

Annual Report 2015-2016

BIRCHWOOD ELEMENTARY



Birchwood 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 2011, 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 2011-2015. 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 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

School Name	2015-2016
School Capacity	393
Program(s)	Français +
Total Number of Students Registered	370
Total Number of Students Registered In Daycare	120
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	45

School Mission/Vision

Our Mission

Our mission at Birchwood Elementary is to guide our students' academic success in a Français+ environment using innovative and creative experiences.

Our Vision

We are a school which emphasizes peace, democracy, community and ecological awareness. Through positive role-modeling, we will inspire Birchwood students to make wise choices and encourage them to succeed in the broad areas of learning: academics; physical and healthy life style; creativity; and spiritual, moral and social development.

Our Aim and Guiding Principles

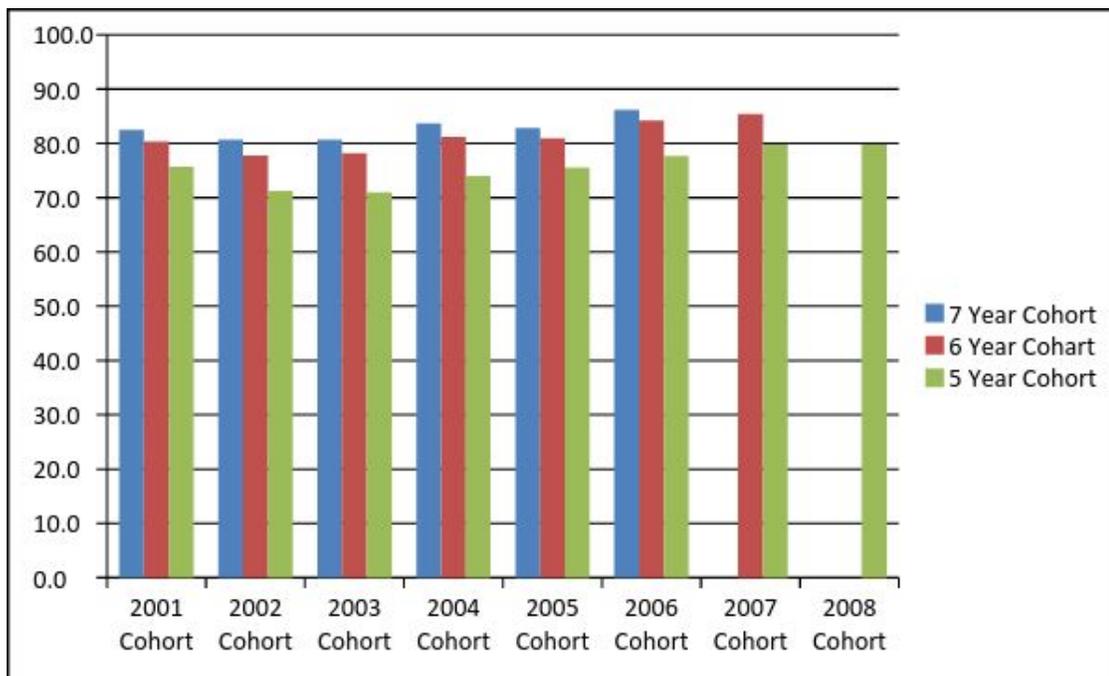
We believe a child's school life at the elementary level, lays the foundation for lifelong learning and solid citizenship. At Birchwood, we value the importance of developing responsible citizens. Our aim is for our students to develop self-worth in their overall educational growth and development, in a safe and caring environment through collaborating positively with school staff, parents, and the community at large. This development will enable Birchwood students to become responsible, unique and valued citizens. Our students will be able to leave Birchwood with the tools necessary to succeed at the next level of their education and beyond.

"Birchwood Elementary: ...students growing to their potential"

Goal 1: Increased Graduation and Qualification Rate

School Board Context

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



School Results

Goal 1: Increased Graduation and Qualification Rate							
#	Objective	2011/12 baseline	2014/15 target	2014/15 result	2015/16 target	2015/16 result	2016/17 target
1	An increase in the success rate for MEES End of Cycle III Math Exam Results by 2016.	33% success rate	79% success rate	49,38% success rate	79% success rate	41% success rate	65% success rate
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	n/a	2	2	2	2	n/a

Level of Accomplishment:

#1: We have a 41% success rate at the 2015-2016 Math ministry exam - in particular, we have witnessed some difficulty with the Reasoning competency and the Situational Problem Solving. We would like to see an increase up to 65% in 2016.

#2: Our goal is to target success and engagement of all our students, with a focus on boys' success. Studies show that 35% of boys do not complete high school compared to 25% of girls. When we look at students in difficulty, 69% are boys, as cited in the article written on August 28, 2010 by Daphnée Dion-Viens in "Le journal de Québec".

Situation Analysis and Plan:

#1) We are going to continue working towards increasing the MEES Math exam success rate over the next years. Two of our teachers joined the 2016 cohort involved in the LCEEQ Conceptual Math intervention plan focusing on content knowledge, and conceptual learning as cornerstones to build student capacity. In summer 2017, new teachers plan to join the institute. They will experience with this new approach to teaching Mathematics and share their knowledge with the rest of the teachers.

We will continue to train interested teachers for Reflex math to improve the automatic arithmetic responses from grades 2 - 6.

Our grade 6 students are being taught financial literacy. It is part of a business project and it complements the grade 6 Math program. Brian Smith, a local entrepreneur, came to visit the grade 6 classes in November 2015 to teach them about consumerism. Our aim is to make students more aware of money , the idea of consumerism and production. Students will become more financially literate and be more prepared for real life. A school-wide goal is to relate math to everyday life, to art and science.

One of our goals is to enrich classroom libraries with science and math based books to engage our students and to develop their interests.

School wide Math challenges and activities will be introduced throughout the school year.

The science of robotics is introduced in grades 3 and 5 and remains in our programs. A lunchtime robotics club was held for grades 5 and 6 from January to June. A final presentation was part of the Family Fun Day in June. In 2016-17, robotics is being introduced in kindergarten.

#2)We will continue meeting with the consultants to increase proficiency in Math problem solving and reasoning skills and guide teachers in targeting all students to be successful with respect to their own learning styles and needs.

Special needs consultants were involved in professional development days to inform our teaching staff about executive functioning disorder and how to support students with this profile.

The whole teaching and support staff is getting trained to apply the UDL (Universal Design for Learning) concept to their classroom setting and in their pedagogy during workshops given during pedagogical days and staff meetings.

Many classrooms now have Hooki stools, standing stations, reading corners, bean bags, etc which create learning environment geared to serve a wider range of learning styles.

The main focus of our UDL efforts for 2016-17 will be to explore UDL approaches to teaching and assessing.

We will continue to work at diminishing the stress level and increase attention levels by introducing the “Club Energie” concept at Birchwood in January 2017.

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 systematic efforts must begin at the elementary level and be maintained throughout the secondary year. This will allow for improvement in our success rates for Secondary V Uniform Ministry Examinations in English Language Arts and French, and increase our students’ exposure to French.

School Results:

Goal 2: Improved Mastery of English and French Language Skills							
#	Objective	2011/12 baseline	2014/15 target	2014/15 result	2015/16 target	2015/16 result	2016/17 target
1	An increase in the success rate for elementary end of Cycle III French exam results by 2016.	90.48% success rate	92% success rate	81.51% success rate	85% success rate	97.33% success rate	100% success rate
2	An increase in the success rate for elementary end of cycle III English exam results by 2016.	83.33% success rate	85% success rate	77,88% success rate	80% success rate	88% success rate	90% success rate
3	A number of activities which expose students to French (cultural, extracurricular, daycare)	—	1 for each level	1 for each level	1 for each level	2 for each level	2 for each level
4	An increase in the French reading level by the end of grade 1 in 2017	n/a	n/a	n/a	85% success rate	86% success rate	90% success rate
5	An increase in the French reading level by the end of Cycle 1 in 2017	n/a	n/a	n/a	85% success rate	80% success rate	85% success rate

Level of Accomplishment:

#1) We had an increase of 19% in our results compared to 2015-16. We would like to aim for 100% success rate for 2016/2017.

#2) We had an increase of 12% in our results compared to 2014-15. We are working with students who were introduced to formal English teaching only in Grade 5. We are hoping that ELA being introduced in Cycle 2 for 90 minutes per week starting in September 2016 will continue to help our students increase their success rate in English language Arts in the future. We would like to aim for 90% success rate in 2016-17.

Simon Rose, English-Canadian author, visited our Cycle 3 students during Canadian authors’ week and spoke about his career. He revisited some of the novels that he wrote and encouraged students to write for fun as an author lies in each of them.

#3) Our student population has many children coming from bilingual homes. The frequency with and the level of French being spoken by the students of Birchwood is very natural and both languages can be heard throughout the

school hallways and school yard without any self-conscious efforts. We will continue to grow and improve these levels towards a bi-literate student body.

French-Canadian authors and illustrators came to visit many of our classes during the 2015-16 school year to share their passion for literature and to introduce their art to our students. The teachers read their books to the students, children wrote class stories with the visiting authors, and explored their writing styles.

Here is a list of the French visiting authors in the 2015-16 school year:

-**Langue, instrument de l'imagination** with Bertrand Gauthier, author, introduced the children to the joy of word play and imagination in the use of language. He spent a day at Birchwood to visit de Cycle 2 classes.

-**Comment créer un poème** with Renée Robitaille, poet. Mrs Robitaille visited all the kindergarten classes in January and engaged the children with poetry through play, using a similar approach to that used with younger children when singing action songs.

-**“Créer des histoires”** with Bruno Saint-Aubin, author and illustrator. M. saint-Aubin visited all the Cycle 1 classes in May and June and wrote a story with each class.

- **“Le Nichoir”** came to visit the grade 5 classes.

-**“Edu-Faucon”** came to visit the grade 6 classes.

All Birchwood students participated in the writing of a school wide story called “Step by Step/Pas à Pas. As part of the “Culture in the Schools” grant, Atelier Phebus came to spend a week at Birchwood to create a collective mosaic to illustrate the book. The book was then published in paperback form and put on line for all the students’ and teachers’ pleasure. A copy of the book is now displayed in the front office and another copy is in the library.

During each monthly school assemblies, Madame Daoust, school principal, reads a story to all the students and staff to celebrate the importance of reading for pleasure.

#4,#5) An Early Intervention program plan was prepared in December 2015 in order to start with Cycle 1 students in January of 2016. Students in grade 1 were evaluated for their GB+ levels in January 2016 and all the students at level 0-1 were included in small guided reading groups twice a week until May. Our goal was to reach 85% success rate by the end of grade one. Our results were at 86%.

The same process was followed for our grade 2 students. Our goal was to bring the success rate in reading up to 85% at the end of Cycle 1. Our success rates were, at the end of the 2015-16 school year, at 80%. We will therefore continue to monitor and support our weak readers in Cycle 2.

Professionals evaluations may be prescribed at the beginning of Cycle 2 to make sure that we do everything to help and support all our students to become readers.

Situation Analysis and Plan:

We will continue to provide high levels of French instruction as a staff in the cultural as well as academic areas.

Our students will continue to be involved in rich writing projects and will be invited to write for an audience to become, with time, lifelong writers.

Our students will continue to be involved in rich reading projects and meet authors to become, with time, lifelong readers.

A goal will be to enrich the school and classroom libraries with a wide range of type of books, including graphic novels, science and math oriented books to engage all students, with a focus to hook our boys to read for pleasure.

We are in the process of developing rubrics and anchor texts (Writing) for subject specific (Writing, Reading, Math) evaluation of progress from one class and grade to another.

The early intervention approach was conclusive and will now be part of our reading program. We will continue to focus on small group reading for improving comprehension and fluency.

We will continue to give resource support for literacy in the English language for students in grades 5 and 6 as they transfer their knowledge and abilities of reading and writing into English.

The introduction of ELA in Cycle two should have a positive effect on the success rate for elementary end of cycle III English exam results by 2019. Grade 5 students have been using the grade 4 ELA exam as a practice learning situation in preparation for the grade 6 exam.

We will continue to observe and regulate the two languages as at Birchwood and expose our students to various French and English cultural activities. As much as possible, lunch supervisors will be asked to communicate in French to further expose our students to the French language.

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 2011/12	2014/15 Target	2014/15 Result	2015/16 target	2015/16 result	2016/17 target

1	Successful transitions from home to Kindergarten, from one cycle to another and finally from end of Cycle 3 to whatever program the students are fitted for	In progress	See anecdotal information				
2	Enrich learning opportunities globally and within the local community	In progress	See anecdotal information				

Level of Accomplishment and Plan:

We continue to offer parent workshops to help guide them with the transition for their children into Kindergarten. The students also had time in “stations” to get used to their new environment and see what it will be like in Kindergarten.

We also provide a “Journée Petits Professeurs” at the end of the school year for the students of Maternelle to individually demonstrate the knowledge and the readiness for elementary school that they acquired, to their parents.

The feedback from the parents on these two initiatives has been overwhelmingly positive.

The local high school principal came to Birchwood to make a first connection with our students and answer their questions. The grade 6 students also went to their prospective high schools as arranged by the school board.

We have introduced a “Life Skills Program” for some of our students following a modified program in January 2016. They have studied recipes and cooked for their classmates under the supervision of their integration aides. In the spring of 2016, we introduced our students to writing grocery lists, going to the grocery, and pay for their purchases before making the planned recipe. Our students were involved in real-life reading, writing and Math projects which we hope will become life-long skills.

We provide resource support of the necessary skills for individual special needs students. Meetings with parents to support and guide decision making are ongoing throughout the year.

We introduced a pilot project in November 2015 with students following a modified program. They were involved in writing their own IEP’s, by setting goals and including strategies which were meaningful for them. Our goal for the 2016-2017 will be to also invite students following “Adapted programs” in this process. We will continue to encourage students to be actively involved in the planification and evaluation of their IEP goals.

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 Elementary School Climate Portrait is developed through the completion of two surveys: the “Safe and Caring Schools Survey” completed with staff and the “Tell Them From Me Survey” completed by senior elementary school students twice yearly. The elementary student survey provides 20 indicators based on the most recent research on school and classroom effectiveness.

With the 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 updated its Safe and Caring Schools Policy to ensure that it is properly aligned with the changes to the Education Act. All of our schools have updated their Codes of Conduct and their anti-bullying and anti-violence plans. The portraits of school climate, which are completed on a yearly basis, are of paramount importance reporting on progress.

School Results

Goal 4: Promoting Wellness in a Safe and Caring Community							
#	Objective	Baseline	2014/15 target	2014/15 result	2014/15 target	2015/16 results	2016/17 target
1	The number of initiatives that promote pride in and respect for our environment.	5	8	5	5	5	5
2	The number of programs and interventions that address violence prevention and conflict resolution.	5	8	6	6	6	6
3	Implementation of the Healthy Schools Approach.	In Progress					
4	Complaints: Bullying	na	na	See anecdotal information	See anecdotal information	See anecdotal information	See anecdotal information
5	Complaints: Violence	na	na	See anecdotal information	See anecdotal information	See anecdotal information	See anecdotal information

Level of Accomplishment and Plan:

#1) We continue to support the Green Team’s efforts. Our recycling and composting projects are an established norm within our school now. Composting and recycling in a large school is a challenge and will continue to be improved.

#2) Our “Birch-ues” program really continues to grow. It is based on five virtues that we expect all Birchwood community people to adopt and follow. Each week a Birch-ues message is delivered by students to students over the intercom in both French and English. Students caught practicing our virtues are given a ticket to deposit in our Birch-ues boxes. Names randomly pulled are written on a birch leaf and posted on our tree in the entrance, by the student whose name was pulled from the box. The amount of students who receive these tickets each week is quite substantial, ranging anywhere from 75 to 150 on the average. Teachers being involved and encouraging the students in positive aspects on an ongoing basis, is what makes this so successful. The students are quite proud to put the ticket in the box, and then possibly have their name up on the Birchwood Birch-ues tree in the front mezzanine.

Our students continue to be engaged with our Leadership Program, Peace Pals, peer mediation and conflict resolution discussions. In 2016 we expanded our school yard with the support of Home & School and a grant.

A mentoring program was put in place in January 2016 by Caroll Laviolette, Daycare coordinator. Students from grades 5 and 6 were paired with students from the early grades. Mentors played with their “little buddies” on rainy days and once a week during recess.

Our senior students are very involved with Peace Pals, Peer Mediation, playground games mediation, and all students continue with our Birch-ues and points program for appropriate behaviour.

#3) We continue at each grade level with ongoing classroom discussions around healthy snacks and food choices. Our K teachers introduced different foods for tasting and expanding the students’ palates. Our local IGA came to Birchwood in March 2016 to talk to our kindergarten students about good eating habits and to prepare a meal with our youngest students.

Our P.E. teachers incorporate the healthy living and healthy eating into the P.E. classes as part of a regular daily plan. Posters are up in classes and in the cafeteria to encourage healthy eating.

The CLSC dental hygienist assigned to our school comes every year to teach our Kindergarten students about good dental hygiene.

Our students received training and were involved in several sport meets organized by the school board and our dynamic PE teachers; Kaizen race, basketball tournaments, Track & Field meet, K-Cycle 1 run

A workshop on children and anxiety for the Birchwood parents took place in January 2016. It was organized by our local Home & School organization.

A serie of three workshops on positive discipline given by Melissa Beaulieu, grade 3 teacher, was given to all Birchwood daycare and lunch staff.

A beginners running club was created. Teachers trained twice a week for several weeks.

#4-5) The Youth Star’s Anti-bullying Wagon came in February 2016 to talk to our students about anti-bullying action during an assembly. We held a pink t-shirt day on February 24th to bring awareness about bullying.

We continue to implement our Rights and Responsibilities and a Code of Conduct in conjunction with our Birch-ues.

Our school’s vision is for our students to be responsible digital citizens. We would like our students to be able to determine what is right and wrong and to be careful with their online lives concerning photos/videos and comments. They need to be able to communicate appropriately. We teach this through authentic situations. We hope to guide them in creating a positive digital footprint.

Situation Analysis and Plan:

#1, #2 & #3) We will continue on our path.

#4 & #5) We continue to implement the Anti-Bullying Anti-Violence plan of action. Many of the initiatives we are involved with are already geared towards peace and peaceful mediation where necessary. In terms of receiving complaints about bullying or violence anything that was brought to the main office was investigated and settled at the school level.

Results from Birchwood's Tell Them From Me Bullying and School Safety Report conducted in the fall 2015 indicate that the percentage of students identifying as victims of bullying sits at 26% which is at the same level as the Canadian Average of 26%.

We would like our students to become critical thinkers. This will be done through; teaching of Ethics and Religious culture program; book discussions and sharing different ideas and points of view, in a safe and caring classroom environment; getting involved in leadership and peace pals, green team, and mentoring

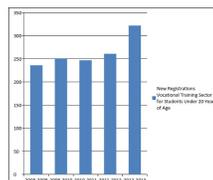
We plan to continue using the Birchwood Code of conduct and a Birchwood DCP code of conduct will be created for the year 2017-2018.

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

School Board Context

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

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



School Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training							
#	Objective	Baseline 2011/12	2014/15 target	2014/15 result	2015/16 target	2015/16 result	2016/17 Target
1	The number of initiatives that promote vocational education	0	3	2	2	2	2

Level of Accomplishment and Plan:

In November 2015, Andrew Korol, a local entrepreneur, came to visit our grade 6 students to talk about his work story and how he became a businessman. In June 2016 Ashley Foot, consultant from our Board, came talk to our grade 6 students about high school, college, university, and vocational pathways.

Situation Analysis:

We were successful in the goal to expose our students to different vocational pathways.