



Lester B. Pearson
School Board

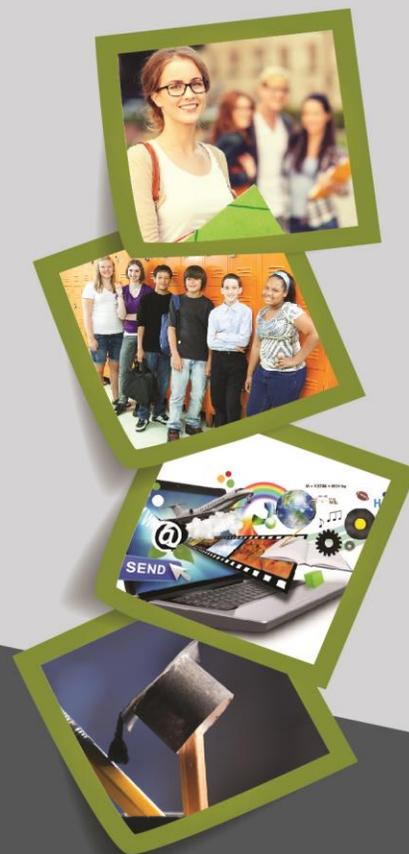
Commission scolaire
Lester-B.-Pearson



Beurling Academy

Secondary Annual Report

Annual Report on the School's Educational Project,
and Contribution to the School Board's Commitment to success



2018-2019

Lester B. Pearson School Board

Introduction

The Lester B. Pearson School Board is the second largest English school board in Quebec serving approximately twenty thousand students in the Youth Sector and an additional eight thousand in its Continuing Education Sector.

The Board's territory includes five Boroughs of the City of Montréal (Verdun, LaSalle, Lachine, Pierrefonds-Roxboro, Île Bizard-Sainte Geneviève) and the municipalities of Dorval, Pointe-Claire, Dollard-des-Ormeaux, Sainte-Anne-de-Bellevue, Senneville, Kirkland, Beaconsfield and Baie d'Urfé. In addition, the territory also includes twenty-three municipalities to the west of the island of Montreal, between the Ottawa and St. Lawrence Rivers west to the Ontario border. These are: the entire island of L'Île-Perrôt; the municipalities of Très-Saint-Rédempteur, Sainte-Marthe, Saint Justine-de-Newton, Saint-Clet, Côteau-du-Lac, Les-Coteaux, Saint-Polycarpe, Saint-Zotique, Rivière-Beaudette, Saint-Télesphore, Les Cèdres, Pointe-des-Cascades, Île-Cadieux, Vaudreuil sur-le-Lac, Vaudreuil-Dorion, Hudson, Saint-Lazare, Rigaud and Pointe-Fortune.

The Board is responsible for a network of thirty-six Elementary Schools, thirteen Secondary Schools and eight Adult & Vocational Training Centers. In addition, the Board operates Alternative Learning Centers, Ministry of Social Affairs Schools, and an International Language Center.

We, the members of the Lester B. Pearson School Board community believe in a vision of *Achieving excellence by maximizing the potential of each individual*. We hold the following values to be true:

- **Community:** We promote local and global citizenship through strong engagement.
- **Inclusion:** We reflect and celebrate diversity.
- **Innovation:** We support creativity and a spirit of inquiry.
- **Integrity:** We commit to honesty, equity and accountability.
- **Respect:** We foster a respectful, nurturing and safe environment.



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.

VISION

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



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.

In 2018-2019, we had 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 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 life guard on duty every day.

CHALLENGES:

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

Objective 1: Reduce the gap in success rates between various groups of students

As an inclusive system, Lester B. Pearson School Board has always paid attention to differences in success among students. Our differentiated approach and pedagogical flexibility have been central to discussions on classroom practice and student success. Using a resource school model to discuss practices, along with support by Educational Services and Student Services, teachers consider the needs of every student.

Objective 1	Reduce the gap in success rates between various groups of students								
	Provincial situation					Lester B. Pearson School Board			
	2014-2015 data (2008-2009 cohort)		Target 2022	Target 2030	2014-2015 data (2008-2009 cohort)		Target 2022	Target 2030	
	Success rate	Gap	Gap	Gap	Success rate	Gap	Gap	Gap	
Boys	73.8%	All sectors	10.1%	6.1%	5%	83.7%	8.4%	5% max	5% max
Girls	83.9%					92.1%			
Students with handicaps, social maladjustments or learning difficulties	48.3%	Public sector	34.1%	25.3%	12.4%	60.5%	32.2%	24.2%	12.4%
Regular students	82.4%					92.7%			
Start secondary school in a disadvantaged area	69.0%	Public sector	8.9%	6.5%	4.5%	67.90%	21%	15%	10%
Other areas	77.9%					88.9%			
First-generation immigrants	75.0%	Unidentified	3.8%	3.0%	2%	69.60%	18.8%	12%	5%
Other students	78.8%					88.4%			



School Results

Broad Area of Intervention 1 Everyone achieving their full potential				
Orientation: Improving Achievement				
LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVE	INDICATORS	TARGET	2019 Result
<p>Improving Achievement: Reduce the gap in success rates between various groups of students.</p>	To improve reading and writing skills of our students in ELA	<ul style="list-style-type: none"> End of cycle evaluation situation at the end of grade 8 Grade 11 MEES exam Summative and formative assessments 	<ul style="list-style-type: none"> Increase grade eleven MEES exam reading success rate by 3% Increase grade eleven MEES exam writing success rate by 4% 	<p>Reading: Mean Result 71.8%</p> <p>Success rate of 95.2%</p> <p>Production: Mean Final Result 70.9%</p> <p>Success rate of 92.1%</p>
	To increase student success in secondary school Mathematics in both the Cultural, Social and Technical & Scientific streams.	<p>Success rate on MEES exams for:</p> <ul style="list-style-type: none"> Secondary IV CST Secondary IV SN 	<ul style="list-style-type: none"> MEES Exam Success Rates: CST: Increase of 7% over 5 years (53%→60%) SN: Increase of 7% over 5 years (38%→45%) 	<p>CST Mean Final Result: 57.9%</p> <p>Success rate of 53.6%</p> <p>SN Mean Final Result: 71.6</p> <p>Success rate of 73.7%</p>

Future Directions

ELA

We are quite pleased with the success rate of the students who wrote the English Language Arts exam in May of 2019. We are looking now at ways we could increase the mean result of 71.8% for the Reading and 70.9% for the production.

Some of the ways we plan to do that include:

- Accommodating the different learning challenges of our students and implementing specific individual strategies that would boost their level of confidence and skills.
- Scaffolding of expected MEES reading and writing assessment tasks from grades 7 to 11
- Implement a project based learning approach to increase engagement while targeting our subject specific goals
- The promotion of focused reading and writing strategies
- Early ELA intervention
- Use of chromebooks to facilitate writing
- Resource support for students with IEP's and students at risk
- Ensure that students grades are a true reflection of their ability at every grade level

Math

Our students have done well in the Science Math stream especially considering that last year the success rate was 37.5% and this year it jumped to 73.7%

Some of our students continue to struggle with regards to writing the CST exam in June. We will continue to implement strategies in the lower grades to support them as they move towards writing the final exam in Secondary 4.

Some of these strategies include:

- Increase Remediation
- Compulsory mediation periods (daily)
- Optional daily remediation periods (weekly)
- increased teacher collaboration/planning periods (weekly)

We will continue to use the strategies that have been used in the past that include:

- Math Help Services
- Spiral Program for the CST which is having math over two years for those who really struggle
- Encouraging after school tutoring at the Y or Dawson's
- Chromebook 1:1
- Calculators 1:1
- Google Classroom
- Remind

It is the hope that with the use of these directed interventions we will see an improvement in the success rate especially for the CST.



Broad Area of Intervention 2

An inclusive environment for development, learning and success

Orientation: Healthy, Safe and Caring Environments

LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVE	INDICATORS	TARGET	2019 Result
Wellness	To increase physical and psychological wellness health for students	<ul style="list-style-type: none"> • TTFM survey data for reduced anxiety, depression • TTFM survey for students feeling safe at school • TTFM survey for students involved in lunch physical activity • Attendance records • Number of social skills and physical activity groups 	<ul style="list-style-type: none"> • Reduce student anxiety by 10% • Reduce student depression by 10% • Increase the number of students feeling safe at school by 10% • Increase students physical activity at lunch by 5% • Reduce the number of student absences by 20% 	24% report feeling anxious 32% reported feeling depressed 49% of students reported feeling safe school 46% of students do not do physical activity at lunch 20% of students report being absent without a valid reason

Future Directions

The Tell Them From Me Survey (TTFM) can be a powerful tool to measure our students' level of wellness in multiple areas. Last year we were concerned about the number of students reporting depression, anxiety and not feeling safe at school. This was an indication that something needed to be done to ensure their wellness and lower the amount of anxiety and depression in the building. Some of the ways we will endeavor to make this happen include the following:

Offer more physical education to all, as mentioned in our new educational project, continuing to identify needs of students through resource meetings and triaging them towards the various professionals in the building. Ensuring that there is a clear visibility of support staff engagement, so students know the specialists, professionals in the school that can best help and support them, having workshops on emotional self-management and regulation, continuing to develop SAFE places, continue to establish relationships with our community partners, having zero tolerance for bullying, harassment, racism and continue to offer physical activity opportunities for students at lunch and after school. This is not an exhaustive list but just some of what we can do to ensure our students are well physically, emotionally, mentally and socially.

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 OBJECTIVE	INDICATORS	TARGET	2019 Result
Strengthening Engagement	Increase student engagement in sports and clubs	<ul style="list-style-type: none"> • Results in TTFM regarding participation in school life. • Monitor attendance in clubs and sports activities. 	75% of students participating in school and/or community life by being involved in clubs, extracurricular sports or community groups.	<p>50% participation in sports</p> <p>30% participation in clubs</p>
	Increase parental and community engagement	<ul style="list-style-type: none"> • Amount of parents involved in Home and School • The amount of parents coming out to curriculum night • Amount of parents coming to Parent and Teacher Interviews • Amount of parents accessing report cards on Fusion • The amount of community partners actively engaged in school 	<ul style="list-style-type: none"> • 65% of parents coming to parent evenings • 80% of parents accessing parent portal for report cards • Minimum of five active community partners in the 2019-2020 school year 	<p>Less than 50% parents came out to Parent Evenings in 2019</p> <p>63% accessed the fusion portal for report cards</p> <p>There was a minimum of 5 partners that partnered with the school during 2019.</p>
	To increase the number of	<ul style="list-style-type: none"> • TTFM survey results on 	<ul style="list-style-type: none"> • Increase of 5% of 	According to the Tell Them From

	students engaged in pre-work or vocational pathway	vocational pathway <ul style="list-style-type: none"> Number of students going into WOTP 	students pursuing vocational career or going into a WOTP program	Me survey, 24% of students plan to pursue vocational career
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Future Directions

Objective 1 : Participation in Sports and Clubs

Current Data from TTFM

50% of students reported as participating in sports as per the TTFM survey taken in November of 2018. 33% of students reported as participating in clubs as per the TTFM survey taken in November of 2018.

Our new objective will be to increase student engagement in sports and extracurricular activities. Some of the ways we will look to achieve this is by promoting and encouraging after school programs, maintain a variety of extra-curricular activities and perhaps look to see how we might be able to award extra credit for course relevant activities.

Our target for the coming year will be 60% of students participating in sports and athletics and 50% of students participating in clubs (arts, culture etc...) with an overall participation rate of 75%.

Objective 2 : Increase parental and community engagement.

At this time we only have anecdotal data on community partner engagement. According to our Community Development Agent, there has been an increase in community partners through the CLC which is a positive involvement for the school. Some of the partners included Carrefour Jeunesse Emploi, The Y through the Teen Zone, The Rainbow Umbrella and Synergy youth ministries.

Parental involvement still remains low with less than 50% coming out for the Parent and Teacher Interviews and Curriculum Night. In addition, only 63% accessed their child's report card through the Parent Portal.

Our new objective for the coming year is to see how we can increase parental engagement and maintain our current relationships with community partners and possibly expand to 8 - 10.

Some of the strategies we would employ include: regular communication through ERMS, hold workshop for parents that shows the correlation between involvement and student success, encourage communication between teachers and parents, and hold community activity where parents are invited to be a part of the school culture.

Objective 3 : Increase the number of students engaged in pre-work or vocational pathway.

According to the 2018-2019 TTFM survey, there was an average of 24% of students who planned to pursue a trade or apprenticeship as they continued with their education. Our target is to have at least 30% of students indicate that they plan to pursue a trade of apprenticeship.

In addition, we would like to have at least 10% of graduating class go directly to VACC (Verdun Adult Career Centre) through a partnership program.

Finally, we always maintain to have a full WOTP (Work Oriented Training Pathway) class of at least 12 – 15 students.

Some of strategies that we would employ to make the above a reality include visits to VACC or PACC (Pearson Adult Career Centre) during school hours, promote the vocational programs and hold career fairs throughout the year.

It would also be beneficial to incorporate stage/student for a day project into our new educational plan.

