



Margaret Manson Elementary School

Elementary Annual Report

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



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

We, the students, staff, parents and community:

Will work collaboratively to support learning for all.

Will provide a safe and peaceful environment that fosters personal and academic growth.

Will learn to value and respect ourselves and others.

VISION

*At Margaret Manson Elementary School,
"Children come First"*

We value:

The importance of each individual's contribution to our school community.

The promotion of personal growth through diverse learning opportunities.

A safe environment where all individuals feel a sense of belonging.

Leadership, teamwork and a sense of responsibility for others.

SCHOOL PROFILE

Our students thrive academically, socially and emotionally, with excellent results on all standardized exams along with very positive results on “safety and well-being” surveys.

Our dedicated staff offers our students an exceptionally strong academic program along with many extra-curricular offerings.

Our students experience growth in all areas: mind, body and spirit.

We offer a variety of programs and activities that nurture and develop success in our students:

Healthy Programs and Initiatives

- Exceptional physical education and health programs, which integrate Health topics into the program
- Healthy Schools Approach
- Nature walks
- Intramural Sports
- Peaceful Schools International/Peace Pal program/Student peer mediators
- Educate and empower students about behaviour expectations, rights and responsibilities and how to identify and effectively address peer conflict, bullying and violence using the following initiatives:
 - “Full of Character” anti-bullying workshops (respect, trust, peer pressure, etc.)
 - Tolerance Caravan (www.ensemble-rd.com/en)
 - School wide implementation of WITS program
 - School wide Pink T-Shirt anti-bullying campaign; assembly, video, police presentation, etc.
 - “Tell Them From Me” survey completed by grades 4, 5 and 6 (Fall and Spring)
 - Code of Conduct
 - Partnership with community officers
 - Summer Fun Day Swimming
 - Stress awareness and stress management, as well as Efforts to reduce anxiety about transition to high school
 - Basic anatomy, physiology, hygiene, puberty and human reproduction (school nurse)
 - Bus safety campaign

- Proper nutrition
- Buddy program Ks and 6s and Class Helpers
- Assemblies, class visits, teacher led discussions, WITS literature, community life animator, guest speakers and many specialized programs
- Partner with Free the Children, Missing Children's Network, Dynamix and other community organizations

Global Awareness and Community Involvement

- Environment club (recycling/composting)
- Food Drive
- Family BBQ
- Family Literacy Events/Bilingual Book Fairs
- Fundraising for charities
- Family Bingo Nights
- We Day
- Annual Global initiative

Academic Programs and Supports

- Innovative math programs: Reflex Math, Numerik, Decimals and Numbers
- Reading Partners & Daily Five
- French and English literacy programs
- Early Immersion program
- Francisation
- After school homework program
- French plays, guest authors and Field Trips
- Academic, extracurricular and daycare activities offer French enrichment activities
- Career Week for cycle 2 and 3 students, as part of their English Language Arts curriculum
- Resource support (French, English and Math)
- Literacy Initiative Cycle 1
- Partir du Bon Pied (kindergarten technician)
- I Love to Read School Spirit, Involvement and Pride
- Student Life
- Winter Carnival
- Student Open House tour guides
- School-wide Spirit Activities
- Cheerleading
- School play (Way Way Off Broadway)
- French and English book clubs

Arts Opportunities

- Variety Show
- Public Speaking/Storytelling
- School play (Way Way Off Broadway)
- Fine arts program (visual art, dance and music)
- School band
- Spring Concert and Holiday Concert
- Culture in the Schools Initiatives
- Visits from High School Bands
- Band Concerts
- Guest Musicians

Technology and Innovation

- Smart Boards, iPads and Chromebooks
- Robotics program
- Media program which includes the integration of information technology
- Digital resources including both hardware and software, so as to make learning more “hands-on” and interactive

CHALLENGES:

<p>Everyone Achieving Full Potential Achievement</p>	<p>Inclusive Ed. Settings Wellness & Student Engagement</p>	<p>Mobilization of Partners & Stakeholders</p>
<p>To improve reading comprehension in English and French</p>	<p>To strengthen positive mental health, as well as safe and caring relationships</p>	<p>To have students engaged in the school and the broader community</p>
<p>To increase the regular use of spoken French.</p>	<p>To foster a closer relationship with the environment</p>	
	<p>To have students engaged with academic program</p>	

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%			

	To increase the regular use of spoken French.	Survey results from Sept./Oct and May/June.	Increase students' comfort level in speaking French in class by 5% (measured by a common survey the French teachers will create and they will share the results with the Principal)	In progress
		Each class will monitor spoken French and will contribute to a collective school tally.	Increase the amount of time students speak French in class by 5%	In progress
		During an assembly, we will celebrate our achievement.		In progress
		Parent log of time student speaks French outside of school (teachers will check the log in agenda at the end of each term and give report to Principal for data purposes)	Increase the amount of time students speak French outside of school by 5% measured by a junior-friendly survey for K-3 created by the French teachers and results reported to the Principal	In progress
			Grades 4-6 TTFM multiple choice question.	In progress

Future Directions

- To Increase the regular use of Spoken French: create a survey (baseline) - parent log/ tally as a mechanism to monitor and track progress.
- Create a survey for base-line K-3 (nm, md)
- Create teacher tally (nm, md)
- Create parent logs/passport (nm, md)
- Question in TTFM for spoken French (sh)
- Use GB plus in running records for 4 and 6.

School Results

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 strengthen positive mental health, as well as safe and caring relationships	TTFM survey results	Reduce the percentage of students that feel stressed often or always by 5%	21%
	To foster a closer relationship with the environment	Amount of compost that go out weekly (brown bins) - monitored by Environment Club adults and students	Reduce the percentage of students who have indicated they have no coping strategies by 5%	Target to be revised
			Increase the amount of organic waste that is composted by 5 %	Being reviewed by club leaders.
	To increase the level of physical activity	Number of large bins per week, monitored by the caretaker.	Increase the amount of recycling by 5 %	Once a week.
			Amount of recycling that goes out weekly (blue box) - monitored by Environment Club adults and students	Once a week.
			Number of nature walks - to be recorded with a green dot on the annual planning calendar in the staffroom	Increase the number of nature walks off school property per year by 5%
	The number of environment oriented field trips , activities or visitors - to be recorded with a blue dot on the annual planning calendar in the staffroom	Increase the number of environment oriented field trips, activities or visitors by 1 Green School Certification (lead teacher GJ).	TBA (mc)	

Future Directions

Obtain verbal baseline from caretaker for the number of full recycling bins average put out every week.

Remind staff about nature walks.

Nature walks and activities: Create legend for blue and green dot. Include Daycare stats also.

Change wording of target regarding anxiety to match data in TTFM: Reduce the percentage of students with moderate or high levels of anxiety by 5%

School Results

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	To have students engaged with the academic program	TTFM	Increase the percentage of students who are interested and motivated by 2% .	89%
	To have students engaged in the school and the broader community	Students who volunteer in the community	Minimum of 30% of the cycle 3 student population volunteering in the community (outside school and home) for 2 hours or more per year (carnet)	In progress Grade 6 volunteers regularly with office, OH, PE, Daycare, Peace Pals
		Students participating in school clubs (VAR)	Increase in participation rate of both boys and girls (4-6) by 5% in school clubs* (TTFM)	58% boys 84% girls
		The number of clubs targeted to K-3 students	Increase the number of clubs offered to students in grades K-3 by 1	1 (to be confirmed with staff at the staff meeting) intramural, environment, art club

Future Directions

Create community service log in agenda.

* School clubs in TTFM are defined as art, drama, or music groups; school clubs; or a school committee (does not include sports) - consider combining sports and clubs together (88% boys and 93% girls for sports).