

INTRODUCTION

Beurling Academy opened its doors in 2003 and welcomed students from Riverside Park Academy and the LCCHS IB program. Beurling's population increased very rapidly for a time; but has recently decreased due to several factors including, but not limited to demographics, Bill 104, the opening of an IB program in Châteauguay, and the reduction of school bus services provided by the board. The school serves a diverse and multicultural population - most of who are from Verdun, but many who also travel from LaSalle, Ville Émard and Châteauguay. Beurling offers a strong Arts program - wherein students have the choice of Art, Music, Drama or Dance in both Cycle I and II. Athletics is very much a part the Beurling culture; and we participate in almost every sport offered by the GMAA. Our facilities include two gyms, a mat room and weight room, a dance studio, a woodworking / robotics room, several science and computer labs, a well equipped auditorium and a swimming pool.

The Beurling Academy (BA) Success Plan for 2010-2015 is based on the Lester B. Pearson School Board's Strategic Plan entitled "Together We Learn: Partnering for Student Success" and the BA Educational Project which was reviewed and revised in 2009. The BA School Success Plan outlines a clear direction and defines our priorities for the coming five years. At BA, we believe that every student can learn, as such, we strive to ensure that every student meets his/her full potential.

Our success plan provides a road map to meet this goal. It is built on the foundation of work accomplished through our 2006-2009 success plan and ensures that our goals are achievable, our progress is measurable and that we are accountable to those who place their trust in Beurling Academy.

Our success plan has been developed with input from our stakeholders and in accordance with the strategic directions of the Ministry of Education, Leisure & Sports and the four identified pillars of the LBPSB's strategic plan.

CHARACTERISTICS OF THE SCHOOL

Beurling Academy is designated by the MELS as a ***New Approaches, New Solutions*** (N.A.N.S.) Beacon School. The purpose of N.A.N.S. is to provide additional resources to schools in the lowest socio-economic and most disadvantaged areas of Quebec in order to promote **equal opportunities for success for all**. As such, at Beurling we strive to ***adapt our practices*** – both school wide and within individual classroom settings, to ensure greater success for all Beurling students.

Beurling Academy is very aware of the important role it plays within the English community of Verdun in leveling the playing field for students of disadvantage. We strongly believe in recognizing progress and achievement, fostering respect for one's self and others, valuing regular attendance effort, caring for our school environment and growing to become a responsible citizen.

The magnet program at Beurling Academy is the International Baccalaureate (IB) Middle Years Program (MYP). Admission is based on the results of an entrance exam as well as evidence of previous hard work and cooperation in class. Admitted students are expected to work to their potential, maintain high expectations for both their school work and comportment, possess an attitude conducive for learning and participate in community service. Samples of the students' work at the Sec V level are sent to the IB offices in Cardiff, Wales for external moderation / validation services to ensure that International standards of quality are being met. Some IB initiatives and activities such as community service opportunities, special event days like International Peace Day, etc., are open to all students at Beurling Academy.

SCHOOL VISION / MISSION

The mission of Beurling Academy is to work with students, parents and the local 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

The Beurling Academy motto is "*Believe and Succeed*"; as such the faculty, staff and administration seeks to create opportunities for our students to believe in themselves, to uncover their aptitudes, interest and talents, and with our support and guidance, be successful!

PORTRAIT OF THE SCHOOL
(STATISTICAL DATA)

Beurling Academy							
	04- 05	05-06	06-07	07-08	08-09	09-10	10-11
# students	703	852	926	928	860	756	678
Students entering with delays							
Proportion of students with handicaps, social maladjustments or Learning Disabilities	16.6%	16.3%	16.7%	17%	15.7%		17.7%
Drop-Out Rates	8.9%	7.8%	5.1%				
Graduation / Certification Rate	52.1%	78.4%	80.0%	64.2%	76.2%		81.7%

Beurling Academy M.E.L.S. Uniform Examination Success Rate

	04-05	05-06	06-07	07-08	08-09	09-10	10-11		
English Language Arts 630516	84.8%	92.3%	95.7%	89.8%	86.5%	n/a	n/a		
French Second Language 634594	33.3%	91.6%	n/a	n/a	n/a	n/a	n/a		
French Second Language 636544	n/a	n/a	93.5%	73.7%	85.0%	n/a	n/a		
Mathematics 436 568436	64.6%	61.9%	65.6%	95.8%	n/a	n/a	n/a		
Mathematics 416 568514	23.1%	63.4%	52.2%	57.1%	n/a	n/a	n/a		
Physical Science 416 556416	74.0%	57.8%	51.8%	70.2%	47.6%	n/a	n/a		
History of Que&Can 414 585414	72.4%	65.2%	68.4%	53.2%	83.4%	n/a	n/a		
Mathematics 514 568514	59.1%	23.1%	63.4%	52.2%	49.5%	n/a	n/a		
English Language Arts 612536	n/a	n/a	n/a	n/a	n/a	96.7%	96.2%		
Francais, Langue Seconde 634504	n/a	n/a	n/a	n/a	n/a	85.7%	37.3%		
Francais, Langue Seconde 635506	n/a	n/a	n/a	n/a	n/a	92.1%	90.3%		
Histoire-ed citoyennete 087404	n/a	n/a	n/a	n/a	n/a	n/a	100%		
History & citizenship Ed. 587404	n/a	n/a	n/a	n/a	n/a	83.6%	75.2%		
Mathematics Cultural and Tech 563404	n/a	n/a	n/a	n/a	62.1%	53.5%	55.2%		
Mathematics Tech and Science 564406	n/a	n/a	n/a	n/a	87.5%	65.9%	87.5%		
Mathematics Science Option 565406	n/a	n/a	n/a	n/a	96.4%	82.8%	84.0%		
Mathematics Cultural&Tech 563504	n/a	n/a	n/a	n/a	n/a	71.4%	76.9%		
Mathematics Tech & Sci 564506	n/a	n/a	n/a	n/a	n/a	85.2%	73.1%		
Mathematics Science Opt 565506	n/a	n/a	n/a	n/a	n/a	84.6%	72.0%		
Science & Tech 404 555404	n/a	n/a	n/a	n/a	n/a	74.8%	84.9%		
Applied Science & Tech 557406	n/a	n/a	n/a	n/a	n/a	83.8%	68.8%		
Science/Tech Environment 558404	n/a	n/a	n/a	n/a	n/a	84.3%	82.4%		
Chemistry 534 551504	n/a	n/a	n/a	n/a	n/a	85.2%	100%		
Physics 534 553534	n/a	n/a	n/a	n/a	n/a	89.7%	95.2%		

LBPSB Strategic Direction #1: Maximizing Student Success in a Culture for Learning

Objectives	Strategies	Indicators	Targeted Results
LBPSB Objective #1: To increase the graduation rate (MELS 7 yr cohort)	Continue our gr. 9 Elite and gr. 10 Aces classes for students who are capable of graduating but at-risk of not completing high school	Regular attendance, behavior and an attitude that is conducive to learning, academic engagement and parent support.	90-100% success rate
LBPSB Objective #2: To increase the qualification rate of students at-risk and students with special needs	Continue our Work Oriented Pathway class (Semi-Skilled) for students who are not able to meet the high school certification requirements and for whom a work oriented pathway will give them on-the-job training to help them make the transition into the work force.	Regular attendance both in class and on-the-job, engagement in academic learning as well as in on-the-job training opportunities, willingness to develop and improve skills related to the job training, satisfactory comportment in class and on-the-job.	90-100% of the students will make a successful transition into the work force upon completion of the program.
LBPSB Objective 3: To reduce the high school drop-out rate	Office staff and the administration will monitor truancy closely and work with the Resource and Guidance professionals and CJE Verdun and other service agencies to put into place plans of action to: <ul style="list-style-type: none"> - help parents get their children to school - help students develop a sense of belonging at school - help students achieve success at their academic level - help students develop a vision for themselves in the future. 	Regular discussion of truancy cases at the Cycle I and Cycle II Resource Team meetings; and a multi-disciplinary approach to interventions aimed at resolving issues related to truancy.	Student will not be absent for more than 13% of the school year (unless under the care of a physician)
LBPSB Objective #4: To increase English and French Literacy (and Math)	Use school-based testing in the early fall to ascertain the grade level competency of each grade 7 student in: English, French and <i>Math</i> and implement specific IEP's to help raise the level of students in difficulty.	Create an IEP for student who are more than two years behind grade level in English, French and Math; these identified students will receive remediation within their timetable via the Resource Dept. Francization will be provided for students who originate from out of province.	Students (other than those who are identified as being handicap or as having an MI classification) will not be more than 2 years behind in Math, English or French by the end of Cycle II.

LBPSB Strategic Direction #2: Fostering and Supporting a Commitment to Professional Growth for All

Objectives	Strategies	Indicators	Targeted Results
<p>LBPSB Objective #1: To develop staff capacity to support the (4) strategic directions</p>	<p>Dedicate time throughout the year to promote a shared vision and support our collective mission as a New Approaches, New Solutions (NANS) school.</p> <p>Support the participation of teachers and staff at conferences and workshops that that serves to promote to support our mission as a New Approaches, New Solutions (NANS) school.</p>	<p>Expert Practitioners and / or Researchers come to the school to give Professional Development sessions to the staff.</p> <p>Members of the Beurling NANS / Success Planning Team attend NANS conference(s) and then present what they learned to the entire staff.</p>	<p>No fewer than two mini-days will be dedicated to having presenters in to meet with the entire staff.</p> <p>Attend no less than one NANS Conference as a Team.</p>
<p>LBPSB Objective #2: To enlist and recognize the contribution and expertise of all personnel towards student success</p>	<p>Go to other schools to learn from their expertise and experience in areas relevant to our success plan and NANS mission. Report back to staff at the following mini-day.</p>	<p>Provide release time for teachers and staff to go to other schools and have them present their finding to the entire staff</p>	<p>Minimum of one such visit per year.</p>

LBPSB Strategic Direction #3: Enhancing School Collaboration and Community Partnerships

Objectives	Strategies	Indicators	Targeted Results
<p>LBPSB Objective #1: To develop opportunities for successful transitions at critical points in schooling</p>	<p>Strive to ensure the easeful and successful transition of students from local elementary schools into grade 7 by:</p> <ul style="list-style-type: none"> - Making connections with the students prior to their arrival (gr 6 Mini day and a sports/swimming activity day - Inviting parents to a community welcome activity in May and an information session late August <p>Seek opportunities (at least twice per year) to invite the C1 and C2 parents to a non-academic community event aimed at increasing the parents' sense of belonging at Beurling Academy</p>	<p>Success would be measured by both the number of events and the number of participants</p> <p>Success would be measured by the number of parents in attendance</p>	<p>No fewer than:</p> <ul style="list-style-type: none"> - two student events - one parent event <p>With a minimum of 60% participation rate for each.</p> <p>In Cycle 1: 60% of the parents In Cycle 2: 50% of the parents</p>
<p>LBPSB Objective #2: To promote skilled occupations and trades</p>	<p>At both the grade 8 and grade 9 levels, create opportunities for students to visit or explore Voc Ed facilities and other work sites to help students make the connection between what they are learning in school, their own aptitudes and interests, and the broad range of possible trades and career available to them.</p>	<p>Assign a part-time staff member to help the Guidance Counselor achieve this goal.</p> <p>Create and further develop connections with community members and former students who have succeeded in the trades.</p>	<p>A minimum of one outing per term with the hope of achieving two outings per term.</p>
<p>LBPSB Objective 3: To enrich learning opportunities through Global Education and Community Partnerships</p>	<p>As a NANS Beacon School for Riverview Elementary, participate in at least one annual community event with them.</p>	<p>Create a Sub-committee made up of administrators, Faculty and staff from both schools.</p>	<p>Hold at least one combined community event per year.</p>
<p>LBPSB Objective #4: To increase the number of International students and educators studying in our schools and centres</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>

LBPSB Strategic Direction #4: Promoting Wellness in a Safe and Caring Community

Objectives	Strategies	Indicators	Targeted Results
LBPSB Objective #1: To develop a culture of pride and respect for the environment	Increase the students sense of belonging	As indicated in the WDYDIST survey	Increase scores above > 73% mean > 63% gr. 8 result
LBPSB Objective #2: To support and expand programs that foster healthy living	Increase sports , intra-mural and fitness opportunities for all students, but girls in particular	As indicated in the WDYDIST survey	Increase scores above > 61% mean > 46% for girls
LBPSB Objective 3: To provide a safe, secure, healthy and welcoming environment	Create student groups to explore various topics, including, but not limited to: Bullying	As indicated in the WDYDIST survey	Less than 40% of the students overall (mean score) indicate that they have been bullied in school.

ADDENDUM

New Approaches, New Solutions (NANS)
Measures Required to be Implemented within the School's Success Plan
for all NANS Beacon Schools

NANS Measure 1: More precise expectations relating to student retention, success and graduation / qualifications rates

Secondary school will set as objectives:

- The development of **reading** and **math** competencies
- Increased involvement in **school life**
- Increased **motivation** for learning & attraction to school
- Increased academic and occupational **aspirations**
- The development of **social skills**
- The development of **meaningful relationships**
- More **peaceful** and non-violent behaviour
- The adoption of **healthy** living habits

NANS Measure 2: Adopt two essential approaches

Focus on PREVENTION

To implement more targeted interventions and monitoring for students who are **MORE at-risk** of dropping out

Focus on TRANSITIONS

- at the end of elementary / start of secondary school
- at the end of cycle 1 of HS
- at any point in HS essential to keeping students in school
- after students have dropped out to facilitate their return to school

NANS Measure 3: Governance that relies on the leadership of school administrators and the involvement of the school staff and community authorities

- LEADERSHIP fostering the development of a **shared vision** ensuring the **participation of the school team**

- A local **steering committee** will be formed to monitor the implementation of the NANS reinforcement measures.

NANS Measure 4: Continuous planning and quarterly reporting

- The **planning process** must be evident in the life / culture of a NANS school
- The mobilized **team** must be made up of teachers, non-teaching professionals, support staff and administrators
- N.A.N.S. planning must be anchored in the school's **educational project** and **success plan** and be carried out in observance of the *Education Act*

NANS Measure 5: A yearly accountability report from the school boards and their NANS schools

This **annual accountability** report will:

- help schools to monitor and steer their N.A.N.S. strategy
- provide NANS schools with an opportunity to review their *implementation* of the six reinforcement measures
- to make any necessary adjustments for the next year

NANS Measure 6: Sharing of expertise and ongoing professional dev.

Related specifically to:

- the development of **reading & writing** competencies and **numeracy** skills
- the development of **social skills** and **healthy living habits**
- the *increase* in retention and *decrease* in the **drop-out rate**
- the promotion of **success for all**
- the reduction of the negative impacts of **transitions**
- the reduction **at-risk behaviours**
- the promotion of **shared leadership**
- the development of effective **partnerships with parents**