

# Beaconsfield High School

Annual Report on the School's Success Plan,  
Management and Educational Success Agreement,  
and Contribution to the School Board's Strategic  
Plan 2010-2015



## ***Introduction***

In January 2010, 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 was valid until June 30<sup>th</sup>, 2015 and was subsequently extended by an additional year for reporting purposes. 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 report on the 2010-1215 goals and progress of BHS. This report includes information on our success plan results, management and educational success agreement results. 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: Beaconsfield High School***

	<b>2015-16</b>
School Capacity	1200
Total Number of Students Registered	945
Programs	Secondary 1 – 5 General Education, Core, Immersion, Enriched and Defi Francais, Core Plus 3, Core Plus 4, Embarkations Alternative Program, 1:1 laptop Program
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	120

## ***School Mission/Vision***

The Beaconsfield High School community is committed to maximizing each student's potential by:

- « Promoting a collaborative approach to learning
- « Fostering a sense of self-esteem and respect for self and others
- « Providing opportunities for developing healthy lifestyles
- « Emphasizing a commitment to the value of lifelong learning
- « Providing a tolerant and peaceful environment for learning

## **Goal 1: Increased Graduation and Qualification Rate: School Board Context**

Student success in terms of certification and qualification remains a critical indicator of our progress. The Lester B. Pearson School Board has been consistently among the top five school boards in the province in this respect. The MEES has given us the challenge of increasing our graduation and qualification rate to 88% by the year 2020. We 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 adult education and vocational training sector. We continue to address the difference in the graduation and qualification rate between boys and girls. All secondary schools continue to work towards improving success rates on MEES Uniform Exams in Secondary 4 Mathematics, Science and Technology, and History and Citizenship Education as well as in Secondary V First and Second Language programs.

### **Local Results**

<b>Goal 1: Increased Graduation and Qualification Rate</b>					
<b>#</b>	<b>Objective</b>	<b>2009 Baseline</b>	<b>2015 Target</b>	<b>2015 Result</b>	<b>2016 Result</b>
<b>1</b>	A 5% increase in the success rate for MELS Secondary 4 Math Options results by 2015.	CST 84% T & S 78.5% Sci 98.4%	CST 89% T & S 83.5% Sci 100%	CST 80.6% T & S 97.7% Sci 93.7%	CST 83.2% T & S 95.8% Sci 100%
<b>2</b>	A 3% increase in the success rate for MELS Secondary 4 results in General and Applied Science and Technology by 2015.	Phys Sci 71.8%	Gen Sci 77% App Sci 77%	Gen Sci 89.7% App Sci 85.7%	Gen Sci 91.8% App Sc1 78.9%
<b>3</b>	A 3% increase in the success rate for MELS Secondary 4 results in History & Citizenship Education by 2015.	History 82.3% Histoire97. 7	History 85% Histoire 98%	History 75.0% Histoire 88.5%	History 83.5% Histoire 96%
<b>4</b>	A 20% reduction in the overall number of students who dropout by 2015.	18.6% MELS non completi on (2007- 2008)	2.5% decrease	3	5
<b>5</b>	A 25% reduction in the number of boys who dropout by 2015	26 of the 40 are boys (2007-08)	10% decrease in #boys who dropout	3	5

**Please Note**

Throughout the Annual Reports from 2011 to 2016, the acronyms of MELS or MEESR has changed to MEES. Comparisons from year to year are made between different cohorts which can account for some of the fluctuations in results.

**Math**

The target success rate for Secondary 4 CST Math in 2015 was 89%. We are still in progress of reaching the Success Plan target. There has been a steady improvement with student success rate of 80.6% in 2015 and 83.2% in 2016.

The target 2015 success rate in Secondary 4 Math T & S was 83.5%. We have surpassed our 2015 target with a success rate of 97.7 % in 2015 and 95.8% in 2016.

The target 2015 success rate for Secondary 4 Science Math was 100%. The rate has steadily improved. We met the target of 100% success rate in 2016.

**Science**

Our 2015 goals of 77% for Secondary 4 Science and Technology have been surpassed in General Science with a success rate of 89.7% in 2015. We continued that climb in 2016 with a success rate of 91.8%. Applied Science is no longer offered as the majority of students choose General Science.

**History/Histoire**

The 2015 Success Plan target for History is set at 85%. The student success rate continued to improve to 83.5% in 2016.

The 2015 Success Plan target for Secondary 4 Histoire was 98%. The 2015 results showed a dip to 88.5%, but the results in 2016 showed a success rate of 96%, very close to the target.

**Dropout Statistics**

Our in-house calculation on the drop out numbers of students over 16 years of age shows that 3 to 5 students in Secondary 5 were unaccounted for each year.

MEES includes in their dropout rate students who move out of province or out of country or go to private schools or other school boards, while in-house, we count only those students who are not attending any educational institution to our knowledge.

Our records show that students who left BHS went to other public high schools within LBPSB, private schools, another Quebec Board, out of province, changed their education sector meaning they went to Place Cartier or they graduated in January and went to CEGEP. Very few left without a placement elsewhere.

**Math****Situation Analysis**

In Math CST Sec 4, teachers continued to offer more tutorials during the school year and used Math 3000 as well as the MaST CST 4 Study Guide. Additionally the Sec 4 CST teachers have done an item by item analysis of the June 2015 and 2016 CST 4 exams to see where students had the most difficulty and where they did well. We compare different cohorts each year. We have had a greater portion of students taking T & S and Science Math than CST in the past couple of years which affects the results in CST math.

## **Future Direction**

Teachers of Math CST Secondary 4 will continue to put additional time and strategies into identified areas of difficulty.

Teachers will:

- Work on math basics in Cycle 1 before promoting students to Cycle 2.
- Continue to provide extra help.
- Continue to provide every opportunity for students to succeed in Secondary 4 and 5 advanced math.

## **Science**

### **Situation Analysis**

The success rate has steadily improved from 2009-15. It is important to note that we are comparing different cohorts of students.

## **Future Direction**

Teachers will:

- Continue to provide, with the support of a lab technician, practical laboratory experiences that interest and motivate students and solidify science concepts.
- Coordinate remediation and supervision times.
- Continue to work on strategies for writing exams.
- Continue to provide timely and informative assessments to students.
- Continue to assess and analyze formative and summative results to detect student difficulties and make improvements to teaching practices and student learning situations.

Cycle 1 Science teachers will:

- Continue to offer extra help at lunch or in the morning when available.
- Maintain communication and support with the resource department.
- Continue the curriculum link between secondary 1, 2 and 3 that has made our program a success
- Continue to work on literacy strategies in Cycle one.
- Continue to provide valuable technician support in science labs.

## **History/Histoire**

### **Situation Analysis**

The History results dropped in 2015 in keeping with the difficult Ministry exam. Results improved to be very close to achieving the target success in 2016. Teachers offer, once again, tutorials on historical document analysis as well as on the process of how to write a history exam for students helped increase our History success rate. In the classroom setting, teachers put emphasis on analyzing historical documents and the process for writing an exam. Teachers attended professional development workshops for the MEES History exam as well as moderation which helped to increase the success rate.

## **Future Direction**

Teachers will:

- Continue to standardize the tests in the department.
- Develop more communication between Cycle 1 and Cycle 2 to determine expectations and standards.

- Work on literacy strategies with students.
- Coach students to understand where are the gaps in their learning.
- Standardize the format of tests; e.g. documents, booklets, student question/answer booklets.
- Develop more control over their professional development.
- Develop more coordination between schools.

## Dropout rate

### Future Direction

- Continue to work on keeping students in school by individualizing their success plans, running extensive sports programs and making use of our Embarkations Alternative Program.
- Provide resource blocks for students in Cycle 2 when needed and provide more support through integration aides in Cycle 2 classes wherever possible.
- Decrease class size in Cycle 1, where possible, in order to analyze the strengths and motivators of our new students.

## ***Goal 2: Mastery of English and French Language Skills: School Board Context***

Programs throughout the system, while responding to the parameters of the Quebec curriculum, provide choices for parents and offer flexibility with the students' academic, socio-emotional and physical needs being a focus. 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 French. Although our focus for this strategic plan is early intervention to further improve literacy, secondary schools have targeted an increase in the success rate for MEES Uniform Exam results in Secondary 5 French reading and writing.

## ***Local Results***

<b>Goal 2: Improved Mastery of English and French Language Skills</b>					
<b>#</b>	<b>Objective</b>	<b>2009 Baseline</b>	<b>2015 Target</b>	<b>2015 Result</b>	<b>2016 Result</b>
<b>1</b>	A 5% increase in the success rate for MELS Secondary 5 results in French reading by 2015	Combined 72.5%	Base 77.5% Enriched 77.5%	Base 93.0% Enriched 100%	Base 85.1% Enriched 100%
<b>2</b>	A 3% increase in the success rate for MELS Secondary 5 results in French writing by 2015	Combined 82.4%	Base 85.4% Enriched 85.4%	Base 95.5% Enriched 100%	Base 86.7% Enriched 100%

3	An increase in the number of activities which expose students to French (cultural, extracurricular)	1	3	9	6

### Level of Accomplishment

- The overall results of the 2015 MEES exams in French indicate improvements in the French Base and Enriched success rates. We have surpassed the 2015 Success Plan target in both programs and continue to do so in 2016.
- Our 2015 success rate in Secondary 5 French Reading improved from 72.5% in 2009 surpassing the target in both the base and enriched levels. That success rate continued into 2016. We continued to maintain a 100% success rate in Enriched French Reading in 2015 and 2016.
- For French Writing our success rate has increased from 82.4% in 2009 and has surpassed the 2015 targets set for both the base and enriched programs. We maintained a 100% success rate in Enriched French Writing in 2015 and 2016.

### Situation Analysis

- We increased the number of French culture initiatives in the school in the 2014-2015 school year:
  - Secondary 1 enriched students once again continued to complete their Entrepreneurial Projects in French. (1)
  - Secondary 1 students participated in the Board wide contest "Qui Lira Vaincra" where our team placed first overall.(2)
  - Secondary 2 students competed in a French Poetry Slam contest where a BHS student placed first. (3).
  - The Défi Français program continued at the Secondary 1, 2 and 3 levels. (4)
  - We continued to hold Francization classes for students new to Quebec. (5)
  - At the Secondary 4 level students went on a French field trip to see a French play at Theatre Lionel Groulx. (6)
  - Secondary 4 Enriched students participated in a French Poetry Slam. (7)
  - Secondary 5 students went to a French Play at Theatre Lionel Groulx. (8)
  - We also continue to purchase more French resources for the library. (9)

### Future Direction

- Continue to implement a high level of French instruction with an emphasis on French writing as we are seeing improvements in terms of success rate.
- Participate in French Poetry Slams as well as writing workshops.
- Continue to add more French cultural events at all levels.
- Continue to stock our library with more French resources.
- Add a French Cultural initiative at Secondary 3 for 2016-2017.
- Introduce in Cycle 1 and revisit throughout both Cycles key concepts required for successful completion of secondary 5 French. (Tables rondes)

- Make the psychology course bilingual to increase exposure to French in Secondary 5.
- Provide extra help in French classes in Cycle 1 to help prepare students for Cycle 2.
- Offer an online French course.

## **English Language Arts**

### **Situation Analysis**

- Overall results are consistent with term results at each grade level; however, we would like to see improved marks in both the reading and production competencies. Improving reading and writing skills in English will help students in other areas of study. We have developed reading, writing, and oral communication through a variety of activities including independent reading, class reading, group discussion, research, essay writing, creative writing, peer editing, and media exploration.

### **Future Direction**

- Provide literacy support at each grade level to improve reading results for struggling students.
- Continue to use laptops and phones in the writing process during class time to allow for guidance and coaching during writing tasks.
- Provide varied reading materials and writing opportunities to encourage confidence and success in the English Language Arts Program.
- Continue the Core Plus Program at the secondary 3 where students have two extra periods of English per Cycle.
- Publish student writing to encourage interest in the writing process.
- Generate conversations and interest in reading through common novels.
- Improve literacy across the curriculum through teacher collaboration between subject areas.
- Bring drama productions to the school in order to have students experience literature coming to life.
- Purchase common grade level novels for Cycle 2 students for use in the classroom to encourage literacy and conversation inside and outside the classroom.
- Curate with the help of the librarian a selection of contemporary e-books for small group use in the classroom.
- Introduce a writing week initiative for Cycle 2 students.

### **Goal 3: Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties: School Board Context**

Lester B. Pearson is proud to be an inclusive school board where students with special needs are integrated into community schools. In each school they are members of the community receiving support services as outlined by their Individualized Education Plan. Our focus over the course of this plan was to increase the qualification rate for our students with handicaps, social maladjustments or learning difficulties. At the Secondary level, we have witnessed a remarkable growth of Work Oriented Training Pathway which lead to qualification for students who successfully complete their program of studies in this domain.

#### **Local Results**

<b>Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties</b>					
<b>#</b>	<b>Objective</b>	<b>Baseline</b>	<b>2015 Target</b>	<b>2015 Result</b>	<b>2016 Result</b>
<b>1</b>	To provide opportunity for students with special needs to visit and explore work sites.	Data not available	An increase in the number of initiatives that help with planning long range goals	All special needs students in Sec 3 were screened for long range plans	All special needs students in Sec 3 were screened for long range plans <sup>6</sup>
<b>2</b>	To increase awareness of pathways to qualification for special needs students or students at risk.	5 students	20% increase	5 students	6 students

#### **Level of Accomplishment**

The resource team in conjunction with the school board’s high special needs liaisons continue to work on individualized long range plans for our students. Each student’s case, beginning at the Secondary 3 level, is analyzed with the goal of choosing the most appropriate placement for the individual. A variety of viable options that are available in the board are presented to the student and the family.

“The Circuit,” for students with high special needs whereby students are given daily opportunities to learn functional life skills, academic skills and specific vocational work skills on a rotating schedule of daily activities

is continuing to be extremely successful. The students are engaged, motivated to learn and improving their life and communication skills.

The Small Group Instruction class (SGI) is very successful especially in creating an atmosphere of trust and camaraderie, so that true learning can take place at each student's level of instruction. The target population for this class is students who are in Secondary 1-3 and who follow modified academic programs in the core subjects. The students solidify functional academic skills at their levels and are prepared for world of work.

The Core Plus Program at the Secondary 3 and 4 levels was designed for students who need extra academic support to stay on grad track. These students receive two extra periods of English, French and math in order to strengthen their basic skills.

Also, for students with very high special needs who cannot leave the building to participate in a work study we brought work into the school. Under the entrepreneurial grants, the students with special needs at BHS have designed and sold jewelry, participated in a recycling project, planned for and performed in a dance production, organized book rooms for teachers, made and sold greeting cards and maintained the school's potted plants over the winter.

#### **Future Directions**

We will continue to start the long range planning process at Secondary 3. This process also helps the resource team to plan teaching strategies that will prepare the students for the transition into the pathway most suitable for their needs. The Core Plus program, the SGI class and The Circuit will continue as support structures for students with special needs and alternate learning styles.

### ***Goal 4: Healthy and Safe School Environment: 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 secondary schools are working towards implementing the Healthy Schools Approach, developing a culture of pride and respect for our environment, and completing a portrait of the school climate in order to prioritize interventions to provide a safe, secure, healthy, and welcoming environment. All schools survey students twice annually through The Learning Bar's *Our School Survey* and are provided an annual snapshot of school climate through the *Bullying and School Safety Thematic Report*.

## Local Results

Goal 4: Promoting Wellness in a Safe and Caring Community					
#	Objective	Baseline	2015 Target	2015 Result	2016 Result
1	The number of initiatives that promote pride in and respect for our environment.	1	Increase in activities	10	8
2	Implementation of Healthy Schools Approach.	[ ] In Progress [ ] Implemented			
	Complaints: Bullying/Violence	N/A	0	0	0

### Situation Analysis

We continued or introduced the following initiatives in the area of violence prevention and conflict resolution throughout the 2010-15 period.

1. We brought in the Tolerance Caravan.
2. We had class discussions on cyber-bullying led by our socio-community police officer.
3. We continued to promote our Peaceful Schools status when applicable.
4. We discussed bullying, conflict and violence in assemblies.
5. We continued our bullying reporting system on our school's website where students can report bullying and/or conflicts.
6. Secondary 4 and 5 classes of Madame Piquette participated in "De-Stress et Progress" workshops to help them better manage the stresses of daily life through the teaching of hands-on coping strategies.
7. We surveyed our students using the Tell Them from Me (TTFM) survey on healthy behaviours and used the results to guide us in making changes or additions to the programs already in place.
8. We continued the FLASH Program where sex education topics and acceptance of differences are discussed at all grade levels. At the senior grade levels FLASH topics include those of sexual violence.
9. We promoted a collegial atmosphere by introducing the House System for Secondary 3 students.

## **Goal 5: Increased Enrollment in Vocational Education: School Board Context**

The Vocational Education pathway is a growing choice towards qualification for students under 20 years of age as well as being a priority for the Ministry of Education Leisure and Sport. Our Vocational Education Centres provide numerous training programs that lead directly to employability and/or to an exciting career. Our priorities for this strategic plan include further expanding the choices of vocational education programs available to our students and promoting these programs as viable options.

### **Local Results**

<b>Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training</b>					
<b>#</b>	<b>Objective</b>	<b>Baseline</b>	<b>2015 Target</b>	<b>2015 Result</b>	<b>2016 Result</b>
<b>1</b>	The number of initiatives that promote vocational education	1	To increase the number of activities	8	6

### **Level of Accomplishment**

We supported vocational initiatives, in the following ways, during the 2010-15 period to raise the awareness of vocational education as a viable and worthwhile career option with our senior students.

1. We continued to support the vocational education presentations for Secondary 4 students given by the LBPSB centers.
2. We promoted and supported the “Student for a Day Program” with our students through our guidance department.
3. We made good use of the student transitions counselor attached to the school board to help guide some students into the Continuing Education pathway.
4. We had an information assembly for the Secondary 2 parents to explain the pathways, both academic and vocational, that are available to their children beginning in Secondary 3.
5. Secondary 5 students attended the LBPSB Career Fair in November to help guide them with their post-secondary choices and decisions.

6. The Hooked on Schools program was brought in for Secondary 1 students. This program begins the process of thinking about career choices and emphasizes the benefits of staying in school.

### **Situation Analysis**

All of the initiatives in which we participated were successful and informative for students as to possibilities in the vocational education professions. We continue to promote vocational education as "entrepreneurial education" as well in our school.

### **Future Directions**

- Promote events that will continue to raise awareness among both students and parents as to what is available in terms of the different educational, vocational and work oriented pathways.
- Promote vocational education and "entrepreneurial education" in our school.
- Continue to use the Hooked on Schools Program with our Secondary 1 students to promote and motivate our students to stay in school.