



Margaret Manson Elementary School Annual Report: Spring 2025

Introduction

The Lester B. Pearson School Board (LBPSB) Commitment to Success Plan was officially approved in November 2023, providing a structured vision to enhance academic achievement, leadership development, and student well being. A significant achievement of this past year was the completion of all school Educational Projects by June 2024, ensuring that each school had a clear framework for success tailored to its specific needs. Recognizing the importance of ongoing improvement, we made key refinements to our planning approach, incorporating process-based objectives that go beyond traditional success rate metrics. This adjustment was designed to uncover and address hidden challenges that may not be immediately visible, as well as validate the hard work and the many achievements taking place in all our schools and centres. By taking this approach, we are better equipped to provide targeted support where it is most needed, ensuring that all students have access to an equitable and effective learning experience.

Provincial Alignment

The Ministry of Education developed a strategic plan comprising of 5 orientations and 9 objectives. Please note this table does not indicate orientations 4 and 5, or objectives 3, 6, 7, 8, 9, as they do not pertain to school boards. Language used in the MEQ Strategic Plan is not subject to modification by the LBPSB and is not necessarily reflective of our views on **equity, diversity, dignity and inclusion**.

Orientation 1: Make the success of our students a top priority for Quebec society
Objective 1: Increase student success rates
Orientation 2: Make Vocational training a truly attractive option
Objective 2: Modernize and enhance vocational training
Orientation 3: Making schools and centres welcoming spaces
Objective 3: Develop new specific "Special School Project"
Objective 4: Maintain a climate of caring, well-being and safety in schools and centres

To attain the targets set by the Ministry of Education, the Lester B. Pearson School Board developed a Commitment to-Success plan comprised of 3 orientations and 9 objectives that is aligned with the orientations set by the Ministry of Education, ensuring coherence and synergy in our efforts to enhance education in Quebec.

LBPSB Orientation 1: Improve effectiveness at meeting the academic needs of diverse learners.
LBPSB Objective 1: Increased enrollment in different pathways to success
LBPSB Objective 2: Ensure all schools and centres develop and implement a process to ensure they regularly assess students growth and plan to act on areas of challenge
LBPSB Objective 3: Increased systemic capacity to meet the needs of students
LBPSB Orientation 2: Enhance the leadership of in-school/centre teams at the LBPSB.
Objective 4: Established effective onboarding and mentoring program for all employee groups
LBPSB Objective 5: Improved principal/director and teacher collaboration towards implementation of research based practices for instruction and support
LBPSB Objective 6: Improved work efficiency related to the flow of information, and communication structures at the school board
LBPSB Orientation 3: Make social emotional health a priority at the LBPSB.
Objective 7: Improved sense of well-being in the LBPSB community
Objective 8: Improved sense of belonging in the LBPSB community
Objective 9: Lead with empathy throughout the network

Educational Project

The development of the Educational Project was a collaborative process, involving school and centre teams, educators, and board representatives. Key milestones in this process included:

- February 2024: Schools participated in a full-day professional development session, where school teams received training on structuring their Educational Projects, aligning them with the Commitment to Success Plan, and setting measurable goals.
- Ongoing Collaboration: Throughout the year, school and centre teams met periodically to analyze school and centre specific data, discuss areas of focus, and refine their Educational Projects based on feedback and emerging priorities.
- September 2024: Schools centres transitioned from project development to implementation, working on their Action Plans for the 2024-2025 school year to turn their Educational Projects into actionable steps.

The Educational Project provided a clear roadmap for each school and centre, ensuring that priorities are not only identified but also followed through with concrete actions and measurable outcomes.

Summary of educational project:

School Orientation 1: Our focus is to increase French communication skills.
School Objective 1: Yearly identify student foundational need to be targeted. Implement measures to support identified need.
School Orientation 2: To increase student and staff awareness of their impact on the environment.
School Objective 2: Principal and staff collaborate to select 1 Cross Curricular Competency or Broad Area of Learning, to improve on. Yearly implementation of practices to improve on 1 Cross Curricular Competency or Broad Area of Learning.
School Orientation 3: Improve social and emotional well-being by learning to manage anxiety, and self awareness in our school community.
School Objective 3: Increase the quality of students social emotional well-being and self awareness and educate parents/staff/students on the five competencies of SEL.

Action Plan

With Educational Projects completed, the next step was the development of Action Plans, which serve as living documents to guide schools and centres in achieving their goals. The purpose of the Action Plan is to:

- Provide clear objectives for each school and centre, ensuring a focused approach to key educational priorities.
- Align school and centre initiatives with the Commitment to Success Plan and board-wide goals, ensuring coherence across all schools and centres.
- Support evidence-based decision-making, allowing schools and centres to track progress and make data informed adjustments.
- Foster a culture of continuous improvement by regularly reviewing and refining strategies based on student needs and outcomes.

Each school and centre's Action Plan is designed to be flexible and responsive, ensuring that strategies evolve based on feedback and emerging challenges.

An online platform was introduced to support collaboration and documentation, allowing schools and centres to track progress, refine strategies, and ensure alignment with board-wide objectives. This platform houses the Educational Projects, the Action Plans, and the Annual Reports. It allows for a streamlined process making the three documents more integrated into the daily life of a school and centre. It also serves as a repository to give new administrators immediate and easy access to the governing documents of the new schools or centres they are assigned to.

Looking Ahead

As we move forward into the 2024-2025 school year, the focus will shift toward implementing and monitoring Action Plans, ensuring that strategies translate into tangible improvements for students and educators. Schools and centres will continue to leverage data, collaborate on best practices, and refine their approaches to maximize impact.

The dedication of educators, administrators, and community partners has been instrumental in shaping these initiatives, and their continued efforts will be key in driving meaningful progress. Together, we are fostering an innovative, inclusive, and student-centered learning environment that empowers every learner to thrive.

We look forward to the next phase of this journey, where the commitment to excellence, leadership, and equity will continue to guide our schools and centres toward greater success.

Orientation 1: Our focus is to increase French communication skills.

School Objective 1: Yearly identify student foundational need to be targeted. Implement measures to support identified need.
School Strategy 1: Discuss progress at every staff meeting
School Strategy 2: Students benchmarked at beginning of the year.
School Strategy 3: Teacher will implement support with those that scored low on benchmark.

Orientation 2: To increase student and staff awareness of their impact on the environment.

School Objective 2: Principal and staff collaborate to select 1 Cross Curricular Competency or Broad Area of Learning, to improve on. Yearly implementation of practices to improve on 1 Cross Curricular Competency or Broad Area of Learning.
School Strategy 4: Collaborate with staff by discussing our progress at every staff meeting.
School Strategy 5: Collaborate with staff to collect and interpret data.
School Strategy 6: Collaborate with student council to develop publicity campaign to inform parents of our goals.

Orientation 3: Improve social and emotional well being by learning to manage anxiety, and self awareness in our school community.

School Objective 3: Increase the quality of students social emotional well-being and self awareness and educate parents/staff/students on the five competencies of SEL.
School Strategy 7: Survey four times a year and implement support for students that are in the red.
School Strategy 8: New interoception program introduced to K5 students.
School Strategy 9: Provide workshop for staff and parents.

Principal's Comments

Orientation 1: Across all grades, teachers used strategies such as modeling, journal writing, and reward systems to encourage French communication. Incentives like popsicle sticks and classroom currency motivated students, with higher rewards given for peer and adult interactions in French. In Grade 2, formal assessments showed a 17% average improvement in oral skills. Overall, these approaches effectively increased students' confidence and frequency in speaking French throughout the year.

Orientation 2: Progress has been gradual but positive, with students using fewer disposable items at lunch. However, reducing waste remains challenging due to pre-packaged foods in many lunches. Greater parent involvement and support will be essential to encourage more low-waste lunch packing and achieve stronger environmental impact.

Orientation 3: We are making steady progress towards our goals of improving social and emotional well-being. Students are increasingly demonstrating greater self-awareness and are beginning to apply strategies to help manage their anxiety more effectively. Continued support and consistency next academic year will help reinforce these positive developments.