

Birchwood Elementary School

2011- 2015

School Success Plans

The L. B. P.S.B. Strategic Plan, "Together We Learn: Partnering for Student Success" encourages all stakeholders to set a clear direction to 2015. 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.

Our first goal is to describe our school and to help our community understand who we are and where we want to go.

Birchwood began with 330 students, in August 2011, in four satellite locations. The construction period of the school was rampant with many hurdles and delays, and as a result our students began the school year by attending satellite schools in the adjacent vicinities until our doors opened. Kindergarten students were hosted by Forest Hill Junior, Grade 1 and Pre-K students hosted by PETES, our grades 2 and 3 were hosted by Forest Hill Senior and the grades 4,5, and 6 along with Daycare and the Administrative office personnel were hosted by Westwood Senior. This did create an ongoing community based partnership amongst the schools. The physical building of Birchwood opened its doors to students on December 7th, 2011.

Birchwood will be continuing the Français Plus pilot program begun by LBPSB. For our school this means that the French Immersion program will basically be extended into the "Cycle 2" years. Students will 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 and the solid base of French language would be 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:

- academic competency in elementary FSL, ELA, Math, Science, the Arts, and Social Sciences, effective healthy life style
- the love of learning
- strong awareness of ecological issues
- technological knowledge
- critical and creative thinking

As mentioned, Birchwood Elementary is a Français Plus school of 330 students as it opens in the fall of 2011. It will be serving approximately 245 families to start with in a fast-growing community. Classes include Pre-Kindergarten (for 2011-2012) through Grade 6 with a staff of approximately 50 members; this includes teachers and support staff. Daycare service is offered for our students from 7 a.m. to 6:00 p.m. with a 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 geo-thermal heating/cooling system. There is a full sized gymnasium, a music room, art/daycare project room, library, computer lab, resource room, daycare facilities, lunch time cafeteria with service and classrooms fitted with the most recent technological equipment anticipating a population of approximately 400 students. The technological amenities in the building are designed to support future educational directions. Yet to be added to the construction and thereby finalizing the building project it will be an outdoor sculpture by a local Quebec artist, and in the playground area, outdoor structures that will challenge the students physical abilities.

Our Mission

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

Our Vision

We will be 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 spritual, moral and social development.

Our Aim and Guiding Principles

We believe a child's school life at the elementary level, lays the foundation for life-long 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"

BIRCHWOOD ELEMENTARY SCHOOL, ST. LAZARE, QUEBEC	NEW 2011-2012
School Capacity	400
Program(s)	Français Plus
Total Number of Students Registered	330
Total Number of Students Registered In Daycare	80
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	60

Direction 1: Culture of Learning

Objective - For French in All Cycles: Increase the opportunities and frequency of speaking French. As well reading and writing opportunities at grade level will be presented daily. Establish base line and bench marks in the 2011/2012 school year, so that we may begin to report in 2012/13. Taking into account the child's readiness, each child will progress in French communication by one grade level within one school year

Strategies:

Develop common assesment tools, with a rubric, collaboratively for each grade level that are in line with MELS "progressions d'apprentissages" in vocabulaire, conventions de communications écrites, connaissance lieés a texte écrit, connaissances lieés a la phrase.

Establish baseline with GB+

Teachers speak only in French in the classroom, and they encourage students to communicate with each other in French.

Announcements over the intercom in both languages by all who use the system.

Principal will communicate in French with students in French classes

Use differentiated instruction.

Investigate French Intensive instruction; develop plan for those who are struggling.

Use of LES at each level, where available.

Teaching high frequency words at each level.

Use of the "5 au Quotidien" in the classroom .

Investigate the use of "Trousse d'écriture"

Indicators:

Percentage of students at appropriate grade level in the GB+

The frequency of the French language being spoken at recess, and during other leisure times will indicate the internalizing of the language.

More opportunities in Daycare for French cultural and leisure activities.

Targets:

Collect "baseline data for each student at each level. Follow that cohort of students from year to year for each concept.

To have "5 au Quotidien" at all levels by 2015

That 60% of students are capable of reading at the GB+ grade level for 2011/12, as we establish the school's levels this first year. This is a modest assumption, given the varied backgrounds and schools the students came from.

Public Speaking and Debating in French, beginning at grade 3

Direction 1: Culture of Learning

Objective: For All Cycles in Math, establish base line and bench marks in the 2011/2012 school year for math. To have students develop their problem solving skills

Strategies:

Develop common assesment tools collaboratively in each grade level that are in line with MELS "progressions d'apprentissages" in Artithmetic, Geometry, Measure, Statistics and Probability.

Use of differentiated instruction in the classroom.

Use of Application Problems to increase numeracy abilities.

Use curriculum mapping and Knowledge Wheel.

Practice situational problem solving.

Use of LES at each grade level, where available

Indicators:

Each teacher will develop/use/share one differentiated activity per term.

The results of the common assesment at each level will be shared.

Number of differentiated activities used in the classroom.

Number of LES's used per year.

Targets:

Collect "baseline" data for each student at each level.

Follow each cohort of students collectively from year to year for each concept as they complete the end of cycle exams.

At least One LES per year at each grade level.

Students will demonstrate a good understanding of basic math facts, arithmetic operations, and appropriate skills to use them.

That 60% of students in each grade level will reach a level 4 by 2015.

Direction 1: Culture of Learning

Objectives: Cycle 2 & 3, 2011/ 2012: Establish base line and bench marks in the 2011/2012 school year for ELA. Prepare staff and students for ELA to be only in Cycle 3 next year. For Cycle 2 have emphasis on learning to read English with a focus on comprehension.

Strategies:

Teacher will use a Balanced Literacy approach (Guided Reading, Group reading, individual reading, leveled reading, phonetic and phonenic awareness).

Use PM Benchmark in October and April each year.

Introduce in cycle 2 (and maybe 3 as well, for those who continue to struggle) a "Literacy class for Reading in English" for reading and comprehension skills to be taught directly,ie. Soundprints, as our students will not have any of these brought to them until grade 5 otherwise.

Moving Up Kits, spread out between grades 5 and 6.

Six Traits Writing Skills

Provide leveled comprehension texts
Focus on non-fiction reading for content
Use LES's at every level where available
Meet with consultant every 6 weeks or so

Indicators:

Percentage of students reading at level according the Running Records indicator (PM Benchmarks).
Students engaged in reading English books, both on line and hard copy.
Students engaged in writing books for lower level students.
Close collaboration between the English teachers in the cycle.

Targets:

For Ela Cycle 2 & 3, 2011/ 2012: Establish base line and bench marks in the 2011/2012 school year.
Establish the English Reading Strategies Literacy Program for our students in Francais Plus for minimally cycle 2.
Aim for 70% of students at level 3 by 2015

Direction 1: Culture of Learning

Objectives: Increase the qualification rate of students *At Risk and Students with Special Needs.*
Focus on the transition between cycles, and on cycle 3 students preparing for HS

Strategies:

Provide resource support 2 - 3 times a week, focusing on work oriented academic skills.
Provide these students with weekly opportunities to be engaged in enriching activities outside the classroom.
Provide opportunities to see and experience different "future" options for students, ie introduce WOTP and semi skilled trades to all students with the focus on "At Risk" students.
Have visitors to the classroom that are engaged in very different types of work and also that own their own business.
Extend partnership with McGill U and "Girls in Programming"
Provide modified learning activities in class and project based learning.
Use students' strengths outside of classroom in a variety of activities to build positive relationships with peers and the adults in the school.

Indicators:

Maximum amount of participation in the various school activities by students who are at risk and/or with special needs.
Each identified student will meet their projected objectives and goals on their IEP.
Projects and visitors frequenting the school.

Targets:

To have all cycle 3 students visit our alternative training schools to be introduced to the options.

To begin the conversations with parents about these options early in the school year, and to work on improving the perceptions of these qualifications on the future for their children.

Direction 2: Fostering and Supporting a Commitment to Professional Growth For All

Objective: Develop Staff Capacity as we grow into a team and proceed with our Francais Plus
program

Strategies:

Create opportunities during staff meetings to share ideas, knowledge and skills.
Encourage staff to focus on our goals and objectives when planning to attend PDC during the year.
French Intensive workshops
Use Consultant support

Indicators:

Each staff member attending at least one local workshop.
More teachers signing up for appropriate workshops
Staff members hosting and chairing the staff meeting, rotationally.
Teachers sharing and teaching each other

Targets:

Weekly rotational sharing of techno ideas by all staff for all staff

Direction 2: Fostering and Supporting a Commitment to Professional Growth For All

Objective: *Develop our technological abilities and knowledge for a productive learning environment for all*

Strategies:

Create opportunities for in-school sharing of ideas.
Introduce our "Techno Mornings" with training by teachers for teachers for the portal, smartboard, ipads and ipods, Audacity, Didapages
Create a base of Smart Board activities available in English and in French in all subjects.
Have meetings with the consultant and support staff from the Board to enhance our knowledge.
One to one support for staff where needed.

Indicators:

Staff feel competent to use the technology available to them.
Individual teachers rotating the teaching on "Techno Mornings"

Targets:

All teachers comfortable and up to speed with Smart board technology by 2015.
At least once a month technology sharing meetings in regards to SB activities and use of, lesson plans and techno functions as needed by staff. All areas of this as mentioned in our strategies and indicators.
Adding newer technologies to our repertoire and capacities. ie: iPad, iPod

Direction 3: School Collaboration and Community Partnerships

Objective: To enrich learning opportunities globally and within the local community

Strategies:

Arrange visits with local librarians, authors, police, fire department, store owners.
Bring family and local community in as for example Annual BBQ, Vernissage, Workshop evenings
Partner with local HS and with Me to We for global fund raising opportunities
Continue with Green Team initiatives
Continue with Peace Pals and Solidarite club
Encourage students towards entrepreneurial interests

Indicators:

Number of events and activities that promote local and global initiatives, alone and with HS partners.
Student activities that promote cooperation between all student groups
Number of visits from outside speakers
Number of local and family oriented activities
Workshop educating staff about Bruntland Schools
How many students get involved with entrepreneurial interests each year
How many students involved with Green Team
How many students involved with Peace Pals and Solidarite club

Targets:

Student, staff and parent participation in local and global partnerships work as one entity.
One assembly per month.
At least 3 activities during the year.
Consider joining Bruntland Schools

Direction 3: School Collaboration and Community Partnerships

Objective: Successful Transitions from home to Kindergarten, From one cycle to another and finally from Cycle 3 to Highschool

Strategies:

For Grade 6 students it is important to develop liaisons with feeder high schools. ie Bridges to Burundy, mini days etc Invite HS students in to speak to our students about what it felt like to go to HS. Ask parents what they want regarding transition information.

For students coming into Kindergarten, offer a Mini day in May to acclimatize parents and children to the building and classroom experience. Share information and give workshop to parents on the transition experience while students are getting acquainted with the teachers, as well have questionnaire for parents to fill out so that we can know the students and parents better before they arrive. Progressive entry for K students.

For the other grades, at the end of the year, students from the next grade will visit classes and explain what they have done and learned during their present year.

Indicators:

Frequency of communication between students, teachers and parents with high school personnel
Number of activities organized between the different grade levels during the second half of the year.
Questionnaire to be filled out by parents of students coming into Kindergarten

Targets:

A varied number of workshops throughout each academic year that touches on the concerns of parents and students as they face the transitions mentioned.

Direction 4: Promoting Wellness in a Safe and Caring Environment

Objective: Provide a safe, secure, healthy and welcoming environment

Strategies:

Develop school's Right's and Responsibilities and Code of Conduct
Create Parliament in Primary for our senior students, as Leadership
Continue with Leadership Program to include Grades 4 and 5 students
Peace Pals for conflict resolution and peer mediation
Research varied teaching strategies that impact learning and social behavior
Research boys and how they can be more involved in a safe and secure environment
Do a survey about perceptions of safety in our school.
Recognize and reward positive behaviour ie: "Birch-ues"
Invite parents to be involved within the classroom
Workshop for parents on Internet safety and appropriate decorum with technologies

Indicators:

Number and kind of referrals for behavioural issues
Number of student activities that promote the Birch-ues Project
Positive interactions within the school
Use of positive language to express oneself
Strong links between H&S.
Parental awareness and support for the DCP program for internet safety and awareness.
What or how many activities does Leadership head up
How many students are being cared for through Breakfast Club
How often is Conflict Resolution used? Peace Pals/Peer mediation
How many students receive the Birch-ues leaf or ticket each month?

Targets:

Begin doing the TTFM Survey in 2012 and focus on the results from parents, students and staff
Monthly assemblies
Birch-ues coupons continued, recognition on the Birchwood Tree Logo in the front entrance.
Birch-ues leaf being handed out to all students, by all "departments" in the school, not just teachers.
Reduce the number of aggressive behaviours reported during recess and lunch recess.
Seniors buddied with juniors
Continue Peace Pals initiative
Peace Pals up and running at the beginning of the school year
Begin a Social Skills program
Parents involved in classrooms in all cycles.

Direction 4: Promoting Wellness in a Safe and Caring Environment

Objective: Foster healthy life style choices

Strategies:

Class discussions and education surrounding snacks and food choices, students select 2 healthy snacks from their lunch boxes, encourage water rather than juice.

Nutrition themes throughout the year.

March is nutritional month in the curriculum so really use that opportunity.

Invite guest speakers to address students and the power of their choices

For physical activity: power hour, recess games, lunch time tournaments, morning runs

Promote environmental awareness by composting, reusing and recycling (Green Team)

Promote eco lunches

Indicators:

Parental support towards food and snacks.

Eco lunches once a month

Posters and discussions throughout the school population of Healthy Life Style

School wide physical activities beyond phys. ed class

New school yard games

How much composting, reusing and recycling is going on

Targets:

Involve all students and staff in special challenges involving an active life style 3 times throughout the year.

That food choices are made not by habit but with thought.

All students conscientiously recycle and compost properly

Students bring eco lunches more than once a month

Direction 4: Promoting Wellness in a Safe and Caring Environment

Objective: Establish a culture of pride and respect for our school and the immediate community environment.

Strategies:

Invite the neighbours in for "tea" or an activity

For our community: respectful and positive social interactions within school and community

Art Projects that visualize our values throughout the school

Work on the school grounds in the front to beautify the "forest".

Offer to help neighbours

Establish and encourage our logo, mascot, school colours throughout the school. ie school clothing, mascot quotes, school song or cheer

Indicators:

All students wearing some school clothing articles to show pride.

Neighbours part of the school activities

Continued Art Projects with school theme

The front "forest" cleaned and gardened

Targets:

Birchwood to have a prominent reputation for positive activities in the community.

School colours and clothing available in August 2012

All students, staff and parents will know our motto, mascot, school logo and colours by 2013.