



Birchwood Elementary

Educational Project: Elementary

Birchwood Elementary



MISSION

To ensure a positive and nurturing Français Plus environment for engaged learning and personal growth.

VISION

“Inquisitive learners, empowered leaders, caring global citizens”

SCHOOL PROFILE

The Lester B. Pearson Strategic Plan, "Together We Learn: Partnering for Student Success" encourages all stakeholders to set a clear direction to 2022. Our responsibility as a school is to support this direction and to ensure we provide an opportunity for our students to succeed. LBPSB's Strategic Plan is a map that will guide our school as we develop an initial success plan for the future of Birchwood.

Birchwood Elementary is a "Français Plus" school. When it opened its doors there were 330 students attending in the fall of 2011 and we have grown to 360. The school serves approximately 270 families in a fast-growing community. Classes include Kindergarten through Grade 6 with a staff of approximately 50 members; this includes teachers and support staff. Daycare service is offered for our students from 6:45 to 6:00 p.m. with a 15 minute grace period in the evening for those parents stuck in traffic due to our off-island location (including pedagogical days).

The school building is situated in a forested residential area bordering new housing developments. Birchwood is an ecologically friendly construction and has a geothermal heating/cooling system. There is a full-sized gymnasium, a Drama room, Fine Arts room, library, resource room, daycare facilities, lunchtime cafeteria service and classrooms fitted with the most recent technological equipment. The technological amenities in the building are designed to support future educational directions.

An outdoor sculpture by a local Quebec artist, Andreas Dukewitz was placed near the Daycare entrance and visible to all who visit the school. The playground area has outdoor structures that challenges the students' physical abilities.

Birchwood continues the "Français Plus" pilot program begun by LBPSB. For our school this means that the French Immersion program is extended into the Cycle 2 years. Students receive approximately 85% of their school day delivered in French. The intention is to solidify the students' abilities in French as a second language before they move on to a predominantly English education. As they move up through to graduating high school, into CEGEP and University; or follow one of our alternative programs in high school, the solid base of French language is tremendously advantageous for our students in Quebec.

We plan that by the time a student graduates from Birchwood they will demonstrate to the best of his or her ability, effective listening and communication skills for acquiring knowledge and for maintaining a peaceful, respectful environment, along with:

- The love of learning
- Develop 21st century skills; creativity, critical thinking, citizenship, communication, collaboration, character
- Wellness: Physical / mental fitness, and healthy lifestyle
- Strong academic competencies in elementary Français Langue Seconde (FLS), English Language Arts (ELA), Math, Science, Social Sciences, Ethics and Arts
- Using technology as a tool for learning to demonstrate skills and knowledge (I find this sentence too long)
- Develop strong, ethical digital citizens
- Strong awareness of ecological issues

At Birchwood elementary, every child from k to 6 participates in a large-scale project in order to create art for our school.

As is the tradition at Birchwood, our students are very much aware of the importance of leaving something behind for future generations of children.. They now have come to appreciate the importance of leaving a little part of themselves in the physical make-up of their school. We all take great pride in the creation of school-wide artistic projects that value the spirit of cooperation, sharing, giving and letting go.

These collaborative initiatives underline the importance of celebration and teamwork. Our projects place a great amount of value on having artists, teachers, children and community members participate together on a common goal.

Challenges:

Everyone Achieving Full Potential Achievement	Inclusive Ed. Settings Wellness & Student Engagement	Mobilization of Partners & Stakeholders
<p>Early intervention in reading (Greater support for Cycle 1 teachers)</p>	<p>Research-based pedagogical practices (Deep Learning, Common Formative Assessment, Common Summative Assessment, PLC, RTI)</p>	<p>Concerted community support (daycare, local high schools City of Saint-Lazare, MRC, etc)</p>
<p>Increase Mathematics skills for all of our students</p>	<p>Increase Wellness of our students with a focus on the teaching of Mindfulness skills and the training of safe digital citizenship</p>	

Broad Area of Intervention 1

Everyone achieving their full potential

Orientation: Improving Achievement

LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVES	INDICATORS	TARGET
<p>Improving Achievement</p>	<p>Objective 1-</p> <p>The implementation of the UDL approach in our teaching practice: Instructional design provides a learning environment that supports the growth and development of :</p> <ul style="list-style-type: none"> -purposeful, motivated learners, -resourceful, knowledgeable learners, -strategic and goal directed learners 	<p>Objective 1-</p> <p>Teachers establish expectations, routines and procedures that allow students to be reasonably independent</p> <p>Teachers will provide students with different methods to learn information</p> <p>Teacher will provide students with choices for types of tools to demonstrate their skill and knowledge</p> <p>Teachers will provide flexible seating in their classrooms.</p>	<p>Objective 1-</p> <p>By the end of the school year the majority of the students will follow expectations and show independence and self-discipline</p> <p>When possible, students will be able to choose from a minimum of 2 methods to learn information</p> <p>Students are given a minimum of 2 choices of tools to demonstrate their skills and knowledge each term when possible.</p> <p>When possible, students have a minimum of 2 flexible seating options</p> <p>Please click on this link.</p>

	<p>“Improving achievement” School Objective 2-</p> <p>For French: Increase the opportunities and frequency of speaking, reading, and writing French.</p>	<p>“Improving achievement” Indicators Objective 2-</p> <p>Number of students communicating effectively in French in class.</p> <p>Number of oral presentations</p> <p>(Recorded on an iPad, one on one with a teacher, in small groups, in front of the class, in front of the school during assembly, etc...)</p>	<p>“Improving achievement” Targets Objective 2-</p> <p>100% of the students are communicating in French with their French teacher and 80% to their classmates.</p> <p>A minimum of one form of oral presentation per term</p>
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	<p>“Improving achievement” School objective 3-</p> <p>To increase the reading, writing and speaking skills of students.</p>	<p>“Improving achievement” Indicators Objective 3-</p> <p>Percentage of students at appropriate grade level in the GB+ based on reading rubrics for each term.</p> <p>Visible learning goals posted in classrooms each term</p> <p>Number of published pieces of writing on either iPad, paper and/or Chromebook.</p> <p>Increase success rate in writing skills</p>	<p>“Improving achievement” Targets Objective 3-</p> <p>That 86% of students from Grade 1 -6 were capable of reading at the GB+ grade level for 2016/17, we would like to see 90% of our students reading at the appropriate GB+ levels by June 2022. See reference document for grade specific levels.</p> <p>To post minimum one set of visible learning goals in writing per term</p> <p>Number of published pieces of writing per term, consult the Reference document on Writing Evaluation for grade level specifications.</p> <p>70% success rate in writing different types of texts- specific to each grade</p> <p>Kindergarten students will be exposed to all letters of the alphabet. 80% of the students to be able to name and recognize some letters and some sounds by the end of the year.</p>
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	<p>“Improving achievement” School objective 4-</p> <p>To increase the reading, writing and speaking skills of students.</p>	<p>“Improving achievement” Indicators Objective 4-</p> <p>Regular Professional Learning Communities (PLC) meetings will take place during the school year.</p>	<p>“Improving achievement” Targets Objective 4-</p> <p>Cycle teachers will meet at least once a month to discuss pedagogy.</p>
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	<p>“Improving achievement” School objective 5-</p> <p>For Math:</p> <p>To develop students' abilities in Mathematical concepts and problem solving for life skills and academic studies.</p>	<p>“Improving achievement” Indicators Objective 5-</p> <p>Number of students able to achieve the common assessment at each level.</p> <p>Number of students in Kindergarten who can recognize and name a certain amount of numbers between 1 - 20 by the end of the school year.</p>	<p>“Improving achievement” Targets Objective 5-</p> <p>A success rate of 75% in Math across cycles.</p> <p>That 70% of students in each grade level will reach a level 3 on LES rubrics out of 5 by 2022.</p> <p>Kindergarten: 80% of students will be able to recognize and name numbers from 1 - 20 by the end of the school year.</p>
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	<p>“Improving achievement” School objective 6-</p> <p>For English:</p> <p>For Cycle 3 have emphasis on learning to read in English with a focus on comprehension.</p> <p>Improve writing, grammar, syntax, paragraphs, ideas</p> <p>Develop reading response skills.</p> <p>To develop critical thinking skills through discussion, questioning and response to literature.</p>	<p>“Improving achievement” Indicators Objective 6-</p> <p>Percentage of students reading at level according the Running Records indicator (PM Benchmarks).</p> <p>Number of students engaged in reading English books, both on line and hard copy.</p> <p>Number of students achieving objectives of grade level rubrics for writing at each level.</p> <p>Number of published pieces of writing on either iPad, paper and/or Chromebook.</p> <p>Visible learning goals based on grade level rubrics posted each term</p> <p>Regular Professional Learning Communities (PLC) meetings will take place during the school year.</p>	<p>“Improving achievement” Targets Objective 6-</p> <p>Aim for 90% of students Running Records to be at level by 2022.</p> <p>All Students complete one reading log a week to document their reading</p> <p>Weaker readers must read a minimum of one Raz Kids book per week</p> <p>70% success rate in writing. (poems, comic strips, stories, letters, true or false, clues, facts, etc.).</p> <p>A minimum of one formal, completed piece of writing in terms one and two. A minimum of two published pieces in term three. Consult the Reference document on Writing Evaluation for specific grade level specifications</p> <p>To post in classrooms, at least one set of visible learning goals in writing per term</p> <p>Cycle 3 teachers will meet at least once a month to discuss pedagogy.</p>
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	<p>“Improving achievement” School objective 7-</p> <p>Increase the qualification rate of students At Risk and Students with Special Needs</p> <p>Research and use varied strategies that impact learning and social behaviour.</p> <p>Focus on the transition between cycles and cycle 3 students preparing for High School</p>	<p>“Improving achievement” Indicators Objective 7-</p> <p>Engage students in the writing of their modified or adapted IEP’s.</p> <p>Regular Life Skills activities</p> <p>Projects and visitors frequenting the school.</p> <p>Number of social skills programs running per year</p>	<p>“Improving achievement” Targets Objective 7-</p> <p>Each term identified students will review their IEP’s</p> <p>Each identified student will meet 75% of their modified IEP goals by the end of the school year.</p> <p>Life skills activities: 1 hour per week</p> <p>To have grade 6 students involved in at least two activities introducing them to the various training /academic programs offered to them.</p> <p>To have one or two social skills programs each year as needed.</p>
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	<p>“Improving achievement” School objective 8-</p> <p>Continue developing a professional learning community amongst the Birchwood staff.</p>	<p>“Improving achievement” Indicators Objective 8-</p> <p>Number of workshops attended and school visits to observe colleagues inside/outside the school.</p> <p>Staff members share Professional Development during staff meetings / Lunch & Learn.</p> <p>Teachers sharing and teaching each other.</p> <p>PLC meetings by cycle / grade level.</p>	<p>“Improving achievement” Targets Objective 8-</p> <p>Each staff member attends at least one workshop or school visit during the year.</p> <p>Professional Development sharing time at lunch / ped days (to be attended on a voluntary basis) meetings will be organised by the teachers who attended a conference / workshop.</p> <p>Teachers meet as a grade level at least once a month.</p>
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	<p>“Improving achievement” School Objective 9-</p> <p>Continue developing our technological abilities and knowledge for a productive learning environment for all: Explore Google: slides, draw, forms, documents, Google classroom, digital portfolios (SeeSaw as a possible tool)</p>	<p>“Improving achievement” Indicators Objective 9-</p> <p>Staff feel competent to use the technology available to them.</p> <p>Staff are teaching how to use the various tools of technology.</p> <p>Certain grade levels are working with Robotics, either We Do, EV3 and Blue-Bot.</p>	<p>“Improving achievement” Targets Objective 9-</p> <p>All teachers use GSuite</p> <p>Cycle 2 and 3 students will be available as techno-mentors when needed and when time allows</p> <p>Certain grade levels will be using the robotic kits in their classrooms</p>
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	<p>“Improving achievement” School objective 10-</p> <p>To prepare our students to become 21st Century learners (with the following skills: creativity, character, collaboration, critical thinking, citizenship, communication) by implementing the Deep Learning philosophy in all aspects of our teaching (leveraging digital, learning partnership, pedagogical practices, learning environment).</p> <p>Use a portfolio that will follow each student from K to 6 allowing them to document, reflect and report on their learning and progress.</p>	<p>“Improving achievement” Indicators</p> <p>Objective 10-</p> <p>Students use Google doc, slide, draw, form, classroom, screencastify, Read and Write in demonstrating their skills and knowledge using GSuite</p> <p>Students will also use different apps for example: “Book creator”, “Explain everything”, “iMovie”, “Puppet pals”, “SeeSaw”, “French wizards”</p> <p>Certain grade levels are working with either robotics, We Do or NXT</p> <p>Students teaching students with technology</p>	<p>“Improving achievement” Targets Objective 10-</p> <p>By the end of Cycle 3, all students will be proficient with Google extensions.</p> <p>Cycle 2 and 3 students will play the role of “techno mentors” to their younger counterparts</p> <p>By the end of Cycle 3, all students will have been exposed to robotics</p> <p>All students will learn to use different tools to demonstrate their knowledge and progression of learning.</p>
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<p>Broad Area of Intervention 2</p> <p>An inclusive environment for development, learning and success</p>			
<p>Orientation: Healthy, Safe and Caring environments.</p>			
<p>LBPSB COMMITMENT TO SUCCESS</p>	<p>SCHOOL OBJECTIVES</p>	<p>INDICATORS</p>	<p>TARGET</p>

<p>Wellness</p>	<p>Objective 1-</p> <p>For our students to become responsible digital citizens and to have a positive digital footprint</p> <p>Develop critical thinking with students from K to 6 through reading response, discussions following story time or after watching a video, class discussions, debates</p>	<p>Objective 1-</p> <p>Students communicate appropriately online</p> <p>Students teaching students with technology</p> <p>The topic of digital citizenship will be integrated in the curriculum</p> <p>Students develop their critical thinking through various activities</p>	<p>Objective 1-</p> <p>Students share their learning with appropriate comments and photos</p> <p>Cycles 2 and 3 students help younger grades as needed</p> <p>Ongoing discussions on the topic of digital citizenship during the school year</p>
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	<p>“Wellness” School Objective 2-</p> <p>Provide a safe, secure, healthy and welcoming environment</p>	<p>“Wellness Indicator” School Objective 2-</p> <p>Number and kind of referrals for behavioural issues in regards to the Code of Conduct points system</p> <p>Number of students that receive Birch-ues certificates each month.</p> <p>Number of activities our student Leadership heads up.</p> <p>Number of Peace Pals meetings</p> <p>Participation in assemblies</p> <p>Number of TTFM Survey sessions per year</p>	<p>“Wellness School Target” Objective 2-</p> <p>Reduce by 25%, the number of aggressive behaviours reported during recess and lunch recess.</p> <p>At least three Birch-ues certificates will be given per class each month.</p> <p>Student leadership organizes an activity when possible.</p> <p>Peace Pals will meet once a month</p> <p>Students may present and will attend assemblies</p> <p>Seniors buddied with juniors based on needs</p> <p>Two TTFM survey sessions will take place each year (November and April)</p>
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	<p>“Wellness” School Objective 3-</p>	<p>“Wellness Indicator” School Objective 3-</p>	<p>“Wellness Target” School Objective 3-</p>
	<p>Provide a safe, secure, healthy and welcoming environment</p>	<p>Number of sessions with CLSC, police or other agencies dealing with human health issues.</p> <p>Information will be sent home and / or workshop will take place depending on the needs</p> <p>The number of times the student mentors and their young buddies play together</p>	<p>Sessions with CLSC, local firefighters or other agencies dealing with human health issues will take place once a year with specific grades, as needed.</p> <p>At least one workshop for parents a year based on perceived needs.</p> <p>The student mentors will meet with their young buddies every rainy recesses and once a week (when possible).</p>

	<p>“Wellness” School Objective 4-</p>	<p>“Wellness Indicator” School Objective 4-</p>	<p>“Wellness Target” School Objective 4-</p>
	<p>Foster healthy lifestyle choices.</p> <p>Teach students about self-regulating techniques in order to help concentration, lower anxiety and to become better learners.</p> <p>Help students become advocates for their needs as learners.</p>	<p>Parental support towards food and snacks policies.</p> <p>Posters and discussions throughout the school population of Healthy Lifestyle.</p> <p>Number of students using Energy Club daily.</p> <p>School wide physical activities beyond phys. ed class.</p> <p>Using composting materials for our garden.</p> <p>Paper and recycle materials collected every week.</p>	<p>That food choices are made not by habit but with thought.</p> <p>At least one wellness exercise a day is lead by all classroom teachers.</p> <p>All students use Energy Club when needed.</p> <p>All students conscientiously, recycle and compost properly.</p>

	<p>“Wellness” School Objective 5-</p> <p>Establish a culture of pride and respect for our school and the immediate community environment.</p>	<p>“Wellness Indicator” School Objective 5-</p> <p>All students wearing some school clothing articles to show pride.</p> <p>Continued Art Projects with school theme.</p> <p>The front "forest" cleaned and gardened.</p>	<p>“Wellness Target” School Objective 5-</p> <p>Birchwood to have a prominent reputation for positive activities in the community.</p> <p>All students, staff and parents will be refreshed about our motto, mascot, school logo and colours, vision and mission at the beginning of each year.</p>
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Broad Area of Intervention 3 Mobilization of partners and stakeholders and support of educational success

Orientation: Parental Engagement and Community Support

LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVES	INDICATORS	TARGET
<p>Strengthening Engagement</p>	<p>“Strengthening engagement” School Objective 1-</p> <p>Enrich learning opportunities globally and within the local community.</p>	<p>“Strengthening engagement” Indicator School Objective 1-</p> <p>Number of visits from outside speakers.</p> <p>Number of events and activities that promote local and global initiatives.</p>	<p>“Strengthening engagement” Target School Objective 1-</p> <p>At least 1 visitor per year for each grade level.</p> <p>Student, staff and parent participation in local and global partnerships as one entity when possible.</p>

	<p>“Strengthening engagement” School Objective 2-</p> <p>Enrich learning opportunities globally and within the local community.</p>	<p>“Strengthening engagement” Indicator School Objective 2-</p> <p>Number of fundraising projects.</p> <p>Number of students involved with Peace Pals, Leadership, mentoring, Green Team and entrepreneurship.</p> <p>Number of school wide activities to promote school spirit.</p> <p>Parents are involved throughout the year.</p>	<p>“Strengthening engagement” Target School Objective 2-</p> <p>One HS fundraising partnership per year</p> <p>We will continue to encourage all of our students from Cycle 3 to get involved in school committees.</p> <p>One school wide outing.</p> <p>A school wide Christmas breakfast., Winter Carnival, and Field day.</p> <p>A theme school wide picture.</p> <p>Monthly assemblies throughout the year.</p> <p>Parents are invited to join field trips, help with in school special events, and help in some classes</p>
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	<p>“Strengthening engagement” School Objective 3-</p> <p>Successful transitions from home to Kindergarten, from one cycle to another and finally from Cycle 3 to High School.</p>	<p>“Strengthening engagement” Indicator School Objective 3-</p> <p>Frequency of communication between students, teachers and parents within Birchwood and with high school personnel.</p> <p>Level of participation.</p> <p>Number of activities organized between the different grade levels.</p>	<p>“Strengthening engagement” Target School Objective 3-</p> <p>At least two forms of communication between high school and Birchwood per year.</p> <p>All future Kindergarten students will participate in the Kindergarten orientation.</p> <p>At least one parent will attend the “Transition to Kindergarten” workshop taking place at Kindergarten orientation.</p> <p>A visit in June from the lower grade students to the next grade. The grade six students will go visit the K teachers at that time.</p>
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