



**Success Plan
2010-2015
Margaret Manson
Elementary
School**

Success Plan For Margaret Manson Elementary School for 2010-2015

Introduction

Margaret Manson Elementary School

Named after Margaret Manson, an outstanding educator whose career included, teacher, principal, educational consultant, and school board commissioner.

The school continues to support her belief that it is important to ensure a good beginning for all children, literacy being a key component.

- Elementary School opened in August, 2003 with a present population of approximately 300 students.
- Located in the city of Kirkland, a residential area 40 minutes west of downtown Montreal.
- Large, two storey, bright building with full handicap access (i.e., elevator, adapted washrooms)
- Early French Immersion Program offering:
 - 90% French, 10% English in K, 1, 2
 - 50% French, 50% English in grades 3 to 6

The Margaret Manson Elementary School 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".

The Margaret Manson School Success Plan outlines a clear direction and defines our priorities for the coming five years. At Margaret Manson, it is our responsibility to ensure that every student in our school has the opportunity to perform to the best of their ability. Our success plan provides a road map to meet that responsibility. It is built on the foundation of work based on the history of accomplishments of our students, staff and community and aligned with the current goals of the school board, as well as, MELS. Our success plan ensures that our goals are equitable, developmentally appropriate and achievable.

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 our school board's strategic plan. We believe the objectives and strategies we have chosen represent key areas that will increase the success rate of our students. At Margaret Manson Elementary School, student success is our priority.

Characteristics of the School

Margaret Manson is a:

- Fully inclusive French Immersion school, integrating all children with special needs in the classroom to the fullest of their capabilities.

Margaret Manson has a:

- Staff of approximately 60 including 25 teachers, one part-time librarian, a team of itinerant specialists (psychologist, speech therapist, occupational therapist, social worker, nurse, spiritual animator), four integration aides, one administrative assistant, one Daycare Coordinator, Daycare Educators, lunch time supervisors and two staff assistants.
- Strong resource team supporting students with special needs

We have:

- Music program at all levels, including a band program in grade 6
- A recently updated, computer lab with a class set of computers and Smartboard
- A conference room used for robotics, yoga, professional development sessions and other activities
- A spacious library as well as extensive individual classroom libraries
- A Math and Science resource area with a variety of materials for all students
- A dynamic Physical Education and Health program extending beyond the gymnasium year round
- A rich variety of extra-curricular activities appealing to the diverse interests of our student population
- Technology: Smartboards in all classrooms (including the library and resource room), robotics at all cycles, 4 classroom sets of laptops, half-time technology specialist
- A morning and evening daycare program offering a wide variety of stimulating activities and field trips before and after school and on pedagogical days
- Full cafeteria service, offering hot meals to our students daily, following the L.B.P.S.B. Food Policy guidelines
- A large, active parent volunteer corps including Home and School and Governing Board

School Vision / Mission

School 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 and academic 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.

Mission Statement

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 our local and global communities.

School Portrait

School Profile			
	2006-2007	2007-2008	2008-2009
Total enrolment cycle I-III	334	327	
Number of Boys	189	180	
Number of girls	145	147	
Proportion born in Québec	314	303	
Portion English speaking	311	302	
Number of at Risk & special need students	17	20	
Proportion integrated students	16	18	
Proportion of students entering cycle one at age	60	48	
Proportion of students leaving elementary school at age	56	n.d.	

Success Rate For End of Cycle III Exams		
Exams	2008-2009 School	2008-2009 School Board
French	74.8%	85.0%
English	87.6%	82.0%
Math	96.8%	83.0%

The following statistics are based on teacher reporting in accordance with the School Board wide established assessment material and benchmarks for English (PM Benchmark) and French (GB+):

Running Records Results French			
Cycle	2008-2009		Board Targets (Spring)
	Fall	Spring	
Cycle One Year 1	4.69	10.80	10
Cycle One Year 2	12.57	17.88	16
Cycle Two Year 1	16.13	20.07	19
Cycle Two Year 2	25.56	27.31	22
Cycle Three Year 1	16.20	18.0	26

Cycle Three Year 2	24.90	26.14	30+
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Running Records Results English			
Cycle	2008-2009		Board Targets (Spring)
	Fall	Spring	
Cycle One Year 1	n.a.	n.a.	
Cycle One Year 2	n.a.	n.a.	
Cycle Two Year 1	18.42	24.98	25
Cycle Two Year 2	26.83	27.78	28
Cycle Three Year 1	26.09	n.d.	30
Cycle Three Year 2	28.0	28.75	30+

Action Plan

Strategic Directions 1: Strategic Directions 1: Maximizing Student Success in a Culture of Learning

Objective	Strategies	Indicator	Targets / Results
<p>Objective 1: To increase English and French Literacy in the areas reading, writing and oral communication.</p>	<ul style="list-style-type: none"> ● Provide Balanced Literacy instruction in English in Cycle 2 and 3 i.e., Daily Five etc. ● Provide Balanced Literacy instruction at all levels in French ● Review Running Record progress at all levels (French and English) twice a year examining progress and focussing on students not yet at the targetted level of reading. ● In all cycles focus on Strategic Reading and Response to Literature in order to raise the overall average on the Cycle 3 final exam. ● Provide on-going teacher training with Board consultants and in-house experts in all areas of English and French Balanced Literacy with a focus on inferential response ● Continue to promote the use of french language inside and outside of the classroom during the school day (field trips, presentations, Daycare and extra curricular activities) ● Increase use of educational technology (i. netbooks, iPads, Smartboard) ● Provide training opportunities to teachers on effective use of Benchmark reading assessment tool 	<ul style="list-style-type: none"> ● Number of meetings with School Board English and French consultants to further develop teacher understanding ● Number of Cycle meetings with focus on sharing student work ● Cycles 1, 2 and 3 Running Records (GB+ and PM Benchmarks) results ● MELS end-of Cycle exam results (success rate and group average) 	<ul style="list-style-type: none"> ● Increase student English End of Cycle 3 Exam Results - <i>Strategic Reading and Response to Literature (competency 2)</i> ie. Success Rate by 2% and Group Average by 2% by 2015 ● Increase student French End of Cycle 3 Exam Results- <i>Comprendre le sens d'un texte (competency two)</i> Success Rate by 5% and Group Average by 2% by 2015 ● To reach and/or exceed the required Benchmark (or equivalent tool) target levels by the end of each year

Strategic Directions 1: Strategic Directions 1: Maximizing Student Success in a Culture of Learning

Objective	Strategies	Indicator	Targets / Results
<p>Objective 3: To increase the engagement of all students in school activities.</p>	<ul style="list-style-type: none"> ● Research and share knowledge about learning styles and interests ● Creation of a bank of strategies/interventions for children at risk ● Establish and support differentiated practices in classrooms ● Develop more hands-on learning opportunities directed towards students i.e., science and technology based instruction ● Increase the use of educational technology tools to increase student engagement 	<ul style="list-style-type: none"> ● TTFM results in regards to grade 4,5,6 student interest and motivation. 	<ul style="list-style-type: none"> ● Increase in the participation of students in school clubs

Strategic Directions 1: Strategic Directions 1: Maximizing Student Success in a Culture of Learning

Objective	Strategies	Indicator	Targets / Results
<p>Objective 2: To improve numeracy and problem solving skills</p>	<ul style="list-style-type: none"> ● Use appropriate manipulatives at all levels (wider use of Math Center) ● Facilitate Cycle team work with ESD consultants ● Further develop the teacher's ability to incorporate the use of technology in their teaching practices i.e., Smartboard technology , iPads, netbooks ● Examine results of MELS end of year exams targetting areas of concern ● Implement and support Curriculum Mapping in Cycle groups ● Use situational problems at all levels ● Provide funding to support teacher training ● Use of differentiated instruction to meet all students needs 	<ul style="list-style-type: none"> ● MELS end of cycle exam results 1, 2 and 3 ● teacher observations in the classrooms ● frequency of use of educational technology and online resources 	<ul style="list-style-type: none"> ● Maintain or surpass the LBPSB average each year until 2015

**Strategic Directions 3: Strategic Directions 3: Enhancing School
Collaboration and Community Partnerships**

Objective	Strategies	Indicator	Targets / Results
Objective 1: To develop opportunities for successful transitions at critical points in schooling	<ul style="list-style-type: none"> ● Initiate opportunities for Kindergarten and Cycle One educators to collaborate. ● Provide and encourage opportunities for students and parents of Cycle 3 students to visit Secondary schools ● Continue to encourage initiatives with feeder high schools 	<ul style="list-style-type: none"> ● Number of activities preparing K students and their parents for the transition to Cycle 1 elementary school ● Number of activities organized between High School and Grade 6 teachers and students 	<ul style="list-style-type: none"> ● Two or more "transition activities" preparing gr. 6 students for High School ● At least one transition activities preparing K parents/students for Cycle 1 elem. school by 2015

Strategic Directions 2: Strategic Directions Two: Fostering and Supporting a Commitment to Professional Growth for All.

Objective	Strategies	Indicator	Targets / Results
Objective 1: To develop staff awareness of the four strategic directions and to support their implementation.	<ul style="list-style-type: none"> ● Provide, promote and support professional development in line with the four strategic directions. ● Provide, promote and support In-House Mentoring Committee ● Encourage school-wide activities and events which support the success plan 	<ul style="list-style-type: none"> ● The number of professional development workshops/activities attended targeting the four strategic directions ● Increased number of staff exchanges/presentations at monthly staff meetings ● Maintain number of mentoring activities (in school) 	<ul style="list-style-type: none"> ● 10% Increase by 2015 in the number of personnel attending professional development activities directly related to the four strategic directions ● Minimum of one sharing activity per staff meeting ● Minimum of two mentoring activities per year

**Strategic Directions 4: Strategic Directions 4: Promoting
Wellness in a Safe and Caring Community**

Objective	Strategies	Indicator	Targets / Results
Objective 1: To promote a culture of pride and respect for the environment	<ul style="list-style-type: none"> ● Encourage students to continue paper recycling program ● Promote "Paper Free" Day ● During school-wide events initiate soda can recycling ● Implement a "Garbage Free" Day ● Promote green lunch boxes ● Invite outside organizations in to promote environment awareness ● Implement a school-wide environment awareness campaign ● Develop and support the student environment club (Environment Ambassadors) ● Implement Earth Week activities 	<ul style="list-style-type: none"> ● Number of students actively involved in all the recycling programs ● Reduction in paper ordered at the school level ● Less waste produced by lunches, paper, plastic etc., ● Number of presentations from outside organizations ● Earth Week activities 	<ul style="list-style-type: none"> ● Increased awareness, school wide ● Increase in paper and can recycling/ less garbage taken to the trash ● Reduction in quantity of paper ordered each term. ● Earth Week activity implementation

Strategic Directions 3: Strategic Directions 3: Enhancing School Collaboration and Community Partnerships

Objective	Strategies	Indicator	Targets / Results
Objective 2: To develop student, staff and parent knowledge of skilled occupations and trades	<ul style="list-style-type: none"> ● Look into how the Guidance Oriented Approach (GOAL) can meet the needs of more students and inform parents ● Have Cycle Three students sponsor a Career Day for the school ● Seek out opportunities for Cycle 3 students to visit local workplaces ● Vocational school visits within our board ● Encourage partnerships with outside organizations through Julie Royal and Nancy Battet ● Invite representative from AVE sector to do workshop for staff 	<ul style="list-style-type: none"> ● Minimum of 1 presentation from Vocational education centers per year ● Minimum of 1 visit per year to a vocational school/center ● Professional Development about GOAL (Guidance Oriented Approach to Learning) ● Career Day Activities 	<ul style="list-style-type: none"> ● Students and their parents will be informed about the different work oriented training paths offered by the School Board ● 1 PD session on GOAL ● 1 Career Day activity ● 1 workshop on Work Oriented Training Pathway and other AVE options

**Strategic Directions 4: Strategic Directions 4: Promoting
Wellness in a Safe and Caring Community**

Objective	Strategies	Indicator	Targets / Results
Objective 3: To support and expand programs that foster healthy living habits	<ul style="list-style-type: none"> ● Utilize school nurse ● Use Wellness Grant and other funding to support the implementation of Healthy programs ● To continue to provide a variety of physical activities throughout the year at all levels ● To maintain our Health program ● Continue to implement programs with our CLSC nurse ● Increase access to school yard for active play. ● Offer good equipment for students to use during recess and lunch period. ● Increase awareness of issues related to mental health 	<ul style="list-style-type: none"> ● Increase in healthy food choices for lunch and snacks ● Number of school-wide activities each month ● Number of minutes of instruction in a health and wellness program ● CLSC programs continue ● More students active playing at recess, lunch ● More equipment being purchased and used by students during recess and lunch. ● PD activities offered regarding mental health. 	<ul style="list-style-type: none"> ● At least one school-wide activity each month ● At least 30 minutes per week of instruction in health and wellness program ++ ● 1 PD activity for staff on mental health

Strategic Directions 4: Strategic Directions 4: Promoting Wellness in a Safe and Caring Community

Objective	Strategies	Indicator	Targets / Results
<p>Objective 2: To provide a safe, secure and welcoming environment</p>	<ul style="list-style-type: none"> ● Use the "Tell Them From Me" surveys and other methods to gather information and create a school portrait ● Continue to provide programs that address safety issues i.e., Dynamix (Co-operation and Play) etc. ● Continue to develop Peaceful Schools initiatives ● Peace Pals <i>patrolling</i> the junior and senior yards implementing conflict resolution skills during outside break times ● Encourage student participation/ leadership during monthly assemblies, addressing specific virtues ● Continue in-school presentations on issues related to bullying and emotional wellness by various groups i.e., Half Pints, Geordie Theater presentations, AMCAL etc. ● Continue to develop the Buddy System throughout the school (Ks with 5s and 6s) ● Participate in We Day ● Send students to LBPSB Peace Summit ● Continue with Peace Leadership Day facilitated by Arsinoee Quammie, Spiritual Animator ● Participate in Student Leadership Day at St. Edmunds, Beechwood etc. 	<ul style="list-style-type: none"> ● Portrait of our school based on school survey and statistics given to the principal by teachers. ● Number of initiatives taken during the year targeting violence prevention and conflict resolution ● Verify participation in We Day, Peace Summit, Peace Leadership Day, and Elementary Leadership Day 	<ul style="list-style-type: none"> ● Develop a portrait of our school based on school survey and other data ● A decrease in the number of aggressive "acts" on the playground by 2015