

Annual Report

2015-16

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



Introduction

In January 2010, the school signed a management and educational success agreement with the Lester B. Pearson School Board. Student success is the primary objective of the agreement. 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 30th, 2015 and has been reviewed on an annual basis ***and was subsequently extended by an additional year for reporting purposes.*** The agreement is closely aligned with the school success plan for 2010-2015. We believe in our investment in students. Furthermore, 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. Every student has the right to a quality education and every student should expect nothing but our best effort in providing that quality. Our success plan has been our road map in organizing that effort.

We are pleased to share news of this past year's (2015-2016) successes. This annual report includes information on our success plan results, management and educational success agreement results as well as the school's contribution to the school board's strategic plan. 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:

WESTWOOD HIGH SCHOOL-JUNIOR CAMPUS	2015-2016
School Capacity	Junior 750 Senior 1020
Total Number of Students Registered	Junior 414 Senior 580
Programs	Junior: Matrix Enriched Program, Immersion classes, Music (Band Program) Senior: In school Alternative, Immersion classes, Work Oriented Training Program, Music & Advanced Art Programs
Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	Junior 64 Senior 76

School Mission/Vision

At the secondary level, Westwood High School is unique due to the fact that it is the only school that has separate campuses. Even though there is a physical division between the Junior Campus located in St. Lazare and the Senior Campus located in Hudson there is a common vision for both. This vision includes the following:

- Academic Excellence/Progress
- Positive Attitude Towards Learning - Now/Future
- Quality Teaching/Staff Involvement
- Comprehensive General Education
- Pride In Work/Feeling of Self-Worth
- Language Skills in English & French
- Strong Character/Self-Respect development
- The Arts (Music, Art, Drama, etc.)
- Sports/Activities
- Student participation in volunteerism
- Healthy school environment

At Westwood High programs and priorities are extensions of these shared core values. Together they express the essence of who we are.

At Westwood:

- All students are to be given the opportunity to participate in activities that make their community and their world a better place.
- Teachers will promote a collaborative approach to learning
- The school will provide a tolerant and peaceful environment for learning
- A sense of self-esteem and respect for self and others will be fostered
- WWHS will provide opportunities for developing healthy lifestyles
- A commitment to the value of lifelong learning will always be emphasized

Upon graduation, the goal is that each student will have:

- learned how to acquire knowledge and solve problems in order to become a life-long learner
- acquired a belief in themselves and their abilities
- acquired the ability to accept and work with others
- acquired the courage and conviction to explore and pursue new avenues
- come to an understanding of who they are and their potential
- realized and embraced the philosophy that they are global citizens who can make a difference in their community and around the world

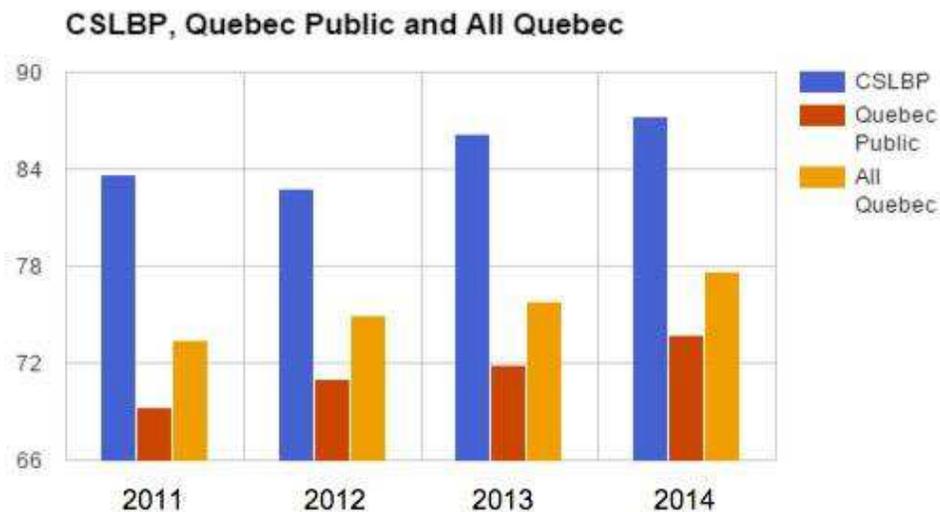
Goal 1: Increased Graduation and Qualification Rate: School Board Context

Graduation and Qualification Rates

Student success remains at the heart of all that the Lester B. Pearson School board does. We are regularly amongst the top five performing public school commissions in the province in this respect. Our measure of success is the percentage of our students who leave our system with a certification or a qualification. The graph below summarizes the LBPSB graduation and qualification rate over the past five years compared to overall rates across the province. Our ultimate target is a graduation rate of 88% and we are closely approaching that target with an 87.3% success rate in 2014-15.

This figure (87.3%) represents the graduation rate for the cohort of students who entered our Secondary Schools in 2007. This is a 1.1% increase from the 2006 cohort and is a result which exceeds our initial 2015 target by 1.8%. Over the lifetime of our plan, our global success rate has improved by 4.8%.

Lester B. Pearson School Board Graduation and Qualification Rate



School Results

Goal 1: Increased Graduation and Qualification Rate					
#	Objective	2009 Baseline	2015 Target	2015 Result	2016 Result
1	A 5% increase in the success rate for MELS Secondary 4 Math Options results by 2015.	CST 76.8% TS 58% SN 96.9%	CST 81% TS 63% SN 100%	CST 68.5% SN 85.4%	CST 80% SN 93.6%
2	A 3% increase in the success rate for MELS Secondary 4 results in General and Applied Science and Technology by 2015.	SCI 416 78.9%	Gen 81.9% Appl 81.9%	Gen 93.5% App 88.6%	Gen 93.3% App 75.9%
3	A 3% increase in the success rate for MELS Secondary 4 results in History & Citizenship Education by 2015.	His & Cit 73.3% Hist & Cit 96.8%	His & Cit 76.3% Hist & Cit 99.8%	His & Cit 79.1% Hist & Cit 85.7%	His & Cit 77% Hist & Cit 88.8%
4	A 20% reduction in the overall number of students who dropout by 2015.	10.9%	8.9%	N/A	N/A
5	A 25% reduction in the number of boys who dropout by 2015	13.2%	10.5%	N/A	N/A

Level of Accomplishment:

- Our Secondary Math CST success rate is 80% which is an increase from last year's result of 68.5%. We were extremely close in reaching the targeted 5% increase from the 2009 baseline. With the use of Math Help Services and the consistency in the use of MHS from Grade 7 – 11 the Math results are positive.
- The Math SN result of 93.6% which is quite good, but a little below the 2015 target.
- The General Science success rate is 93.3% which is keeping in line with last year's results and it surpassed the 2015 target of 81.9%. The Applied Science results have dropped to 75.9%;
- The History results of 77% are above the 2015 target of 76.3%
- The Histoire results of 88% are good but this is below the 2015 target of 99.8%

Future Directions:

- We will continue to promote existing strategies such as Afterschool tutorials, Math Spiral Program, Math Help Services. As well, the Homework Program operates 3 times a week and each day there is a different subject teacher present to offer support in that subject area: Math, English and French.
- A Math Department Coordinator was established and that helped to ensure consistency as well as collaboration between all the teachers.
- History and Science tutorials were established and will once again be offered before the supplemental exams in January 2017.

Goal 2: Improved Mastery of English and French Language Skills

School Board Context

The focus of the 2010-15 Provincial Strategic Plan was improving the French Language skills of students across the province. As an English school board, Lester B. Pearson elected to target the improvement of both French and English literacy skills. Graduating biliterate students, those able to read speak and write in English and French was our primary objective. Improving literacy skills by emphasizing early intervention in our primary schools was our focus in the five-year period. Those efforts, and the best practices which come about as a result of those interventions are promoted and maintained through the secondary years. As a result, our success rates in Secondary V Uniform Ministry Examinations in English Language Arts and French for leaving student is extraordinarily high.

In addition to this important objective, the School Board is also faced with an increasing demand for more French instruction from the parent community. A choice of three Immersion programs at the elementary level and a bilingual program at Cycle I of the secondary level respond to the request from parents, meet the parameters of the Quebec curriculum and advance our success plan and management and educational success agreement goals.

School Results

Goal 2: Improved Mastery of English and French Language Skills					
#	Objective	2009 Baseline	2015 Target	2015 Result	2016 Result
1	A 5% increase in the success rate for MELS Secondary 5 results in French reading by 2015	Reading 61.4%	Reading 66.4%	Reading 90.2%	Reading 89.3%
2	A 3% increase in the success rate for MELS Secondary 5 results in French writing by 2015	Writing 92.3%	Writing 95.3%	Writing 88.6%	Writing 84.7%
3	An increase in the number of activities which expose students to French (cultural, extracurricular)	Junior 7 Senior 5	Junior 8 Senior 10	Junior 7 Senior 9	Junior 5 Senior 9

Level of Accomplishment:

Junior:

The secondary 1 students have a 77% success rate in the reading component for the French “de Base” (up 14.5% from 14-15 school year) with a 100% success rate for the Enriched French reading component.

The secondary 2 students have a 77.2% success rate in the reading component for the French “de Base” (up .7% from 14-15 school year) with a 98% success rate for the Enriched French reading component (up 1.3% from the 14-15 school year).

The secondary 1 students have a 67.1% success rate in the writing component for the French “de Base” (down 24.9% from the 14-15 school year) with a 100% success rate for the Enriched French

The secondary 2 students have a 70.6% success rate in the writing component for the French “de Base” (down 13.7% from the 14-15 school year) with a 100% success rate for the Enriched French.

Senior:

The Secondary 5 de base students have well surpassed the targeted 5% increase in French reading from the baseline of 61.4% to a success rate of 89.3%

However, the results for the Secondary 5 de base French Writing while good; have decreased from the baseline of 92.3% to 84.7%

The Enriched French success rate is 87.7% with each of the competencies (volets) having 100% success rates.

Future Directions:

Junior:

Overall our success rates are high however we need to focus on the writing competencies for secondary 2 over the next year.

Extra exposure to French is given to the students to enhance their French through presentations from French authors, presentations, Sciences Humaines classes, French Art classes and field trips. Remedial French classes are offered to students struggling in French and additional resources are put in place for literacy support. We offer an after school homework program. Students new to our Province as well as others who have difficulty are able to get extra support through our Francisation program. We continually strive to increase the number of activities that expose the students to the French language including having a French author visit each year. Plans are to apply for Professional Development Innovative Grants (PDIG) to have our French teachers from both junior and senior campus' work together with the French LBPSB consultant on Curriculum Mapping & Evaluation.

Senior:

Overall the success rate for the French de Base (Oral, Reading & writing) is 96% which is higher than the success rate for 2015 (88.6%) for the Enriched French has an overall success rate of 100%

We continue to offer French remediation each week as well as the Francisation program twice a week. Our goal will be to continue to offer the Francisation twice a week and to encourage more students to seek out their French teacher for support. Our overall success rate for the Enriched French in all 3 competencies remains at 100% as it was last year. We continually strive to increase the number of activities that expose the students to the French language including having a French author visit each year.

Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties

School Board Context

Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties

At Lester B. Pearson, we are very proud of our inclusive policies where students with special needs are integrated into community schools. Individualized Education Plans are established in each school for those students who require support services to ensure their success. In each school students with special needs are members of the community receiving support services as indicated by an Individualized Education Plan (IEP). Increasing the qualification rate for students with handicaps, social maladjustments or learning difficulties has been a focus of our efforts over the five-year plan. The successful implementation of Work Oriented Pathway programs across our system has helped address the specific needs of our students and lead to qualification. Figure # 2 illustrates the school board portrait regarding the proportion of students with handicaps, social maladjustments, or learning difficulties for all secondary schools. Our integration rate over the span of the plan has ranged from 96.4% to 97.6%.

	2009-10	2010-11	2011-12	2012-13	2013-14
Total # Students Registered	11392	11830	11984	11742	11392
Proportion of Students With Handicaps, Social Maladjustments, or Learning Difficulties.	15.3	17.5	17.5	18.6	18.6
Integration Rate	na	97.6	96.5	96.4	96.8

School Results

Goal 3: Improved Levels of Success and Perseverance for Students with Handicaps, Social Maladjustments or Learning Difficulties					
#	Objective	Baseline	2015 Target	2015 Result	2016 Result
1	To provide opportunity for students with special needs to visit and explore work sites	NA	2 points of service for WOTP	1	1
2	To increase awareness of pathways to qualification for special needs students or students at risk.	NA	1% increase	N/A	N/A

Level of Accomplishment: Junior & Senior:

The resource teams at both Junior and Senior have had many successes with the students that they are involved with. Students have progressed to the best of their abilities because of the support they get from student services of the LBPSB and at school. The learning centers at each campus are technologically advanced and very welcoming places for all students. The resource teams and the teachers identify students with specific needs and are careful to put an individual education plan in place. Schedules are modified to provide resource blocks for extra individual support and integration aides support students in the classrooms and in the learning centers. Junior Campus offers an open house and mini-day which provides opportunities for students to get familiar with WWJR to help ease the transition from elementary to High School. The Senior Campus offers an Open House as well later in the year as well as hosting several events that Junior students are invited to attend (school play, variety show) offer opportunities for the junior students to get familiar with the senior campus to ease with this transition. Extra visits/tours are organized at WWSR for our special needs to students to reduce the anxiety and worries about changing schools. Academically, both schools have been very successful in targeting at-risk students and helping them succeed in high school leaving exams. At senior, course loads for at risk students are streamlined and often tailored to their needs at the time. For example a Sec IV student struggling in Math & History will be given an extra math resource block in place of the history and then be allowed to take the history in Sec V.

Future Directions:

Our Life Skills program, remedial French classes, after school homework program, English literacy activities, francisation program have all worked well and are receiving positive feedback. Our goal is to maintain small groups that maximize student engagement and learning. We will continue to incorporate technology for exam support, based upon government requirements and to make use of the annual Tech grant allocation. At each campus the entire Resource Team meets on a bi-monthly basis to ensure that the, at risk and struggling students are receiving the best services suited to their challenges and their goals. Our two teams are also involved in placement of students in the appropriate program moving onto WWSR. The Senior Campus also offers a work study program for special need students and the WOTP program, and an In School Alternative Program and all continue to have great success.

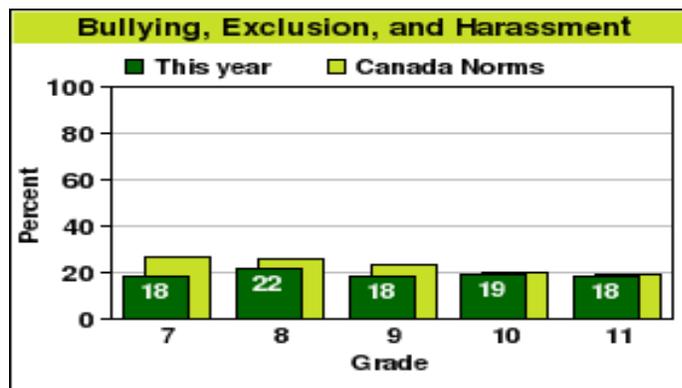
Goal 4: Promoting Wellness in a Safe and Caring Community

School Board Context

Healthy and Safe School Environment

A positive school environment is a critical determinant of student success. Safe, caring, and wellness-promoting environments must be a priority for all schools and all students. Twice yearly over the five years of the plan, all schools in our system engage in The Learning Bar's "Tell Them From Me" survey which provides us with a portrait of each school's climate in various domains. All schools in our system have established anti-violence and anti-bullying plans and protocols in compliance with Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools.

The chart below gives a breakdown of student self-reporting on issues of bullying, exclusion or harassment in our secondary schools. The number of students reporting as victims of bullying, exclusion or harassment at the secondary level was 19%, four points below the national average. Girls reported at 18%, boys at 20%, three and five points below the national average respectively. The distributions at the secondary level spread evenly across grade levels.



School Results

Goal 4: Promoting Wellness in a Safe and Caring Community					
#	Objective	Baseline	2015 Target	2012 Result	2016 Result
1	The number of initiatives that promote pride in and respect for our environment.	Junior 1 Senior 1	Increase in number of activities	Junior 3 Senior 4	Junior 3 Senior 4
2	Implementation of Healthy Schools Approach.	Implemented at Junior In Progress at Senior	[v] [v]		

Level of Accomplishment:

Junior:

Results from Westwood High School Junior Campus' Tell Them From Me Bullying and School Safety Report (November 2015) indicate that the percentage of students identifying as victims of bullying sits a 32.4% which is slightly above the reported Canadian Average of 26%. Of these students 24.7% say they experienced Verbal bullying, 18.3% say they experienced Social Conflict at school, while Physical Conflict and Cyber Bullying were identified by 11.4% and 12% respectively. All these results are lower than the previous year. Students identify break periods (49%), and after school (25%) as the most common times during the day when they encounter conflict with peers. The after school results are lower than previous year however the after school period has a higher result than previous year. All reported incidents of violence, aggression or bullying were addressed and resolved at the school level. We have a total of 23 cameras installed in the school which helps us with our security and supervision within the school.

It is important to note that 88.6% of students are never or hardly ever victims of Physical bullying, 75.3% of students are never or hardly ever victims of Verbal Bullying, 81.7% of students are never or hardly ever victims of Social Bullying and 88% of students are never or hardly ever victims of Cyber Bullying.

Senior:

Results from Senior Campus' Tell Them From Me Bullying and School Safety Report (November 2015) indicate that the percentage of students identifying as victims of bullying is 20% which is lower than the Canadian Average of 22% and significantly lower than the previous year of 32.5%

Professional Development for both the Junior Campus and the Senior Campus staff took place to learn how to deal with well-being, mental health issues and stress reduction. In the Fall both junior and senior staff joined together for a workshop given by two Clinical Psychologists: Nathalie Awad & Anne Marie Linnen on Conflict Resolution and in the spring both staffs participated in a "Stress-Off" workshop.

As well the Senior staff PD for the 2015-2016 school year included 2 sessions of Google Training

Future Directions:

Junior:

Generally we are pleased with the results of the Tell Them From Me surveys however we feel that we must continue to implement programs to reduce these numbers even more. We will continue to offer programs to address these current issues and also to bring awareness to Mental Health issues. All the initiatives/workshops mentioned below will continue to be offered to encourage our students to engage in sports, school clubs and to encourage positive self-esteem and a positive sense of belonging. We will continue to offer as many activities as possible during lunch hours in the gym, library, and games in the small cafeteria.

We take great pride in the activities, clubs and events that take place at WWJR. The Anti-Bullying Pink Shirt Day, XMAS basket campaign, Father Dowd visit, Remembrance Day assembly, Variety Show, Student leadership dominate our community work. Peer mediators, Student life activities, presentations related to religions and cultures and our Healthy Schools Committee are in place to improve our school climate. The composting, recycling, and life skills (shopping and cooking) initiatives under the guide of our resource team are working well. The library meets the needs of the students in a warm and inviting environment offering several activities during recess and lunch with several student volunteers; Halloween Pumpkin Decorating, Reading Bingo Challenge, Shakespeare week and author visits.

Students had presentations from Hooked on Schools, Tolerance Caravan. Our "Care to Be Aware" Mental Health awareness day offered to our secondary 2 was a huge success offering presentations about: addictions, stress, healthy relationships, homophobia, acne, violence, eating disorders, hypersexualization, digital citizenship and wellness. We also participated in Bell Let's Talk Day. An important initiative working in partnership with St. Justine hospital to identify and work with our at risk secondary one students began and will be an ongoing partnership for the next 5 years. Our school nurse, counsellor in academic training, drug counsellor, social worker, behaviour technician and other professionals promote and work directly with our students to ensure healthy choices pertaining to healthy relationships, use of alcohol and drugs, anxiety and other mental health issues. Due to the ECA ban there were no fall or winter sports however the teacher coaches made a big effort to coach as many teams as possible in the spring season to participate in the GMAA games and intramural lunch activities were offered to engage our students in sports.

Future directions:

Senior:

Addressing bullying (and all the forms it takes) is an ongoing challenge. We will continue to educate and support our students as they become better at recognizing bullying, learning how they can help, what the options are and how to better self-advocate. Mental Health continues to be a subject that we feel needs to be kept in the forefront so that there is a better understanding of the issue, more supports for the individuals and for the parents. We will continue to offer programs and information sessions for our students.

We take pride in initiatives both established and new such as IDP projects, social justice programs, Junior Girls Workshops, Leadership activities (local, national and international) Bridge to Burundi, and intramural activities that promote activity, involvement and pride.

We continue to implement initiatives that are gender specific: Girls Seminar and Brotherhood to address empowerment, self-worth and pride in oneself. We continuously encourage healthy living and positive interactions through athletic activities such as weekly Ball Hockey, open gym during lunch hour, games in the library annex and fitness activities during scheduled lunch hours.

Westwood Senior is also a member of the Greater Montreal Athletics Association; we registered approximately 25 extra-curricular teams for boys and girls from Sec 3-5.

Beyond Physical health, our school nurse, guidance counsellor, drug counsellor, social worker, behaviour resource counsellor and other professionals promote and work directly with our students to ensure healthy choices pertaining to healthy relationships, use of alcohol and drugs, anxiety and other mental health issues, etc.

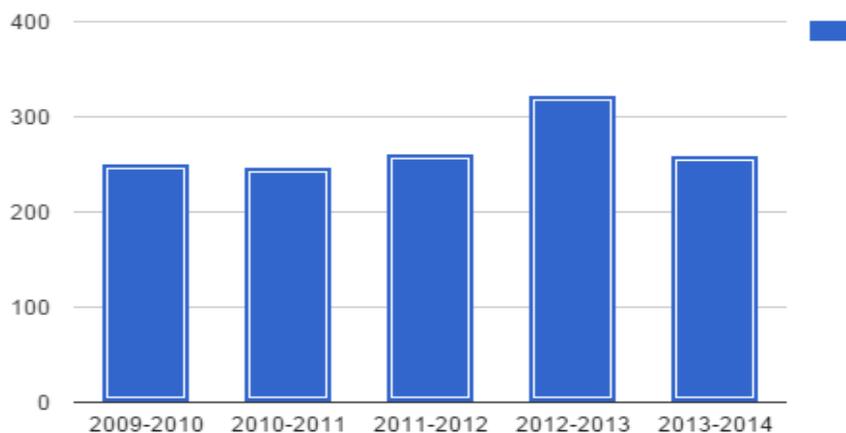
Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training

School Board Context

Professional training within Vocational Education was a key focus of the Ministry of Education's latest five year plan. That provincial priority was reflected in Lester B. Pearson's objective of increasing program offerings and enrollment numbers. Lester B. Pearson now has ix Vocational Education Centers across its territory.

- GRBA: Gordon Robertson Beauty Academy (Beaconsfield)
- PEC: Pearson Electrotechnology Centre (Lachine)
- PACC: Pearson Adult and Career Centre (Lasalle)
- WICC: West Island Career Center (Pierrefonds)
- Sources Adult and Career Centre (Pierrefonds)
- VAC: Verdun Adult and Career Center

Registrations Vocational Education 2010-2014 (registration range 247-322)



School Results

Goal 5: Increased Enrollment of Students Under 20 Years of Age in Vocational Training				
#	Objective	Baseline	2015 Target	2015 Result
1	The number of initiatives that promote vocational education	ND	1	3

Level of Accomplishment:

Junior:

Vocational alternatives are being widely promoted in Grade 7 and 8 through the resource department. The Work Oriented Training Pathway at Senior now becomes a real option for some students and has presented a positive direction for those who might otherwise drop out. Pamphlets and any advertising from LBPSB for different pathways that is available is displayed on a bulletin board and information is provided to families.

Senior:

Career cruising (POP), the Vocational Road show, Guidance, evening parent information sessions and involvement by the Transition Consultant continue to be successful avenues in preparing our students for vocational education.

The Work Oriented Training Path is an established program within the school. A Career Fair with special focus on Vocational Training took place in the fall and was successful. The Vocational Road Show came to the school in March. Two parent meetings and information sessions to provide support were offered. The In-house Alt program and the Work Study program are both currently underway. A science career symposium for senior students was offered during the school hours. Student for A Day was very successful in reaching out to those students who were considering a vocation. It allowed them the opportunity to see different programs and spend the day in that particular environment

Situation Analysis:

Junior:

We have recommended that some of our students enter into the Work Oriented Training Pathway when moving onto the senior campus. This has proved to be a successful option for some of our students. The age requirement for entry in this WOTP program can be a hurdle as Ministry guidelines require that a student be 15 to enter. In reality it requires that most students repeat a year at junior before they are eligible for the WOTP program or WWSR adapts their schedule until the student is of age to begin the WOTP program. The administration and the resource team meets with the families of at risk students to inform them early on of the different pathways available at WWSR and the opportunities in adult education or vocational training.

Senior:

While the number of students remains stable WOTP continues to struggle with enrollment. There is an issue surrounding the age requirement.

When students (who are potentially good candidates) arrive at the Senior Campus they are 1 year too young to enter the WOTP. We continue to work on programs and alternatives for these students so that they experience success each year.

Tours and trips to the Voc. Ed. Institutions took place as well visits to the post high school programs for special needs students (CFER, LIFE, Endeavors, JA Co-op).

Two parent information sessions on the options available to students after high school took place.

Other School Objectives

School Results

Other School Objectives:				
#	Objective	Baseline	2015 Target	2015 Result
1	To enhance the education of all students by fostering and promoting personal technology in the classroom (laptops, tablets, personal communication devices, etc)	0	50% of classes	<u>Junior 2 Matrix</u> classes in Sec. 1& 2, (30 IPADS+ 60 Chromebooks available) <u>Senior BYOD</u> One to One (60 Chromebooks available)

Level of Accomplishment:

Junior:

In 2015-2016 there were four classes of Matrix (2 secondary one/2 secondary two) and the “Matrix team”. Students used their personal MacBooks in the English, Math, French, Sciences Humaines and Science classes. An acceptable use policy has been developed by our Matrix teachers and this continues to be improved upon. The use of IPADS (1 class sets of 30 IPADS + Chromebooks (2 class sets of 30 Chromebooks) were used more frequently in the classrooms.

Senior:

The senior campus is a BYOD school thereby allowing all students the opportunity to bring in and use a device of their own. The rationale maintained that any device used in a classroom would be at the discretion of the subject teacher and that it would be to supplement the learning of the student. We also have two Mobile Chrome Book labs and will be buying more units so that more student s have access to a device that is not their own.

Situation Analysis:

Junior:

We look forward to another 4 Matrix classes next year (2016-2017). The number of students coming to write the entrance exams continues to increase. The LBPSB Digital Citizenship Program continues to gain momentum and the use of the technology is being encouraged more and more, not only in the Matrix program but in all the classes and in our learning center. The portal was phased out and the staff attended several Google workshops. Many teachers are using Google classroom and are taking advantage of the technology available to them.

Senior

When students arrive at the Senior Campus they begin to select subjects that will lead them towards their future pathway. Selection in the Enriched classes is based on marks. At the Grade 9 and 10 levels there are two enriched classes in the following subjects: English, French, Math, Science, Histoire. In Grade 11 the enriched classes continue the same subjects as Grade 9 & 10 with the exception of Science where the students may choose Physics and or Chemistry.

The BYOD initiative was implemented successful at all grade levels.