

Annual Report

2014-15

Margaret Manson Elementary

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



Executive Summary:

The Margaret Manson Elementary School teachers, support staff, parents and students, should be proud of a very successful 2014-15 school year. Once again, our students thrived academically, socially and emotionally, with excellent success rates on all standardized exams along with very positive results on two comprehensive "safety and well-being" surveys. It should be noted that in 2014-15, our dedicated staff continued to offer students an incredible number of enriching extra-curricular activities including Way, Way Off Broadway (school play), Math Club, Robotics Club, lunch time activities (chess, art, babysitting etc.), Environment Club, Variety Show, Celebration of Excellence assemblies, sports intramurals and tournaments, music concerts and many others. It was another year of remarkable growth for our students; mind, body and spirit.



Together We Learn:
Partnering for Student Success



Commission scolaire
Lester-B.-Pearson

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. 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 (2014-2015) 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

School Name	2014-2015
School Capacity	396
Program(s)	Early Immersion
Total Number of Students Registered	316
Total Number of Students Registered In Daycare	192

Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties.

20

Mission/Vision Statement

**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 and healthy environment where all individuals feel a sense of belonging.

Leadership, teamwork and a sense of responsibility for others.

We, the students, staff, parents and community:

Will work collaboratively to support all learning.

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

Will learn to value and respect ourselves and our responsibilities to local and global communities.

Goal 1: Increased Graduation and Qualification Rate

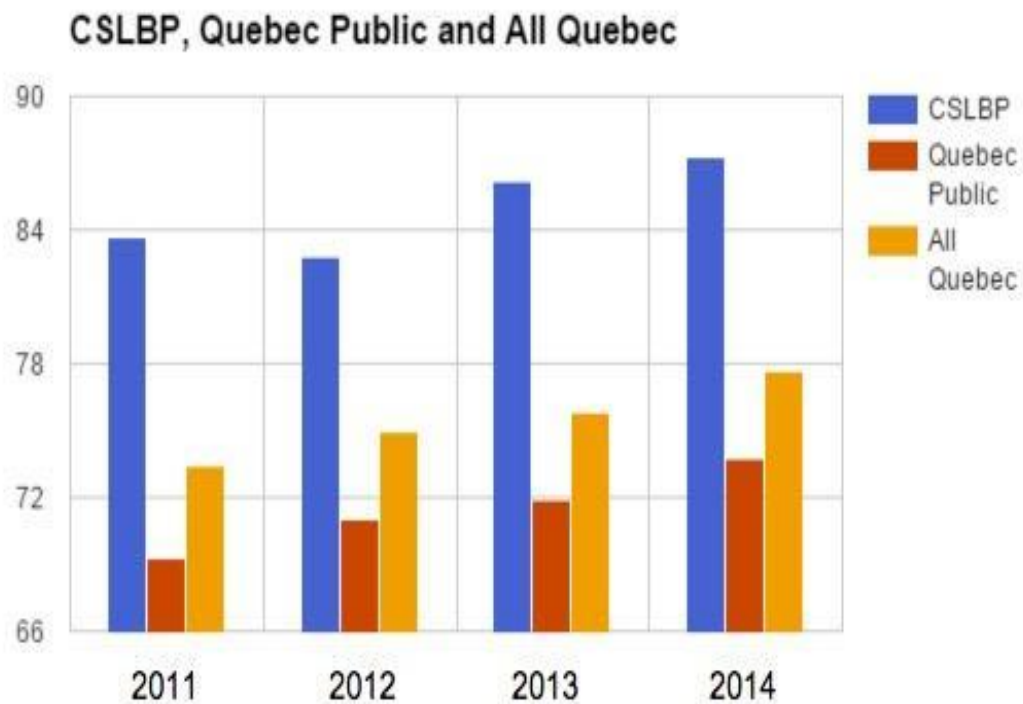
School Board Context

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	6 year average	2015 Target	2015 Result

1	A 2% increase in the success rate for MELS End of Cycle III Math Exam Results by 2015.	95.66	85.81	97.66	80.49
2	Reduce the dropout rate. Minimum of one intervention targeting the engagement of boys.	n/a	n/a	1 new intervention	1 new intervention

Level of Accomplishment and Situation Analysis:

Objective 1.1 We fell short of our target by approximately 15%; however, when looking at our performance compared to the average over the last 6 years, we were only short of this average by approximately 5%. This is due to the fact that the baseline year 2009 had an exceptionally high success rate of almost 96%. Using a single year as a baseline or reference point is problematic and emphasis on assessing improvement over time should focus on how we perform in a given year as compared to an average over many years (see 6 year average data). As well, when looking at the 2015 results, several factors should be considered including; 1) a difficult exam as noted by the board wide average success rate as being low at 77.84%. therefore our results are approximately 3% higher than the board average, 2) an unusually high number of students wrote the exam who struggled with various learning difficulties and or emotional difficulties, 3) being a small grade six cohort means that a relatively small number of failures result in a large impact on the success rate. Given these considerations our student’s performed well on last year’s exam.

Objective 1.2 With a greater overall understanding, sensitivity and flexibility towards the learning needs of boys, staff continued to actively encourage the participation of boys in many school activities including the growth in the use of robotics both within the classroom and in the form of a Robotics Club, Variety Show, School Play (WWOB), refereeing intramural sports, Glee Club, Margaret Manson Has Talent and Cheerleading. Boys (and girls) were also recognized on a regular basis at the Celebration of Excellence assemblies by way of receiving Citizenship Certificates. These certificates were given out for a wide variety of reasons such as perseverance, friendship, academic progress, which made this recognition accessible to a wide variety of our boys (and girls). Another area of growth was in our Peace Pal program. This program made significant strides and attracted many boys who then went on to be class helpers, Open House tour guides, peer mediators and, in general terms, engaged and respected members of our student body. We continued to meet the physical needs of boys by keeping open the large yard from 7:40-7:55am on a daily basis to allow for morning soccer games to take place in a dedicated space.

Other goals for next year:

Objective 1.1

- to keep official records of what has been covered at each level (i.e., Progression of Learning document with situational problems indicated and provided to teacher in the following year)
- to ensure that every teacher completes a minimum of 3 situational problems each year
- designate one Margaret Manson PD day for professional development/curriculum mapping

- target improvement in the area of Essential Knowledge questions, with specific focus on multiple choice type questions
- provide professional development on instructional strategies specific to application of knowledge (Bloom's Taxonomy)
- encourage students to work independently on situational problems

Objective 1.2

- expand the Robotics program into Kindergarten, Cycle One and Two, in an effort to increase engagement of all students, especially boys
- we will prioritize purchasing more Robotics equipment in concert with the skill development of our staff in this area and the interest level of our students
- Home and School has, and may be approached for financial support in purchasing more Robotics equipment
- we will look at increasing our digital resources including both hardware and software, so as to make learning more "hands-on", interactive and levelled to each individual boy (and girl)
- we would also like to continue to use the research findings and recommendations of "Boy Smarts" by Brian MacDonald as a roadmap to better understand, address and support the unique learning needs of boys

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	6 Year Average	2015 Target	2015 Result
1	A 4% increase in the success rate for elementary end of Cycle III French exam results by 2015.	74.79	90.64	78.79	97.62
2	A 2% increase in the success rate for elementary end of cycle III English exam results by 2015.	87.56	90.31	89.56	87.80
3	An increase in the number of activities which expose students to French (cultural, extracurricular, daycare)	n/a	n/a	Increase of 2	Increase of 2

Level of Accomplishment and Situation Analysis:

Objective 2.1

Results on the final exam for end of Cycle III French were very strong, with a success rate of 97.62%, and exceeding the 2015 target success rate by approximately 19%. As was the case with our math results, a better reference point for assessing performance last year is to look at the 6 year average success rate on this exam, which is 90.64%. Therefore, even when comparing against a long term average, last year's results were positive with a success rate approximately 7% above the average over 6 years. Again, when looking at any exam data, it is important to keep a number of factors in mind when considering the validity of this data including cohort strength, changes in teacher from year to year, exam difficulty, marking standards and sample size. It is noteworthy to show that the board wide success rate for this exam in 2015 was 91.43%, which shows that we out-performed the LBPSB average by over 6%.

Objective 2.2

Results on the end of Cycle III English exam were positive, with a success rate of 87.80%; however, this success rate falls 1.76% short of our target and 2.51% short of our 6 year average. As well, it should be noted that our success rate on this exam is just short by 1% of the board wide average on this exam. Student performance was stronger in writing than reading; results that will be factored into our strategies and objectives in next year's school success planning.

Objective 2.3

We achieved our goal of increasing exposure to French language and culture through a number of activities in our regular academic program, our extracurricular offerings and in daycare including French plays, French guest authors and French field trips.

Other goals for next year:

Objective 2.1

In the area of French language development:

- Efforts will continue in the area of developing learning opportunities for our students to use reading for understanding (master basic and develop inferential comprehension)
- Teachers will continue to improve their efforts to provide students with learning opportunities that include using texts for a variety of purposes (reading, producing, analyzing)
- Continue to improve the students' ability to apply and transfer knowledge through all areas of the curriculum
- More statistical analysis of the data from Running Records

Objective 2.2

In the area of English language development:

- Efforts will continue in all cycles in the area of developing learning opportunities for our students to use reading for understanding (master basic and develop inferential comprehension)
- Consistent use of previous English exams and teachers' increased ability to interpret the results of these exams
- Continue to improve the students' ability to apply and transfer knowledge through all areas of the curriculum
- More statistical analysis of the data from Running Records

Objective 2.3

We will continue to increase exposure to a diversity of activities in French. A conscious effort will be made in academic, extra-curricular and daycare activities to offer French enrichment activities more often. Staff will engage students in French more often to ensure French is experienced as a normal and comfortable conversational language outside of French subject areas.

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

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. Each school they are members of the community receiving support services as indicated by an . 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
1	An increase in the number of initiatives informing students and parents about the different work oriented paths offered by LBPSB	1 initiative	Maintain	1 initiative

Level of Accomplishment:

Staff participated in a workshop led by guidance counsellors from Adult and Vocational Educational, along with the presence of our Regional Director, T. Rhymes and Assistant Director of Student Services, C. Fuzessy which gave a detailed overview of the various alternate pathways available to students (special needs and otherwise) who may not be suited for the regular high school graduation pathway. In particular, a great deal of focus was placed on the work oriented pathway (WOTP) which provides certification opportunities to these same students. As well, a field trip with our Environment Club to the CFER recycling center, staffed with WOTP students, was a great way for our staff to see one of the WOTP options in action. Furthermore, teachers and students from the WOTP brought an excellent presentation about the CFER program to MMES, which was enjoyed by all our teachers and students in the form of one hour long interactive workshops.

Situation Analysis:

We will continue to offer life skills training to special needs students while at the same time working closely with secondary schools in the articulation process for these same special needs students. We will also continue to explore ways whereby our staff can better understanding of the Work Oriented Pathway offered by LBPSB.

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. At the elementary level, this survey is generally administered to all students from Grades 4-6 and results are shared with the school staff and Governing Boards. 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.

School Results

Goal 4: Promoting Wellness in a Safe and Caring Community				
#	Objective	Baseline	2015 Target	2015 Result
1	The number of initiatives that promote pride in, respect for and protection of the natural environment	+/- 8 initiatives	maintain	9
2	Implementation of the Healthy Schools Approach	[x] In Progress [] Implemented		
3	Complaints Unresolved at School level: Bullying/Violence	N/A	0	0
4	The number of programs and interventions that address violence prevention and conflict resolution	4	Maintain or surpass	4

Other health and wellness related data, 2014-15:

	MMES	CANADA
Students with moderate or high levels of anxiety	16%	16%
Students with a positive sense of belonging	88%	86%
Students with positive school homework behavior	85%	77%
Students who are victims of bullying	22%	26%
Students who feel safe attending school	93%	87%

Objective 4.1 MMES Environment Club initiatives:

- Eco-ambassador messages/tips via intercom, assemblies, classroom visits and school newsletter
- School wide recycling of paper and plastic
- Spring clean-up of school yard (money saver re: rock sweep)
- Garden redesign
- Earth Day/Week celebration and activities
- Green lunch box (waste free lunch)
- Composting bins and sensitizing the students and staff to their use
- Partnership with City of Kirkland
- Field Trip to CFER recycling center at Riverdale H.S.

Objective 4.2 Implementation of the Healthy Schools Approach

- Health course as part of our academic program, K through 6
- Stress awareness and stress management
- Hygiene at various stages of physical maturity
- Bicycle safety
- Bus safety campaign
- Proper nutrition
- Basic anatomy and physiology
- Sessions to reduce anxiety about high school

Objective 4.3 & 4.4 Complaints and Interventions / Programs that addressed violence/bullying:

All concerns re: acts of violence or bullying that were brought forward, were addressed and resolved at the school level as per the Code of Conduct and Bill 56. Furthermore, to take a proactive approach in reducing the incidence of violence and bullying at MMES the following initiatives took place:

- School wide implementation of WITS program
- Partnership with community police officers
- Growth of Peace Pal program in both number of students and staff and the scope of involvement eg: recess supervision, assembly presentations, red vests, weekly meetings, 2 staff coordinators

- Buddy program Ks and 6s
- Grades 4, 5 and 6 completed the “Tell them from Me” survey (twice; fall and spring)
- Review and implementation of Bill 56
- Application of disciplinary measures as detailed in Code of Conduct
- Referral to psychological support and community social services resources when appropriate

Tell Them From Me Survey

Results from Margaret Manson’s Tell Them From Me Bullying and School Safety Report indicate that the percentage of students identifying as victims of bullying sits at 22% which is below the Canadian Average of 26%. Of these students, 45% say they experienced Verbal or Social Conflict at school, while Physical Conflict and Cyber Bullying were identified by 13% and 3% respectively. Students identify recess (31%) and lunch (28%) as the most common times during the day when they encounter conflict with peers. All incidents of violence, aggression or bullying were satisfactorily resolved at the school level.

Situation Analysis and Future goals:

Previous Bullying Data: School, LBPSB, Canada Comparison

	MMES	LBPSB	Canada
2011-12	23	24	26
2012-13	24	21	26
2013-14	26	24	26
2014-15	22	25	26

- A concerted effort to educate and empower all students about behavior expectations, their rights and responsibilities and how to identify and effectively address peer conflict, bullying and violence. Emphasis continued in the areas of ensuring all students understand and use the WITS strategies. We also highlighted the importance of not being a “bystander” and that all members of the community must intervene when bullying or violence takes place whether or not they are directly involved. These messages have been conveyed through assemblies, class visits, teacher led discussions, WITS literature, community life animator A. Vrana, other guest speakers including our community police officers.
- In response to some higher than expected student anxiety data from the previous year’s TTFM surveys, teachers took part in an in depth workshop about what causes student anxiety, identifying students at risk and effective ways to address and ultimately reduce anxiety within the student body. Presenters were two psychologists from the LBPSB Center of Excellence for Mental Health.
- We will continue to survey Gr. 4, 5 and 6 students and to interpret our TTFM results
- Continue to update and implement Bill 56, the provincially mandated Anti-Bullying, Anti-Violence Plan
- Continue to revise, as necessary, of our Code of Conduct
- Continue to support and increase the profile of the Peace Pals program
- Continue to partner with Free the Children
- Continue to be part of and fly the flag of Peaceful Schools International
- Continue to work on the various components of the Healthy School Approach
- Implement the W.I.T.S anti-bullying program and continue to promote the language and techniques therein

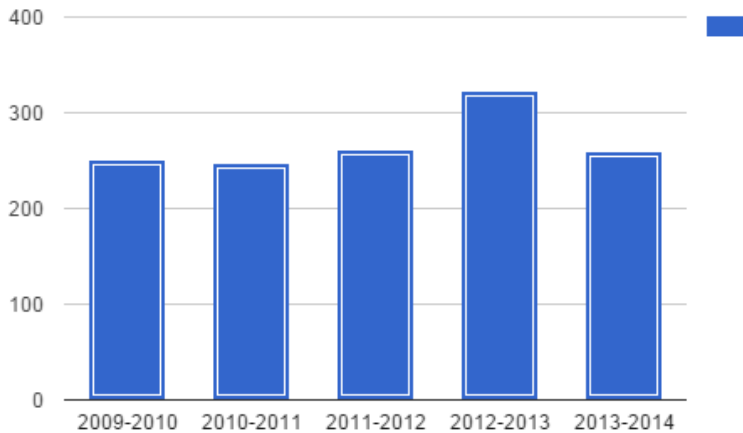
***Goal 5: Increased Enrollment of Students
Under 20 Years of Age in Vocational Training***

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 five Vocational Education Centers across its territory and an additional facility housed in Beurling Academy in Verdun.

- Gordon Robertson Beauty Academy (Beaconsfield)
- Pearson Electrotechnology Centre (Lachine)
- Pearson Adult and Career Centre (Lasalle)
- West Island Career Center (Pierrefonds)
- Sources Adult and Career Centre (Pierrefonds)

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	2014 Result
1	The number of initiatives that promote vocational education	1 initiative	Maintain or surpass	1 initiative

Level of Accomplishment:

- Career Week was held for cycle 2 and 3 students, as part of their English Language Arts curriculum. Throughout the week, guests from a variety of occupations were invited to speak to our students about their career path and the schooling that was involved. Ample time was given for students to ask questions to our guests. A motivational message was common in all presentations including the need to follow your passions and work hard to achieve your goals.

Situation Analysis:

- Improve our professional development in the area of understanding about Vocational Education options available to students
- Continue to offer the students the opportunity to meet a variety of people having different occupations and develop a "career day" event for students