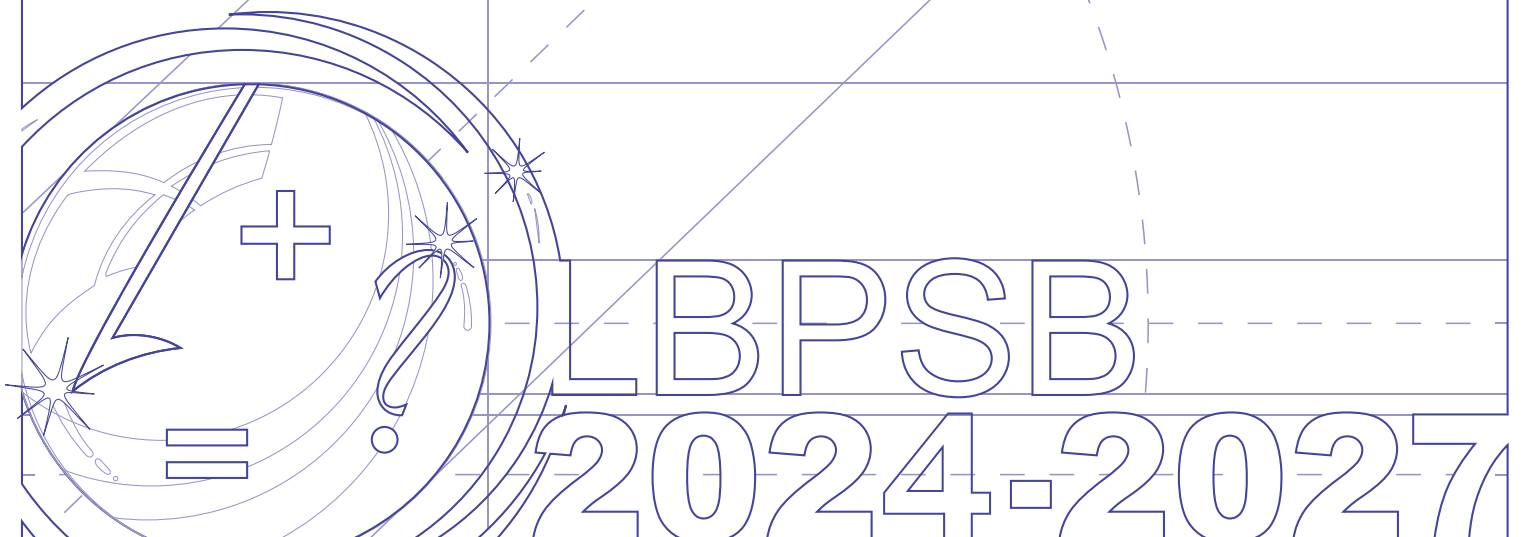




Educational Project 2024-2027

School Name: Margaret Manson Elementary School

Approved on: January 20, 2025





VISION

Achieving **excellence** by maximizing the potential of each individual.
Atteindre l'**excellence** en maximisant le potentiel de chacun.



VALUES / VALEURS

Community • Communauté

We promote local and global citizenship through strong engagement.
Promouvoir la citoyenneté locale et mondiale grâce à un engagement solide.

Inclusion • Inclusion

We reflect and celebrate diversity.
Refléter et souligner la diversité.

Innovation • Innovation

We support creativity and a spirit of inquiry.
Appuyer la créativité et l'esprit de recherche.

Integrity • Intégrité

We commit to honesty, equity and accountability.
Encourager l'honnêteté, l'équité et la responsabilité.

Respect • Respect

We foster a respectful, nurturing and safe environment.
Favoriser un environnement respectueux, stimulant et sécuritaire.

Provincial Alignment

The Ministry of Education developed a strategic plan comprised 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 4: Develop new specific “Special School Project”
Objective 5: 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

School Board alignment

The Margaret Manson educational plan was created with the LBPSB Commitment to Success plan in mind. Each of the board level orientations match our school level priorities.

LBPSB Orientation 1 focuses on meeting the academic needs of our students. Our team took this pathway and created our French communication goal. Our intention is to motivate our students through various activities and projects to increase their vocabulary and motivation to speak French.

LBPSB Orientation 2 focuses on leadership. Our team created our orientation that, we as a collective, will work towards an awareness of environmental footprint and develop ways together that we can reduce our impact on the environment.

LBPSB Orientation 3 focuses on Social-Emotional Health as does our Orientation 3. We are planning on increasing awareness amongst students and parents of social emotional well-being and the need to take care of our mental health.

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.

School Context

Margaret Manson Elementary School is a dynamic learning environment where students thrive academically, socially, and personally. We prioritize excellence in education, fostering curiosity, critical thinking, and creativity in our students. Our school community comprises 175 students who come from various backgrounds, cultures, and experiences, enriching our learning environment with their unique perspectives and talents.

Our dedicated staff members are passionate professionals committed to nurturing the intellectual, emotional, and social growth of each student. Our 17 educators play a key role in shaping the educational experience of our students.

Supporting the academic and extra curriculars endeavor of our students is a team of 27 support staff members who work tirelessly to ensure the success and well-being of our students. Our support staff is dedicated to ensuring that every student has the resources and opportunities they need to succeed.

In addition to our teaching and support staff 5 professionals (psychologist, speech and language therapist, Occupational therapist, consultant in inclusive education, and consultant in autism) work collaboratively to address the diverse needs of our student body. This comprehensive approach to education underscores our commitment to providing a well-rounded and inclusive learning experience for all.

Our school is comprised of families that live in Kirkland, Vaudreuil, Pierrefonds, and Beaconsfield. All cities offer a diversified, accessible offering in sports and leisure, a rich, accessible offering in arts and culture, and a pleasant, well-adapted network of parks and green spaces. The socio-economic levels in our community contribute to the unique fabric of Margaret Manson Elementary School. Our school and community strengths lie in fostering a sense of inclusivity, where each student is valued and supported. The collaborative efforts of teachers, parents, and community members create an environment that encourages academic achievement, personal growth, and social responsibility.

As a school community we are very proud of the following strengths we bring to the educational experiences of our students:

Differentiated learning led by a strong resource team of teachers, support staff, and professionals, fostering lifelong learners and embracing diversity through school spirit, extracurricular activities, interpersonal and student-led initiatives and integral community support, encouragement, and commitment.

Our school also faces challenges which we diligently work towards addressing in order to support our students and community:

fostering students accountability and responsibility, behaviour issues and disengagement, and exposure to social media and its challenges towards anxiety and behaviour.

At Margaret Manson we take pride in our collaborative community where students, teachers, support staff, and professionals work together to create an atmosphere of academic rigor, creativity, and personal growth. Through a rich tapestry of experiences, Margaret Manson aims to inspire lifelong learners and responsible global citizens.

Programs of Study and Approaches to Learning

At Margaret Manson we strive to immerse our students in a strong academic program. We are an early immersion school. This means that our students are fully immersed in the French language from kindergarten to grade two. They learn to communicate in French at an early age, a time where they are particularly adept to language learning. Then in grade three to grade six they switch to a bilingual program allowing our students to learn to read and write in English. We have an early literacy program that supports students reading starting at their level and learning in small group situations. Our French music program is one of vocal development and instrument acquisition. They learn to play the recorder, drums and then join our grade 5 and 6 band program. Margaret Manson has a strong physical education program that focuses on movement, dance, leadership, and development of team play. Our cycle three program emphasizes the development of leadership skills through student council, intramurals, peace pals, big brother/big sister, power hour, buddy program, and student led initiatives.

Throughout all subject matter learning, we focus on different learning approaches to meet the needs of all students. Socio emotional learning (SEL) focuses on developing skills like empathy, communication, and cooperation. By teaching students how to manage emotions, build relationships, and make responsible decisions, SEL supports overall well-being and creates a positive learning environment. Teaching mindfulness practices in schools can help students develop self-awareness, emotional regulation, and stress reduction techniques. It fosters focus and concentration, which are essential for effective learning. Early literacy interventions are crucial for laying the foundation for future academic success. By introducing literacy skills at a young age, children develop strong reading and writing abilities, which are essential for learning across all subjects. Incorporating visual arts into education enhances creativity, critical thinking, and problem-solving skills. It encourages self-expression and allows students to explore different perspectives and cultures through artistic mediums. Teaching about biodiversity fosters an understanding of the interconnectedness of living organisms and their environments. It encourages environmental stewardship, ecological awareness, and a sense of responsibility towards preserving our planet's

natural resources. Combining these approaches can create a holistic learning experience that addresses cognitive, emotional, and social development while fostering creativity, critical thinking, and environmental consciousness.

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.	Indicator Baseline Data	2026-2027 Target
School Indicator 1: Yearly evaluate the efficacy of implemented measure. Student foundational need was identified	N/A	Yearly identification of student foundational need to be targeted
School Indicator 2: Measures put in place	N/A	Yearly implement measure to target identified foundational need.
School Indicator 3: Evaluation of measures	N/A	Yearly evaluate the success of measure put in place to target the identified foundational need.

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.	Indicator Baseline Data	2026-2027 Target
School Indicator 4: Yearly evaluate the efficacy of implemented practices. Broad area of learning was identified	N/A	Yearly identify the students foundational need to be targeted.
School Indicator 5: Measures put in place	N/A	Yearly implemented measure to target identified foundational need.
School Indicator 6: Evaluation of measures	N/A	Yearly evaluate the success of measure put in place to target the identified foundational need.

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.	Indicator Baseline Data	2026-2027 Target
School Indicator 7: Check-list, survey, and check-in charts in each classroom.	Number for each area of students in the green	June every year -Total percentage of students in green.
School Indicator 8: workshops, new regulation program, integrate program into the cuirriculum.	Parents - 0 workshops Students - implementation of new emotion program not begun Staff - 0 workshops	Parents - 1 workshop per year Students - full school implementation Staff - 1 workshop per year