

# Celebration/Célébration



Lester B. Pearson School Board  
Commission scolaire Lester-B.-Pearson

Fiers de notre passé. Passionate about our Future

## Beurling Academy

# Educational Project: Secondary



2019-2022

Lester B. Pearson School Board

## OUR VISION

To see our students becoming a community of learners actively engaged in the pursuit of their academic and personal goals.



## OUR MISSION

The mission of Beurling Academy is to work together with parents and the community to provide a safe, caring and inclusive environment in which our students can

- Learn respect for themselves, for others and for the environment
- Become responsible citizens of their own and the global community
- Pursue excellence in accordance with their abilities
- Become independent, critical and creative thinkers
- Develop into life-long learners
- Develop the competencies, skills and attitudes necessary to become successful and contributing members of society

We are committed to nurturing the social, cultural, physical and moral development of our students through programs that promote leadership, athletics, community involvement and service.

## SCHOOL PROFILE

Beurling Academy opened its doors in 2003 following an amalgamation of Riverside Park Academy and LCCHS IB program. Beurling's population increased very rapidly for a time but has slowly decreased over the years due to a variety of factors including a demographic shift westward in the board's territory, Québec's language law which prohibits immigrant children to study in English and a decrease in the number of students having English eligibility.

Beurling serves a diverse and multicultural population - most of who are from Verdun, but many who also travel from LaSalle, Ville Émard, Châteauguay, Pointe-Sainte-Charles and Westmount. The majority of our students come from English speaking backgrounds but we also have students coming from Francophone and Allophone households. Beurling also has a number of International students who are here either by themselves or with parents who are in Canada on a student or work visa.

At present we have 315 students registered at Beurling following a choice of a regular program or the IB program. Being a small school means that we are uniquely able to ensure that our students are well supported academically, socially and emotionally. Beurling has a socio-economic environment index (SEEI) of 8 which means we receive funds from the government to help ensure that the students are successful in the achievement of their goals.

Beurling is an International Baccalaureate World School (IB) as well as a Community Learning Centre School (CLC). As an [IB](#) school offering the IB Middle Years Programme (MYP), our students are encouraged to become creative, critical and reflective thinkers. The aim of the MYP is to develop internationally minded students who, recognize their common humanity and help to create a better and more peaceful world.

Being a [CLC](#) school means that we look to partner with community members and organizations to provide a range of services and activities, often beyond the school day, that help to meet the needs of English speaking students and their families. These partners come into the school to provide academic, physical, social and emotional support and more. The aim is to support the holistic development of students and families.

Beurling has numerous opportunities for students to be active in the pursuit of their goals. They have a choice of Art, Music or Drama in both Cycle I and II. We are also proud to have 1 to 1 chromebook available for every student. Athletics is very much a part of the Beurling culture, and we participate in many sports offered by the GMAA. Our facilities include two gyms, a wrestling room, weight room, dance studio, woodworking / robotics room, a cooking lab, several science and computer labs, a large auditorium, library and the only high school in the board to have a swimming pool with a lifeguard on duty every day.

## Challenges:

Challenge	Orientation	Objective
Success for all students	Improve literacy and numeracy skills	<ul style="list-style-type: none"> <li>- To improve the reading and writing levels of students in ELA</li> <li>- Improve the success rate of MEES exams in Math</li> </ul>
Special Needs Students	Adapting to diversity of learners	<ul style="list-style-type: none"> <li>- Offer more life skills opportunities for students with special needs</li> <li>- Increase visits to vocational centers</li> <li>- Increase the amount of students enrolled in WOTP</li> </ul>
Physical and psychological well-being of students	Provide a safe, healthy environment	<ul style="list-style-type: none"> <li>- Reduce student anxiety</li> <li>- Reduce student depression</li> <li>- Increase the number of students feeling safe at school</li> <li>- Increase students' physical activity at lunch</li> </ul>
School Apathy	Wellness and student engagement	<ul style="list-style-type: none"> <li>- Improve attendance rates</li> <li>- Improve participation in extra-curricular activities</li> <li>- Increase the number of activities offered at lunch and afterschool</li> <li>- Offer more opportunities for students to engage in French language</li> </ul>
Parents and community partners	Mobilization of Partners and Stakeholders	<ul style="list-style-type: none"> <li>- Increase in number of parents in Home and School</li> <li>- Increase in number of parents who come to Curriculum night and Parent and Teacher interviews</li> <li>- Increase in parents who access report cards on Fusion</li> <li>- Increase in number of Community partners</li> </ul>

# Broad Area of Intervention 1

## Everyone achieving their full potential

### Orientation: Improving Achievement

OBJECTIVE	STRATEGIES	INDICATORS	TARGET
To improve reading and writing skills of our students in ELA	<ul style="list-style-type: none"> <li>• The promotion of focused reading and writing strategies</li> <li>• Early ELA intervention</li> <li>• Scaffolding of expected MEES reading and writing assessment tasks from grades 7 to 11</li> <li>• Resource support</li> <li>• Use of chromebooks to facilitate writing</li> </ul>	<ul style="list-style-type: none"> <li>• End of cycle evaluation situation at the end of grade 8</li> <li>• Grade 11 MEES exam</li> <li>• Summative and formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Increase grade eleven MEES exam reading success rate by 3%</li> <li>• Increase grade eleven MEES exam writing success rate by 4%</li> </ul>
To increase student success in secondary school Mathematics in both the Cultural, Social and Technical & Scientific streams.	<ul style="list-style-type: none"> <li>• Math Help Services</li> <li>• Spiral Program</li> <li>• CST 10</li> <li>• Homework Zone</li> <li>• Chromebook 1:1</li> <li>• Calculators 1:1</li> <li>• Google Classroom</li> <li>• Remind</li> </ul>	Success rate on MEES exams for: <ul style="list-style-type: none"> <li>• Secondary IV CST</li> <li>• Secondary IV SN</li> </ul>	<ul style="list-style-type: none"> <li>• MEES Exam Success Rates:</li> <li>• CST: Increase of 7% over 5 years (53%→60%)</li> <li>• SN: Increase of 7% over 5 years (38%→45%)</li> </ul>
Reduce the gap in success rates between boys & girls in ELA and Math	<ul style="list-style-type: none"> <li>• Targeted resource groups of boys</li> </ul>	<ul style="list-style-type: none"> <li>• Pass rates for boys and girls in ELA and Math</li> </ul>	<ul style="list-style-type: none"> <li>• 5% difference between the pass rates for boys and pass rates for girls</li> </ul>

**Broad Area of Intervention 2**  
**An inclusive environment for development,  
learning and success**

**Orientation: Healthy, safe and caring environments.**

OBJECTIVE	STRATEGIES	INDICATORS	TARGET
<p>To increase physical and psychological wellness health for students</p>	<ul style="list-style-type: none"> <li>• Encourage enrolment in option courses that promote healthy lifestyles and/or physical activity.</li> <li>• Identify needs of students through resource meetings and signaling from self-signaling, staff, peers and parents.</li> <li>• Creating awareness of SAFE places and social skills groups in the school.</li> <li>• Better monitoring of students by directing them to the appropriate resource person both within the school and the community.</li> <li>• Offer physical activity opportunities for students at lunch and after school</li> </ul>	<ul style="list-style-type: none"> <li>• TTFM survey data for reduced anxiety, depression</li> <li>• TTFM survey for students feeling safe at school</li> <li>• TTFM survey for students involved in lunch physical activity</li> <li>• Attendance records</li> <li>• Number of social skills and physical activity groups</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce student anxiety by 10%</li> <li>• Reduce student depression by 10%</li> <li>• Increase the number of students feeling safe at school by 10%</li> <li>• Increase students' physical activity at lunch by 5%</li> <li>• Reduce the number of student absences by 20%</li> </ul>

## Broad Area of Intervention 3 Mobilization of partners and stakeholders and support of educational success

### Orientation:

OBJECTIVES	STRATEGIES	INDICATORS	TARGET
Increase student engagement in sports and clubs	<ul style="list-style-type: none"> <li>Encouraging participation in extracurricular (competitive and recreational) programs available to students</li> </ul>	<ul style="list-style-type: none"> <li>Results in TTFM regarding participation in school life.</li> <li>Monitor attendance in clubs and sports activities.</li> </ul>	<ul style="list-style-type: none"> <li>75% of students participating in school and/or community life by being involved in clubs, extracurricular sports or community groups.</li> </ul>
Increase parental and community engagement	<ul style="list-style-type: none"> <li>Regular communication with parents via ERMS</li> <li>Encouraging communication between teachers and parents</li> <li>Community Development Agent actively working to recruit new community partners</li> </ul>	<ul style="list-style-type: none"> <li>Amount of parents involved in Home and School</li> <li>The amount of parents coming out to curriculum night</li> <li>Amount of parents coming to Parent and Teacher Interviews</li> <li>Amount of parents accessing report cards on Fusion</li> <li>The amount of community partners actively engaged in school</li> </ul>	<ul style="list-style-type: none"> <li>65% of parents coming to parent evenings</li> <li>80% of parents accessing parent portal for report cards</li> <li>Minimum of five active community partners in the 2019-2020 school year</li> </ul>
To increase the number of students engaged in pre-work or vocational pathway	<ul style="list-style-type: none"> <li>Promotion of Vocational and Work Oriented Training Pathways</li> <li>Inviting vocational educators to present and speak with potential students</li> </ul>	<ul style="list-style-type: none"> <li>TTFM survey results on vocational pathway</li> <li>Number of students going into WOTP</li> </ul>	<ul style="list-style-type: none"> <li>Increase of 5% of students pursuing vocational career or going into a WOTP program</li> </ul>