

**North Vancouver School District
SCHOOL PLAN for 2012-2013**

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 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, 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, 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 2011-2012:

Total number of students: 299 Male: 173 Female: 126

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	38	36	33	32	35	37	40	48

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL	% Gifted
15.9	0.3%	4.6%	6.6%	10.4%	1.7%

Progress Analysis:

Review of School Goals – 2011 -2012

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.)

Trend Data Table

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 						
Key Performance Measure:	Baseline		Target		Actual	
(Spring 2010)	Gr. 5				Spring 2011 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%	
	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%

Trend Data Analysis

Upon reviewing the data, this goal has been met for the Grade 2 cohort (Gr. 3 this year). However, this goal has not been met for the Gr. 5 cohort (Gr. 6 this year). We will continue to work on this goal and this objective for the 2012-2013 school year following the intermediate cohort (Gr. 7 next year) and targeting this year’s Gr. 2s (as primary cohort) based on the data collected in the spring of 2012. We will monitor this year’s Gr. 5 cohort as well given results of the survey that was conducted this spring.

Opportunities for Further Development:

Conduct an annual survey in May of each year to measure Grade 7 students’ level of confidence in entering high school regarding 4 key areas: academic preparedness, extra-curricular activities, entering larger school and communication with teachers.

Rationale: To improve students’ feelings of safety and sense of belonging in this transition.

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 and 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		

Trend Data Analysis

This goal spans over two years and so we will continue to work on this goal for the 2012-2013 school year. Based on the data collected, we have seen improvement in both targeted groups. Given this data, we feel that the targets for Gr. 4 and Gr. 7 need to be increased to 84% and 90% respectively. We have reviewed the strategies for this goal and have made some revisions based on the available data.

Opportunities for Further Development:

Use the strategies suggested for the targeted cohorts with all students in the school.

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

School Goals for 2012-2013:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Montroyal Elementary School Plan for 2012-2013 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 (April) 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 are targetting one primary and one intermediate grade group. Our goal is to increase feeling safe in the targetted 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 2 and Grade 7 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.)

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
- Create 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 with staff providing supervision. Share student concerns as identified on the Safe Schools Survey as part of in-service.
- Provide training in empowerment for the Grade 6 & 7 girls (ex. "i girl" by Saleema Noon)
- Conduct an annual survey in May 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
- Social Responsibility and Leadership Team analyze comment section of the survey and develop a plan to address concerns arising from that analysis.

Evidence: (Quantitative)

Safe Schools and Social Responsibility Survey

Key Performance Measure:	Baseline Spring 2012		Target Spring 2013		Actual Spring 2013	
	Gr. 2	Gr. 6	Gr. 3	Gr. 7	Gr. 3	Gr. 6
Feel Safe in the Classroom	92%	95%	96%	96%		
Feel Safe in Common Areas	69%	92%	96%	96%		
Feel Safe on Playground	85%	89%	96%	96%		
Feel Safe at School	73%	89%	96%	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"> - 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.

Transition Survey of Grade 7's (Confident/Very Confident)

Key Performance Measure:	Baseline Spring 2012	Target Spring 2013	Actual Spring 2013
Academic Preparedness	62%	75%	
Extra-Curricular	69%	75%	
Entering Larger School	64%	75%	
Communication with a Teacher	64%	75%	

Note: Results of the survey conducted with these students in Grade 8 (2012-2013) 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 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 Grade 3 to 85% and Grade 6 to 90%, 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.

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
- 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 technology such as SmartBoards, NEOs, Kurtzwell, etc. to support writing
- 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 Newsletters to celebrate successes

Evidence: (Quantitative) Meeting or Exceeding

Key Performance Measure:	Baseline Spring 2012		Target Spring 2013		Actual Spring 2013	
	Gr. 3	Gr. 6	Gr.4	Gr. 7	Gr.4	Gr. 7
School-Wide Write (Performance Standards)	76%	84%	85%	90%		
Report Card Data	%	N/A	94%	N/A		

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 (Highlands, Cleveland, and Handsworth).

Consultation Process of Montroyal Elementary School Planning Council:

- School administrators, staff, and parents 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, 2012.

School Planning Council Approval of Proposed School Plan:

Date: April 30, 2012

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

Board Approval of School Plan:

Approved by:

Bryn Roberts, Assistant Superintendent
June 11, 2012