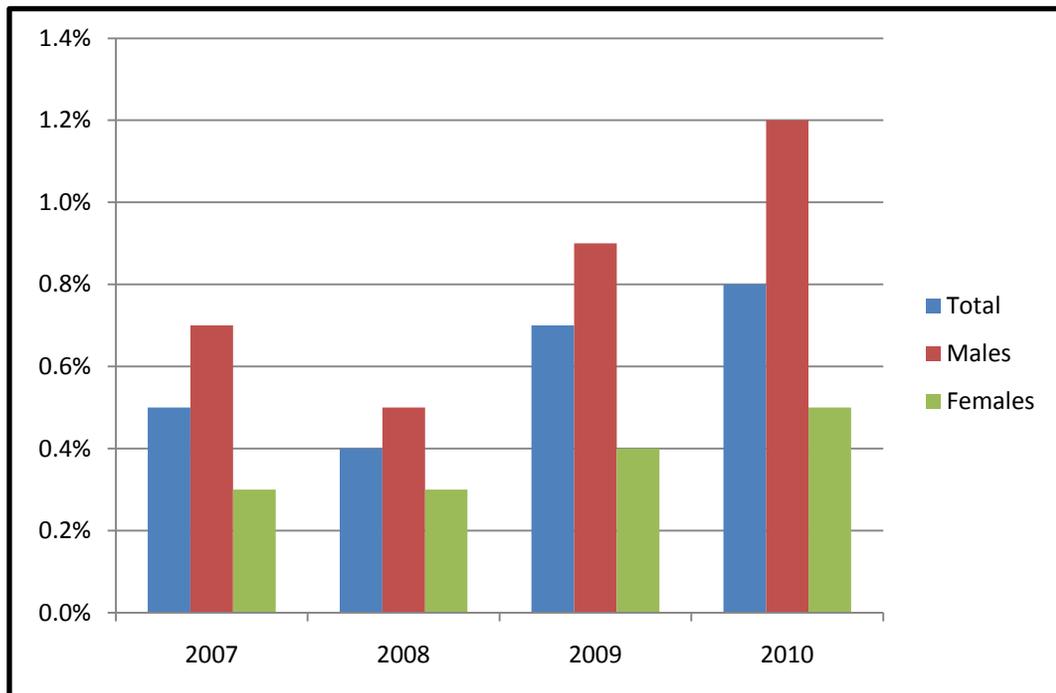
Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training

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. New programs implemented over the past year include Building Maintenance, Sommelier, and a Bakery program which involves an important partnership with Première Moisson Bakeries.

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 priorities include expanding the number of vocational training opportunities and promoting vocational training programs as viable and exciting options towards certification. We feel that by attracting more students to these programs we can improve the contribution from the Vocational Training sector to the School Board's overall graduation rate.

Vocational Training Sector's Contribution to the School Board Graduation and Qualification Rate



School Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training				
#	Objective	Baseline	2015 Target	2012 Result
1	The number of initiatives that promote vocational education	N/A	Increase initiatives	In Progress

Level of Accomplishment:

- Cycle III students were offered an after-school program at PCHS where the senior high school students taught them Gourmet Cooking. This activity is connected to the vocational program that is available at our LBPSB schools following completion of the traditional high school curriculum.
- Programs offered at local high schools were outlined to our students during the high school transition visits for our grade 6 students in October 2012.

Future Directions:

- Participation in any LBPSB fairs or learning opportunities offered to elementary students.
- Students will be offered an opportunity to work with high school students during after-school programs specifically focused on vocational training, such as cooking.
- 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 could be done in cycle 3 to help students recognize their interests and aptitudes.
- 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	2012 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, as well as the Girls Groups for our Grade 3 students, are several 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.
- The Beechwood Values Program is a new school-wide initiative that focused on teaching 8 core values that we encourage our students to live by each day. Students presented 1-2 values 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.
- Math Olympics, JRHS Leadership Training, Gourmet Cooking, LBPSB Physical Education activities, visits from neighbourhood high schools 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.

Future Directions:

- Developing a Leadership Training opportunity for Cycle III students, at Beechwood and throughout the LBPSB elementary sector.
- *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. *Risky Behaviours* will be the focus for the 2012-13 school year. Further initiatives will include: bridging the gap from elementary to high school, bullying issues (Dare to Care initiative), 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.