

# North Vancouver School District

## Montroyal School Plan 2005 – 2009

May, 2007

---

**FEATURES** of Montroyal School **(Note: as per Form 1701, in February, 2007.)**

Address: 5310 Sonora Drive, North Vancouver, B.C. V7R 3V8  
Phone: 604-903-3650  
Principal: Brenda Krause

Total number of students: 337 Male: 173 Female: 164

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	29	31	35	47	38	42	59	56
Fr. Imm.								

Percentage of Aboriginal Students: 0%  
Percentage of Special Education Students: 3%  
Percentage of ESL Students: 8%

Number of Teachers and Administrators: 19.0 (total FTE)

---

### SCHOOL GOALS

Montroyal School's Main Focus is Improving Student Achievement.

Based upon the priorities of the North Vancouver School District as identified in the District Performance Plan and the review of student achievement using Provincial, District and school classroom performance data, the goals (4 goals maximum) set out in this school's plan for 2005-2009 are:

- To Improve Reading Proficiency in Students, K to Grade 7
- To improve Success Rates in Mathematics, K to Grade 7
- To Provide a Safe and Caring School Environment

## School District Goal 1: To improve reading proficiency in students

### School Plan Goal 1: To Improve Reading Proficiency in Students, K to Grade 7

#### Analysis/Rationale:

The Montroyal S.P.C. considered the School District goal of Reading, among others specific to Montroyal, in the context of available school data (Student Achievement Report). The goal of reading was highly recommended by a representative group of teachers, parents and students, at a goal assessment session, on February 19, 2003.

#### Data sources used in conducting the analysis:

TOPA (January 2003); FSA (May 2002, Grades 4, 7); Satisfaction Survey (May 2002); data gathered at the goal-assessment session (February 2003)

#### Objective 1.1:

To improve the potential reading abilities of K students by identifying at-risk students and providing appropriate interventions

#### Strategies:

- Administer TOPA each January; identify students achieving below the 25<sup>th</sup> percentile.
- Supplement TOPA assessment with K teachers' qualitative observations related to reading readiness of all K students.
- Review results of TOPA and K teachers' qualitative observations at School-based Resource Team meeting; determine appropriate interventions for students identified as at-risk, e.g.
  - Launch into Reading Program
  - Additional Phonological Awareness instruction
  - Firm Foundations program
  - Provide additional support, specific to students' needs, through classroom teachers, LAC, Learning Support Worker and the home
- Foster the partnership between home and school with specific suggestions/activities to engage parents in supporting school reading goals, e.g.
  - Ask parents to provide students with district library cards.
  - Communicate current literature themes to parents
  - Support the Burrow into Books home reading initiative

\* "the 25th percentile" means that 75 % of students score higher and only 24 % of students score lower, on this particular standardized test.

\* *Firm Foundations*, developed by the North Vancouver School District, is a program of reading instruction for Kindergarten

\* *Launch into Reading Program* provides remedial lessons in phonological awareness

\* TOPA - Test of Phonological Awareness

#### Key Performance Measures (for Objective 1.1):



**Baseline:**TOPA November 2002:

91 % of Montroyal students achieved above the 25<sup>th</sup> percentile (25<sup>th</sup> percentile is the cut-off requirement). In this case 9% failure equates to one student below the 25th percentile.

TOPA January 2004:

100 % of Montroyal students achieved above the 25<sup>th</sup>

TOPA January 2005:

100 % of Montroyal students achieved above the 25<sup>th</sup>

TOPA January 2006:

100 % of Montroyal students achieved above the 25<sup>th</sup>

**Target:**

To increase to 100 % of students above the 25<sup>th</sup> percentile on TOPA, by June of each year

**Actual (TOPA):**June 2003

The one student retested remained below 25th percentile (however, parents declined Launch into Reading program)

June 2004

No students were below the 25<sup>th</sup> percentile in pre-test

June 2005

No students were below the 25th percentile in pre-test

June 2006

No students were below the 25th percentile in pre-test

June 2007**Objective 1.2:**

To improve the reading performance of students at grades 1 through 7

**Strategies:**

- Continue to identify students, at all grade levels, who do not meet reading expectations; provide LAC resources and Learning Support Worker assistance as needed
- Motivate students through providing high interest reading material; encourage the reading of non-fiction; offer reading material specific to the interests of individual reluctant readers
- Maintain the quality of classroom library collections; include book sets for; e.g. guided reading, book clubs, literary circles
- Implement \*Reading 44 components, e.g. the "Daily Dozen" strategies
- Ensure the \*Guiding Reading strategy is in place for all primary students
- Provide differentiated instruction in classrooms
- Engage students in regular written & oral responses to reading, i.e. \*Reader Response, oral reading, oral presentations
- Foster the partnership between home and school with specific suggestions/activities to engage parents in supporting school reading goals, e.g.
  - Ask parents to provide students with district library cards.
  - Communicate classroom reading activities, themes, etc. to parents on a regular basis
  - Form a parent committee to support a focus on Reading, e.g. to assist with preparing students' writing and book reviews for publishing on the school website or in the school newsletter, to assist with reading displays in hallways, to volunteer in the Library
  - Encourage PAC sponsored Parent Education Evenings with a focus on reading



- Encourage support of the Burrow into Books home reading initiative
- Create opportunities for the whole school to celebrate reading on a regular basis, e.g. HOLDING A Literacy Day
- Give students the opportunity to read the creative writing of other students by setting up “Author’s Corners”, publishing work in newsletters, the school website, etc.

\* Reading 44 – a comprehensive reading initiative, developed by the School District of North Vancouver

\* Guided Reading – one of the reading components of Reading 44, whereby students receive explicit instruction in homogeneous reading groups

\* Reader Response – a strategy that fosters students’ higher-level comprehension and critical thinking abilities

\*Daily Dozen - 12 explicit reading strategies taught to students to help them become proficient readers (part of the Reading 44 program)

Memo item: Resources

1. request funds from annual PAC budget to support Library and classroom library collections as needed.

**Key Performance Measures (for Objective 1.2):**

**Baseline:**

Percentage of students meeting or exceeding expectations on the FSA:

May 2003

grade 4: 77%                      grade 7: 93%

**Target:**

To maintain over 90% of students meeting or exceeding expectations (on FSA) over the period of years to 2007.

**Actual:**

May 2004

grade 4: 89%                      grade 7: 91%

May 2005

grade 4: 85%                      grade 7: 85%

May 2006 (\* grade 4 cohort from 2003 now in grade 7)

grade 4: 90%                      grade 7: 82%

May 2007 (\* grade 4 cohort from 2004 now in grade 7)

grade 4:                              grade 7:

**School District Goal 2: To improve success rates in Mathematics**

**School Plan Goal 2:** To improve Success Rates in Mathematics, K to Grade 7

**Analysis/Rationale:**

The Montroyal S.P.C. considered the School District goal of Mathematics, among others specific to Montroyal, in the context of available school data (Student Achievement



Report). The goal of Mathematics was highly recommended by a representative group of teachers, parents and students, at a goal assessment session, on February 19, 2003.

**Data sources used in conducting the analysis:**

FSA (May 2002, Grades 4, 7); Satisfaction Survey (May 2002); data gathered at goal-assessment sessions (February 2003, January 2006)

**Objective 2.1:**

To improve attitudes towards math, self-confidence as math learners, and math performance of K to grade 7 students

**Strategies:**

- Continue training of teachers in the use of Math 44
- Continue implementation of the Math 44 Program including:
  - following the Math 44 schedule (integration of units across all three terms)
  - focusing on teaching mathematics language and habits as presented in Math 44
  - posting and using math vocabulary posters
- Ensure adequate class time is devoted to math instruction (30% for Math, Science and Information Technology = 427 Minutes per week)
- Offer, when feasible, math LAC support
- Support students' mastery of basic facts by such activities as: conducting fact drills, teaching basic fact strategies (e.g. doubles, doubles plus one etc), encouraging use of facts grid as opposed to calculators, using buddy class activities to reinforce basic facts (e.g. games with flash cards)
- Provide parents with math activities for summer breaks in order to help students maintain skills (order/fee system)
- Foster support from parents by providing information on math web sites, math activity lists, newsletter Math column, etc.
- Continue to update and replenish math equipment, manipulatives and print resources, through various funding sources (e.g. funds from Summer Math Package, described in Objective 2.2; Jog-a-thon; and funding support from PAC)
- Provide hands-on math kits for parent sign out.

\* Math 44 is a comprehensive math initiative developed by the School District of North Vancouver

**Key Performance Measures (for Objective 2.1):**

**Baseline:**

1. Percentage of students indicating positive attitudes on Math Survey, as "Many Times or Always"  
Spring 2003:      Grade 3: 62%              Grade 6: 54%
  
2. Percentage of parents indicating positive attitudes on Math Survey, as "Many Times or Always"  
Spring 2003:      Grade 3: 64%              Grade 6: 60%
  
3. Percentage of students meeting or exceeding expectations on the FSA  
May 2003:              Grade 4: 83%              Grade 7: 98%

**Target:**

1. Increase the % of students and parents reporting positive attitudes about math, over the period of years to 2007.



- To attain over 90% of students meeting or exceeding expectations, over the period of years to 2007.

**Actual:**

Spring 2004

- Percentage of students indicating positive attitudes on Math Survey, as "Many Times or Always"  
 Spring 2004:      Grade 3: 63%              Grade 6: 63%
- Percentage of parents indicating positive attitudes on Math Survey, as "Many Times or Always"  
Spring 2003:      Grade 3: 71%              Grade 6: 69%
- Percentage of students meeting or exceeding expectations on FSA  
 May 2004:          Grade 4: 97%              Grade 7: 100%

Spring 2005

- Percentage of students indicating positive attitudes on Math Survey, as "Many Times or Always"  
 Spring 2005:      Grade 3: NA              Grade 6: NA
- Percentage of parents indicating positive attitudes on Math Survey, as "Many Times or Always"  
Spring 2003:      Grade 3: NA              Grade 6: NA
- Percentage of students meeting or exceeding expectations on FSA  
 May 2005:          Grade 4: 100%              Grade 7: 98%

Spring 2006

- Percentage of students indicating positive attitudes on Math Survey, as "Many Times or Always"  
 Spring 2006:      Grade 3: N/A              Grade 6: N/A
- Percentage of parents indicating positive attitudes on Math Survey, as "Many Times or Always"  
Spring 2006:      Grade 3: N/A              Grade 6: N/A
- Percentage of students meeting or exceeding expectations on FSA  
 (\*grade 4 cohort from 2003, now in grade 7)  
 May 2006:          Grade 4: 85%              Grade 7: 94%

Spring 2007

- Percentage of students indicating positive attitudes on Math Survey, as "Many Times or Always"  
 Spring 2007:      Grade 3:                      Grade 6:
- Percentage of parents indicating positive attitudes on Math Survey, as "Many Times or Always"  
Spring 2007:      Grade 3:                      Grade 6:
- Percentage of students meeting or exceeding expectations on FSA  
 (\*grade 4 cohort from 2004, now in grade 7)  
 May 2007:          Grade 4:                      Grade 7:



**Objective 2.2:**

To develop and improve students' math problem solving skills, grades 1 to 7

**Strategies:**

- Implement Math 44 problem solving strategies
- Develop a repertoire of "best practice" strategies for teaching math problem solving, e.g. older buddies teaching strategies to younger buddies, mind mapping
- Continue Math Committee's participation in the Network of Performance Based Schools (focus question: How can we improve our student's math problem solving skills through use of the math performance standards?)
- Release time for teachers to observe/plan with each other
- Develop an assessment rubric for establishing a baseline and annual evaluation of student progress
- Continue to focus on the use of Math Performance Standards for assessment and evaluation
- Foster support from parents by providing information on strategies for solving word problems
- Purchase additional math problem solving resources

**Key Performance Measures (for Objective 2.2):****Baseline:**

1. Percentage of students indicating positive attitudes on Math Survey, as "Many Times or Always"  
Spring 2003:            Grade 3: 62%            Grade 6: 54%
2. Percentage of students meeting or exceeding expectations on the FSA  
May 2003:            Grade 4: 83%            Grade 7: 98%
3. Teacher observations (qualitative)  
September 2003:  
 Numerous students, at all grade levels, who have forgotten much of their math skills from the previous year
4. Students in grades 1 to 7 fully meeting or exceeding expectations in the area of Math Problem Solving (based on staff-developed assessment rubric)  
June, 2006:            Grades 1 – 3: 69%            Grades 4 to 6: 69%

**Target:**

1. Increase the % of students and parents reporting positive attitudes about math, over the period of years to 2007.
2. To attain over 90% of students meeting or exceeding expectations, over the period of years to 2007.
3. Increase to \_\_\_% the students meeting or exceeding expectations in the area of Math Problem Solving (based on staff-developed assessment rubric)\*  
*\*Note: Target to be set when teachers are involved in the process.*

**Actual:**Spring 2004

1. Percentage of students indicating positive attitudes on Math Survey, as "Many Times or Always"  
 Spring 2004:            Grade 3: 63%            Grade 6: 63%
2. Percentage of students meeting or exceeding expectations on the FSA



May 2004:            Grade 4: 96%            Grade 7: 100%

3. September 2004, qualitative teacher observations:  
- no significant difference (no improvement) in student retention of math skills over the summer months

#### Spring 2005

1. Percentage of students indicating positive attitudes on Math Survey, as "Many Times or Always"  
Spring 2005:            Grade 3: N/A            Grade 6: N/A
2. Percentage of students meeting or exceeding expectations on the FSA  
May 2005:            Grade 4: 100%            Grade 7: 98%
3. September 2005, qualitative teacher observations:

#### Spring 2006

1. Percentage of students meeting or exceeding expectations on the FSA (\*grade 4 cohort from 2003, now in grade 7)  
May 2006:            Grade 4: 85%            Grade 7: 94%
2. Percentage of students meeting or exceeding expectations in the area of Math Problem Solving (based on staff-developed assessment rubric)  
June, 2006:            Grades 1 – 3: 69%            Grades 4 – 6: 69%

#### Spring 2007

1. Percentage of students meeting or exceeding expectations on FSA (\*grade 4 cohort from 2004, now in grade 7)  
May 2007:            Grade 4:            Grade 7:
3. Percentage of students meeting or exceeding expectations in the area of Math Problem Solving (based on staff-developed assessment rubric)  
June, 2007:            Grades 1 – 3:            Grades 4 – 7:

### **School Plan Goal 3:            To Provide a Safe and Caring School Environment**

#### **Analysis/Rationale:**

The Montroyal S.P.C. considered the School District initiative of Safe and Caring Schools, among others specific to Montroyal, in the context of available school data (Student Achievement Report). The Safe and Caring Schools initiative was determined by the SPC, to be a natural extension of previously established, on-going school goals, particularly the anti-bullying program (currently in its 6<sup>th</sup> year)

#### **Data sources used in conducting the analysis:**

Anti-Bullying Survey (December, 2002); March 2004  
Safe and Caring Schools Assessment Data (September 2002) September 2003  
Satisfaction Survey (Spring 2002) Winter 2004

#### **Objective 3.1:**



To maintain and expand the \*Kindness and Respect Program, including Multicultural Awareness Initiatives, to further improve care and respect among all members of the school community

**Strategies:**

- Continue to ensure playground incidents of bullying have closure so that students involved know whether or not the incidents were bullying, i.e. follow-up communication with students, parents and the classroom teacher
- Continue to develop and implement classroom and school-wide activities, i.e. primary and intermediate age-appropriate assemblies, classroom skits, class meetings, playground orientations
- Continue to bring in outside groups on topics of anti-bullying, respect, tolerance and appreciation of diversity
- Continue to use "Buddy groups" and/or multi-age groups to work with respect and manners activities
- Continue to engage in school-wide charitable initiatives (student-centered when possible) throughout the school year, e.g. Vancouver Food Bank, World Vision, Project Love, Terry Fox Foundation, Jump Rope for Heart
- Continue to encourage Student Council charitable initiatives
- Continue to provide leadership opportunities, i.e. student council, peer counsellors, safety patrols
- Continue to raise awareness of internet bullying (e.g. MSN), through the use of newsletter information, and Internet Safety presentations for parents and students
- Hold an annual Multicultural Awareness event with a focus on respecting differences: include foyer displays, family involvement

\* The "Respect Program" began as an Anti-Bullying Program in 1998. The Anti-Bullying Program has evolved into the broader concept of respect. The Respect Program, as it is referred to since 2004, encompasses all of the positive behavioural expectations, such as good manners, kindness, and appreciation of diversity.

**Key Performance Measures (for Objective 3.1):**

**Baseline:**

2002 - 2003

1. Percentage of students reported as bullied, from:
  - a. Anti-Bullying Survey (December 2002): 39%
  - b. Satisfaction Survey - students (Spring 2003):  
grade 4: 10%      grade 7: 5%
  - c. Code of Conduct Record Binder (2002-03): 3%
  
2. Safe and Caring Schools Assessment Data September 2003:  
**"Fully Meets or Exceeds Expectations":**
  - a. Violence Prevention Curriculum: 60%
  - b. Intervention Strategies : 92%

**Target:**

To reduce the percentage of students being bullied over the plan period (to 2007).

**Actual:**

2003 - 2004

1. Percentage of students reported as bullied, from:
  - a. Anti-Bullying Survey- question no. 2 (February 2004): 8 %
  - b. Satisfaction Survey - students (Spring 2004):



- grade 4: 5%      grade7: 2%
- c. Code of Conduct Record Binder (2003-04): 4%

2. Safe and Caring Schools Assessment Data September 2004:  
**“Fully Meets or Exceeds Expectations”**:  
d. Violence Prevention Curriculum: 100%  
e. Intervention Strategies : 100%

#### 2004 - 2005

1. Percentage of students reported as bullied, from:  
a. Anti-Bullying Survey - question no. 2 (February 2005): 7%  
b. Satisfaction Survey - students (Spring 2005):  
grade 4: 8%      grade7: 12%  
c. Code of Conduct Record Binder (2004-05): NA
2. Safe and Caring Schools Assessment Data September 2005:  
**“Fully Meets or Exceeds Expectations”**:  
a. Violence Prevention Curriculum: 38%  
b. Intervention Strategies : 89%

#### 2005 - 2006

1. Percentage of students reported as bullied, from:  
a. Anti-Bullying Survey- question no. 2 ( February 2006): 4%  
b. Satisfaction Survey - students (Spring 2006):  
grade 4: 7%      grade7: 6%  
c. Code of Conduct Record Binder (2005-06): NA
2. Safe and Caring Schools Assessment Data September 2005:  
**“Fully Meets or Exceeds Expectations”**:  
a. Violence Prevention Curriculum: 38%  
b. Intervention Strategies : 89%

#### 2006 - 2007

1. Percentage of students reported as bullied, from:  
a. Anti-Bullying Survey- question no. 2 ( April 2007):  
b. Satisfaction Survey - students (Spring 2007):  
grade 4:      grade7:  
c. Code of Conduct Record Binder (2006-07):
2. Safe and Caring Schools Assessment Data April 2007:  
**“Fully Meets or Exceeds Expectations”**:  
a. Violence Prevention Curriculum: 46%  
b. Intervention Strategies: 92%

#### **Objective 3.2:**

To improve the sense of safety for students from K to grade 7 through awareness and implementation activities related to the Montroyal Code of Conduct

#### **Strategies:**

- Highlight the Code of Conduct, yearly with students, parents and staff
- Continue to encourage participation in Peer Counselling Program, as exemplars of expected behaviour
- Develop opportunities to enhance student understanding and ownership of the Code of Conduct (i.e. classroom lessons translating Code language into "child friendly" language)



- Actively present the Code of Conduct in concrete, visible ways (e.g. punctuality campaign, random acts of kindness, declaring incident free days on the playground)
- (Continue to use "buddy" group and/or multi-age groups to review Montroyal's Code of Conduct.)
- Develop a Code of Conduct brochure, that describes behavioural expectations and consequences for mis-behaviour, for circulation to all families
- Ensure Code of Conduct is posted throughout the school

**Key Performance Measures (for Objective 3.2):**

**Baseline:**

2002 - 2003

1. Percentage of students reported as feeling safe at school, on the student Satisfaction Surveys (Spring 2003):  
Grade 4: 70%      Grade 7: 91%
2. Percentage of students incurring behavioural infractions in the Code of Conduct Record Binder (2002-03): 7%

**Target:**

1. To increase the percentage of students reported as safe on the Satisfaction Survey (reported by students)
2. To reduce the percentage of students who incur behavioural infractions, over the period of years to 2007.

**Actual:**

2003 - 2004

1. Percentage of students reported as feeling safe at school, on the student Satisfaction Surveys (Spring 2004):  
Grade 4: 86%      Grade 7: 93%
2. Percentage of students incurring behavioural infractions (for bullying) in the Code of Conduct Record Binder (2003-04): 6%

2004 - 2005

1. Percentage of students reported as feeling safe at school, on the student Satisfaction Surveys (Spring 2005):  
Grade 4: 85%      Grade 7: 73%
3. Percentage of students incurring behavioural infractions (for bullying) in the Code of Conduct Record Binder (2004-05): NA

2005 - 2006

1. Percentage of students reported as feeling safe at school, on the student Satisfaction Surveys (Spring 2006):  
Grade 4: 80%      Grade 7: 89%
2. Percentage of students incurring behavioural infractions (for bullying) in the Code of Conduct Record Binder (2005-06): NA

2006 - 2007

1. Percentage of students reported as feeling safe at school, on the student Satisfaction Surveys (Spring 2007):  
Grade 4:      Grade 7:



2. Percentage of students incurring behavioural infractions (for bullying) in the Code of Conduct Record Binder (2006-07):

## Structure

Activities that align school resources, time, personnel and organizational planning to support the goals, objectives and implementation of strategies:

### 2003 – 2004

- "Power of 10" workshop (September 10, 2003)
- Safe and Caring Schools Assessment (September 25, 2003)
- Participation in "Together against Violence" (November, 2003)
- Regular staff meeting agenda
- Staff committee structure (2004-05) to support and implement each of the major goals
- Schedule of SPC meetings: December 8, January 22, February 19, March 25, April 22
- SPC training session (District meeting February 5 2004)
- PAC fundraiser (February 2004) directed to the purchase of library books
- School-Based Professional Day: February 16 2004 (teacher and parent working session on school goals, objectives and strategies)
- Focus on "Bystander Bullying" (February 2004)
- Consultation with Student Council update (April 6 2004)
- Student Council class reports on School Plan (April 2004)
- Application to, and achievement of the International Reading Association's Exemplary Reading Program Award (May 2004)
- Timeline document detailing implementation process by goal for 2004-05 (to be developed by June 30, 2004)
- Updates in parent newsletter (eg. February 27, 2004; April 2, 2004)
- Monthly updates at PAC meetings
- School block budget funds directed to purchase of guided reading books (non-fiction)
- Purchase of Power of Ten resources (block budget)
- Anti-Bullying Program assemblies (September, 2003; February 2004) and student survey (February 2004)
- Peer Counsellor Program training and funding (PAC funds)

### 2004 - 2005:

- Safe and Caring Schools Assessment (September 2004)
- Regular staff meeting agenda (goal committee reports)
- Staff committee structure (2004-05) to support and implement each of the major goals
- SPC Family of Schools Orientation Meeting (October, 2004)
- Schedule of SPC meetings: 5 meetings between December and April
- SPC training session (District meeting February 2005)
- PAC "Buy a Book" for the library (December student-led conference period 2004) directed to the purchase of library books
- School-Based Professional Day: January 2005 (teacher and parent working session on school goals, objectives and strategies)
- Focus on "Strategies for Bystanders", including staff pro-d, buddy classroom activities and survey (February - March 2005)
- 2 assemblies on behaviour expectations (Fall); puppet show on bullying (Winter)
- Continued development and application of timeline document detailing implementation process by goal for 2005-06



- Updates in parent newsletter (3 times)
- Monthly updates at PAC meetings
- PAC funds directed to purchase of non-fiction reading resources
- Student survey (February 2005)
- Peer Counsellor Program training and funding (PAC funds)
- Annual Montroyal charitable activities supported (see objective. 3.3, strategy)
- Submission of an SPC funding request seeking PAC funds to support goals

#### 2005-06

- Safe and Caring Schools Assessment (September 2005)
- Regular staff meeting agenda
- Staff committee structure to support and implement each of the goal areas
- Schedule of SPC meetings: December through to April
- Family of Schools SPC introductory and sharing session
- School-Based Professional Day: January, 2006 (teacher and parent working session on school goals, objectives and strategies)
- Focus on "Bystander Bullying" (February 2006)
- Staff attendance at Dr. Carol Santa session on Reading (January 2006)
- Timeline document detailing implementation process by goal for 2006-07 (to be developed by June 2006)
- Updates in parent newsletter
- Updates at PAC meetings
- School block budget funds, PAC funds and special Ministry Grants directed to purchase of math textbooks, math manipulatives, Anti-bullying Presentation, LAC resources, Library books and teacher release time for Math implementation activities
- Parent and student Internet Safety presentations
- Code of Conduct assemblies (September 2005; March 2006)
- Anti-bullying student survey, grades 1 to 7 (February 2004)
- Peer Counsellor Program training
- Math Committee participation in the Network of Performance Based Schools
- Annual Charitable Activities
- Peer Counsellor Led Assembly
- Implementation of Roots of empathy, Friends for Life and Friend to Friend Programs

#### 2006 - 2007:

- Safe and Caring Schools Assessment (September 2005)
- Regular staff meeting information/discussion
- Staff committee structure to support and implement each of the goal areas
- Schedule of SPC meetings: December through to April
- Family of Schools SPC introductory and sharing session
- School-Based Professional Day, April, 2007, teachers and parents focus on Math,
- Anti-bullying student survey, April, 2007
- Timeline document detailing implementation process by goal for 2007/08 (to be developed by June 2007)
- Updates in parent newsletter
- Updates at PAC meetings
- School block budget funds and PAC funds directed to purchase of books to enhance Library collection, LAC resources, Math presenter, and teacher release time for Math implementation activities
- Student Internet Safety presentations
- Code of Conduct assemblies (September 2006; February, 2007)



- Safe and Caring Schools Audit
- Peer Counsellor Program training sessions
- Math Committee participation in the Network of Performance Based Schools
- Annual Charitable Activities
- Roots of Empathy and Friends programs

## Progress Analysis

On our initial School Plan (2003 - 04) we began to establish our goals, timelines and key performance measures. Going forward, we will be able to analyse the performance of student cohort groups, through FSA assessments in grade four and seven, for math, reading and writing (refer to the key performance measurement section).

In 2004 we have made the following adjustments:

- Created a committee structure (one committee for each goal) to facilitate the implementation of the goals
- Developed a time line for implementation (by June, 2004)
- Revised objective 2:2 to clarify the intent.
- Revised and expanded strategies for 3.2 (to make them more concrete and develop student ownership)
- Added objective 3.3 to provide a balance of positive, pro-active strategies to complement the anti-bullying campaign and foster and celebrate a climate of respect within the school.

In 2005 we have made the following adjustments:

- Supplemented formal quantitative assessment with teachers' qualitative observations for goals 1 and 2 (as recommended at the Provincial Webcast)
- Submitted an SPC request for PAC funds to support goals
- Added strategy under Objective 2.1 (to replenish math equipment)
- Continued to broaden the scope of the Anti-Bullying Program, by renaming it the Respect Program, and by emphasizing respectful behaviours (e.g. manners; kindness)

In 2006 we have made the following adjustments:

- Objective 1.1 Revised wording for clarity, reorganized and updated strategies for clarity and to reflect staff/parent input
- Objective 1.2 Reorganized and updated strategies for clarity and to reflect staff/parent input
- Objective 2.1 Reorganized and updated strategies for clarity and to reflect staff/parent input
- Objective 2.2 Changed objective and strategies to focus on math problem solving as per staff input

In 2007 we have made the following adjustments:

- Objective 1.1 Updated strategies to reflect changes in programs used with students in LAC
- Objective 1.2 Updated strategies to reflect changes in programs used with students in LAC, and home support initiatives
- Objective 2.1 Adjusted strategies to reflect an increased focus on parent involvement/communication
- Objective 2.2 Adjusted strategies to reflect an increased focus on parent involvement/communication



- Objective 3.1, 3.2 Changes made that move from focus on anti-bullying to respect and multicultural awareness

## Technical Notes

In 2004 we have adjusted the objectives and strategies as follows:

- Revised objective 2:2 to clarify the intent.
- Strategies for 3.2 were revised and expanded to make them more concrete and develop student ownership.
- Added objective 3.3 to provide a balance of positive, pro-active strategies to complement the anti-bullying campaign and foster and celebrate a climate of respect within the school.

In 2005 we have made the following adjustments:

- Supplemented formal quantitative assessment with teachers' qualitative observations for goals 1 and 2 (as recommended at the Provincial Webcast)
- Submitted an SPC request for PAC funds to support goals
- Added strategy under Objective 2.1 (to replenish math equipment)
- Continued to broaden the scope of the Anti-Bullying Program, by renaming it the Respect Program, and by emphasizing respectful behaviours (e.g. manners; kindness)

In 2006 we made the following adjustments:

- Objective 1.1 Revised wording for clarity, reorganized and updated strategies for clarity and to reflect staff/parent input
- Objective 1.2 Reorganized and updated strategies for clarity and to reflect staff/parent input
- Objective 2.1 Reorganized and updated strategies for clarity and to reflect staff/parent input
- Objective 2.2 Changed objective and strategies to focus on math problem solving as per staff input
- Objectives 3.1 and 3.3 Consolidated these objectives into 3.1 to create a single emphasis on respect and anti-bullying, adjusted strategies

In 2007 we made the following adjustments:

- Goal 1 Revised to reflect changes in specific Programs used to support learning in LAC
- Goal 2 Greater focus on parent involvement and parent/school communication
- Goal 3 Revised language to reflect a to move toward a focus on Respect and Milticultural Awareness

## Consultation Process of Montroyal School Planning Council

- School administrators, staff, and parents have been actively involved in the development of the School Plan.
- Where there is a population of Aboriginal students of 5 or more, the school has included the school goal and objectives specific both to the needs of the students and to the involvement of the Aboriginal community. Where there are Aboriginal students enrolled



in the school but fewer than 5, the school has considered a plan to meet the educational needs of these students.

- A summary of the approved Montroyal School Plan will be posted on the school web site by October 31, 2007.

## Proposed School Plan

### School Planning Council Approval:

Date:

	Name	Signature
Chairperson (Principal)	Brenda Krause Arlene Martin (Vice-principal)	<i>Original Document signed by all SPC Members listed</i>
Teacher	N/A	
Parent	Cathy Barr	
Parent	Marina Chauvin Woods	
Parent	Nancy Kotush	

### Board Approval

*Approved by:*

***Bryn Roberts, Assistant Superintendent  
June 5, 2007***



**District Performance Plan Feedback:**

Click here to enter SPC comments on District Performance Plan (if any)

