

North Vancouver School District
SCHOOL PLAN
2009 - 2010

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

Principal: Mrs. Arlene Martin
Vice Principal: Mrs. Johneen Harris

School/Community Context:

Montroyal Elementary School opened its doors in 1964. Since then, there have been several additions to the school building. Montroyal underwent an extensive construction and renovation project, and the installation of new Primary playground three years ago. Students enjoy two play areas, one for Primary students and one for Intermediate students. Montroyal is situated on a quiet side street near Grouse Mountain with single-family homes, forest and creeks bordering the school grounds.

In addition to a strong academic orientation, Montroyal School maintains a highly developed sense of community through goals related to social responsibility, and student leadership. For example, students engage in leadership activities in Student Council, Peer Counselling, Traffic Safety Patrol, and Athletic Council. We also regularly hold student-led assemblies, and student-led parent conferences. Daily announcements are also student-led and focus on character development. As well, students are highly involved in a variety of extra-curricular activities. We also encourage positive student leadership through such classroom-based programs as Roots of Empathy, Focus on Bullying, Friends, D.A.R.E., Safe Teen, and Second Step.

Global Learner, a staff developed school initiative, includes a focus on 21st century skills and the integration of technology, with the goal of better preparing our students to be life long learners.

The focus on community also extends to connections with parents. We enjoy a close and supportive relationship with our Parent Advisory Council and encourage parents to be included in many ways. We enjoy a high level of parent participation in classroom-based activities, and in planning for the future in Partnership for the Future meetings with staff and students. The PAC, as well, initiates a variety of community-based events including an annual Family BBQ and a variety of social events. The PAC organizes an annual Ski and Snowboard after-school program for our students, and sponsors "Trekking Tuesdays" – promoting health and safety through walking to school. New to Montroyal in 2009 was the introduction by a parent, of a biking program called Sprockids.

In addition to classroom and non-enrolling teachers, we have a specialist Music teacher who teaches music, dance, and drama to all students from Kindergarten to Grade 7.

Throughout the school year students have the opportunity to perform for parents and peers in several concerts and sharing sessions.

Demographics:

Total number of students: 287 Male: 148 Female: 139

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English	0	22	23	38	32	40	48	39	45

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
14.37	1	9	8	7

Progress Analysis:

Review of School Goals – Previous Year

Goal 1: To improve the success rate in Reading for students not yet meeting expectations

Objective 1.1: To ensure that all available staff and resources are optimally aligned to support students who are not yet meeting expectations in reading.

Objective 1.2: To identify all students not yet meeting expectations in reading, by September of 2008, and to increase the success rate for this group through the provision of additional support.

Review and Analysis/Opportunities for Further Development:

Scheduling of support services is given priority, so as to optimize teacher contact time for students most at risk (LAC, ESL, LST, LSW, SEA). PE and Music scheduling has been done with consideration of these services. Our data tracking for grades 1 to 7 students indicates that no clear trend is evident in our students' reading performance over the past five years. The percentage of students not yet, or minimally, meeting expectations on the FSA remained quite constant.

Students with the lowest scores on TOPA received interventions and consistently improved their scores in the June re-testing. We will continue to assess K students using TOPA, analyze, and provide interventions for students who are at or near the "not within expectations" category. We will continue to track K students and to provide interventions as in past years.

Our determination is that we need to maintain the effective reading programs that are in place and to provide more intense and focused interventions for students below expectations.

Goal 2: To improve the success rate in Math for students not yet meeting expectations

Objective 2.1: To ensure that all available staff and resources are optimally aligned to support students who are not yet meeting expectations in math

Objective 2.2: To identify all students not yet meeting expectations in math, by September of 2008, and to increase the success rate for this group through the provision of additional support.

Review and Analysis/Opportunities for Further Development:

SEA and available LAC time has been devoted to students identified as most at risk (not meeting expectations) in math, for one-to-one and small group support. For the first time, Montroyal introduced a staffed drop-in lunch hour “Homework Club” where students are given additional support in math and other subject areas in a small group setting. Our data tracking for grades 1 to 7 indicates that no clear trend is evident in our students’ math performance over the past 5 years.

Our determination is that we need to maintain the effective mathematics programs that are in place and to provide more intense and focused interventions for students not yet meeting expectations.

Goal 3: To promote a safe, caring and socially responsible school community

Objective 3.1: To maintain a high standard for students' socially responsible behaviour through a continued focus on student leadership

Objective 3.2: Present, at each grade level, curricular programs that focus on socially responsible behaviour

Review and Analysis/Opportunities for Further Development:

Our school continues to support a safe and caring school environment through a focus on positive student leadership, multicultural awareness, and character development. Such activities as Student Council, Athletic Council, Peer Counsellors and student-led assemblies, morning messages and parent conferences have become a part of our culture.

Over the past 2 years, we are noting an increase in the number of students reporting being bullied or picked on (as evidenced by the 2008 Satisfaction Survey and the 2009 Safe & Caring Schools Audit). Our 2009/10 School Plan will continue to focus on the programs and activities described above, as well as look at a continuum of curricular programs, from K to grade 7, that support positive student interaction and social responsibility. Regular teaching and re-teaching of the principles of our Code of Conduct, inside and outside of classrooms will also be an area of focus. In addition, we will focus on providing varied opportunities for students to practice leadership and active citizenship, student learning of assertiveness skills, providing students with an understanding of types of bullying, and improving student confidence in taking action (roles of bully, bystander and victim).

School Goals:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Montroyal Elementary School Plan for 2009/2010 are:

- 1. To decrease the percentage of students who report being teased, bullied or picked on**
- 2. To improve the success rate in writing for students not yet meeting expectations**

School Goal 1:**To decrease the percentage of students who report being teased, bullied or picked on****Goal Rationale:**

Over recent years, Montroyal School has built a clearly evident sense of community among students, staff and parents. The support that we have for our student leadership programs, our focus on multicultural awareness and on a Code of Conduct that embraces misbehaviours as learning opportunities is strongly supported by all stakeholders. Despite this focus, 2008 Satisfaction Survey results indicate a significant population of both grade 7 and grade 4 students reporting having been bullied, teased or picked on. It is our belief that by tracking one cohort we can monitor our progress longitudinally, and results will be indicative of an overall improvement in school culture.

Objective 1.1:**To improve students' strategies for decreasing teasing and bullying in the 2008/9 grade 4 cohort****Strategies/Structures:**

- To facilitate varied opportunities for students to practice leadership and active citizenship
- To encourage positive student interaction through respectful communication and conduct in the classrooms and on the playground
- To facilitate student learning of assertiveness skills
- To provide students with an understanding of types of bullying
- To improve student confidence in taking action (roles of bully, bystander, victim)

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Actual	Target
Satisfaction Survey, Student Question #15 "At school, are you bullied, teased or picked on?"	2008 - 15%		8%

Evidence: (Qualitative)

- as evidenced by results of Parent question #14 "Is your child bullied, teased or picked on?" in the 2009/10 Satisfaction Survey (whole school parent population included)
- Safe Schools & Social Responsibility Survey questions # 37, 38, 41-45
- the composite measures summary Safe Schools & Social Responsibility in the categories: Bullying Victimization & Perpetration

School Goal 2: To improve the success rate in writing for students not yet meeting expectations

Goal Rationale:

Results of recent FSAs, and general student performance in writing indicates the need for a renewed focus on writing skills, and the need to provide interventions for students identified as being at risk.

Objective 2.1:

To increase the levels of support provided to students identified as not yet meeting expectations in the 2009 / 2010 grade 4 cohort

Strategies/Structures:

- School-wide write assessments done in early Fall 2009 to identify students not yet meeting expectations in writing, with follow up school-wide write to assess progress in April 2010
- September staff meeting to align available resources with students needing additional support
- Examine scheduling of LAC, ESL, SEA, LST, LSW to maximize effectiveness in meeting the needs of students who require additional support
- Examine the scheduling of NEOs, Kurtzweil, CoWriter and similar resources to assure full use and the most effective applications
- Organize professional development opportunities for staff specifically related to writing development (eg. Writing 44, Inspiration, other online resources)

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Actual	Target
Percent of students not meeting expectations in June 2009			
Percent of students not meeting expectations in June 2010			
Percent of students not meeting expectations in writing on the 2010 FSA			

Evidence: (Qualitative)

Teachers' formative and summative feedback regarding student performance
Parent survey (question #7 taken from Satisfaction Survey - Are you satisfied with the development of your children's writing skills at school?)
Student survey (question #8 taken from Satisfaction Survey – Are you getting better at writing sentences or stories?)

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 administration 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.

At Montroyal we have made efforts to support this district focus. The school district Vision statement supports "program diversity" that reflects the values and interests of the community. We have developed, and are in the process of implementing, 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, that was developed with the support of the parent community, also provides opportunities for student leadership in a safe, healthy, and caring environment. Montroyal has embraced the new Daily Physical Activity (DPA) curriculum as a way to promote healthy living for our students. DPA with larger multi-aged groups has provided exercise and leadership opportunities for students.

In the North Vancouver School District 2008-2009 Achievement Contract, they have recommended focus in four key areas: planning, students at risk, authentic assessment, and literacy. The goals in Montroyal's School Plan 2009-2010 are connected to the North Vancouver School District Achievement Contract and their Vision statement. Montroyal's first goal, "to decrease the percentage of students who report being teased, bullied or picked on," is intended to assist students at risk within our school. Both Montroyal Elementary school and the school district see the importance for all students to be able to feel safe, develop a sense of belonging in their school, all while respecting the diversity among students. Opportunities to take on leadership roles in the school, work in multi-aged groups, and school-wide celebrations help to foster this diversity. With the addition of a Strong Starts program at Montroyal for the 2009-2010 school year, this will provide further opportunities for our students to learn to work with a diverse range of people. Montroyal's second goal, "to improve the success rate in writing for students not yet meeting expectations," is also geared to assist students at risk, as well as, providing opportunities for developing authentic assessment and develop literacy skills. With careful monitoring of these two goals in the 2009-2010 school year, we hope to make positive changes for our students.

Consultation Process of Montroyal Elementary School Planning Council:

- School administrators 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, 2009.

School Planning Council Approval of Proposed School Plan:

Date: April 21, 2009

	Name	Signature
Chairperson (Principal / Vice Principal)	Arlene Martin / Johneen Harris	_____
Teacher	No participation	_____
Parent	Elena Grant	_____
Parent	Nancy Kotush	_____

Board Approval of School Plan:

	Name	Signature
Assistant Superintendent	Bryn Roberts	_____

Date: