

**North Vancouver School District
SCHOOL PLAN for 2014-2015**

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

School/Community Context:

The following information is provided as background information, including some programming that may be unique to Montroyal Elementary School, and which may provide the reader with some context to the goals chosen for the school plan.

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 RESPONSIBILITY SAFETY

Montroyal's Global Learner Program was developed in 2008 in order to better prepare students for the 21st century. Focusing on critical thinking, communication, collaboration and creativity, the program aims to provide students with information, media and technology skills. The program integrates the arts, technology and leadership into the curriculum at all levels, as well it develops global awareness in our students through three school-wide themes: Children of the World, Leaders and Leadership and Global Stewardship. Through our theme based Global Learner 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. The school's safe and caring environment is also fostered through a number of school initiatives which offer leadership opportunities for our students such as buddy-class activities, an Environmental Club, a Peer Leadership Program, Traffic Safety Patrol and Student Council.

Based on the physical space surrounding Montroyal, 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. The playground has recently been divided into zones to facilitate a supervision model that instills a feeling of safety in our students.

Montroyal's Parent Advisory Council (MPAC) works with the school administration and staff in ensuring that our students receive a well-rounded education that includes an enhanced physical education curriculum, social and emotional learning, digital-age literacy, integration of technology, inventive thinking, creativity, communication skills and high productivity as well as learning the traditional three Rs. MPAC has provided SmartBoards in every enrolling classroom as part of the multi-pronged approach to 21st Century Learning. MPAC has developed a highly effective communication system which includes weekly updates to keep everyone informed of both school and parent sponsored activities and events.

Connections to the community include: StrongStart Centre, Literacy Centre, Kid's Club, Music Program's Winter and Spring Concerts, Christmas Craft Fair, Student Council sponsored Foster Child and charitable donations, MPAC sponsored Adopt a School Program and the use of the North Vancouver Recreation Centre and North Shore Winter Club for P.E. enhancement.

Demographics 2014-2015:

Total number of students: 293 Male: 158 Female: 135

Number of students per grade

Grade	K	1	2	3	4	5	6	7
English	36	27	44	40	38	34	35	38

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL	% Gifted
15.82	0.3%	2.4%	7%	8.9%	0.68%

Progress Analysis:

Review of School Goals – 2013-2014

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 and the Social Skills Survey which was developed by Montroyal School Staff.

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 were replicated in child-friendly language for primary students.)

Objective 1.2

To increase the number of students in Grade 4 and Grade 5 who feel safe verbally and socially at school based on question 12 of the Fall 2012 Safe Schools and Social Responsibility Survey and the Feeling Safe at School Survey which was created by Montroyal Staff.

Trend Data Tables:

North Vancouver Safe Schools and Social Responsibility Survey

Key Performance Measure:	Baseline Fall 2012		Target Fall 2014		Actual Fall 2013	
	Gr. 4	Gr. 6	Gr. 6	Gr. 8	Gr. 5	Gr. 7
Feel Safe from Verbal and Social Bullying at School	87%	79%	96%	96%	87%*	78%*

*Only 46% of Gr. 7 and 45% of Gr. 5 students reported feeling completely safe from this type of bullying i.e. Never been bullied.

I Feel Safe at School (Many Times/All the Time)

Grade	I Feel Safe at School (2012)	Grade	I Feel Safe at School (2013)
4	80%	5	87%
6	85%	7	87%

Montroyal Feeling Safe at School Survey

Key Performance Measure:						
<ul style="list-style-type: none"> • 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 						
	Baseline Spring 2011		Target Spring 2012		Actual Spring 2012	
	Gr. 2	Gr. 5	Gr. 3	Gr. 6	Gr. 3	Gr. 6
Feel Safe in the Classroom	92%	95%	96%	96%	100%	95%
Feel Safe in Common Areas	92%	91%	96%	96%	93%	92%
Feel Safe on Playground	89%	86%	96%	96%	100%	89%
Feel Safe at School	100%	96%	96%	96%	100%	89%

Montroyal's Social Responsibility and Leadership "Safety" Survey

Key Performance Measure:	Baseline Spring 2013		Target Spring 2014		Actual Spring 2014	
	Gr. 2	Gr. 6	Gr. 3	Gr. 7	Gr. 3	Gr. 7
Feel Safe in the Classroom	89%	90%	96%	96%	82%	95%
Feel Safe in Common Areas	94%	92%	96%	96%	92%	100%
Feel Safe on Playground/Field	91%	92%	96%	96%	96%	92%
Feel Safe at School	97%	90%	100%	96%	N/A	N/A
Key Performance Measure:	Baseline Spring 2013		Target Spring 2014		Actual Spring 2014	
**Added to Survey 2013	Gr. 4	Gr. 6	Gr. 5	Gr. 7	Gr. 5	Gr. 7
Feel Safe from Verbal and Social Bullying at School	73%	64%	88%	79%	61%	77%

Trend Data Analysis

The trend data from the North Vancouver Safe and Caring Schools and Social Responsibility Survey demonstrates that the strategies and structures that have been put into place have had a positive impact with the targeted group. The survey was change slightly in 2014 taking out the general question about feeling safe at school. However, Verbal and Social Bullying remains a concern. This goal has not been met for our Gr. 2 target group. We will continue to focus on this group for the 2014-2015 school year. Neither have we met our goal for feeling safe from verbal and social bullying. Since one of our targeted groups is currently in Grade 7, we will choose a new intermediate target group.

Opportunities for Further Development:

The corresponding questions on the North Vancouver Safe and Caring Schools and Social Responsibility Survey have changed. We will be tracking the data for questions 6, 11, 12, 13 and 15 to support the data collected at the school level. In studying the data collected it has become evident that our current Grade 3 students present as being at risk and so we will be targeting this group as one of the cohorts for this objective for the 2014-2015 School Plan. We will continue to target last year's Grade 4 students who are currently in Grade 5.

Rationale: The results of the North Vancouver School District Safe Schools and Social Responsibility Survey (Fall 2013), show that 22% of our current Grade 4 students report having been verbally or socially bullied.

Objective 1.3

To increase the feelings of being prepared to enter high school for our Grade 7 students.

Transition Survey of Grade 8's (Prepared/Comfortable-Very Prepared/Very Comfortable)

Montroyal's Social Responsibility and Leadership "Gr 7/8 Transition" Survey (Confident/Very Confident)

Key Performance Measure:	Baseline Spring 2013	Target January 2014	Actual January 2014
Academic Preparedness	56%	71%	82%
Extra-Curricular	67%	82%	64%
Entering Larger School	37%	52%	73%
Communication with a Teacher	40%	55%	48%

Trend Data Analysis

Upon reviewing the data this goal has been met for the 2013-2014 cohort of Grade 7 students in all academic preparedness and entering the larger school. This goal has not been met in feeling confident in participating in extra-curricular activities and in communication with a teacher. We feel that this objective continues to be important and continues to merit some work and so we will keep this objective as part of this goal for the 2014-2015 school year.

Opportunities for Further Development:

We will need to continue to review the value of this data within our Family of Schools, including Handsworth Secondary to determine if this objective is serving its purpose in making a smooth transition from Grade 7 to Grade 8. The wording of the survey questions have been changed slightly to use prepared as the measure to align with the survey conducted at Handsworth.

Rationale: To improve students' feelings of safety and sense of belonging in this transition. The staff at Handsworth felt that January was a better time to complete this survey as it would provide feedback after the first term and allow staff the opportunity to target students who did not feel confident/very confident in the 4 key areas identified.

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)

Objective 2.1

To increase the writing proficiency of students in Grade 2 and Grade 5 to 75% and 84% respectively Meeting or Exceeding Expectations as measured by the School-Wide Write (Focus on Personal/Impromptu Writing) using the BC Performance Standards for Writing as well as Report Card data for the Primary Cohort.

Trend Data

Key Performance Measure:								
<ul style="list-style-type: none"> 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 								
	Baseline Spring 2011		Target Spring 2013		Actual Spring 2012			
	Gr. 2	Gr. 5	Gr.4	Gr. 7	Gr.3	Gr. 6		
School-Wide Write (Performance Standards)	67%	76%	75%	84%	76%	84%		
Report Card Data	89%	N/A	94%	N/A	88%	N/A		
Key Performance Measure:	Baseline Spring 2012		Target Spring 2014		Actual Spring 2013		Actual Spring 2014	
	Gr. 2	Gr. 4	Gr. 4	Gr. 6	Gr. 3	Gr. 5	Gr. 4	Gr. 6
School-Wide Write (Performance Standards)	64%	56%	80%*	66%	93%	61%	76%	63%

Report Card Data	81%	N/A	90%	N/A	79%	N/A	N/A	N/A
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*We left this target for Gr. 4 at 80% due to the transition from Gr. 3 to Gr. 4.

Trend Data Analysis

Although we are a bit below the target of 80% significant gains have been made with the Gr. 2 cohort that we were following and we will consider that we have met this goal for this group. In our current Gr. 2 cohort, only 60% and only 43% of our current Gr. 1 cohort of the students meet or exceed expectations in writing using the B.C. Performance Standards. This objective for Goal 2 has not been met for the Gr. 4 cohort (current Grade 6 students). We will continue to work on this goal for the 2014-2015 school year and target our current Gr. 1, 2 and 6 students.

Opportunities for Further Development:

Use the strategies suggested for the targeted cohorts with all students in the school. More in-service to staff on the teaching of writing may be needed to improve student proficiency.

Rationale: Overall school results on the School-Wide Write are still lower than expected.

Goal 3:

To improve students’ proficiency in Mathematics over the next two years as measured by the North Vancouver District Math Assessments which were created by Shannon Sharp, the School District’s Curriculum Implementation and Math Facilitator, and Report Card Data

Key Performance Measure:	Baseline Spring 2013		Target June 2015		Actual June 2014		Actual June 2015	
	Gr. 2	Gr. 5	Gr.4	Gr. 7	Gr. 3	Gr. 6	Gr. 4	Gr. 7
District Math Test	92%	N/A	96%	N/A				N/A
	December 2012		June 2015		June 2013		June 2014	
Report Card Data	86%	66%	94%	74%				

Trend Data Analysis:

This is a new goal and we have not yet collected enough data to complete a trend analysis of the data.

Opportunities for Further Development:

Use the strategies suggested for the targeted cohorts with all students in the school. Teachers felt that completing North Vancouver District Math Assessments in the spring did not give a true reflection of the students’ ability in Math as much of the curriculum had yet to be covered. This assessment will be given in June each year.

School Goals for 2014-2015:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Montroyal Elementary School Plan for 2014-2015 are:

1. To increase the number of students who report feeling safe amongst peers as measured by goal specific questions (#6, 11, 12, 13, and 15) on the North Vancouver School District Safe Schools and Social Responsibility Survey and the Feeling Safe at School Survey which was created by Montroyal Staff.

2. To improve students' proficiency in Writing for another year as measured by the School-Wide Write using the BC Performance Standards (April) with additional Report Card data (June) for the Primary Cohort.
3. To improve students' proficiency in Mathematics for the second year of a two year goal as measured by the North Vancouver District Math Assessments created by Shannon Sharp, the school district's Curriculum Implementation & Math Facilitator, and on Report Card Data.

School Goal 1:

To increase the number of students who report feeling safe amongst peers as measured by goal specific questions (#6, 11, 12, 13, and 15) on the North Vancouver School District's Safe Schools and Social Responsibility Survey and the Feeling Safe at School Survey which was created by Montroyal Staff.

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 are targetting one primary and one intermediate grade group. Our goal is 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 Grade 3 and Grade 5 who report feeling safe at school based on questions 6,11,12,13,and 15 of the Safe Schools and Social Responsibility Survey. (Questions used have been replicated in child-friendly language for primary students.)

Objective 1.2

To increase the number of students in Grade 4 and Grade 5 who feel safe verbally and socially at school based on question 12 of the Fall 2012 Safe Schools and Social Responsibility Survey and the Feeling Safe at School Survey which was created by Montroyal Staff.

Objective 1.3

To increase the feelings of being prepared to enter high school for our Grade 7 students.

Strategies/Structures:

- Conduct an annual survey in April of each year of students feelings of safety using Questions 6, 11, 12, 13, and 15 from the North Vancouver School Safe Schools and Social Responsibility Survey and the Feeling Safe at School Survey which was created by Montroyal Staff.
- 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, WITS, Barbara Colorossa's Roles of the Bully, the Victim and the By-Stander including using the ERASE Bullying Program
- Actively teach students the difference between "tattling" vs "reporting" (Are you trying to get someone in or out of trouble?) as well as the difference between peer conflict and bullying
- Provide opportunities for positive student leadership such as Student Council, Peer Leadership Program, Student-Led Assemblies etc.

- Ongoing staff development at Staff Meetings regarding the MindUp Program on what is working and what has not worked led by the Social Responsibility and Leadership Team
- Use supervision zones on the playground and have all staff providing supervision rotate throughout all supervision zones. (This will enable all students to come to know and feel comfortable with all of the adults who provide supervision.)
- Ongoing in-service for staff who provide supervision. Share student concerns as identified on the Safe Schools Survey as part of in-service. Alert supervisors to any students who may need to be targetted for additional support based on the social/emotional goals of a student’s IEP and/or emerging issues, including teasing and/or bullying.
- Use of staff collaboration time set out in the school calendar to review best practice in Social and Emotional Learning and determine a cohesive Social and Emotional Learning Program for Montroyal that will be followed throughout the school.
- Social Responsibility and Leadership Team analyze comment section of the survey and develop a plan to address concerns arising from that analysis.
- Team teaching of verbal/social bullying prevention with counsellor and classroom teacher
- Continued MPAC support for social responsibility and digital citizenship education examples include, but are not limited to, age appropriate workshops and presentations such as iGirl, SafeTeen, Josh Dreaan, and Jesse Miller, for students with classroom teacher follow-up of workshops – recommendation of a program that is offered on more than one day so information is consistent and prolonged (similar to DARE Program) including a parent education component
- Teach the skills needed to become positive digital citizens to students in Kindergarten through Grade seven as outlined in the Montroyal’s Information Technology Vision and the updated Scope and Sequence matrix created by Montroyal staff
- Teachers allot time in classroom schedule each week to learn and discuss social-emotional learning strategies (including teachable moments)
- Consistently use MindUp, with a focus on upper intermediate classes
- Conduct an annual survey in April of each year to measure students’ level of confidence in entering high school regarding 4 key areas: academic preparedness, extra-curricular activities, entering larger school and communication with teachers. Agreement with the high school that the same or similar survey would be completed in Grade 8

Evidence: (*Quantitative*)

Objective 1.1

Montroyal’s Social Responsibility and Leadership “Safety” Survey

Key Performance Measure:	Baseline Spring 2014		Target Spring 2015		Actual Spring 2015	
	Gr. 3	Gr. 5	Gr. 4	Gr. 6	Gr. 4	Gr. 6
Feel Safe in the Classroom	82%	90%	96%	96%		
Feel Safe in Common Areas	92%	92%	96%	96%		
Feel Safe on Playground/Field	95%	92%	96%	96%		
Key Performance Measure:	Baseline Spring 2014		Target Spring 2014		Actual Spring 2015	
**Added to Survey 2013	Gr. 4*	Gr. 5	Gr. 5	Gr. 6	Gr. 5	Gr. 6
Feel Safe from Verbal and Social Bullying at School	56%	61%	80%	80%		

***Note:** Check this cohort in 2 years to assess needs moving into Gr. 6 year.

NVSD Safe Schools and Social Responsibility Survey

Objective 1.2

Key Performance Measure:	Baseline Fall 2014		Target Fall 2016		Actual Fall 2015	
	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 5	Gr. 6
Feel Safe from Verbal and Social Bullying at School	78%*	87%*	95%	94%		

*Only 44% of Gr. 4 and 45% of Gr. 5 students reported feeling completely safe from this type of bullying.

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"> - Playground Supervisors report improved student interactions on the playground. <p>Note: Grade 7 students were reported to be less respectful of each other than the rest of the student body.</p> <ul style="list-style-type: none"> - Peer Leaders report improved student interactions on the playground.

*Peer Leaders provide support to K-Grade 2 students on the lower playground.

Objective 1.3

Montroyal’s Social Responsibility and Leadership “Gr 7/8 Transition” Survey (Prepared/Very Prepared)

Key Performance Measure:	Baseline Spring 2014	Target January 2015	Actual January 2015
Academic Preparedness	73%	85%	
Extra-Curricular	59%	70%	
Entering Larger School	87%	95%	
Communication with a Teacher	70%	80%	

Note: Results of the survey conducted with these students in Grade 8 (2014-2015) will be shared by the secondary school. Future plans may need to be developed in partnership with the high school to increase students’ feeling of confidence as they enter high school.

School Goal 2:

To improve students' proficiency in writing over the next year 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 Grade 1 to 70%, Grade 2 to 80% and Grade 6 to 80%, Meeting or Exceeding Expectations, as measured by the School-Wide Write (Focus on Personal/Impromptu Writing) using the BC Performance Standards for Writing as well as Report Card data for the Primary Cohort.

Strategies/Structures:

- School-Wide Write done in September 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
- Use BC Performance Standards (with a specific focus on meaning and style) to:
 - Teach students the criteria needed in their writing to meet and exceed expectations
 - Self-assess their own writing (Provide each student with the Quick Scales for Writing)
 - Provide numerous examples of writing (on a regular basis) that meets and exceeds expectations, using the Performance Standards as a backdrop for the discussion of the merits of each writing sample
- Use of staff collaboration time set out in the school calendar to review best practice in teaching, learning and assessment of Writing in order to improve the teaching and learning of Writing.
- Use technology to support effective teaching and authentic learning in writing
- Staff development, including effective software, apps and websites, 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 (Grade Level Benchmarks)
- Publish student work in Montroyal Newsletters to celebrate successes

Evidence: (Quantitative) Meeting or Exceeding

Key Performance Measure:	Baseline Spring 2014			Target Spring 2015			Actual Spring 2015		
	Gr. 1	Gr. 2	Gr. 6	Gr. 2	Gr. 3	Gr. 7	Gr. 2	Gr. 3	Gr. 7
School-Wide Write (Performance Standards)	43%	64%	63%	70%	80%*	80%	%	%	%
Report Card Data	67%	81%	N/A	80%	90%	N/A	%	%	N/A

School Goal 3:

To improve students' proficiency in Mathematics over the next year (of this 2 year goal) as measured by the North Vancouver District Math Assessments which were created by Shannon Sharp, the School District's Curriculum Implementation and Math Facilitator, and Report Card Data.

Goal Rationale:

Mathematics proficiency is a key foundation for student achievement. Mathematics is prominent in all aspects of life. Based on FSA results in recent years, the North Vancouver School District Math Assessment and Report Card data and on general student performance, The School Planning Council and the school staff felt the need to focus on Mathematics in the School Plan.

Objective 3.1:

To increase the Mathematics proficiency of students who are currently in Grade 2 to 94% and those who are currently in Grade 5 to 75%, Meeting or Exceeding Expectations/A or B, as measured by the North Vancouver District Math Assessments (see above) and Report Card Data by June of 2015.

Strategies/Structures:

- Establish a Math Team to assist in the development of strategies to support this goal and to facilitate the implementation of the strategies and structures developed
- Establish base-line performance data for the target groups
- Provide additional support to those students deemed to be at risk (Classroom Teacher and Learning Assistance Teacher)
- Use technology to support effective teaching and authentic learning in Math
- Staff development, including effective software, apps and websites, at Staff Meetings to be planned and led by the Math Team
- Review a brochure of tips for parents to help their child with Math at home that was developed by the staff and parents at Eastview Elementary to determine it's suitability to the Montroyal School Community
- Use of staff collaboration time set out in the school calendar to review best practice in teaching, learning and assessment of Mathematics in order to improve the teaching and learning of Math.

Evidence: (*Quantitative*) District Math Test - Meeting or Exceeding

Report Card Data – Primary – Meeting or Exceeding Intermediate – A or B Letter Grade

Key Performance Measure:	Baseline Spring 2013		Target June 2015		Actual June 2014		Actual June 2015	
	Gr. 2	Gr. 5	Gr.4	Gr. 7	Gr. 3	Gr. 6	Gr. 4	Gr. 7
District Math Test	92%	N/A	96%	N/A				N/A
	December 2012		June 2015		June 2013		June 2014	
Report Card Data	86%	66%	94%*	74%	94%	66%		

*Note: We will leave this Target at 94% due to the transition from Primary to Intermediate.

Connections:

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

The five schools in the Handsworth Family of Schools (Canyon Heights Elementary, Cleveland Elementary, Highlands Elementary, Handsworth Secondary and Montroyal Elementary) work collaboratively to develop commonalities among the five school plans. The administrations from the FOS meet on a regular basis to discuss school directions, instructional initiatives and issues that affect the schools and school communities. School Plans are shared and frequently discussed. This collaborative approach assists with and strengthens the development of the goals, objectives, data sources and strategies to ensure success for all students.

Over the past six years, the School Planning Councils in the Handsworth Family of Schools have met annually for in-service regarding the process of developing a school plan and to provide an opportunity to share and discuss current goals and objectives. The five schools within the Handsworth Family of Schools share a focus on one or more of the goal areas of reading/writing, mathematics and safe school/social responsibility.

The school plans from each of the schools within the Handsworth Family of Schools also connect to the District Achievement Contract 2011-14, specifically Goal 1: To improve students' achievement in literacy (Reading: Canyon Heights, Cleveland, Handsworth and Highlands; Writing: Canyon Heights, Handsworth and Montroyal) and Goal 2: To improve students' achievement in numeracy (Cleveland, Highlands, Montroyal and Handsworth).

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, 2014.

School Planning Council Approval of Proposed School Plan:

Date: April 30, 2014

Name		Signature
Chairperson (Principal)	Karen Harrop	<i>Original Document signed by SPC Members</i>
Teacher	No Teacher Representative	
Parent	Shaheen Rehmat	
Parent	Lucinda Pentin	
Parent	Jana Madill	
Parent	Jennifer Hanson	
Alternate Chair	Cindy Hudson	

Board Approval of School Plan:

Approved by:

**Dr. Pius Ryan, Assistant Superintendent
June 2, 2014**