

## North Vancouver School District SCHOOL PLAN for 2013-2014

**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. This continuing 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. Healthy Routes to School is an initiative started in the 2012/2013 school year to encourage children to walk or ride to school, and to stay safe on the way to school.

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 each other and the community.

### Demographics (2012-2013 school year):

Total number of students: 469 Male: 247 Female: 222

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	11	23	10	16	27	29	25	20
Fr. Imm.	42	42	37	43	40	35	34	35

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>25.18</b>	<b>0.2</b>	<b>6.8</b>	<b>2.3</b>	<b>5.3</b>

## 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 there continues to be a need for reading intervention in the primary grades. The data for grades 1 to 3 students show an increasing percentage of students are meeting expectations (68% meeting June 2012, 61% meeting June 2011) in reading, with less students exceeding expectations than in previous years (13% exceeding June 2012, 20% exceeding June 2011).

Reading interventions continue to be an area of focus for the school plan.

<b>Key Performance Measure:</b> The percentage of students in grades 1 to 3 meeting or exceeding objectives in reading on their report card third term.			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2011-2012	*	100%	81%
2010-2011	75%	100%	81%
2009-2010	79%	100%	77%

\* Due to the teachers' strike action during the 2011-2012 school year, report cards were not written for the 1<sup>st</sup> term, therefore, there was no baseline in the 2011-2012 school year.

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.

<b>Key Performance Measure:</b> Percentage of kindergarten students scoring above the 25 <sup>th</sup> percentile on the TOPA			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2011-2012	80%	100%	100%
2010-2011	81%	100%	96%
2009-2010	85%	100%	96%

### Opportunities for Further Development:

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 a reading assessment plan for 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.**

Review of report card data indicates the majority of students are doing well, with a 4% drop in the number of students receiving marks of C+ or better in June 2012. Further data is required to determine trends.

<b>Key Performance Measure:</b> The percentage of students in grades 3 to 5 meeting or exceeding objectives in mathematics on their report card third term.			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2011-2012	*	95%	88%
2010-2011	91%	95%	92%

\* Due to the teachers' strike action during the 2011-2012 school year, report cards were not written for the 1<sup>st</sup> term, therefore, there was no baseline in the 2011-2012 school year.

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 enjoy much* to 3 - *Enjoyed a lot*).

Review of survey data indicates cohort groups report a similar understanding of math from June 2011 to June 2012. The data indicates there was a drop in the students reporting of enjoyment, with the drop being most significant for students who transitioned from grade 3 math to grade 4 math (Enjoyment June 2011 – 2.51; Enjoyment June 2012 – 2.09).

<b>Key Performance Measure:</b> The rating by student on a self-reported measure of understanding or enjoyment (on a scale of 1 to 3). Baseline data from June 2011			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
June 2012 – Understanding	2.45	2.5	2.43
June 2012 – Enjoyment	2.40	2.5	2.25

**Opportunities for Further Development:**

The SPC continues to recommend the use of report card data and survey data in the school plan in order to facilitate the tracking of cohort groups. The SPC wonders if there is a correlation between the number of students reporting positive attitudes towards math and their results on report cards. The transition from grade 3 to grade 4 continues to be an area of focus for the SPC.

The SPC recognizes that the survey tool is in need of some language changes in order to provide greater clarity of data. Going forward, the survey tool will focus on three key areas; Learning, Understanding, and Enjoyment. A three point scale will continue to be used on the survey, which we recommend be completed in May or June of each school year. The SPC will continue to track the attitudes of grades 6 and 7 students with the use of the survey tool.

**Previous School Plan Goal 3: To increase the students’ sense of social responsibility and sense of belonging in the school community.**

The SPC will continue to encourage and 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.

<b>Key Performance Measure:</b> Safe and Caring Social Responsibility Survey		
	<b>2011-2012</b>	<b>2012-2013</b>
Percentage of students reporting Many Times or Always to the statement; “I follow the Code of Conduct”	84%	96%
Percentage of students reporting Many Times or Always to the statement; “I feel safe at school” (November 2012)	85%	82%
Percentage of students reporting Many Times or Always to the statement; “When I see bullying, I try to help the person being bullied” (November 2012)	63%	75%
Percentage of students reporting Many Times or Always to the statement; “This year, I have been bullied by other students.”	*	84%

\* Added as a key performance measure April 2013.

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

Data from two Safe and Caring Social Responsibility surveys (November 2012 & April 2012) indicate that students report that they follow the school code of conduct (96%). 82% of students responded that they feel safe at school “Many Times” or “Always”, which is still considered low to the members of the School Planning Council. An increasing number of students self-report that they will help a person who is being bullied, but the number is still considered too low (75%).

**Opportunities for Further Development:**

Data from the Safe and Caring Social Responsibility survey 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. The SPC recommends adding an additional key performance measure: “This year, I have been bullied by other students.” Tracking students self-reporting on following the school code of conduct may not be needed in future plans, but will SPC will keep this performance measure in the upcoming plan. School staff will continue to teach lessons related to social-emotional learning and how to help someone who is having trouble at school. Class meetings, common language and guest speakers will continue to be used to help create a safe and caring school for everyone.

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.

### **School Goals for 2013-2014:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Cleveland Elementary School Plan for 2013-2014 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/Resources:

- 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

	School Year	Baseline % First Term			Target %			Actual % 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	17	60	21
	2012-2013	23	70	12	0	80	20			
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	20	70	7
	2012-2013	23	70	2	0	80	20			
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	14	72	12
	2012-2013	17	66	14	0	80	20			

\* Due to the teachers' strike action during the 2011-2012 school year, report cards were not written for the 1<sup>st</sup> term.

**Objective 1.2:**

To increase the percentage of Kindergarten students scoring above the 25<sup>th</sup> 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 25<sup>th</sup> 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*)

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Percentage of kindergarten students scoring above the 25 <sup>th</sup> percentile on the TOPA	76	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/Resources:

- 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
- Implement the use of computer technology in supporting the development of math concepts
- 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	67	24
	2011-2012	*	*	*	0	55	45	6	69	20
	2012-2013	5	73	20	0	55	45			

\* Due to the teachers' strike action during the 2011-2012 school year, report cards were not written for the 1<sup>st</sup> term.

Key:

C-, C = Not yet meeting and approaching objectives

C+, B = Meeting objectives

A = Exceeding objectives



	School Year	Baseline %			Target %			Actual %		
		First Term			Third Term			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	9	54	36
	2012-2013	7	63	30	0	55	45			
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	14	42	44
	2012-2013	16	62	22	0	55	45			

\* Due to the teachers' strike action during the 2011-2012 school year, report cards were not written for the 1<sup>st</sup> term.

### 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

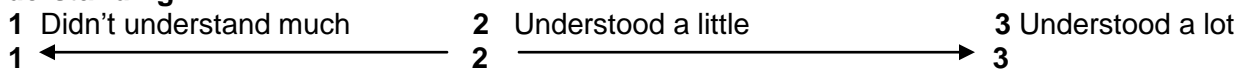
#### Strategies/Structures:

- 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 support 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

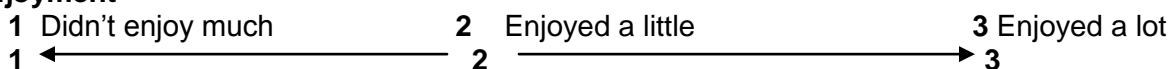
#### Evidence: (Quantitative)

The survey expresses the range of measure.

#### Understanding



#### Enjoyment



<b>Key Performance Measure:</b> Students self reporting on survey to measure their <b>Understanding</b> in math with range from 1 (didn't learn much) to 3 (understood a lot) June 2012	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Grade 3	2.48	2.5	
Grade 4	2.34	2.5	
Grade 5	2.48	2.5	
Grade 6	2.34	2.5	
Grade 7	2.23	2.5	

<b>Key Performance Measure:</b> Students self reporting on survey to measure their <b>Enjoyment</b> in math with range from 1 (didn't enjoy much) to 3 (enjoyed a lot) June 2012	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Grade 3	2.43	2.5	
Grade 4	2.09	2.5	
Grade 5	2.24	2.5	
Grade 6	2.11	2.5	
Grade 7	2.08	2.5	

The School Planning Council expanded the survey to have students report on learning, understanding and enjoyment. The baseline data for learning will be established in May or June 2013.

### **School Goal 3:**

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

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#### **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.

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#### **Objective 3.1:**

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

#### **Strategies/Structures/Resources:**

- 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
- Survey grade 7 students to determine how best to support these student in the transition to secondary school
- Develop a school-wide common language for supporting positive behaviours

**Evidence:** *(Quantitative)*

<b>Key Performance Measure: Safe &amp; Caring Social Responsibility Survey</b>	<b>Baseline %</b>	<b>Target %</b>	<b>Actual %</b>
The percentage of students reporting Many Times or Always to the statement; "I follow the Code of Conduct" (November 2012)	96	95	
The percentage of students reporting Many Times or Always to the statement; "I feel safe at school" (November 2012)	82	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" (November 2012)	75	80	
The percentage of students reporting Many Times or Always to the statement; "This year, I have been bullied by other students."	84	90	

## Connections:

### **Connections to Family of School's School Plans and/or District Achievement Plan:**

The five schools in the Handsworth Family of Schools (Canyon Heights Elementary, Cleveland Elementary, Highlands Elementary, Handsworth Secondary and Montroyal Elementary) work collaboratively to develop commonalities among the five school plans. The administrations from the FOS meet on a regular basis to discuss school directions, instructional initiatives and issues that affect the schools and school communities. School Plans are shared and frequently discussed. This collaborative approach assists with and strengthens the development of the goals, objectives, data sources and strategies to ensure success for all students.

Over the past six years, the School Planning Councils in the Handsworth Family of Schools have met annually for in-service regarding the process of developing a school plan and to provide an opportunity to share and discuss current goals and objectives. The five schools within the Handsworth Family of Schools share a focus on one or more of the goal areas of reading/writing, mathematics and safe school/social responsibility.

The school plans from each of the schools within the Handsworth Family of Schools also connect to the District Achievement Contract 2011-14, specifically Goal 1: To improve students' achievement in literacy (Reading: Canyon Heights, Cleveland, Handsworth and Highlands; Writing: Canyon Heights, Handsworth and Montroyal) and Goal 2: To improve students' achievement in numeracy (Cleveland, Highlands, Montroyal and Handsworth).

**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, 2013.

**School Planning Council Approval of Proposed School Plan:**

Date: May 3, 2013

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Doug Beveridge	<i>Original Document Signed by SPC Members</i>
Teacher	Not Participating	
Parent	Tracy Bosch	
Parent	Andrea Campbell	
Parent	Jude Barnes	
Student (Gr 10, 11, 12 schools only)	No student participating	

**Board Approval of School Plan:**

*Approved by:*

**Dr. Pius Ryan, Assistant Superintendent**