

North Vancouver School District
SCHOOL PLAN for 2015-2016

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

School/Community Context:

Montroyal's 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.*

A distinguishing feature of Montroyal Elementary is the welcoming atmosphere created by staff, parents and students. It is a vibrant, warm environment in which students thrive.

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 and inventive thinking. MPAC has provided SmartBoards in every enrolling classroom and a new computer lab as part of a multi-pronged approach to 21st Century Learning. MPAC has developed a highly effective communication system that includes weekly updates to keep everyone informed of both school and parent sponsored activities and events.

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 and 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 that offer leadership opportunities for our students such as buddy-class activities, an Environmental Club, a Peer Leadership Program, Traffic Safety Patrol and Student Council. Students enjoy a wide variety of extra-curricular athletic opportunities that are sponsored and coached by staff and parents.

Montroyal has a vibrant music program from kindergarten to grade 7, as well as extra-curricular band and strings. Our music program includes opportunities for students to perform in productions presented to the entire school community.

Montroyal is fortunate to have spacious school grounds in a beautiful natural setting. Based on the physical space 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 students are active members of the Handsworth Secondary Family of Schools and we work hard to set our students up for success as they proceed to Grade 8.

Connections to the community include: Strong Start 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 North Shore Christmas Bureau Giving Tree Program and the use of the North Vancouver Recreation Centre for after school care. Lunchtime Art Mania and Chess programs are also provided through MPAC.

Demographics (2013-2014 school year):

Total number of students: 295 Male: 159 Female: 136

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	30	40	32	44	38	40	36	34

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
15.80	0.3%	4%	4%	7%

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan 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 Safe Schools and Social Responsibility Survey and the Feeling Safe at School Survey which was created by Montroyal Staff.

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

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.)

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%	Not Done	Not Done
Feel Safe in Common Areas	92%	92%	96%	96%	Not Done	Not Done
Feel Safe on Playground/Field	95%	92%	96%	96%	Not Done	Not Done
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%	Not Done	Not Done

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.

NVSD Safe Schools and Social Responsibility Survey

Objective 1.2

Key Performance Measure:	Baseline Fall 2014		Target Fall 2015		Actual Fall 2015	
	Gr. 4	Gr. 5	Gr. 5	Gr. 6	Gr. 5	Gr. 6
Feel Safe from Verbal and Social Bullying at School	78%*	87%*	95%	94%	84%	77%

Evidence: (Qualitative)

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

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 2015 taking out the general question about feeling safe at school. However, Verbal and Social Bullying remains a concern and we will continue to work on it through alternate approaches.

Objective 1.3

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

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%	*Not done
Extra-Curricular	59%	70%	*Not done
Entering Larger School	87%	95%	*Not done
Communication with a Teacher	70%	80%	*Not done

*This survey was not completed at Handsworth in time for inclusion in the School Plan analysis this year.

Opportunities for Further Development:

We will continue to target last year's Grade 4 students who are currently in Grade 5 by including them in our new social emotional goal in 2015-16 when they are in Grade 6.

Previous School Plan 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)

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.

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%	67%	50%	84%
Report Card Data	67%	81%	N/A	80%	90%	N/A	86%	79%	N/A

Trend Data Analysis

Although we are a bit below the target of 70% , significant gains have been made with the Gr. 2 cohort that we were following. The Grade 7 cohort who was at 63% last year (in Gr.6) have moved up to 84% this year which also represents a significant gain. This objective for Goal 2 has not been met for the Gr. 3 cohort (last year's Grade 2 students). In fact they appear to have lost ground due to increased expectations at that grade level which they were not able to meet. We will continue to work on this goal for the 2015-2016 school year and target our current Gr. 1, 2 and 4 students.

Previous School Plan 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, the School District’s Curriculum Implementation and Math Facilitator, and Report Card Data.

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.

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 2014		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	N/A	N/A	N/A
	December 2012		Target June 2014		June 2013		June 2014	
Report Card Data	86%	66%	94%*	74%	94%	66%	79%	71%

*Note: The Grade 6 Math Assessment was not done in time for results to be included in the School Plan. Individual grade group testing has also not been completed.

Trend Data Analysis:

This was a new goal last year and then many of the assessment tools were not used. We have noticed math weaknesses in many of our students so will include this goal again next year with the intent to include some math assessment tools throughout the year.

School Goals for 2015-2016:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Montroyal Elementary School Plan for 2015 -2016 are:

1. To improve the social/emotional problem-solving and leadership abilities of students in all grades with a focus on monitoring those student currently in Grades 2 and 6 for problem solving.
2. To improve students’ communication/literacy skills 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 and Dibels testing for reading for Primary students.
3. To improve students’ proficiency in Mathematics over the next year as measured by the North Vancouver District Math Grade 6 Math Assessment Report Card Data and FSA results.

School Goal 1:

To improve the social/emotional problem-solving and leadership skills of students in all grades with a focus on monitoring those students currently in Grades 2 and 6 for problem solving

Goal Rationale:

Students are having difficulty communicating their social / emotional needs to each other thus creating conflict amongst peers that they need adult help to resolve. We believe that an improved framework for conflict resolution would assist students in developing more independent problem solving skills.

Objective 1:1:

To increase the number of students using a problem solving framework to resolve peer conflict. Decrease the number of students requiring adult intervention to solve inter-personal problems and teach parents about the problem solving framework so that it can be reinforced at home.

Strategies/Structures/Resources:

- Teach the use of the problem solving framework from the Second Step program to all students at the beginning of the year.
- Have all students in Grades 2-7 work through the problem solving framework and language structures in our “Best Beginnings” workshops the second week of September.
- Teach parents the problem solving structure so that they can reinforce it at home.
- 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.)
- Use a tally of problem solving interactions to monitor problem solving interactions.
- Ongoing in-service for staff who provide supervision. Work with Supervision Aids to help them understand how to use the problem solving model with students. Alert supervisors to any students who may need to be targeted 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.
- 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 Drea, 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)

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Assess the number of student interactions that require adult intervention to solve by Supervision Aids and Administration
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Decrease the number of interactions that require adult intervention
<p>Qualitative Actual: To be reported on next year as this is a new goal.</p>

Objective 1.2:

Creating leadership opportunities for a broader base of students to improve engagement in school activities and to practice positive problem solving and leadership skills.

Strategies/Structures:

- Discontinue the Student Council format that has not been particularly effective for the past two years.
- Create new leadership clubs around school activities such as announcements, planning special days, assembly presentations, technology and environmental initiatives.

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline 2014/15	Target 2015/16	Actual
Number of students involved in leadership groups	6	30	

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Assess student involvement with Student Council this year.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Check to see if the level of engagement and involvement is higher for students involved in the variety of clubs offered in the 2015-16 school year.
<p>Qualitative Actual: This is a new goal that will be assessed next year.</p>

School Goal 2:

To improve students' communication/literacy skills in writing and 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.

Goal Rationale:

Communication 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 continue to focus on writing in the School Plan. We have also implemented new structures and bought new resources to support a more concentrated focus on communicating about reading.

Objective 2:1:

To increase the writing proficiency of students in Grade 1 to 70%, Grade 2 to 75% and Grade 4 to 65%, 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/Resources:

- 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. Work with the resource "Writing Power" to improve instruction
- Use technology to support effective teaching and authentic learning in writing
- Staff development, including effective software, apps and websites, at Staff Meetings
- Involve parents in helping their child with writing at home
- Publish student work in Montroyal Newsletters to celebrate successes
- Continue with our primary Guided Reading program which helps students with comprehension and discussion of texts. This will aid students when writing as the two are closely connected.

Evidence: (Quantitative)

Key Performance Measure:	Baseline Spring 2015			Target Spring 2016			Actual Spring 2016		
	Gr. 1	Gr. 2	Gr. 3	Gr. 2	Gr. 3	Gr. 4	Gr. 2	Gr. 3	Gr. 4
School-Wide Write (Performance Standards)	58%	67%	50%	70%	75%	65%	%	%	%
Report Card Data	50%	86%	79%	65%	90%	N/A	%	%	%

School Goal 3:

To improve students' proficiency in Mathematics over the next year as measured by the North Vancouver District Gr. 6 Math Assessment Report Card Data and FSA results for Gr. 4 and 7.

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, 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 maintain the Mathematics proficiency of students who are currently in Grade 3 at 90% as they transition into the intermediate grades. Increase the percentage of students to 80% in Grade 6 Fully Meeting or Exceeding Expectations (A or B letter grades) as measured by Report Card Data and FSA results.

Strategies/Structures:

- 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
- 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*)

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

Key Performance Measure:	Baseline Spring 2015		Target Spring 2016		Actual Spring 2016	
	Gr. 3	Gr. 6	Gr.4	Gr. 7	Gr. 4	Gr. 7
FSA Data	N/A	N/A	90%	80%		
Report Card Data	90%	75%	90%*	80%	%	%

*Note: We will leave this Target at 90% 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 schools within the Handsworth Family of Schools have many opportunities to connect with each other and to improve the transition from elementary to secondary school. There are many events planned for elementary feeder schools to Handsworth that improve our community connectedness. In the 2015-2016 school year events include a Japanese Cultural Fair for Gr. 6 students, an aboriginal storytelling event for Gr.4/5 students and several Gr. 7 events in the spring of 2016.

Consultation Process of Montroyal 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 School Plan will be posted on the school web site by October 31, 2015.

School Planning Council Approval of Proposed School Plan:

Date: May 15, 2015

	Name	Signature
<u>Chairperson (Principal)</u>	Tracey Todd	<i>Original Document Signed by SPC Members</i>
<u>Teacher</u>	No Teacher Rep.	
<u>Parent</u>	Jana Madill	
<u>Parent</u>	Sandy Milone	
<u>Parent</u>	Cory Kinney	
<u>Parent</u>	Catherine Cantas	
<u>Alternate Chair</u>	Cindy Hudson	

Board Approval of School Plan:

Approved by:

Mark Pearmain, Assistant Superintendent
June 15, 2015