

**North Vancouver School District
SCHOOL PLAN for 2011-2012**

School: Montroyal Elementary School
Address: 5310 Sonora Drive
North Vancouver, BC V7R 3V8
Phone: (604)903-3650

School/Community Context:

Montroyal Mission Statement

Montroyal strives to work in partnership with parents and community to provide a dynamic learning environment for all students, where dignity, respect and the pursuit of excellent in all areas of the curriculum are fundamental goals.

Montroyal Code of Conduct Motto:

All members of the Montroyal School Community, students, staff and parents, are expected to demonstrate:

RESPECT

- For the rights and dignity of others
- For the dignity of self
- For the property of others

SAFETY

- For self and others

RESPONSIBILITY

- For their own behaviour, consistent with school and classroom rules
- For their own work

Montroyal Elementary School is situated on a quiet side street near Grouse Mountain with single-family homes, forest and creeks bordering the school grounds. The school opened its doors in 1963, Montroyal and underwent a major renovation in 1999 which gave the school its unique shape. Based on the physical space outside, there are two distinct play areas, one for Primary students and one for Intermediate students. This division creates some benefits and some challenges for supervision.

Montroyal has a strong academic orientation, and maintains a highly developed sense of community through goals related to social responsibility and student leadership. Student leadership is encouraged through opportunities such as Student Council, Peer Leadership, Traffic Safety Patrol, Lunch Monitors, Art Workshops (one series every term), Student-Led Assemblies and Student-Led Conferences with parents. Daily announcements are made by our Grade 6 and 7 students with a focus on character development and music appreciation. Positive student leadership is also encouraged through a variety of classroom and school based programs.

Montroyal's Global Learner Program is a collaborative initiative between the staff and parents that began in 2008 in an effort to better prepare students for the 21st century. The program focuses on critical thinking, communication, collaboration and creativity and aims to provide students with information, media and technology skills. Montroyal's Global Learner Program integrates the arts, technology and leadership into the curriculum at all levels.

The Montroyal Parent Advisory Council (MPAC) has supported the use of technology at Montroyal through fundraising initiatives to purchase a class set of digital cameras, a computer lab and computer laptop carts, and SmartBoards. The purchase of SmartBoards by MPAC has been a well orchestrated plan that started with the purchase of two SmartBoards 2008-2009, added four more in 2009-2010 when the success of the use of SmartBoards became evident and this year (2010-2011) approved the purchase of six more SmartBoards. In September of 2011, Montroyal Elementary will be the only school in North Vancouver School District to have a SmartBoard in

every classroom. Montroyal’s technological toolkit is allowing students to use technology as part of what they do in school everyday. We are preparing students for the future and bringing students, staff and parents together through collaboration and partnerships.

The Global Learner initiative is aimed at developing global awareness in our students through three school-wide themes: Children of the World, Leaders and Leadership and Global Stewardship. Best Beginnings Workshops at the beginning of each school year focus on leadership, as well as social and civic responsibility. Topics covered in Best Beginnings Workshops include organization, communication, study skills, friendship skills, and cyber safety. Montroyal fosters a collaborative spirit of cooperation and leadership. Through our theme based Art Workshops, students are given the opportunity to express their creativity while working collaboratively with students of different ages and from different classes. Students come to know one another and develop empathy for a community greater than that of their classroom through a number of school initiatives such as buddy-class activities, the Peer Leadership Program, Student Council, Student Safety Patrol, Art Workshops (one weekly series per term) etc.

Montroyal has an active Literacy Team, Fine Arts Team and Social Responsibility Team all of which meet regularly. These committees work with staff to provide leadership in curricular areas, school initiatives and in the implementation of the School Plan. Although the committees are on-going from year to year, membership may change slightly each year as membership is re-established each September with new members welcome to join at any time.

Montroyal’s Parent Advisory Council works with the school administration and staff in ensuring that our students receive a well-rounded education that includes digital-age literacy, the integration of technology into curriculum, inventive thinking, creativity, communication skills and high productivity as well as learning the traditional three Rs. Parents support the school in providing the opportunities for Montroyal students to become life-long learners with an impressive repertoire of knowledge, skills and attitude that will serve them well in all future endeavours.

Demographics 2010-2011:

Total number of students: 307 Male: 180 Female: 127

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	38	34	30	30	37	44	46	47

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
15.91	0.3%	5.8%	6.5%	5.2%

Progress Analysis:

Review of School Goals – 2010 -2011

Goal 1:

To increase the number of students who report feeling safe amongst peers at school.

Objective 1.1

To improve students' strategies for positive peer interactions in the 2010 – 2011 the Grade 6 cohort.

Review and Analysis/Opportunities for Further Development

Upon review of this goal, the School Planning Council and the Social Responsibility and Leadership Team felt that this goal needs to be more specific. The Satisfaction Survey results will continue to be monitored for any emerging issues for this goal. However, concern has been noted that this survey continues to target Gr.4 and Gr. 7, which does not give feedback for a particular cohort in a timely manner. The data used to track the cohort group using the Satisfaction Survey is not available until 2012. The objective needs to be in terms of student perceptions of safety and the Key Performance Measures need to give data that measures success in meeting the objective in a timely manner. Using the North Vancouver “Safe Schools and Social Responsibility Survey”, we will create new baseline data to track a primary and an intermediate cohort to measure success over time. In addition, we will continue to track next year’s Grade 7 cohort, as the data from the Safe Schools and Social Responsibility Survey (Spring 2010) indicates that 25% of this group of students report experiencing verbal/social bullying and only 83% of that same group report feeling safe on the school playground many times or all the time.

Key Performance Measures will be:

- Primary – Social Skills Survey questions in kid friendly language based on the goal specific questions from the school district’s Social Responsibility and Safe Schools Survey
- Intermediate -Social Skills Survey based on the goal specific questions (4, 5, 6, and 7) from the school district’s Social Responsibility and Safe Schools Survey

Target groups (one primary and one intermediate) will be determined based on the results of the survey which will be conducted in May, 2011.

Goal 2:

To improve the success rate in writing for students not yet meeting expectations

Objective 2.1

To increase the levels of support provided to students identified as not yet meeting expectations in the Grade 5 cohort

Review and Analysis/Opportunities for Further Development

Upon review of this goal, the School Planning Council and the Literacy Leadership Team felt that this goal needs to be more specific. The Satisfaction Survey and the Foundation Skills Assessment will continue to be monitored for emerging issues for this goal. However, concern has been noted that these surveys continue to target Gr.4 and Gr. 7, which does not give feedback for a particular cohort in a timely manner. The data used to track the cohort group of Gr. 3s is not possible to track using school progress reports in Gr. 4 because those students do not receive a specific letter grade for writing but rather an aggregate Language Arts mark. The data from the Foundation

Skills Assessment states that 0% of students did not meet expectations, making this an unrealistic performance measure to use. The objective needs to be in terms of student performance and the Key Performance Measures need to give data that measures success in meeting the objective. Using the BC Performance Standards and Report Card data, we will create new baseline data and track a primary and an intermediate cohort to measure success over time.

Key Performance Measure will be:

- School-Wide Write as Measured by the BC Performance Standards for Writing for both the Primary and Intermediate Cohorts. (Continue to focus on Personal/Impromptu strand of writing.)
- Report Card Data on Writing for the Primary Cohort

Target groups (one primary and one intermediate) will be determined based on the results of the survey which will be conducted in May, 2011.

School Goals for 2011-2012:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Montroyal Elementary School Plan for 2011-2012 are:

- 1.** To increase the number of students who report feeling safe amongst peers as measured by goal specific questions (#4, 5, 6, and 7) on the North Vancouver School District Safe Schools and Social Responsibility Survey
- 2.** To improve students' proficiency in Writing over the next two years as measured by the School-Wide Write using the BC Performance Standards (May) with additional Report Card data (June) for the Primary Cohort.

School Goal 1:

To increase the number of students who report feeling safe amongst peers as measured by goal specific questions (#4,5,6 &7) on the North Vancouver School District's Safe Schools and Social Responsibility Survey.

Goal Rationale:

Research shows a strong link between a safe and caring school environment and student learning. The School Planning Council and staff have annually reviewed Provincial, District and school data and have decided to focus on students feeling safe at school. As the issues are different in different age categories we have decided to target one primary and one intermediate grade group. To increase feeling safe in the targeted cohort of students to greater than 90% (Many Times/All the Time) as measured by selected questions from the Safe School and Social Responsibility Survey.

Objective 1.1:

To increase the number of students in one primary and one intermediate cohort who report feeling safe at school based on questions 4,5,6 & 7 of the Safe Schools and Social Responsibility Survey. (Questions used have been replicated in child-friendly language for primary students.)

Note: The primary and intermediate cohorts will be selected from the baseline data provided by the survey which will be completed by all Gr. 2-7 students in May 2011. (This data will be collected in May of this year **only** due to the complexities of Montroyal's April calendar.)

Strategies/Structures:

- Conduct an annual survey in April of each year of students' feelings of safety using Questions 4,5,6, and 7 from the North Vancouver School Safe Schools and Social Responsibility Survey
- Actively teach the school's Code of Conduct (What does it look like, sound like?)
- All staff reinforce and enforce the Code of Conduct on an ongoing basis
- Actively teach anti-bullying programs such as Second Step, Barbara Colorossa's Roles of the Bully, the Victim and the By-Stander
- Actively teach students the difference between "tattling" vs "reporting" (Are you trying to get someone in or out of trouble?)
- Provide opportunities for positive student leadership such as Student Council, Peer Leadership Program, Student-Led Assemblies
- Ongoing staff development at Staff Meetings to be planned and led by the Social Responsibility and Leadership Team

Evidence: *(Quantitative)*

Safe Schools and Social Responsibility Survey

Key Performance Measure:	Baseline		Target		Actual		
	(Spring 2011)	Gr. 2	Gr. 5	Prim.	Int.	Prim.	Int.
Feel Safe in the Classroom		92%	95%	96%	96%		
Feel Safe in Common Areas		92%	91%	96%	96%		
Feel Safe on Playground		89%	86%	96%	96%		
Feel Safe at School		100%	96%	96%	96%		

Key Performance Measure:	Baseline	Target	Actual
	(Spring 2010)	Gr. 5	Current Gr. 6
Feel Safe in the Classroom	95%	N/A	93%
Feel Safe in Common Areas	86%	N/A	94%
Feel Safe on Playground	83%	N/A	87%
Feel Safe at School	93%	N/A	96%

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Playground Supervisors report positive student interactions on the playground - Peer Leaders report positive student interactions on the playground
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Playground Supervisors report improved student interactions on the playground - Peer Leaders report improved student interactions on the playground
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> -

School Goal 2:

To improve students' proficiency over the next two years as measured by the School-Wide Write using the BC Performance Standards as the assessment tool as well as Report Card data for Primary students. (Focus on Personal/Impromptu Writing)

Goal Rationale:

Writing proficiency is a key foundation for student achievement in all areas. Writing is key to communication. Based on FSA results in recent years, School-Wide Writes and Report Card data at the primary level and on general student performance, The School Planning Council and the school staff felt the need to focus on writing in the School Plan.

Objective 2.1:

To increase the writing proficiency of students in one primary cohort and one intermediate cohort to ****% Meeting or Exceeding Expectations as measured by the School-Wide Write (Focus on Personal/Impromptu Writing) using the BC Performance Standards for Writing and Report Card data for the Primary Cohort.

Note: Percentage used in determining the objective will be determined from the data collected on the School-Wide Write, which will be conducted in May, 2011 and the data on writing from the June 2011 Report Card for Primary students. (This data will be collected in May of this year **only** due to the complexities of Montroyal's April calendar.)

Strategies/Structures:

- School-Wide Write done in October and April each year
- Use School-Wide Write results to inform instruction
- Provide additional support to those students deemed to be at risk (Classroom Teacher and Learning Assistance Teacher)
- Use graphic organizers as part of the writing process to plan and organize writing
- Active teaching of the criteria used to assess writing
- Provide students with numerous example of good writing on a regular basis
- Engage students in self-assessment of their writing using the criteria given by the teacher
- Use technology such as SmartBoards, NEOs, Kurtwell, CoWriter etc. to support writing
- Ongoing staff development at Staff Meetings to be planned and led by the Literacy Team
- Create a brochure of tips for parents to help their child with writing at home
- Publish student work in Montroyal News to celebrate successes

Evidence: (*Quantitative*) Meeting or Exceeding

Key Performance Measure:	Baseline		Target		Actual	
	Gr. 2	Gr. 5	Gr.2	Gr. 5	Prim	Inter
School-Wide Write (Performance Standards)	67%	76%	75%	84%		
Report Card Data						

Connections:

Connections to Family of School's School Plans and/or District Achievement Plan:

Montroyal Elementary School is a member of the Handsworth Family of Schools (FOS) which includes Cleveland Elementary, Canyon Heights Elementary, Highlands Elementary, and Handsworth Secondary School. The administrators at all of these schools meet regularly to share information and common interests. Further to FOS meetings, administrators district-wide attend regular Principal's meetings and Leadership for Learning sessions which provide training, direction, and support for schools on topics in keeping with the district Vision and direction. The North Vancouver School District consistently strives to provide opportunities and supports for students in the advancement of key areas of literacy, numeracy, social responsibility, safe and caring schools, health and physical fitness, early school success, and applications of information technology.

The school district Vision statement supports "program diversity" that reflects the values and interests of the community. Montroyal Elementary School has developed and continues to implement the Global Learner program which focuses on providing instruction and support for students in multiple literacies (including digital literacy), effective communication, inventive thinking, and high productivity. The Global Learner Program, developed in consultation with the parent community, provides opportunities for student leadership in a safe, healthy and caring environment. Montroyal's Daily Physical Activity (DPA) promotes healthy living and the value of exercise with larger multi-aged groups. DPA also provides leadership opportunities for students as they are encouraged by staff to become DPA leaders.

The goals in Montroyal's School Plan 2011-2012 align well with the goals of the North Vancouver School District's Achievement Contract and the Handsworth Family of Schools. Montroyal's first goal, "to increase the number of students who report feeling safe at school....," is intended to assist all students, including students at risk, feel safe in all areas of the school and ensure that students have a sense of belonging. Students are given a variety of opportunities to take on leadership roles in the school, work in multi-aged groups, and participate in school-wide celebrations which foster collaboration and cooperation. Students are also armed with strategies for dealing with bullying issues. Although the actual goal may be different, all of the elementary schools in the Handsworth Family of Schools have a goal around building relationships, increasing feelings of safety, and/or fostering social responsibility. Montroyal's second goal, "to improve the success rate in writing for students ..." aligns closely with the District Achievement goal around literacy as well as the focus on literacy of the other schools in the Handsworth Family of Schools.

The Montroyal StrongStart program provides a link between the greater community and the school and gives our youngest community members and their care-givers a sense of belonging within the school and allows our students to volunteer and take on leadership roles. Our Kindergarten teachers and our StrongStart facilitator collaborate to arrange to have StrongStart students and Montroyal Kindergarten students work together, which allows our Ks to take on a leadership role and allows our StrongStart students to experience a K classroom.

Staff take full advantage of a variety of community based programs that are available to schools such: as Bear Awareness, the Water Safety Program, Fire Safety, RCMP Liaison Officer and other programs in the community.

Consultation Process of Montroyal Elementary School Planning Council:

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- A summary of the approved Montroyal Elementary School Plan will be posted on the school web site by October 31, 2011.

School Planning Council Approval of Proposed School Plan:

Date: April 30, 2012

Name		Signature
Chairperson (Principal)	Karen Harrop	<i>Original Documents signed by SPC Members</i>
Teacher	No Teacher Representative	
Parent	Elena Grant	
Parent	Catherine Blythe	
Parent	Dulcy Anderson	
Alternate Chair	Sanjeet Johal	

Board Approval of School Plan:

Approved by:

**Bryn Roberts, Assistant Superintendent
June 13, 2011**