

North Vancouver School District SCHOOL PLAN for 2012-2013

School: Cleveland School
Address: 1255 Eldon Road
 North Vancouver, BC V7R 1T5
Phone: 604-903-3390

School/Community Context:

L'Ecole Cleveland Elementary is a dual track school offering both a French Immersion Program and an English Program. As a result, not all of the students live in the catchment area. The student population is fairly consistent year to year at around 500.

In addition to the regular classroom program, staff and parents offer many extra-curricular programs and opportunities for the students. The Cleveland Parent Advisory Committee (CPAC) is extremely active in its fundraising and historically has been very successful with this. In 2008, the school community initiated a unique environmental program called Free The Trees, and this continues to be an important part of our school culture. The program involves creating a sustainable forest, outdoor classroom and playground area by pulling the invasive plants and replanting the area with trees and native species.

This year Cleveland saw the implementation of 3 Full-Day Kindergarten classes. This resulted in 66 more children outside at recess and lunch and had a significant impact on supervision at these times. To help with this process, grade 7 students were given leadership opportunities by helping the Kindergarten students come in and get ready for the day to begin.

L'Ecole Cleveland Elementary is committed to developing an environment where all members of the community help create a positive school culture. Cleveland has several on-going programs in place to create leadership opportunities for students, where the students can demonstrate care for the each other and the community.

Demographics (2011-2012 school year):

Total number of students: 501 Male: 253 Female: 248

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	22	10	14	21	32	23	19	40
Fr. Imm.	44	39	47	45	37	35	38	35

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
25.13	0	9.8	2.8	5.0

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To improve the literacy level of primary students in reading proficiency.

Review of the report card data indicates that there continues to be a need for reading intervention in the primary grades. The data for grades 1 to 3 students show that 61% of students are meeting expectations and 20% are exceeding expectations in reading. This represents a slight increase from the 2009-2010 school year (meeting – up 2%; exceeding – up 1%). Reading interventions continue to be an area of focus for the school plan.

Key Performance Measure: The percentage of students in grades 1 to 3 students meeting or exceeding objectives in reading on their report card third term.			
	Baseline	Target	Actual
2010-2011	75%	100%	81%
2009-2010	79%	100%	77%

Test of Phonological Awareness (TOPA) assessment trend data indicates that the interventions put in place for students who are identified as being at-risk for reading readiness are successful. Identified students are provided supports through the Learning Assistance Centre, and students will be tested in June of each year.

Key Performance Measure: Percentage of kindergarten students scoring above the 25 th percentile on the TOPA			
	Baseline	Target	Actual
2010-2011	81%	100%	96%
2009-2010	85%	100%	96%
2008-2009	86%	100%	100%

Opportunities for Further Development:

Due to the teachers' strike action during the 2011-2012 school year, report cards were not written for the 1st term; therefore, this goal baseline for the 2012-2013 plan will not be in place.

The School Planning Council recommends the implementation of more in-depth assessments of those students who are not yet meeting or approaching expectations for reading. DIBELS reading assessment for primary students is the recommended assessment to learn more about why students are not yet meeting expectations and to develop strategies for interventions. It is further recommended that Cleveland's School Based Resource Team develop an assessment plan for all primary children to ensure that we are meeting the needs of all learners.

Previous School Plan Goal 2: To improve students' mathematics achievement at Grade 3, 4 and 5.

Due to the teachers' strike action during the 2011-2012 school year, report cards were not written for the 1st term for primary children; therefore, this goal baseline for grade for the 2012-2013 plan will not be in place. Intermediate received letter grades for first term in April 2012, but no formal reports were issued for first term.

The Cleveland Survey of Math Attitudes is set for June of each school year. The survey expresses a range for self-reported measures; Understanding (1 – *Didn't learn much* to 3 – *Learned a lot*), and Enjoyment (1 – *Didn't learn much* to 3 – *Learned a lot*).

This goal and its objectives will be analyzed in next year's school plan.

Goal 2 will remain in place in the 2012-2013 School Plan.

Opportunities for Further Development:

In order to facilitate the tracking of cohort groups, the School Planning Council has decided to track the attitudes towards math of students in grades 6 and 7. The survey will be completed in June 2012.

Previous School Plan Goal 3: To increase students' respect for diversity and to focus on building healthy relationships within our school community.

The School Planning Council has decided to broaden this goal to focus on social responsibility and students' sense of belonging at school. We will continue to promote activities which recognize our diversity, and that promote relationship building and connecting students in the French Immersion and English programs.

The Safe & Caring Social Responsibility Survey will be used as the key performance measure. In 2010-2011, 231 Cleveland students, grades 4 to 7, participated in this survey. Survey data indicates a need to develop strategies to help children follow the code of conduct, feel safe at school, and to help students learn to help others who are being bullied. A shortened version of this survey was conducted in April of 2012.

Opportunities for Further Development:

Survey results will be brought to Staff meetings and Parent Advisory Council meetings to open up dialogue with all members of the Cleveland School community as to what we can do to help students learn and demonstrate socially responsible behaviours.

This goal will be adjusted to reflect a broader focus than the goal in previous plans.

School Goals for 2012-2013:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Cleveland Elementary School's School Plan for 2012-2013 are:

1. To improve the literacy level of primary students in reading proficiency.
2. To improve students' mathematics achievement at Grade 3, 4 and 5.
3. To increase the students' sense of social responsibility and sense of belonging in the school community.

School Goal 1:

To improve the literacy level of primary students in reading proficiency.

Goal Rationale:

The School Planning Council recognizes the value of early intervention in literacy and believes that it is critical to provide proactive support for primary readers to inspire a life-long love of reading and lay a foundation for academic success.

Objective 1.1:

To increase the percentage of Grade 1-3 students meeting or exceeding expectations in Reading on their report cards.

Strategies/Structures:

- Implement and support a home reading program early in the first term of each year.
- Expose students to passionate ambassadors/programs for reading (authors, librarians, specialty programs).
- Continue to support teachers through the School Based Resource Team.
- Implement teaching of strategies and skills from Reading 44.
- Provide reading support through the Learning Assistance Centre for identified students.
- Provide one-to-one or small group reading intervention by Learning Support Worker for students identified at the School Based Resource team.

Evidence: (Quantitative)

Key:

A = Not yet meeting and approaching objectives

M = Meeting objectives

E = Exceeding objectives

	Baseline %	Target %	Actual %
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	School Year	First Term			Third Term					
		A	M	E	A	M	E	A	M	E
The percentage of Grade 1 students not yet meeting and approaching, meeting or exceeding objectives in reading on their report card from first to third term.	2010-2011	22	74	3	0	85	15	21	62	17
	2011-2012	*	*	*	0	80	20			
	2012-2013									
The percentage of Grade 2 students not yet meeting and approaching, meeting or exceeding objectives in reading on their report card from first to third term.	2010-2011	30	62	8	0	85	15	24	53	22
	2011-2012	*	*	*	0	80	20			
	2012-2013									
The percentage of Grade 3 students not yet meeting and approaching, meeting or exceeding objectives in reading on their report card from first to third term.	2010-2011	25	65	11	0	85	15	12	66	22
	2011-2012	*	*	*	0	80	20			
	2012-2013									

* Due to the teachers' strike action, first term report cards were not written. This performance measure will need to be updated in the 2013-2014 school plan.

Objective 1.2:

To increase the percentage of Kindergarten students scoring above the 25th percentile on the Test of Phonological Awareness (TOPA) by the end of the year.

Strategies/Structures:

- Administer the TOPA to all Kindergarten students in January and identify those below the 25th percentile.
- Provide additional phonological training and support to the identified students through the classroom and Learning Assistance Centre
- Provide support and intervention through the use of the *Launch Into Reading Success* program.

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Percentage of kindergarten students scoring above the 25 th percentile on the TOPA	80%	100%	

School Goal 2:

To improve students' mathematics achievement at Grade 3, 4 and 5.

Goal Rationale:

The School Planning Council decided to focus on achievement and enjoyment of Mathematics at Grades 3, 4 and 5. This transition period from primary to intermediate is a time when math becomes more abstract and rigorous; teaching styles change; students are challenged to accept more independence: these factors this may have a bearing on student enjoyment, which in turn may affect student achievement.

Objective 2.1:

To increase the percentage of Grade 3, 4 and 5 students meeting or exceeding expectations in Mathematics on their report card from the first to the third term.

Strategies/Structures:

- Implement and provide in-service in Math 44 for all staff
- Increase the use of math manipulatives in the classroom
- Provide Learning Assistance Centre support for students identified by teachers
- Use formative assessment strategies to guide instruction

Evidence: (Quantitative)

Key:

A = Not yet meeting and approaching objectives

M= Meeting objectives

E = Exceeding objectives

	School Year	Baseline % First Term			Target %			Actual % Third Term		
		A	M	E	A	M	E	A	M	E
		The percentage of Grade 3 students not yet meeting and approaching, meeting or exceeding objectives in mathematics on their report card from first to third term.	2010-2011	12	62	26	0	55	45	9
	2011-2012	*	*	*	0	55	45			
	2012-2013									

* Due to the teachers' strike action, first term report cards were not written. This performance measure will need to be updated in the 2013-2014 school plan.

Key:

C-, C = Not yet meeting and approaching objectives

C+, B = Meeting objectives

A = Exceeding objectives

	School Year	Baseline % First Term			Target %			Actual % Third Term		
		C-,C	C+,B	A	C-,C	C+,B	A	C-,C	C+,B	A
The percentage of Grade 4 students not yet meeting and approaching, meeting or exceeding objectives in mathematics on their report card from first to third term.	2010-2011	6	52	42	0	55	45	14	51	35
	2011-2012	*	*	*	0	55	45			
	2012-2013									
The percentage of Grade 5 students not yet meeting and approaching, meeting or exceeding objectives in mathematics on their report card from first to third term.	2010-2011	13	59	28	0	55	45	1	40	59
	2011-2012	*	*	*	0	55	45			
	2012-2013									

Objective 2.2:

To increase the number of activities that will promote the understanding and enjoyment of mathematics in order to improve student achievement in math in Grades 3 to 7.

Strategies/Structures:

- Provide fun math afternoons with buddy classes and integrate Goal 2 and Goal 3.
- Provide all students with the opportunity for enriched math experiences such as the Snap Math Fair and national Math Contests.
- Use math manipulatives to assist student in discovering and understanding math concepts.
- Encourage collaboration among grade 3 and 4 teachers in order to actively supporting the transition challenges that students face from grades 3 to 4 in relation to math learning outcomes
- Encourage collaboration among grade 6 and 7 teachers in order to actively supporting the transition challenges that students face from grades 6 to 7 in relation to math learning outcomes
- Set up a math challenge centre in each class.

Evidence: (Quantitative)

The survey expresses the range of measure.

Understanding

1 Didn't learn much 2 Learned a little 3 Learned a lot
 1 ←————— 2 —————→ 3

Enjoyment

1 Didn't enjoy learn much 2 Enjoyed a little 3 Enjoyed a lot

Key Performance Measure:	Baseline June 2011		Target		Actual June 2012	
	Understanding	Enjoyment	Understanding	Enjoyment	Understanding	Enjoyment
Grade 3	2.46	2.51	2.5	2.5		
Grade 4	2.47	2.45	2.5	2.5		
Grade 5	2.43	2.25	2.5	2.5		
Grade 6	**	**	**	**		
Grade 7	**	**	**	**		

** The School Planning Council added grades 6 and 7 to this key performance measure in order to facilitate the tracking of cohort groups.

School Goal 3:

To increase the students' sense of social responsibility and sense of belonging in the school community.

Goal Rationale:

In order to support a positive school culture, the School Planning Council strongly believes that students should be expected to demonstrate socially responsible behaviours. The school has identified the need to increase opportunities for students to demonstrate leadership and empower students to help others in need. Data from the Safe & Caring Social Responsibility Survey will be used to track students self-reporting on measures relating to feeling safe at school, following the code of conduct, and helping students who are in need.

Objective 3.1:

To increase students' sense of safety, social responsibility and belonging in the school community.

Strategies/Structures:

- Provide opportunities for community building through multi-aged learning activities
- Provide opportunities for relationship building between French Immersion and English students
- Teach the school's Code of Conduct and expected behaviours to students over the course of the year
- Provide school activities and programs that promote social skill development, healthy student relationships and an appreciation of diversity such as:
 - o Stand By Me program (positive relations)
 - o School wide Positive Behaviour Intervention Support (PBIS) program
 - o Student Council
 - o Roots of Empathy
 - o Focus on Bullying
 - o Kids in the Know
- Provide public recognition for students who demonstrate acts of kindness towards others
- Develop a school-wide common language for supporting positive behaviours

Key Performance Measure: Safe & Caring Social Responsibility Survey	Baseline %	Target %	Actual %
The percentage of students reporting Many Times or Always to the statement; "I follow the Code of Conduct" (2012)	84	95	
The percentage of students reporting Many Times or Always to the statement; "I feel safe at school" (2012)	85	95	
The percentage of students reporting Many Times or Always to the statement; "When I see bullying, I try to help the person being bullied" (2012)	63	80	

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, Handsworth Secondary, Highlands Elementary 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, Handsworth and Highlands).

Consultation Process of Cleveland 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 Cleveland Elementary School Plan will be posted on the school web site by October 31, 2012.

School Planning Council Approval of Proposed School Plan:

Date: May 18, 2012

	Name	Signature
Chairperson (Principal)	Doug Beveridge	<i>Original Document signed by SPC Members</i>
Vice-Principal	Carla Orr	
Teacher	Not Participating	
Parent	Tracy Bosch	
Parent	Andrea Campbell	
Student <i>(Gr 10, 11, 12 schools only)</i>	Click to type name	

Board Approval of School Plan:

Approved by:

**Bryn Roberts, Assistant Superintendent
June 11, 2012**